

NORTHWESTERN

C O L L E G E



Graduate Catalog 2020-2021

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About Northwestern College

Mission Statement

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

Identity

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

Vision for Learning

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

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

Trust, love and worship God

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

Engage ideas

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

Connect knowledge and experience

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

Respond to God's call

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

Institutional Commitments

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

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

Statement of Christian Identity

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

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

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

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

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

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

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

Accreditation and Affiliations

Northwestern College is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Departmental accreditation has been earned through the International Assembly for Collegiate Business Education (IACBE), National Council for Accreditation of Teacher Education (NCATE), Commission on Collegiate Nursing Education (CCNE), and Council on Social Work Education (CSWE). The nursing program is approved by the Iowa Board of Nursing. A substantive change request has been submitted to the Commission on Accreditation of Athletic Training Education (CAATE) to offer a master's degree in athletic training.

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

Academic Calendar

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

Catalog Information

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

Admissions

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

Classification of Students

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

General Requirements for Graduate Admission to Northwestern College

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

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

Non-Degree Seeking Student Admission Policy

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

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

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

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

Graduate Credit for Undergraduate Students

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

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

International Students

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

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

Application Procedure

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

Provisionally Accepted Students

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

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

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

Stop Outs

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

Change of Name or Address

It is the responsibility of a student to keep Northwestern College informed of any change in name, address, phone or e-mail address. The change form is available at MyNWC.

Registration

Registration Schedule

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

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

Procedure for Registering

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

Registration for Mid-Semester Classes

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

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

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

Procedure for Dropping a Course

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

- A student may drop a course and receive a full tuition refund on or before the first day of the course. There will be no transcripted entry on the student's academic record for the dropped course if the student did not establish attendance.
- To drop a course after the 5th day of classes, a student must complete the Drop Form for Online Courses located in MyNWC.
- For students who drop classes but remain enrolled at least on a part-time basis, no refund will be provided and financial aid will not change after the fifth day of classes.
- A student who wishes to drop a course must do so prior to the designated drop deadline as noted in the Academic Calendar. Students who do not formally drop a course but stop attending will receive a grade of F.
- Students who do not establish attendance within the first 4 days of the beginning of the online course will be dropped by request of the instructor to the registrar's office.

Procedure for Withdrawing From All Courses

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

- To drop all courses, complete the Online Withdrawal form located in MyNWC.
- A grade of “W” will be given when a student is granted honorable dismissal, provided the withdrawal process is completed by day 25 for half term and summer courses, or day 50 for full term courses.

Incomplete Grade Policy

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

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

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

Grade Change Policy

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

Course/Cohort Cancellations

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

Textbooks

Students are advised to purchase textbooks at least two weeks prior to the start of a term. Textbooks may be purchased at the college’s online bookstore www.ecampus.com/nwciowa, or at a location of their choosing. Textbook information is posted in the Course Offerings each term at <http://online.nwciowa.edu/courses>, and is also listed at the college’s online bookstore.

Financial Information

Tuition and Fees

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

Textbook Vouchers

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

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

Account Information

Statements

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

Account Payments

Students are required to pay the balance on their account in full by August 1 for the Fall term, within the first 5 days of class for the Spring term, and prior to the first day of class for the Summer term. To make a payment go to the Billing Information tab on My NWC and click on View/Pay Bill for respective term. Click on Pay Online Now to make your payment online (by E-Check or Credit/Debit card). Information on fees and additional payment options (checks or wires) can also be found under View/Pay Bill.

Payment Plan

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

Late Payments

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

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

Electronic Notifications

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

Institutional Refund/Repayment Policy

The refund policy applies when a student fails to complete the enrollment period for which he/she has been charged. When a student withdraws, drops out or is dismissed for disciplinary or academic reasons, this policy will apply. Appeal procedures are governed by the student handbook in the “Academic Affairs” section under “Required Withdrawal.”

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

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

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

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

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

Financial Assistance

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

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

Employer Tuition Reimbursement

You may be eligible for tuition reimbursement from your employer. Ask your employer if they offer a tuition reimbursement plan. You, not your employer, is responsible for payment of your Northwestern College billing statement. It is also your responsibility to seek reimbursement from your employer when

you have met their tuition reimbursement requirements. Please inform our Financial Aid Office in writing of the amount of your tuition reimbursement to properly determine your eligibility for financial aid.

Veterans Benefits

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

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

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

Return of Title IV Funds Policy

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

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

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

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

Refund Policy for Students Called to Active Military Service

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

Financial Aid Good Standing and Satisfactory Progress Policy

The Education Amendment of 1980, amended 1983, requires Northwestern College to define and monitor Standards of Satisfactory Progress for students receiving federal financial aid from one or more of the

following programs: (1) Federal Unsubsidized Stafford Loan, (2) Federal Perkins Loan, (3) Federal Graduate PLUS Loan.

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

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

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

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

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

Incompletes, Withdrawals, Course Repeats and Transfer Credit

Incompletes. Students with incompletes at the end of a payment period will have their SAP calculation delayed until the Incompletes are converted to a grade (within 6 weeks of the end of the payment period).

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

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

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

Financial Aid Warning and Probation

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

If a student on financial aid warning fails to make SAP at the end of the term (or payment period), and if the student is not academically suspended, the student loses Title IV aid the following term unless they appeal (see Financial Aid Appeal Process below) to be placed on financial aid probation, or, to receive an individual academic plan. An individual academic plan could be established to assist a student who cannot

meet SAP in one term. Progress in the plan will be evaluated at the end of each payment period. Failure to meet the terms of the academic plan will result in a loss of Title IV aid until SAP is re-established. A student on financial aid probation may receive Title IV funds for one payment period. At that point, the student must meet SAP or the requirements of an established individual academic plan in order to maintain Title IV eligibility.

Financial Aid Probation Appeal Process

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

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

Technology

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

E-mail

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

Technical Assistance

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

Technology Requirements

Any computer purchased in the last five years should work on Northwestern's network. Obviously, the newer the computer, the more capable it will be and more likely to integrate well with the network. We recommend your computer has Windows 7, Windows Vista, Windows XP or OS X. The computer should have an Ethernet connection.

Software Required: Microsoft Office Suite version '97 or newer. You can purchase various Microsoft products at the student rate through the FCCC website:

<https://collegebuys.foundationccc.org/Default.aspx>

You must use the Office suite. If you do not, your instructor will not be able to open your work and therefore will not be able to award you credit for it.

Northwestern requires you to have an anti-virus program as well as the latest patches installed on your computer and to have both updated regularly. The current virus programs that are supported can be found by logging into MyNWC and selecting the “Help Desk” link at the top of the screen. (Notice this is different than the Help option within your online course)

Browser (program that allows computer to connect to the World Wide Web) recommended: Firefox or Google Chrome

Plug Ins (auxiliary software programs that are based on a main program, like an Acrobat reader that enables computer to use a pdf file produced by Adobe Acrobat). Recommended:

- Adobe Acrobat Reader
- QuickTime
- Adobe Flash Player
- iTunes (<http://www.apple.com/itunes/>)
- Java (<http://java.com/en/>)
- Other plug ins may be required for specific courses.

General Academic Information

Catalog Governing Graduation

Students in continuous enrollment must meet the degree requirements of the catalog in effect when they entered the college, unless arrangements have been made with the director of online learning, program director and registrar to graduate under a later catalog. Students failing to complete degree requirements within a reasonable period of time (seven years) may forfeit any right to graduate under the regulations in effect at the time of matriculation.

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

Course Numbering

Graduate level courses are numbered from 500 to 700.

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

Academic Support

Academic support is developing for online students. Online students may take advantage of the Peer Learning Center on the Northwestern Campus, or contact the Center to inquire about peer support online.

<http://www.nwciowa.edu/academic-support>

Advising

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

Library Services

The staff at DeWitt Library take pride in providing a high level of library services to both on-campus and online students. The staff is ready and willing to serve on-campus and online students according to the form and format that best suit their situation. Online students have remote computer access to all of the library's electronic holdings by proxy login with their NWC network login (accessible from <http://library.nwciowa.edu>). Online resources include:

- Electronic databases
- Electronic journals (e-journals)
- Electronic books (e-books)
- Reference instruction and reference help via Instant Chat, telephone, and email
- Northwestern electronic records such as digitized archival materials (<http://library.nwciowa.edu/collections/archives/>)

For journal articles not in DeWitt's print and electronic collections, students may make use of DeWitt's Inter Library Loan (ILL) service to receive PDF copies of articles free of charge. Students can monitor their library activity and access ILL resources by first logging into their library accounts at <http://library.nwciowa.edu/account/>. After creating an ILLIAD account, online students can then use Worldcat, available on the library's homepage beneath the search box, to search for holdings both in and outside of DeWitt's e-journals and full-text databases. For journal articles outside of the collection, use the "Find It @ DeWitt Library" linked option on the item record inside Worldcat.

Transfer and Alternate Credit

Transfer Credit

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

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

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

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

Proficiency Credit by Exam

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

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

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

Audit

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

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

Graduate Assistants

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

Eligibility:

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

Academic Standards:

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

Job-Related Standards:

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

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

May 1 for the summer term

June 1 for the fall term

November 15 for the spring term

Graduate Internships

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

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

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

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

Academic Documentation

Transcripts

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

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

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

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

Application for Graduation

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

Academic Standards

Enrollment Status

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

Full-time = 8 credits or more per term

Part-time = fewer than 8 credits per term

Half-time = 4 or more credits per term

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

Academic Grades and Points

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

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

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

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

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

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

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

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

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

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

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

Pass/No Pass Courses

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

Grade Change Policy

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

Incomplete Grade Change Policy

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

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

Students with an existing ADA accommodation who require additional time to complete coursework beyond the last day of a session or term will be granted an incomplete grade if their accommodation specifies additional time for assignments. The student must notify their instructor that an incomplete is needed by the last day of the course. Instructors are required to award an incomplete, in accordance with the student's ADA accommodation. The instructor will verify the accommodation with the ADA compliance officer, and the student will be granted a four-week extension after the end of the session or term to complete the requirements of the course. The grade will automatically become an "F" if the final

grade is not submitted to the registrar one week after the incomplete deadline unless another extension is requested by the student, provided for in the student's accommodation, and approved by the instructor.

Attendance

Regular attendance in a course, whether onsite or online, is expected. Students who do not establish attendance within the first 5 days of a summer course or 7 days of a fall or spring course will be dropped. In an onsite course, attendance is established when a student physically attends the course. In online courses, activities that constitute attendance include submitting an assignment, taking a test, participating in a discussion thread or wiki and asking the instructor a question within the online classroom. Simply logging into the online course without active participation as defined above will not be considered for attendance purposes.

