



## Graduate Catalog 2025-2026

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Published: July 14, 2025

## About Northwestern College

### Mission Statement

Northwestern College is a Christian academic community engaging students in courageous and faithful learning and living that empowers them to follow Christ and pursue God's redeeming work in the world.

### Identity

Northwestern College is a Christian college in the Reformed tradition, founded in 1882 and affiliated with the Reformed Church in America. We are committed to providing a Christian liberal arts education in the context of community among learners on campus and online. We offer bachelor's degrees in traditional and professional programs, as well as graduate degrees and certificate programs.

### Vision for Learning

Northwestern College is a community rooted in Scripture and the confessions of Reformed theology and thus shaped by a robust integrative and transformative vision of the Triune God who creates, redeems and sustains. This theological background supports a framework within which students, staff and faculty of various Christian traditions take up the task of loving, understanding and serving the world whose Savior and Lord is Jesus Christ. We see the pursuit of liberal arts education as worship experienced in community and offered to the glory of God. Embracing this calling with a freedom that arises from confidence in God's saving grace and sovereignty, we are committed to cultivating virtues of heart and mind that will enable us to live out our shared vocation as participants in God's redemptive work. We respond to God's call to proclaim the message of the gospel, be stewards of creation, serve Christ in all persons, and bring all things under his lordship.

In keeping with this commitment, we intend Northwestern graduates to be persons who:

Trust, love and worship God

- Understanding that God is the center of life, learning about God through careful and rigorous study, and aspiring to trust, love and worship God as the sovereign Lord of the universe.
- Recognizing that to love God is also to live joyfully as participants in a variety of communities, valuing the diversity of the human family, and seeking opportunities for learning, growth and transformation through intercultural relationships.

Engage ideas

- Demonstrating competence in navigating and contributing to the world of ideas and information, having learned to listen, read, question, evaluate, speak, write, create and perform with a disciplined imagination.
- Gaining a comprehensive understanding of the theoretical foundations, methods and products of the humanities, the social and natural sciences, and the fine arts.
- Pursuing truth faithfully in all aspects of life; developing, articulating and supporting their own beliefs; and seeking meaningful dialogue with those holding different convictions.
- Desiring to continue a life of learning and contemplation.

Connect knowledge and experience

- Completing academic majors that enable acquisition of the narrower but deeper knowledge and skills that serve as the basis for mastery of a particular discipline and as preparation for meaningful life and work.
- Exhibiting a broad understanding of the current and historical interplay of different realms of knowledge and experience.
- Seeking opportunities for growth and reflection that integrate faith, learning and living in community.
- Seeing beauty and finding joy in all pursuits.

Respond to God's call

- Discerning and developing their unique gifts in service to Christ, the church and the world Christ loves and redeems.
- Regarding all persons as made in the image of God and thus deserving of understanding, love and justice.
- Living a balanced and whole life in obedience to God.

### **Institutional Commitments**

We fulfill this vision through the following campus-wide commitments. We promote excellence in teaching, research, scholarship, performance and production. We encourage the development of a Christian community marked by personal devotion, caring interpersonal relationships, and respect for others' unique gifts and perspectives. We seek to create and maintain cultural, ethnic, and racial diversity among our students and staff and in our curricular and co-curricular programs. We make decisions in a participatory system of shared governance.

We provide an attractive and efficient campus plant that is aesthetically pleasing, promotes active stewardship of the environment, and is conducive to serious learning and Christian living. We provide educational, cultural, and recreational opportunities for students, faculty, staff and the surrounding communities that help us attain our *Vision for Learning*. We are committed to generating the financial resources necessary to provide educational excellence and maintain fiscal responsibility in all programs and operations.

### **Statement of Christian Identity**

As a Christian college, Northwestern identifies itself as Reformed, evangelical, and ecumenical. We view these Christian theological perspectives as complementary and draw from the strengths of each perspective in fulfilling our mission.

**Reformed Commitment.** Northwestern College is affiliated with the Reformed Church in America. We accept the ultimate authority of God's written Word and are guided by the wisdom of the ecumenical creeds\* and our historic Reformed confessions\*\*. We proclaim the sovereignty and grace of God in every area of creation and human life, our sinfulness and natural inability to have faith in God, God's sovereign and gracious choosing of God's people in Christ based solely on God's good pleasure and will, the Holy Spirit's initiation of the new birth resulting in faith and repentance, the life-giving spiritual union between Christ and believers, and God's compassionate embrace that keeps believers from ever truly falling away from faith. We affirm God's broad redemptive purposes, and we embrace the Christian call to reform the church, reflect critically on worldviews that influence culture, and transform the world.

\*The Apostles' Creed, the Nicene Creed, and the Athanasian Creed

\*\*The Heidelberg Catechism, the Belgic Confession, the Canons of Dort, and the Belhar Confession

**Evangelical Engagement.** As a Reformed institution, Northwestern stands within the broad tradition of evangelical Christianity. We affirm the divine inspiration, infallibility, authority, and sufficiency of Scripture in matters of faith and practice. We seek a warm, personal faith that is the product of conversion through an individual's trust in Christ as Savior and Lord and belief in Christ's redeeming and substitutionary work on the cross. We acknowledge that salvation comes solely through the unmerited, direct, and transforming gift of God's grace. We believe that Christians are called to live holy lives, to make disciples throughout the world by embodying in word and deed the good news of salvation, and to love all people through acts of justice and mercy in Christ's name.

**Ecumenical Spirit.** As a Reformed institution, Northwestern College identifies with the ecumenical spirit that unites all Christians in every time and place. This spirit is embodied in the unified confession of the historic Church as expressed in the Apostles' Creed. We desire greater unity among the universal Christian family. We celebrate the unique traditions and gifts of other Christian communities. We seek new

cooperative relationships with other Christians in our common witness to the gospel and our pursuit of justice for all creation. Our ecumenical spirit calls us to appreciate alternative perspectives in an ethos of peaceful dialogue.

### **Accreditation and Affiliations**

Northwestern College is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Departmental accreditation has been earned through the International Assembly for Collegiate Business Education (IACBE), Commission on Collegiate Nursing Education (CCNE), and Council on Social Work Education (CSWE). The nursing program is approved by the Iowa Board of Nursing. The ARC-PA has granted Accreditation-Provisional status to the Northwestern College Physician Assistant Program.

Northwestern College is a member of the Council of Christian Colleges and Universities (CCCCU).

### **Academic Calendar**

Northwestern operates on an academic calendar of three terms. The fall 16-week academic term begins in August and the spring 16-week academic term in January. The summer academic term consists of two 7-week sessions beginning in May and June.

The latest day that a faculty member may accept academic work from a student is the last date of the term as published in the academic calendar. Professors may set earlier deadlines as appropriate.

### **Catalog Information**

Northwestern reserves the right to change academic requirements or policies, as stated in this catalog, at the beginning of each term, with proper notification of such changes to be distributed to all students. This catalog contains information related to academic programs and institutional policies. In addition to this catalog, individual program student handbooks contain policies, procedures, and expectations that are program-specific. It is the student's responsibility to understand college and program requirements.



## **Admissions**

Northwestern College invites all applicants, regardless of race, color, national origin, gender, age, or handicap.

### **Classification of Students**

- Degree seeking student: A student who has fully met the requirements for admission to a degree program with Northwestern College and has enrolled in a course(s) to meet degree requirements.
- Non-degree seeking student: A student enrolled in a certificate or endorsement program, a student desiring to take a course(s) from Northwestern College for transfer to another institution, or for educational and personal growth.

### **General Requirements for Graduate Admission to Northwestern College**

A candidate will be considered for admission to Northwestern College after the following conditions are met:

- Completed application for admission
- Receipt of official transcript showing an earned baccalaureate degree from a regionally accredited institution. A degree earned from a Bible college accredited by the Association for Biblical Higher Education (ABHE), or from an institution affiliated with the Transnational Association of Christian Colleges & Schools (TRACS), will be considered on a case-by-case basis. International students must submit appropriate documentation of a bachelor's degree equivalent, and admission requires program director approval.
- Receipt of official transcripts from all graduate schools attended. Graduate credits earned from a regionally accredited institution will be considered for transfer in programs that accept transfer credits. Graduate credits earned from a Bible college accredited by the ABHE or an institution affiliated with TRACS will be evaluated for transfer on a case-by-case basis.
- Undergraduate GPA of 3.0 or higher on a 4.0 scale. Candidates with a GPA of a 2.7 or higher may be awarded provisional acceptance.
- Additional admission requirements and standards for individual academic programs can be found under Program Descriptions and Requirements.

### **Non-Degree Seeking Student Admission Policy**

Non-degree seeking students should complete the online student application for online courses and programs, or the guest application for onsite courses and programs. Applications and instructions are located on the admissions website at <https://online.nwciowa.edu/apply>

Non-degree seeking students pursuing an endorsement or certificate must submit official transcripts, but those taking individual courses are not required to submit academic records (final high school/college transcripts and standardized test scores) to gain non-degree admission. Non-degree seeking students who are not pursuing an endorsement or certificate are generally not eligible for financial aid.

If a non-degree student would like to pursue a degree, the student must meet all admissions requirements for the desired program of study, including the completion of a new application.

New students wishing to audit a course are subject to the above documentation requirements for non-degree admission.

### **Graduate Credit for Undergraduate Students**

An undergraduate student with senior standing and a minimum GPA of 3.0 may take up to 12 graduate credits with approval from the department chair. In general, no course may count toward both an undergraduate and a graduate degree unless approval is obtained by the department chair.

Students may not exceed 18 total credits (undergraduate and graduate) in a term without approval from the registrar's office. Undergraduate financial aid will only apply to undergraduate courses. Graduate financial aid will only apply to graduate courses. Graduate credits are billed at the graduate program tuition rate and are separate from the full-time student undergraduate package of 12-18 credits.

### **International Students**

Northwestern College welcomes applications from international students. In addition to the specific admissions criteria for the program of interest, students whose native language is not English must demonstrate language proficiency using an English proficiency test. Northwestern will accept scores from the TOEFL and IELTS. TOEIC scores may be considered. A minimum TOEFL score of 79, or a minimum IELTS score of 6.5, is required for admission for most programs. Applicants to the Master of Science in Physician Assistant program must have a minimum TOEFL score of 100. Students applying to programs that require specialized licensure as an admissions requirement will require proof of comparable licensure in their country of origin. Some programs with specialized licensure requirements may not be open to international students. For additional information, visit <http://www.nwciowa.edu/international-students>.

Northwestern College cannot issue I-20 forms to students who are enrolled in online programs.

### **Application Procedure**

Application requirements and procedures are found under Program Descriptions and Requirements.

### **Provisionally Accepted Students**

**GPA.** A student who is provisionally accepted must achieve the minimum required GPA for their program by the end of their first 9 attempted credits at Northwestern. If GPA is not met, the student will be administratively removed from the program and may reapply to the program after two consecutive terms. Readmission is not guaranteed. If a student is readmitted, they must comply with the program requirements in effect at the time of their readmission.

**Documentation.** A student who is provisionally accepted due to incomplete admissions documents including, but not limited to, official transcripts, may register for and take courses for one term. Students may not register for subsequent terms until all official documentation has been received by the college.

**Licensure.** A student whose provisional acceptance is dependent upon earning licensure may register for courses, but may not begin courses until proof of licensure is received by the college.

### **Stop Outs**

The college understands that other obligations or life events may prevent consecutive enrollment in an online graduate program. Students enrolled in online programs may stop out, or abstain from taking courses during a term, for two consecutive terms with no notification or documentation. If a student stops out of their program for more than two consecutive terms, the student will need to reapply to the program using the Application for Re-enrollment available online at <http://online.nwciowa.edu/apply>. Readmission is not guaranteed. If a student is readmitted, they must comply with the program requirements in effect at the time of their readmission. Students in face-to-face graduate programs should reference their program's student handbook for procedures regarding stop outs, deceleration and re-enrollment.

### **Change of Name or Address**

It is the responsibility of a student to keep Northwestern College informed of any change in name, address, phone or e-mail address. The change form is available at MyNWC. Northwestern College will update a student's last name upon written notification from the student of a legal name change. In most instances, the change will occur as a result of a marriage or divorce. Individuals wishing to have their first or middle

name changed in Northwestern's records must provide documentation of a legal name change. Documentation could include, but is not limited to, a state issued driver's license or a court order approving the name change. Northwestern maintains a student's birth sex in official records.

## **Registration**

### **Registration Schedule**

Students should review Northwestern's published Academic Calendar to determine registration dates for fall, spring, and summer courses. Calendars are posted online at <http://online.nwciowa.edu/academic-calendar>

Though a student may register for a course at any time during the regular registration period, registering quickly is advised to ensure a place in the course. Students may add a course through the Friday before the start of a summer term course, and through Day 5 of a regular academic term course if space is available.

### **Procedure for Registering**

Online students must register for courses using MyNWC, through the mail, or in person at the registrar's office. Registration cannot be taken over the phone or through email. Students in the Master of Science in Athletic Training and Master of Science in Physician Assistant programs should work with their enrollment counselor to register for courses.

### **Registration for Mid-Semester Classes**

This policy applies to any undergraduate or graduate student not already registered for the term.

After the first 5 days of the term have passed, a student may not register for classes unless the student is registering for a class that starts mid-semester.

If registering for a class that starts mid-semester (class begins after the first week of the semester) the student must register on or before the Friday prior to the first day of class. Payment is due in full on or before the Friday prior to the first day of class. Students will not be allowed to start their class or have access to their class through Blackboard if this payment is not made in full. Students are allowed to register for a maximum of 5 undergraduate credits or 3 graduate credits. No financial aid is available.

### **Procedure for Dropping a Course**

To drop a course, completion of the drop form in MyNWC is required. A student who is enrolled in only one course, and who wishes to drop that course, must instead complete the withdrawal form (see Withdrawal section below). Tuition reimbursement and transcript entry for dropped courses is as follows:

- A student may drop a course and receive a full tuition refund on or before the first day of the course. There will be no transcripted entry on the student's academic record for the dropped course if the student did not establish attendance.
- To drop a course after the 5<sup>th</sup> day of classes, a student must complete the Drop Form for Online Courses located in MyNWC.
- For students who drop classes but remain enrolled at least on a part-time basis, no refund will be provided and financial aid will not change after the fifth day of classes.
- A student who wishes to drop a course must do so prior to the designated drop deadline as noted in the Academic Calendar. Students who do not formally drop a course but stop attending will receive a grade of "F".
- Students who do not establish attendance within the first five days of the beginning of the online course will be dropped by the registrar's office on the seventh day.

## **Procedure for Withdrawing From All Courses**

A withdrawal occurs when a student decides to drop all of their courses. Withdrawal has implications for a student's transcripts, financial aid, and bill. Students should contact the Registrar's Office with questions pertaining to withdrawing and transcripts, the Business Office for questions pertaining to their bill, and the Financial Aid Office for questions pertaining to financial aid.

- To drop all courses, complete the "Drop/Withdrawal Form". To access this form, go to MyNWC, Academics tab, Forms, Click on Drop/Withdrawal from courses.
- A grade of "W" will be given when a student is granted honorable dismissal, provided the withdrawal process is completed by the drop deadline published in the Academic Calendar.

## **Incomplete Grade Policy**

An incomplete grade is given only when there are circumstances beyond the control of the student (e.g., serious illness and/or family affliction) that make it impossible for the student to complete required coursework before the last day of the term. Incomplete grades are a late-semester response to emergent circumstances in the life of a student, thus students may not pre-emptively request incomplete grades in anticipation of potential circumstances or to request an incomplete so early in the term that it would be impossible to meaningfully complete the requirements of the course. Students who receive incomplete grades must turn in all course work to the instructor by the incomplete deadline, which is four weeks from the last day of the term. The instructor must then submit the final grade to the registrar no later than one week after the incomplete deadline. If the incomplete grade is not changed at that time, the final grade will automatically become an "F".

In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), Northwestern College will provide, on a flexible and individual basis, reasonable accommodations to students who have a documented disability that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact both their instructor and the college disability service provider to discuss their individual needs and accommodations.

Students with an existing ADA accommodation who require additional time to complete coursework beyond the last day of a session or term will be granted an incomplete grade if their accommodation specifies additional time for assignments. The student must notify their instructor that an incomplete is needed by the last day of the course. Instructors are required to award an incomplete, in accordance with the student's ADA accommodation. The instructor will verify the accommodation with the ADA compliance officer, and the student will be granted a four-week extension after the end of the session or term to complete the requirements of the course. The grade will automatically become an "F" if the final grade is not submitted to the registrar one week after the incomplete deadline unless another extension is requested by the student, provided for in the student's accommodation, and approved by the instructor.

## **Grade Change Policy**

A reported grade, other than an incomplete, may be changed only through student petition to the faculty member. Grades will be changed only in cases of instructor error. Grades are not changed based on a student's request to submit additional work to raise a grade. No grade can be changed more than 30 calendar days after it has been reported to the registrar's office.

## **Course/Cohort Cancellations**

Northwestern College reserves the right to cancel courses that do not have sufficient registration, and to cancel cohorts without sufficient enrollment.

## **Textbooks**

Students are advised to purchase textbooks at least two weeks prior to the start of a term. Textbooks may be purchased at the college's online bookstore [www.ecampus.com/nwciowa](http://www.ecampus.com/nwciowa), or at a location of their

choosing. Textbook information is posted in the Course Offerings each term at [nwc-iowa.edu/online/courses](http://nwc-iowa.edu/online/courses), and is also listed at the college's online bookstore.

## **Financial Information**

### **Tuition and Fees**

Detailed information on tuition and fees can be found at <http://online.nwc-iowa.edu/tuition>. Tuition and fees are subject to change each fall term.

### **Textbook Vouchers**

Federal regulations published in 34CFR 668.164 by the Department of Education require Northwestern College to provide a way (within the first seven calendar days of the term) for a student who is eligible for a Federal Pell Grant to obtain or purchase the books and supplies required for the term if the disbursement of those funds creates a federal student aid credit balance.

The amount Northwestern College must provide is the lesser of the credit balance or the amount Northwestern College determines the student needs to obtain their books and supplies. Northwestern College provides a bookstore voucher (credit at the bookstore) as an option for students to obtain books and supplies. Students may request a bookstore voucher (credit at the bookstore) by completing the Online Bookstore Voucher found under Books and Supplies on the Billing Information tab of MyNWC. Students may opt out by not using the voucher.

### **Account Information**

#### **Statements**

Billing statements will be mailed to your home address. In addition, billing statements may be viewed online. Go to the Billing Information tab on My NWC and click on View/Pay Bill for respective term to view your billing statement.

#### **Account Payments**

Students are required to pay the balance on their account in full prior to the first day of class.

To make a payment go to the Billing Information tab on My NWC and click on View/Pay Bill for respective term. Click on Pay Online Now to make your payment online (by E-Check or Credit/Debit card). Information on fees and additional payment options (checks or wires) can also be found under View/Pay Bill.

#### **Payment Plan**

Students who wish to set up a payment plan should make arrangements with the business office by July 1 for first term and by November 15 for second term. Payment plans are not available for the summer term. The student's balance will be divided into five payments. For first term, the payments will be due July 25, August 25, September 25, October 25 and November 25. For second term payments will be due December 25, January 25, February 25, March 25 and April 25. No monthly interest will be charged to students who participate in the payment plan if their payment is made by the date it is due. Students on the payment plan will be assessed a handling fee of \$25 each term.

#### **Late Payments**

If a payment is not made on the date it is due, the entire balance becomes due and interest of 1 percent per month (12 percent per year) will be charged to the student's account. Students who are delinquent in payment may be denied access to Blackboard, class registration, computer usage, and campus facilities. Diplomas, transcripts and credentials will be withheld until accounts are settled.

**Interest.** Students not on a monthly payment plan will be assessed interest of 1 percent per month (12 percent per year) on the student's outstanding balance.

### **Electronic Notifications**

Northwestern College, its affiliates, agents and service providers will use written, electronic or verbal means to contact students as the law allows. The methods include, but are not limited to contact by manual calling methods, prerecorded or artificial voice messages, emails and/or automated telephone dialing systems. The College, its affiliates, agents and service providers may contact students by telephone at any telephone number associated with their account currently or in the future, including wireless telephone numbers, regardless of whether a charge is incurred as a result.

### **Institutional Refund/Repayment Policy**

The refund policy applies when a student fails to complete the enrollment period for which he/she has been charged. When a student withdraws, drops out or is dismissed for disciplinary or academic reasons, this policy will apply.

The effective date used to calculate the student's refund or repayment is documented on the student's official college withdrawal form. It is the student's responsibility to initiate the completion of the withdrawal form. Withdrawal forms are located online at MyNWC under Student Forms on the Academics tab.

Upon receipt of the completed withdrawal form, the business office will calculate the refund/repayment in a timely manner.

This policy does not apply to students who drop classes but remain enrolled at least on a part-time basis at Northwestern. For these students, no refund will be provided and financial aid will not change after the fifth day of the fall, spring and summer terms.

Tuition is refundable on a prorated basis if the student withdraws prior to completing 60% of the enrollment period. After 60% of the enrollment period has been completed, no refund is given. A 100% refund is given on or before the first day of classes. All fees are nonrefundable. Private or institutional student financial assistance programs will follow the same percentages when returning aid as calculated for tuition.

The percentage of the enrollment period completed represents the percentage of charges owed and aid earned by the student. This percentage is determined by dividing the number of days enrolled by the number of calendar days in the enrollment period. Weekends and holidays are included in the number of days, but breaks of five or more consecutive days are excluded.

### **Financial Assistance**

Visit [www.nwciowa.edu/tuition](http://www.nwciowa.edu/tuition) for information on specific loans, grants and scholarships. Students seeking federal financial aid must submit the Free Application for Federal Student Aid (FAFSA). Be sure to list Northwestern College in the information release section. Northwestern's Title IV code is 001883. Application forms are available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

Students selected for verification must submit the verification worksheet and either a tax return transcript or use the data retrieval function in the FAFSA. Financial aid packages for first-time students are estimates until verification is complete. No financial aid packages are awarded for returning students until verification is complete.

### **Employer Tuition Reimbursement**

You may be eligible for tuition reimbursement from your employer. Ask your employer if they offer a tuition reimbursement plan. You, not your employer, are responsible for payment of your Northwestern

College billing statement. It is also your responsibility to seek reimbursement from your employer when you have met their tuition reimbursement requirements. Please inform our Financial Aid Office in writing of the amount of your tuition reimbursement to properly determine your eligibility for financial aid.

### **Veterans Benefits**

Any student who is eligible for financial assistance from the Veterans Administration should contact the registrar's office. The registrar's office will assist students in the certification process. Veterans are required by the Veterans Administration to maintain satisfactory progress in their educational program.

Northwestern College offers the following options to a student who is a member, or the spouse of a member if the member has a dependent child, of the national guard or reserve forces of the United States and who is ordered to state military or federal service or duty.

1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
2. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

### **Return of Title IV Funds Policy**

Title IV funds are federal financial assistance in the form of Unsubsidized Stafford Loans, Perkins Loans, Graduate PLUS Loans, and TEACH Grants. Federal regulations require the following treatment of Title IV funds when a student withdraws from an institution. The federal formula requires a return of the Title IV aid if the student received federal financial assistance as noted above and withdrew on or before completing 60% of the enrollment period. The percentage of Title IV aid to be returned is equal to the number of days remaining in the enrollment period divided by the number of calendar days in the enrollment period. Scheduled breaks of five or more consecutive days are excluded. If 60% or more of the enrollment period has been completed by the student, no Title IV aid needs to be returned.

Aid that must be refunded or repaid will be restored to the various financial assistance programs in the following order to the extent of the aid from each source:

1. Unsubsidized Federal Stafford Loans
2. Federal Perkins Loans
3. Graduate PLUS Loans
4. TEACH Grants

Please note that any other federal and student financial assistance programs will follow the same percentages when returning aid as calculated for the Title IV programs.

The return of Title IV program funds will be made by Northwestern College as soon as possible, but no later than 45 days after determining the student has withdrawn.

For a student who qualifies for a post withdrawal disbursement, the College will disburse grants to the student within 45 days and will offer loans to the student within 30 days of the date of the College's determination that the student withdrew, allowing the student at least 14 days to respond. All post-withdrawal disbursements will be applied to the student account first, and any resulting credit balance will be returned within 14 days.

### **Dropping Classes offered in Modules:**

During the Fall, Spring, and Summer terms, Northwestern College offers courses that have different start and end dates within each term. These portions of the term (first-half and second-half courses during Fall and Spring or sessions during Summer) are referred to as "modules".

If a student wishes to drop a future module and the student doesn't want to be considered a withdrawal, they must drop that module while they are currently enrolled in another module. A student who drops a future module on a date that falls between the modules they are registered to attend is considered to have withdrawn. Unless a student provides written confirmation of future attendance in the payment period or period of enrollment, a student who drops all the future classes that he or she was scheduled to attend between modules (when the student is not attending classes) is considered to have withdrawn, and a Return of Title IV Funds calculation is required.

### **Refund Policy for Students Called to Active Military Service**

A student who withdraws from Northwestern College as a result of the student being called to active duty (or the spouse of a serviceperson that has a dependent child, if the spouse is the student) in a military service of the United States or a state military service shall receive a full refund of tuition and required fees for courses not completed.

### **Financial Aid Good Standing and Satisfactory Progress Policy**

The Education Amendment of 1980, amended 1983, requires Northwestern College to define and monitor Standards of Satisfactory Progress for students receiving federal financial aid from one or more of the following programs: (1) Federal Unsubsidized Stafford Loan, (2) Federal Perkins Loan, (3) Federal Graduate PLUS Loan.

Standards of satisfactory progress are established to encourage students to complete courses for which aid is received and progress satisfactorily toward the achievement of a degree. Completion of courses is defined as receiving one of the following grades: A, B, C, D, or Pass.

A student's progress is based on the number of credits attempted at Northwestern College and if applicable, any credits transferred in, and the cumulative grade point average. This satisfactory academic progress (SAP) policy is the same for all students, regardless of whether they receive Title IV assistance, and whether they are full or part-time. Satisfactory academic progress is reviewed at the end of each academic term including summer, regardless of whether a student received Title IV aid. A student is making satisfactory academic progress toward completion of a program if he or she has completed the attempted credits and earned the necessary cumulative grade point average as explained below.

**Cumulative Grade Point Average.** Grade point average is calculated by the registrar's office following the completion of each term. A student in a graduate-level program must achieve a minimum of 3.0 by the end of their first 9 credits. A student who drops below the minimum required GPA will be placed on financial aid warning and probation.

**Pace.** In order to maintain satisfactory progress toward the completion of a program of study at Northwestern College, students must successfully complete 67% of the cumulative credit hours attempted at all times. All courses taken toward the student's program of study are included as attempted hours. Students who successfully complete 67% of their attempted credits meet the quantitative measure for monitoring satisfactory academic progress. Students failing to complete 67% of their attempted credits will be placed on financial aid warning or probation.

**Maximum Time Frame.** The maximum time period to complete a program of study is no longer than 150% of the published length of the program measured in credit hours. If a student is unable to complete his/her degree program in the 150% degree completion time frame, financial aid eligibility will be terminated.



## **Incompletes, Withdrawals, Course Repeats and Transfer Credit**

**Incompletes.** Students with incompletes at the end of a payment period will have their SAP calculation delayed until the Incompletes are converted to a grade (within 4 weeks of the end of the payment period).

**Withdrawals.** If a student withdraws before the withdrawal deadline and receives a “W” for the class, the credits are not considered attempted while computing GPA or pace.

**Repeated Courses.** All repeated courses count as attempted credits each time for pace calculations; however, only the last grade will be used to determine the student’s grade point average.

**Transfer Hours.** All accepted transfer credits count as attempted and completed credits when calculating pace, but do not factor into the GPA calculation.

