NORTHWEST
NAZARENE UNIVERSITY

PROFESSIONAL STUDIES ECAMPUS ACADEMIC CATALOG 2025- 2026

623 S. University Blvd., Nampa, ID 83686 • 208.467.8011
NNU.EDU

Table of Contents

The University

History

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

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

Academic progress has been notable, including accreditation as a junior college in 1930 and as a four-year college in 1937. Master's programs were added in the early 1970's, and the first doctoral program was offered in 2011. The institution transitioned from Northwest Nazarene College to Northwest Nazarene University in 1999.

NNU presently offers six associate degree majors, nearly 80 bachelor's degree majors, 10 master's degrees, an education specialist degree, and four doctoral degrees. In addition to attending programs in person and/or online, NNU provides opportunities for students to study abroad in 35 countries around the world. NNU serves approximately 1,000 undergraduate students, 600 graduate students, 8,000 concurrent credit high school students, and over 10,000 continuing education students each year.

Campus

Northwest Nazarene University's main campus is located in Nampa, Idaho, which is in the Boise metropolitan area. Situated in the Treasure Valley, NNU's location provides many rural and urban advantages, including a 2,500-foot altitude that provides a mild year-round climate. People are discovering and enjoying Idaho, the Gem State, with its easily accessible skiing, hiking, hunting, and fishing areas. The 90-acre campus, with its 30 buildings, has been carefully planned for maximum use and development. In addition to offering courses at the main campus, NNU also offers graduate courses in Idaho Falls, Idaho, for the Master of Social Work degree program.

Students

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

Accreditations

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

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

- **Business** - NNU's undergraduate and graduate business programs are internationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP), with the exception of the Associate of Arts in Accounting and the Associate of Arts in Business.

- **Counseling** - NNU's counseling program areas are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The school counseling program is approved by the Idaho State Board of Education to provide for institutional recommendation for state certification in Pupil Personnel: Counseling. Upon graduation, students in the Clinical; School; and Marriage, Couple, and Family program areas have all the coursework necessary to apply for Licensed Professional Counselor (LPC) in the state of Idaho. Marriage, Couple, and Family Program graduates may also apply for the AMFT certification in the State of Idaho. The post-graduate pre-certification program in Play Therapy prepares students for APT certification at the national level.
- **Education** - NNU is nationally accredited at the bachelor's degree level and higher by the Council for the Accreditation of Educator Preparation (CAEP). Additionally, the education programs are approved by the Idaho State Board of Education to provide for institutional recommendation for state certification in Elementary Education, Secondary Education, Special Education, and School Administrator (Pre-K-12 Building Principal, Director of Special Education, and Superintendent).
- **Engineering** - NNU's undergraduate engineering program is nationally accredited by the Accreditation Board for Engineering Technology (ABET).
- **Northwest Nazarene Divinity School** - Northwest Nazarene Divinity School has the historic distinction of being the first institution with fully online programs ever to be granted full membership by the Association of Theological Schools (ATS).
- **Nursing** - NNU's undergraduate and graduate nursing programs are nationally accredited by the Commission on Collegiate Nursing Education (CCNE).
- **Social Work** - NNU's undergraduate and graduate social work programs are nationally accredited by the Council on Social Work Education (CSWE).

Mission, Vision, and Values

Mission

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

Context for Mission

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

Vision

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

Values

Transformation

We believe education fosters transformation. NNU engages and affects all domains of life: intellectual, social, physical and spiritual; thereby advancing the transformation of the individual, the church and the world.

Truth

We believe education pursues truth. NNU explores knowledge, the wonder of God's creative activity, the story of human civilization and the achievements in the arts, sciences and professions. Ultimately, we believe Jesus is the truth incarnate; therefore, we pursue Christ.

Community

We believe education flourishes in community. NNU provides a learning and faith community that teaches, challenges and encourages each other through intellectual and spiritual practices. Within covenantal relationships we express our love for God and others.

Service

We believe education cultivates service. NNU teaches the importance of a life of servanthood as modeled by Jesus Christ. We learn to lead by giving of ourselves to God and humankind.

Approved by the Board of Trustees
March 2010, October 2017

Statement of Belief

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

We believe:

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

(Adapted from the Church of the Nazarene *Manual* 2017-2021)

Notice of Non-Discrimination

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

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

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

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

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

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

Student Services

John E. Riley Library

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

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

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

Information Technology Services (ITS) & The Teaching and Learning Center (TLC)

IT Services (ITS)

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

- Accounts
- LMS/Classroom Technology
- Computer Hardware and Software
- ID Cards
- Printers

For more information, support hours, or to submit a request, visit help.nnu.edu or call (208) 467-8111.

The Teaching and Learning Center (TLC)

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

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

Center for Academic Success and Advising (CASA)

Academic Success

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

Disability Services

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

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

Office of the Registrar

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

Degree Postings

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

Participation in Commencement

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

Campus Safety

The Campus Safety Department helps ensure that the NNU community is as safe as possible. The department's goal is to provide students with a positive experience while here, and invite all campus people and visitors to contact Campus Safety with any concerns, questions, or ideas about Campus Safety. NNU believes it is also the responsibility of individuals to remain involved in the safety and security of the NNU community. Students should remain alert to their surroundings at all times and report any unusual behavior or incidents immediately.

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

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

Support Services

Career Development

Career Development provides information and assistance to students who wish to assess career goals and investigate career opportunities. In addition, the Career Center assists faculty members as they aid students in their career development. Career Development helps students craft effective resumes, practice interviewing techniques, establish networking contacts with alumni and others, and identify internships and part/full-time or summer employment, including on-campus student employment opportunities. Career Development sponsors a number of career-related events during the academic year; a few highlights include academic discipline specific fairs, career development workshops, alumni/student networking events and a spring semester Career Week. For more information on these resources and events, please visit the Career Center website: https://nnu.edu/academics/student-support/career-development/career-services/

Counseling Center

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

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

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

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

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

Admissions

General Admission Requirements

Application for admission to programs within NNU eCampus is made through the online application available on the [NNU Admissions website](). The GPS Admissions office receives and processes all applications for admission, and assists applicants with program specific admission requirements. Application materials needed for admission may include, but are not limited to the following:

1. A completed application
2. Official transcripts
3. Program-specific admission requirements

Transcripts from international colleges or universities must be evaluated by a member of the National Association of Credential Evaluations Services ([www.naces.org]()).

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

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

Undergraduate Admission Requirements

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

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

- Online application, found on the [NNU Admissions Website]()
- Arrange for an official high school transcript to be sent to NNU Admissions from students transferring less than 28 college credits. If you have completed the GED in lieu of high school, submit the test results.
- ALL official transcripts from all colleges and universities previously attended (regardless of accreditation).

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

Candidates without any prior college or university credits are considered first-time freshmen and will be considered for standard admission with a high school grade point average of no less than 2.5. Those candidates who have taken college classes for credit after high school will be considered for standard admission as a transfer student and must have a cumulative grade point average of no less than a 2.0.

Persons who do not meet the requirements for standard admission will be considered for provisional admission. Provisional admission is normally granted for one semester and will be reviewed at the end of the student's first semester of enrollment. Students admitted on Provisional Status will be placed in a support plan that is designed to

help the student strengthen skills needed for success in college academics. A 2.0 (C) average must be earned in order to continue in good academic standing. If a student fails to meet these standards, academic probation or dismissal is considered.

International Students

In addition to submitting a high school transcript and proof of financial support, students from countries outside the United States for whom English is not their native language are required to meet one of the following criteria in order to be considered for admission to the University:

1. A score of 95 or higher on the DuoLingo examination.
2. A score of 79 or higher on the TOEFL examination.
3. A score of 6.0 or higher on the IELTS examination.
4. A score of 55 or higher on the PTE Academic examination

An interview *may* be conducted to evaluate the student's ability to communicate effectively.

Financial Aid

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

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

Payment of Financial Aid

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

Requirements for Financial Aid

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

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

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

Restriction

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

Students' Rights and Responsibilities

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

Student Rights

All students have the right to know:

- The cost of attending a particular school and what the school's policy is on refunds to students who withdraw.
- What financial assistance is available including information on all federal and state financial aid programs.
- The school's financial aid personnel, where their office is located, and how to contact them for information.
- The procedure and deadlines for submitting applications for each available financial aid program.
- How the school selects financial aid recipients.
- How the school determines financial need.
- How much of their financial need, as determined by the school, has been met.
- How and when financial aid will be received.
- The interest rate on federal student loans, the total amount that must be repaid, length of the repayment period, when the payment begins, and what cancellation or deferment provisions apply.
- If students are offered a Federal College Work-Study job, what kind of job it is, what hours they must work, what their duties will be, what the rate of pay will be, and how and when they will be paid. (Undergraduate students only)
- The school's policy in reconsidering a student's aid package if he or she believes a mistake has been made, or if his or her enrollment or financial circumstances have changed.
- How the school determines whether students are making satisfactory academic progress and what happens if they are not.

Student Responsibilities

All students must:

- Pay special attention to the Free Application for Federal Student Aid (FAFSA), complete it accurately, and submit it on time to the processor. Errors may delay or prevent a student from receiving aid.
- Know and comply with all deadlines for applying or re-applying for aid.
- Provide all documentation, corrections, and/or new information requested by the Office of Financial Aid.
- Notify the University of any information that has changed since applying for financial aid.
- Read, understand, and keep copies of signed documents.
- Repay any student loans. When a promissory note is signed, it is an agreement to repay the loan.
- Complete Entrance Counseling (incoming students) and Exit Counseling (outgoing students) online if the student has a Federal Perkins Loan or Federal Direct Student Loan.
- Notify the University of a change in name, address, or attendance status. If a student has a Federal Direct Student Loan, he or she must notify the loan service provider of these changes.

Withdrawing from Courses

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

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

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

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

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

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

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

Determining the Amount of Federal Aid Earned

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

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

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

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

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

For Students Enrolled in Modules

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

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

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

If the answer is *yes*, then:

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

If the answer is *no*, then:

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

Refund for Students Who Withdraw from Courses

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

Students who withdraw from NNU prior to a course start date will receive a 100% refund of tuition and fees charged for that course. Students who withdraw after a course begins shall receive a prorated refund of tuition. No refund of student fee or course fees will be allowed after the last day to drop courses for the semester. Students are not eligible for a refund of any charges after 60% of semester. The withdrawal date is defined as the earlier of: (1) the date that the student began the withdrawal process or officially notified NNU of intent to withdraw, or (2) the last day of documented "academic-related activity" for those students who leave school without notifying an appropriate NNU official. The official date of withdrawal is determined by the Office of the Registrar.

Refund Distribution

Federal student financial aid is awarded under the assumption that the student will be enrolled for a specified period of time, such as a semester. Therefore, any time a student withdraws from any course at NNU and does not certify his or her intent to return in another session, in writing, before the end of the semester, NNU must evaluate the student's federal aid and determine if an adjustment is required.

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

When a refund to federal programs is required, the refund distribution will be as follows:

1. Unsubsidized Federal Direct Loan

2. Subsidized Federal Direct Loan
3. Other Title IV aid programs
4. Other Federal Sources of Aid
5. Other State, Private or Institutional Aid
6. Other Third Party
7. The student

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

Undergraduate Financial Aid
Federal Grants

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

- **Federal Pell Grant:** The award amount for the Federal Pell Grant is determined annually by the federal government. Eligibility is determined by completing the Free Application for Federal Student Aid (FAFSA) online at studentaid.gov/fafsa. Once submitted, a FAFSA Submission Summary is created, which indicates the student's eligibility for this grant.
- **Federal Supplemental Educational Opportunity Grant (FSEOG):** FSEOG awards are funds made available on a limited basis and allocated to students with the lowest Student Aid Index (SAI) who also qualify for a Pell Grant. The Federal Pell Grant is determined through the FAFSA process.

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

Federal Direct Subsidized Loan:

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

Federal Direct Unsubsidized Loan:

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

Student Accounts and Payments

Course and Fee statements are available on the NNU Portal prior to the beginning of each semester. The "Student" tab will provide options to view financial aid awarded to you and generate your Course and Fee Statement. The Course and Fee Statement displays and explains each semester's balance due; estimated charges, financial aid, completed payments and credits.

Changes in a student's course load may result in an increase or decrease of charges and/or financial aid. When adding or dropping classes, a student should contact his or her Financial Aid Officer to determine any changes to financial aid and/or total balance. It is the student's responsibility to ensure timely payment and communication with any third-party payer.