In order to comply with the U.S. Department of Education regulations, the college is required to document whether or not a student begins attendance in enough credit hours to support the full-time or part-time enrollment status for which Title IV federal funds are awarded and disbursed. Students who have not established attendance in a registered course by the 4th day of a summer course or the 5th day of a fall or spring course will receive notification from the registrar's office to either attend class or drop it. Students who have not established attendance in a registered course by the 7th day of classes will be administratively dropped from the course by the registrar's office. The registrar's office will notify the financial aid office if the schedule change affects a student's enrollment status.

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

Course Access

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

Academic Probation and Suspension

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

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

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

allowed to return. The Academic Appeals Work Group will then determine if re-admittance will be allowed.

Cumulative Grade Point Average Progress Chart

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

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

Appeal Procedure for Academic Suspension

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

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

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

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

Academic Honesty

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

Behavior that violates academic integrity can take a variety of forms, including, but not limited to, cheating on tests, quizzes, papers, and projects; plagiarism or the encouragement and/or provision of materials for the expressed purpose of such acts; using unauthorized material; and the willful misrepresentation of evidence and arguments.

Rationale for Preventing Academic Dishonesty

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

Cheating and Plagiarism Defined

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

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

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

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

Procedures for Dealing with Academic Dishonesty

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

challenges have run their course, will contact the student to discuss the penalty for a second offense. The penalty will normally result in a suspension from Northwestern College for the remainder of the term and the entire following term. However the penalty may be as severe as a permanent expulsion from the College. The student shall have the right to appeal the penalty to the President of the college.

3. A written record of all cases of academic dishonesty shall be maintained in the office of the Vice President for Academic Affairs for the duration of the student's academic career at Northwestern College.
4. If a student is suspended for academic dishonesty, the transcript will permanently record that the student has been academically suspended and the effective date. After five years the student may request in writing to the Vice President for Academic Affairs for Academic Forgiveness to be noted on the transcript. If approved, the Academic Forgiveness notation will be listed on the transcript, along with the Academic Suspension notation, and the date that forgiveness was granted.

Appeals

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

Code of Conduct

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

- At no time should you provide another person your username or password, request that another log into your account to perform any action in your stead, or pose as you in MyNWC or your online course.
- Discrimination against others on the basis of race, national origin, sex, or disability is not acceptable.
- The language that we use says a lot about who we are and where our priorities lie. Therefore, it is imperative that as we communicate as a community we do so in a manner congruent with our stated mission and beliefs.
 - Profanity, vulgarity, and all other inappropriate language will not be tolerated within the learning community.

- Any kind of demeaning gesture or word, or threat of violence directed toward another student will not be tolerated. Vandalism of property, including computer viruses and sabotage, is also unacceptable.
- Students may not post, transmit, communicate, or distribute material or content that is harmful, abusive, vulgar, sexually explicit, or otherwise offensive.
- Students are subject to discipline for blatant disregard of these standards.
 - Disciplinary action includes, but not limited to, course failure, dismissal, or suspension. Students unable to complete a course because of such action are not eligible for tuition refunds.
- Students are expected to give proper credit to sources.
- Students may not post, transmit, or distribute content that violates copyright or other protected intellectual property rights.
- Respect other student's privacy; don't share personal information online without permission.
- Students must exercise academic integrity and only submit work that is one's own.

Academic Programs

Graduate Degrees

Master of Education: Educational Administration + Principal Endorsement

Principal Endorsement-Only Option

Master of Education: Special Education

Master of Education: Teaching and Learning

Emphasis in Early Childhood Education

Emphasis in Master Teacher

Emphasis in Teacher Leadership

Master of Science in Athletic Training

Master of Science in Physician Assistant Studies

Graduate Education Endorsements

Birth through Grade 3 Inclusive Settings

Instructional Strategist I (K – 8)

Instructional Strategist I (5 – 12)

Instructional Strategist II: Behavior Disorders/Learning Disabilities (K – 12)

Instructional Strategist II: Intellectual Disabilities (K – 12)

Reading Endorsement: K – 8

Reading Endorsement: 5 – 12

Graduate Certificates

Genetics and Genomics

Management of International Development

Teacher Leadership

Program Descriptions and Requirements

Graduate Degrees

Master of Education: All Programs and Endorsements

Specific Requirements for Admission to Programs

- Meet the general requirements for graduate admission
- Submit a copy of current state or internationally recognized teaching license at the elementary, secondary, PreK-12 (or equivalent) level.
- Students pursuing the Master of Education: Teaching and Learning, Teacher Leadership track must also submit a letter from a school administrator verifying one year of teaching experience.

Application Process for Master of Education: All Programs and Endorsements

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

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

Graduation Requirements for Master of Education: All Programs and Endorsements

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

Course Limits for Master of Education: All Programs and Endorsements

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

Master of Education: Educational Administration + Principal Endorsement

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

In line with peer institutions and aligned to Iowa Board of Educational Examiners' requirements, the proposed M.Ed. in Educational Leadership + Principal Endorsement is comprised of 37 graduate credits. Thirty credits will be conducted in the online classroom. Seven credits will be conducted through internship experiences at the early childhood, elementary, secondary, and special education environments under the guidance of a Northwestern professor and a qualified site-based leadership coach.

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

- Develop, advocate and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. (Mission, Vision & Core Values)
- Act ethically and according to professional norms to promote each student's academic success and well-being. (Ethics & Professional Norms)
- Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. (Equity & Cultural Responsiveness)
- Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. (Curriculum, Instruction & Assessment)

- Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. (Community of Care & Support for Students)
- Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. (Professional Capacity of School Personnel)
- Exhibit leadership characteristics inspired by Jesus Christ.

Required Courses:

EDAD 510 – Creating a Culture for Learning
 EDAD 520 – Law, Politics and the Principal
 EDAD 530 – School, Families and the Community
 EDAD 530I – School, Families and the Community Internship
 EDAD 540 – Operations Management
 EDU 560 – Curriculum & Assessment of Student Learning
 EDAD 610 – Instructional Leadership
 EDAD 620 – Data and School Improvement
 EDAD 620I – Data and School Improvement Internship
 SPED 612 – Social Legal and Ethical Issues in Special Education
 SPED 612I – Social Legal and Ethical Issues in Special Education Internship
 EDAD 630 – Ethics, Supervision and Evaluation
 EDAD 630I – Ethics, Supervision and Evaluation Internship
 EDAD 635 – Professional Portfolio*

Total credits required: 37

Principal Endorsement-Only Option

Students who possess an earned master's degree in education may elect to pursue the principal endorsement-only option. Coursework in this 34-credit endorsement is directly aligned to the requirements of the Iowa Board of Educational Examiners for licensure. Transfer credit from prior graduate coursework will be considered pursuant to the college's transfer policy.

Requirements:

EDAD 510 – Creating a Culture for Learning
 EDAD 520 – Law, Politics and the Principal
 EDAD 530 – School, Families and the Community
 EDAD 530I – School, Families and the Community Internship
 EDAD 540 – Operations Management
 EDU 560 – Curriculum & Assessment of Student Learning
 EDAD 610 – Instructional Leadership
 EDAD 620 – Data and School Improvement
 EDAD 620I – Data and School Improvement Internship
 SPED 612 – Social Legal and Ethical Issues in Special Education
 SPED 612I – Social Legal and Ethical Issues in Special Education Internship
 EDAD 630 – Ethics, Supervision and Evaluation
 EDAD 630I – Ethics, Supervision and Evaluation Internship

Total credits required: 34

Master of Education: Special Education

The Master of Education: Special Education is designed for practitioners who wish to acquire the knowledge, skills and experience necessary to work in the professional field. As a professional degree, The Master of Education: Special Education program is intended for students who wish upon graduation, to assume positions of leadership in a special education setting or positions requiring more advanced study

than that available at the bachelor's level. Courses in this program prepare teachers to educate and inspire children with exceptionalities in a wide range of teaching and administrative roles. The program combines a unique view of the entire education landscape with practical experience addressing the latest breakthroughs in assessment, instructional strategies, and evidence-based practices for teaching students with exceptionalities. The degree provides instruction on the social, legal and ethical issues in special education, communicating and collaborating with stakeholders while addressing instructional and leadership decision making for students with exceptionalities. Practitioners learn about effective teaching strategies and ways to create meaningful learning experiences for students.

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

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

1. Apply research-based strategies to improve planning, instruction, assessment and classroom effectiveness.
2. Develop effective curriculum in line with state and national standards.
3. Collaborate with a community of peers to promote solutions that address the needs of diverse students and schools.
4. Support informed positions on trends and issues that impact students and schools.
5. Use technology to improve teaching and learning.
6. Apply valid and reliable assessment practices to minimize bias.
7. Facilitate the continuous improvement of general and specialized curricula to improve programs, supports and service at classroom, school, community and system levels.
8. Conduct, evaluate, and use inquire to guide professional practice.
9. Provide leadership to formulate goals, set and meet high professional expectations advocate for effective policy and evidence based practices and create positive and productive work environments.
10. Collaborate with stakeholders to improve programs, services and outcomes for individuals with exceptionalities and their families.
11. Facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.
12. Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
13. Pursue God's redeeming work in the world through their service to children.

Required Courses:

Required Core (15 credits):

EDU610 Educational Research Methods & Design

EDU555 Trends and Issues in 21st Century Education

EDU540 Teaching Young Children with Diverse Needs

OR

EDU565 Instructional Strategies for Diverse Students and Settings

EDU570 Teaching and Learning with Technology

EDU635 Master's in Education Capstone*

Special Education Emphasis (15 credits):

SPED520 Assessment Planning and Practice

SPED605 Instructional Decision Making and Leadership in Special Education

SPED612 Social, Legal, and Ethical Issues in Special Education

SPED550 Communication and Collaborative Partnerships and Transitions
SPED545 Behavior and Social Interventions

Total credits required: 30*

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

Master of Education: Teaching and Learning

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

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

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

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

Area of Emphasis: Early Childhood

Teachers of children from birth through age 8 will transform into experts at building literacy in young children. Specific focus on instructional strategies, interventions for at-risk children, advocacy and leadership will equip graduates to promote effective change to improve the cognitive, social and emotional growth of young children.

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

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

Required Courses: Core (18 credits)

EDU555 Trends and Issues in 21st Century Education
EDU560 Curriculum and Assessment for Student Learning
EDU540 Teaching Young Children with Diverse Needs

OR

EDU565 Instructional Strategies for Diverse Students and Settings
EDU570 Teaching and Learning with Technology
EDU610 Educational Research Methods and Design
EDU635 Master's in Education Capstone*

Required Courses: Early Childhood Area of Emphasis (15 credits)
EDU505 Collaboration & Advocacy in the Early Childhood Community
EDU525 Advanced Child Development
EDU530 Leadership of Early Childhood Programs
EDU535 Strategies for Early Literacy Development
EDU575 Science and Math in Early Childhood: A STEM Approach

Total Credits: 33*

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

Area of Emphasis: Master Teacher

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

Required Courses: Core (18 credits)
EDU555 Trends and Issues in 21st Century Education
EDU560 Curriculum and Assessment for Student Learning
EDU540 Teaching Young Children with Diverse Needs

OR

EDU565 Instructional Strategies for Diverse Students and Settings
EDU570 Teaching and Learning with Technology
EDU610 Educational Research Methods and Design
EDU635 Master's in Education Capstone*

Required Courses: Master Teacher Emphasis (12-15 credits)
Students will choose elective graduate credits in education to meet their individual learning goals and areas of interest. Up to 6 credits of education-specific courses may be transferred from other accredited institutions with the approval of the program director.