## **Withdrawal procedure**

Students who wish to withdraw from college during a semester must complete a withdrawal form. The form is available at the registrar’s office for residential students and in MyNWC for graduate students. The completed form must be returned to the student life office within two business days of notifying either the registrar’s office or the student life office of the student’s intent to withdraw from college. If this two day period falls within the last two weeks of the semester, this completed form must be returned by the last day of classes. Students will be granted honorable dismissal and receive W’s in their registered courses provided the withdrawal form is submitted to the office of the registrar within the time limit for dropping courses. Determination of tuition, room and board refunds is based upon the date the student initiates the withdrawal process.

A student who is unable to complete a semester’s course work due to serious physical, emotional or psychological distress may qualify for special consideration. Such students must be recommended by the director of counseling services to the Vice President for Student Life or the Vice President for Academic Affairs, who have the authority to make voluntary or involuntary medical leave decisions and to authorize other college officials (i.e. financial aid, comptroller) to make decisions based on contextual or individual circumstances. Such students leaving prior to the deadline for dropping classes with a “W” will withdraw from the college with W’s for all courses, as would any other student.

Students who leave college without completing the official withdrawal process (or after the deadline for dropping courses) may not be granted honorable dismissal. A grade of “F” is given in each course in which they were registered.

## **Financial Aid Warning and Probation**

A student is placed on financial aid warning for failing to make the qualitative and/or quantitative measure of SAP, as outlined by the SAP guidelines above. If a student is placed on financial aid warning, the student may continue to receive Title IV assistance for one additional term despite the fact that they failed to make SAP. No appeal is granted or required.

If a student on financial aid warning fails to make SAP at the end of the term (or payment period), and if the student is not academically suspended, the student loses Title IV aid the following term unless they appeal (see Financial Aid Appeal Process below) to be placed on financial aid probation, or, to receive an individual academic plan. An individual academic plan could be established to assist a student who cannot meet SAP in one term. Progress in the plan will be evaluated at the end of each payment period. Failure to meet the terms of the academic plan will result in a loss of Title IV aid until SAP is re-established. A student on financial aid probation may receive Title IV funds for one payment period. At that point, the student must meet SAP or the requirements of an established individual academic plan in order to maintain Title IV eligibility.

## **Financial Aid Probation Appeal Process**

Students who fail SAP may appeal based on any circumstances the student deems as difficult such as family difficulties, illness/injury, loss of balance between responsibilities, death in the family or financial

struggles. The financial aid appeal (for students on financial aid warning who again fail to make SAP but are not academically suspended) will be handled in the same manner as academic suspension appeals. The student's appeal must be in written (letter) form and state why they failed to meet SAP as well as what will change to demonstrate SAP at the end of the next term. Students will be notified of the appeal decision via email and/or a letter in the mail. If an appeal is granted by the Financial Aid Director, the student will be placed on financial aid probation and allowed to receive Title IV funds for one additional term. If making SAP is not realistic in one term, the academic appeal committee may develop an academic plan in lieu of probation that, if followed, will ensure the student is able to meet SAP standards at a specified point in time. If the appeal is not granted, the student may not receive Title IV funds until they regain eligibility by taking actions that bring them back into SAP. These actions may include filing an appeal after attending classes at another institution or by taking classes at NWC without the assistance of Title IV aid.

For a returning student seeking re-instatement from a prior academic suspension, or for any re-registering student who does not meet SAP, if the academic appeal for reinstatement is granted, the student will reenter on financial aid probation or an established academic plan.

## **Technology**

MyNorthwestern (MyNWC) is the portal that provides students with a single point of access to their online courses, as well as an extensive number of administrative, communications, web and community building services. Access is available 24/7 at <https://my.nwciowa.edu/ics/> by entering your **username** and **password**. Your username is listed in the acceptance letter, and will generally be your first name, followed by a period, followed by your last name. For example, Robert Johnsen's username would be robert.johnsen. Your password is your Northwestern ID. Once logged into **MyNorthwestern**, your password can and should be changed. Passwords should be treated as an ATM pin number—information not shared with anyone else.

### **E-mail**

You can access your email through the MyNWC site. Your email address is your username, followed by @nwciowa.edu. For example, Robert Johnsen's email would be robert.johnsen@nwciowa.edu. Please check your Northwestern email regularly, as this is the email that will be used to communicate with you.

### **Technical Assistance**

Technology and computing support is available within your online course(s) by selecting "Help Desk" from the menu at the left of your online course. If you have technical problems, please use the "Live Help" option before asking your instructor for assistance; most instructors are not qualified to troubleshoot technical problems.

### **Technology Requirements**

Technology requirements are listed on the following web page:  
<https://www.nwciowa.edu/online/technology-requirements>.

## **General Academic Information**

### **Catalog Governing Graduation**

Students in continuous enrollment must meet the degree requirements of the catalog in effect when they entered the college, unless arrangements have been made with the director of online learning, program director and registrar to graduate under a later catalog. Students failing to complete degree requirements

within a reasonable period of time (seven years) may forfeit any right to graduate under the regulations in effect at the time of matriculation.

Students returning after discontinuing studies for more than two terms will come under the requirements of the newest Northwestern College catalog.

### **Course Numbering**

The courses offered at the graduate level at Northwestern are divided into three categories.

**500-599:** First year graduate courses at the master's degree level. Open to exceptionally well-qualified undergraduate students with the prior written approval of the department chair and graduate and professional studies program. See the policy in the Graduate Catalog.

**600-699:** First and second year graduate courses limited to master's level candidates. Not open to undergraduate students.

**700-799:** Second year and above graduate courses.

An "x" following a course number indicates that the course is cross-referenced in another department. The course description indicates which department the course is cross-referenced with.

### **Academic Support**

Academic support is developing for online students. Online students may take advantage of the Peer Learning Center on the Northwestern Campus, or contact the Center to inquire about peer support online. <http://www.nwciowa.edu/academic-support>

### **Advising**

All students enrolled in a program of study at Northwestern College are assigned an academic adviser. While the faculty adviser actively participates in the student's academic planning and monitors the student's progress, final responsibility for recognizing and fulfilling program requirements rests with the student. All students should regularly review their Degree Audit, located in MyNWC, to ensure the courses they select apply to their program of study, and to plan registration for future academic terms.

### **Library Services**

The staff at DeWitt Library takes pride in providing a high level of library services to both on-campus and online students. Online students have remote computer access to all of the library's electronic holdings using their NWC network login (accessible from <https://library.nwciowa.edu>). Online resources include:

- Databases
- Journals
- Electronic books (e-books)
- Citation management software

Librarians offer instruction and help via email, phone, or Zoom. Students can set up an appointment by using the Meet with a Librarian link on the library's home page or by emailing the library at [library@nwciowa.edu](mailto:library@nwciowa.edu).

For journal articles or books not in DeWitt's print and electronic collections, students may make use of interlibrary loan services to receive copies of articles free of charge. Use the "Find It @ DeWitt" links to begin the process.

The library also provides other services, such as test proctoring and equipment checkout.

## Transfer and Alternate Credit

### Transfer Credit

The allocation of transfer credit toward academic requirements at Northwestern is determined by the registrar on the basis of transcripts and course descriptions. Northwestern College will accept credits, not grades, from regionally accredited institutions. Transfer grades will not be calculated into the Northwestern grade point average.

Students who wish to transfer credits from a non-regionally accredited institution, but one that has been accredited by the Association for Biblical Higher Education, may receive provisional credit from the transfer institution. An evaluation by the registrar's office, in conjunction with the appropriate academic departments, will determine how many credits, if any, may transfer in as provisional. The provisional transfer credit then becomes official transfer credit upon successful completion of 12 credit hours at Northwestern College with a cumulative grade point average of 3.00.

Students who wish to transfer credits from TRACS (Transnational Association of Christian Colleges & Schools) accredited institutions may receive full or partial acceptance of completed coursework upon review by the registrar and program director for the transfer of credits in the student's program of study.

Unless otherwise noted by a specific program, Northwestern College will accept a maximum of 20% of a student's program of study from transfer credit. To be eligible for graduation, students must complete the last 80% of their program of study at Northwestern. Transfer credit will be granted for courses with a grade of B or higher. Graduate credits over seven years old are not eligible for transfer, and some programs may place a shorter time limit on the eligibility.

### Proficiency Credit by Exam

Northwestern College recognizes competence demonstrated by performance on nationally-recognized examinations for prerequisites required for graduate programs. The amount and distribution of credit shall be determined by the registrar in conjunction with the program director from the department in which the credit is given.

Northwestern will accept the demonstration of competence for a prerequisite course from the following examinations:

- **CLEP.** A prerequisite will be waived if a student's numerical score on the CLEP examination is the equivalent of a college grade of "B" or better as determined by CEEB norms
- **Advanced Placement.** Student must present the examination scores from the College Entrance Examination Board. A prerequisite will be waived for scores of 4 or 5. A score of 3 will be considered for credit depending on the exam taken.
- **International Baccalaureate Program.** A prerequisite will be waived for students who score a 4, 5, 6 and 7 on the Advanced Level Examinations of the International Baccalaureate Program.

### Audit

A student who wishes to observe a course without earning credit or a grade may choose to audit the course with instructor approval. The fee for auditing a course can be found at <http://online.nwciowa.edu/tuition>. Audited courses do not count in the calculation of a student's course load, cannot be applied to a program of study, and cannot be transferred. Because of space limitations in certain courses, permission to audit will not be granted until one week prior to the start of the term. In online courses, auditors must maintain active attendance and meet discussion and participation requirements established by the instructor. In onsite courses, auditors must maintain active attendance and participate in activities during established class time. Individual instructors may set requirements beyond attendance and participation, but students who audit will not be expected to complete written assignments or examinations.

Auditors will see an AU on their transcripts. Students may change their enrollment status between audit and credit up to day five of the academic term.

### **Graduate Assistants**

A graduate assistantship (GA) may be awarded to a student enrolled at least part-time in a graduate program at Northwestern College for two purposes: (1) filling athletic coaching needs of the college, and (2) affording the graduate student experience coaching at the collegiate level. Positions are appointed by the Director of Athletics in coaching areas designated by the college. All appointments will be made by May 1 for the subsequent academic year. The number of available GA positions, compensation, and specific responsibilities will be determined annually by the college. Compensation will include a tuition waiver benefit for graduate coursework required in the GA's program of study. Appointments are for one academic year, and may be awarded for a maximum of three years. GAs must maintain satisfactory academic progress and satisfactory job performance to continue an appointment. A student may relinquish a GA appointment, or the appointment may be revoked for failure to meet academic or job-related standards, and the student may continue enrollment in the graduate program (if eligible) without the tuition waiver benefit.

#### **Eligibility:**

- GA must be fully admitted to a graduate program at Northwestern College
- GA must demonstrate an authentic Christian faith and commitment to the college's mission
- GA must be qualified in the area of appointment
- GA must complete a Northwestern College application form and successfully complete the interview process with the Athletic Department.

#### **Academic Standards:**

- To maintain a GA appointment, the GA must meet the minimum academic standards for the graduate program to which they are enrolled.
  - Should the GPA of a GA fall below the minimum requirement, the GA will be placed on probation according to the rules specified in the Graduate Catalog. The GA may maintain their appointment, with approval from the Director of Athletics and Dean of Graduate & Professional Studies, for one term of probation. Probation and approval may be extended one additional term if the student demonstrates satisfactory academic progress at the discretion of the Director of Athletics and Dean of Graduate & Professional Studies.
- GA must achieve a minimum of a 3.0 by the completion of their first 9 attempted credits.
- GA must successfully complete a minimum of one course per term with a minimum GPA of 2.0 for the term.
- GA must successfully complete a minimum of 12 graduate credits per year with a minimum grade of 3.0 for the year.

#### **Job-Related Standards:**

- Graduate assistants will represent Northwestern College in a positive manner consistent with the expectations of all Northwestern employees.
- Graduate assistants will effectively carry out the duties described in the job description for which they were appointed.
- Failure to meet the standards will result in a warning and probation period established by the immediate supervisor and administrator in the area of their appointment.
- Neglect of duties, incompetence, or failure to respond to the terms of a probation period may lead to termination of the appointment.

Graduate Assistants should register for their courses by the following dates to ensure correct application of their GA award to their bill for tuition and fees:

May 1 for the summer term

June 1 for the fall term  
November 15 for the spring term

## **Graduate Internships**

An internship experience is a program option or requirement in some graduate degrees and certificates offered at Northwestern College. Graduate internships are under the direction of the Career Development Center. Students secure internships with the assistance of the director of career development.

All graduate internships earn from 2-12 credits on a pass/no pass basis. The number of credits earned will be generally based on a scale of one credit for each 52.5 hours of work. Students should consult with their adviser and program of study to determine how many internship credits will apply to their program of study.

A joint faculty/administrative committee screens all graduate internship applications. Students desiring preference on internship placement are required to return their application forms to the director of career development by September 30 for a spring internship, February 1 for summer internships and March 1 for fall internships. Applications will not be accepted for departmental internships after November 15 for spring internships, April 25 for summer internships and July 15 for fall internships.

Applicants for graduate internships must satisfy the following criteria: cumulative GPA of 3.00, significant promise for benefit and significant potential for exceptionally good performance, and promise for exemplary representation of the goals of Northwestern as a Christian liberal arts college. Upon acceptance for an internship, students must submit learning contracts two weeks prior to the start of the term in which the internship is to be taken. No registration for internships will be allowed after the fifth class day. Summer internship registration is based upon beginning dates for summer school. Students must refer to the summer school schedule for registration deadlines.

## **Academic Documentation**

### **Transcripts**

The registrar's office at Northwestern College is using Parchment, which enables delivery of your official transcript electronically as well as through regular or overnight mail. The electronic option is recommended because it is quick, easy and environmentally friendly. Processing of transcript requests takes place during normal business hours. In accordance with federal law, your transcript cannot be released without your signature.

If you have access to MyNWC, [login](#) and click on the Academics tab, Transcripts link, and go to the Official Transcript portlet.

If you do not have access to MyNWC, you will first need to follow the instructions at this link: <https://www.nwciowa.edu/registrar/transcript-request>.

Transcript of credits earned in high school or other colleges are not available for distribution by Northwestern College. These transcripts must be requested from the school awarding the credit. For information on ACT or SAT scores, students should inquire at their high school. Transcripts may be held if there are unmet outstanding financial obligations to Northwestern College. Academic transcripts are not available for Continuing Education Units (CEUs), such as the non-credit coaching authorization.

## Diplomas

Northwestern's policy is to award one diploma per degree; however, a second diploma will be awarded to students in the Master of Education program who complete another M.Ed. major provided that there is no more than a 25% overlap between the credits of the two majors.

## Application for Graduation

Students who anticipate completing their degree requirements in May or August must complete an application for graduation by February 1 and pay the graduation fee. Students who anticipate the completion of their degree requirements in December must apply for graduation by November 15 and pay the graduation fee. The application for graduation is available in MyNWC under Student Forms. Information on tuition and fees can be found at <http://online.nwciowa.edu/tuition>. Upon submission of a graduation application, students will receive a degree audit review letter from the registrar confirming degree completion requirements. Students who intend to complete their degree requirements during the summer will participate in the preceding spring commencement and have until August 15 to complete their requirements.

## Academic Standards

### Enrollment Status

A student's enrollment status affects their eligibility for federal financial aid. Changes to enrollment status may impact student's bill and financial aid package. Graduate students' enrollment status is determined as follows:

Full-time = 8 credits or more per term

Part-time = fewer than 8 credits per term

Half-time = 4 or more credits per term

Less than half-time = 1-3 credits per term

### Academic Grades and Points

A	superior	4.00 grade points for each term hour
B	good	3.00 grade points for each term hour
C	average	2.00 grade points for each term hour
D	below average	1.00 grade point for each term hour
F	failure	0.00 grade points for each term hour

The grading system allows for pluses and minuses. The computation is as follows:

A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0	D-	0.7
B	3.0	C-	1.7	F	0.0

I Incomplete: Given when some portion of the work is unfinished. "I" is to be given only when there are circumstances beyond the control of the student, such as serious illness or family affliction. An incomplete must be removed within four weeks after the end of the course. After the four-week period, the grade will automatically become an "F" if the coursework has not been made up.

P Pass: Indicates at least "C" level performance. The student receives credit for the course, but it does not affect grade point average.

NP No Pass: Indicates failure to meet class standards in a course taken on a pass/no pass basis. The student receives no credit for the course, and this grade does not affect grade point average.

W Withdrawal: Indicates dropping a course with permission, within the time limits and according to the procedures set forth by the registrar's office. Withdrawals or "drops" under other circumstances will be recorded as "F."

AU Audit: Indicates class participation. No credit is given for the course.

If a student repeats a course for a letter grade, the last grade received is the grade earned. All courses and grades will be recorded; however, only the last grade will be used to determine the student's grade point average. Students may repeat a course as an audit. The audit grade will not replace the prior grade and will not affect a student's earned credits or cumulative grade point average. Repeat courses must be taken at Northwestern College. Reports on grades are made available to students twice each term.

Students receiving federal financial aid may repeat courses for which they have previously received credit one time. This applies to courses that students voluntarily repeat and not to courses that are designated as repeatable. For more information, please contact the financial aid office.

The U.S. Department of Education mandates that a class being repeated may be included when determining the student's enrollment status for Title IV purposes. However, if you repeat a previously passed course more than one time, it will not count towards full-time consideration for Federal Student Aid. If this drops you below full time, it will most likely cause a reduction or elimination of Federal Work Study or Federal Student Loans you may be receiving.

### **Pass/No Pass Courses**

Some off-campus courses including graduate internships, field experiences, practica, clinicals and student teaching are graded on a pass/no pass basis. This information is included in the course description for the course.

### **Grade Change Policy**

A reported grade, other than an incomplete, may be changed only through student petition to the faculty member. Grades will be changed only in cases of instructor error. Grades are not changed based on a student's request to submit additional work to raise a grade. No grade can be changed more than 30 calendar days after it has been reported to the registrar's office.

### **Incomplete Grade Change Policy**

A student may request an incomplete grade from their instructor before the last class day of a course. An incomplete generally is not awarded merely because the student has failed to complete the work within the allotted time period, but is given only when there are circumstances beyond the control of the student, such as serious illness and/or family affliction. The student must turn in all the completed course work to the instructor by the incomplete deadline, which is four weeks from the last day of the term. The instructor must then submit the final grade to the registrar no later than one week after the incomplete deadline. If the incomplete grade is not changed at that time, the final grade will automatically become an "F".

In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), Northwestern College will provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact both their instructor and the college disability service provider to discuss their individual needs and accommodations.

Students with an existing ADA accommodation who require additional time to complete coursework beyond the last day of a session or term will be granted an incomplete grade if their accommodation specifies additional time for assignments. The student must notify their instructor that an incomplete is



needed by the last day of the course. Instructors are required to award an incomplete, in accordance with the student's ADA accommodation. The instructor will verify the accommodation with the ADA compliance officer, and the student will be granted a four-week extension after the end of the session or term to complete the requirements of the course. The grade will automatically become an "F" if the final grade is not submitted to the registrar one week after the incomplete deadline unless another extension is requested by the student, provided for in the student's accommodation, and approved by the instructor.

### **Attendance**

Regular attendance in a course, whether onsite or online, is expected. Only registered students may attend class sessions, including onsite and online. Students who allow another to establish or maintain attendance, participate in course activities, or complete coursework in their stead is subject to the college's Academic Dishonesty policy. In an onsite course, attendance is established when a student physically attends the course. In online courses, activities that constitute attendance include submitting an assignment, taking a test, participating in a discussion thread or wiki and asking the instructor a question within the online classroom. Simply logging into the online course without active participation as defined above will not be considered for attendance purposes.

In order to comply with the U.S. Department of Education regulations, the college is required to document whether or not a student begins attendance in enough credit hours to support the full-time or part-time enrollment status for which Title IV federal funds are awarded and disbursed. Students who have not established attendance in a registered course by the 5th day of a course will receive notification from the registrar's office to either attend class or drop it. Students who do not establish attendance within the first five days of the beginning of the online course will be dropped by the registrar's office on the seventh day. The registrar's office will notify the financial aid office if the schedule change affects a student's enrollment status. For additional Physician Assistant (PA) attendance policies, please refer to the PA student handbook.

Only registered students may attend class sessions, including onsite and online. A student who allows another to establish or maintain attendance, participate in course activities, or complete coursework in their stead is subject to the college's Academic Dishonesty policy.

### **Course Access**

At no time should you provide anyone else with access information to your online course(s), including your username or password. No other person should log in to the course in place of you, representing you, or pretending to be you for any reason, including submitting work, communicating with the instructor, participating, or for any other reason. If you have an emergency and need someone to contact your instructor, provide them with your instructor's email or phone number; they should not enter the online course.

### **Academic Probation and Suspension**

Any student whose cumulative GPA is below the minimum standard as set forth in the cumulative grade point average progress chart below, based on the total number of credits attempted, will be placed on academic probation for the following semester.

Any student who would be on academic probation for a second consecutive semester will be suspended. An exception will be granted if the student's semester GPA during the semester on probation is above 3.0. In this case, the student shall be granted a second semester on probation, and will be placed on financial aid probation (see Financial Aid Warning and Probation). A student may be granted this exception only one time. Any student who would be on probation for a third semester, whether or not any are consecutive, will be suspended.

Academic suspension means a student is suspended for a minimum of one semester. Students wishing to return after one semester must submit a Reinstatement Application to the Registrar's office. The Registrar shall provide a copy of the Reinstatement Application to the Dean of Graduate & Professional Studies, Director of Academic Support, and Director of Financial Aid to provide adequate notification of the student's possible return. The student will be required to write a letter outlining the reason for their failure to remain in good academic standing and how they plan to succeed in their program of study if allowed to return. The Academic Appeals Work Group will then determine if re-admittance will be allowed.

#### **Cumulative Grade Point Average Progress Chart**

Attempted hours:	Placed on probation when minimum cumulative GPA is below:	Suspended when cumulative GPA is at or below:
0-6 credits	2.00	1.00
6.01+ credits	3.00	1.50

Students in the Master of Science in Physician Assistant programs should reference the program's student handbook for additional academic criteria and procedures for suspension, probation, and reinstatement.

### **Appeal Procedure for Academic Suspension**

Students may appeal their academic suspension only in cases of extenuating circumstances. An extenuating circumstance is defined as a disruptive, unavoidable circumstance beyond the student's control (e.g. chronic illness, medical emergency, family crisis, physical attack). Students may not appeal using the concept of academic amnesty, whereby only certain courses are excluded from GPA calculations.

A student who wishes to appeal their academic suspension must send a one-page typed letter (email is not acceptable), signed and dated, to the Registrar or to the Director of Academic Support within two weeks of the last day of final exams. The letter should outline 1) the extenuating circumstances that affected the student, 2) actions the student has taken to address those circumstances so they will not influence future academic endeavors, and 3) whether or not the student wishes to attend the appeal meeting. Letters written by outside persons supporting the appeal must be sent to the Registrar or to the Director of Academic Support at this time.

Once the student has filed an appeal, the Director of Academic Support will notify the Academic Appeals Work Group and arrange a meeting as soon as possible. The student who is appealing may choose to be present when the group considers the appeal; a request for an outside party to be present at the appeal must be approved by the group prior to the appeal. If the group decides the appeal does not merit further review, the student will be notified of the decision.

If the Academic Appeals Work Group determines the appeal warrants further review, the group will convene to consider the appeal. Again, the student may choose to be present when the appeal is considered; a request for an outside party to be present at the appeal must be approved by the group prior to the appeal. After the appeal meeting, the student will be notified of the Academic Appeals Work Group's decision.

### **Academic Honesty**

Northwestern College is a Christian academic community committed to integrity and honesty in all intellectual and academic matters. All students, faculty, and staff are expected to follow the highest standards of honesty and ethical behavior. In addition, as members of the Northwestern community (on campus and online) all students, faculty, and staff have a responsibility to help other members of the community to demonstrate integrity in their actions.

Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of

materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments.

### **Rationale for Preventing Academic Dishonesty**

Because Northwestern College is a Christian community, it is necessary to obey God's commandment to respect and acknowledge the ownership of intellectual as well as material property. This formal policy is an expression of Northwestern College's commitment to integrity and honesty in all intellectual and academic matters.

### **Cheating and Plagiarism Defined**

Cheating is the unauthorized use of sources or materials on exams, the use of forbidden material for assignments, or any attempt to deceive an instructor concerning assignments or activities which affect an assignment or course grade. Examples of cheating include, but are not limited to, the following:

- Use of, or clear attempt to use, unauthorized materials for an examination or use of materials for completion of an assignment which the instructor has forbidden the students to use.
- Providing assistance to, or receiving assistance from, another person on an assignment where an instructor has clearly forbidden such assistance.
- Resubmission of work previously or simultaneously submitted in another course, without the explicit permission of the instructor.
- Falsifying data or other information for a course assignment.
- Allowing another person to log into the college's learning management system to participate or complete course requirements posing as the registered student.

Plagiarism is the presentation of someone else's ideas or work as one's own. Examples of plagiarism include, but are not limited to, the following:

- The unacknowledged use of words, ideas, or data from any published or unpublished source, including Internet sources and other students. Any ideas or information a student obtains from a source, whether or not directly quoted, must be appropriately acknowledged.
- Improperly quoting a source. Any phrase directly taken from a source must be placed in quotation marks and cited. Any failure to indicate a direct quotation is considered plagiarism, even if the source is cited. Any paraphrase (restatement of an idea in one's own words) must be cited.

### **Procedures for Dealing with Academic Dishonesty**

1. If an instructor suspects that cheating or plagiarism has occurred, the instructor will consult with the program director or director of online learning. In the case of plagiarism, the instructor will consult with the program director or director of online learning using a blind copy of the paper. If the violation is verified, or if the instructor believes that a student has cheated, the instructor shall confront the student with the charge. The student shall have an opportunity to confirm or deny the allegation. If the instructor is not able to confront the student, the instructor shall notify the student of the intent to take disciplinary action.
  - a. If the student confesses to the charge of academic dishonesty, the instructor shall assess the case, determine the penalty, and file an academic dishonesty report with the Vice President for Academic Affairs; the student shall retain the right to appeal the penalty.
  - b. If the student denies the charge, but the instructor remains convinced of the accuracy of the charge, the instructor may yet enforce the penalty; the student shall have the right to appeal either the charge or the penalty.
  - c. If after confronting the student, the faculty member believes that academic dishonesty has occurred; the faculty member will inform the student of the details of the appeal process and file an academic dishonesty report with the Vice President for Academic Affairs.
  - d. The ordinary penalty for a first offense shall be a failing grade for the assignment, test, or quiz in which the academic dishonesty occurred. The usual penalty may be modified, at

the discretion of the instructor, to allow for greater or lesser penalties, ranging from a lower grade on the assignment to a failing grade in the course.

2. If the case of academic dishonesty represents a second offense for a student in his/her college career, the Vice President for Academic Affairs, after the challenge period is over or after all challenges have run their course, will contact the student to discuss the penalty for a second offense. The penalty will normally result in a suspension from Northwestern College for the remainder of the term and the entire following term. However, the penalty may be as severe as a permanent expulsion from the College. The student shall have the right to appeal the penalty to the President of the college.
3. A written record of all cases of academic dishonesty shall be maintained in the office of the Vice President for Academic Affairs for the duration of the student's academic career at Northwestern College.
4. If a student is suspended for academic dishonesty, the transcript will permanently record that the student has been academically suspended and the effective date. After five years the student may request in writing to the Vice President for Academic Affairs for Academic Forgiveness to be noted on the transcript. If approved, the Academic Forgiveness notation will be listed on the transcript, along with the Academic Suspension notation, and the date that forgiveness was granted.

