



Graduate Academic Catalog 2013-2014



2013-2014 Graduate Academic Catalog

This catalog serves as an augment to Northwest's Undergraduate Academic Catalog and includes information and policies specifically applicable to Northwest's graduate programs

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SEATTLE



2013-2014 GRADUATE ACADEMIC CATALOG

Date of Publication: September 2013

NORTHWEST UNIVERSITY

Northwest University is a private, regionally-accredited, Christian coeducational liberal arts institution awarding degrees at the associate, baccalaureate, masters, and doctoral levels. In operation since 1934, Northwest has alumni serving in nearly every profession around the world – people showing Christ’s love through hands of compassion and service.

The University is located in Kirkland, Washington on a semi-wooded tract of fifty-six acres overlooking Lake Washington and the city of Seattle. A view of the snow-clad Olympics graces the skyline to the west and students often see eagles lazily floating over the campus. Located just off of I-405 (Exit 17 and follow the signs) with plenty of parking and classrooms, Northwest has designed graduate programs with busy adult students in mind. Small cohorts and interactive classes, led by professors with current cutting-edge knowledge, highlight an education that focuses on the real-life skills and competencies needed in today’s professional disciplines.

Members of the Northwest University community desire the equality of opportunity and respect that results from true Christian community where unity is cherished in diversity and mutual support is practiced as evidence of God’s presence, by His Holy Spirit, in the people that make up the community.

This catalog is intended to focus on the several graduate programs offered through Northwest University, and as such is closely linked to its 2013-2014 Undergraduate Academic Catalog. Although every effort has been taken to fully explain the policies and practices applicable to graduate programs and students, at times a more complete explanation might be available through the other document.

This catalog is published for information purposes only. Although every effort is made to ensure accuracy at the time of publication, this catalog shall not be construed to be an irrevocable contract between the student and the University. Northwest University reserves the right to make any changes in the content and provisions of the catalog without notice. Northwest University reserves the right to change the rules regulating admission to, instruction in, and graduation from the University, and to change any other regulations affecting the student body which shall apply not only to prospective students, but also to those presently matriculated in the University.

Veterans: Information contained in this publication is hereby certified as true and correct in content and policy as of the date of publication, in compliance with the Veterans Administration DVB Circular 20-76-84 and Public Law 94-502. Northwest University is in compliance with the Family Educational Rights and Privacy Act of 1974/1996. A full statement on FERPA rights is included below.

Northwest University is accredited by the Northwest Commission on Colleges and Universities.

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution’s accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052
(425) 558-4224
www.nwccu.org

ACCREDITATION AND AFFILIATIONS

Northwest University is accredited by the Northwest Commission on Colleges and Universities to award degrees at the associate, baccalaureate, masters, and doctoral levels. It is listed in the current bulletin, “Accredited Higher Education Institutions,” published by the U.S. Office of Education.

The University is endorsed by the Alliance for Assemblies of God Higher Education and a member of the Association of Christian Schools International.

The University is approved by the Professional Educator Standards Board and Superintendent of Public Instruction of the State of Washington to prepare elementary and secondary education teachers and recommend for certification. It is a member of the American Association of Colleges for Teacher Education.

The University is approved by the Federal and State Governments for student aid programs, for the training of international students, and by Washington State for training in Vocational Rehabilitation. Eligible veterans and their dependents seeking educational training may qualify to use Title 38, Chapters 30, 31, 33, and 35, or Title 10, Chapters 1606 or 1607. Refer to the Department of Veterans’ Affairs for eligibility criteria. <http://www.va.gov/>

Northwest University’s Buntain School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). (CCNE is an autonomous national professional accrediting agency for baccalaureate and graduate nursing programs.) In addition, the School of Nursing has received approval from the Washington State Nursing Care Quality Assurance Commission.

The School of Business and Management is accredited by the Accreditation Council for Business Schools and Programs.

Northwest holds membership in the Council for Christian Colleges and Universities. The Council is committed to cultivating communities of educational excellence in which the Lordship of Jesus Christ is central. Membership in this association of Christian colleges and universities provides opportunities for personal and professional enrichment for students, faculty, and administrators.