Total credits: 30 – 33*

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

Area of Emphasis: Teacher Leadership

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

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

1. Foster a collaborative culture to support educator development and student learning

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

Required Courses: Core (18 credits)

EDU555 Trends and Issues in 21st Century Education

EDU560 Curriculum and Assessment for Student Learning

EDU540 Teaching Young Children with Diverse Needs

OR

EDU565 Instructional Strategies for Diverse Students and Settings

EDU570 Teaching and Learning with Technology

EDU610 Educational Research Methods and Design

EDU635 Master's in Education Capstone*

Required Courses: Teacher Leadership Emphasis (12 credits)

EDU615 Peer Assessment and Instructional Coaching

EDU620 Professional Learning Communities for School Improvement

EDU625 Teacher as Leader

EDU630 Technology Coaching and Leadership

Total Credits: 30*

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

Multiple Majors in a Master of Education Degree

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

- A maximum of 15 credits may overlap between both programs.
- Students in the Master of Education program who pursue two separate tracks will be considered a co-major, as both programs result in the M.Ed. degree.
- Students pursuing an additional graduate major in education must complete capstone research for each major.

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

Graduate Education Endorsements

Birth through Grade Three Inclusive Settings Endorsement

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

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

1. Promoting child development and learning and individual learning differences.
 - a. Understand the nature of child growth and development for infants and toddlers (birth through age 2), preprimary (age 3 through age 5) and primary school children (age 6 through age 8), both typical and atypical, in areas of cognition, language development,

- physical motor, social-emotional, mental health, aesthetics, and adaptive behavior and how these impact development and learning in the first years of life, including the etiology, characteristics, and classifications of common disabilities in infants and young children and specific implications for development and learning.
- b. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity, stress, risk factors, biological and environmental factors, family strengths, and trauma influence development and learning at all stages, including pre-, peri-, and postnatal development and learning. Communicate the importance of responsive care to a child's development of identity and sense of self.
 - c. Use developmental knowledge to create learning environments and classroom procedures that promote positive social interaction, active engagement, high expectations for learning, mutual respect, and self-regulation through individually appropriate expectations and positive guidance techniques for each child to meet the child's optimum potential regardless of proficiency. Implement and evaluate preventative and reductive strategies to address challenging behaviors. Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. Know how to intervene safely and appropriately with individuals in crisis.
 - d. Use both child-initiated and teacher-facilitated instructional methods, including strategies such as small and large group projects, play, systematic instruction, group discussion and cooperative decision making. Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments. Embed learning opportunities in everyday routines, relationships, activities, and places. Understand the impact of social and physical environments on development and learning.
 - e. Engage in intentional practices and implement learning experiences that value diversity and demonstrate understanding that bias and discrimination impact development. Understand how language, culture, and family background influence and support the learning of each child.
2. Building family and community relationships.
 - a. Build family and community relationships to include understanding that successful early childhood education depends upon reciprocal and respectful partnerships with families, communities, and agencies, that these partnerships have complex and diverse characteristics, and that all families should be involved in their children's development and learning.
 - b. Understand diverse family and community characteristics and how language, culture, and family background influence and support children's learning, and apply that knowledge to develop, implement, and evaluate learning experience and strategies that respect and reflect the diversity of children and their families.
 - c. Understand how to apply theories and knowledge of dynamic roles and relationships within and between families, schools, and communities. Recognize how to adapt consistently to the expressed and observed strengths and needs of the family, including two-way communication, and how to support families' choices and priorities in the development of goals and intervention strategies.
 - d. Understand how to coordinate with all (caregivers, professionals, and agencies) who provide care and learning opportunities for each child by developing a community of support for children and families through interagency collaboration to include agreements, referrals, and consultation.
 3. Observing, documenting, and assessing to support young children and families.
 - a. Use technically sound formal and informal assessments that minimize bias and evaluation results to adapt and guide instruction. Demonstrate a range of appropriate assessment and evaluation strategies (e.g., family interview, observation, documentation, assessment instrument) to support individual strengths, interests, and needs.

- b. Design curricula, assessments, and teaching and intervention strategies that align with learner and program goals, including the development of individualized family service plans (IFSPs) and individualized education plans (IEPs). Assist families in identifying resources, priorities, and concerns in relation to the child’s development. Understand and utilize assessment partnerships with families and with professional colleagues to build effective learning environments. Understand the role of the families in the assessment process and support the choices they make (e.g., observer, participant). Participate as a team member to integrate assessment results in the development and implementation of individualized plans.
 - c. Understand and utilize observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. Implement authentic assessment based on observation of spontaneous play. Demonstrate knowledge of alignment of assessment with curriculum, content standards, and local, state, and federal requirements. Assess progress in the developmental domains, play, and temperament.
 - d. Understand and utilize responsible assessments to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.
 - e. Implement current educational, legal, and ethical guidelines when using assessment practices to support children’s individual strengths, interests, and needs (e.g., cultural, linguistic, ability diversity).
4. Using developmentally and individually effective approaches to connect with children and families.
- a. Understand positive relationships and supportive interactions as the foundation of the teacher’s work with young children. Reflect on the teacher’s own practice to promote positive outcomes for each child and family.
 - b. Develop, implement, and evaluate individualized plans, including IFSPs and IEPs, as a team leader with families and other professionals. Demonstrate appropriate and effective supports for children and families transitioning into and out of programs or classrooms. Seek and use additional resources and agencies outside the program/school when needed to effectively facilitate the learning and social/emotional development of each child.
 - c. Plan, develop, implement, and evaluate integrated learning experiences for home-, center and school-based environments for infants, toddlers, preprimary and primary children, their families, and other care providers based on knowledge of individual children, the family, and the community. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments. Develop adaptations and accommodations for infants, toddlers, preprimary, and primary children to meet their individual needs. Use a broad repertoire of developmentally and individually appropriate teaching/learning approaches and effective strategies and tools for early education, including appropriate uses of technology. Facilitate child-initiated development and learning.
 - d. Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Use teacher-scaffolded and -initiated instruction to complement child-initiated learning. Link development, learning experiences, and instruction to promote educational transitions. Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children. Use strategies to teach social skills and conflict resolution.
 - e. Implement basic health, nutrition, and safety management procedures, including the design of physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning. Recognize signs of emotional

- distress, physical and mental abuse and neglect in young children and understand mandatory reporting procedures. Demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures and first aid.
- f. Understand principles of administration, organization, and operation of programs for children from birth to age 8 and their families, including staff and program development, supervision, evaluation of staff, and continuing improvement of programs and services. Employ adult learning principles in consulting with and training family members and service providers.
 - g. Demonstrate the ability to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities and diverse abilities in meaningful learning activities and social interactions.
5. Use content knowledge to build a meaningful curriculum.
 - a. Develop and implement appropriate current research-supported learning experiences with a focus on the developmental domains, play, temperament, language and literacy to include first (home) and second language acquisition, mathematics, science, the arts (music, visual art, and drama), physical activity, health and safety, social studies, social skills, higher-thinking skills, and developmentally and individually appropriate methodology. Methods courses are required for the following areas: literacy, mathematics, social studies, science, physical education and wellness, and visual and performing arts.
 - b. Use the Iowa Early Learning Standards and the Iowa core with information from ongoing child observations and assessments to plan, implement, and evaluate appropriate instruction that improves academic and developmental progress of each child, including those with IFSPs/IEPs.
 - c. Understand the central concepts, structures of the discipline, and tools of inquiry of content areas taught, and demonstrate the ability to organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities (diverse abilities).
 - d. Modify general and specialized curricula to make them accessible to individuals with exceptionalities (diverse abilities). Develop adaptations and accommodations for infants, toddlers, preprimary, and primary children to meet their individual needs.
 6. Professional responsibilities.
 - a. Demonstrate awareness of early childhood program criteria, including the following: National Association for the Education of Young Children (NAEYC), Iowa Early Learning Standards, Head Start Performance Standards, and Iowa Quality Preschool Program Standards (IQPPS).
 - b. Collaborate with supervisors, mentors, and colleagues to enhance professional growth within and across disciplines to inform practice, including the use of data for decision making, and understand how to design and implement a professional development plan based on student achievement, self, peer, and supervisory evaluations and recommended practices.
 - c. Understand the significance of lifelong learning and participate in professional activities and learning communities. Participate in activities of professional organizations relevant to early childhood regular education, special education, and early intervention.
 - d. Use relevant national and state professional guidelines (national, state, or local), state curriculum standards, and current trends for content and outcomes and to inform and improve practices for young children and their families.
 - e. Adhere to state and national professional and ethical principles, practices, and codes.
 - f. Advocate for developmentally and individually appropriate practice, demonstrate awareness of issues that affect the lives of each child, and demonstrate necessary communication skills.

- g. Understand historical, philosophical and foundational knowledge and how current issues and the legal bases of services influence professional practice in early childhood, early intervention, early childhood special education, and general and regular education in the K-3 age groups. Understand trends and issues in early childhood education, early childhood special education, and early intervention.
 - h. Provide guidance and direction to paraeducators, tutors, and volunteers.
7. Early childhood field experiences.
- a. Pre-student teaching field experiences, which must comprise a minimum of 100 clock hours, to include at least 20 hours of working with each age group (infants and toddlers, preprimary, and primary).
 - b. Experiences working in at least three settings that offer early childhood education, such as approved child care centers and registered child development homes, school-based preschool, community agencies, or home visiting programs.
 - c. Experiences working with children who have a range of abilities and disabilities and who reflect diverse family systems and other differentiating factors, such as urban and rural, socioeconomic status, and cultural and linguistic diversity.
 - d. Completion of supervised student teaching experience in at least two different settings including registered child development homes, home visiting programs, state-accredited child care centers, or classrooms which include both children with and without disabilities in two of three age levels: infant and toddler, preprimary, and primary.