### **Appeals**

1. The student shall have five school days to submit a written appeal of a faculty member's decision to the Vice President for Academic Affairs. The Appeal's Committee will be convened within five school days of the receipt of the appeal.
2. The Appeals Committee shall consist of three faculty members from the Academic Affairs Committee, and at least one student member from the Academic Affairs Committee.
3. The committee shall review both the charges of academic dishonesty and the penalty imposed.
4. The committee shall hear testimony from the student and the instructor.
5. The committee shall vote on whether to sustain or dismiss the charge of academic dishonesty
6. and whether to sustain, modify, or dismiss the penalty. The committee has 24 hours after the hearing of the appeal to make a decision.
7. The student or faculty member shall have the right to appeal the decision by the Appeal's Committee if done so in writing to the President of the college within five school days of the decision.
8. A student may appeal the Vice President for Academic Affairs' decision if done so in writing within five school days. The Appeal's Committee will have the same makeup as above and will abide by the same deadlines. In case of an appeal, the Appeal's Committee will hear from both the student and the Vice President for Academic Affairs. Either the student or the Vice President for Academic Affairs may appeal the committee's decision to the President if done within five school days of the decision.

### **Code of Conduct**

Northwestern College serves guest and degree-seeking students. The information contained in the Academic Policies apply to both groups unless specifically marked as applying to only one group or the other. All students of Northwestern College are expected to conduct themselves in an appropriate manner, whether attending a class on campus or participating in an online course. The following standards of conduct are expectations of members in this learning community.

- At no time should you provide another person your username or password, request that another log into your account to perform any action in your stead, or pose as you in MyNWC or your online course.
- Discrimination against others on the basis of race, national origin, sex, or disability is not acceptable.

- The language that we use says a lot about who we are and where our priorities lie. Therefore, it is imperative that as we communicate as a community we do so in a manner congruent with our stated mission and beliefs.
  - Profanity, vulgarity, and all other inappropriate language will not be tolerated within the learning community.
  - Any kind of demeaning gesture or word, or threat of violence directed toward another student will not be tolerated. Vandalism of property, including computer viruses and sabotage, is also unacceptable.
  - Students may not post, transmit, communicate, or distribute material or content that is harmful, abusive, vulgar, sexually explicit, or otherwise offensive.
  - Students are subject to discipline for blatant disregard of these standards.
    - Disciplinary action includes, but is not limited to, course failure, dismissal, or suspension. Students unable to complete a course because of such action are not eligible for tuition refunds.
- Students are expected to give proper credit to sources.
- Students may not post, transmit, or distribute content that violates copyright or other protected intellectual property rights.
- Respect other student's privacy; don't share personal information online without permission.
- Students must exercise academic integrity and only submit work that is one's own.

## **Academic Programs**

### **Program Descriptions and Requirements**

#### **Graduate Degrees**

#### **Master of Education: All Programs and Endorsements**

##### **Specific Requirements for Admission to Programs**

- Meet the general requirements for graduate admission
- Submit a copy of current state or internationally recognized teaching license at the elementary, secondary, PreK-12 (or equivalent) level.
- Students pursuing the M.Ed. Educational Administration + Principal Endorsement, and the Principal Endorsement-Only Option, must also submit a letter from a school administrator verifying one year of teaching experience.

#### **Application Process for Master of Education: All Programs and Endorsements**

1. Apply for admission. You may do this online at <http://online.nwciowa.edu/apply>
2. Choose the Online Student application for online courses and programs.  
Choose the Application for Re-Enrollment if you have ever taken courses at Northwestern.  
Choose the Guest Application if you wish to take individual graduate courses offered on campus in Orange City.
3. Send all official college transcripts to the admissions office at:  
Northwestern College  
Admissions Office  
101 7th Street SW  
Orange City, IA 51041
4. Upon acceptance, register for your course(s). Information about registering is provided in the Registration section.

5. Pay for your course(s). Tuition and fees are due prior to each term. Tuition information is found online at <http://online.nwciowa.edu/tuition>  
 For payment options, visit: <http://www.nwciowa.edu/tuition/payment-options>  
 For payment deadlines, visit: <http://www.nwciowa.edu/tuition/payment-deadlines>  
 You may contact the Business Office by phone at (712) 707-7125 or by email [businessoffice@nwciowa.edu](mailto:businessoffice@nwciowa.edu) with questions.
6. Access your course online by logging into MyNWC and clicking on the Blackboard link, or go directly to Blackboard at <http://nwciowa.blackboard.com>

### **Graduation Requirements for Master of Education: All Programs and Endorsements**

1. Complete all program requirements within seven years from the student's first term of enrollment. (Petitions to extend this time can be submitted to the Graduate Studies Advisory Committee.)
2. No course with a grade of C- or lower will be applied to the program of study
3. Achieve a minimum cumulative GPA of 3.00 in all coursework attempted at Northwestern College
4. At least 80% of the credits required in the program of study must be taken from Northwestern College

### **Course Limits for Master of Education: All Programs and Endorsements**

A graduate student in education who wishes to register for more than 12 credits in a term must seek the approval of their academic advisor.

### **Master of Arts in Teaching (M.A.T.) in Early Childhood + Initial Licensure**

The MAT is a graduate degree program intended for candidates who have completed an undergraduate degree and are seeking a pre-service teaching program leading to an early childhood teaching license with a Birth through Grade Three Inclusive Setting endorsement. The program provides an opportunity for career changers to transition into the field of education by earning initial licensure alongside a master's degree. The endorsement enables candidates to teach in early-grade classrooms that include students with IEPs.

#### **Required Courses:**

EDU 505 Collaboration & Advocacy in the EC Community (3 credits)  
 EDU 510 Human Relations (3 credits)  
 EDU 525 Advanced Child Development (3 credits)  
 EDU 530 Leadership of Early Childhood Programs (3 credits)  
 EDU 535 Strategies for Early Literacy Development (3 credits)  
 EDU 540 Teaching Young Children w/Diverse Needs (3 credits)  
 EDU 560 Curriculum & Assessment for Student Learning (3 credits)  
 EDU 565 Instructional Strategies for Diverse Students and Settings (3 credits)  
 EDU 570 Teaching & Learning with Technology (3 credits)  
 EDU 575 Science & Math in Early Childhood (3 credits)  
 EDU 629 Student Teaching (4-14 credits)

**Total credits required: 34-44**

### **Master of Education: Educational Administration + Principal Endorsement**

The M.Ed. in Educational Administration + Principal Endorsement is designed for practitioners who wish to acquire the knowledge, skills and experience necessary to work in the professional field. As a professional degree, the M.Ed. in Educational Administration + Principal Endorsement program is intended for students who wish, upon graduation, to assume positions of leadership as principals or vice-principals in an education setting or positions requiring more advanced study than that available at the bachelor's level.

In line with peer institutions and aligned to Iowa Board of Educational Examiners' requirements, the proposed M.Ed. in Educational Leadership + Principal Endorsement is comprised of 34 graduate credits. Thirty credits will be conducted in the online classroom. Seven credits will be conducted through internship experiences at the early childhood, elementary, secondary, and special education environments under the guidance of a Northwestern professor and a qualified site-based leadership coach.

Mapped to the Iowa Standards for School Leaders, graduates will be able to:

1. Mission, vision, & improvement
  1. Collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship and community.
  2. Lead improvement processes that include data use, design, implementation, and evaluation.
2. Ethics and professional norms
  1. Reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult
  2. Evaluate, communicate about, and advocate for ethical and legal decisions.
  3. Model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others
3. Equity, inclusiveness, and cultural responsiveness
  1. Use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
  2. Evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
  3. Evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.
4. Learning and instruction
  1. Evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs.
  2. Evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
  3. Evaluate and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
  4. Collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.
5. Community and external leadership
  1. Collaboratively engage diverse families in strengthening student learning in and out of school.
  2. Collaboratively engage and cultivate relationships with diverse community members, partners, and others constituencies for the benefit of school improvement and student development.
  3. Communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.
6. Operations and management

1. Evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.
2. Evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports the school improvement and student development.
3. Reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.
7. Building professional capacity
  1. Collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.
  2. Develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
  3. Personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
  4. Evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.
8. Internship
  1. Provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1-7.
  2. Provided a minimum of six months of concentrated (10-15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.
  3. Provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.
9. Exhibit leadership characteristics inspired by Jesus Christ.

### **Required Courses:**

EDAD510 Creating a Culture for Learning  
 EDAD520 Law, Politics and the Principal  
 EDAD530 School, Families and the Community  
 EDAD530I School, Families and the Community Internship  
 EDAD540 Operations Management  
 EDU560 Curriculum & Assessment of Student Learning  
 EDAD610 Instructional Leadership  
 EDAD620 Data and School Improvement  
 EDAD620I Data and School Improvement Internship  
 SPED612 Social Legal and Ethical Issues in Special Education  
 SPED612I Social Legal and Ethical Issues in Special Education Internship  
 EDAD630 Ethics, Supervision and Evaluation  
 EDAD630I Ethics, Supervision and Evaluation Internship

**Total credits: 34**

### **Principal Endorsement-Only Option**

Students who possess an earned master's degree in education may elect to pursue the principal endorsement-only option. Coursework in this 34-credit endorsement is directly aligned to the



requirements of the Iowa Board of Educational Examiners for licensure. Transfer credit from prior graduate coursework will be considered pursuant to the college's transfer policy.

**Requirements:**

EDAD510 Creating a Culture for Learning  
EDAD520 Law, Politics and the Principal  
EDAD530 School, Families and the Community  
EDAD530I School, Families and the Community Internship  
EDAD540 Operations Management  
EDU560 Curriculum & Assessment of Student Learning  
EDAD610 Instructional Leadership  
EDAD620 Data and School Improvement  
EDAD620I Data and School Improvement Internship  
SPED612 Social Legal and Ethical Issues in Special Education  
SPED612I Social Legal and Ethical Issues in Special Education Internship  
EDAD630 Ethics, Supervision and Evaluation  
EDAD630I Ethics, Supervision and Evaluation Internship

**Total credits: 34**

**Master of Education: Special Education**

The Master of Education: Special Education is designed for practitioners who wish to acquire the knowledge, skills and experience necessary to work in the professional field. As a professional degree, The Master of Education: Special Education program is intended for students who wish upon graduation, to assume positions of leadership in a special education setting or positions requiring more advanced study than that available at the bachelor's level. Courses in this program prepare teachers to educate and inspire children with exceptionalities in a wide range of teaching and administrative roles. The program combines a unique view of the entire education landscape with practical experience addressing the latest breakthroughs in assessment, instructional strategies, and evidence-based practices for teaching students with exceptionalities. The degree provides instruction on the social, legal and ethical issues in special education, communicating and collaborating with stakeholders while addressing instructional and leadership decision making for students with exceptionalities. Practitioners learn about effective teaching strategies and ways to create meaningful learning experiences for students.

This master's program consists of a 15-credit core, and a 15-credit area of emphasis. A capstone project provides participants the opportunity to practice action research in their own classroom or school district to demonstrate their ability to apply the concepts learned through their master's coursework.

At the conclusion of the program, students will be able to:

1. Apply valid and reliable assessment practices to minimize bias.
2. Facilitate the continuous improvement of general and specialized curricula to improve programs, supports and service at classroom, school, community and system levels.
3. Conduct, evaluate, and use inquiry to guide professional practice.
4. Provide leadership to formulate goals, set and meet high professional expectations advocate for effective policy and evidence-based practices and create positive and productive work environments.
5. Collaborate with stakeholders to improve programs, services and outcomes for individuals with exceptionalities and their families.
6. Facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.
7. Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the

- profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
8. Pursue God's redeeming work in the world through their service to children.

### **Required Courses:**

Required Core (15 credits):

EDU610 Educational Research Methods & Design

EDU555 Trends and Issues in 21<sup>st</sup> Century Education

EDU540 Teaching Young Children with Diverse Needs

OR

EDU565 Instructional Strategies for Diverse Students and Settings

EDU570 Teaching and Learning with Technology

EDU635 Master's in Education Capstone\*

Special Education Emphasis (15 credits):

SPED520 Assessment Planning and Practice

SPED605 Instructional Decision Making and Leadership in Special Education

SPED612 Social, Legal, and Ethical Issues in Special Education

SPED550 Communication and Collaborative Partnerships and Transitions

SPED545 Behavior and Social Interventions

**Total credits: 30\***

\*EDU635 is a pass/no pass course. Students who do not have a finished capstone approved by the Education Department chair at the conclusion of EDU635 will repeat the course for credit.

### **Master of Education: Teaching and Learning**

The Master of Education: Teaching and Learning degree is designed for PreK – 12 teachers seeking to improve their effectiveness as classroom teachers, teacher leaders, and advocates for children. Specific focus on using research to improve pedagogy will position teachers to better meet the needs of diverse students in a variety of instructional settings. Teachers will engage with a community of learners to explore trends and issues in education, problem-solving to develop solutions that improve their schools and the lives of the children they serve.

This master's program consists of an 18-credit core, and a 12-15 credit area of emphasis selected by the student. A capstone project provides participants the opportunity to practice action research in their own classroom or school district to demonstrate their ability to apply the concepts learned through their master's coursework.

At the conclusion of the program, students will be able to:

1. Apply research-based strategies to improve planning, instruction, assessment and classroom effectiveness.
2. Develop effective curriculum in line with state and national standards.
3. Collaborate with a community of peers to promote solutions that address the needs of diverse students and schools.
4. Support informed positions on trends and issues that impact students and schools.
5. Use technology to improve teaching and learning.
6. Pursue God's redeeming work in the world through their service to children.

### **Area of Emphasis: Early Childhood**

Teachers of children from birth through age 8 will transform into experts at building literacy in young children. Specific focus on instructional strategies, interventions for at-risk children, advocacy and

leadership will equip graduates to promote effective change to improve the cognitive, social and emotional growth of young children.

Program outcomes for the early childhood emphasis are guided by the Professional Preparation Standards developed by the National Association for the Education of Young Children Organization. At the conclusion of the coursework for this area of emphasis, students will be able to:

1. Promote child development and learning.
2. Build family, collegial and community relationships.
3. Observe, document and assess the development of young children.
4. Use developmentally effective approaches to connect with children and families.
5. Use content knowledge to build meaningful curriculum.
6. Practice professionalism, to include continuous learning, reflection of their work, informed decision-making, and advocating for sound educational practices and policies.

Required Courses: Core (18 credits)

EDU555 Trends and Issues in 21<sup>st</sup> Century Education

EDU560 Curriculum and Assessment for Student Learning

EDU540 Teaching Young Children with Diverse Needs

OR

EDU565 Instructional Strategies for Diverse Students and Settings

EDU570 Teaching and Learning with Technology

EDU610 Educational Research Methods and Design

EDU635 Master's in Education Capstone\*

Required Courses: Early Childhood Area of Emphasis (15 credits)

EDU505 Collaboration & Advocacy in the Early Childhood Community

EDU525 Advanced Child Development

EDU530 Leadership of Early Childhood Programs

EDU535 Strategies for Early Literacy Development

EDU575 Science and Math in Early Childhood: A STEM Approach

**Total Credits: 33\***

\* EDU635 is a pass/no pass course. Students who do not have a finished capstone approved by the Education Department chair at the conclusion of EDU635 will repeat the course for credit.

### **Area of Emphasis: Master Teacher**

This customizable option allows students to develop a specialized program of study to fit their individual interests and needs. In addition to the Master's of Education Core coursework, students will choose from graduate course offerings at Northwestern and may transfer up to six approved graduate credits in education taken from other accredited institutions.

Required Courses: Core (18 credits)

EDU555 Trends and Issues in 21<sup>st</sup> Century Education

EDU560 Curriculum and Assessment for Student Learning

EDU540 Teaching Young Children with Diverse Needs

OR

EDU565 Instructional Strategies for Diverse Students and Settings

EDU570 Teaching and Learning with Technology

EDU610 Educational Research Methods and Design

EDU635 Master's in Education Capstone\*

Required Courses: Master Teacher Emphasis (12-15 credits)

Students will choose elective graduate credits in education to meet their individual learning goals and areas of interest. Up to 6 credits of education-specific courses may be transferred from other accredited institutions with the approval of the program director.

**Total credits: 30 – 33\***

\* EDU635 is a pass/no pass course. Students who do not have a finished capstone approved by the Education Department chair at the conclusion of EDU635 will repeat the course for credit.

### **Area of Emphasis: Teacher Leadership**

Graduates will be well positioned for building- and district-level positions as instructional coaches, peer mentors, and teacher leaders. Specific focus on needs-assessment, solutions-based coaching and professional development will prepare graduates to affect change that will lead to improved teaching and learning.

Program outcomes for the teacher leadership emphasis are guided by the Teacher Leader Model Standards supported by the National Education Association. At the conclusion of the coursework for this area of emphasis, students will be able to:

1. Foster a collaborative culture to support educator development and student learning
2. Access and use research to improve practice and student learning
3. Promote professional learning for continuous improvement
4. Facilitate improvements in instruction and student learning
5. Promote the use of assessments and data for school and district improvement
6. Improve outreach and collaboration with families and community
7. Advocate for student learning and the profession

Required Courses: Core (18 credits)

EDU555 Trends and Issues in 21<sup>st</sup> Century Education

EDU560 Curriculum and Assessment for Student Learning

EDU540 Teaching Young Children with Diverse Needs

OR

EDU565 Instructional Strategies for Diverse Students and Settings

EDU570 Teaching and Learning with Technology

EDU610 Educational Research Methods and Design

EDU635 Master's in Education Capstone\*

Required Courses: Teacher Leadership Emphasis (12 credits)

EDU615 Peer Assessment and Instructional Coaching

EDU620 Professional Learning Communities for School Improvement

EDU625 Teacher as Leader

EDU630 Technology Coaching and Leadership

**Total Credits: 30\***

\* EDU635 is a pass/no pass course. Students who do not have a finished capstone approved by the Education Department chair at the conclusion of EDU635 will repeat the course for credit.

### **Area of Emphasis: Teaching History**

The M.Ed. in Teaching History is intended for licensed middle and high school history teachers interested in deepening their disciplinary content knowledge while honing their craft of teaching history to K-12 students. The curriculum includes 18 graduate credits in history and government, which meets most regional accreditor and department of education requirements to teach history in a dual/concurrent enrollment or community college setting. Additionally, students will take 15 graduate credits of education-

specific coursework. Students must possess a K-12 endorsement in history or social studies for acceptance, or receive prior approval from the M.Ed. department chair for admission.

History is not merely about memorizing facts and dates and regurgitating information on a test. Instead, history is about exploring the relationship between the past and the present and looking for patterns, complexities, causalities, and the role of historical context. The program reflects this approach to teaching historical inquiry and integrates a wide variety of primary and secondary sources from multiple sources and perspectives to help current history teachers to model and teach the relevance of history to current students in an active and participatory way.

At the conclusion of their M.Ed. in Teaching History, students will be able to:

1. Interpret and narrate the past through analysis of primary documents in their historical context in order to understand the documents' historical significance.
2. Evaluate the approaches, arguments, and reliability of the works of contemporary historians or historical productions in a variety of media.
3. Write thesis-based arguments with proper citations drawing on primary and secondary course materials.
4. Engage with various historical expressions of Christian faith and life, the nature of humankind, the realities of sin and grace, and the importance of ethical and moral questions.
5. Implement appropriate pedagogical applications of historical inquiry methods to the K-12 classroom that meet state standards and guide student practice of historical inquiry in the K-12 classroom setting
6. Develop an intellectually rigorous curriculum suited to all types of learners that teaches and practices the historical inquiry skills of evaluating sources, creating evidence-based arguments, and analyzing context.
7. Cultivate a professional historical commitment to critical dialogue between the historical record, historians, teachers, and the wider public that exhibits integrity, trust, and respect.

Required Courses: Core (15 credits)

EDU555 Trends and Issues in 21st Century Education

EDU565 Instructional Strategies for Diverse Students and Settings

EDU570 Teaching and Learning with Technology

HIS610 Historical Research and Methodologies

EDU635 Master's in Education Capstone\*

Required Courses: History Electives (18 credits) Choose from:

HIS500 Play, Games and Athletics: The History of Sport in America

HIS510 Magic, Science, and Religion in the Middle Ages

HIS520 By The Bomb's Early Light: The Atomic Bomb and Nuclear Culture in America

HIS530 Historical Tales Without a Historian: Novels, Movies, and Comic Books

HIS540 European History and Politics Since 1945

HIS550 That Godless Court? The Supreme Court and Religious Issues in the United States

HIS590 Special Topics in History

**Total credits: 33**

\* EDU635 is a pass/no pass course. Students who do not have a finished capstone approved by the Education Department chair at the conclusion of EDU635 will repeat the course for credit.

### **Multiple Majors in a Master of Education Degree**

A graduate student may complete a second major in their education master's degree concurrently or consecutively under the following criteria:

- A maximum of 15 credits may overlap between both programs.
- Students in the Master of Education program who pursue two separate tracks will be considered a co-major, as both programs result in the M.Ed. degree.

- Students pursuing an additional graduate major in education must complete capstone research for each major.

Current students who wish to co-major must complete the Declaration of Graduate Academic Program form located in MyNWC. Graduates who previously completed a master's degree from Northwestern College who wish to add a second major must complete the re-enrollment form.

## **Graduate Education Endorsements**

### **Birth through Grade Three Inclusive Settings Endorsement**

Develop the knowledge and skills to foster cognitive, social, emotional and physical growth in infant, toddler, preprimary and primary-aged children. Learn to lead early childhood programs and advocate for early childhood education. The coursework in this program contains all competencies required by the state of Iowa to qualify for the Birth through Grade Three Inclusive Settings endorsement.

In direct alignment with the outcomes required by the Iowa Board of Educational Examiners, students will achieve the following learning goals:

1. Promoting child development and learning and individual learning differences.
  - a. Understand the nature of child growth and development for infants and toddlers (birth through age 2), preprimary (age 3 through age 5) and primary school children (age 6 through age 8), both typical and atypical, in areas of cognition, language development, physical motor, social-emotional, mental health, aesthetics, and adaptive behavior and how these impact development and learning in the first years of life, including the etiology, characteristics, and classifications of common disabilities in infants and young children and specific implications for development and learning.
  - b. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity, stress, risk factors, biological and environmental factors, family strengths, and trauma influence development and learning at all stages, including pre-, peri-, and postnatal development and learning. Communicate the importance of responsive care to a child's development of identity and sense of self.
  - c. Use developmental knowledge to create learning environments and classroom procedures that promote positive social interaction, active engagement, high expectations for learning, mutual respect, and self-regulation through individually appropriate expectations and positive guidance techniques for each child to meet the child's optimum potential regardless of proficiency. Implement and evaluate preventative and reductive strategies to address challenging behaviors. Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. Know how to intervene safely and appropriately with individuals in crisis.
  - d. Use both child-initiated and teacher-facilitated instructional methods, including strategies such as small and large group projects, play, systematic instruction, group discussion and cooperative decision making. Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments. Embed learning opportunities in everyday routines, relationships, activities, and places. Understand the impact of social and physical environments on development and learning.
  - e. Engage in intentional practices and implement learning experiences that value diversity and demonstrate understanding that bias and discrimination impact development. Understand how language, culture, and family background influence and support the learning of each child.
2. Building family and community relationships.
  - a. Build family and community relationships to include understanding that successful early childhood education depends upon reciprocal and respectful partnerships with families, communities, and agencies, that these partnerships have complex and diverse characteristics, and that all families should be involved in their children's development and learning.

- b. Understand diverse family and community characteristics and how language, culture, and family background influence and support children's learning, and apply that knowledge to develop, implement, and evaluate learning experience and strategies that respect and reflect the diversity of children and their families.
  - c. Understand how to apply theories and knowledge of dynamic roles and relationships within and between families, schools, and communities. Recognize how to adapt consistently to the expressed and observed strengths and needs of the family, including two-way communication, and how to support families' choices and priorities in the development of goals and intervention strategies.
  - d. Understand how to coordinate with all (caregivers, professionals, and agencies) who provide care and learning opportunities for each child by developing a community of support for children and families through interagency collaboration to include agreements, referrals, and consultation.
- 3. Observing, documenting, and assessing to support young children and families.
  - a. Use technically sound formal and informal assessments that minimize bias and evaluation results to adapt and guide instruction. Demonstrate a range of appropriate assessment and evaluation strategies (e.g., family interview, observation, documentation, assessment instrument) to support individual strengths, interests, and needs.
  - b. Design curricula, assessments, and teaching and intervention strategies that align with learner and program goals, including the development of individualized family service plans (IFSPs) and individualized education plans (IEPs). Assist families in identifying resources, priorities, and concerns in relation to the child's development. Understand and utilize assessment partnerships with families and with professional colleagues to build effective learning environments. Understand the role of the families in the assessment process and support the choices they make (e.g., observer, participant). Participate as a team member to integrate assessment results in the development and implementation of individualized plans.
  - c. Understand and utilize observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. Implement authentic assessment based on observation of spontaneous play. Demonstrate knowledge of alignment of assessment with curriculum, content standards, and local, state, and federal requirements. Assess progress in the developmental domains, play, and temperament.
  - d. Understand and utilize responsible assessments to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.
  - e. Implement current educational, legal, and ethical guidelines when using assessment practices to support children's individual strengths, interests, and needs (e.g., cultural, linguistic, ability diversity).
- 4. Using developmentally and individually effective approaches to connect with children and families.
  - a. Understand positive relationships and supportive interactions as the foundation of the teacher's work with young children. Reflect on the teacher's own practice to promote positive outcomes for each child and family.
  - b. Develop, implement, and evaluate individualized plans, including IFSPs and IEPs, as a team leader with families and other professionals. Demonstrate appropriate and effective supports for children and families transitioning into and out of programs or classrooms. Seek and use additional resources and agencies outside the program/school when needed to effectively facilitate the learning and social/emotional development of each child.
  - c. Plan, develop, implement, and evaluate integrated learning experiences for home-, center and school-based environments for infants, toddlers, preprimary and primary children,

- their families, and other care providers based on knowledge of individual children, the family, and the community. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments. Develop adaptations and accommodations for infants, toddlers, pre-primary, and primary children to meet their individual needs. Use a broad repertoire of developmentally and individually appropriate teaching/learning approaches and effective strategies and tools for early education, including appropriate uses of technology. Facilitate child-initiated development and learning.
- d. Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Use teacher-scaffolded and -initiated instruction to complement child-initiated learning. Link development, learning experiences, and instruction to promote educational transitions. Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children. Use strategies to teach social skills and conflict resolution.
  - e. Implement basic health, nutrition, and safety management procedures, including the design of physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning. Recognize signs of emotional distress, physical and mental abuse and neglect in young children and understand mandatory reporting procedures. Demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures and first aid.
  - f. Understand principles of administration, organization, and operation of programs for children from birth to age 8 and their families, including staff and program development, supervision, evaluation of staff, and continuing improvement of programs and services. Employ adult learning principles in consulting with and training family members and service providers.
  - g. Demonstrate the ability to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities and diverse abilities in meaningful learning activities and social interactions.
5. Use content knowledge to build a meaningful curriculum.
    - a. Develop and implement appropriate current research-supported learning experiences with a focus on the developmental domains, play, temperament, language and literacy to include first (home) and second language acquisition, mathematics, science, the arts (music, visual art, and drama), physical activity, health and safety, social studies, social skills, higher-thinking skills, and developmentally and individually appropriate methodology. Methods courses are required for the following areas: literacy, mathematics, social studies, science, physical education and wellness, and visual and performing arts.
    - b. Use the Iowa Early Learning Standards and the Iowa core with information from ongoing child observations and assessments to plan, implement, and evaluate appropriate instruction that improves academic and developmental progress of each child, including those with IFSPs/IEPs.
    - c. Understand the central concepts, structures of the discipline, and tools of inquiry of content areas taught, and demonstrate the ability to organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities (diverse abilities).
    - d. Modify general and specialized curricula to make them accessible to individuals with exceptionalities (diverse abilities). Develop adaptations and accommodations for infants, toddlers, pre-primary, and primary children to meet their individual needs.
  6. Professional responsibilities.
    - a. Demonstrate awareness of early childhood program criteria, including the following: National Association for the Education of Young Children (NAEYC), Iowa Early



Learning Standards, Head Start Performance Standards, and Iowa Quality Preschool Program Standards (IQPPS).