A student's balance due can be determined by deducting the semester financial aid award from the semester charges; amounts can be found on the course and fee statement located in the student portal

Questions concerning Student Accounts should be directed to (208) 467-8534, 1-877-668-4968 or **studentaccounts@nnu.edu**.

Academic Perspectives

Academic Integrity

Northwest Nazarene University seeks to establish academic integrity within the University community. Such integrity is fundamental to the principles of the Judeo-Christian tradition and is consistent with the nature and culture of Northwest Nazarene University. This serves to promote the desired values of truth, transformation, and community by fostering a spirit of honest intellectual inquiry. The University has identified the following as unacceptable practices. These practices include, but are not limited to:

1. Cheating in its various forms, whether copying another student's work, allowing your own work to be copied, completing work, in whole or in part, for another student, using unauthorized aids, including Internet resources, on an assessment, having someone else take an exam for you, submitting another person's work as your own, giving a false excuse to have an exam rescheduled;
2. Plagiarizing, e.g. presenting the words or ideas of another person as your own, including inadequate documentation of sources (electronic, internet, or print) and excessive dependence on the language of sources even when documented, by using a similar order of sentences while altering a few words or word order;
3. Submitting the same work from a current or previous course or assignment without prior written approval from the professor;
4. Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission;
5. Fabricating data, including falsifying or manipulating data to achieve desired results, reporting results for experiments not done ("dry labbing"), or falsifying citations in research reports;
6. Denying other students access to academic information. whether in the classroom, the library (by hiding books, for example), or a computer lab;
7. Destroying, altering, or tampering with another student's work to impede academic progress;
8. Obtaining course materials and/or problem solutions from a professor, student, or online source without professor authorization;
9. Falsely reporting completion of reading or other course assignments;
10. Altering, falsifying, or misrepresenting an academic document;
11. Communicating false information whether oral, written, electronic, or nonverbal;

12. Submitting work using AI-generated output without prior written approval from the instructor;
13. Forging signatures; and/or
14. Aiding others to engage in any of the above violations.

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

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

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

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

Academic Load

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

Twelve semester credits constitute a full academic load for a full-time undergraduate student, while 16 semester credits constitute an average academic load. Students may enroll for 20 credits through a petition process with the approval of the University Registrar.

Academic Petition Policy

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

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

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

Academic Appeals Process

Informal Appeal to Faculty Member. A student who believes that a faculty member has taken an adverse academic action against the student shall discuss the problem through an informal meeting with the appropriate member of the faculty. Such informal meetings need not be reduced to writing, and do not require a written decision from the faculty member. Any student who believes that the outcome of the informal meeting results in a decision of the faculty member which constitutes an adverse action may initiate a First Appeal by filing a timely notice of appeal with the program Faculty Director. Any failure by the student to bring such a first appeal within twenty-one days of the adverse action shall be deemed to be (a) a waiver by the student of any further appeal; and (b) a final action by the University.

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

Second Appeal NNU eCampus Associate Vice President (AVP). If a student is dissatisfied with the decision rendered by the department chair or program Faculty Director, the student may pursue a Second Appeal to the NNU eCampus AVP, but only if the student files a Notice of Appeal with the NNU eCampus AVP within seven days of entry of the written decision of the first appeal. Any such Second Appeal shall be determined by the NNU eCampus AVP. NNU eCampus AVP shall provide the student notice of a hearing (if any) regarding such Second Appeal, and, if a hearing occurs, shall issue a written decision regarding such Second Appeal within seven days of such hearing. Any failure by the student to timely file such a Notice of Appeal shall be deemed to be (a) a waiver of any further appeal; and (b) a final action by the University.

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

Add/Drop/Withdraw Policy

Eight-week session courses:

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

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

Additional Bachelor's Degree

NNU eCampus offers two different undergraduate degrees: Accelerated Bachelor of Arts and Accelerated Bachelor of Science.

A student may earn an additional bachelor's degree when the second degree contains at least 32 semester credits in addition to the total credits required for the first degree.

The following conditions will apply to the earning of an additional bachelor's degree:

- All requirements for the second degree must be met.
- A minimum of 16 credits, including at least 12 upper-division credits, must be taken at NNU.
- A student who has not completed residency must complete at least 24 semester credits from NNU; a minimum of 12 credits must be from NNU eCampus.

- The following courses must be taken at NNU:
    ◦ ECLC2550: Character Formation and Ethical Leadership
    ◦ ECLC3110: Leadership, Vocation, and Christian Practice

Additional Major - Undergraduates

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

Class Participation and Engagement

Northwest Nazarene University expects students to complete all course requirements and achieve course-related student learning outcomes, including class participation and engagement.

Classification of Undergraduate Students

Students admitted to the university are classified as **Level 1** until minimum requirements for a higher classification have been met.

For **Level 2** standing students must have completed 24 semester credits and have a cumulative grade point average of at least 1.700.

For **Level 3** standing students must have completed 47 semester credits and have a cumulative grade point average of at least 2.000.

For **Level 4** standing students must have completed 70 semester credits and have a cumulative grade point average of at least 2.000. Level 4 standing does not assure candidacy for a degree.

Post-baccalaureate students are those who have received the baccalaureate degree and are registered for additional coursework at the undergraduate level.

Credit for Prior Learning

College-level learning may occur in many environments outside the formal classroom. Students enrolled in an NNU eCampus accelerated degree program may be awarded college credit for learning outside the classroom that is documented through one of the channels listed in this section.

Students may earn a maximum of 23 (25% of degree) credit hours via credit for prior learning (CPL). The CPL may be earned through the following avenues:

- Credit for Military Experience
- Advanced Placement (AP) and International Baccalaureate (IB) programs
- Standardized testing (e.g., CLEP, DTTS, Peregrine)
- Courses and programs evaluated by the American Council on Education
- Credit hours earned at an organization or institution having accreditation recognized by the Council for Higher Education Accreditation
- Credit hours that have been evaluated by the National College Credit Recommendation Service

Advanced Placement Credit - Undergraduates

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

Credit for AP exams is accepted (granted) as transfer credit from the Educational Testing Service (ETS). Original documentation from ETS is required and the credits are evaluated according to NNU standards.

College credit will be granted on the basis of scores 3, 4, or 5 made on the Advanced Placement Examination of the College Entrance Board. The number of credits granted will be determined by the University Registrar.

Credit will be granted as follows:

AP Test Name	Minimum Score	Credit	NNU Equivalent
2-D Art and Design	3	6	ARDE1020 - 2D Design (3) Elective credit (3)
3-D Art and Design	3	6	ARDE2010 - 3D Design (3) Elective credit (3)
Art History	3	6	Art History elective (3) Elective Credit (3)
Drawing	3	6	ARDE1040 - Drawing I (3) Elective credit (3)
Music Theory	3	3	MUSC1200 - Beginning Music Theory I (3)
Music Theory	4	6	MUSC1200 and MUSC1220 -Beginning Music Theory II
English Language and Composition*	3	6	ENGL1020 and elective credit (NOT ENGL1040)
English Literature and Composition*	3	6	ENGL1020 and ENGL1XXX (English Lit elective) (NOT ENGL1040)
Comparative Government and Politics	3	3	POLS1010 - American National Politics (3)
European History	3	6	HIST1030 and 1040 - The World and the West I and II (6)
AP Test Name	Minimum Score	Credit	NNU Equivalent
Human Geography	3	3	GEOG2100 - Human Geography (3)
Macroeconomics	3	3	Economics elective (3)
Microeconomics	3	3	Economics elective (3)
Psychology	3	3	PSYC1550 - Introduction to Psychology (3)
United States Government and Politics	3	3	POLS1010 - American National Politics (3)
United States History	3	6	HIST2030 and 2040 - Conflict and Consensus I and II (6)
World History: Modern	3	6	HIST3480 - Modern Europe (1800-Present) (3)
Calculus AB**	4	4	MATH2510 - Calculus I (4) - Score of 3 accepted for Gen Ed Sub
Calculus BC**	4	8	MATH2510 - Calculus I (4) - Score of 3 accepted for Gen Ed Sub
Computer Science A	4	4	COMP2220 - Computer Programming I & Lab (4)
Computer Science Principles	3	3	COMP1220 - Intro to Computer Science (3)
Statistics	3	3	MATH2240 - Elementary Statistics (3)
Biology	3	4	BIOL2220 - General Biology and lab (4)
Biology	4	8	BIOL2220 - General Biology and lab (4) and BIOL2230 and lab (4)
Chemistry	3	4	CHEM2210 - General Chemistry I and lab (4)
Chemistry	4	8	CHEM2210 and CHEM2220 - General Chemistry II and lab (4)
Environmental Science	3	4	BIOL1040 - Environmental Science and lab (4)
Physics 1: Algebra-Based**	4	4	PHYS1110 - College Physics I & Lab (4) - Score of 3 accepted for Gen Ed Sub
Physics 2: Algebra-Based**	4	4	PHYS1120 - College Physics II & Lab (4) - Score of 3 accepted for Gen Ed Sub

AP Test Name	Minimum Score	Credit	NNU Equivalent
Physics C: Electricity and Magnetism**	4	4	PHYS2120 - Physics for Scie & Engr II & Lab (4) - Score of 3 accepted for Gen Ed Sub
Physics C: Mechanics**	4	4	PHYS2110 - Physics for Scie & Engr I & Lab (4) - Score of 3 accepted for Gen Ed Sub

AP Test Name	Minimum Score	Credit	NNU Equivalent
Chinese Language and Culture	3	8	CHIN1010 and CHIN1020 - Elementary Chinese I and II
Chinese Language and Culture	4	12	CHIN1010, 1020 and 1030 - Elementary Chinese I and II
Chinese Language and Culture	5	16	CHIN1010, 1020, 1030, and 2010
French Language and Culture	3	6	FREN1010 - Elementary French I
French Language and Culture	4	9	FREN1010 and FREN1020 - Elementary French I and II
French Language and Culture	5	12	FREN1010, FREN1020, FREN2010
German Language and Culture	3	6	
German Language and Culture	4	9	
German Language and Culture	5	12	
Italian Language and Culture	3	8	
Italian Language and Culture	4	12	
Italian Language and Culture	5	16	
Japanese Language and Culture	3	8	
Japanese Language and Culture	4	12	
Japanese Language and Culture	5	16	
Latin	3	8	
Latin	4	12	
Latin	5	16	
Spanish Language and Culture	3	6	SPAN1010 - Elementary Spanish I
Spanish Language and Culture	4	9	SPAN1010 and 1020 - Elementary Spanish I and II

AP Test Name	Minimum Score	Credit	NNU Equivalent
Spanish Language and Culture	5	12	SPAN1010, 1020, 2010 - Elementary Spanish I and II and Intermediate Spanish I
Spanish Literature and Culture	3	9	SPAN1010 and 1020 - Elementary Spanish I and II
Spanish Literature and Culture	4	12	SPAN1010, 1020, 2010 - Elementary Spanish I and II and Intermediate I Spanish
Spanish Literature and Culture	5	12	SPAN1010, 1020, 2010 - Elementary Spanish I and II and Intermediate I Spanish

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

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

College Level Examination Program (CLEP)

The CLEP program may be used for granting university credits to those who demonstrate proficiency in specific subjects. The following are guidelines for accepting credits: Credits earned by CLEP are granted to enrolled students. Such credits may be counted toward degrees but count as transfer credits, and they may not be included in the residency requirement for graduation. No grades or quality points will be assigned CLEP credits. The

recommendation by the American Council on Education (ACE) for designated passing scores and credit values will be used to issue University credits. A student may not receive credit through CLEP for a course which is a prerequisite for a course already taken nor for an equivalent University course already taken.

Credit for Military Experience

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

Dantes Subject Standardized Tests (DSST)

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

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

The recommendation by the American Council on Education for designated passing scores and lower- and upper-division credit values will be used to issue university credits.

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

International Baccalaureate Program (IB)

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

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

Peregrine Tests

Copyright Statement

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

Course Numbering and Course Cancellations

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

Numbering System:

Number	Level
0090-0999	Remedial elective university credit
1000-1999	Level 1 courses
2000-2999	Level 2 courses
3000-3999	Level 3 courses
4000-4999	Level 4 courses

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

Level 1: 23 or fewer credits

Level 2: 24-46 credits

Level 3: 47-69 credits

Level 4: 70 or more credits

Cancellation of Courses:

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

Degree Conferral and Commencement

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

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

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

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

Degree Requirement Substitution or Exemption

Only the University Registrar may make any substitutions or exemptions within the Leadership Core for degrees.