Required Courses:

EDU505 Collaboration and Advocacy in the Early Childhood Community
 EDU525 Advanced Child Development
 EDU530 Leadership of Early Childhood Programs
 EDU535 Strategies for Early Literacy Development
 EDU540 Teaching Young Children with Diverse Needs
 EDU546 Behavioral and Social Interventions of Early Learners.
 EDU580 Student Teaching

Total Credits: 22

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

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

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

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

Required Courses: Core (15 credits)

EDU555 Trends and Issues in 21st Century Education
 EDU560 Curriculum and Assessment for Student Learning
 EDU570 Teaching and Learning with Technology
 EDU610 Educational Research Methods and Design
 EDU635 Master's in Education Capstone*

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

EDU505 Collaboration & Advocacy in the Early Childhood Community
 EDU525 Advanced Child Development

EDU530 Leadership of Early Childhood Programs
EDU535 Strategies for Early Literacy Development
EDU540 Teaching Young Children with Diverse Needs
EDU546 Behavioral and Social Interventions of Early Learners.
EDU575 Science and Math in Early Childhood: A STEM Approach
EDU580 Student Teaching

Total Credits: 40

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

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

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

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

Required Courses:

CSED 500 – Problem Solving and Algorithms
CSED 525 – Computers and Networks for a Connected World
CSED 550 – Programming Fundamentals for Educators
CSED 575 – Methods of Teaching Computer Science

Total Credits: 12

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

The Instructional Strategist I Mild / Moderate (K-8) Endorsement is designed for regular licensed teachers. Courses in this program prepare teachers to educate and inspire children and adolescents with disabilities in a wide range of teaching and administrative roles. The program provides practical experience addressing the latest breakthroughs in assessment, instructional strategies, and evidence-based practices for teaching students with mild and moderate disabilities. The endorsement provides instruction on the description and nature of disabilities in children of various ages and the psychological factors that affect these students. Students learn about effective teaching strategies and ways to create meaningful learning experiences for children. This program leads to Iowa Endorsement #260.

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

1. Apply valid and reliable assessment practices to minimize bias.
2. Facilitate the continuous improvement of general and specialized curricula to improve programs, supports and service at classroom, school, community and system levels.
3. Conduct, evaluate, and use inquiry to guide professional practice.
4. Provide leadership to formulate goals, set and meet high professional expectations advocate for effective policy and evidence based practices and create positive and productive work environments.
5. Collaborate with stakeholders to improve programs, services and outcomes for individuals with exceptionalities and their families.

6. Facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.
7. Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
8. Reflect on how the program influenced their personal journey to follow Christ and pursue God's work in the world through their service to children.

Required Courses

SPED516 Contemporary Issues in Special Education

SPED518 Intensive Instructional Models in Special Education

SPED520 Assessment Planning and Practice

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

SPED545 Behavioral and Social Interventions

SPED550 Communication and Collaborative Partnerships and Transitions

SPED547 Special Education Student Teaching: K-8

Total Credits: 21

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

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

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

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

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

7. Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
8. Reflect on how the program influenced their personal journey to follow Christ and pursue God's work in the world through their service to children.

Required Courses

SPED516 Contemporary Issues in Special Education
 SPED518 Intensive Instructional Models in Special Education
 SPED520 Assessment Planning and Practice
 SPED522 Methods and Strategies for Students with Mild and Moderate Disabilities (K-12)
 SPED545 Behavioral and Social Interventions
 SPED550 Communication and Collaborative Partnerships and Transitions
 SPED548 Special Education Student Teaching: 5-12

Total Credits: 21

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

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

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

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

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

perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

8. Reflect on how the program influenced their personal journey to follow Christ and pursue God's work in the world through their service to children.

Required Courses

SPED516 Contemporary Issues in Special Education

SPED518 Intensive Instructional Models in Special Education

SPED520 Assessment Planning and Practice

SPED524 Methods and Strategies for Students with Academic and Behavioral Disorders

SPED545 Behavioral and Social Interventions

SPED550 Communication and Collaborative Partnerships and Transitions

SPED549 Special Education Student Teaching: K-12

Total Credits: 21

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

Instructional Strategist II Intellectual Disabilities (K-12) Endorsement

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

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

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

8. Reflect on how the program influenced their personal journey to follow Christ and pursue God's work in the world through their service to children.

Required Courses:

SPED516 Contemporary Issues in Special Education
SPED518 Intensive Instructional Models in Special Education
SPED520 Assessment Planning and Practice
SPED523 Methods and Strategies for Students with Intellectual Disabilities
SPED545 Behavioral and Social Interventions
SPED550 Communication and Collaborative Partnerships and Transitions
SPED549 Special Education Student Teaching: K-12

Total Credits: 21

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

Instructional Strategist Endorsement to Master of Education: Special Education Option

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

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

EDU610 Educational Research Methods and Design
EDU555 Trends and Issues in 21st Century Education
OR
EDU516 Foundations of Special Education
EDU565 Instructional Strategies for Diverse Students and Settings
OR
EDU518 Characteristics of Disabilities
EDU570 Teaching and Learning with Technology
EDU635 Master's in Education Capstone*

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

SPED520 Assessment Planning and Practice
SPED545 Behavior and Social Interventions
SPED550 Communication and Collaborative Partnerships and Transitions
SPED605 Instructional Decision Making and Leadership in Special Education
SPED612 Social, Legal and Ethical Issues in Special Education

Choose one (based on endorsement)

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

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

SPED547 Special Education Student Teaching: K-8

SPED548 Special Education Student Teaching: 5-12

SPED549 Special Education Student Teaching: K-12

Total Credits: 33-36 credits*

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

Reading Endorsement: K – 8

Designed for licensed elementary and middle school teachers, courses in this program prepare teachers in grades K-8 to support children in the development of literacy through reading, speaking and writing.

Focus on English language learners and diverse populations, research-based instructional strategies, and assessment to guide curriculum and instruction will prepare teachers to improve student outcomes. This program leads to Iowa Endorsement #148.

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

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

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

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

Required Courses:

EDU500 Children's Literature

EDU504 Diagnosis of Reading Problems

EDU506 Improving Literacy through Writing: PreK – 6

EDU510 Reading in the Content
EDU512 Remedial Reading and Response to Intervention
EDU514 Strategies for Teaching Second Language Learners
EDU535 Strategies for Early Literacy Development
EDU538 Reading Endorsement Practicum: K - 8

Total Credits: 22

Reading Endorsement: 5 – 12

Designed for licensed upper elementary, middle and high school teachers, courses in this program prepare teachers in grades 5-12 to support older children in their use of written, textual and spoken language. Focus on English language learners and diverse populations, research-based instructional strategies, and assessment to guide curriculum and instruction will prepare teachers to improve student outcomes. This program leads to Iowa Endorsement #149.

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

1. Possess foundational knowledge of reading instruction.
 - a. Know the psychological, sociocultural, and linguistic foundations of reading and writing processes and instruction. (Foundations of reading)
 - b. Know a range of research pertaining to reading, writing, and learning, including scientifically based reading research, and knowledge of histories of reading. (Foundations of reading)
 - c. Know the major components of reading, such as phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, and effectively integrates curricular standards with student interests, motivation, and background knowledge. (Foundations of reading)
2. Provide targeted instruction to support reading in a specific content area.
 - a. Know text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical and evaluative. (Reading in the content areas)
 - b. Provide content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices. (Reading in the content areas)
3. Use resources and strategies in collaboration with others to support a child's reading and writing development.
 - a. Work with licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing. (Practicum)
 - b. Uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of children's reading and writing development. (Practicum)
4. Use knowledge of language development to provide effective instruction in reading and writing.
 - a. Use knowledge of the relationship of language acquisition and language development with the acquisition and development of reading skills, and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing. (Language development)
5. Provide instruction of oral language that meets the diverse needs of students.
 - a. Knows the unique needs and backgrounds of students with language differences. (Oral communication)
 - b. Use effective strategies for facilitating the learning of Standard English by all learners. (Oral communication)

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

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

Required Courses:

EDU502 Adolescent Literature
 EDU504 Diagnosis of Reading Problems
 EDU508 Improving Literacy through Writing: 7 - 12
 EDU510 Reading in the Content
 EDU512 Remedial Reading and Response to Intervention
 EDU514 Strategies for Teaching Second Language Learners
 EDU535 Strategies for Early Literacy Development
 EDU538 Reading Endorsement Practicum: 5 - 12

Total Credits: 22

Master of Science in Athletic Training

Northwestern College's Athletic Training Program engages students in a Christian academic community, prepares them to become certified athletic trainers, and empowers them to serve Christ through the prevention, diagnosis, rehabilitation, and care of injuries and illnesses. This professional degree is intended for students seeking certification and licensure or registration as an athletic trainer. Students must successfully complete 57 graduate credits over 6 consecutive academic terms, including clinical experiences and other requirements to be awarded the Master of Science in Athletic Training degree.

Students interested in athletic training should be aware that enrollment is competitive and limited to a maximum number of students per year. Fulfillment of the requirements does not guarantee admission. Selection for admission is based on several elements including academic record, demonstration of professional interest, and program application. All applicants must submit application materials and provide evidence of a completed high school and/or bachelor's degree.

General Information

Northwestern College's current undergraduate program is accredited by the CAATE (Commission on Accreditation of Athletic Training Education) and has submitted a substantive change with the CAATE to transition the undergraduate program to a master's level program. The CAATE must provide approval of the MSAT in order for graduates to be eligible to sit for the BOC, Inc. (Board of Certification, Inc.) certification examination. Students that pass the exam are eligible for individual state athletic training licensure/registration. Students should anticipate two academic years and two summers of study, the first of two occurring prior to the first academic year. Both summer sessions will involve on-campus intensive academic coursework. Required clinical experiences are completed during the two academic years. The first academic year clinical rotations will primarily take place on or near campus, however the second academic year (fall & spring semesters) gives students an opportunity to be placed and reside at off-site locations. Frequently the clinical rotation experiences will require commitments outside of the normal academic day and semester including evenings and weekends and, in some instances, necessitate personal transportation to clinical sites. Students should keep these realities in mind when considering employment and other extracurricular obligations. They should also anticipate purchasing appropriate clothing for various clinical settings.

Admission Requirements

1. Online Application

Applicants for the MSAT program must complete an online application through ATCAS.

2. Official Transcripts

Official transcripts will be submitted through ATCAS. Students will be required to submit any updated transcripts directly to NWC.

3. Minimum GPA

A minimum cumulative undergraduate GPA of 3.0 is required for admission. Conditional admission may be considered for students with a cumulative undergraduate GPA of 2.7-3.0. In addition, a grade of "C" or higher is required in all prerequisite courses. No prerequisite coursework can be repeated more than one time.

4. Observational Experience

Applicants will provide evidence of professional exploration that reflects the breadth and depth of practice settings for athletic trainers (a minimum of 50 hours of exploration with a certified athletic trainer)

5. Prerequisite Coursework

All prerequisite courses must be completed prior to matriculation into the MSAT program.

- Biology (3-4 credits or 1 term)
- Anatomy & Physiology (8 credits or 2 terms with labs)
- Chemistry (3-4 credits or 1 terms with lab)
- Physics (3-4 credits or 1 term)
- Exercise Physiology
- Kinesiology/Biomechanics (3-4 credits or 1 term)
- Psychology (3-4 credits or 1 term)
- Statistics

Recommended Coursework:

- Medical Terminology

6. Letters of Recommendation

Applicants must submit at least 2 letters of recommendation through ATCAS. It is recommended that one letter of recommendation comes from the athletic trainer who oversaw a majority of the student's observational experience and one letter of recommendation comes from an advisor or professor from one of the prerequisite courses.