- b. Collaborate with supervisors, mentors, and colleagues to enhance professional growth within and across disciplines to inform practice, including the use of data for decision making, and understand how to design and implement a professional development plan based on student achievement, self, peer, and supervisory evaluations and recommended practices.
  - c. Understand the significance of lifelong learning and participate in professional activities and learning communities. Participate in activities of professional organizations relevant to early childhood regular education, special education, and early intervention.
  - d. Use relevant national and state professional guidelines (national, state, or local), state curriculum standards, and current trends for content and outcomes and to inform and improve practices for young children and their families.
  - e. Adhere to state and national professional and ethical principles, practices, and codes.
  - f. Advocate for developmentally and individually appropriate practice, demonstrate awareness of issues that affect the lives of each child, and demonstrate necessary communication skills.
  - g. Understand historical, philosophical and foundational knowledge and how current issues and the legal bases of services influence professional practice in early childhood, early intervention, early childhood special education, and general and regular education in the K-3 age groups. Understand trends and issues in early childhood education, early childhood special education, and early intervention.
  - h. Provide guidance and direction to paraeducators, tutors, and volunteers.
7. Early childhood field experiences.
- a. Pre-student teaching field experiences, which must comprise a minimum of 100 clock hours, to include at least 20 hours of working with each age group (infants and toddlers, pre-primary, and primary).
  - b. Experiences working in at least three settings that offer early childhood education, such as approved child care centers and registered child development homes, school-based preschool, community agencies, or home visiting programs.
  - c. Experiences working with children who have a range of abilities and disabilities and who reflect diverse family systems and other differentiating factors, such as urban and rural, socioeconomic status, and cultural and linguistic diversity.
  - d. Completion of supervised student teaching experience in at least two different settings including registered child development homes, home visiting programs, state-accredited child care centers, or classrooms which include both children with and without disabilities in two of three age levels: infant and toddler, preprimary, and primary.

Required Courses:

EDU505 Collaboration and Advocacy in the Early Childhood Community

EDU525 Advanced Child Development

EDU530 Leadership of Early Childhood Programs

EDU535 Strategies for Early Literacy Development

EDU540 Teaching Young Children with Diverse Needs

EDU546 Behavioral and Social Interventions of Early Learners.

EDU580 Student Teaching

**Total Credits: 22**

### **Birth through Grade Three Inclusive Settings Endorsement to Master of Education: Teaching and Learning Option**

Students may elect to apply their endorsement coursework toward the Master of Education: Teaching and Learning with an early childhood emphasis. The following course substitutions will be allowed:

- EDU540 Teaching Young Children with Diverse Needs to replace EDU565 Instructional Strategies for Diverse Students and Settings

The program of study for the endorsement to Master of Education: Teaching and Learning Option is as follows.

Required Courses: Core (15 credits)

EDU555 Trends and Issues in 21<sup>st</sup> Century Education

EDU560 Curriculum and Assessment for Student Learning

EDU570 Teaching and Learning with Technology

EDU610 Educational Research Methods and Design

EDU635 Master's in Education Capstone\*

Required Courses: Early Childhood Area of Emphasis (25 credits)

EDU505 Collaboration & Advocacy in the Early Childhood Community

EDU525 Advanced Child Development

EDU530 Leadership of Early Childhood Programs

EDU535 Strategies for Early Literacy Development

EDU540 Teaching Young Children with Diverse Needs

EDU546 Behavioral and Social Interventions of Early Learners.

EDU575 Science and Math in Early Childhood: A STEM Approach

EDU580 Student Teaching

**Total Credits: 40**

\* EDU635 is a pass/no pass course. Students who do not have a finished capstone approved by the Education Department chair at the conclusion of EDU635 will repeat the course for credit.

### **Computer Science Endorsement: K-8 and/or 5-12**

Designed for licensed schoolteachers, courses in this program prepare teachers in grades K-8 and/or 5-12 to support children in the development of computer skills. The focus is on systems and networks, data representation and abstraction and designing, developing, testing, and refining algorithms that will prepare teachers to improve student outcomes. This program leads to Iowa Endorsement #277 (K-8) and/or #278 (5-12).

The holder of the endorsement is authorized to teach selected computer science and computer programming courses. Students must hold a valid Iowa-teaching license with at least one additional teaching endorsement.

Required Courses:

CSED 500 Problem Solving and Algorithms

CSED 525 Computers and Networks for a Connected World

CSED 550 Programming Fundamentals for Educators

CSED 575 Methods of Teaching Computer Science

**Total Credits: 15**

### **Instructional Strategist I Mild/Moderate (K-8) Endorsement**

The Instructional Strategist I Mild / Moderate (K-8) Endorsement is designed for regular licensed teachers. Courses in this program prepare teachers to educate and inspire children and adolescents with disabilities in a wide range of teaching and administrative roles. The program provides practical experience addressing the latest breakthroughs in assessment, instructional strategies, and evidence-based practices for teaching students with mild and moderate disabilities. The endorsement provides instruction on the description and nature of disabilities in children of various ages and the psychological factors that affect

these students. Students learn about effective teaching strategies and ways to create meaningful learning experiences for children. This program leads to Iowa Endorsement #260.

At the conclusion of the program, students will be able to:

1. Apply valid and reliable assessment practices to minimize bias.
2. Facilitate the continuous improvement of general and specialized curricula to improve programs, supports and service at classroom, school, community and system levels.
3. Conduct, evaluate, and use inquiry to guide professional practice.
4. Provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policy and evidence-based practices and create positive and productive work environments.
5. Collaborate with stakeholders to improve programs, services and outcomes for individuals with exceptionalities and their families.
6. Facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.
7. Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
8. Reflect on how the program influenced their personal journey to follow Christ and pursue God's work in the world through their service to children.

Required Courses:

SPED516 Contemporary Issues in Special Education

SPED518 Characteristics of Disabilities

SPED520 Assessment Planning and Practice

SPED522 Methods and Strategies for Students with Mild and Moderate Disabilities (K-12)

SPED545 Behavioral and Social Interventions

SPED550 Communication and Collaborative Partnerships and Transitions

SPED547 Special Education Student Teaching: K-8

**Total Credits: 21**

Requirements for this endorsement may be met through a combination of undergraduate and graduate coursework under specific conditions. Twenty-four credits in special education must be earned for licensure in Iowa. Most licensed teachers will possess at least three credits in special education from their undergraduate degree in education. In cases where no prior coursework was taken in special education, an additional three credits of special education will be required to meet the state's requirement. A minimum of six credits must be earned through Northwestern for the college to authorize an endorsement. Current licensure will determine whether you will be required to student teach. A transcript analysis from an official designated by Northwestern's Education Department will result in an individualized program of study to meet the requirements of the endorsement program.

### **Instructional Strategist I Mild/Moderate (5-12) Endorsement**

The Instructional Strategist I Mild / Moderate (5-12) Endorsement is designed for regular licensed teachers, courses in this program prepares teachers to educate and inspire children and adolescents with disabilities in a wide range of teaching and administrative roles. The program provides practical experience addressing the latest breakthroughs in assessment, instructional strategies, and evidence-based practices for teaching students with mild and moderate disabilities. The endorsement provides instruction on the description and nature of disabilities in children of various ages and the psychological factors that affect these students. Students learn about transitional collaboration, effective teaching strategies and ways to create meaningful learning experiences for children. This program leads to Iowa Endorsement #261.

At the conclusion of the program, students will be able to:

1. Apply valid and reliable assessment practices to minimize bias.
2. Facilitate the continuous improvement of general and specialized curricula to improve programs, supports and service at classroom, school, community and system levels.
3. Conduct, evaluate, and use inquiry to guide professional practice.
4. Provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policy and evidence-based practices and create positive and productive work environments.
5. Collaborate with stakeholders to improve programs, services and outcomes for individuals with exceptionalities and their families.
6. Facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.
7. Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
8. Reflect on how the program influenced their personal journey to follow Christ and pursue God's work in the world through their service to children.

**Required Courses:**

SPED516 Contemporary Issues in Special Education

SPED518 Characteristics of Disabilities

SPED520 Assessment Planning and Practice

SPED522 Methods and Strategies for Students with Mild and Moderate Disabilities (K-12)

SPED545 Behavioral and Social Interventions

SPED550 Communication and Collaborative Partnerships and Transitions

SPED548 Special Education Student Teaching: 5-12

**Total Credits: 21**

Requirements for this endorsement may be met through a combination of undergraduate and graduate coursework under specific conditions. Twenty-four credits in special education must be earned for licensure in Iowa. Most licensed teachers will possess at least three credits in special education from their undergraduate degree in education. In cases where no prior coursework was taken in special education, an additional three credits of special education will be required to meet the state's requirement. A minimum of six credits must be earned through Northwestern for the college to authorize an endorsement. Current licensure will determine whether you will be required to student teach. A transcript analysis from an official designated by Northwestern's Education Department will result in an individualized program of study to meet the requirements of the endorsement program.

**Instructional Strategist II Behavior Disorders/Learning Disabilities (K-12) Endorsement**

The Instructional Strategist II Behavior Disorders / Learning Disabilities (K-12) Endorsement is designed for regular licensed teachers. Courses in this program prepare teachers to educate and inspire children and adolescents with behavior and learning challenges in a wide range of teaching and administrative roles. The program provides practical experience addressing the basic foundations of special needs, transition methods for children and adolescents with behavior disorders and learning disabilities, communication between parents and teachers, assessment of learning problems, social and behavior interventions, decision-making / problem solving techniques in education and strategies for children with exceptionalities. This program leads to Iowa Endorsement #263.

At the conclusion of the program, students will be able to:

1. Apply valid and reliable assessment practices to minimize bias.
2. Facilitate the continuous improvement of general and specialized curricula to improve programs, supports and service at classroom, school, community and system levels.

3. Conduct, evaluate, and use inquiry to guide professional practice.
4. Provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policy and evidence-based practices and create positive and productive work environments.
5. Collaborate with stakeholders to improve programs, services and outcomes for individuals with exceptionalities and their families.
6. Facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.
7. Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
8. Reflect on how the program influenced their personal journey to follow Christ and pursue God's work in the world through their service to children.

**Required Courses:**

SPED516 Contemporary Issues in Special Education

SPED518 Characteristics of Disabilities

SPED520 Assessment Planning and Practice

SPED524 Methods and Strategies for Students with Academic and Behavioral Disorders

SPED545 Behavioral and Social Interventions

SPED550 Communication and Collaborative Partnerships and Transitions

SPED549 Special Education Student Teaching: K-12

**Total Credits: 21**

Requirements for this endorsement may be met through a combination of undergraduate and graduate coursework under specific conditions. Twenty-four credits in special education must be earned for licensure in Iowa. Most licensed teachers will possess at least three credits in special education from their undergraduate degree in education. In cases where no prior coursework was taken in special education, an additional three credits of special education will be required to meet the state's requirement. A minimum of six credits must be earned through Northwestern for the college to authorize an endorsement. Current licensure will determine whether you will be required to student teach. A transcript analysis from an official designated by Northwestern's Education Department will result in an individualized program of study to meet the requirements of the endorsement program.

### **Instructional Strategist II Intellectual Disabilities (K-12) Endorsement**

The Instructional Strategist II Intellectual Disabilities (K-12) Endorsement is designed for regular licensed teachers, courses in this program prepares teachers to educate and inspire children and adolescents with behavior and learning challenges in a wide range of teaching and administrative roles. The program provides practical experience addressing the basic foundations of special needs, transition methods for children and adolescents with behavior disorders and learning disabilities, communication between parents and teachers, assessment of learning problems, social and behavior interventions, decision-making / problem solving techniques in education and strategies for children with exceptionalities. This program leads to Iowa Endorsement #264.

At the conclusion of the program, students will be able to:

1. Apply valid and reliable assessment practices to minimize bias.
2. Facilitate the continuous improvement of general and specialized curricula to improve programs, supports and service at classroom, school, community and system levels.
3. Conduct, evaluate, and use inquiry to guide professional practice.

4. Provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policy and evidence-based practices and create positive and productive work environments.
5. Collaborate with stakeholders to improve programs, services and outcomes for individuals with exceptionalities and their families.
6. Facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.
7. Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
8. Reflect on how the program influenced their personal journey to follow Christ and pursue God's work in the world through their service to children.

**Required Courses:**

SPED516 Contemporary Issues in Special Education

SPED518 Characteristics of Disabilities

SPED520 Assessment Planning and Practice

SPED523 Methods and Strategies for Students with Intellectual Disabilities

SPED545 Behavioral and Social Interventions

SPED550 Communication and Collaborative Partnerships and Transitions

SPED549 Special Education Student Teaching: K-12

**Total Credits: 21**

Requirements for this endorsement may be met through a combination of undergraduate and graduate coursework under specific conditions. Twenty-four credits in special education must be earned for licensure in Iowa. Most licensed teachers will possess at least three credits in special education from their undergraduate degree in education. In cases where no prior coursework was taken in special education, an additional three credits of special education will be required to meet the state's requirement. A minimum of six credits must be earned through Northwestern for the college to authorize an endorsement. Current licensure will determine whether you will be required to student teach. A transcript analysis from an official designated by Northwestern's Education Department will result in an individualized program of study to meet the requirements of the endorsement program.

**Instructional Strategist Endorsement to Master of Education: Special Education Option**

Students may elect to apply their Strategist I or II coursework toward a Master of Education: Special Education degree or complete them both concurrently. The program of study for the Master of Education: Special Education + Instructional Strategist endorsement is as follows.

**Required Courses: Core (15 credits)**

EDU610 Educational Research Methods and Design

EDU555 Trends and Issues in 21<sup>st</sup> Century Education

OR

EDU516 Foundations of Special Education

EDU565 Instructional Strategies for Diverse Students and Settings

OR

EDU518 Characteristics of Disabilities

EDU570 Teaching and Learning with Technology

EDU635 Master's in Education Capstone\*

**Required Courses: Special Education (18-21 credits)**

SPED520 Assessment Planning and Practice

SPED545 Behavior and Social Interventions  
SPED550 Communication and Collaborative Partnerships and Transitions  
SPED605 Instructional Decision Making and Leadership in Special Education  
SPED612 Social, Legal and Ethical Issues in Special Education

Choose one (based on endorsement)

SPED522 Methods and Strategies for Students with Mild and Moderate Disabilities (K-12)  
SPED523 Methods and Strategies for Students with Intellectual Disabilities  
SPED524 Methods and Strategies for Students with Academic and Behavior Disorders

Choose one (some students may not be required to student teach based on certification)

SPED547 Special Education Student Teaching: K-8  
SPED548 Special Education Student Teaching: 5-12  
SPED549 Special Education Student Teaching: K-12

**Total Credits: 33-36 credits\***

\* EDU635 is a pass/no pass course. Students who do not have a finished capstone approved by the Education Department chair at the conclusion of EDU635 will repeat the course for credit.

### **Reading Endorsement: K – 8**

Designed for licensed elementary and middle school teachers, courses in this program prepare teachers in grades K-8 to support children in the development of literacy through reading, speaking and writing. Focus on English language learners and diverse populations, research-based instructional strategies, and assessment to guide curriculum and instruction will prepare teachers to improve student outcomes. This program leads to Iowa Endorsement #148.

Program outcomes for Reading Endorsement: K-8 are in direct alignment with the requirements set forth by the Iowa Department of Education for Endorsement #148. At the conclusion of the program, students will:

1. Possess foundational knowledge of reading instruction.
  - a. Know the psychological, sociocultural, and linguistic foundations of reading and writing processes and instruction. (Foundations of reading)
  - b. Know a range of research pertaining to reading, writing, and learning, including scientifically based reading research, and knowledge of histories of reading. (Foundations of reading)
  - c. Know the major components of reading, such as phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, and effectively integrates curricular standards with student interests, motivation, and background knowledge. (Foundations of reading)
2. Provide targeted instruction to support reading in a specific content area.
  - a. Know text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical and evaluative. (Reading in the content areas)
  - b. Provide content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices. (Reading in the content areas)
3. Use resources and strategies in collaboration with others to support a child's reading and writing development.
  - a. Work with licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing. (Practicum)

- b. Uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of children's reading and writing development. (Practicum)
- 4. Use knowledge of language development to provide effective instruction in reading and writing.
  - a. Use knowledge of language development and acquisition of reading skills (birth through sixth grade), and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing. (Language development)
- 5. Provide instruction of oral language that meets the diverse needs of students.
  - a. Knows the unique needs and backgrounds of students with language differences and delays. (Oral communication)
  - b. Use effective strategies for facilitating the learning of Standard English by all learners. (Oral communication)
- 6. Teach students to communicate through writing using research-based knowledge of literacy.
  - a. Use knowledge of reading-writing-speaking connections to effectively teach writing as communication. (Written communication)
  - b. Use the writing process to effectively teach writing as communication. (Written communication)
  - c. Use the stages of spelling development to effectively teach writing as communication. (Written communication)
  - d. Use the different types of writing, such as narrative, expressive, persuasive, informational and descriptive to effectively teach writing as communication. (Written communication)
  - e. Use the connections between oral and written language development to effectively teach writing as communication. (Written communication)
- 7. Determine students' reading proficiencies and needs to identify instruction, programs and collaboration that will foster development of students' literacy.
  - a. Use knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification of students' reading proficiencies and needs. (Reading assessment, diagnosis and evaluation)
  - b. Use the results of diagnostic reading assessments to plan and revise instruction for all students. (Reading assessment, diagnosis and evaluation)
  - c. Communicate the results of ongoing reading assessments to all stakeholders. (Reading assessment, diagnosis and evaluation)
  - d. Demonstrate awareness of policies and procedures related to special programs, including Title I. (Reading assessment, diagnosis and evaluation)
- 8. Choose a variety of children's literature, targeted by reading ability, interests and modalities, to encourage children to learn through reading.
  - a. Model the reading and writing of varied genres of children's literature, including fiction and nonfiction; technology- and media-based information; and nonprint materials. (Children's nonfiction and fiction)
  - b. Motivate students through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives. (Children's nonfiction and fiction)
  - c. Match text complexities to the proficiencies and needs of readers. (Children's nonfiction and fiction)
- 9. Employ research-based reading strategies, technology and resources to improve every student's ability to read.
  - a. Use knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum. (Reading instructional strategies)
  - b. Use knowledge of a range of research-based strategies and instructional technology for grouping students. (Reading instructional strategies)



- c. Use knowledge of a range of research-based strategies and instructional technology for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. (Reading instructional strategies)

The program of study for Reading Endorsement: K - 8 is as follows.

Required Courses:

EDU500 Children's Literature

EDU504 Diagnosis of Reading Problems

EDU506 Improving Literacy through Writing: PreK – 6

EDU510 Reading in the Content

EDU512 Remedial Reading and Response to Intervention

EDU514 Strategies for Teaching Second Language Learners

EDU535 Strategies for Early Literacy Development

EDU538 Reading Endorsement Practicum: K - 8

**Total Credits: 22**

### **Reading Endorsement: 5 – 12**

Designed for licensed upper elementary, middle and high school teachers, courses in this program prepare teachers in grades 5-12 to support older children in their use of written, textual and spoken language.

Focus on English language learners and diverse populations, research-based instructional strategies, and assessment to guide curriculum and instruction will prepare teachers to improve student outcomes. This program leads to Iowa Endorsement #149.

Program outcomes for Reading Endorsement: 5-12 are in direct alignment with the requirements set forth by the Iowa Department of Education for Endorsement #149. At the conclusion of the program, students will:

1. Possess foundational knowledge of reading instruction.
  - a. Know the psychological, sociocultural, and linguistic foundations of reading and writing processes and instruction. (Foundations of reading)
  - b. Know a range of research pertaining to reading, writing, and learning, including scientifically based reading research, and knowledge of histories of reading. (Foundations of reading)
  - c. Know the major components of reading, such as phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, and effectively integrates curricular standards with student interests, motivation, and background knowledge. (Foundations of reading)
2. Provide targeted instruction to support reading in a specific content area.
  - a. Know text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical and evaluative. (Reading in the content areas)
  - b. Provide content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices. (Reading in the content areas)
3. Use resources and strategies in collaboration with others to support a child's reading and writing development.
  - a. Work with licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing. (Practicum)
  - b. Uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of children's reading and writing development. (Practicum)

4. Use knowledge of language development to provide effective instruction in reading and writing.
  - a. Use knowledge of the relationship of language acquisition and language development with the acquisition and development of reading skills, and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing. (Language development)
5. Provide instruction of oral language that meets the diverse needs of students.
  - a. Knows the unique needs and backgrounds of students with language differences. (Oral communication)
  - b. Use effective strategies for facilitating the learning of Standard English by all learners. (Oral communication)
6. Teach students to write for different purposes using appropriate text structures and mechanics.
  - a. Use knowledge of the reading-writing-speaking connections to teach the skills and processes necessary for writing narrative, expressive, persuasive, informational and descriptive texts, including text structures and mechanics such as grammar, usage, and spelling. (Written communication)
7. Determine students' reading proficiencies and needs to identify instruction, programs and collaboration that will foster development of students' literacy.
  - a. Use knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification of students' reading proficiencies and needs. (Reading assessment, diagnosis and evaluation)
  - b. Use the results of diagnostic reading assessments to plan and revise instruction for all students. (Reading assessment, diagnosis and evaluation)
  - c. Communicate the results of ongoing reading assessments to all stakeholders. (Reading assessment, diagnosis and evaluation)
  - d. Demonstrate awareness of policies and procedures related to special programs. (Reading assessment, diagnosis and evaluation)
8. Choose a variety of adolescent literature, targeted by reading ability, interests and modalities, to encourage children to learn through reading.
  - a. Model the reading and writing of varied genres of adolescent literature, including fiction and nonfiction; technology- and media-based information; and nonprint materials. (Adolescent or young adult nonfiction and fiction)
  - b. Motivate students through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives. (Adolescent or young adult nonfiction and fiction)
  - c. Match text complexities to the proficiencies and needs of readers. (Adolescent or young adult nonfiction and fiction)
9. Employ research-based reading strategies, technology and resources to improve every student's ability to read.
  - a. Use knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum. (Reading instructional strategies)
  - b. Use knowledge of a range of research-based strategies and instructional technology for grouping students. (Reading instructional strategies)
  - c. Use knowledge of a range of research-based strategies and instructional technology for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds. (Reading instructional strategies)

The program of study for Reading Endorsement: 5 - 12 is as follows.

Required Courses:

EDU502 Adolescent Literature

EDU504 Diagnosis of Reading Problems  
EDU508 Improving Literacy through Writing: 7 - 12  
EDU510 Reading in the Content  
EDU512 Remedial Reading and Response to Intervention  
EDU514 Strategies for Teaching Second Language Learners  
EDU535 Strategies for Early Literacy Development  
EDU538 Reading Endorsement Practicum: 5 - 12  
**Total Credits: 22**

### **Master of Arts in Clinical Mental Health Counseling**

Northwestern College's MA in Clinical Mental Health Counseling program prepares students to begin the state licensure process to become licensed mental health counselors in their state. Northwestern's program incorporates a rigorous program of study aligned with the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and culminates with students taking the Counselor Preparation Comprehensive Exam (CPCE). Northwestern's program integrates a solid theoretical foundation and development of strong clinical counseling skills with a Biblical worldview and Christian faith. Students engage in conversations and study on spiritual formation and on the integration of Christian faith with ethical clinical counseling skills throughout the program. Additionally, students will practice with sensitivity and respect in adherence to the American Counseling Association (ACA) code of ethics, and with a commitment to meeting the needs of multiculturally diverse clients and families across the lifespan, including clients with diverse backgrounds and values. As such, Northwestern Clinical Mental Health Counseling students train to become the hands and feet of Jesus so they can courageously and faithfully provide compassionate care in pursuing God's work of restoration and healing in the world.

Program Learning Outcomes. At the conclusion of the program:

1. Students will demonstrate preparedness to enter the counseling field as clinical mental health counselors.
2. Students will demonstrate proficient knowledge, skills, and dispositions in Clinical Mental Health Counseling.
3. Students will demonstrate the knowledge, skills, and dispositions needed to serve and influence their communities, workplaces, and families.
4. Students will demonstrate multicultural self-awareness and clinical competence.
5. Students will demonstrate an ability to articulate a biblical world view, and identify how their self-identified most important spiritual and religious values and beliefs impact their counseling practice.
6. The program will demonstrate it effectively meets the needs of its key stakeholders.

### **Master of Arts in School Counseling**

Northwestern College's MA in School Counseling program prepares students to become licensed professional school counselors in Iowa. Northwestern's program incorporates a rigorous program of study aligned with the standards and competencies of the American School Counseling Association (ASCA), the standards of the Iowa Department of Education and the Iowa Board of Educational Examiners, Northwestern's program integrates a solid theoretical foundation and development of strong leadership and practical skills with a Biblical worldview and Christian faith. Students will engage in conversations and study on spiritual formation and on the integration of Christian faith with ethical counseling skills throughout the program. Additionally, students will practice with sensitivity and respect in adherence to ASCA code of ethics, and with a commitment to meeting the needs of diverse students and families. As such, Northwestern School Counseling students train to become the hands and feet of Jesus so they can courageously and faithfully provide compassionate care in pursuing God's work of restoration and healing in the world.

Program Learning Outcomes. At the conclusion of the program:

1. Students will demonstrate preparedness to enter the counseling field as school counselors.
2. Students will demonstrate proficient knowledge, skills, and dispositions in school counseling.
3. Students will demonstrate the knowledge, skills, and dispositions needed to serve and influence their communities, workplaces, and families.
4. Students will demonstrate multicultural self-awareness and clinical competence.
5. Students will demonstrate an ability to articulate a biblical world view and identify how their self-identified most important spiritual and religious values and beliefs impact their counseling practice.
6. The program will demonstrate it effectively meets the needs of its key stakeholders.

### **General Information (Clinical Mental Health Counseling)**

Northwestern College will apply for Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation at such time as the first students graduate from each individual program (tentatively, summer 2024 for the Clinical Mental Health Counseling program). Should applications for accreditation be successful in the months following application, the accreditation would retroactively cover the students who were in the programs during the years leading up to official accreditation.

As a Christian academic community, Northwestern recognizes that professional counselors who are followers of Christ value both Biblical truth and ethical professional practice. While students are not required to endorse any particular faith (or any faith at all) in order to be accepted into Northwestern's Counseling programs, students in Northwestern's Counseling programs are required to interact with the Christian Bible, with faith-based texts, and to engage with spiritual formation and faith integration elements of assignments in many of the Counseling Program's courses. Simultaneously, students are expected to learn, know, and follow the Code of Ethics of the American Counseling Association and the laws, rules, and statutes applicable to counselors in the state in which they reside.

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### **Admission Requirements (Clinical Mental Health Counseling)**

#### **1. Online Application**

#### **2. Official transcripts**

Official transcripts showing a baccalaureate degree from a regionally accredited institution.

#### **3. Minimum GPA**

A minimum cumulative undergraduate GPA of 3.0 is required for admission. Applicants with a GPA under 3.0 may be eligible for conditional admission on a case by case basis.