Any substitutions for specific courses required for a particular major fulfilling requirements may be made only by the Faculty Director.

Degree Withholding or Revocation
Withholding Degree

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

Revocation of Degree

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

Determining Catalog

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

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

Enrollment Status

Active Status: A student who has been admitted to a NNU eCampus program and is enrolled in at least one course.

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

Continuous Enrollment: Those students who have completed all coursework but have not completed all requirements for a program must be continuously enrolled in a minimum of 4 credit hour to retain access to University and faculty services.

FERPA (Family Educational Rights and Privacy Act)

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

Directory Information

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

The following is considered Directory Information by NNU:

- Name
- Address
- Telephone Listing
- E-mail Address
- Field of study
- Dates of Attendance

- Enrollment Status
- Degrees and Awards Received
- Photographs
- Most Recent Previous School Attended
- Participation in Officially Recognized Activities

Personally Identifiable Information (PII)

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

The following is considered Personally Identifiable Information by NNU:

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

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

Educational Information or Record

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

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

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

Grade Reports

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

Grading System

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

Grade	Explanation	Points
A	Distinctly superior or exceptional work	4.0
A-		3.7
B+		3.33
B	Meritorious work	3.0
B-		2.7
C+		2.33
C	Adequate work	2.0
C-		1.7
D+		1.33
D	Less than satisfactory but passing	1.0
F	Failing work. The grade of F necessitating repetition	0.0

Grade Code	Definition
P	Passing work (Reflects a grade of C- or better)
LP	Low Pass (Reflects a grade of D)
I	Incomplete: Work incomplete due to extreme circumstances, requiring an approved extension. An incomplete must be resolved by the end of the following session unless an extension is granted.
IP	In Progress: Assigned for coursework designed to extend beyond one session.
L	Long-Term Coursework: Used for multi-session courses such as internships, expected to be completed within one calendar year.
W	Withdrawal: Indicates withdrawal after the official add/drop period and before the fourth week of the session.
X	No Final Examination: Indicates no final exam was taken. Requires approval for a make-up exam.
AU	Audit: Indicates a course taken without credit.
CR	Credit: Credit earned without quality points.
NR	Not Received: Grade not submitted by the instructor.

A grade of I indicates incomplete work. A grade of X indicates no final exam was taken. An incomplete (I or X) may be given when, because of extreme circumstances, a student requires an extension of time to complete the course work or final exam. An I or X may be granted only by petition, which the student may initiate through the professor or the professor may initiate on a student's behalf. The request must be approved by the University Registrar. When an I or X is submitted, it will always have a suffix grade attached which represents the grade the student will receive if no further work is done for the course, e.g., ID or XF. If the incomplete is not made up by the close of the semester following the one in which the mark was incurred, the prefix I or X will be dropped from the grade, e.g., ID will become D, unless an additional request is made to have the period of the incomplete extended. An instructor may request that the student make up the deficiencies before the end of the semester. On a pass/fail grade, an IP may not be assigned. The only incomplete grades that can be assigned to a pass/fail course is IF or XF.

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

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

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

Honors at Graduation

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

- **Summa Cum Laude** is awarded to students with a cumulative grade point average at or above 3.900.
- **Magna Cum Laude** is awarded to students with a cumulative grade point average between 3.750 and 3.899.
- **Cum Laude** is awarded to students with a cumulative grade point average between 3.500 and 3.749.

Students must have completed at least 60 semester credits at Northwest Nazarene University or have transferred to NNU with a transfer cumulative GPA of 3.5 or higher to be eligible for honors at graduation. The cumulative grade point average for determining honors is based only on grades received at Northwest Nazarene University.

Official Enrollment

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

Registration dates are found in the official University calendar published in this catalog and elsewhere. Instructions for registration will be furnished to each student prior to the time of registration.

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

Professional Licensure Disclosures

Professional Licensure Within Idaho State

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

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

Professional Licensure Outside of Idaho

- If your goal is to seek licensure or certification outside the State of Idaho, you are strongly encouraged, before enrolling in the program, to review the academic program requirements and licensure/certification requirements of the state in which you intend to receive a state license or certification.
- We recommend that you contact the relevant state licensing agency to receive the most current guidance about licensure and certification requirements in that state, as requirements for licensure or certification can change at any time, and we strongly suggest ongoing reviews of those requirements during your program to help ensure that changes will not impact your licensure plans.

- Please note that state licensing agencies have the ultimate responsibility for determining whether the requirements for professional licensure in that state have been satisfied, and those decisions will be made based on the rules and regulations in force at the time the application is reviewed.

Professional License Disclosure by Program

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

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

- Bachelors of Arts in Social Work

Student Grievance Process

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

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

Program Teach-Out Policy

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

Recognition at Semester

Each semester recognition is awarded to students enrolled in the NNU eCampus programs according to the following criteria:

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

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

Recommendations

Recommendation of a student for entrance into a profession or professional school is done at the sole discretion of the faculty member. Satisfactory completion of the prescribed academic curriculum does not in itself guarantee a recommendation will be given. The letter or verbal reference may contain student information such as work habits, personality, and character traits of the student or refer to anything that comes from the faculty or staff members personal experience with the student and it is not written down or recorded at the institution.

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

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

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

Repeated Courses

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

Semester Credit

One semester credit is a quantitative measure representing 45 hours per credit. With a four-credit, eight-week class, this is approximately 18-22 hours a week.

Semester Length

A semester is generally 16 weeks. Two eight-week sessions are offered within each semester.

Standards of Student Behavior

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

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

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

1. Accessing the learning management system and other classroom resources for lawful purposes only.
2. Respecting the privacy of other members of the class and other students including not sharing classroom discussions with non-class members, or externally on social media or other public platforms.

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

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

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

State Authorization Reciprocity Agreements (SARA)

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

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

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

Student Access to Records

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

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

In order to protect the right to privacy, the University will not make any personally identifiable records available without the student's written consent to anyone other than: NNU officials with a legitimate educational interest, officials of other schools to which the student has applied, certain government officials, and/or persons in connection with an application for financial aid. However, according to FERPA regulations, if either parent has claimed the student as a dependent on the parent's most recent income tax return, a school may disclose the student's education records to either parent, without the eligible student's consent.

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

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

Transcript of Academic Record

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

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

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

Transfer of Credits
Transfer Credits

Northwest Nazarene University accepts transfer credits as follows:

- University-level credits earned in academic degree programs at colleges and universities accredited by either regional or national accrediting associations are accepted at upper- and lower-division levels, in accordance with the US Department of Education's regulations published November 1, 2019.
- Credits earned at Bible colleges accredited by the Association of Biblical Higher Education (ABHE) are accepted at the lower-division level.
- Military credit is accepted according to ACE (American Council on Education) recommendations.
- Credits earned at an international college or university that have been evaluated by a member of the National Association of Credential Evaluation Services (www.naces.org) are accepted at upper- and lower-division levels.
- Credits earned at colleges and universities that are not regionally or nationally accredited but are accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA) are granted on a case-by-case basis through the Special Academic Petition process.

The following policies apply to the acceptance of transfer credits by Northwest Nazarene University:

- Credits must be presented on an official transcript from the institution granting the credit.

- Credits are not accepted in which a grade lower than C- (1.70) was received.
- Remedial and developmental level courses are not accepted.
- Credits earned in vocational or technical programs are not generally accepted. However, these credit hours may be evaluated for possible Credit for Prior Learning.
- A transfer student's classification is based on the total number of credits accepted.
- A maximum of 62 semester credits may be transferred from two-year colleges.
- The cumulative grade point average while at Northwest Nazarene University is based only on grades received from Northwest Nazarene University and does not include grades earned at other colleges, institutions, or universities.

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

The minimum number of credits required to complete a degree is 92 semester credits, of which 32 must be upper-division (courses numbered 3000 and above). For a complete listing of the undergraduate degree requirements, refer to the section in this catalog entitled "Undergraduate Degree Requirements."

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

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

1. Level 3 standing
2. Transfer credit up to a maximum of 62-semester credits from two-year colleges.
3. Waiver of the NNU Leadership Core Curriculum requirements, with the following exceptions:
    - ECLC2550 Character Formation and Ethical Leadership (4 credits)
    - ECLC3110 Leadership, Vocation, and Christian Practice (4 credits)

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

NNU eCampus

Undergraduate Program and Degree Requirements
Mission
The mission of NNU eCampus is to transform adult learners by guiding them through a distinctly Christian, relevant, career-focused educational experience, which is accelerated, flexible, student-centric, and economical.

NNU eCampus Undergraduate Program
The NNU eCampus Undergraduate Program at Northwest Nazarene University offers two degrees, the Accelerated Bachelor of Arts and the Accelerated Bachelor of Science. To qualify for a bachelor's degree at NNU, students must satisfy the seven requirements described below. Faculty and staff members at the University advise students concerning progress toward graduation; however, students are responsible for meeting all graduation requirements.

In order for students to graduate under the requirements of the catalog in use at the time they matriculated, a bachelor's degree must be completed within seven years. Otherwise, students must use the most recent catalog.

- Total Credits. The student must complete a minimum of 92 semester credits.
- Residency. The student must complete at least 24 credits from NNU; a minimum of 12 credits must be from NNU eCampus.
- Upper-Division Credits. The student must complete at least 32 semester credits in courses numbered above 2999.
- Quality of Grades. All grades must average C (2.000) or better. A grade of C- (1.700) or better must be earned in all courses that apply toward the major. Some majors have higher GPA requirements. See individual program descriptions for details.
- NNU Leadership Core Curriculum. The student must complete the general education program for the bachelor's degree. Students who have completed an approved Associate of Arts or Associate of Science degree prior to enrollment, see the Associate of Arts or Associate of Science Degree Transfer.
- Major Field of Study. In addition to the various areas of scholarship represented in the general education group requirements, a baccalaureate degree requires a more detailed acquaintance with the advanced materials and methods of a particular field. In this field of concentration, the student is expected to attain an elementary degree of mastery and a background for further reading and study, formal or informal. In many cases, this major study has professional or vocational value.
- Application for Graduation. Candidates for a degree must submit an application for graduation and have the application approved by the administrator(s) of the program.

Degree Framework
Degree Framework for the 92-Credit Accelerated Bachelor's Degree

92 Credit Accelerated Bachelor's Degree				
16 Credit Leadership Core 1 (GE)	16 Credit Leadership Core 2 (GE)	Major: 20 Credit Discipline Certificate 1	Major: 20 Credit Discipline Certificate 2	20 Credit Aligned Certificate or Electives
High Flex Policies for Transfer Credit and Credit for Prior Learning; Embeds Theological Outcomes		40 Credit Major + 20 Credit Aligned Certificate or Electives		

Note. Each course is 4 credits, and a degree requires a minimum of 32 upper division credits (any courses)

The NNU Leadership Core | Habits of Heart, Soul, Mind, and Strength
The Liberal Arts and Human Flourishing

An education may be put to many valuable purposes. Our courses develop both discipline-specific skills, enabling our graduates to earn livings in fulfilling jobs, and "soft skills," helping them to be agile in their careers and adept in working well with others, so they can succeed even in adverse conditions. Yet a liberal arts education intends to instill not only skills, but also a love for knowledge and values that are sufficient as ends, not merely as means to ends. Taken this way, our Leadership Core Curriculum, rooted in the liberal arts tradition, can help students escape instrumental thinking about their time at NNU. Instead of continually asking, "What can I do with this?" NNU students can approach their education with the liberating question, "How will this shape me as a person?"

A "Christian" Liberal Arts Education?

The liberal arts lend themselves well to a Christian way of thinking about the world and our place in it because they engage with all domains of life, and God makes claims on all domains of life— "You shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength." Submitting all of our abilities to God and cultivating them to their utmost potential let us live into Irenaeus's recognition that "the glory of God is the human being fully alive." We glorify God by fulfilling the goal of a liberal arts education, which is to become fully human. The pursuit of Christian habits developed through the liberal arts is a worthy goal for any Christian undergraduate, and is rightly at the heart both of NNU's mission and of the Leadership Core Curriculum.