7. Transfer Credits

Consideration of transfer credits is done on an individual basis. At least 80% of the credits required in the MSAT program must be taken from Northwestern College and graduate credits over seven years old are not eligible for transfer.

Application Process

Applications are considered on a rolling basis beginning August 1. Individual applications are reviewed once all materials have been received. Approximately 15 new students will be accepted into the program annually and all application material is due May 1. Fulfillment of the basic requirements does not guarantee admission.

Interviews

Applicants who have submitted all application materials and are deemed competitive candidates will be invited to interview with the athletic training admissions committee. Interviews will take place on campus. If an on-campus interview is not possible an online (Skype, Zoom, etc.) interview will be conducted.

Guaranteed Admittance for Northwestern College Students

Current Northwestern College undergraduate students who apply to the MSAT program and meet all of the admissions requirements will be guaranteed admittance into the MSAT program.

Conditional Admissions

Students who fall below minimum requirements in one or more categories, but otherwise show potential for satisfactory performance in the graduate program, may be considered if there are vacant seats in the program. Students must address any deficiencies on their application essay. Upon acceptance, entry into the program begins in May. Once in the program, students must be enrolled full time, and all courses and clinical experiences must be successfully completed in the required sequence. Alterations in progression may be considered on an individual basis.

Eligibility for BOC Exam Requirements

- A. Certification in CPR for Professional Rescuer (American Red Cross) or Health Care Provider (American Heart Association)
- B. Enrolled in final term of AT program.
- C. Fulfillment of Clinical Immersion requirements (see Clinical Education Coordinator for more details).

Technical Standards for Admission

Objectives of this program are to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the AT Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and abilities of an entry-level AT, as well as meet the expectations of the program's accrediting agency (CAATE). The following abilities and expectations must be met by all students admitted to the AT Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Candidates for selection to the AT Program must demonstrate:

1. the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. the ability to record the physical examination results and a treatment plan clearly and accurately.
5. the capacity to maintain composure and continue to function well during periods of high stress.
6. the perseverance, diligence and commitment to complete the AT Program as outlined and sequenced.
7. flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the AT Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. The Northwestern College Department of Academic Support will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

Retention Requirements

In order to maintain *Full Acceptance* status, students must:

- A. maintain a cumulative graduate course GPA of 3.0.
- B. maintain current certification in CPR for Professional Rescuer (American Red Cross) or Health Care Provider (American Heart Association).
- C. successfully complete benchmark proficiency assessments.
- D. shows effort and demonstrates the appropriate professional and ethical standards.
- E. successfully completes clinical rotation requirements.

Remediation Plan

If a student does not adhere to the retention requirements the remediation plan will include but will not be limited to the following steps:

- A. Student will be placed on a *Provisional Acceptance* status in which the following will be performed.
 - a. Weekly meetings with the AT Program Director, Clinical Education Coordinator, or specified individual to assist the student:
 - i. address any academic needs.
 - ii. address any deficiencies in clinical skills.
 - iii. address deficiencies in clinical rotation requirements.

- iv. facilitate or encourage communication with professors.
- b. Student will retake courses within the MSAT Program if deemed appropriate to achieve a cumulative GPA of 3.0 or if necessary for remediation of content/skill knowledge.
- c. Student will be required to improve GPA to a 3.0 by the following term. This will also be addressed on a case by case basis, depending on academic and accommodation needs.
- B. If the graduation requirements are not met the student will be required to adhere to the above steps for remediation depending on the student's deficiency. This may require an additional term(s) of enrollment.

Graduation Requirements

In order to graduate with a Master of Science in Athletic Training degree (MSAT) the following criteria must be met:

- A. cumulative GPA of 3.0 in graduate coursework;
- B. certification in CPR for Professional Rescuer (American Red Cross) or Health Care Provider (American Heart Association);
- C. professional membership in good standing (NATA membership);
- D. completion of the minimum 800 hours of clinical instruction/observation with a maximum of 1500 hours;
- E. completion of the required clinical rotations; and
- F. pass a comprehensive content examination.

Degree Completion Timeline

The AT program is designed to be completed in a sequential two years including all coursework and clinical experiences. Situations that may prolong a student's completion of the program may include but are not limited to:

- 1. transfers,
- 2. illness, injury, birth of a child, or
- 3. any other extenuating circumstances requiring students to miss a term or course sequence within the program.

Program Requirements: Master of Science in Athletic Training

Programmatic Requirements

- ATP 500 Foundations of Athletic Training
- ATP 510 Diagnosis of Injuries & Illness 1
- ATP 520 Clinical 1
- ATP 530 Clinical 2
- ATP 540 Therapeutic Interventions 1
- ATP 550 General Medical Injuries and Illnesses
- ATP 560 Diagnosis of Injuries & Illness 2
- ATP 570 Clinical 3
- ATP 580 Clinical 4
- ATP 600 Therapeutic Interventions 2
- ATP 610 Health Care Administration
- ATP 620 Diagnosis of Injuries & Illness 3
- ATP 630 Applied Research Methods 1
- ATP 700 Applied Research Methods 2
- ATP 710 Clinical 5
- ATP 720 Clinical 6
- ATP 730 Clinical 7
- ATP 740 Clinical 8
- ATP 760 Athletic Training Capstone

Core Health Care Provider (HCP) – Inter-professional (IPE) Requirements

- HCP 510 Research Methods

HCP 600 Clinical Pharmacology
HCP 610 Psychosocial & Spiritual Aspects of Injury and Illness
Total Credits Required - 57

MSAT Curriculum

	Year 1 Summer (Term 1)	Credits
ATP 500	Foundations of Athletic Training	3
ATP 510	Diagnosis of Injuries and Illness 1	3
ATP 540	Therapeutic Interventions 1	3
	Term Total	9
	Year 1 Fall (Term 2)	
ATP 520	Clinical 1	2
ATP 530	Clinical 2	1
ATP 560	Diagnosis of Injuries & Illness 2	3
HCP 510	Research Methods	3
PAS 505/ ATP 505	Gross Anatomy for Healthcare Providers I	3
	Term Total	12
	Year 1 Spring (Term 3)	
ATP 570	Clinical 3	2
ATP 580	Clinical 4	1
ATP 550	General Medical	2
HCP 600	Clinical Pharmacology	3
ATP 600	Therapeutic Interventions 2	3
PAS 506/ ATP 506	Gross Anatomy for Healthcare Providers II	3
	Term Total	14
	Year 2 Summer (Term 4)	
ATP 610	Health Care Administration	2
ATP 620	Diagnosis of Injuries & Illness 3	3
ATP 630	Applied Research Methods 1	3
	Term Total	8
	Year 2 Fall (Term 5)	
ATP 710	Clinical 5	2
ATP 720	Clinical 6	2
ATP 700	Applied Research Methods 2	1
HCP 610	Psychosocial & Spiritual Aspects of Hlth Care	2
	Term Total	7
	Year 2 Spring (Term 6)	
ATP 730	Clinical 7	2
ATP 740	Clinical 8	2
ATP 760	Athletic Training Capstone	3
	Term Total	7
	Program Total	57

Master of Science in Physician Assistant Studies

Northwestern College's Master of Science in Physician Assistant Studies is a 27-month graduate program that provides training for students seeking certification and licensure as a physician assistant (PA). Students must successfully complete 116 graduate credits over seven consecutive academic terms,

including four terms of face-to-face training, followed by three terms of clinical rotations with concurrent online courses designed to facilitate the integration of classroom material with their clinical experiences.

Admission to PA programs is competitive, and the Northwestern College PA Program only accepts 30 students per year. Preference will be given in the application process to graduates from Northwestern College, provided they meet all of the program admissions requirements.

Individuals who have previously enrolled in another PA program or medical school are not eligible for admission to the Northwestern College PA Program.

AP coursework will be accepted only for Psychology and Statistics and CLEP will only be accepted for Psychology. Any AP or CLEP credits must appear on a college transcript with assigned credits.

Admissions Requirements:

- Completion of the CASPA Application
 - Completion of Northwestern College Supplemental Application and payment of application fee
 - Overall and Science GPA of 3.0 or higher on a 4.0 scale
 - Minimum of 500 hours of healthcare experience
 - Baccalaureate degree from a regionally accredited institution, or internationally recognized equivalent
 - Meet PA Program Technical Standards
 - Completion of pre-requisite courses with a B- or better in each course
 - These courses must be completed at a regionally accredited institution
 - Five of the eight required courses must be completed by the time of application
 - Pre-requisite Courses
 - Required (Minimum of 3 credits each)
 - Human Anatomy*
 - Human Physiology*
 - Microbiology*
 - Organic Chemistry
 - Biochemistry
 - Genetics
 - Psychology
 - Statistics
- (*Must have taken within the last 5 years, or student must complete a waiver form demonstrating use of this knowledge in the past 5 years)
- Recommended
 - Pharmacology
 - Physics
 - Ethics
 - Pathophysiology
 - Immunology
 - Embryology

PA Curriculum

	Year 1 Summer (Term 1)	Credits
PAS 632	PA Profession I: History and Healthcare Delivery Systems	4
HCP 511	Human Physiology	3
PAS 601	Patient Care Skills I	3
PAS 611	Biomedical Science	3
	Term Total	13

Year 1 Fall (Term 2)		
PAS 612	Clinical Medicine I	6
PAS 602	Patient Care Skills II	3
PAS 622	Clinical Reasoning I	2
HCP 602	Pharmacology I	2
HCP 612	Medical Pathophysiology I	2
HCP 510	Research Methods	3
PAS 505	Gross Anatomy for Healthcare Providers I	3
	Term Total	21
Year 1 Spring (Term 3)		
PAS 613	Clinical Medicine II	6
PAS 603	Patient Care Skills III	3
PAS 623	Clinical Reasoning II	2
HCP 603	Pharmacology II	2
HCP 613	Medical Pathophysiology II	2
PAS 630	Evidence-Based Practice and Preventative Care	1
PAS 633	PA Profession II: Ethics and Culture	3
PAS 506	Gross Anatomy for Healthcare Providers II	3
	Term Total	22
Year 2 Summer (Term 4)		
PAS 614	Clinical Medicine III	6
PAS 604	Patient Care Skills IV	3
PAS 624	Clinical Reasoning III	2
HCP 604	Pharmacology III	2
HCP 614	Medical Pathophysiology III	2
PAS 634	Introduction to Clinical Practice	1
	Term Total	16
Year 2 Fall (Term 5)		
PAS 703	Clinical Rotation Block I	15
PAS 635	PA Profession III: Practice Issues and Integration	1
	Term Total	16
Year 2 Spring (Term 6)		
PAS 704	Clinical Rotation Block II	15
	Term Total	15
Year 3 Summer (Term 7)		
PAS 705	Clinical Rotation Block III	12
PAS 701	PA Capstone: Certification, Licensure, and Summative	1
	Term Total	13
	Program Total	116

*This credit load is typical for PA programs, and will be seen as comparable to our peer institutions.