#### **4. Applicant writing sample**

In 750 to 1250 words, utilizing Times New Roman 12-point font, applicants will a writing sample in their online application or email to [online@nwciowa.edu](mailto:online@nwciowa.edu) answering the essay prompt question: how have your personal, academic, and/or professional experiences and achievements influenced and prepared you to be successful as a professional counselor? What counseling theorists or authors provide you inspiration as you move toward a graduate program in counseling?

#### **5. Updated résumé**

#### **6. Letters of Recommendation**

Applicants must submit at least 2 letters of recommendation. (Northwestern College graduates do not need to complete this requirement).

## **7. Background check through CastleBranch**

### **Application Process**

Applications are considered on a rolling basis. Individual applications are reviewed once all materials have been received.

### **Interviews**

Applicants who have submitted all application materials and are deemed competitive candidates will be invited to a Zoom interview with the counseling admissions committee.

### **Graduation Requirements**

In order to graduate with a Master of Arts in Clinical Mental Health degree, the following criteria must be met:

- A. maintain a minimum cumulative GPA of 3.0 grade points. Achieve a B- (GPA of 2.7) in their core counseling courses, B (3.0) or better in their professional practice courses and a minimum C- (GPA 1.7) in elective/non-core/non-professional practice courses.
- D. completion of five (5) individual counseling sessions prior to the start of Practicum.
- E. verification of membership in a professional association relevant to the counseling profession
- F. completion of 100 hours of practicum experience, of which 40 hours must be direct client services.
- G. completion of 600 hours of internship experience, of which 240 hours must be direct services to clients.

### **Program Requirements: Master of Arts in Clinical Mental Health Counseling**

COUN505 Professional Orientation

COUN515 Ethics

COUN520 Social & Cultural Foundations

COUN525 Counseling Across the Lifespan

COUN550 Classic Theories of Counseling

COUN510 Assessment & Diagnostic Processes

COUN551 Contemporary Theories of Counseling

CMHC515 Intro to Family Counseling

CMHC520 Diagnosis & Psychopathology

COUN555 Crisis, Trauma, & Suicide

COUN605 Pre-Practicum

CMHC610 Practicum

COUN530 Group Counseling & Group Work

CMHC575 Psychopharmacology & Neuroscience

CMHC615 Internship I

COUN580 Career Development & Counseling

COUN585 Research & Program Evaluation

CMHC620 -Internship II

COUN635 Capstone

Choose one elective:

CMHC570 Foundations of Addictions Counseling

CMHC540 Advanced Group Counseling

CMHC545 Attachment Theory in Practice

**Total Credits: 60**

## Curriculum: Master of Arts in Clinical Mental Health Counseling

MA in Clinical Mental Health Counseling Program of Study				
<i>SUMMER YEAR ONE</i>				
COUN 505	Professional Orientation	Asynchronous	Session 1	3 credits
COUN 515	Ethics	Asynchronous	Session 1	3 credits
COUN 520	Social & Cultural Experiences	Asynchronous	Session 2	3 credits
COUN 525	Counseling Across the Lifespan	Asynchronous	Session 2	3 credits
<i>FALL YEAR ONE</i>				
COUN 550	Classic Theories of Counseling	Asynchronous	Session 1	3 credits
COUN 510	Assessment & Diagnostic Processes	Asynchronous	Session 1	3 credits
COUN 551	Contemporary Theories of Counseling	Asynchronous	Session 2	3 credits
CMHC 515	Intro to Family Counseling	Asynchronous	Session 2	3 credits
<i>SPRING YEAR ONE</i>				
CMHC 520	Diagnosis & Psychopathology	Asynchronous	Full Term	3 credits
COUN 555	Crisis, Trauma, & Suicide	Asynchronous	Session 1	3 credits
COUN 605	Pre-Practicum	Asynchronous	Session 2	3 credits
<i>SUMMER YEAR TWO</i>				
CMHC 610	Practicum	Synchronous	Full Term	3 credits
COUN 530	Group Counseling & Group Work	Asynchronous	Session 1	3 credits
CMHC 575	Psychopharmacology & Neurology	Asynchronous	Session 2	3 credits
<i>FALL YEAR TWO</i>				
CMHC 615	Internship I	Synchronous	Full Term	3 credits
COUN 580	Career Development & Counseling	Asynchronous	Session 1	3 credits
COUN 585	Research & Program Evaluation	Asynchronous	Session 2	3 credits
<i>SPRING YEAR TWO</i>				
CMHC 620	Internship II	Synchronous	Full Term	3 credits
Elective	See options below	Asynchronous	Session 1	3 credits
COUN 635	Capstone	Asynchronous	Session 2	3 credits
			Total:	60 Credits

### Admission Requirements (School Counseling)

#### 1. Online Application

#### 2. Official transcripts

Official transcripts showing a baccalaureate degree from a regionally accredited institution.

#### 3. Minimum GPA

A minimum cumulative undergraduate GPA of 3.0 is required for admission. Applicants with a GPA under 3.0 may be eligible for conditional admission on a case-by-case basis.

#### 4. Updated résumé

#### 5. Background check through CastleBranch

### Application Process

Applications are considered on a rolling basis. Individual applications are reviewed once all materials have been received.

## Graduation Requirements

In order to graduate with a Master of Arts in School Counseling degree, the following criteria must be met:

A. maintain a minimum cumulative GPA of 3.0 grade points.

B. completion of 100 hours of practicum experience, of which 40 hours must be direct services.

G. completion of 600 hours of internship experience, of which 240 hours must be direct services (split between both K-8 and 5-12 settings).

## Program Requirements: Master of Arts in School Counseling

COUN515 Ethics

COUN520 Social & Cultural Experiences

COUN550 Classic Theories of Counseling

COUN525 Counseling Across the Lifespan

SCO515 Foundations of School Counseling

SCO520 Child & Adolescent Diagnosis & Treatment

COUN510 Assessment & Diagnostic Processes

COUN555 Crisis, Trauma, & Suicide

SCO610 Practicum

COUN585 Research & Program Evaluation

SCO540 School Counseling Practice & Programs

COUN530 Group Counseling & Group Work

COUN580 Career Development & Counseling

SCO615 Internship I

SCO620 Internship II

COUN635 Capstone

**Total Credits: 48**

*If a student does not hold a teaching license, they will take one additional course, SCO 510, School Counseling Knowledge, Skills, & Dispositions*

<b>MA in School Counseling Program of Study</b>				
<b><i>SUMMER YEAR ONE</i></b>				
COUN 515	Ethics	Asynchronous	Session 2	3 credits
COUN 520	Social & Cultural Experiences	Asynchronous	Session 2	3 credits
<b><i>FALL YEAR ONE</i></b>				
COUN 550	Classic Theories of Counseling	Asynchronous	Session 1	3 credits
<b><i>SPRING YEAR ONE</i></b>				
COUN 525	Counseling Across the Lifespan	Asynchronous	Session 1	3 credits
SCO 515	Foundations of School Counseling	Asynchronous	Session 2	3 credits
<b><i>SUMMER YEAR TWO</i></b>				
SCO 520	Child & Adolescent Diagnosis & Treatment	Asynchronous	Session 1	3 credits
COUN 510	Assessment & Diagnostic Processes	Asynchronous	Session 1	3 credits
<b><i>FALL YEAR TWO</i></b>				
COUN 555	Crisis, Trauma, & Suicide	Asynchronous	Session 1	3 credits
<b><i>SPRING YEAR TWO</i></b>				
SCO 610	Practicum	Synchronous	Full Term	3 credits
COUN 585	Research & Program Evaluation	Asynchronous	Session 1	3 credits
<b><i>SUMMER YEAR THREE</i></b>				
SCO 540	School Counseling Practice & Programs	Asynchronous	Session 1	3 credits

COUN 530	Group Counseling & Group Work	Asynchronous	Session 2	3 credits
<b>FALL YEAR THREE</b>				
SCO 615	Internship I	Synchronous	Full Term	3 credits
COUN 580	Career Development & Counseling	Asynchronous	Session 2	3 credits
<b>SPRING YEAR THREE</b>				
SCO 620	Internship II	Synchronous	Full Term	3 credits
COUN 635	Capstone	Asynchronous	Session 2	3 credits
			<b>Total:</b>	<b>48 Credits</b>

## Master of Business Administration

The Master of Business Administration (MBA) offers a comprehensive business curriculum designed to prepare graduates with managerial, financial, and leadership competencies to approach complex business scenarios with faith-based integrity. The curriculum covers core content areas such as accounting, finance, economics, and marketing, along with optional concentrations, while also emphasizing soft skills such as critical thinking and teamwork.

The MBA program requires eight core courses and three electives. MBA candidates can use electives to choose between a general business curriculum or one of six concentrations (artificial intelligence, business analytics, cybersecurity, finance, healthcare administration, or innovation & change management). The general business track allows you to complete coursework across all fields. Electives can either be selected at the student's discretion leading to a general MBA or be grouped toward one specific track for a specialized MBA. All courses are three credits each and are eight weeks in duration.

Program Learning Outcomes. At the conclusion of the program:

1. Servant Leadership: Graduates are able to demonstrate a clear understanding of leadership principles, how to motivate people, and how to serve as authentic, self-aware leaders who utilize a Christian perspective.
2. Data-Driven Decision-making: Graduates are able to demonstrate how they use data and quantitative reasoning to solve problems and make sound business decisions.
3. Opportunities and Challenges: Graduates are able to identify and analyze business opportunities and challenges and understand how to address them given the business environment.
4. Effective Communication: Graduates are able to effectively communicate with team members and articulate results and agendas as responsible business leaders, in both written and oral forms.
5. Apply Knowledge: Graduates are able to integrate theory and practice to analyze business problems and decisions and develop effective strategies.
6. Christian Calling: Graduates are able to articulate their view on vocation and calling informed by Christian theology and apply Christian ethics in decision-making in the business world.

### Required courses:

ACC502 Accounting for Managers  
BUS504 Corporate Finance  
ECO515 Economics of the Firm  
BUS575 Data and Decisions  
BUS525 Marketing  
BUS523 Operations and Supply Chain Management  
BUS512 Organizational Leadership  
BUS603 Strategic Management

### Electives (9 credits)

Choose electives from the general MBA route or from an optional concentration.

General: Select a minimum of 9 credits (3 courses) from any of the courses listed below.



**Concentration:** Take the 9 credits (3 courses) of prescribed electives in one concentration.

**Artificial Intelligence** (9 credits)

MBA521 Generative AI for Managers

MBA522 Business Use Cases for AI

MBA524 Managing AI Projects

**Business Analytics** (9 credits)

MBA531 Storytelling with Data

MBA532 Spreadsheet Modeling for Decision-Making

MBA533 Python for Business Analytics

**Cybersecurity** (9 credits)

MBA542 Network Architectures for Cyber Managers

MBA543 Cyber Risk Management and Strategy

MBA544 Executive Cyber Defense

**Finance** (9 credits)

MBA552 Capital Markets and Investing

MBA553 Financial Statements Analysis and Valuation

MBA554 Frontiers of Finance

**Healthcare Administration** (9 credits)

MBA561 Structure and Economics of the US Healthcare System

MBA562 Management of Healthcare Organizations

MBA563 Data Analysis for Healthcare Management

**Innovation & Change Management** (9 credits)

BUS505 Project Management

BUS515 Organizational Change

BUS550 Entrepreneurship and Innovation

**Sports Management** (9 credits)

BUS571 Principles and Ethics of Sports Leadership

BUS572 Administration of Interscholastic Athletics

BUS573 Sport Facilities and Event Management

**Total Credits: 33**

**Graduation requirements:**

- (1) Students take and pass all core courses;
- (2) Through taking (and passing) enough electives, students obtain at least 33 credit hours;
- (3) Student obtain a cumulative average GPA of 3.0 or above from the program.

**Admission requirements:**

To be eligible for admission, you must meet all the following criteria:

- (1) An undergraduate degree from an accredited institution.
- (2) Minimum undergraduate cumulative GPA of 3.0 on a 4.0 scale on the official transcript.  
(Applicants with a GPA between 2.7 and 3.0 may be eligible for conditional admission.  
Applicants with a GPA below 2.7 will not be considered. International applicants whose

GPA is not measured using a 4.0 scale will be evaluated on a case-by-case basis.)

(3) English as a native language, an undergraduate degree from an English-speaking country, or a TOEFL score of 90 or above or an IELTS score of 6.5 and above.

**Prerequisite requirements:**

Northwestern College's MBA program welcomes applicants from all educational backgrounds. You are not required to major in business-related fields. We do not require a GMAT or a GRE score. However, a stimulating learning environment and a rewarding curriculum does require some academic preparedness. You will be required to take a three credit-hour online refresher course and pass the final exam unless you satisfy one of the following requirements:

(1) You earned an undergraduate degree majoring in any of the following fields: accounting, economics, finance, or business administration (BBA).

(2) You completed at least 12 credit hours of course work in accounting, economics, and finance, or a combination of these three fields.

(3) You took the GMAT exam and received a score of 590 or above.

(4) You took an online exam written by the Business and Economics Department at Northwestern College and scored 70% or above.

**Master of Science in Nursing (MSN) with emphasis in Nursing Education Leadership**

All MSN students are required to complete specific coursework. The list of courses below can be used as a curriculum guide. A student must earn a minimum of 39 credit hours of graduate level courses to be eligible for a Master of Science in Nursing.

**Core MSN Courses: (Must be completed with a "B" or higher) (25 credits)**

- NUR502 Foundations for Leadership in Advanced Nursing Practice (3)
- NUR504 Advanced Health Assessment, Pathophysiology & Pharmacology (3)
- NUR506 Utilization of Research for Evidence-based Practice (3)
- NUR508 Healthcare Informatics & Information Technology (3)
- NUR510 Ethics, Health Policy and Systems-based Practice (3)
- NUR512 Population Health in a Global Society (3)
- NUR516 Critical Appraisal of Knowledge for Practice (3)
- NUR550 Capstone (4)

**Courses: Education (14 credits)**

- NUR530 Teaching-Learning Principles for Nursing Education (3)
- NUR534 Innovative Teaching Strategies (3)
- NUR536 Curriculum/Program Development and Assessment & Evaluation (4)
- NUR538: Practicum in Nursing Education (4)

**Total Credits: 39**

**Master of Science in Physician Assistant Studies**

Northwestern College's Master of Science in Physician Assistant Studies is a 27-month graduate program that provides training for students seeking certification and licensure as a physician assistant (PA). Students must successfully complete 116 graduate credits over seven consecutive academic terms, including four terms of face-to-face training, followed by three terms of clinical rotations with concurrent online courses designed to facilitate the integration of classroom material with their clinical experiences.

Admission to PA programs is competitive, and the Northwestern College PA Program is accredited to accept 32 students per year. Preference will be given in the application process to graduates from Northwestern College, provided they meet all of the program admissions requirements. Any Northwestern College graduate who completes all application materials and meets all admissions criteria will be invited to interview for admission.

### **Admissions Requirements:**

Completion of the CASPA and supplemental application including the following requirements:

- All official transcripts must be verified by CASPA
- CASPA application must include personal statement
- Supplemental application and payment of supplemental application fee
- Overall and Science GPA of 3.0 or higher on a 4.0 scale as calculated by CASPA
- Prerequisite coursework must be completed with a B- or better in each course
  - These courses must be completed at a regionally accredited institution.
  - Five of the eight required courses must be completed by the time of application. All prerequisite courses must be completed by matriculation.
  - A single course cannot be used to satisfy multiple prerequisites.
  - Coursework can be completed online and does not need a lab component.
  - Required courses (Minimum of 3 credits each):
    - Human Anatomy\*, Human Physiology\*, Microbiology\*, Organic Chemistry, Biochemistry, Genetics, Psychology, Statistics
      - *\*Must have taken within the last 5 years, or must complete a waiver form demonstrating use of this knowledge and applying it either to work or studies in the past 5 years. Waivers will not be considered for courses that are 10 years and older.*
      - *AP coursework will be accepted only for Psychology and Statistics and CLEP will only be accepted for Psychology. Any AP or CLEP credits must appear on a college transcript with assigned credits.*
- Minimum of 500 hours of patient care experience,
  - 100 of the 500 hours must be completed by the time of application. All 500 hours must be completed by matriculation.
- Minimum of 16 hours of shadowing with a PA
  - 8 of the 16 hours must be completed by the time of application. All hours must be completed by matriculation.
- Baccalaureate degree from a regionally accredited institution, or internationally recognized equivalent.
- Minimum of three external evaluations (letters of recommendation)
- Language requirement
  - The Northwestern College PA program requires a TOEFL score to demonstrate English proficiency of all non-native English language speaking and/or international applicants unless the applicant has attended high school and earned a degree from an accredited University in any country whose sole national language is English. A minimum TOEFL score of 100 is required for admission to the PA program.
- No previous graduate-level medical or PA school attendance
  - The Northwestern College PA Program will not consider applications from individuals who have attended another PA or graduate medical school in the past.

### **Graduation Requirements**

- A. complete all program requirements within 48 months of the date of matriculation into the program;
- B. pass all courses with a minimum course grade of 75%;

C. achieve a minimum cumulative GPA of 3.00 in all coursework attempted at Northwestern College; and  
D. successfully pass the program summative exam with a minimum grade of 75% (C+) on each component.

### PA Curriculum

	<b>Didactic Year 1 Summer (Term 1)</b>	<b>Credits</b>
HCP 510	Research Methods	3
HCP 511	Human Physiology	4
PAS 601	Patient Care Skills I	3
PAS 611	Biomedical Science	4
PAS 632	PA Profession I: History and Healthcare Delivery Systems	3
	<b>Term Total</b>	<b>17</b>
	<b>Didactic Year 2 Fall (Term 2)</b>	
HCP 602	Pharmacology I	2
HCP 612	Medical Pathophysiology I	2
PAS 505	Gross Anatomy for Healthcare Providers I	3
PAS 602	Patient Care Skills II	3
PAS 612	Clinical Medicine I	6
PAS 622	Clinical Reasoning I	2
	<b>Term Total</b>	<b>18</b>
	<b>Didactic Year 2 Spring (Term 3)</b>	
HCP 603	Pharmacology II	2
HCP 613	Medical Pathophysiology II	2
PAS 506	Gross Anatomy for Healthcare Providers II	3
PAS 603	Patient Care Skills III	3
PAS 613	Clinical Medicine II	6
PAS 623	Clinical Reasoning II	2
PAS 633	PA Profession II: Ethics and Culture	3
	<b>Term Total</b>	<b>21</b>
	<b>Didactic Year 2 Summer (Term 4)</b>	
HCP 604	Pharmacology III	2
HCP 614	Medical Pathophysiology III	2
PAS 604	Patient Care Skills IV	3
PAS 614	Clinical Medicine III	6
PAS 624	Clinical Reasoning III	2
PAS 634	Introduction to Clinical Practice	1
	<b>Term Total</b>	<b>16</b>
	<b>Clinical Year 3 Fall (Term 5)</b>	
PAS 703	Clinical Rotation Block I	15
PAS 635	PA Profession III: Practice Issues and Integration	1
	<b>Term Total</b>	<b>16</b>
	<b>Clinical Year 3 Spring (Term 6)</b>	
PAS 704	Clinical Rotation Block II	15
	<b>Term Total</b>	<b>15</b>
	<b>Clinical Year 3 Summer (Term 7)</b>	
PAS 705	Clinical Rotation Block III	12
PAS 701	PA Capstone: Certification, Licensure, and Summative	1

	<b>Term Total</b>	<b>13</b>
	<b>Program Total</b>	<b>116</b>

This credit load is typical for PA programs and will be seen as comparable to our peer institutions. Each student will have an individualized schedule for clinical rotations. Every student must complete the core rotations (Family Medicine, Internal Medicine, Surgery, Behavioral Health, Emergency Medicine, Women's Health, and Pediatrics) as well as 8 weeks total of any combination of elective rotations. Students may complete clinical rotations at any institution with an established affiliation agreement with Northwestern College. All students should expect to complete a minimum of 30% of their rotations outside of Northwest Iowa. This requirement provides students with a variety of practice settings to ensure that each student receives a well-rounded education.

### **Accreditation**

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Northwestern College Physician Assistant Program** sponsored by Northwestern College. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **September 2034**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/accreditation-historynorthwestern-college/>.

### **PA program goals**

1. To prepare students with the knowledge and skills necessary for entry into practice as a physician assistant to serve in all communities with an emphasis on rural and underserved populations.
2. To integrate Biblical teachings into the medical curriculum so that graduates are prepared to serve with integrity and compassion.
3. To train physician assistants who are collaborative leaders in their field, working with others to provide optimal medical care to patients.
4. To provide an inclusive learning environment that enhances cultural competence and understanding of others

### **PA Program Competencies**

#### Knowledge

- K1. Demonstrate acquisition of essential medical knowledge to provide individualized care for patients across the lifespan in a variety of clinical settings
- K2. Integrate biomedical science knowledge with patient case scenarios to optimize patient outcomes

#### Clinical and Technical Skills

- CT1. Gather patient information appropriately through an organized and complete history and physical exam
- CT2. Perform clinical and technical skills, including procedures required by the program, safely and effectively
- CT3. Document and deliver oral presentation of patient interactions correctly and in accordance

with legal requirements for a variety of clinical settings

#### Clinical Reasoning

- CR1. Accurately interpret lab and imaging tests, and appropriately apply the results to the patient's situation
- CR2. Integrate clinical findings to develop differential diagnoses with appropriate assessments for patients across the lifespan
- CR3. Synthesize clinical findings to develop individualized preventative care and treatment plans for patients across the lifespan
- CR4. Critically analyze medical literature and apply findings to specific research questions and patient care scenarios to demonstrate evidence-based decision making

#### Interpersonal Skills

- IS1. Conduct patient communication, education, and counseling in an effective, empathetic, and culturally humble manner for patient-centered care across the lifespan
- IS2. Communicate and collaborate with other medical professionals to provide quality, patient-centered care

#### Professional Behaviors

- PB1. Formulate a personal approach to medical care, considering how their worldview interacts with the worldviews and individual needs of patients and their families, with cultural humility
- PB2. Demonstrate understanding of the physician assistant profession, including ethical, legal, financial, and regulatory guidelines for practicing within the larger healthcare system
- PB3. Conduct self-assessment demonstrating an understanding of their own limitations and biases, leading to appropriate professional development and help-seeking behavior
- PB4. Demonstrate understanding of population health, including the role of social determinants of health, patient advocacy, and resource identification, including unique characteristics of rural health care

### **Graduate Certificates**

#### **Application Process for Certificates**

1. Apply for admission. You may do this online at <http://online.nwciowa.edu/apply>
2. Choose the Online Student application for online courses and programs.  
Choose the Application for Re-Enrollment if you have ever taken courses at Northwestern.  
Choose the Guest Application if you wish to take individual graduate courses offered on campus in Orange City.
3. Send all official college transcripts to the admissions office at:  
Northwestern College  
Admissions Office  
101 7th Street SW  
Orange City, IA 51041
4. Upon acceptance, register for your course(s). Information about registering is provided in the Registration section.
5. Pay for your course(s). Tuition and fees are due prior to each term. Tuition information is found online at <http://online.nwciowa.edu/tuition>  
For payment options, visit: <http://www.nwciowa.edu/tuition/payment-options>  
For payment deadlines, visit: <http://www.nwciowa.edu/tuition/payment-deadlines>

You may contact the Business Office by phone at (712) 707-7125 or by email [businessoffice@nwciowa.edu](mailto:businessoffice@nwciowa.edu) with questions.

6. Access your course online by logging into MyNWC and clicking on the Blackboard link, or go directly to Blackboard at <http://nwciowa.blackboard.com>

### **General Academic Requirements for Certificates**

1. Complete all requirements in the program of study
2. No course with a grade of C- or lower will be applied to the program of study
3. Achieve a minimum cumulative GPA of 3.00 in all coursework attempted at Northwestern College
4. At least 80% of the credits required in the program of study must be taken from Northwestern College

### **Genetics and Genomics**

Advances in genetics and genomics are leading to a revolution in medical care. Personalized or precision medicine, which incorporates genetics and genomics in standard health care, is rapidly becoming the norm. This program provides advanced coursework with direct clinical applications for working nurses and other healthcare employees who find themselves underprepared for the world of precision medicine. Students in this program will learn about genetics and genomics and will also gain experience in the application of this knowledge by translating genetic and genomic information to patients and communicating information to other healthcare providers in clinical case studies. This full online program can be completed in one year, taking one course at a time. It is therefore feasible for busy full-time employees.

Students who complete the graduate certificate in genetics and genomics will be able to:

- 1) Use and explain genetics and genomics concepts
  - a. Use genetics and genomic terminology.
  - b. Explain the molecular patterns of biological inheritance and variation.
  - c. Explain the processes of replication, transcription, and translation and relate them to genetic disease.
  - d. Explain the causes and consequences of mutation and epigenetic gene regulation.
  - e. Explain the molecular relationship between genes and traits.
  - f. Communicate information about genetics and genomics to patients and healthcare providers.
- 2) Differentiate between genetic predisposition and disease diagnosis
  - a. Distinguish between clinical diagnosis of disease and identification of genetic predisposition to disease
  - b. Connect family history and genetic predisposition to disease
  - c. Gather a family history (minimum three generations) and use it to construct a pedigree
  - d. Explain how identification of disease-associated genetic variations facilitates development of prevention, diagnosis, and treatment options
  - e. Explain genetic predisposition, disease diagnosis, the reasons for and benefits of genetic services
- 3) Describe and explain the interaction of genetics, environmental, genomic, and behavioral factors in predisposition of disease, onset of disease, response to treatment, and maintenance of health.
  - a. Explain patterns of biological inheritance and variation for both individuals and populations
  - b. Translate for their patients what genetic testing is and how genetic testing can impact their response to treatment and help maintain health.
- 4) Identify and synthesize the ethical, legal, social, cultural, economic, and psychological issues for patients undergoing or considering genetic testing.
  - a. Apply these issues to the care of their patient and their patient's family, friends, and communities.
  - b. Act as a source of information for patients and their families seeking genetic services.

- c. Apply the informed-consent process for genetic testing and include appropriate information about the potential risks, benefits, and limitations of the test in question.

**Required Courses:**

BIO 510 Molecular and Biochemical Genetics and Genomics

BIO 520 Heredity, Human Genetics and Genomics

BIO 610 Population and Quantitative Genetics and Genomics

BIO 620 Technological Applications of Personalized Medicine

BIO 630 Therapeutic Modalities in Genetic and Genomic Medicine

BIO 640 Ethical, Legal and Social Implications of Genetic and Genomic Medicine

**Total credits: 18**

### **Teacher Leadership**

Designed for teachers who already possess a master's degree or those seeking specialized knowledge, the graduate certificate in Teacher Leadership positions teachers for non-administrative building and district level positions as instructional coaches, peer mentors, and teacher leaders. Specific focus on needs-assessment, solutions-based coaching and professional development will prepare teachers to affect change that will lead to improved teaching and learning.

Program outcomes for the certificate in Teacher Leadership are framed by the Teacher Leader Model Standards supported by the National Education Association. At the conclusion of the coursework for this certificate, students will be able to:

1. Foster a collaborative culture to support educator development and student learning.
2. Access and use research to improve practice and student learning.
3. Promote professional learning for continuous improvement.
4. Facilitate improvements in instruction and student learning.
5. Promote the use of assessments and data for school and district improvement.
6. Improve outreach and collaboration with families and community.
7. Advocate for student learning and the profession.