Institutional Student Learning Outcomes

Compassion
Students will exhibit habits of asking questions, listening attentively, faithfully articulating the diverse views of others, and demonstrating care for others.

Courage
Students will engage complex issues, confront personal fears, and advocate for ethical principles in challenging situations.

Curiosity
Students will appreciate the diversity of the created order and the complexity of human experience with thoughtful questions, open-mindedness, and earnest academic inquiry.

Honesty
Students will demonstrate integrity in the pursuit of knowledge, personal conduct, and the formation of a coherent worldview grounded in truth-seeking.

Humility
Students will develop self-reflection, a teachable disposition, and an ability to admit mistakes.

Perseverance
Students will persist through educational setbacks and show resilience in overcoming obstacles.

Wisdom
Students will evaluate information from diverse sources, synthesize multiple perspectives, and make well-reasoned decisions that consider ethical implications and long-term consequences.

NNU eCampus: Leadership Core

The general education requirements for the accelerated bachelor's degree are comprised of 32 credits, eight classes (four credits each), which are aligned with the institutional general education outcomes of compassion, courage, curiosity, honesty, humility, perseverance, and wisdom. The outcomes encompass the habits of heart, soul, strength, and mind which are focused on helping students encounter the liberal arts from a Christian perspective. With the perspective of the adult learner in mind, the general education requirements were developed as two leadership certificates in which the courses interweave liberal arts content with leadership and professional principles. The theology student learning outcomes will be embedded within adult focused coursework. Each course seeks to integrate relevant application and content which is meaningful for the professional adult student.

Leadership Core 1 Courses

Course Code	Course Title	Habits	Credits
ECLC1040	Professional Writing	Humility, Perseverance	4
ECLC1000	Psychological Foundations of Personal and Vocational Wellness	Courage, Honesty	4

Course Code	Course Title	Habits	Credits
ECLC2030	Interpersonal Communication	Compassion, Honesty	4
ECLC2240	Statistics and Data Fluency	Curiosity, Perseverance	4

Leadership Core 2 Courses

Course Code	Course Title	Habits	Credits
ECLC2120	Leading Through Story	Compassion, Curiosity	4
ECLC2550	Character Formation and Ethical Leadership	Curiosity, Wisdom	4
ECLC3110	Leadership, Vocation, and Christian Practice	Curiosity, Wisdom	4
ECLC3350	Informed Strategic Leadership	Courage, Humility	4

Degrees and Certificates

Business Administration

Business Administration

Degree Type

Accelerated Bachelor of Science

Objective

The Accelerated Business Administration major at Northwest Nazarene University is designed to provide comprehensive professional training for students who aspire to enter a wide range of business careers. Our program prepares graduates with the essential knowledge, practical skills, and ethical foundation needed to succeed in today's dynamic business environment. This major also provides students with the necessary academic background to pursue graduate work in the field of business administration, ensuring a strong foundation for continued learning and leadership in business and related disciplines. The program is designed for non-traditional learners and provides an opportunity to earn a degree while maintaining current responsibilities of work, family, or other commitments. All classes are offered online to accommodate busy schedules. The program requires 92 credit hours, which includes 32 credit hours of Leadership Core courses.

Program Student Learning Outcomes

1. Demonstrate comprehensive knowledge of fundamental business concepts and practices applicable across diverse business environments.
2. Apply practical business skills—including problem solving, analytical thinking, and effective communication—to real-world scenarios.
3. Exhibit ethical leadership and decision-making abilities consistent with professional and societal standards.
4. Demonstrate competency of key business disciplines, including economics, accounting, finance, management, information technology, operations, international business, law, ethics, marketing, and communication, through performance on assessments and practical projects.
5. Apply relevant professional skills—such as teamwork, analytical reasoning, effective communication, technological proficiency, and business decision-making—by engaging in individual and group activities within contemporary business contexts.

Administrator: Faculty Director, Business Administration

Requirements: A total of at least 40 credits in Business Administration.

Required Courses
Certificate 1

Item #	Title	Credits
ECBU2010	Principles of Economics	4
ECBU2060	Financial Accounting	4
ECBU2070	Managerial Accounting	4
ECBU2170	Computer Applications in Business	4
ECBU3030	Management Information Systems	4

Certificate 2

Item #	Title	Credits
ECBU3410	Business Law	4
ECBU3510	Principles of Marketing	4
ECBU3640	Principles of Management	4
ECBU3710	Principles of Finance	4
ECBU4600	Global Business Strategies	4
	Total Credits	40

Organizational Leadership

Organizational Leadership
Degree Type
Accelerated Bachelor of Science
Objective
The Accelerated B.S. in Organizational Leadership equips students to lead effectively in dynamic, diverse, and data-driven environments. Rooted in practical application and contemporary leadership theory, this fully online program prepares graduates to influence change, foster collaboration, and drive ethical decision-making across industries. Emphasizing strategic thinking, communication, team development, and innovation, the program is designed to meet the leadership demands of today's global and digital workplace.

Program Student Learning Outcomes
1. Apply Leadership Theories and Frameworks
   ◦ Demonstrate the ability to apply leadership theories to real-world organizational challenges.
   ◦ Compare and contrast major leadership models to assess their relevance in different organizational settings.
   ◦ Identify how leadership behaviors influence team outcomes and organizational effectiveness.
   ◦ Make leadership decisions that align with clearly defined values and priorities.
2. Design and Lead Organizational Change
   ◦ Apply change leadership models (e.g., Kotter, Lewin, Bridges) to implement adaptive and transformative change.
   ◦ Assess organizational readiness and lead initiatives through planning, communication, and stakeholder engagement.

- Evaluate the human impact of change efforts and revise strategies accordingly.
3. Cultivate Learning Cultures and Team Development
    - Coach individuals and teams using developmental frameworks and performance feedback tools.
    - Support continuous learning by encouraging reflection, experimentation, and knowledge sharing.
    - Apply organizational behavior concepts to understand how group dynamics, motivation, and communication influence culture.
    - Create environments that support psychological safety, innovation, and shared accountability.
    - Evaluate how leadership contributes to building and sustaining a learning culture.
4. Utilize Strategic and Systems Thinking
    - Design strategic plans that align with mission, values, and stakeholder priorities.
    - Diagnose challenges to develop focused, coherent strategies that address root causes and leverage key strengths.
    - Apply strategic tools and thinking to complex and adaptive challenges.
5. Communicate Strategically and Effectively as a Leader
    - Develop communication approaches that align with audience needs, strategic goals, and organizational tone.
    - Demonstrate clarity, authenticity, and professionalism across written, verbal, and digital formats.
    - Communicate effectively in situations that require persuasion, transparency, or response to feedback.

Administrator: Faculty Director, Organizational Leadership

Requirements: A total of at least 40 credits in Organizational Leadership.

Required Courses
Certificate 1

Item #	Title	Credits
ECOL1210	Foundations of Leadership	4
ECOL1330	Organizational Behavior & Culture	4
ECOL2310	Innovation & Systems Thinking	4
ECOL2430	Evidence-Informed Leadership & Impact	4
ECOL2530	Leading Across Differences	4

Certificate 2

Item #	Title	Credits
ECOL3430	Communication for Leaders	4
ECOL3620	Leading & Developing Teams	4
ECOL3830	Organizational Development & Effectiveness	4
ECOL4310	Strategic Planning & Performance	4
ECOL4620	Leading Organizational Change	4
	Total Credits	40

Social Work

Social Work
Degree Type
Accelerated Bachelor of Arts

Objective

The accelerated bachelor's degree in Social Work program provides students with foundational knowledge and experience to support human rights, social justice, access to resources and well-being in all people, particularly those with marginalized identities. Students will learn real-world skills to support individuals, families, groups, and communities to address their challenges. The program provides hands-on learning through over 500 hours in social service internships and prepares students to be culturally competent, compassionate, and effective in making a difference with vulnerable populations. This program is CSWE accredited.

Graduates are prepared to immediately enter the workforce in careers in child welfare, direct care, CBRS, Behavioral Intervention, adoptions, community outreach, and case managers. An ABA in Social Work allows students to move directly into an advanced placement in an MSW graduate program which allows them to work in clinical behavioral health settings, school social work, substance abuse counseling, and other roles.

Program Student Learning Outcomes

1. Demonstrate Ethical and Professional Behavior
   - Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
   - Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
   - Use technology ethically and appropriately to facilitate practice outcomes.
   - Use supervision and consultation to guide professional judgment and behavior.
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
   - Advocate for human rights at the individual, family, group, organizational, and community system levels.
   - Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
   - Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
   - Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
4. Engage in Practice-Informed Research and Research-Informed Practice
   - Apply research findings to inform and improve practice, policy, and programs.
   - Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
5. Engage in Policy Practice
   - Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
   - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities
   - Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
   - Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
7. Assess Individuals, Families, Groups, Organizations, and Communities
   - Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
   - Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities
    ◦ Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
    ◦ Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
    ◦ Understand that evaluation is an ongoing component of the dynamic and select and use culturally responsive methods for evaluation of outcomes.
    ◦ Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Administrator: Faculty Director, Social Work

Requirements: A total of at least 40 credits in Social Work, and additional 20 credits in the aligned Understanding Human Behavior certificate.

Required Courses
Certificate 1

Item #	Title	Credits
ECSW1010	Intro to Social Work and Social Justice	4
ECSW1320	Constitutional Rights and Freedoms	4
ECSW2330	Theories of Human Behavior	4
ECSW2410	Working with Individuals and Families	4
ECSW2420	Working with Groups and Communities	4

Certificate 2

Item #	Title	Credits
ECSW3320	Child Welfare and Behavioral Intervention	4
ECSW3560	Research Informed Social Work	4
ECSW3750	Social Welfare Policies	4
ECSW4410	Social Work Internship I	4
ECSW4420	Social Work Internship II	4

Aligned Certificate: Understanding Human Behavior

Item #	Title	Credits
ECHB2610	Shaping Society: The Foundations of Public Policy	4
ECHB3180	Race, Class, and Identities	4
ECHB3450	Abnormal Psych (typical/atypical)	4
ECLC1000	Psychological Foundations of Personal and Vocational Wellness	4
ECLC2030	Interpersonal Communication	4
	Total Credits	60

Sport Management

Sport Management
Degree Type
Accelerated Bachelor of Science

Objective

The Accelerated Bachelor of Science in Sport Management prepares students for dynamic careers in the global sports industry. This interdisciplinary program combines principles of business, management, marketing, and law with the unique demands of the sports world. Students gain a solid foundation in areas such as sport marketing, event and facility management, sport finance, ethics, leadership, and sport law. The curriculum also emphasizes critical thinking, communication, and leadership—essential competencies for success in a wide range of sport-related careers.

Graduates are prepared to pursue roles in sport marketing, event coordination, athletic administration, facility management, sports media, and more. The program also provides a strong foundation for graduate study in sport management, business administration, or related fields.

Program Student Learning Outcomes

1. Knowledge of the Sport Industry
   - Demonstrate understanding of the structure, function, and scope of the sport industry at the professional, amateur, and recreational levels.
   - Explain key issues, trends, and challenges facing sport organizations.
2. Business and Management Proficiency
   - Apply core principles of business, including marketing, finance, economics, and management, to sport settings.
   - Analyze and interpret financial documents related to sport operations.
3. Sport Marketing and Promotion
   - Develop marketing strategies for sport products and events.
   - Understand fan engagement, branding, and media relations specific to sport organizations.
4. Legal and Ethical Understanding
   - Recognize and analyze legal issues in sport, including contracts, liability, and risk management.
   - Identify ethical dilemmas and apply decision-making models in sport management contexts.
5. Communication and Leadership
   - Demonstrate effective written and oral communication skills tailored to sport audiences.
   - Exhibit leadership and teamwork skills necessary for managing diverse sport organizations.

Administrator: Faculty Director, Sport Management

Requirements: A total of at least 40 credits in Sport Management.