**Each student will have an individualized schedule for clinical rotations. Every student must complete the core rotations (730, 740, 750, and 760) as well as 12 weeks total of any combination of elective rotations (and 795 – 2-week rotations).

Graduate Certificates

Application Process for Certificates

1. Apply for admission. You may do this online at <http://online.nwciowa.edu/apply>
2. Choose the Online Student application for online courses and programs.
Choose the Application for Re-Enrollment if you have ever taken courses at Northwestern.
Choose the Guest Application if you wish to take individual graduate courses offered on campus in Orange City.
3. Send all official college transcripts to the admissions office at:
Northwestern College
Admissions Office
101 7th Street SW
Orange City, IA 51041
4. Upon acceptance, register for your course(s). Information about registering is provided in the Registration section.
5. Pay for your course(s). Tuition and fees are due prior to each term. Tuition information is found online at <http://online.nwciowa.edu/tuition>
For payment options, visit: <http://www.nwciowa.edu/tuition/payment-options>
For payment deadlines, visit: <http://www.nwciowa.edu/tuition/payment-deadlines>
You may contact the Business Office by phone at (712) 707-7125 or by email debw@nwciowa.edu with questions.
6. Access your course online by logging into MyNWC and clicking on the Blackboard link, or go directly to Blackboard at <http://nwciowa.blackboard.com>

General Academic Requirements for Certificates

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

Genetics and Genomics

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

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

- 1) Use and explain genetics and genomics concepts
 - a. Use genetics and genomic terminology.
 - b. Explain the molecular patterns of biological inheritance and variation.
 - c. Explain the processes of replication, transcription, and translation and relate them to genetic disease.

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

Required Courses:

BIO 510 – Molecular and Biochemical Genetics and Genomics

BIO 520 – Heredity, Human Genetics and Genomics

BIO 610 – Population and Quantitative Genetics and Genomics

BIO 620 – Technological Applications of Personalized Medicine

BIO 630 – Therapeutic Modalities in Genetic and Genomic Medicine

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

Total credits required: 18

Management of International Development

This graduate certificate provides participants with foundational understanding of the economic environment in developing countries, and equips participants to effectively manage holistic and transformative mission outreach programs. Students will leverage their knowledge of global culture, economics and politics to manage programs that promote job creation and stem the impact of world poverty.

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

1. Inform others of the ramifications of world poverty and the diverse issues that impact the development process.
2. Analyze the global marketplace and the role of government as they relate to effective international management.
3. Provide creative and innovative approaches to job creation and sustainable development projects.
4. Apply basic principles of management for non-profit contexts, including grant writing to obtain funding.

Required Courses:

BUS510 International Management

BUS520 Non-Profit Management

BUS530 Social Enterprise
BUS540 World Poverty
BUS517 Internship (optional)

Total Credits: 16 – 28

Teacher Leadership

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

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

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

Required Courses:

EDU615 Peer Assessment and Instructional Coaching
EDU620 Professional Learning Communities for School Improvement
EDU625 Teacher as Leader
EDU630 Technology Coaching and Leadership

Total credits: 12

Course Descriptions

ATP 500, Foundations of Athletic Training

3 credits

Based on a Christian worldview, students are introduced to the professional practice of athletic training. The course includes an introduction into the scope of practice of an Athletic Trainer. This is also an intensive course in basic life support (BLS), primary survey procedures and practice of accident prevention and care of injuries and illnesses. BLS for the Healthcare Provider and Heartsaver First Aid certification will be secured upon successful completion of this course. This course includes a 3-hour lab per week. Prerequisite: Acceptance into Master of AT program or permission of AT Program Director.

ATP 505, Gross Anatomy for Healthcare Providers I

3 credits

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

A fee is associated with this course.

ATP 506, Gross Anatomy for Healthcare Providers II

3 credits

In this second anatomy course, the first-year graduate students will work as part of an inter-professional student team to organize facts into concepts, as well as appreciate the association between structure and

function. This course is designed for first year health care students to acquire the foundations for basic descriptive, functional, clinical and radiological human anatomy.

Prerequisite: ATP/PAS 505.

ATP 510, Diagnosis of Injury and Illness 1

3 credits

This course aims to give students the basic knowledge and skills to perform injury & illness examinations. This course will stress the importance of recognizing the mechanisms of injury or illness, knowing the related anatomical structures, and performing the appropriate special tests to determine a diagnosis. This course includes a 3-hour lab per week.

Prerequisite: ATP 500.

ATP 520, Clinical 1 in Athletic Training

2 credits

This first clinical rotation immersion experience will give students the opportunity to gain knowledge, skills, and abilities in acute care and lower extremity orthopedic diagnosis in both equipment intensive and youth physical activities. These clinical rotations may be either on or off campus experiences.

Prerequisite: ATP 500.

ATP 530, Clinical 2 in Athletic Training

1 credit

This second clinical rotation experience will provide students the opportunity to gain knowledge, skills, and abilities in lower extremity injury diagnosis as well as dermatological and general medical diagnosis in various patient populations. These clinical rotations may be either on or off campus experiences.

Prerequisite: ATP 520.

ATP 540, Therapeutic Interventions 1

3 credits

This introductory course aims to give students the necessary foundational knowledge and skills in regards to the use and application of therapeutic modalities and exercise. Students will gain an understanding of the natural healing process and will be given the knowledge to develop a basic care plan, incorporating rehabilitation exercise, therapeutic modalities, and pharmacological interventions needed to improve a patient's participation and health-related quality of life. This course includes a 3-hour lab per week.

Prerequisite: ATP 500.

ATP 550, General Medical Injuries and Illnesses

2 credits

This course introduces the basic knowledge, skills, and abilities in general medical diagnosis of conditions and disabilities of physically active individuals.

Prerequisite: ATP 510.

ATP 560, Diagnosis of Injury and Illness 2

3 credits

This course builds on the basic knowledge and skills students have gained from previous terms in performing injury & illness examinations. This course will stress the importance of structural anatomy, the process in an orthopedic examination, and performing the appropriate components of a clinical examination to determine a diagnosis. This course includes a 3-hour lab per week.

Prerequisite: ATP 510.

ATP 570, Clinical 3 in Athletic Training

2 credits

This clinical rotation immersion experience will give students the opportunity to gain knowledge, skills, and abilities in therapeutic interventions and orthopedic diagnosis in various patient populations. These clinical rotations may be either on or off campus experiences.

Prerequisite: ATP 530.

ATP 580, Clinical 4 in Athletic Training

1 credit

This fourth clinical rotation experience will provide students the opportunity to maintain knowledge, skills,

and abilities gained in the previous terms.

Prerequisite: ATP 570.

ATP 600, Therapeutic Interventions 2

3 credits

This course focuses on developing the student's knowledge, skills, and abilities to develop a comprehensive and holistic plan of rehabilitation, therapeutic modalities, and pharmacological interventions needed to improve a patient's participation and health-related quality of life. This course includes a 3-hour lab per week.

Prerequisite: ATP 540.

ATP 610, Healthcare Administration

2 credits

This course focuses on the organization and administration aspects of health care in a variety of athletic training settings. Students study topics such as medical record keeping, facility design and maintenance, leadership strategies, insurance issues, public relations, and legal and ethical issues related to health care.

Prerequisite: ATP 500.

ATP 620, Diagnosis of Injury and Illness 3

3 credits

This course emphasizes examining the whole patient in body, mind, and spirit. Students will develop skills and abilities in performing general medical examinations as well as screening for underlying psychological, social, and spiritual issues. Students will also discuss the importance of recommended and required referral processes to other practitioners. This course includes a 3-hour lab per week.

Prerequisite: ATP 560.

ATP 630, Applied Research Methods 1

3 credits

This is the first of two courses in applied research methods specific to athletic training. The focus of this course is on quantitative and qualitative research methods and their application in applied context. In this course students will identify their research objectives, research design, sampling, quantitative and/or qualitative analysis, and research evaluation. This course will enable students to develop their thesis or project topic, review relevant literature, and ultimately defend their proposal of research.

Prerequisite: HCP 510.

ATP 700, Applied Research Methods 2

1 credit

This is the second of two courses in applied research methods specific to athletic training. Students will development practical and analytical skills using software for quantitative and qualitative data analysis. Students will apply statistical concepts with the emphasis on correct usage and interpretation, using spreadsheets and computer analysis. In addition, students will have access to mentoring on their specific topic of research through the data collection process.

Prerequisite: ATP 630.

ATP 710, Clinical 5 in Athletic Training

2 credits

This clinical rotation immersion experience will provide students with leadership opportunities in providing health care services to a variety of patient populations under the direct supervision of a credentialed health care provider. Students will be assigned to a clinical site based on their clinical progression needs and their career goals. These clinical rotations may be either on or off campus experiences.

Prerequisite: ATP 580 and ATP 620.

ATP 720, Clinical 6 in Athletic Training

2 credits

This clinical rotation immersion experience will provide students with leadership opportunities in providing health care services to a variety of patient populations under the direct supervision of a credentialed health care provider. Students will be assigned to a clinical site based on their clinical

progression needs and their career goals. These clinical rotations may be either on or off campus experiences.

Prerequisite: ATP 710.

ATP 730, Clinical 7 in Athletic Training **2 credits**

This clinical rotation immersion experience will provide students with leadership opportunities in providing health care services to a variety of patient populations under the direct supervision of a credentialed health care provider. Students will be assigned to a clinical site based on their clinical progression needs and their career goals. These clinical rotations may be either on or off campus experiences.

Prerequisite: ATP 720.

ATP 740, Clinical 8 in Athletic Training **2 credits**

This clinical rotation immersion experience will provide students with leadership opportunities in providing health care services to a variety of patient populations under the direct supervision of a credentialed health care provider. Students will be assigned to a clinical site based on their clinical progression needs and their career goals. These clinical rotations may be either on or off campus experiences.

Prerequisite: ATP 730.

ATP 760, Athletic Training Capstone **3 credits**

Students will work with their advisor to complete their final research project. The research must be presented in a public forum: poster, paper, or oral presentation, following Northwestern College graduate guidelines. This course will also provide an integration of prior coursework and expertise in athletic training preparation for the BOC Certification Exam.

Prerequisite: ATP 700.

BIO510 Molecular and Biochemical Genetics and Genomics **3 credits**

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

BIO520 Heredity, Human Genetics and Genomics **3 credits**

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

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

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

BIO610 Population and Quantitative Genetics and Genomics **3 credits**

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

BIO620 Technological Applications of Personalized Medicine **3 credits**
This course focuses on the applications of personalized medicine. Students will learn about the Human Genome Project and its implications for human health and disease. Comparative and functional genomics, transcriptomics, and proteomics will be studied. Students will learn how genomes are sequenced and data bases are mined (bioinformatics). Students will learn how genetic testing and screening is done and the implications of genetic testing and screening for patients. Ethical, social, cultural, and legal implications of genomic medicine will be considered.