**Required Courses:**

EDU615 Peer Assessment and Instructional Coaching

EDU620 Professional Learning Communities for School Improvement

EDU625 Teacher as Leader

EDU630 Technology Coaching and Leadership

**Total credits: 12**

### **Teaching History**

The Graduate Certificate in Teaching History is intended for licensed middle and high school history teachers who already possess a master's degree in education, and are interested in deepening their disciplinary content knowledge while honing their craft of teaching history to K-12 students. The curriculum includes 18 graduate credits in history and government, which meets most regional accreditor and department of education requirements to teach history in a dual/concurrent enrollment or community college setting. Students must possess a K-12 endorsement in history or social studies for acceptance, or receive prior approval from the M.Ed. department chair for admission.

**Choose six courses from:**

HIS500 Play, Games and Athletics: The History of Sport in America

HIS510 Magic, Science, and Religion in the Middle Ages

HIS520 By The Bomb's Early Light: The Atomic Bomb and Nuclear Culture in America

HIS530 Historical Tales Without a Historian: Novels, Movies, and Comic Books

HIS540 European History and Politics Since 1945

HIS550 That Godless Court? The Supreme Court and Religious Issues in the United States



HIS590 Special Topics in History  
HIS610 Historical Research and Methodologies  
**Total credits: 18**

## **Course Descriptions**

### **ACC 502 Accounting for Managers**

**3 credits**

This course incorporates the fundamentals of both financial and managerial accounting. Students will develop the essential ability of all managers; to use complex accounting information as a platform for decision-making. Topics include income statements, balance sheets, cash flow statements, budgeting, cost-volume-profit analysis, differential analysis, budgeting, and internal reporting using accounting information and various analytical tools. This course focuses on interpreting financial statements and internal accounting information in the decision-making process and communicating accounting information to various stakeholders.

### **BIO510 Molecular and Biochemical Genetics and Genomics**

**3 credits**

Students will learn about the molecular structure of DNA, RNA, and protein and the processes of the central dogma of biology: replication, transcription, and translation. We will learn the basic anatomy of a gene and how gene structure regulates gene expression. We will examine, in depth, the inheritance of genes during eukaryotic cell division and sexual reproduction and the consequences of mutation and DNA repair. We will compare and contrast genetics and genomics and examine the molecular structure of the human genome. Throughout the course we will consider the genetic basis of inherited disease and relate this to the central dogma of biology and also carefully examine ethical issues raised by modern genetics.

### **BIO520 Heredity, Human Genetics and Genomics**

**3 credits**

Building on the foundation of molecular genetics, this course focuses on heredity.

Students will review Mendelian genetics with applications to human genetics and genomics and will connect Mendelian inheritance of dominant and recessive traits to meiosis and gamete formation.

Students will learn how to construct a pedigree from a family history, to analyze a pedigree, and to explain a pedigree to patients. Students will also learn about extensions of Mendelian genetics including aneuploidy, mosaicism, pleiotrophy, multifactorial traits, penetrance, and expressivity. Students will consider the complex relationship between genes, the environment, and the interactions of other genes in the context of genomics in addition to the relationship between phenotype and genotype and the impact of genetics on fetal development.

### **BIO610 Population and Quantitative Genetics and Genomics**

**3 credits**

Building on the foundation of molecular and Mendelian genetics, this course focuses on the genetics and genomics of populations. Both single-gene and complex diseases will be covered. Students will use statistics and evaluate experimental design from population studies in order to draw conclusions about individual disease risk.

### **BIO620 Technological Applications of Personalized Medicine**

**3 credits**

This course focuses on the applications of personalized medicine. Students will learn about the Human Genome Project and its implications for human health and disease. Comparative and functional genomics, transcriptomics, and proteomics will be studied. Students will learn how genomes are sequenced and databases are mined (bioinformatics). Students will learn how genetic

testing and screening is done and the implications of genetic testing and screening for patients. Ethical, social, cultural, and legal implications of genomic medicine will be considered.

**BIO630 Therapeutic Modalities in Genetic and Genomic Medicine 3 credits**

Building on the foundation of molecular and Mendelian genetics, this course focuses on pharmacogenetics and the use of gene therapy in human health.

**BIO640 Ethical, Legal and Social Implications of Genetic and Genomic Medicine 3 credits**

Building on the foundation of genetics and genomics, this course focuses on the ethical, legal, cultural, economic, psychological, and social implications of genetic and genomic medicine.

**BUS501 Business Essentials 3 credits**

The course provides a background in business essentials such as financial accounting, economics, finance, and statistics. This prerequisite or refresher course is only required for applicants who don't satisfy any of the four prerequisite waiver requirements.

**BUS504 Corporate Finance 3 credits**

This course will cover the two quintessential corporate finance topics: capital structure and capital budgeting. In other words, should I get money through equity or debt, and what should we spend it on? We will also discuss payout policy and stock and bonds valuation. This course will prepare candidate to make sensible capital allocation decisions with the company's stakeholders and make reasonable valuation determinations in the merger and acquisition process.

**BUS505 Project Management 3 credits**

This course equips students with essential project management skills through a business analysis perspective. Students will examine key project management knowledge areas (such as scope, schedule, cost, stakeholder, communication, and risk) and formulate a business analysis mindset. The course includes evaluating AI-generated project management plans and emphasizes ethical decision-making guided by Christian principles, preparing students to navigate real-world business scenarios with integrity and expertise.

**BUS512 Organizational Leadership 3 credits**

This course explores a range of modern leadership principles and their influence on team and organizational dynamics. Topics include organizational motivation, leadership, and teamwork, as well as organizational culture, design, and change. The philosophical framework of servant leadership will be particularly emphasized throughout the course.

**BUS515 Organizational Change 3 credits**

The course provides a comprehensive overview of the theories and practices involved in managing change within organizations. Students will explore the roles leadership, culture, and strategy in driving change, applying principles of servant leadership and Christian ethics in decision-making. Through case studies and practical applications, students will develop the skills necessary to effectively lead and manage change initiatives in diverse organizational settings.

**BUS523 Operations and Supply Chain Management 3 credits**

This course focuses on how to plan and make decisions that optimize operations in manufacturing as well as in services. Topics include delivery strategy, process design, capacity, and supply

chain. Students will learn specific ways in which operations and supply chain management provide a competitive advantage in the marketplace.

### **BUS525 Marketing**

**3 credits**

The course focuses on formulating and implementing marketing management strategies and tactics. The course relates marketing principles to consumer and business actions. Students will learn to develop a marketing strategy and select the appropriate tactics for successful implementation and value delivery to their target market.

### **BUS550 Entrepreneurship and Innovation**

**3 credits**

The course equips students with the tools and concepts necessary for careers as entrepreneurs or as investors in entrepreneurial ventures. It prepares entrepreneurial minded students with a valuable understanding of venture capital, private equity, social entrepreneurship, and small businesses. Topics include marketing for entrepreneurs, entrepreneurial finance, private equity, managing family businesses, managing growth, and social entrepreneurship.

### **BUS571 Principles and Ethics of Sport Leadership**

**3 credits**

The Principles and Ethics of Sport Leadership course provides an in-depth exploration of leadership theories, ethical decision-making frameworks, and best practices in sport leadership and coaching. Students will analyze the complexities of ethical dilemmas in sports from a Reformed Christian perspective. The course examines leadership strategies for developing traits, behaviors and relationships in professional, collegiate, and interscholastic sports settings. Through case studies, discussions, and applied projects and assignments, students will develop the critical thinking and leadership skills necessary to navigate ethical challenges and lead from a Christian perspective in the sports industry.

### **BUS572 Administration of Interscholastic Athletics**

**3 credits**

This course provides an in-depth examination of the administration and leadership of interscholastic athletic programs at the middle and high school levels. The course will emphasize Christian leadership, governance, policy development, and operational strategies that impact middle and high school athletics. Students will explore key aspects such as legal considerations, financial management, risk assessment, event planning, and student-athlete welfare. The course will also address contemporary challenges in interscholastic athletics, including diversity and inclusion, academic eligibility, and compliance with state and national governing bodies. Through real life situations, assignments, and projects, students will develop the administrative skills necessary to effectively lead and manage interscholastic athletic programs.

### **BUS573 Sport Facilities and Event Management**

**3 credits**

This course provides students with an understanding of the planning, designing, constructing and operating strategies for sport facilities. This course will provide students with an opportunity to analyze the effectiveness of a variety of sport spaces and facilities. This course will also provide students with an understanding of effective and efficient management practices of sporting events, from planning and preparation to implementation and evaluation.

### **BUS575 Data and Decisions**

**3 credits**

The course is designed to build competencies in applied statistics and research as applied to workplace decisions, problems, and opportunities. Students will learn how to analyze data and make decisions. Students will also practice data-driven decision-making in marketing, finance and

management. We focus on basic descriptive and inferential techniques. Topics may include descriptive statistics, hypothesis testing, linear and logistic regression models, factor and discriminant analysis, and forecasting.

### **BUS603 Strategic Management**

**3 credits**

The course provides an in-depth exploration of strategic management concepts, tools, and practices. Students will learn to analyze internal and external environments, formulate business and corporate-level strategies, and understand the role of leadership and governance in strategic decision-making. Through case studies and simulations, students will develop critical thinking skills and ethical perspectives essential for effective strategic leadership and management in a global business environment.

### **CMHC515 Intro to Family Counseling**

**3 credits**

This course introduces students to the field of marriage and family counseling. The course covers the history and development of the field as well as the research foundations for the field and specific models and approaches to treatment. Models covered include the Systemic and Strategic approaches, Structural, Experiential, Intergenerational and Psychoanalytic approaches, Cognitive-Behavioral, Mindfulness-based, Solution-Focused, and Narrative approaches, and the Gottman approach. A Christian perspective on marriage and family interventions is incorporated into the coursework.

Prerequisites: COUN550 and COUN551.

### **CMHC610 Practicum**

**3 credits**

The counseling Practicum experience provides students with an initial experience in providing counseling services in their chosen setting (clinical mental health or school counseling). The Practicum experience requires a minimum of 100 clock hours of documented contact including indirect and direct service, and supervision both onsite (provided by a designated site supervisor) and in class (provided by your assigned faculty member). The Practicum course is a seminar-style class which supports students participating in their Practicum experience and which supports students in developing their basic counseling skills and in learning a variety of assessment and intervention techniques. Students are required to earn a minimum grade of a B in this course in order to move forward in the program. This course requires online students to attend weekly synchronous class meetings. The day/times of the meetings will be determined by the course instructor.

Prerequisites: COUN505, COUN515, COUN520, COUN525, COUN550, COUN551, COUN 555 and COUN605.

### **CMHC615 Internship I**

**3 credits**

The Counseling Internship experience provides students with experience in providing counseling services in their chosen setting (clinical mental health or school counseling). The Internship experience requires a minimum of 600 clock hours spread over at least two semesters of documented contact including indirect and direct service, and supervision both onsite (provided by a designated site supervisor) and in class (provided by an assigned faculty member). The Internship course is a seminar-style class which supports students participating in their Internship experience and which supports students in developing their counseling skills and in learning a variety of counseling and intervention techniques.

Students are required to earn a minimum grade of a B in this course in order to move forward in the program. This course requires online students to attend weekly synchronous class meetings. The day/times of the meetings will be determined by the course instructor.

In this course, students will increase competency in their clinical skills, case conceptualization abilities, and ability to apply what they have learned in the program to the work they do with clients. Students' caseloads and responsibilities will increase and they will continue to fine tune their theoretical orientations, increase awareness of their counseling styles, and develop their counseling identities. Students will also continue to develop their written and verbal communication and presentation skills, and peer feedback skills.

Prerequisites: COUN505, COUN515, COUN520, COUN525, COUN550, COUN551, COUN555, COUN605 and COUN610.

### **CMHC620 Internship II**

**3 credits**

The Counseling Internship experience provides students with experience in providing counseling services in their chosen setting (clinical mental health or school counseling). The Internship experience requires a minimum of 600 clock hours spread over at least two semesters of documented contact including indirect and direct service, and supervision both onsite (provided by a designated site supervisor) and in class (provided by an assigned faculty member). The Internship course is a seminar-style class which supports students participating in their Internship experience and which supports students in developing their counseling skills and in learning a variety of counseling and intervention techniques.

Students are required to earn a minimum grade of a B in this course in order to move forward in the program. This course requires online students to attend weekly synchronous class meetings. The day/times of the meetings will be determined by the course instructor.

In this course, students will continue to hone their clinical skills, case conceptualization abilities, and ability to apply what they have learned in the program to the work they do with clients. Students will continue to develop their theoretical orientations, increase awareness of their counseling styles, and develop their counseling identities. Students will also continue to develop their written and verbal communication and presentation skills, and peer feedback skills.

Prerequisites: COUN610 and COUN615.

### **COUN505 Professional Orientation**

**3 credits**

This course introduces students to the field of counseling in diverse settings, including school and clinical mental health settings. The course provides a broad overview and survey of the counseling profession, including its historical and theoretical foundations, the major professional associations of the counseling profession, and roles and responsibilities of counselors in a variety of settings and within and among the other mental health professions. Students will begin development of a professional identity and will reflect on their calling to the profession of counseling and their vision for using their master's degree in the future. Students will begin the process of spiritual formation for counseling.

Prerequisite: None.

### **COUN510 Assessment & Diagnostic Processes**

**3 credits**

This course introduces students to the field of counseling in diverse settings, including school and clinical mental health settings. The course provides a broad overview and survey of the counseling profession, including its historical and theoretical foundations, the major professional associations of the counseling profession, and roles and responsibilities of counselors in a variety of settings and within and among the other mental health professions. Students will begin

development of a professional identity and will reflect on their calling to the profession of counseling and their vision for using their master's degree in the future. Students will begin the process of spiritual formation for counseling.

Prerequisite: None.

### **COUN515 Ethics**

**3 credits**

This course introduces students to legal and ethical issues relevant to the counseling profession and equips students with an ethical decision-making model for navigating ethical dilemmas and issues related to professional practice. Students will develop ethical sensitivity and utilize the ethical principles, which serve as the profession's foundation for ethical behavior and decision making, in evaluating case studies. An overview of the Iowa statutes which govern practice will also be provided. The goal of this course is to get students to think about major issues related to the professional practice of counseling, while challenging them to formulate positions on such issues, consider a biblical perspective, and appraise the values impacting counselors and the counseling profession.

Prerequisite: None.

### **COUN520 Social & Cultural Experiences**

**3 credits**

In this course, students will examine the psychological and sociological factors that form self-concept and cultural identity, and consider how these constructs impact effective counseling with diverse populations. Students will begin a professional journey of developing multicultural competence through developing self-awareness, sensitivity to elements of diversity, knowledge of cultural values, and a commitment to the counseling profession's core value of honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts. Students will learn how to apply awareness and culturally competent skills and knowledge in interventions and advocacy practices with diverse populations. Course concepts will be considered through a biblical world view which provides a foundation for understanding how God views all people groups.

Prerequisite: COUN505.

### **COUN525 Counseling Across the Lifespan**

**3 credits**

One of the philosophies underlying the counseling profession that helps set it apart from the other mental health professions is a developmental perspective; a recognition that many of the issues clients face in life are developmental in nature. This course introduces students to theories of individual and family development across the lifespan, theories of learning, theories of moral and spiritual development, and theories of normal and abnormal personality development. The course also delves into factors and circumstances that can impact a person's development; biological, neurological and physiological factors, addictive behaviors, systemic and environmental factors, crises, disasters and trauma, and culture. Students will develop a general framework for developing interventions based on client developmental level and ethical and culturally relevant strategies for promoting resilience and wellness across the lifespan.

Prerequisites: None.

### **COUN530 Group Counseling & Group Work**

**3 credits**

This course introduces students to the theory and practice of group counseling, its development within the field of counseling, and its utilization as an intervention in school counseling, clinical mental health counseling, and other settings. Group work requires some distinct understandings and approaches from individual counseling and as such, this course focuses on the stages of group

formation, group therapeutic factors, group facilitation skills, dealing with challenges particular to group settings, and utilizing the group modality effectively. Students will be given the opportunity to participate in a group process, both as participants and as leaders. Because of this component, there will be a synchronous component to this course, where students will have to coordinate a day/time where they can consistently meet with their group to meet this requirement of the course.

Prerequisites: COUN515, COUN550, COUN551 and COUN605.

### **COUN550 Classic Theories of Counseling**

**3 credits**

This course is part one of a two-part integrated skills and theories series that introduces students to the basic skills of the counseling relationship and the major theories of personality and psychotherapy, and provides students an experiential opportunity to begin practicing and assimilating these skills in their counselor identity. In Theories and Skills of Counseling I, students are introduced to counseling skills such as attending, active listening, empathy, questioning, observation, encouraging, summarizing, reflecting, and challenging. Skills are practiced with role play partners, video recorded and submitted to the professor for review and feedback. Theories covered in Theories and Skills of Counseling I include Psychodynamic, Adlerian, Client-Centered, Rational-Emotive Behavior Therapy, Behavior Therapy, and Cognitive Therapy. Modern psychotherapies are considered through a biblical world view. Prerequisite: COUN515.

### **COUN551 Contemporary Theories of Counseling**

**3 credits**

This course is part two of a two-part integrated skills and theories series that introduces students to the basic skills of the counseling relationship and the major theories of personality and psychotherapy, and provides students an experiential opportunity to begin practicing and assimilating these skills in their counselor identity. In Theories and Skills of Counseling II, students review counseling skills such as attending, active listening, empathy, questioning, observation, encouraging, summarizing, reflecting, and challenging. Skills are practiced with role play partners, video recorded and submitted to the professor for review and feedback. Theories covered in Theories and Skills of Counseling II include Existential, Gestalt, Interpersonal, Family Systems, Mindfulness/Contemplative, Positive Psychology, Integrative, and Multicultural approaches. Modern psychotherapies are considered through a biblical world view. Prerequisites: COUN515 and COUN550.

### **COUN555 Crisis, Trauma, & Suicide**

**3 credits**

This course introduces students to the field of counseling in diverse settings, including school and clinical mental health settings. The course provides a broad overview and survey of the counseling profession, including its historical and theoretical foundations, the major professional associations of the counseling profession, and roles and responsibilities of counselors in a variety of settings and within and among the other mental health professions. Students will begin the development of a professional identity and will reflect on their calling to the profession of counseling and their vision for using their master's degree in the future. Students will begin the process of spiritual formation for counseling. Prerequisites: None.

### **COUN580 Career Development & Counseling**

**3 credits**

This course provides an overview of career development theory, models, occupational information sources and systems, college and career readiness, and career assessment instruments

for diverse populations. Students will consider the relevance of career in the overall development of the counseling profession, the interrelationship between work, mental well-being, relationships, and other life roles and factors, and specific career interventions in clinical mental health and school counseling settings. The course will focus on the career decision-making process and how counselors can use assessments and different career resources to gather information tailored to help guide the client in the decision-making process.

Prerequisite: COUN510.

### **COUN585 Research & Program Evaluation**

**3 credits**

This course provides students with practical guidance for accessing and comprehending published research articles with a goal of helping students incorporate an intention of understanding the evidence base for the interventions they use with clients and a willingness to be life-long consumers of counseling research. The course provides an overview of important methodological concepts of research, measurement and statistical concepts, and quantitative, qualitative, and mixed methods research methodologies. The course also examines program evaluation with a focus on understanding the need for, and strategies for utilizing program evaluation in diverse settings. Prerequisites: None.

### **COUN605 Pre-Practicum**

**3 credits**

This course is designed to give students practice experience engaging in a counseling relationship over the course of six sessions, in the practice setting most relevant to the client's future practice (clinical mental health, school counseling, etc.). Students will review and utilize basic counseling skills and continue developing their own individual counseling approaches with an emphasis on integration of theoretical orientation techniques, ethical practices, personality, spiritual integration, and setting-specific practices, under the instruction and evaluation of the course instructor. This course is largely experiential and is focused on preparing students for their Practicum experiences. Students will engage in a multi-session counseling experience with a learning partner focused on solidification of basic counseling skills and growth of advanced counseling skills.

Prerequisites: COUN505, COUN515, COUN520, COUN550, COUN551, prerequisite or concurrent with COUN555, CMHC520 or SCO520.

### **COUN635 Capstone**

**3 credits**

This course is intended to be a final summation of students' experience in the clinical mental health counseling and school counseling programs. As such, it is intended to be taken during students' last semester of the program, where they can reflect back on what they've learned over the previous semesters. Students will reflect on and integrate features from psychology, theology, Christian spirituality, and the practice of evidence-based counseling skills and methods as students work to continue refining their individual counseling approaches that they will be applying in school counseling and clinical mental health counseling settings.

Prerequisite: COUN615.

### **CSED500 Problem Solving and Algorithms**

**4 credits**

This course focuses on using computer-programming techniques to build robust computer programs. The course emphasizes a consistent methodology for designing, developing, testing, and refining code, with a primary focus on implementing this methodology in a classroom setting. A text-based procedural and/or object-oriented language will be used to implement solutions to the programming problems. Several classic algorithms will be introduced, with solutions featuring



dynamic data structures and complex data types. Multiple solutions will be compared and contrasted to determine their relative strengths and weaknesses.

### **CSED525 Computers and Networks for a Connected World**

**4 credits**

This course is concerned with how computers work and interact on both big and small scales. First, the course covers the machine-level representation of data and its abstraction to primitive data types. Next, we consider the role of a computer's operating system in managing the computer's data, memory, and computation cycles. Then, our view of computation is expanded to include many computers communicating via a network, including the client-server paradigm and various protocols used to pass data back and forth. Our definition of "computer" is expanded to include the various mobile devices we use on a daily basis. Finally, we consider the frontiers of computing in an always-on, connected world, investigating topics such as big data and artificial intelligence.

### **CSED547 Computer Science Endorsement Internship**

**1 credit**

Candidates for a K-12 computer science endorsement will complete a 30-hour internship in a graded setting where computer science is taught. This internship endorses a teacher with the Iowa Computer Science Endorsements K-8 and 5-12 (#277 or #278). Internship hours must be completed in the grade setting that the teacher is not currently licensed in. Evaluation of computer science learning outcomes will be completed using the Iowa Teaching Standards.

### **CSED550 Programming Fundamentals for Educators**

**4 credits**

This course introduces the fundamental building blocks of programming, including primitive data types, functions, branching, iteration, basic data structures, and common searching and sorting algorithms. Content will be presented primarily using a block-based visual language, but some topics may be presented using, as well. The software, code examples and code projects featured in this course will be appropriate for teaching middle school and secondary students with little to no prior programming experience.

### **CSED575 Methods of Teaching Computer Science**

**3 credits**

This course explores computer sciences as a discipline at the K-8 and 5-12 levels that encourages inquiry, creativity, and collaboration. Given that the nature of computing is investigative, the computer science activities will be hands-on to gain insights about teaching and learning computing concepts in classroom settings. Students will examine a variety of computing tools, virtual environments, and other instructional resources that support learning across disciplines. Students will learn that pedagogical methods in computer science require intellectual rigor in order to develop lessons that are relevant and pertinent to our culturally diverse world today.

### **ECO515 Economics of the Firm**

**3 credits**

This course focuses on the applications of microeconomics and game theory in managerial decision-making. Topics include supply and demand, regression analysis of demand, pricing strategies, business strategies, decision-making under uncertainty, and selected topics in behavioral economics. Students will analyze business environments, resource allocation, and strategic interactions from economic perspectives.

**EDAD510 Creating a Culture for Learning****3 credits**

The principal is responsible for school culture. This course will foster future principals' ability to nurture and sustain a school culture conducive to student achievement and teacher flourishing. Student learning and development, and teachers' professional development are primary topics.

**EDAD520 Law, Politics and the Principal****3 credits**

The principal serves as a strong advocate for students, teachers and the school. In this course, future principals will delve deeply into current issues in PK-12 education, define their positions on issues, and hone communication skills necessary for advocating on behalf of students, teachers and their schools. Particular attention will be devoted to networking and relationship building among decision-makers and influencers.

**EDAD530 School, Families and the Community****3 credits**

The principal is responsible for ensuring families and the community are integral stakeholders in the success of a school. In this course, future principals will develop an ability to leverage stakeholders using knowledge of their needs, demographics and cultures to improve student outcomes.

**EDAD530I School, Families and the Community Internship****2 credits**

Working with a building or district supervisor, who is a licensed K-12 administrator, aspiring principals will apply coursework in an internship experience at early childhood, elementary, high school, or special education level specific to the course content. (Students need experiences in all four levels during the program's four internship courses. All four need not be met in each internship experience.) Internship courses are most successful when taken immediately after their partner content course. Students will observe and practice strategies that focus on developing partnerships with families and the community. 110 hours of clinical observations are required. EDAD530I is best suited to be taken after EDAD530.

**EDAD540 Operations Management****3 credits**

The principal is responsible for academic and nonacademic functions within a school building. In this course, future principals will gain knowledge pertaining to nonacademic duties of the principal including supervision of facilities and services. Course topics will include budgeting, scheduling, resource acquisition, technology, school safety and governance processes.

**EDAD610 Instructional Leadership****3 credits**

The principal serves as the instructional leader of the building. In this course, future principals will learn to set a vision for learning with stakeholders and implement a plan to achieve that vision. Students will know state requirements for curriculum, instruction and assessment, learn to conduct a needs assessment, use systems thinking to develop long-term solutions, and create an action plan to improve student learning.

**EDAD620 Data and School Improvement****3 credits**

The principal must use data to make decisions that impact students, teachers and the school. In this course, future principals will learn to identify areas of need using data; construct action research to solve a school improvement project; discern excellent sources for data; read, interpret and analyze data; plan and monitor goals to address deficiencies; and inform stakeholders of findings, progress and outcomes.

**EDAD620I Data and School Improvement Internship****2 credits**

Working with a building or district supervisor, who is a licensed K-12 administrator, aspiring principals will apply coursework in an internship experience at the early childhood, elementary, high school, or special education level specific to the course content. (Students need experiences in all four levels during the program's four internship courses. All four need not be met in each internship experience.) Students can expect to analyze programs, classrooms, PLC's and students in need according to comprehensive data compilation. 110 hours of clinical observations required. Internship courses are most successful when taken immediately after their partner content course. EDAD620I is best suited to be taken after EDAD620.

**EDAD630 Ethics, Supervision and Evaluation****3 credits**

Working closely with a leadership coach and building supervisor, future principals will apply coursework in an internship experience in at least one of four levels: early childhood, elementary, middle school or high school. Students can expect to be engaged with pre-observation and post-observation conferences, designing evaluation tools, analyzing specific ethics cases and understanding appropriate supervision of teachers and staff. 110 hours of clinical observations required.

**EDAD630I Ethics, Supervision and Evaluation Internship****2 credits**

Working with a building or district supervisor, who is a licensed K-12 administrator, aspiring principals will apply coursework in an internship experience at the early childhood, elementary, high school, or special education level specific to the course content. Students can expect to analyze teaching lessons, conduct an annual evaluation, and understand the legal processes of evaluation. (Students need experiences in all four levels during the program's four internship courses. All four need not be met in each internship experience.) Internship courses are most successful when taken immediately after their partner content course. EDAD630I is best suited to be taken after EDAD630.

**EDU500 Children's Literature****3 credits**

This course surveys literature for children, as it relates to the interests, reading abilities, and needs of those readers. Practitioners will read, compare, and critique children's literature, as well as evaluate practical uses of children's literature.

**EDU502 Adolescent Literature****3 credits**

This course surveys literature for adolescents, as it relates to the interests, reading abilities, and needs of those readers. Practitioners will read, compare, and critique adolescent literature, as well as evaluate practical uses of adolescent literature.

**EDU504 Diagnosis of Reading Problems****3 credits**

Students will learn to use diagnostic instruments, procedures and practices to identify children's reading proficiencies and needs. Formal and informal assessments, individual and group assessments, and special programs will be examined. Students will learn to share the results of assessments with stakeholders, and plan instruction based on the results of assessments.