Required Courses
Certificate 1

Item #	Title	Credits
ECSM1220	Applied Sport Management	4
ECSM1520	Ethical Decision Making in Sport	4
ECSM2210	Sport Administration	4
ECSM2500	Sport Communication	4
ECBU3510	Principles of Marketing	4

Certificate 2

Item #	Title	Credits
ECSM2440	Managing Risk	4
ECSM3210	Sport Facility & Event Management	4
ECSM3420	Sport Finance	4
ECSM4430	Sport Law	4
ECSM4550	Organizational Behavior in Sport Management	4
	Total Credits	40

Courses

Business Administration

ECBU2010 : Principles of Economics
An introduction to the basic economic principles that are used to understand the process of decision-making by individuals and business organizations. Students will study production, distribution, exchange and consumption at both the micro and macro-level.
Credits 4

ECBU2060 : Financial Accounting
An introduction to financial accounting in business. Topics include basic terminology, mechanics, theoretical framework of double-entry bookkeeping and preparing financial statements for external reporting. Emphasis is placed on creating the financial statements and includes topics related to inventory, receivables, long term assets, stocks and bonds.
Credits 4

ECBU2070 : Managerial Accounting
An introduction to managerial accounting. Course will explore decision-making models in factory and service organization settings. Topics include cost flows in a factory environment, cost-behavior patterns, break-even analysis, lease or buy, make or buy, and business contraction and expansion of product lines. Considers the time value of money and covers financial statements for internal use and the statement of cash flows. Computer applications will be used throughout the course.
Credits 4

ECBU2170 : Computer Applications in Business
Introduction to computers as a tool for business. Includes fundamental concepts of information technology and the use of business application software such as word processing, spreadsheets, database, graphics, electronic communications, and the web.
Credits 4

ECBU3030 : Management Information Systems
The course considers management information systems from the perspectives of the manager, accountant and data processing professional. Topics include introductory concepts, hardware and software resources, common areas of application, and planning and developing management information systems. The areas of application include financial information systems, marketing production information systems, personnel and managerial decision models, and general office information systems.
Credits 4

ECBU3410 : Business Law
Study of the present-day law of business in the United States as it relates to contracts, sales, agencies, the legal environment, and selected topics. Ethical considerations and international topics are also discussed.
Credits 4

ECBU3510 : Principles of Marketing
Study of marketing from the point of view of the business firm. Topics include the structure of the marketing system, the nature of marketing management, consumer behavior, marketing research, product policy, pricing policy, channels of distribution policy, promotion policy, and analytical techniques useful to marketing management.
Credits 4

ECBU3640 : Principles of Management
Study of the functions and principles of management with emphasis on relationships between workers and management as well as between individual employees. Topics cover the areas of planning, organizing, directing and controlling personnel, and decision-making procedures and techniques.
Credits 4

ECBU3710 : Principles of Finance
An introduction to financial management. Topics include financial statement analysis, valuation of cash flows, capital budgeting, the time value of money, the concepts of risk and return, cost of capital and applications of these concepts in the firm.
Credits 4

ECBU4600 : Global Business Strategies
The course will cover the structure of global operations, methods of entering international markets, cultural impact on business practices, legal and ethical impact on multi-international business, human resource management in international firms, and international movement of business factors.
Credits 4

Leadership Core

ECLC1000 : Psychological Foundations of Personal and Vocational Wellness
This course provides a comprehensive exploration of psychological principles and their direct application to personal and professional success. Students examine the key factors that influence psychological health, learn evidence-based strategies for managing stress and emotions in professional and personal environments, and develop the practical skills necessary to build resilience and cultivate strong, positive relationships. The goal of this course is to equip students with valuable insights and tools to enhance their overall quality of life and career satisfaction.
Credits 4

ECLC1040 : Professional Writing
This course equips students with the practical writing and communication skills needed in professional settings. Students will learn to analyze audiences, apply persuasive strategies, and navigate communication ethics in real-world contexts. Emphasis is placed on clear document design, effective use of visuals, collaboration with colleagues, and professional oral presentations. Throughout the course, students will produce workplace-ready documents such as memos, reports, and proposals that strengthen their ability to communicate with clarity and professionalism in organizational environments.
Credits 4

ECLC2030 : Interpersonal Communication
Interpersonal Communication is the study of theories and practice in verbal and nonverbal communication with a focus on interpersonal relationships. Emphasis is on improving interpersonal skills and increasing communication competence in everyday social exchanges, and applying effective conflict strategies. Topics include perception, listening, friendships, professional and family relationships, building and maintaining healthy relationships, and recognizing the dark side of human relationships.
Credits 4

ECLC2120 : Leading Through Story

Through art and literature, this course explores leadership through the lens of great stories. Drawing on a variety of literature and film, students will analyze characters, conflicts, and turning points, connecting these narratives to leadership theories and practices. Guided by a faith integration perspective, students will analyze stories to consider how spiritual values, moral vision, and ethical frameworks shape both the portrayal of leaders and the practice of leadership. Through guided discussion, reflective writing, and comparative analysis, participants will deepen skills in critical thinking, ethical reasoning, and self-awareness. By the end of the course, students will emerge with a richer understanding of how narrative can inspire, challenge, and shape effective leadership in real-world contexts.

Credits 4

ECLC2240 : Statistics and Data Fluency

This course introduces students to the fundamental concepts of statistics, data fluency and data visualization. Through hands-on projects and real-world datasets, students learn how to collect, analyze, and summarize data using statistical methods, then design clear, effective visualizations to reveal trends and patterns, driving the extraction of actionable knowledge which informs decision making and outcomes. Students will master both the theory and software tools needed to communicate data-driven stories to technical and non-technical audiences.

Credits 4

ECLC2550 : Character Formation and Ethical Leadership

This course introduces students to the process of virtue formation as it relates to leadership and decision making. Virtues, like any other skill, are developed through effective practices and habit formation. The goal is to shape leaders who engage in moral practices and habits that equip them with integrity, self-awareness and reliable decision making.

Credits 4

ECLC3110 : Leadership, Vocation, and Christian Practice

This course equips adult learners to explore leadership as a calling rooted in the practices of the Christian faith. With particular attention to the Wesleyan tradition and within a spirit of generous orthodoxy, students will examine how rhythms of worship and commitments to justice form the character, vision, and skills of leaders. This course emphasizes leadership not only as influence or authority but as service, discernment, and community transformation. Alongside critical reflection on Scripture, tradition, and experience, students will discern their own sense of calling and cultivate rhythms of leadership that are sustainable, faithful, and attentive to the needs of their communities. Students will engage in practices that shape faithful leaders, critically reflect on their own sense of vocation, and develop practical habits and strategies for leading with integrity, wisdom, and courage in diverse contexts.

Credits 4

ECLC3350 : Informed Strategic Leadership

This interdisciplinary course explores the intersection of strategic decision-making and leadership development in a world increasingly shaped by data and artificial intelligence (AI). Designed for emerging and established leaders, the course equips students with the leadership frameworks and analytical methodologies necessary to craft and implement vision-driven, data-informed strategies in complex, dynamic environments. Students will examine how decisions are made at individual, organizational, and societal levels, including leveraging context, data analytics, and AI to enhance decision quality. Simultaneously, the course emphasizes the leadership competencies required to guide teams, influence stakeholders, and drive change aligned with strategic goals.

Credits 4
Prerequisites
ECLC2240 (Statistics and Data Fluency) or other defined equivalency

Organizational Leadership

ECOL1210 : Foundations of Leadership

This course introduces students to what it means to lead with a development approach, beginning with self-awareness and growth. Students explore classic and contemporary leadership theories, examine how emotional intelligence influences leadership, and reflect on their own leadership identity. It focuses on how personal development contributes to leadership effectiveness.
Credits 4

ECOL1330 : Organizational Behavior & Culture

This course examines how individuals, teams, and organizations behave and how leaders shape culture and outcomes. Students study motivation, power dynamics, group behavior, and organizational culture. They learn how to foster workplaces that encourage learning, adaptability, and engagement.
Credits 4

ECOL2310 : Innovation & Systems Thinking

This course introduces students to systems thinking and innovation frameworks essential for navigating complexity in modern organizations. Students will explore the dynamics of systems, feedback loops, leverage points, and design thinking as tools that enable innovation. Emphasis is placed on the role of leaders in fostering curiosity, cross-boundary collaboration, and adaptive experimentation within complex and evolving systems.
Credits 4

ECOL2430 : Evidence-Informed Leadership & Impact

This course prepares students to lead with insight by applying research, organizational data, and stakeholder feedback to decision-making. Students learn to evaluate evidence, measure what matters, and communicate findings to improve organizational performance. Topics include performance metrics, decision-making biases, and how leaders build cultures of learning and accountability.
Credits 4

ECOL2530 : Leading Across Differences

This course explores how leaders navigate diverse environments, including multicultural teams, generational differences, gender dynamics, and varied thinking styles. Students gain tools to foster inclusion, equity, and belonging while managing the complexity that diversity brings to leadership practice.
Credits 4

ECOL3430 : Communication for Leaders

This course emphasizes the role of communication in effective leadership, along with the study of the nature and function of communication within the organization. Students will analyze communication strategies, explore approaches and theories of organizational communication and leadership, and identify common organizational communication problems and their solutions. Emphasis is placed on understanding how to communicate well as a leader and on creating transparent and values-aligned communication in digital, organization, and interpersonal contexts.
Credits 4

ECOL3620 : Leading & Developing Teams

This course applies a developmental leadership perspective to building high-performing, adaptive teams. Emphasis is placed on team coaching, mentoring, performance feedback, and psychological safety. Students will learn how to cultivate collective learning and shared accountability, using frameworks that promote growth, resilience, and innovation.
Credits 4

ECOL3830 : Organizational Development & Effectiveness

Through a human-centered lens, this course explores organizational systems, functions, and the continuous improvement processes that sustain effectiveness. Students will examine organizational development (OD) theories and practices that promote alignment, adaptability, and long-term value creation, with a focus on how leaders catalyze these efforts.
Credits 4

ECOL4310 : Strategic Planning & Performance

This course introduces strategic planning and performance management through the lens of developmental leadership. Students will explore strategic thinking, goal alignment, and performance metrics, and learn how to create inclusive planning processes that engage stakeholders in shaping and executing strategy.
Credits 4

ECOL4620 : Leading Organizational Change

Grounded in a human-centered leadership approach, this course explores how leaders facilitate adaptive and transformational change. Students will examine change models, resistance dynamics, communication planning, and stakeholder engagement to lead human-centered change initiatives.
Credits 4

Social Work

ECHB2610 : Shaping Society: The Foundations of Public Policy

This course introduces students to the history, processes, and effects of public policy in the United States. Students will explore how policies are created, implemented, and evaluated, as well as the roles played by government institutions, interest groups, and citizens in shaping outcomes.
Credits 4

ECHB3180 : Race, Class, and Identities

This course examines how race, class, and social identities shape human experience, social structures, and community life. Students will engage with sociological and historical perspectives to understand social inequalities and cultural differences. The course encourages students to reflect on how Christian values inform the pursuit of human dignity across diverse global societies.
Credits 4

ECHB3450 : Abnormal Psych (typical/atypical)

This course provides an in-depth exploration of abnormal psychology, focusing on the diagnosis of mental health conditions and understanding associated behaviors. Students will analyze various disorders through case studies, applying diagnostic criteria from the DSM-5-TR while also examining the ethical considerations involved in treatment. The curriculum is designed to equip working professionals with practical skills and knowledge directly applicable to roles involving mental health care and supporting individuals with atypical behavior.
Credits 4

ECLC1000 : Psychological Foundations of Personal and Vocational Wellness

This course provides a comprehensive exploration of psychological principles and their direct application to personal and professional success. Students examine the key factors that influence psychological health, learn evidence-based strategies for managing stress and emotions in professional and personal environments, and develop the practical skills necessary to build resilience and cultivate strong, positive relationships. The goal of this course is to equip students with valuable insights and tools to enhance their overall quality of life and career satisfaction.
Credits 4

ECLC2030 : Interpersonal Communication

Interpersonal Communication is the study of theories and practice in verbal and nonverbal communication with a focus on interpersonal relationships. Emphasis is on improving interpersonal skills and increasing communication competence in everyday social exchanges, and applying effective conflict strategies. Topics include perception, listening, friendships, professional and family relationships, building and maintaining healthy relationships, and recognizing the dark side of human relationships.
Credits 4

ECSW1010 : Intro to Social Work and Social Justice

This course introduces students to the profession of social work, exploring its historical roots, core values, and ethical principles. It examines social justice concepts and their application to diverse populations, addressing issues of inequality, oppression, and human rights. Through a focus on advocacy and empowerment, students will learn how social workers contribute to creating a more equitable society.
Credits 4