BIO630 Therapeutic Modalities in Genetic and Genomic Medicine **3 credits**
Building on the foundation of molecular and Mendelian genetics, this course focuses on pharmacogenetics and the use of gene therapy in human health.

BIO640 Ethical, Legal and Social Implications of Genetic and Genomic Medicine **3 credits**
Building on the foundation of genetics and genomics, this course focuses on the ethical, legal, cultural, economic, psychological, and social implications of genetic and genomic medicine.

BUS510 International Management **4 credits**
An emphasis on culture and the interconnections of management functions in global commerce provide an integrated approach to international management decision-making, using all of the functional areas of business.

BUS517 Internship **2 – 12 credits**
(2-12 credits, dependent upon internship experience and program requirements)

BUS520 Non-Profit Management **4 credits**
This course provides an introduction to non-profit management for non-business majors, including general management, basics of accounting, introduction to finance, marketing, and operations management of development projects. It will also include a component on grant writing and accessing funds.

BUS530 Social Enterprise **4 credits**
This course is focused on the process for utilizing productive economic activities to create jobs, produce necessary products, and impact people and ministry through venture design and development. It also includes student interaction with successful case of “business as mission” and the experience of Christian entrepreneurs from a broad spectrum of businesses. Students will be challenged in “doing entrepreneurial activities” through crafting their own social enterprise business plans.

BUS540 World Poverty **4 credits**
This foundational overview course considers the complexities of the environment of poverty. Informed by serious academic study of socio-economic, cultural, political, and religious contexts, it also provides a practical understanding of the roots of world poverty and presents alternative views of how to create wealth. A broad comprehension of world poverty and development is fundamental for promoting transformational development projects.

CSED 500 – Problem Solving and Algorithms
This course focuses on using computer-programming techniques to build robust computer programs. The course emphasizes a consistent methodology for designing, developing, testing, and refining code, with a primary focus on implementing this methodology in a classroom setting. A text-based procedural and/or object-oriented language will be used to implement solutions to the programming problems. Several classic algorithms will be introduced, with solutions featuring dynamic data structures and complex data types. Multiple solutions will be compared and contrasted to determine their relative strengths and weaknesses.

CSED 525 – Computers and Networks for a Connected World

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

CSED 550 – Programming Fundamentals for Educators

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

CSED 575 – Methods of Teaching Computer Science

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

EDAD 510, Creating a Culture for Learning 3 credits

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

EDAD 520, Law, Politics and the Principal 3 credits

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

EDAD 530, School, Families and the Community 3 credits

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

EDAD 530I, School, Families and the Community Internship 2 credits

Working closely with a leadership coach and building supervisor, future principals will apply coursework in an internship experience in all four levels: early childhood, elementary, middle school or high school. Students will observe and practice strategies that focus on developing partnerships with families and the community. 110 hours of clinical observations are required. (2 credits)

EDAD 540, Operations Management 3 credits

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

EDAD 610, Instructional Leadership 3 credits

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

EDAD 620, Data and School Improvement 3 credits

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

EDAD 620I, Data and School Improvement Internship 2 credits

Working closely with a leadership coach and building supervisor, future principals will apply coursework in an internship experience in all four levels: early childhood, elementary, middle school or high school. Students can expect to analyze programs, classrooms, PLC's and students in need according to comprehensive data compilation. 110 hours of clinical observations required. (2 credits)

EDAD 630, Ethics, Supervision and Evaluation 3 credits

Working closely with a leadership coach and building supervisor, future principals will apply coursework in an internship experience in at least one of four levels: early childhood, elementary, middle school or high school. Students can expect to be engaged with pre-observation and post-observation conferences, designing evaluation tools, analyzing specific ethics cases and understanding appropriate supervision of teachers and staff. 110 hours of clinical observations required. (2 credits)

EDAD 630I, Ethics, Supervision and Evaluation Internship 2 credits

Working closely with a leadership coach, future principals will apply coursework in an internship experience at the elementary level. This course is to be taken concurrently with EDAD630.

EDAD 635, Professional Portfolio 3 credits

Candidates will demonstrate the ability to integrate the Professional Standards for Educational Leaders by conducting action research leading to a school improvement project. EDU635 is a pass/no pass course. Students who do not have a finished capstone approved by the Education Department chair at the conclusion of EDU635 will repeat the course for credit.

Prerequisites: EDAD 510, EDAD 520, EDAD 530, EDAD 530I, EDAD 540, EDAD 560, EDAD 610, EDAD 620, EDAD 620I, SPED 612, SPED 612I, EDAD 630, EDAD 630I

EDU500 Children's Literature**3 credits**

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

EDU502 Adolescent Literature **3 credits**

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

EDU504 Diagnosis of Reading Problems **3 credits**

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

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

Examine characteristics of the diverse cultures and structures prevalent in American families, and how those factors influence children's growth and development. This course emphasizes strategies to improve collaboration with families, schools and community partners to improve students' success outcomes.

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

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

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

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

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

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

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

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

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

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

EDU525 Advanced Child Development

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

EDU530 Leadership of Early Childhood Programs **3 credits**
Thorough examination of roles, responsibilities and characteristics of effective leaders of early childhood programs with a focus on personal growth in leadership and communication. Emphasis on identifying areas of strength and need in programs and staffing to create opportunities for improvement.

EDU535 Strategies for Early Literacy Development **3 credits**
Examine widely accepted theories of language, reading and writing development in young children. Use research and assessment data to identify curricula and instructional strategies most suited to the diverse needs of young children. Examine research and develop strategies to leverage play in providing successful literacy instructional experiences.

EDU538 Reading Endorsement Practicum: K - 8 **1 credit**
The reading endorsement requires 30 hours of field experiences in a variety of settings. The field experiences that comprise your practicum must be with children who are within the span of kindergarten through eighth grade level.

EDU539 Reading Endorsement Practicum: 5 - 12 **1 credit**
The reading endorsement requires 30 hours of field experiences in a variety of settings. The field experiences that comprise your practicum must be with children who are within the span of fifth through twelfth grade.

EDU540 Teaching Young Children with Diverse Needs **3 credits**
Students will learn to design curriculum, instruction and assessment specific to the needs of diverse children ages 0 through 8. Create safe and nurturing classroom environments that are developmentally appropriate and respect diversity. Collaborate with stakeholders to meet the needs of young children.

EDU546 Behavioral & Social Interventions of Early Learners **3 credits**
Students will understand applied behavior analysis and the importance it plays in early childhood education for both typically developing children and those with special needs. The student will acquire tools that they need to positively impact the lives of young children especially focusing on implementing effective techniques for changing behavior, strategies for every day challenges both in the classroom and at home and collaborate with parents and caretakers.

EDU555 Trends and Issues in 21st Century Education **3 credits**
Teachers and schools must continually examine current practices in PreK – 12 education in search of better solutions to increase student achievement and to thoroughly prepare children for the world in which they will live and work. In this course students will study current social, political and academic trends and issues affecting children, teachers and schools. Students will define their personal positions

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

EDU560 Curriculum and Assessment for Student Learning **3 credits**
Through a process of discussion, reflection, reading, discovery and practice, this course will lead students to a more comprehensive understanding of how curriculum and assessment are interrelated. Students will delve into timely issues associated with curriculum and assessment affecting schools. Upon completion, students will be prepared to develop aligned curriculum and assessment that takes into consideration local, state and national standards, best practices and students' diverse needs.

EDU565 Instructional Strategies for Diverse Students and Settings **3 credits**
This course is intended for experienced teachers, and will focus on building off of prior knowledge and experience to improve student learning. Research-based instructional strategies will be studied, with

particular emphasis on adapting and employing strategies to fit students' cognitive abilities, motivation, interest, cultural background and other unique characteristics in diverse settings. Students in this class will apply new instructional strategies in their practice to positively impact learning in the PreK – 12 classroom.

EDU570 Teaching and Learning with Technology

3 credits

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

EDU575 Science and Math in Early Childhood: A STEM Approach

3 credits

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

EDU580 Student Teaching - ECIS

4 – 8 credits

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

EDU590 Special Topics in Education

1 – 3 credits

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

EDU610 Educational Research Methods and Design

3 credits

This course will provide an overview of research methodology employed for studies in the field of education. Topics include basic research methodology, interpretation of findings, and application of research in educational settings. Students will develop their ability to critically evaluate educational research and to judiciously apply findings in their professional settings. By the conclusion of the course students will be able to identify a potential topic for future research and outline the basic methodology needed to conduct the study.

EDU615 Peer Assessment and Instructional Coaching

3 credits

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

EDU620 Professional Learning Communities for School Improvement

3 credits

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

EDU625 Teacher as Leader**3 credits**

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

EDU630 Technology Coaching and Leadership**3 credits**

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

EDU635 Master's in Education Capstone**3 credits**

In this course students will apply the cumulative knowledge and skills learned in their master's program through an action research project. Research focus may be related to student learning, teacher effectiveness, school quality, school policy or other area by approval. The project will be proposed, approved, designed, implemented and presented prior to the student's graduation with a master's degree in education from Northwestern College. Students who do not have a finished capstone approved by the Education Department chair at the conclusion of EDU635 will repeat the course for credit. Graded on a pass/no pass basis.

HCP 510, Research Methods**3 credits**

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

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

HCP 511 - Human Physiology**3 credits**

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

Prerequisite: Admission to the PA program.

HCP 600, Clinical Pharmacology**3 credits**

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

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

HCP 602 – Pharmacology I**2 credits**

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

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

Prerequisite: PAS 611, Biomedical Science.

Note: A fee is associated with this course.

HCP 603 – Pharmacology II

2 credits

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

Prerequisite: HCP 602, Pharmacology I.

HCP 604 – Pharmacology III

2 credits

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

Prerequisite: HCP 603, Pharmacology II.

HCP 610, Psychosocial & Spiritual Aspects of Injury and Illness

2 credits

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

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

HCP 612 – Medical Pathophysiology I

2 credits

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

Prerequisite: HCP 611, Medical Physiology.

HCP 613 – Medical Pathophysiology II

2 credits

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

Prerequisite: HCP 612, Medical Pathophysiology I.

HCP 614 – Medical Pathophysiology III

2 credits

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

Prerequisite: HCP 613, Medical Pathophysiology II.

PAS 505 – Gross Anatomy for Healthcare Providers I

3 credits

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

A fee is associated with this course.

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

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

Prerequisite: ATP/PAS 505.

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

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

Prerequisite: Admission to the PA program.

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

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

Prerequisite: PAS 601, Patient Care Skills I

Note: A fee is associated with this course.

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

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

Prerequisite: PAS 602, Patient Care Skills II.

Note: A fee is associated with this course.

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

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

Prerequisite: PAS 603, Patient Care Skills III.