**EDU505 Collaboration & Advocacy in the Early Childhood Community****3 credits**

Examine characteristics of the diverse cultures and structures prevalent in American families, and how those factors influence children's growth and development. This course emphasizes

strategies to improve collaboration with families, schools and community partners to improve students' success outcomes.

Prerequisite: completed bachelor's degree.

**EDU506 Improving Literacy through Writing: PreK – 6** **3 credits**

This course provides strategies for teaching writing skills for various types of writing, including narrative, expressive, persuasive, informational and descriptive. The practitioner will develop skills in teaching the writing process, the stages of spelling development, and reading-writing-speaking connections.

**EDU508 Improving Literacy through Writing: 7 - 12** **3 credits**

This course prepares practitioners to mature the writing skills of middle and high school students, enabling them to effectively communicate through narrative, expressive, persuasive, informational and descriptive written works.

**EDU510 Human Relations** **3 credits**

This course focuses on the major issues and concepts associated with living in a culturally diverse society and teaching in culturally diverse schools. Students will consider ways in which ethnicity, gender/sexuality, social class, and religion intersect and influence beliefs and behaviors. A 20-hour experience in diverse settings is a key component of this course.

**EDU510 Reading in the Content Area** **3 credits**

Under the premise that all teachers are reading teachers, this course prepares teachers to help children learn from text-based resources in content areas like social studies, math, and science. The focus will be placed on research-based strategies that use text structure, vocabulary, key ideas and classroom environment to facilitate learning from textual resources.

**EDU512 Remedial Reading and Response to Intervention** **3 credits**

Response to Intervention (RtI) is a multi-tiered approach to the early identification and support of all students. RtI is a process, one that includes research-based instruction, universal screening, interventions, progress monitoring, data-based decision-making, tiered levels of support, and whole-school cooperation and involvement. This course will help students deliver reading instruction based on students' individual needs using RtI. Students will learn to analyze and select materials, instructional technology, tools and resources to design and deliver effective instruction in individual and group settings.

**EDU514 Strategies for Teaching Second Language Learners** **3 credits**

Students in this course will learn to use theories, programs, strategies and modifications to facilitate knowledge acquisition and social integration for second language learners.

**EDU525 Advanced Child Development**

Intensive study of typical and atypical development of children from birth through age eight. This course will immerse you in research that will improve your ability to facilitate the cognitive, emotional, physical and social development of young children with diverse abilities and needs. Prerequisite: completed bachelor's degree.

**EDU530 Leadership of Early Childhood Programs****3 credits**

Thorough examination of roles, responsibilities and characteristics of effective leaders of early childhood programs with a focus on personal growth in leadership and communication. Emphasis on identifying areas of strength and need in programs and staffing to create opportunities for improvement.

Prerequisite: completed bachelor's degree.

**EDU535 Strategies for Early Literacy Development****3 credits**

Examine widely accepted theories of language, reading and writing development in young children. Use research and assessment data to identify curricula and instructional strategies most suited to the diverse needs of young children. Examine research and develop strategies to leverage play in providing successful literacy instructional experiences.

Prerequisite: completed bachelor's degree.

**EDU538 Reading Endorsement Practicum: K - 8****1 credit**

The reading endorsement requires 30 hours of field experiences in a variety of settings. The field experiences that comprise your practicum must be with children who are within the span of kindergarten through eighth grade level.

**EDU539 Reading Endorsement Practicum: 5 - 12****1 credit**

The reading endorsement requires 30 hours of field experiences in a variety of settings. The field experiences that comprise your practicum must be with children who are within the span of fifth through twelfth grade.

**EDU540 Teaching Young Children with Diverse Needs****3 credits**

Students will learn to design curriculum, instruction and assessment specific to the needs of diverse children ages 0 through 8. Create safe and nurturing classroom environments that are developmentally appropriate and respect diversity. Collaborate with stakeholders to meet the needs of young children.

Prerequisite: completed bachelor's degree.

**EDU546 Behavioral & Social Interventions of Early Learners****3 credits**

Students will understand applied behavior analysis and the importance it plays in early childhood education for both typically developing children and those with special needs. The student will acquire tools that they need to positively impact the lives of young children, especially focusing on implementing effective techniques for changing behavior, strategies for everyday challenges both in the classroom and at home and collaborate with parents and caretakers.

**EDU555 Trends and Issues in 21<sup>st</sup> Century Education****3 credits**

Teachers and schools must continually examine current practices in PreK – 12 education in search of better solutions to increase student achievement and to thoroughly prepare children for the world in which they will live and work. In this course students will study current social, political and academic trends and issues affecting children, teachers and schools. Students will define their personal positions

based on facts and experience, and will collaborate with others to advocate for solutions that improve education for PreK – 12 grade students.

**EDU560 Curriculum and Assessment for Student Learning****3 credits**

Through a process of discussion, reflection, reading, discovery and practice, this course will lead

students to a more comprehensive understanding of how curriculum and assessment are interrelated. Students will delve into timely issues associated with curriculum and assessment affecting schools. Upon completion, students will be prepared to develop aligned curriculum and assessment that takes into consideration local, state and national standards, best practices and students' diverse needs.

Prerequisite: completed bachelor's degree.

**EDU565 Instructional Strategies for Diverse Students and Settings** **3 credits**

This course is intended for experienced teachers, and will focus on building off of prior knowledge and experience to improve student learning. Research-based instructional strategies will be studied, with particular emphasis on adapting and employing strategies to fit students' cognitive abilities, motivation, interest, cultural background and other unique characteristics in diverse settings. Students in this class will apply new instructional strategies in their practice to positively impact learning in the PreK – 12 classroom.

Prerequisite: completed bachelor's degree.

**EDU570 Teaching and Learning with Technology** **3 credits**

Technology integration in the K-12 setting can enhance learning, improve motivation and engagement, increase accessibility, individualize instruction, differentiate assessment and improve communication with parents and stakeholders. In this course students will broaden their understanding of the technology available to them in the PreK – 12 classroom and improve their ability to leverage specific technology to improve teaching and learning.

Prerequisite: completed bachelor's degree.

**EDU575 Science and Math in Early Childhood: A STEM Approach** **3 credits**

Integrate science and math instruction throughout the early grades curriculum, with a focus on activating children's innate curiosity, modeling habits of the mind, and fostering students' belief in their ability to learn. Focus on curriculum, instruction and assessment that are developmentally appropriate for young children.

Prerequisite: completed bachelor's degree.

**EDU580 Student Teaching - ECIS** **4 – 8 credits**

ECIS candidates will complete a supervised student teaching experience in an integrated setting. This practicum endorses the student teacher to become a teacher in an integrated setting for children from birth to third grade by preparing the student to schedule, evaluate, collaborate, write IEPs and IFSPs, and to develop strategies to address special needs of children. This is a four-week experience.

**EDU590 Special Topics in Education** **1 – 3 credits**

Study contemporary and research-based theory and practice related to PreK – 12 education. The specific topic of this course will reflect instructional strategies, current trends and issues, curriculum and assessment, legislation, best practices, and research of interest to PreK – 12 practitioners. Students are allowed to register for this course more than once. Prerequisite: Bachelor's degree or permission of the department chair.

**EDU610 Educational Research Methods and Design** **3 credits**

This course will provide an overview of research methodology employed for studies in the field of education. Topics include basic research methodology, interpretation of findings, and

application of research in educational settings. Students will develop their ability to critically evaluate educational research and to judiciously apply findings in their professional settings. By the conclusion of the course students will be able to identify a potential topic for future research and outline the basic methodology needed to conduct the study.

### **EDU615 Peer Assessment and Instructional Coaching**

**3 credits**

Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, conflict resolver, master organizer and expert educator. In this course students will study factors related to professional learning and hone their ability to improve academic outcomes for students through supportive peer coaching relationships.

### **EDU620 Professional Learning Communities for School Improvement**

**3 credits**

Learn to use professional learning communities to unify teachers and administrators around a shared vision for student and school growth. This course will equip you to form a PLC, evaluate baseline data, create a plan, and develop professional development to prepare teachers to implement the plan.

### **EDU625 Teacher as Leader**

**3 credits**

This course prepares participants to transition from classroom teachers to teacher leaders within their school and district. Through the lens of practical application, students will examine effective leadership theory, the culture of their setting, and their personal strengths and needs to leverage leadership that will drive positive change.

### **EDU629 Student Teaching**

**4-14 credits**

This experience will include the observation, engagement, and instruction of a multi-categorical elementary resource program for children from birth to grade three while under the supervision of a licensed, qualified teacher. During this student teaching, candidates are required to complete supervised student teaching experiences in two different settings in state accredited classrooms that include both children with and without disabilities in the pre-primary and primary settings. Using the knowledge, skills and dispositions in planning, instruction, assessment and professionalism learned and assessed throughout the education program, candidates will be able to schedule, evaluate, collaborate, write IEPs and IFSPs, and develop strategies to address special needs of children. Candidates are expected to model “Teacher as Servant” throughout the experience by serving God and society in diverse classroom settings.

### **EDU630 Technology Coaching and Leadership**

**3 credits**

Use the constructs of adult learning and professional learning communities to develop a coaching relationship with peer teachers that will support their integrated use of technology to improve student and school outcomes.

### **EDU635 Master’s in Education Capstone**

**3 credits**

In this course students will apply the cumulative knowledge and skills learned in their master’s program. The Research focus may be related to student learning, teacher effectiveness, school quality, school policy or other area by approval. The project will be proposed, approved, designed, and implemented prior to the student’s graduation with a master’s degree in education from Northwestern College. Students who do not have a finished capstone approved by the

Education Department chair at the conclusion of EDU635 will repeat the course for credit.  
Graded on a pass/no pass basis.  
Prerequisite: EDU610.

### **HCP 510 Research Methods**

**3 credits**

This course focuses on the essentials of the research process to facilitate student's ability to knowledgeably and effectively identify, appraise, and apply scientific findings to health care practices. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Students will use theoretical underpinnings to begin to access and critically review credible sources using a systematic approach, evaluate the quality of research, discuss methods of translating, and integrating findings into health care practice and evaluate patient outcomes. Students will also determine how research findings are useful in forming their understanding of their work, social, local and global environment.

Prerequisite: Acceptance into a graduate healthcare profession program or permission of instructor.

### **HCP 511 Human Physiology**

**4 credits**

This course covers basic human physiology, providing a foundation for the Medical Pathophysiology course series offered in terms two through four. Students will learn about the physiologic functions of each body system as well as mechanisms of disease that can impact the human body. Case studies will be used to apply student knowledge of normal physiology to patient care scenarios.

Prerequisite: Admission to the PA program.

### **HCP 600 Clinical Pharmacology**

**3 credits**

This course emphasizes the basic pharmacology principles and practices. Pharmacodynamics, pharmacogenetics, and pharmacokinetics principles will be taught using clinical examples. Reasons for individual variation, drug monitoring, and types of adverse drug reactions will be discussed using interactive and problem-based scenarios. Students will gain a good understanding of the mechanisms of action and effects of common prescribed medications as well as over the counter and recreational misused drugs. Common clinical toxicology/ poisoning case scenarios will be explored so students can develop analytical reasoning to aid diagnostic and management decisions.

Prerequisite: Acceptance into a graduate healthcare profession program or permission of instructor.

### **HCP 602 Pharmacology I**

**2 credits**

This is the first in a three-course pharmacology series which covers pharmacological therapies in a systems-based approach correlating with topics covered in the Clinical Medicine course series. Students will examine all aspects of prescribing medication including mechanisms of action, side effects, and drug interactions.

Prerequisite: PAS611.

Note: A fee is associated with this course.

### **HCP 603 Pharmacology II**

**2 credits**

This is the second in a three-course pharmacology series which covers pharmacological therapies in a systems-based approach correlating with topics covered in the Clinical Medicine course



series. Students will examine all aspects of prescribing medication including mechanisms of action, side effects, and drug interactions.

Prerequisite: HCP 602.

### **HCP 604 Pharmacology III**

**2 credits**

This is the third in a three-course pharmacology series which covers pharmacological therapies in a systems-based approach correlating with topics covered in the Clinical Medicine course series. Students will examine all aspects of prescribing medication including mechanisms of action, side effects, and drug interactions.

Prerequisite: HCP 603.

### **HCP 610 Psychosocial & Spiritual Aspects of Injury and Illness**

**2 credits**

The purpose of this course is to provide the necessary knowledge and skills to manage psychosocial issues in health care. Psychological and spiritual interventions and referral strategies specific to the role of various health care providers will be discussed.

Prerequisite: Acceptance into a graduate healthcare profession program or permission of instructor.

### **HCP 612 Medical Pathophysiology I**

**2 credits**

This is the first course in a three-course series covering pathophysiology at the molecular, cellular, and organ system levels. The content of this course is designed to correspond with and support student understanding of the topics covered in the Clinical Medicine course series.

Prerequisite: HCP 511.

### **HCP 613 Medical Pathophysiology II**

**2 credits**

This is the second course in a three-course series covering pathophysiology at the molecular, cellular, and organ system levels. The content of this course is designed to correspond with and support student understanding of the topics covered in the Clinical Medicine course series.

Prerequisite: HCP 612.

### **HCP 614 Medical Pathophysiology III**

**2 credits**

This is the third course in a three-course series covering pathophysiology at the molecular, cellular, and organ system levels. The content of this course is designed to correspond with and support student understanding of the topics covered in the Clinical Medicine course series.

Prerequisite: HCP 613.

### **HIS 500 Play, Games and Athletics: The History of Sport in America**

**3 credits**

This course explores perceptions of sport and how sport has changed, with a focus on race, gender, class and ethnicity. We will examine the history of sport in the United States from the colonial period to the present. We will consider how sports reflected and often shaped ideas about race, gender, ethnicity, class, amateurism, professionalization, international politics and governmental policies and laws. The class will focus on the ways that Christians perceived and embraced certain forms of sport and the ways that Christians influenced sport and were influenced by sport. In addition, the course traces the development of sports, investigate the ways in which spontaneous games played by Americans in the eighteenth and nineteenth centuries evolved into highly formalized and popular activities that now comprise a multi-billion dollar industry.

Prerequisite: completed bachelor's degree in education.

**HIS510 Magic, Science and Religion in the Middle Ages****3 credits**

[The Wolfsthurn Handbook] “recommends taking the leaves of a particular plant as a remedy for ‘fever of all sorts’; this in itself would count as science, or as folk medicine, rather than magic. Before using these leaves, one is supposed to write certain Latin words on them to invoke the power of the Holy Trinity...; this in itself would count as religion. There is no scientific or religious reason, however, for repeating this procedure before sunrise on three consecutive mornings. By adding this requirement, the [medieval] author enhances the power of science and religion with that of magic.”

This course explores two interconnected historical problems: (1) the nature of magic as a theoretical and practical world view that was dominant in the pre-modern Mediterranean world and Europe, and (2) the origin and development of science from ancient and medieval natural philosophy. Both the history of magic and the history of science must be understood in tandem. A historical treatment of the origin of modern science at the end of the Middle Ages that does not discuss medieval magic would be incomplete; similarly, it would be impossible to discuss medieval magic without also discussing medieval natural philosophy (i.e. what we would call today science).

Further, both of these phenomena are inseparable from religion, and consequently the course also attends carefully to how the Christian church responded to both magic and science.

Prerequisite: completed bachelor’s degree in education.

**HIS 520 By the Light: The Atomic Bomb and Nuclear Culture in America 3 credits**

Despite some recent progress toward disarmament, we still exist in a world in which two nations, each possessing thousands of nuclear warheads, have the capacity to destroy all of the planet’s major cities, not to mention much of the territory in between, many times over. At least seven other nations have control of sufficient nuclear explosives to utterly destroy their immediate neighbors.<sup>1</sup> This course explores how this situation came about and how perceptions of nuclear weapons and nuclear energy have changed. The course focuses on scientific culture, American culture during the Cold War, religious responses to the bomb, and the broader implications of nuclear weapons and nuclear energy.

We will examine how atomic energy was first conceived and how it was eventually harnessed. This new source of destructive power decisively changed the socio-political role of the physicist, altered the nature of war, and introduced global suicide as strategic policy. The focus of the class will be to think about the network and recourses necessary to produce a technical object like the atom bomb, as well as the socio-cultural impact of the introduction of a new technology.

Prerequisite: completed bachelor’s degree in education.

**HIS 530 Historical Tales Without a Historian: Novels, Movies, and Comic Books 3 credits**

This course concentrates on the most popular forms of historical narrative outside the classroom: novels, movies, and comic books. How do artists recall, organize, and perhaps most importantly, make relevant to us today, various pasts stories? For teachers as well as students, movies, novels and comic books make big impressions. Through carefully selected examples of each students will learn how historical narrative works, about distinctive genres of historical narrative (the Western, combat, dystopian stories) make a particular past seem relevant, and how to think historically about such stories. We’ll conclude the class by considering conspiracy theories as particular and fascinating forms of historical storytelling. Overall, we will work on thinking carefully and well about popular culture’s various takes on the past, and finding some ways to help our students do so.

Prerequisite: completed bachelor's degree in education.

### **HIS 540 European History and Politics Since 1945**

**3 credits**

This course examines major political issues in Europe since 1945. Topics covered include the emergence of a politically divided Europe, ideological debates in post-war European politics, the project of European integration, the breakup of the communist bloc and its aftermath, religion and European politics, and current issues in Europe.

Prerequisite: completed bachelor's degree in education.

### **HIS 550 That Godless Court? The Supreme Court and Religious Issues in the United States** **3 credits**

This course provides an introduction to some of the key Constitutional issues swirling around the first sixteen words of the First Amendment: the religion clause (or in the estimation of some the two religion clauses). Consequently, to begin the semester we will spend a fair amount of time reading about the founding fathers and their view(s) of religious liberty as well as read some of what these framers wrote themselves about this cherished freedom. We will also consider how this historical background and context informs various church-state stances today as well as briefly review the basic procedures and principles of the Supreme Court. Having set the broad boundaries of our examination, we will then look more closely at the key Supreme Court cases that have largely defined our current understanding of both the Free Exercise and Establishment clauses.

Prerequisite: completed bachelor's degree in education.

### **HIS 590 Special Topics in History**

**1-3 credits**

Special topics courses explore a narrow focus area within the discipline of history. Students are allowed to register for this course more than once.

Prerequisite: completed bachelor's degree in education.

### **HIS610 Historical Research and Methodologies**

**3 credits**

The English word "history" comes from the Greek word historia, which means "inquiry." This course is an overview of the historical method in research and teaching historical inquiry in a classroom setting. This course will provide an overview of historical research and investigate the best practices of historical inquiry in a variety of classroom settings. Topics include historical questions and historiography, finding appropriate and trustworthy sources of primary and secondary evidence, analysis of evidence, and ways to implement historical research skills in the K-12 classroom setting. Students will develop their ability to critically evaluate historical research and to judiciously apply findings in their professional settings. By the conclusion of the course students will be able to identify a potential topic for future research and outline the basic methodology needed to conduct the study.

Prerequisite: completed bachelor's degree in education.

### **MBA521 Generative AI for Managers**

**3 credits**

Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips students to drive impact in any industry using GenAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends. Learn more at [rize.pub/AIMBA-I](https://rize.pub/AIMBA-I).

**MBA522 Business Use Cases for AI****3 credits**

Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementation strategies. By the end of this course, students will address key challenges and solutions in AI implementation. Learn more at [rize.pub/AIMBA-II](https://rize.pub/AIMBA-II).

**MBA524 Managing AI Projects****3 credits**

AI project can help predict trends and optimize operations, allowing businesses to understand not just what *has* happened but what *will* happen—and what *should be done* about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders. Learn more at [rize.pub/AIMBA-IV](https://rize.pub/AIMBA-IV).

**MBA531 Storytelling with Data****3 credits**

Storytelling is one of the oldest and most powerful tools for action, and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you'll be able to create data queries and visualizations, integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation. Learn more at [rize.pub/BZMBA-I](https://rize.pub/BZMBA-I).

**MBA532 Spreadsheet Modeling for Decision-Making****3 credits**

Spreadsheet tools are the most universal and easily accessible program for most people to use and interpret data—and a vital skill for any analyst to know. In this course, students will learn data cleaning, financial modeling, optimization, and data visualization using PivotTables and PivotCharts, enabling students to analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision-making in business contexts. Learn more at [rize.pub/BZMBA-II](https://rize.pub/BZMBA-II).

**MBA533 Python for Business Analytics****3 credits**

Managers who hope to stay competitive in business analytics need to be able to scale their analytics—and Python provides that solution. This course covers Python's significance in business analytics, setting up the Python environment, and learning basic syntax. You'll leverage three of Python's essential libraries—NumPy for numerical data, Pandas for data manipulation, and Matplotlib for data visualization—to use data to solve complex business problems. Learn more at [rize.pub/BZMBA-III](https://rize.pub/BZMBA-III).

**MBA542 Network Architectures for Cyber Managers****3 credits**

In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk. Learn more at [rize.pub/CYMBAII](https://rize.pub/CYMBAII).

**MBA543 Cyber Risk Management and Strategy****3 credits**

Cyberattacks today are inevitable—but the extent of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes.' Learn more at [rize.pub/CYMBA-III](https://rize.pub/CYMBA-III).

**MBA544 Executive Cyber Defense****3 credits**

To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what you've learned to analyze, interpret, and communicate penetration tests and security strategies to executives. Learn more at [rize.pub/CYMBA-IV](https://rize.pub/CYMBA-IV).

**MBA552 Capital Markets and Investing****3 credits**

Investing involves risk—but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you'll have the financial acumen to make informed investment decisions, optimize portfolio performance, and master strategies for risk management, capital allocation, and sustainable financial growth. Learn more at [rize.pub/FIMBA-II](https://rize.pub/FIMBA-II).

**MBA553 Financial Statements Analysis and Valuation****3 credits**

Financial statements are a gold mine that, when analyzed correctly, can reveal a company's financial health and potential for future profitability. And valuing a company is a critical skill in finance that both influences investment decisions and drives financial success. Through financial statement analysis, financial ratio analysis, risk assessment, pro forma financial statements, and advanced valuation techniques like DCF and comparable company analysis, students will gain the quantitative expertise to make informed investment decisions. Learn more at [rize.pub/FIMBA-III](https://rize.pub/FIMBA-III).

**MBA554 Frontiers of Finance****3 credits**

Finance isn't a static field, and understanding disruptors like blockchain and cryptocurrency allows you to capitalize on opportunities that are revolutionizing financial operations. Students will describe and evaluate blockchain, analyze cryptocurrencies, and assess decentralized finance (DeFi) platforms. By course end, students will be ready to explore blockchain and crypto career opportunities and lead discussions on these cutting-edge technologies. Learn more at [rize.pub/FIMBA-IV](https://rize.pub/FIMBA-IV).

**MBA561 Structure and Economics of the US Healthcare System****3 credits**

Healthcare systems are complicated structures beholden economically and legally to many different stakeholders and policies. When those factors change, they have consequences. Aspiring managers must be able to make informed decisions about what to do in the face of change. By the end of this course, aspiring healthcare system managers will be prepared to analyze the economic impact of policy changes on their institutions and tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids. Learn more at [rize.pub/HAMBA-I](https://rize.pub/HAMBA-I).

**MBA562 Management of Healthcare Organizations****3 credits**

Should a hospital focus on pediatrics or heart surgery? How can clinics build and retain a strong workforce? What is the best strategy for negotiating with insurance companies? This course focuses on the management principles and practices that create successful healthcare organizations. Students will learn to navigate key management challenges, apply strategic analysis frameworks, and manage healthcare workforce and IT systems—all with an emphasis on ethical leadership, collaboration, and quality assurance. Learn more at [rize.pub/HAMBA-II](http://rize.pub/HAMBA-II).

**MBA563 Data Analysis for Healthcare Management****3 credits**

Healthcare managers that can leverage data analysis make more informed decisions that lead to better outcomes. Data in a healthcare context brings solutions, but also unique challenges that managers must navigate to harness its potential. In this course, students will explore effective management and integration of data-driven decisions in healthcare. By the end, students will be able to strategize and communicate data insights to drive ethical impact in healthcare systems. Learn more at [rize.pub/HAMBA-III](http://rize.pub/HAMBA-III).

**NUR502: Foundations for Leadership in Advanced Nursing Practice****3 credits**

In this course, students explore the transition of the nurse into the advanced nursing specialty role. This course will promote an understanding of how a nurse in an advanced nursing specialty role acclimates to new leadership responsibilities by influencing change, responding to chaos/crisis and managing conflict. The significance of team-building and interdisciplinary collaboration will be explored. Students begin to develop their professional portfolio based on program outcomes.

**NUR504: Advanced Health Assessment, Pathophysiology & Pharmacology****3 credits**

In this course, students synthesize advanced concepts of pathophysiology, health assessment and pharmacology across the lifespan for the advanced nursing specialty role to complete an accurate health database, including history and holistic assessment, across the lifespan. Physiologic changes, clinical manifestations, and drug therapy are integrated to facilitate critical analysis to support clinical decision-making. Virtual clinical experiences allow for practical application of course theory.

**NUR506: Utilization of Research for Evidence-based Practice****3 credits**

In this course, students apply nursing knowledge with theory and statistical methods to broaden understanding of nursing concepts and nursing outcomes. Measurement principles, descriptive statistics and relationships between variables are explored to better comprehend nursing and nursing phenomena. Using the framework of disparity and risk in a specific population, students apply content on variable association. Reports using statistics to compare groups and measure patient improvement over time are analyzed for implications for patient populations.

**NUR508: Healthcare Informatics & Information Technology****3 credits**

In this course, students examine nursing roles in informatics and information technology within the healthcare system. The history, theoretical models, and best practices of nursing informatics are explored. Students investigate ethical, legal, and regulatory standards and workplace policies. Exploration of digital health literacy will be performed. Students examine the consequences of using information and communication technology on the quality of care, efficiency of communications, and connections between the healthcare team, patients, and consumers.

**NUR510: Ethics, Health Policy and Systems-based Practice****3 credits**

In this course, students investigate the impact of local, regional, national, and global systems and regulations on the safety and ethical quality of care for individuals and diverse populations. The relationship between healthcare economics, health policy, and the complex health system will be explored. Students will examine legislation on current health policies and factors shaping policy development. Students will explore factors of cost containment, resource allocation, risk benefit analysis, quality, advocacy, interprofessional collaboration, and developing and implementing systems solutions in systems-based thinking.

**NUR512: Population Health in a Global Society****3 credits**

In this course, students explore concepts of population health and social determinants of health. Students will investigate issues that contribute to understanding population health and health inequities. Emphasis is placed upon the analysis of a population health assessment in informing strategies to advance health outcomes. Students will explore population-focused interventions to address health risks and disparities across selected health care delivery settings. Critical analysis of population health concepts and implementation of management strategies in a community-based practice setting will be examined. The practicum experience allows for practical application of course theory.

**NUR516: Critical Appraisal of Knowledge for Practice****3 credits**

The purpose of this course is the understanding of research processes and interpretation of statistics to make accurate critical appraisals. Students apply the process of drawing conclusions, finding implications, and making recommendations based on an appraised study. Students learn to judge relative merits of studies in answering particular research questions. Questions of the fit of evidence or theory within an identified agency or institutional setting are explored. Prerequisites: NUR 502 & NUR 506, or by permission.

**NUR530: Teaching-Learning Principles for Nursing Education****3 credits**

Teaching-learning principles and holistic adult education theories appropriate for college level students are examined. Learning theory that emphasizes andragogy and its related concepts such as transformational learning, reflective learning and self-directed learning is included. Motivational and personality characteristics for the broader social system are discussed and evaluated as are specific considerations with regard to ethnic, cultural, and other diversity topics. Prerequisites: NUR 502 or by permission

**NUR534: Innovative Teaching Strategies****3 credits**

This course analyzes teaching strategies and modalities relevant to classroom, online and clinical teaching in nursing education. Fundamental concepts and principles in educational and psychological measurement of learning are explored. Prerequisites: NUR 502, NUR 506 or by permission

**NUR536: Curriculum/Program Development and Assessment & Evaluation 4 credits**

This course concentrates on curriculum/program development for nursing education. The purposes, functions, design, and implementation of curriculum/program development are examined. Students will be expected to apply previous classroom/experiential learning and research to the exploration of various basic curricula/program designs. Prerequisites: NUR 502, NUR 506, NUR 530 or by permission.