ECSW1320 : Constitutional Rights and Freedoms

This course provides an introduction to the rights and freedoms of diverse groups and individuals in the United States. It explores the historical development and legal interpretations of these rights, focusing on landmark Supreme Court cases that have shaped civil liberties. The course will explore various social identities—such as race, ethnicity, gender, class, and sexual orientation—shape individual experiences and societal structures. It explores historical and contemporary issues related to prejudice, discrimination, and privilege, fostering an understanding of their impact on institutions and interpersonal relationships. Students will develop a critical perspective on diversity, learning to appreciate different viewpoints and engage in constructive dialogue to promote a more inclusive and equitable society.
Credits 4

ECSW2330 : Theories of Human Behavior

This course introduces students to foundational theories of human behavior and development from a social work perspective. It examines major theoretical frameworks, including systems theory, ecological theory, and psychodynamic approaches, to understand how individuals interact within their social environments. The course emphasizes the application of these theories to diverse populations, focusing on the complex interplay of biological, psychological, social, and cultural factors that influence human functioning across the lifespan.
Credits 4

ECSW2410 : Working with Individuals and Families

This course introduces students to the foundational principles and skills necessary for effective social work practice with individuals and families. It covers essential helping processes, including engagement, assessment, intervention, and termination, while emphasizing the importance of building therapeutic relationships. Students will learn about various evidence-based practices and ethical considerations for empowering clients to address challenges and achieve their goals within their social environments. This course includes shadowing a professional social worker.
Credits 4

ECSW2420 : Working with Groups and Communities

This project-based course introduces students to the principles and methods of social work practice with groups and communities. It integrates the theoretical foundations of group dynamics and community organization with practical tasks to prepare students to facilitate effective interventions that address shared needs and goals. Through a focus on empowerment, social action, and collaborative problem-solving, students will learn to build capacity and promote positive change at the mezzo and macro levels of practice. This course includes shadowing a professional social worker.
Credits 4

ECSW3320 : Child Welfare and Behavioral Intervention

This course provides an introduction to the child welfare system and evidence-based behavioral interventions for children and families. It examines the causes and consequences of child maltreatment, exploring the roles and responsibilities of social workers in child protective services, foster care, and adoption. Students will learn how to apply intervention strategies to promote the safety, permanency, and well-being of children while supporting their families.
Credits 4

ECSW3560 : Research Informed Social Work

This course introduces students to the principles of research-informed social work practice, emphasizing the critical importance of using evidence to guide professional decisions. It explores how to locate, evaluate, and apply evidence-based interventions and culturally competent practices to meet the needs of diverse client populations. Students will also learn to utilize research to inform evidence-based advocacy at the state level, influencing policies that promote social justice and human rights.
Credits 4

ECSW3750 : Social Welfare Policies

This course provides an introduction to the historical and current social welfare policies in the United States from a social work perspective. It examines the evolution of policy development and its impact on diverse populations, exploring the political, economic, and social forces that have shaped the American welfare state. Students will learn to critically analyze how social policies address issues of poverty, inequality, and social justice, and how they influence the delivery of social services.
Credits 4

ECSW4410 : Social Work Internship I

This course integrates academic learning with practical experience through a 200-hour field internship in a social service agency. Students will apply social work knowledge, values, and skills to real-world situations while completing assignments related to their client cases, assessments, and interventions. This hands-on experience, guided by a field instructor, allows students to develop professional competence and ethical practice in a supervised setting.
Credits 4

ECSW4420 : Social Work Internship II

Continuing in the same agency placement as the Internship 1 course, this course includes an additional 200-hours of internship. Students will complete tasks at their internship related to all 9 social work core competencies, including micro, mezzo, and macro social work intervention.
Credits 4

Sport Management

ECBU3510 : Principles of Marketing

Study of marketing from the point of view of the business firm. Topics include the structure of the marketing system, the nature of marketing management, consumer behavior, marketing research, product policy, pricing policy, channels of distribution policy, promotion policy, and analytical techniques useful to marketing management.
Credits 4

ECSM1220 : Applied Sport Management

This course in Applied Sport Management explores the practical application of management principles within the sports industry, focusing on areas such as event planning, marketing, operations, and leadership. Students will engage with real-world case studies and hands-on projects to develop the skills needed for success in professional and amateur sports settings.
Credits 4

ECSM1520 : Ethical Decision Making in Sport

This course in Ethical Decision Making in Sport examines the moral and ethical challenges faced by athletes, coaches, administrators, and organizations across all levels of sport. Through case studies and critical analysis, students will explore frameworks for ethical reasoning and apply them to real-world dilemmas in the sport industry.
Credits 4

ECSM2210 : Sport Administration

This course in Sport Administration provides an overview of the management principles and administrative functions that drive sport organizations, including staffing, budgeting, policy development, and strategic planning. Students will explore the structures and operations of professional, collegiate, and recreational sport organizations while developing skills to lead and manage effectively in diverse settings.
Credits 4

ECSM2440 : Managing Risk

This course in Managing Risk in Sport Management examines the identification, assessment, and mitigation of risks within the sport industry, including safety protocols, legal liabilities, and crisis management. Students will develop practical strategies for minimizing risks and protecting the well-being of athletes, staff, and organizations.
Credits 4

ECSM2500 : Sport Communication

This course in Sport Communication explores the role of media and communication strategies within the sport industry, focusing on public relations, journalism, digital platforms, and crisis management. Students will develop the skills to effectively craft messages, engage with audiences, and navigate the evolving landscape of sport communication.
Credits 4

ECSM3210 : Sport Facility & Event Management

This course in Sport Facility and Event Management focuses on the operational, logistical, and strategic aspects of managing sports venues and events. Students will gain hands-on experience in planning, organizing, and executing large-scale sports events while exploring best practices for facility operations, crowd management, and event marketing.
Credits 4

ECSM3420 : Sport Finance

This course in Sport Finance examines the financial principles and practices specific to the sport industry, including budgeting, revenue generation, financial reporting, and investment strategies. Students will learn to analyze financial statements, assess funding sources, and apply financial decision-making in the context of sport organizations and events.
Credits 4

ECSM4430 : Sport Law

This course in Sport Law provides an overview of the legal principles that govern the sport industry, including contracts, torts, intellectual property, and regulatory frameworks. Students will explore the legal issues surrounding athletes, teams, organizations, and events, and learn how to navigate legal challenges in the sport context.
Credits 4

ECSM4550 : Organizational Behavior in Sport Management

This course in Organizational Behavior in Sport Management explores the dynamics of individual and group behavior within sport organizations, focusing on leadership, motivation, team dynamics, and organizational culture. Students will examine how these factors influence decision-making, performance, and overall effectiveness in sport management settings.

Credits 4

University Organization

Board of Trustees

Administrative Services

Office of the President

President: Mark DeMichael

Office of the University Mission and Ministry

Assistant to the President for Congregational Engagement: Jay Akkerman
University Chaplain: TBD
University Associate Chaplain: Ashley Gage

Office of Academic Affairs

Vice President for Academic Affairs: S. Bradley Kurtz-Shaw
Associate Vice President for Institutional Effectiveness: LoriAnn Sanchez
College of Arts & Humanities: Judy Marlett, Dean
   Academic Departments
   Applied & Liberal Studies: Heidi Tracht, Chair
   Communication, Language & Literature: Catherine Becker, Chair
   History, Political Science, and Criminal Justice: Justin Clardie, Chair

Music: John Dally, Chair

Visual Arts: Jamie Tucker, Chair

Concurrent Credit Program: Stephanie Tomlinson, Director

Aldersgate Honors College: Justin Clardie, Director

College of Behavioral & Social Sciences: Lawanna Pierce, Dean

Academic Departments

Counselor Education: Lori Fairgrieve, Chair

Psychology: Elizabeth List, Chair; Director, PsyD Program

Social Work: Lawanna Pierce, Chair

Undergraduate Field Director: John Stennett

MSW Program Director: Nikki Bodenstab-Lee

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

Konya Weber, Associate Dean; Chair

College of Education: Lisa Amundson, Interim Dean

Michelle Van Beek, Graduate Chair

Holly Ripley, Undergraduate Chair

ACE: Holly Ripley, Director

Exceptional Child Program: Lisa Amundson, Director

Clinical Practice in Education: Jennifer Cornell, Director

Educational Leadership Program: Robin Gilbert, Director

College of Natural & Applied Sciences: Jamee Nixon, Dean

Academic Departments

Biology: John Cossel, Chair

Chemistry: Tim Anstine, Chair

Engineering & Physics: Duke Bulanon, Chair

Mathematics & Computer Science: Dale Hamilton, Chair

Military Science: Captain Crandon Golabek, Director

Sport and Exercise Science: Ben Gall, Chair

College of Nursing: Linda Valenzuela, Dean

Holly Springer, Chair

FNP: Bryana Smith, Director

MSN/Leadership and Education Program: Phyllis Morris, Director

Clinical Experiences: Samantha Phillips, Director

Assessment and Curriculum: Bethany Hazel, Director

College of Theology & Christian Ministries: Brent Peterson, Dean

Philosophy & Religion

Josephy Bankard, Chair

Northwest Nazarene Divinity School: Diane Leclerc, Director

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

Wesley Center Office of Applied Theology: Richard Thompson, Director

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

Instructional Design and Technology: Bethany Schultz, Director

Library Services: Amy Rice, Director

University Registrar: Duane Slemmer

Global Connections: Chadwick Pearsall, Director

NNU eCampus / Center for Professional Development

Director/Associate Vice President of NNU eCampus: Christa Sandidge

Professional Studies Academic Operations: Kevin Mokhtarian, Director

Center for Professional Development: Laura Crawford, Director

Business & Partnership Development: Susan Beard, Director

Enrollment / Office of Admissions

Vice President for Enrollment Management: Stacey Berggren

Admissions: Graduate and Professional Programs
    Director: Lindsay Kuhl
Admissions: Traditional Undergraduate
    Director: Michele Corkish
Admissions Operations
    Director of Enrollment Technologies: Jim Butkus
    Director of Admissions Operations: Zach Smith
Retention and Persistence
    Director: Amanda Marble

Office of Finance and Operations

Vice President for Finance and Operations: Steven D. Emerson
Controller: John Greentree
Barnes & Noble Bookstore: Kelly House, Manager
Mailroom: Rob Forras, Supervisor
Conferences and Events: Brian Kohagen, Director
Financial Aid & Student Accounts: Andy Larsen, Director
Human Resources: Andrea Morgan, Director
Information Technology Services: Steve Goff, Director

Office of Student Life

Vice President for Student Life: Karen Pearson
Assistant Vice President for Student Life: Kylee Ball
Campus Safety: Scott Chandler, Director
Career Development: Samantha Anderson, Director
Community Life: Olivia MacDonald, Director
Counseling: Julie Barrass, Director

Athletics

Athletic Director: Paul Rush
Associate Athletic Director for Compliance and Student Affairs/SWA: Molly Kling
Assistant Athletic Director for Sales and Development: TBD
Assistant Athletic Director for Facilities and Events: Bennett Gangwer
Assistant Athletic Director for Athletic Communications: Josh Burkholder
Baseball, Head Coach: Joe Schaefer
Basketball, Men's Head Coach: Jon Hawkins
Basketball, Women's Head Coach: Steve Steele
Golf, Men's and Women's Head Coach: Fred Sutton
Soccer, Men's Head Coach: James Williamson
Soccer, Women's Head Coach: Jenny Jaggard
Softball, Head Coach: Rich Wagner
Track and Field/Cross Country, Men's and Women's Head Coach: John Williamson
Volleyball, Head Coach: Doug English
STUNT, Head Coach: Kelli Rich
Lacrosse, Head Coach: Tom Blanchard

Office of External Relations

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

University Advancement

Associate Vice President for University Advancement & Alumni Relations: Amy Shingler