Note: A fee is associated with this course.

PAS 611 - Biomedical Science**3 credits**

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

Prerequisite: Admission to the PA program

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

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

cardiovascular, genitourinary, and renal systems.

Prerequisites: PAS 611, Biomedical Science;and HCP 511, Human Physiology.

PAS 613 - Clinical Medicine II

6 credits

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

Prerequisite: PAS 612, Clinical Medicine I.

PAS 614 - Clinical Medicine III

6 credits

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

Prerequisite: PAS 613, Clinical Medicine II.

PAS 622 - Clinical Reasoning I

2 credits

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

Prerequisite: PAS 601, Clinical Skills I.

PAS 623 - Clinical Reasoning II

2 credits

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

Prerequisite: PAS 602, Clinical Skills II.

Note: A fee is associated with this course.

PAS 624 - Clinical Reasoning III

2 credits

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

Prerequisite: PAS 603, Clinical Skills II.

Note: A fee is associated with this course.

PAS 630-Evidence-Based Practice and Preventative Care

1 credits

In this course, students will critically analyze research articles and apply findings to medical cases in an evidence-based manner. There will be an emphasis on an evidence-based approach to preventative care across the lifespan, teaching students techniques for providing appropriate, individualized care to patients based on their personal needs. Students will also have opportunities to continue work on their own

research question and project in preparation for the PA Profession Capstone.

Prerequisite: HCP 510, Research Methods.

PAS 632-PA Profession I: History and Healthcare Delivery Systems **4 credits**

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

Prerequisite: Admission to the PA Program.

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

This course is the second in a three-course series designed to introduce students to professional issues related to practicing medicine as a physician assistant. In this course, students will study the ethical, legal, and regulatory guidelines for medical practice and apply them to clinical situations. Students will also spend time exploring different cultures and view of health and healthcare to increase cultural awareness and competency.

Prerequisite: PAS 632, PA Profession I.

PAS 634 – Introduction to Clinical Practice **1 credit**

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

Prerequisites: PAS 613, Clinical Medicine II, and PAS 630, Evidence-Based Practice and Preventative Care.

PAS 635-PA Profession III: Practice Issues and Integration **1 credit**

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

Prerequisite: PAS 633, PA Profession II.

PAS 701- PA Capstone: Certification, Licensure, and Summative **1 credit**

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

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

PAS 702- Physician Assistant Directed Study **1 credit**

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

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

PAS 703, Clinical Rotation Block I **15 credits**

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

weeks long. By the end of Clinical Rotation Block III, all PA students will have completed all required clinical rotation courses for the PA program.

Prerequisites: PAS 614, Clinical Medicine III, and PAS 634, Introduction to Clinical Practice.

PAS 704, Clinical Rotation Block II

15 credits

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

Prerequisite: PAS 703, Clinical Rotation Block I.

PAS 705, Clinical Rotation Block III

12 credits

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

Prerequisite: PAS 704, Clinical Rotation Block II.

SPED516 Contemporary Issues in Special Education

3 credits

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

SPED518 Intensive Instructional Models in Special Education

3 credits

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

SPED520 Assessment Planning and Practice

3 credits

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

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

3 credits

This course provides the learner with knowledge and skills in assessing, planning, organizing, implementing, and evaluating instruction based on knowledge of the student, the intended student

outcomes, and the curriculum. The course focuses on students with mild to moderate disabilities, including students with disabilities from diverse linguistic and cultural backgrounds. Topics include student characteristics, linking assessment with instruction, research-based methods and strategies, curriculum standards, accommodations, modifications, and the use of technology, including assistive technology devices and services, to support student access to the general education curriculum.

SPED523 Methods and Strategies for Students with Intellectual Disabilities 3 credits

This course introduces the history of intellectual disability. A critical examination of current definitions of intellectual disability and practices in medical diagnosis of intellectual disability will be covered. A study of the biological, educational, social, and behavioral factors contributing to intellectual delays will be addressed. Consideration of current and historical educational practices for individuals with intellectual disability and explore contemporary ethical, social, and the educational issues that affect the lives of individuals with this label across the lifespan will be analyzed. Students will also learn how to measure and analyze behavior in order to evaluate learning and make necessary adjustment to teaching strategies for individuals with intellectual disability.

SPED524 Methods and Strategies for Students with Academic and Behavioral Disorders 3 credits

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

SPED545 Behavioral and Social Interventions 3 credits

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

SPED547 Special Education Student Teaching (K-8) 3 credits

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

SPED548 Special Education Student Teaching (5-12) 3 credits

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

SPED549 Special Education Student Teaching (K-12) 3 credits

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

SPED550 Communication and Collaborative Partnerships and Transitions **3 credits**

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

SPED605 Instructional Decision Making and Leadership in Special Education **3 credits**

This course provides an introduction to theoretical and practical applications of data-driven decision making, assessments, and curriculum planning for educators. Students will explore the uses of qualitative and quantitative data by educational leaders for the purpose of improving student and organizational outcomes. This course will also focus on using a collaborative problem-solving approach and response to intervention processes to improve the learning rate of student.

SPED612 Social, Legal, and Ethical Issues in Special Education **3 credits**

This course is an intensive study of the legislation and litigation involved with individuals with disabilities specifically concentrating on those students between the ages of birth - 21 years. A historical as well as current study of legislation used as the basis for providing special education services on the federal and state level will be covered. The legal system on the federal and state level is covered as well as critical litigations that have influenced the field of special education. The student will become knowledgeable about the legal precedence for all that they do as a special educator.

SPED612I Social, Legal, and Ethical Issues in Special Education Internship **3 credits**

Working closely with a leadership coach and building supervisor, future principals will apply coursework in an internship experience in at least one of four levels: early childhood, elementary, middle school or high school. Students can expect to be engaged with monitoring IEP meetings, helping to chart progress monitoring, understanding how special education finance effects staffing, determining appropriate classroom environments and working to solve transportation issues. 70 hours of clinical observations required. (1 credit)

Policies and Disclosures

Non-Discrimination Policy

Applicants for admission and employment, students, parents of students, employees, sources of referral of applicants for admission and employment and all organizations holding professional agreements with Northwestern College are hereby notified that this institution does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission, access to, or employment in, its programs and activities. Any person having inquiries concerning Northwestern College's compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact Bill Minnick, Northwestern College, Orange City, Iowa 51041 (Telephone 712-707-7225). He has been designated by Northwestern College to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, or Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding this institution's compliance.

Confidentiality of Student Records

Student records are protected under the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) and state of Iowa statutes regarding freedom of information and privacy protection. The following is a list of directory information at Northwestern College:

- Student's name, local address, permanent address, email address, photos and telephone numbers (including cell phone numbers)
- Date and place of birth
- Student photo (Look Book photo)
- Names and dates of previous high schools and colleges attended
- Classification and enrollment status
- Program of study
- Dates of attendance and anticipated date of graduation
- Participation in officially recognized activities
- Degrees and awards granted (where and when received)
- Name, address and telephone number of spouse

Directory information is available only to our internal campus community (*MyNWC login required*).

Americans With Disabilities Act

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

Marie Jeppesen, Academic Support Specialist

marie.jeppesen@nwciowa.edu

712-707-7249

Technology Usage Policy

Northwestern College gives each student, faculty and staff member the privilege to use its computing and networking resources. Accessing the network without authorization (e.g. using someone else's login name) is a misdemeanor in Iowa that carries a penalty of 30 days in jail or a fine of \$100.00 (Chapter 716A.2). Students should not use another's account, or allow another to log into their Northwestern account, for any purpose. Students may not use the college's learning management system, email, or on campus internet access to threaten, offend, annoy or libel another. All users have the right to privacy, but Northwestern College reserves the right to examine a student's account including network file space,

email, and internet usage on campus in extenuating circumstances. See the Northwestern College Student Handbook for the complete policy.

Reserved Rights

Northwestern College reserves the right to change academic requirements or policies, as stated in the catalog, at the beginning of each term, with proper notification of such changes to be distributed to all students and faculty.

Consumer Information Disclosure

In compliance with student consumer information regulations, Northwestern College reports student consumer disclosure information at <http://www.nwciowa.edu/consumerinfo>. The site contains information including, but not limited to, the Student Right-to-Know Act, state specific consumer reporting contacts, copyright policies, health and campus safety reports, and disclosures related to financial assistance.

State Authorization Reciprocity Agreement (SARA)

Northwestern College participates in the State Authorization Reciprocity Agreement (SARA) through its approval by the Iowa College Student Aid Commission. SARA is an agreement among member states that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. The agreement allows the college to offer online courses and programs, supervised field experiences, student teaching, and most clinical placements to students who reside in states that also participate in SARA.

Online programs that lead to licensure or certification in Iowa may not meet requirements in another state for similar licensure. If you do not reside in Iowa, please contact online@nwciowa.edu so we may determine whether our program meets the requirements for professional licensure in your state. Northwestern College is committed to fair and just treatment of all students regardless of their state of residence. Online students residing in Iowa or a SARA member state who have a complaint with the college should first attempt to resolve their grievance directly with the college through its Title IX Grievance Procedure or Academic Appeals process. If an online student residing outside Iowa is unsatisfied with the resolution, the grievance may be filed with the Iowa College Student Aid Commission.

Personnel

President's Cabinet

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Kent Wiersema, Vice President for Financial Affairs
Julie Vermeer Elliott, Vice President for Student Life
Tamara Fynaardt, Vice President for Enrollment and Marketing
Jay Wielenga, Vice President for Advancement
Dr. Rebecca Hoey, Dean of Graduate School & Adult Learning

Academic Administration

Dr. Julie Dragstra, Department Chair of Nursing
Dr. Karie Stamer, RN-BSN Program Director
Dr. Derek Brower, Department Chair of Education
Gary Richardson, M.Ed. Program Director/Education Department Chair
Dr. Angila Moffitt, BA Early Childhood Program Director
Dr. Christina Hanson, MS Physician Assistant Studies Program Director
Dr. Alan Laird, MS Physician Assistant Studies Medical Director

JoAnn Weber, MS Physician Assistant Studies Director of Clinical Education
Dr. Rick Loutsch, MS Athletic Training Program Director
Dr. Doug Maury, MS Athletic Training Coordinator of Clinical Education

Staff

Rachel Van Roekel, Associate Director of Graduate and Adult Student Enrollment
Leslie Stover, Associate Director of Graduate and Adult Program Marketing
Melanie Kuchel, Enrollment Counselor
Jackie Davis, Dean of Admissions
Brandi Pals, Admissions Assistant
Sandy Van Kley, Registrar
Austin Nyhof, Associate Registrar
Nancy Van Surksum, Academic Records Assistant
Eric Anderson, Director of Financial Aid
Janette Reuter, Comptroller
Mariah McKinney, Student Accounts Manager
Danielle Vanderlei, Enrollment Counselor
Chelsie Robins, Program Coordinator, MS Physician Studies