**NUR538: Practicum in Nursing Education****4 credits**

Working with a preceptor during 126 contact hours, students have the opportunity to synthesize learning and experiences into strategies and designs for nursing education. Multiple teaching-learning theories, designs, and strategies are used.

Included in this practicum is direct contact with students in the classroom and clinical environment for those graduate students with less than three years of teaching experience. For those graduate students with more than three years of teaching experience in both the classroom and clinical environment, practicum experiences expand competencies related to the nurse educator role.

Prerequisites or Co-requisites: All program course work except NUR 550 or by permission.

**NUR550: Capstone****4 credits**

Students will synthesize concepts related to research, practice, education and leadership content as well as experiences learned throughout the master's programs of study. Groups of students will collaboratively complete a group-selected evidence-based project. Emphasis is placed on the process of identifying a nursing problem (PICO [T]), searching and critically appraising the literature with development of a summary matrix table and completing an evidence-based manuscript suitable for publication in a peer-reviewed journal, a poster presentation suitable for delivery at a local, national or regional conference or a webinar presentation. Prerequisites: Typically taken in the last semester or by permission.

**PAS 505 Gross Anatomy for Healthcare Providers I****3 credits**

In this course, the first-year graduate students will work as part of an inter-professional student team to organize facts into concepts, as well as appreciate the association between structure and function. This course is designed for first year health care students to acquire the foundations for basic descriptive, functional, clinical and radiological human anatomy.

Note: A fee is associated with this course.

**PAS 506 Gross Anatomy for Healthcare Providers II****3 credits**

In this second anatomy course, the first-year graduate students will work as part of an inter-professional student team to organize facts into concepts, as well as appreciate the association between structure and function. This course is designed for first year health care students to acquire the foundations for basic descriptive, functional, clinical and radiological human anatomy.

Prerequisite: PAS 505.

**PAS 601 Patient Care Skills I****3 credits**

This is the first course in a four course series designed to develop students' ability to interact with patients and perform necessary patient care examinations and procedures. This course focuses on history taking and physical examination of the healthy adult patient. The course is intended to coordinate with HCP500 Gross Anatomy for Health Care Providers, helping students to synthesize their understanding of human anatomy with the examination of the systems of the human body. This course includes a weekly four-hour lab experience.

Prerequisite: Admission to the PA program.



**PAS 602 Patient Care Skills II****3 credits**

This is the second course in a four course series designed to develop students' ability to interact with patients and perform necessary patient care examinations and procedures. This course will focus on skills and procedures that coincide with topics in Clinical Medicine I. This course includes a weekly four-hour lab experience.

Prerequisite: PAS 601.

Note: A fee is associated with this course.

**PAS 603 Patient Care Skills III****3 credits**

This is the third course in a four course series designed to develop students' ability to interact with patients and perform necessary patient care examinations and procedures. This course will focus on skills and procedures that coincide with topics in Clinical Medicine II. This course includes a weekly four-hour lab experience.

Prerequisite: PAS 602.

Note: A fee is associated with this course.

**PAS 604 Patient Care Skills IV****3 credits**

This is the fourth course in a four course series designed to develop students' ability to interact with patients and perform necessary patient care examinations and procedures. This course will focus on skills and procedures that coincide with topics in Clinical Medicine III. This course includes a weekly four-hour lab experience.

Prerequisite: PAS 603, Patient Care Skills III.

Note: A fee is associated with this course.

**PAS 611 Biomedical Science****4 credits**

This course is designed to lay a foundation for understanding of clinical medicine topics through discussion of basic principles in genetics, immunology and infectious disease, oncology, pharmacology, epidemiology, and laboratory and radiologic examinations utilized in medicine.

Prerequisite: Admission to the PA program

**PAS 612 Clinical Medicine I****6 credits**

This course is the first of a three-course series providing students with a systematic study of common diseases and conditions that they will encounter as physician assistants. Students will examine risk factors, etiology, history and physical exam findings, laboratory and radiological exams, and treatment options for each condition. This term will focus on conditions affecting the hematological, HEENT, pulmonary, cardiovascular, genitourinary, and renal systems.

Prerequisites: PAS 611 and HCP 511.

**PAS 613 Clinical Medicine II****6 credits**

This course is the second of a three-course series providing students with a systematic study of common diseases and conditions that they will encounter as physician assistants. Students will examine risk factors, etiology, history and physical exam findings, laboratory and radiological exams, and treatment options for each condition. This term will focus on conditions affecting the dermatologic, musculoskeletal, gastrointestinal, endocrine, neurological, and psychiatric systems.

Prerequisite: PAS 612.

**PAS 614 Clinical Medicine III****6 credits**

This course is the third of a three-course series providing students with a systematic study of common diseases and conditions that they will encounter as physician assistants. Students will examine risk factors, etiology, history and physical exam findings, laboratory and radiological exams, and treatment options for each condition. This term will focus on conditions affecting the female reproductive system, as well as considerations for special populations including pediatrics, geriatrics, emergency medicine, and surgical patients.

Prerequisite: PAS 613.

**PAS 622 Clinical Reasoning I****2 credits**

This laboratory course is the first in a series of three laboratory courses designed to develop PA students' clinical thinking and problem-solving skills. Using problem-based learning methods, the cases in this course will correspond with the material presented in the Clinical Medicine course series, giving students an opportunity to interact with the material in structured, group discussions while asking students to consider systems, cultures, and worldviews that impact the delivery of medicine.

Prerequisite: PAS 601.

**PAS 623 Clinical Reasoning II****2 credits**

This laboratory course is the second in a series of three laboratory courses designed to develop PA students' clinical thinking and problem-solving skills. Using problem-based learning methods, the cases in this course will correspond with the material presented in the Clinical Medicine course series, giving students an opportunity to interact with the material in structured, group discussions while asking students to consider systems, cultures, and worldviews that impact the delivery of medicine.

Prerequisite: PAS 602.

Note: A fee is associated with this course.

**PAS 624 Clinical Reasoning III****2 credits**

This laboratory course is the third in a series of three laboratory courses designed to develop PA students' clinical thinking and problem-solving skills. Using problem-based learning methods, the cases in this course will correspond with the material presented in the Clinical Medicine course series, giving students an opportunity to interact with the material in structured, group discussions while asking students to consider systems, cultures, and worldviews that impact the delivery of medicine.

Prerequisite: PAS 603.

Note: A fee is associated with this course.

**PAS 632 PA Profession I: History and Healthcare Delivery Systems****3 credits**

This course is the first in a three-course series designed to introduce students to professional issues related to practicing medicine as a physician assistant. This course will cover PA profession history, certification requirements, professional organizations, health delivery systems, information technology, and other issues impacting their future roles as physician assistants.

Prerequisite: Admission to the PA Program.

**PAS 633 PA Profession II: Medical Ethics and Cultural Competency****3 credits**

This course is the second in a three-course series designed to introduce students to professional issues related to practicing medicine as a physician assistant. In this course, students will study

the ethical, legal, and regulatory guidelines for medical practice and apply them to clinical situations. Students will also spend time exploring different cultures and view of health and healthcare to increase cultural awareness and competency.

Prerequisite: PAS 632.

**PAS 634 Introduction to Clinical Practice**

**1 credit**

Students will be presented with expectations for clinical rotations and future clinical practice, with a focus on professional behaviors and attitudes. Students will be required to demonstrate understanding of policies and requirements for successful completion of their clinical rotations, and will have the opportunity to interact with clinical faculty to prepare for the clinical year.

Prerequisites: PAS 613 and PAS 630.

**PAS 635 PA Profession III: Practice Issues and Integration**

**1 credit**

This course is designed to guide students through the application of PA practice concepts to their own medical practice. Designed to be taken during the first term of clinical rotations, students will be asked to observe and interact with situations on their rotations to maximize their understanding of the role of a physician assistant.

Prerequisite: PAS 633.

**PAS 701 PA Capstone: Certification, Licensure, and Summative**

**1 credit**

In this final professional issues course, students will review requirements for certification, licensure, and employment as a physician assistant. This course will mark the end of their capstone project, and students will have the opportunity to present their findings to their research committee and guests. Students will complete a personalized plan for integrating faith with their medical practice. They will also complete the summative assessment of their acquisition of program learning objectives.

Prerequisite: Must have completed 6 months of clinical rotation courses.

**PAS 702 Physician Assistant Directed Study**

**1 credit**

Directed study course designed to be individualized for a student in need of independent or remedial work. Specific learning objectives to be determined by instructor and student, and the course may be repeated as needed with new objectives for credit.

Prerequisites: Admission to PA Program and approval by PA Program Director.

**PAS 703 Clinical Rotation Block I**

**15 credits**

This semester-long course is the first in a series of three blocks, during which PA students will complete their clinical education. This course is 17 weeks long, with 16 weeks of clinical experiences and one week of testing and learning activities on campus at the end of the term. The 16 weeks of clinical rotations will be comprised of a combination of core and elective rotations for the program, which are either 2, 4, or 8 weeks long. By the end of Clinical Rotation Block III, all PA students will have completed all required clinical rotation courses for the PA program.

Prerequisites: PAS 614 and PAS 634.

**PAS 704 Clinical Rotation Block II**

**15 credits**

This semester-long course is the second in a series of three blocks, during which PA students will complete their clinical education. This course is 17 weeks long, with 16 weeks of clinical experiences and one week of testing and learning activities on campus at the end of the term. The 16 weeks of clinical rotations will be comprised of a combination of core and elective rotations

for the program, which are either 2, 4, or 8 weeks long. By the end of Clinical Rotation Block III, all PA students will have completed all required clinical rotation courses for the PA program.  
Prerequisite: PAS 703.

### **PAS 705 Clinical Rotation Block III**

**12 credits**

This semester-long course is the third in a series of three blocks, during which PA students will complete their clinical education. This course is 13 weeks long, with 12 weeks of clinical experiences and one week of testing and learning activities on campus at the end of the term. The 12 weeks of clinical rotations will be comprised of a combination of core and elective rotations for the program, which are either 2, 4, or 8 weeks long. By the end of Clinical Rotation Block III, all PA students will have completed all required clinical rotation courses for the PA program.  
Prerequisite: PAS 704.

### **SCO 515 Foundations of School Counseling**

**3 credits**

This course introduces students to the field of professional school counseling, including its history and development, employment settings, credentialing, legislation, research, and ethical considerations, school counselor roles and responsibilities, and other aspects of school counselor professional orientation. The course familiarizes students with models of school counseling programs, with an emphasis on the American School Counselor Association National Model. The course also covers assessments used in school counseling, and it focuses on the importance of supporting culturally and linguistically diverse students.  
Prerequisites: None

### **SCO 520 Child & Adolescent Diagnosis & Treatment**

**3 credits**

This course provides students with an overview of mental health and behavioral disorders that impact children and adolescents with a specific focus on impacts to the school setting, prevention, intervention, and treatment approaches, and interfacing with family, medical, and community systems. Considerations related to disorder etiology including environmental, social, family, school, substance use, and sexual behavior are considered. The course uses case studies, discussions, presentations, and reflection papers to assist students in developing strategies for engaging with child and adolescent clients, developing developmentally-appropriate case conceptualizations, and developing multicultural sensitivity in school settings. A Christian perspective on understanding and treating mental health disorders is integrated into the course.  
Prerequisites: COUN 550 and COUN 551.

### **SCO 540 School Counseling Practice and Programs**

**3 credits**

This course provides an in-depth exploration of the practice of professional school counseling and the development and evaluation of school counseling programs. Students will examine the roles and responsibilities of school counselors as leaders and advocates in counseling, consulting, advocacy, and collaboration to promote academic success for all students. Students will scaffold program evaluation skills onto what they have previously learned about program design and implementation for a comprehensive understanding of school counseling program design, coordination, implementation, management, and evaluation. The course also introduces students to concepts of curriculum design, classroom management, and teaching and learning strategies.  
Prerequisites: SCO515 and SCO550.

**SCO 610 Practicum****3 credits**

The counseling Practicum experience provides students with an initial experience in providing counseling services in the school counseling setting. The Practicum experience requires a minimum of 100 clock hours of documented contact including indirect and direct service, and supervision both onsite (provided by a designated site supervisor) and in class (provided by your assigned faculty member). The Practicum course is a seminar-style class which supports students participating in their Practicum experience and which supports students in developing their basic counseling skills and in learning a variety of assessment and intervention techniques. Students are required to earn a minimum grade of a B in this course in order to move forward in the program. This course requires online students to attend weekly synchronous class meetings. The day/times of the meetings will be determined by the course instructor.

Prerequisites: COUN505, COUN515, COUN520, COUN525, COUN550, COUN551, COUN555 and COUN605.

**SCO 615 Internship I****3 credits**

The Counseling Internship experience provides students with experience in providing counseling services in the school counseling setting. The Internship experience requires a minimum of 600 clock hours spread over at least two semesters of documented contact including indirect and direct service, and supervision both onsite (provided by a designated site supervisor) and in class (provided by an assigned faculty member). The Internship course is a seminar-style class which supports students participating in their Internship experience and which supports students in developing their counseling skills and in learning a variety of counseling and intervention techniques. Students are required to earn a minimum grade of a B in this course in order to move forward in the program. This course requires online students to attend weekly synchronous class meetings. The day/times of the meetings will be determined by the course instructor. In this course, students will increase competency in their clinical skills, case conceptualization abilities, and ability to apply what they have learned in the program to the work they do with clients. Students' caseloads and responsibilities will increase and they will continue to fine tune their theoretical orientations, increase awareness of their counseling styles, and develop their counseling identities. Students will also continue to develop their written and verbal communication and presentation skills, and peer feedback skills.

Prerequisites: COUN505, COUN515, COUN520, COUN525, COUN550, COUN551, COUN555, COUN605 and SCO610.

**SCO 620 Internship II****3 credits**

The Counseling Internship experience provides students with experience in providing counseling services in the school counseling setting. The Internship experience requires a minimum of 600 clock hours spread over at least two semesters of documented contact including indirect and direct service, and supervision both onsite (provided by a designated site supervisor) and in class (provided by an assigned faculty member). The Internship course is a seminar-style class which supports students participating in their Internship experience and which supports students in developing their counseling skills and in learning a variety of counseling and intervention techniques. Students are required to earn a minimum grade of a B in this course in order to move forward in the program. This course requires online students to attend weekly synchronous class meetings. The day/times of the meetings will be determined by the course instructor. In this course, students will continue to hone their clinical skills, case conceptualization abilities, and ability to apply what they have learned in the program to the work they do with clients. Students will continue to develop their theoretical orientations, increase awareness of their counseling

styles, and develop their counseling identities. Students will also continue to develop their written and verbal communication and presentation skills, and peer feedback skills.

Prerequisites: SCO610 and SCO615.

**SPED 516 Contemporary Issues in Special Education 3 credits**

The purpose of this course is to help future educators develop skills for recognizing and effectively teaching students with various exceptionalities. Broad areas to be covered in this course are areas of exceptionalities, major trends and issues in special education with emphases on collaboration and inclusion, service delivery models, roles of general and special class teachers, individual education programs, and family and community involvement.

**SPED 518 Characteristics of Disabilities 3 credits**

This course will provide a survey of characteristics and educational needs of students with disabilities. Attention will be given to the definition, etiology, characteristics and various educational alternatives for each of the exceptionalities. Students will learn to design instructional programs for success by building on the abilities, strengths, and interests of exceptional students by using highly effective, research-based practices to promote student achievement.

**SPED 520 Assessment Planning and Practice 3 credits**

This course will provide an in-depth presentation of the complex issue of assessment, including an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/program decision-making to progress monitoring of research-based instructional interventions based on Response to Intervention (RTI). Students will examine a variety of formal and informal instruments and techniques used in assessing the strengths, needs, interests, and preferences of children and youth with exceptional learning needs. The focus is placed on providing students with knowledge and skills necessary for selecting, using, interpreting, and evaluating results from measurement and/or screening instruments and techniques commonly employed by professionals to facilitate special education placement, Individual Education Program (IEP) development and evaluation of the effectiveness of that instruction using progress-monitoring techniques. Issues in assessment and instruction concerning multicultural and bilingual special education will also be addressed.

**SPED 522 Methods & Strategies for Students with Mild & Moderate Disabilities (K-12) 3 credits**

This course provides the learner with knowledge and skills in assessing, planning, organizing, implementing, and evaluating instruction based on knowledge of the student, the intended student outcomes, and the curriculum. The course focuses on students with mild to moderate disabilities, including students with disabilities from diverse linguistic and cultural backgrounds. Topics include student characteristics, linking assessment with instruction, research-based methods and strategies, curriculum standards, accommodations, modifications, and the use of technology, including assistive technology devices and services, to support student access to the general education curriculum.

**SPED 523 Methods and Strategies for Students with Intellectual Disabilities 3 credits**

This course will prepare teachers to identify, select, adapt, and implement age-appropriate instruction/curricula to meet the cognitive, academic, social, language and functional life skills needs of students with intellectual disabilities ages 5 through 21. Instruction will focus on

research-based strategies, universal design for learning, use of accommodations and modifications, assistive technology, and communication supports allowing students access and participation in the general education setting across content areas.

**SPED 524 Methods and Strategies for Students with Academic and Behavioral Disorders 3 credits**

This course will prepare teachers to work effectively with students who have learning and behavior problems. Included are adequate procedures for teaching skill and content areas such as reading, math, oral and written expression, and social and study skills. At the completion of the course teachers should understand which methods are most effective with what types of students and why.

**SPED 545 Behavioral and Social Interventions 3 credits**

In this course students will learn about the basic principles of learning that govern human behavior as well as how these principles can be applied in the classroom to help individuals with exceptional learning needs reach their maximum potential. Students will also learn how to measure and analyze student behavior in order to evaluate student learning and make necessary adjustment to teaching strategies for individuals with exceptional learning needs.

**SPED 547 Special Education Student Teaching (K-8) 3 credits**

Endorsement #260 candidates will complete a supervised student teaching experience in a Special Education setting. This practicum endorses the student teacher to become a teacher in a mild and moderate special education program for children from K to eighth grade by preparing the student to schedule, evaluate, collaborate, write IEPs, and develop strategies to address special needs of children. This is a 15-day experience with time spent in both a K – 5 and 6 – 8 setting.

**SPED 548 Special Education Student Teaching (5-12) 3 credits**

Endorsement #261 candidates will complete a supervised student teaching experience in a Special Education setting. This practicum endorses the student teacher to become a teacher in a mild and moderate special education program for children from 5 - 12 grade by preparing the student to schedule, evaluate, collaborate, write IEPs, and develop strategies to address special needs of children. This is a 15-day experience with time spent in both a 5 – 8 and 9 – 12 setting.

**SPED 549 Special Education Student Teaching (K-12) 3 credits**

Endorsement #263 & 264 candidates will complete a supervised student teaching experience in a Special Education setting. This practicum endorses the student teacher to become a teacher in a mild and moderate special education program for children from K – 12 by preparing the student to schedule, evaluate, collaborate, write IEPs, and develop strategies to address special needs of children. This is a 15-day experience with time spent in a K – 5, 6 – 8 and 9 – 12 setting.

**SPED 550 Communication and Collaborative Partnerships and Transitions 3 credits**

This course will prepare special education personnel, classroom teachers, related services personnel, and other support staff for collaborative consultation, teamwork and transition in serving the educational needs of students and their families. Consideration of the role of home and parents in the educational programming for exceptional children, and practical to positive strategies that can be used in working with parents. The context, content, processes, practices, and support of collaborative school consultation will be addressed.

**SPED 605 Instructional Decision Making and Leadership in Special Education      3 credits**

This course provides an introduction to theoretical and practical applications of data-driven decision making, assessments, and curriculum planning for educators. Students will explore the uses of qualitative and quantitative data by educational leaders for the purpose of improving student and organizational outcomes. This course will also focus on using a collaborative problem-solving approach and response to intervention processes to improve the learning rate of student.

**SPED 612 - Social, Legal, and Ethical Issues in Special Education      3 credits**

This course is an intensive study of the legislation and litigation involved with individuals with disabilities specifically concentrating on those students between the ages of birth - 21 years. A historical as well as current study of legislation used as the basis for providing special education services on the federal and state level will be covered. The legal system on the federal and state level is covered as well as critical litigations that have influenced the field of special education. The student will become knowledgeable about the legal precedence for all that they do as a special educator.

**SPED 612I - Social, Legal, and Ethical Issues in Special Education Internship      3 credits**

Working with a building or district supervisor, who is a licensed K-12 administrator, aspiring principals will apply coursework in an internship experience at the early childhood, elementary, high school, or special education level specific to the course content. Students can expect to be engaged with monitoring IEP meetings, helping to chart progress monitoring, understanding how special education finance effects staffing, determining appropriate classroom environment and working to solve transportation issues. 70 hours of clinical observations required (Students need experiences in all four levels during the program's four internship courses. All four need not be met in each internship experience.) Internship courses are most successful when taken immediately after their partner content course. SPED612I is best suited to be taken after SPED612.



## **Policies and Disclosures**

### **Non-Discrimination Policy**

Northwestern College adheres to all federal and state civil rights laws and regulations prohibiting discrimination in private institutions of higher education on the basis of race, color, national origin, sex (including pregnancy), age, disability, or other characteristics protected by law, in admission, access to, or employment in its programs and activities except as modified by the protections of Northwestern's religious identity, beliefs, and practices found in the First Amendment, the Religious Freedom Restoration Act, Title IX Religious Colleges Exemption, the Title VII Religious Employers Exemption, and other federal and state legal protections for religious freedom. Northwestern College complies with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, the Age Discrimination in Employment Act of 1975, the Americans with Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973. To ensure compliance with these and other federal and state civil rights laws, Northwestern College has developed policies and procedures that prohibit discrimination in all of its forms.

### **Confidentiality of Student Records**

Student records are protected under the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) and state of Iowa statutes regarding freedom of information and privacy protection. The following is a list of directory information at Northwestern College:

- Student's name, local address, permanent address, email address, photos and telephone numbers (including cell phone numbers)
- Date and place of birth
- Student photo
- Names and dates of previous high schools and colleges attended
- Classification and enrollment status
- Program of study
- Dates of attendance and anticipated date of graduation
- Participation in officially recognized activities
- Degrees and awards granted (where and when received)
- Name, address and telephone number of spouse

**Directory information is available only to our internal campus community (*MyNWC login required*).**

### **Americans With Disabilities Act**

In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, NWC will provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact both their instructor and the college disability service provider to discuss their individual needs and accommodations.

Samantha Winn, Academic Support Specialist  
[samantha.winn@nwciova.edu](mailto:samantha.winn@nwciova.edu)  
712-707-7249

### **Technology Usage Policy**

Northwestern College gives each student, faculty and staff member the privilege to use its computing and networking resources. Accessing the network without authorization (e.g. using someone else's login name) is a misdemeanor in Iowa that carries a penalty of 30 days in jail or a fine of \$100.00 (Chapter 716A.2). Students should not use another's account, or allow another to log into their Northwestern account, for any purpose. Students may not use the college's learning management system, email, or on campus internet access to threaten, offend, annoy or libel another. All users have the right to privacy, but

Northwestern College reserves the right to examine a student's account including network file space, email, and internet usage on campus in extenuating circumstances. See the Northwestern College Student Handbook for the complete policy.

### **Photo Release Policy**

Northwestern College reserves the right to photograph members of the college community, including—but not limited to—its students, faculty, and staff, in situations appropriate to the image of an academic institution, and to publish likenesses in Northwestern publications, video, websites, news media, social media, or other recruitment or promotional materials. If you do not want to be photographed or you don't want a photograph of you to be used by Northwestern, let the photographer or the marketing & communications office ([news@nwc Iowa.edu](mailto:news@nwc Iowa.edu)) know.

### **Reserved Rights**

Northwestern College reserves the right to change academic requirements or policies, as stated in the catalog, at the beginning of each term, with proper notification of such changes to be distributed to all students and faculty.

### **Consumer Information Disclosure**

In compliance with student consumer information regulations, Northwestern College reports student consumer disclosure information at <http://www.nwc Iowa.edu/consumerinfo>. The site contains information including, but not limited to, the Student Right-to-Know Act, state specific consumer reporting contacts, copyright policies, health and campus safety reports, and disclosures related to financial assistance.

### **State Authorization Reciprocity Agreement (SARA)**

Northwestern College participates in the State Authorization Reciprocity Agreement (SARA) through its approval by the Iowa College Student Aid Commission. SARA is an agreement among member states that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. The agreement allows the college to offer online courses and programs, supervised field experiences, student teaching, and most clinical placements to students who reside in states that also participate in SARA.

Online programs that lead to licensure or certification in Iowa may not meet requirements in another state for similar licensure. If you do not reside in Iowa, please contact [online@nwc Iowa.edu](mailto:online@nwc Iowa.edu) so we may determine whether our program meets the requirements for professional licensure in your state. Northwestern College is committed to fair and just treatment of all students regardless of their state of residence. Online students residing in Iowa or a SARA member state who have a complaint with the college should first attempt to resolve their grievance directly with the college through its Title IX Grievance Procedure or Academic Appeals process. If an online student residing outside Iowa is unsatisfied with the resolution, the grievance may be filed with the Iowa College Student Aid Commission.

## **Personnel**

### **President's Cabinet**

Greg Christy, President  
Jackie Davis, Vice President for Advancement  
Mark DeYounge, Dean of Christian Formation  
Julie Vermeer Elliott, Vice President for Student Life  
Tamara Fynaardt, Vice President for Enrollment and Marketing  
Tony Hoops, Vice President for Athletics  
Dr. D. Nathan Phinney, Vice President for Academic Affairs  
Kent Wiersema, Vice President for Financial Affairs

## **Academic Administration**

Dr. Derek Brower, Department Chair of Education

Dr. Chet DeJong, Medical Director, MS Physician Assistant Studies Medical Director

Dr. Rick Loutsch, Director of Clinical Education, MS Physician Assistant Studies

Dr. Angila Moffitt, Director, Master of Education

Dr. Julie Merriman, MA Counseling Program Director

Dr. Karie Stamer, Department Chair of Nursing

Dr. Jill Swisher, Dean of Graduate & Professional Studies

Jill Van Otterloo, Director and Professor of Practice, MS Physician Assistant Studies Associate Program

## **Staff**

Eric Anderson, Director of Financial Aid

Lisa Koerselman, Accountant/Student Accounts Manager

Megan Chartier, Enrollment Counselor, Graduate & Professional Studies

Laurie Edwards, Academic Records Assistant

Evelyn Leon, Administrative Assistant, Graduate & Professional Studies

Kim Noteboom, Assistant Registrar

Austin Nyhof, Registrar

Anna Mae Pippett, Enrollment Counselor, MS Physician Assistant Studies

Janette Reuter, Comptroller

Chelsie Robins, Program Coordinator, MS Physician Assistant Studies

Katelyn Schlatter, Enrollment Counselor, Graduate & Professional Studies

Lori Trevino, Clinical Rotation Coordinator, MS Physician Assistant Studies

Rachel Van Roekel, Director of Enrollment, Graduate & Professional Studies

Danielle Vanderlei, Marketing Specialist, Graduate & Professional Studies

Jeanette Van Genderen, Enrollment Counselor, Graduate & Professional Studies

Katelyn Smit, Clinical Site Recruitment and Retention Coordinator, MS Physician Studies