Corporate and Foundation Relations: Bryon Knight, Director

University Fund: Elmer Williams, Director

Scholarship & Legacy Gifts: Gregor Slonaker, Associate Director

Foundation Board Liaison: Gregor Slonaker

Alumni Relations

Zach Mable, Director

Community & Media Relations

Rob O'Donahue, Director

Marketing and Communications

Associate Vice President for Marketing and Communications: Carolyn St. Mary

Brand Stewardship: Kendra Lubiens, Director

Faculty

M. Brooke Adamson (2002-), Assistant Professor of Communication
B.A., Northwest Nazarene University; M.A., Boise State University; Ed.S., Northwest Nazarene University
Jay Akkerman (2004-), Assistant to the President for Congregational Engagement
B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; D.Min., Asbury Theological Seminary
Tomás Álvarez (2022-), Associate Professor of Theology
B.A., Spanish American Nazarene Bible College; B.A., Inst. Voc. Enrique Diaz de León, Guadalajara, Mexico; M.Div., Nazarene Theological Seminary; D.Min., Fuller Theological Seminary
Jacob Amundson (2021-), Associate Professor of Art
B.A., Greenville College; M.F.A., Azusa Pacific University
Lisa Amundson (2020-), Interim Dean, College of Education; Professor of Graduate Education
B.S., Greenville University; M.Ed., Ph.D., University of Missouri
Tim Anstine (1999-), Associate Professor of Chemistry
B.A., Point Loma Nazarene University; Ph.D., University of Nevada
Joseph Bankard (2007-), Professor of Philosophy
B.A., Point Loma Nazarene University; M.A., San Diego State University; Ph.D., Claremont Graduate University
Mike Bartlett (2013-), Associate Professor of Graphic Design
B.A., Northwest Nazarene University, M.F.A., Academy of Art University
Catherine Becker (2016-), Associate Professor of English
B.A., Northwest Nazarene University; M.A., Mercy College; Ph.D., Idaho State University
Stacey Berggren (2019-), Vice President for Enrollment Management
B.S., Troy University; M.Ed., Northwest Nazarene University; Ed.D., Trevecca Nazarene University
Rodney G. Birch (2017-), Librarian
B.A., Vennard College; M.I.S.L.T., University of Missouri-Columbia; Ed.D., Olivet Nazarene University
Nikki Bodenstab-Lee (2022-), Assistant Professor of Social Work
B.A., Northwest Nazarene University; M.S.W., Boise State University; Ph.D., Northwest Nazarene University
JJ Bowerman (2021-2024; 2025-), Assistant Professor of Mathematics
B.A., Northwest Nazarene University, M.S., Boise State University
Rick Boyes (2014-), Assistant Professor of Counselor Education

B.S., Boise State University; M.A., Ph.D., Idaho State University	
Kyle Brasil (2024-), Assistant Professor of Psychology	
B.S., B.A. Boise State University; M.S., Northwest Nazarene University	
Duke Bulanon (2011-), Professor of Engineering	
B.S., University of San Carlos, Philippines; M.S., Ph.D., IWATE University, Japan	
Jennifer Chase (1996-), Professor of Biology	
B.A., Point Loma Nazarene University; M.S., University of Manchester; Ph.D., Yale University	
Justin Clardie (2014-), Professor of International Relations	
B.A., Olivet Nazarene University; M.A., Indiana State University; Ph.D., University of Wisconsin-Milwaukee	
Jason Colwell (2013-), Associate Professor of Mathematics	
B.S., M.S., University of Alberta, Canada; Ph.D., California Institute of Technology	
Jennifer Cornell (2022-), Associate Professor of Education	
B.A., M.Ed., Ed.S., Ph.D., Northwest Nazarene University	
John Cossel, Jr. (1999-), Professor of Biology	
B.A., Northwest Nazarene University; M.S., Oregon State University; D.A., Idaho State University	
Dave Covington (2018-), Organizational Change Manager	
B.A., Prairie College, Canada; M.B.A., Corban University; Ed.D., Trevecca Nazarene University	
Peter Crabb (2000-), Professor of Economics	
B.A., Michigan State University; M.B.A., University of Colorado at Boulder; M.S., Ph.D., University of Oregon	
Laura Crawford (2022-), Assistant Professor	
B.A., M.Ed., Northwest Nazarene University	
Heidi Curtis (2013-), Professor of Graduate Education	
B.A., M.Ed., Ed.S., Ph.D., Northwest Nazarene University	
Ron Curtis (2024-), Associate Professor of Music	
B.A., Northwest Nazarene University; M.MEd., Boise State University	
John Dally (2021-), Professor of Music Education	
B.A., Point Loma Nazarene University; M.M., American Band College-Sam Houston State University of Huntsville; D.M.A., Boston University	
Joshua Daniels (2021-), Assistant Professor of Nursing	
B.S., Liberty University; B.S.N., Boise State University; M.S.N., Western Governors University	
Jeff Edmiston (2019-), Assistant Professor of Counselor Education	
B.A., M.S., Northwest Nazarene University, Ph.D., Walden University	
Steven D. Emerson (2017-), Vice President for Finance & Operations	
B.A., M.B.A., Northwest Nazarene University	
Lori Fairgrieve (2007-), Professor of Counselor Education	
B.A., Biola University; M.A., Azusa Pacific University; Ph.D., University of Southern California	
Ben Gall (2011, 2018-), Professor of Sport and Exercise Science	
B.S., M.T.E., Eastern Oregon University; Ed.D., Capella University	
Julia Ganske (2023-), Assistant Professor of Music	
B.A., Northwest Nazarene University, M.M., Boise State University; D.A., University of Northern Colorado	
Robin Gilbert (2022-), Associate Professor of Education	
B.A., M.Ed., Ed.S.; Northwest Nazarene University	
Joseph Gorman (2010-), Professor of Practical Theology	
B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; D.Min., Fuller Theological Seminary	

Amy Griffin (2013-), Associate Professor of Art

B.A., Hope College; M.F.A., University of Illinois

Joshua Griffin (2013-), Associate Professor of Engineering

B.S., LeTourneau University; M.S., Ph.D., Georgia Institute of Technology

Darrin L. Grinder (1999-), Professor of English

B.A., University of Michigan-Flint; M.A., D.A., Idaho State University

Timothy Hahn (2022-), Assistant Professor of Theology

B.S., Southern Nazarene University; M.A., Nazarene Theological Seminary; M.Div., Nazarene Theological Seminary

Rebekah Hall (2025-), Associate professor of Psychology

B.A., Northwest Nazarene University; Psy.D., Fuller Theological Seminary

Dale Hamilton (2013-), Professor of Computer Science

B.S., Seattle Pacific University; M.S., University of Montana; Ph.D., University of Idaho

Sheryll Hampton (2017-), Assistant Librarian

B.A., Northwest Nazarene University; M.L.I.S., San Jose State University School of Information

Jerry Harris (2003-), Professor of Chemistry

B.A., B.S., Northwest Nazarene University; Ph.D., Texas A&M University

Bethany Hazel (2018-), Assistant Professor of Nursing

B.S.N., Wichita State University; M.S.N., Western Governors University

Julie Helgeson (2023-), Assistant Professor of Nursing

B.S.N., M.S.N., Northwest Nazarene University

Alaina Henry (2023-), Assistant Professor of Psychology

B.S., Multnomah University; M.A., George Fox University

Jennifer Hill (2013-), Professor of Education

B.A., M.S., Ed.S., Ed.D., Northwest Nazarene University

David Hille (2018-), Associate Professor of Biology

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

Ayokunle Hodonu (2016-), Associate Professor of Biology

B.S., M.A., Boise State University; D.A., Idaho State University

Rebekkah Hulen (2020-), Associate Professor of Nursing

B.A., Northwest Nazarene University; B.S.N., Boise State University; M.S.N., Regis University; Ph.D., Idaho State University; CNE

Joshua D. Jensen (2016-), Dean, College of Business; Professor of Business

B.S., University of La Verne; M.P.A., California State University, Northridge; M.B.A, Northwest Nazarene University; Ed.D., Nova Southeastern University

Michael Kipp (2004-), Professor of Practical Theology

B.S., California Polytechnic University; M.R.E., Nazarene Theological Seminary; D.Min., Fuller Theological Seminary

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

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

Alison Larson (2025-), Associate Professor of Criminal Justice

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

Dan Lawrence (2001-), Professor of Physics

B.S., Northwest Nazarene University; M.S., Virginia Commonwealth University; Ph.D., Purdue University

Diane K. Leclerc (1998-), Professor of Theology

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

Maja Ledgerwood (2021-), Assistant Professor of Social Work

B.A., M.S.W., Northwest Nazarene University; D.S.W., Capella University
Kelly Lindley (2023-), Vice President for External Relations/Advancement
B.A., Washington State University; M.A., Gonzaga University
Jeff Lineman (2000-), Professor of Business
B.S., Eastern Nazarene College; M.Div., Nazarene Theological Seminary; M.S., Baker University; Ph.D., Capella University
Elizabeth List (2013-), Professor of Psychology
B.A., M.A., Psy.D., Azusa Pacific University
Sarah Marion (2018-), Associate Professor of Psychology
B.A., Northwest Nazarene University; M.A., Ph.D., Fuller Theological Seminary
Judy L. Marlett (1996-), Dean, College of Arts & Humanities; Professor of Music
B.S., Roberts Wesleyan College; M.M., Ithaca College; D.A., Ball State University
Mark Michaelson (2022-), Assistant Professor of Academic Success & Advising
B.A., Point Loma Nazarene University; M.A., San Diego State University
Marty Michelson (2023-), Professor of Biblical Studies & Theology
B.A., Northwest Nazarene University; M.A., Southern Nazarene University; M.A., Point Loma Nazarene University; Ph.D., The University of Manchester (United Kingdom)
Kaydee Mick (2024-), Assistant Professor of Sport and Exercise Science
B.A., Northwest Nazarene University; M.S., University of North Georgia
Kevin Mokhtarian (2022-), Associate Professor
B.B.A., Friends University; M.S., Ph.D., Kansas State University
Stephen Morgan (2017-), Associate Professor of World History
B.A., Anderson University; M.A., University of Alabama; Ph.D., University of Notre Dame
Phyllis Morris (2025-), Associate Professor of Nursing
B.S.N., Graceland University; M.S.N., Walden University
Rachel Neitzey (2023-), Assistant Professor of Psychology
B.S., Grand Canyon University; M.A., Regent University
Jamee C. Nixon (2007-), Dean, College of Natural & Applied Sciences; Professor of Biology
B.S., Northwest Nazarene University; M.S., University of Southern Maine; Ph.D., University of Oklahoma Health Sciences Center
Chadwick Pearsall (2023-), Director of Global Connections; Assistant Professor
B.A. Northwest Nazarene University; D.A., Idaho State University
Karen Pearson (2022-), Vice President for Student Life
B.A., M.Ed., Northwest Nazarene University
Adam Petersen (2025-), Assistant Professor of History
B.A. Illsdale College, M.A., Marquette University, Ph.D., Marquette University
Brent D. Peterson (2007-), Dean, College of Theology & Christian Ministries; Professor of Theology
B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., Garrett-Evangelical Theological Seminary
Samantha Phillips (2025 -), Assistant Professor of Nursing
B.S.N., Northwest Nazarene University
Lawanna Pierce (2002-), Dean, College of Behavioral & Social Sciences; Professor of Graduate Social Work
B.A., Northwest Nazarene University; M.S.W., Roberts Wesleyan College; Ph.D., University of Texas, Austin
Roxanne Printz (2025-), Associate Professor of Social Work
B.A., Northwest Nazarene University; M.S.W., Walla Walla College
Autumn Pratt (2021-), Assistant Professor of Engineering
B.S., University of Idaho; M.S., Ph.D., Cornell University

Amy C. Rice (2014-), Associate Librarian
B.A., Northwest Nazarene University; M.S.L.S., Simmons College; M.A., Ph.D., Northwest Nazarene University
Holly Ripley (2018-), Associate Professor of Education
B.A., Grove City College; M.A., North Carolina State University; Ed.S., Northwest Nazarene University
L. Michelle Rowley (2020-), Assistant Professor of Education
B.A., M.A., Boise State University; Ed.S., Northwest Nazarene University
Beronica Salazar (2019-), Associate Professor of Counselor Education
B.S., Boise State University; M.S., Northwest Nazarene University; Ph.D., Idaho State University
Chandra Salisbury (2019-), Assistant Clinical Professor of Counselor Education
B.A., George Fox University; M.A. Northwest Nazarene University
LoriAnn Sanchez (2012-), Associate Vice President for Institutional Effectiveness
B.A., M.Ed., Northwest Nazarene University; Ph.D., University of Hawaii at Manoa
Christa Sandidge (2018-), Associate Vice President of NNU eCampus; Associate Professor
B.A., M.Ed., Northwest Nazarene University; Ed.D., Trevecca Nazarene University
Mary Schmitt (2022-), Assistant Professor of Biblical Studies
B.A., Southern Nazarene University; M.Div., Duke University Divinity School
Bethany Schultz (2017-), Director of Teaching & Learning; Associate Professor of Leadership Studies
B.A., M.Ed., Northwest Nazarene University; Ed.D., Trevecca Nazarene University
Scott A. Slater (2007-), Assistant Professor of Graduate Social Work
B.A., Northwest Nazarene University; M.S.W., Walla Walla College
Duane Slemmer (1986-1989; 1995-), University Registrar & Associate Vice President for Academic Affairs
B.A., Northwest Nazarene University; M.S., Western Oregon State University; Ed.D., Boise State University
Bryana Smith (2025-), Associate Professor of Nursing
B.S.N., Pensacola Christian College, M.S.N., Purdue University, D.N.P., Purdue University
HollyAnne Springer (2024-), Associate Professor of Nursing
B.S.N., Linfield School of Nursing; M.N-A.P.H., Washington State University; Ph.D., University of Northern Colorado
Janet Stellway (2017-), Assistant Professor of Graduate Social Work
B.A., M.S.W., Ed.S., Northwest Nazarene University; Ed.D., Trevecca Nazarene University
John Stennett (2019-), Associate Professor of Social Work
B.S., Grand Canyon University; M.S.W., Northwest Nazarene University
Julie Straight (2004-), Professor of English
B.A., Wheaton College; M.A., Ph.D., University of North Carolina at Chapel Hill
Fred Sutton (2012-), Associate Professor of Business
B.S., California State University; M.B.A., Keller Graduate School of Management; D.B.A., Argosy University
Mollie M. Sweet (2003-), Associate Professor of Business
B.S., Miami University; M.B.A., Northwest Nazarene University; Ph.D., Northcentral University
Stephanie Tomlinson (2024-), Director of Concurrent Credit Program
B.A., Pacific Lutheran University; M.A., Ph.D., University of Washington
Bethany Townsend (2019-), Associate Professor of Counselor Education
B.A., M.A., Adams State University; Ph.D., University of Wyoming
Heidi Tracht (2010-), Dean, Academic Services; Associate Professor of Academic Success & Advising
B.S., Olivet Nazarene University; M.S., Capella University; Ed.S., Ph.D., Northwest Nazarene University
Jamie Tucker (2006-), Associate Professor of Art
B.A., Saint Mary-of-the-Woods College; M.F.A., Indiana State University

Ivelisse Valentin-Vera (2026-); Associate Professor of Theology; Special Assistant to the President
B.A., Maryland Institute College of Art; M.Div., Evangelical Seminary of Puerto Rico; D.Min., Drew University, The Theological School; M.A., Universidad del Sagrado Corazon; Ph.D., Palm Beach Atlantic University
Linda C. Valenzuela (2017-), Dean, College of Nursing; Associate Professor of Nursing
B.S.N., California State University; M.P.H., Portland State University; M.S.N., Western Governors University; D.N.P., Boise State University
Michelle Van Beek (2016-2018; 2022-), Assistant Professor of Education
B.A., Boise State University; M.Ed., Ed.S., Ph.D., Northwest Nazarene University
Whitney Ward (2018-), Associate Professor of Education
B.A., M.Ed., Ed.S., Northwest Nazarene University
Konya Weber (2001-), Associate Dean, College of Business; Professor of Business
B.A., Mount Vernon Nazarene University; M.B.A., St. Joseph's University; Ph.D., Touro University International

President Emeritus
Richard A. Hagood (1985-2008), President; Education
B.A., Northwest Nazarene University; M.S., University of Oregon; Ph.D., University of Illinois Urbana-Champaign

Joel K. Pearsall (1999-2025), President; Business/Law
B.A., Northwest Nazarene University; J.D., Willamette University College of Law

Vice Presidents Emeriti
Carey Cook (1993-2021), Vice President for Student Life
B.A., Point Loma Nazarene University; M.Ed., Albertson College of Idaho; Ph.D., University of Idaho
Samuel L. Dunn (1994-2002; 2007-2010), Vice President for Academic Affairs, Business and Mathematics
B.A., B.S., Olivet Nazarene University; M.S., University of Wisconsin-Milwaukee; M.B.A., University of Puget Sound; Ph.D., University of Wisconsin-Milwaukee; D.B.A., Northcentral University
Fred C. Fullerton (2009-2020), Executive Director, Office of University Mission & Ministry
Th.B., Olivet Nazarene University; M.Div., Nazarene Theological Seminary, D.D., Eastern Nazarene College
Kenneth D. Hills (1989-1998), Vice President for Student Development, Psychology
B.A., Northwest Nazarene University; M.A., Ph.D., University of Wyoming
Harold E. Weber (1971-1998), Vice President for Finance and Operations, Business
B.A., Northwest Nazarene University; M.B.A., Santa Clara University

Faculty Emeriti
Nancy Ayers (2006-2020), Registrar
B.A., Arizona State University; M.B.A., Northwest Nazarene University
Evelyn Bennett (1977-2005), Academic Support Center
B.A., Northwest Nazarene University; M.A., Boise State University
Gaymon L. Bennett (1971-2006), English
B.A., Northwest Nazarene University; M.A., California State University-Los Angeles; Ph.D., Washington State University
Karen Blacklock (1997-2014), Education
B.A., Northwest Nazarene University; M.A., Ed.D., Boise State University
Sharon I. Bull (1995-2017), Dean, Academic Services; Library Services

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

Dennis D. Cartwright (1985-2006), Education

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

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

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

Janice Crabill (2006-2024), Nursing

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

Richard D. Craig (1992-2007), Education

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

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

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

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

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

Donald L. Davis (1989-2000), Art

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

Robert R. DeCloss (1986-2012), Mathematics

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

Kevin Dennis (1979-2020), English

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

William Fyffe (1978-2007), Biology

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

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

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

Janet Harman (1973-2013), Education

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

Reginald Hill (1969-2008), English

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

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

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

Jerry Hull (1978-2007), Social Work

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

Chris Kapicka (1994-2008), Biology

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

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

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

Ed Korntved (1994-2024), Mathematics

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

Barbara Lester (2002-2017), Nursing

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

George Lyons (1991-2013), Biblical Studies

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

Thomas E. Mangum (1982-2006), Biology

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

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

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

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

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

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

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

Newell Morgan (1975-2003), Spanish
B.A., Northwest Nazarene University; M.A., Ph.D., University of New Mexico
Elizabeth Murtland (1987-1998), Family and Consumer Sciences
B.A., Northwest Nazarene University; M.S., Utah State University
Lynn R. Neil (1981-2001), English
B.A., Northwest Nazarene University; M.A., Boise State University; Ed.D., Utah State University
Ralph E. Neil (1981-2006), Dean, School of Theology and Christian Ministries; Religion, Philosophy
B.A., Northwest Nazarene University; M.Div., D.Min., Nazarene Theological Seminary
Daniel Nogales (1994-2024), Chemistry
B.A., Point Loma Nazarene University; Ph.D., University of Nevada, Reno
William Packard (1999-2019), Physics
B.S., Olivet Nazarene University; M.S., Ph.D., University of Wisconsin - Madison
E. Michael Poe (1998-2021), Graduate Education
B.A., Northwest Nazarene University; M.Ed., The College of Idaho; Ed.S., Ed.D., University of Idaho
Ronald Ponsford (1976-2013), Dean, School of Arts, Humanities and Social Sciences; Psychology
B.A., Point Loma Nazarene University; M.A., Fuller Theological Seminary; Ph.D., Fuller Graduate School of Psychology
William J. Russell (2002-2016: 2018-2022), Dean, College of Business; Business Law
B.A., University of Kansas; J.D., University of Denver; M.B.A., Regis University
Al Sanchez (2002-2017), Social Work
B.S., Southern Colorado State College; M.S.W., University of Denver; Ph.D., University of Idaho
Gene Schandorff (1992-2014), Dean of the Chapel
B.A., M.A. Point Loma Nazarene College
LaRita Schandorff (1992-2017), Library Services
B.A., Humboldt State University; M.A., University of Arizona
Roger Schmidt (1986-2018), Kinesiology
B.A., Northwest Nazarene University; M.A., Central Michigan University
Francis Sharpton (1970-2001), Physics
B.S., College of Ozarks; M.S., University of Arkansas; Ph.D., University of Oklahoma
Stephen Shaw (1979-1986, 1987-2020), Political Science
B.A., Southern Nazarene University; M.A., Ph.D., University of Oklahoma
Karen Smucker (1997-2014), Education
B.S., M.Ed., Ph.D., University of Virginia
Barry Swanson (1991-2015), Music
B.Mus.Ed., Southern Nazarene University; M.A., Boise State University; Ph.D., University of Idaho
Ernest L. Thompson (1974-1998), Education
B.A., Northwest Nazarene University; M.Nat.Sc., University of Idaho
Merilyn Thompson (1970-1979; 1988-2006), Registrar; Communication Studies
B.A., Northwest Nazarene University; M.S., Portland State University
Thompson, Richard (2007-2024), New Testament
B.A., Olivet Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., Southern Methodist University
George Turner (1974-2022), Music
B.A., Northwest Nazarene University; M.A., University of Denver
Gary Waller (1997-2004; 2009-2016), Spiritual Formation
B.A., Northwest Nazarene University; M.Div., Nazarene Theological Seminary; D. Min., San Francisco Theological Seminary
Kenneth F. Watson (1985-1998), Assistant to the President; Chemistry
B.A., Northwest Nazarene University; Ph.D., Oregon State University
Alan Wheatley (2001-2017), World History
B.A., Point Loma Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., University of California, Los Angeles

Jim Willis (1966-2006), Music
B.A., Northwest Nazarene University; M.Mus., University of Portland; D.M.A., University of Missouri-Kansas City
JoAnn Willis (1968-2006), Dean, School of Academic Resources; Psychology
B.A., Northwest Nazarene University; M.A., University of Missouri-Kansas City; Ph.D., Oregon State University
Arnold Ytreeide (2005-2021), Mass Communication
B.A., Northwest Nazarene University; M.A., Boise State University; Ph.D., European Graduate School

Scholars in Residence

Senior Fellows
Clark Childers (2004-2014), Physics
B.A., California State Polytechnic University, Pomona; M.S., University of Idaho; Sc.D., Point Loma Nazarene University
Mark Gismondi (2001-2013), Political Science and International Studies
B.A., Ph.D., University of Oklahoma; M.A., The University of Central Oklahoma
Michael A. Pitts (1986-1987; 2007-2019), Counseling, Dean of the College of Adult and Graduate Studies
B.A., Point Loma Nazarene University; M.A., University of Missouri; Ph.D., University of Idaho
Leoni L. Sutherland (2014-2021), Dean, College of Nursing; Professor of Nursing
B.S., University of Phoenix; M.S., Azusa Pacific University; Ph.D., University of San Diego

Staff Emeriti
Terrie Bowen (1986-2021), Multiple positions, most recent, Campus Based Loans Manager in Student Financial Services
Darl Bruner (1994-2024), Alumni Director
Claudia Glover (2000-2018), Administrative Assistant, Office of Academic Affairs
Rhonda Gray (1997-2024), Program Coordinator, Business
M. Wesley Maggard (1975-2019), Financial Aid Director, most recent, Financial Aid Officer
Barbara Manley (1987-2022), Multiple positions, most recent, Office Coordinator, College of Theology and Christian Ministries
Coral Mattei (1998-2022), Interlibrary Loan Specialist
Janeale McClees (2009-2024), Multiple positions, most recent, Assistant Registrar
Coleen Montgomery (1978-2018), Multiple positions, most recent, Technical Assistant in Traditional Enrollment (Admissions)
Carol Poe (1994-2022), Library Services Technician
Marsha Rogers (1994-2018), Multiple positions, most recent, Office Assistant in External Relations
Julie Wiebe (1990-2017), Executive Assistant, Office of Academic Affairs
Deanna Wilde (2007-2022), Library Circulation and Service Desk Supervisor, Administration Assistant to the Dean of Academic Services
Cindy Williams (2009-2024), Multiple positions, most recent, Program Coordinator, Graduate Education

Academic Calendar 2025-2026

2026 Professional Studies Academic Calendar

Spring Semester 2026	Begin Date	End Date
Semester Dates	January 12	May 10
First 8-week session (A8)	January 12	March 8
Second 8-week session (B8)	March 9	May 10
Summer Semester 2026	**Begin Date**	**End Date**
Semester Dates	May 11	August 30
First 8-week session (A8)	May 11	July 5
Second 8-week session (B8)	July 6	August 30