Northwest University is affiliated with the Jerusalem University College (JUC) (formerly the Institute of Holy Land Studies) in Jerusalem. This institution offers specialized training in the fields of geography, archaeology, the history of the Holy Land, and Judeo-Christian studies. Credits earned at JUC are accepted at Northwest University, where applicable. Details may be secured from the Provost’s Office.

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CONTACT INFORMATION

Physical and Mailing Address:

5520 108th Ave NE
P.O. Box 579
Kirkland, WA 98083-0579

Graduate General Admissions: gpse@northwestu.edu

Toll-free phone 877.453.5327
Toll-free fax 866.329.5327

Online Program Representative: online@northwestu.edu

Toll-free phone 888.690.2635

Financial Aid Services: gpsfinaid@northwestu.edu

Financial Aid Coordinator 425.889.7791

Information (Computer) Services: help@kace.northwestu.edu

Help Desk 425.889.5310

Student Accounts: studentaccounts@northwestu.edu

Director of Student Accounts..... 425.889.5326

Registrar's Office: registrarsoffice@northwestu.edu

Registrar 425.889.5228

School of Business and Management: mba@northwestu.edu

Graduate Enrollment Counselor 425.889.5213
Office Coordinator 425.889.5754

School of Education: soe@northwestu.edu

Graduate Enrollment Counselor 425.889.7794
Office Coordinator 425.889.5299

College of Ministry: comgrad@northwestu.edu

Graduate Enrollment Counselor 425.889.7795
Office Coordinator 425.889.5296

College of Social & Behavioral Sciences: csbs@northwestu.edu

Coordinator of MA Programs 425.889.5328
Coordinator of Psy.D. Programs 425.889.4094

UNIVERSITY AND PROGRAM OVERVIEW

NORTHWEST UNIVERSITY MISSION

We, the people of Northwest University, carry the call of God by continually building a learning community dedicated to spiritual vitality, academic excellence, and empowered engagement with human need.

NORTHWEST UNIVERSITY CORE VALUES

The Mission of Northwest University, a Christian university affiliated with the Assemblies of God, is derived from the following core values:

Spiritual Vitality (Heart)

- Moving together in personal relationship with Christ Jesus and knowledge of God's calling, we dedicate ourselves to Spirit-filled service.
- Practicing discipleship and worship with biblical faithfulness, we develop courage and character to meet the challenges of our world.
- Crafting a diverse, lifelong community, we recognize the intrinsic worth and dignity of each individual and facilitate friendships and networks that reach out to welcome others in love.

Academic Excellence (Head)

- Exploring all truth with scholarly excellence, we build a biblical worldview to prepare each other for service and leadership throughout the world.
- Developing moral, spiritual, intellectual, and aesthetic values through the arts and sciences, we integrate faith, learning, and life.
- Thinking critically, we aid one another in academic achievement and lifelong pursuit of knowledge, wisdom, and skills.

Empowered Engagement (Hand)

- Growing holistically, we clarify and obey individual God-given callings.
- Communicating and modeling the Gospel, we call people and communities to be reconciled to God and to each other.
- Demonstrating Spirit-inspired compassion and creativity, we meet the needs of individuals, build communities, and care for creation.

CORE THEMES

Core Theme One

- Building a caring community and enduring culture

Core Theme Two

- Developing Christian commitment and Spirit-formed lives

Core Theme Three

- Advancing academic engagement through teaching, learning and scholarly production

Core Theme Four

- Empowering people with the vision and tools to meet human need in their personal and professional lives

COMMUNITY COVENANT

Our community covenant is founded on our shared calling and relationship as Christ-followers, as outlined in Colossians 3:12-15. *“Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. And be thankful.”*

Based on the teachings in this verse and the enabling of God, we endeavor that all of our interactions and communications will show respect for the wellbeing of all, especially those who may disagree with us.

To that end, we commit before God to communicate honestly, openly, and humbly—without cynicism or a supposed sense of superiority and always with the respect that allows us to recognize the value of others as children of God and members of this community. Furthermore, we recognize the value of diverse opinions and that unity does not require unanimity.

Standards of Civility

By civility, we intend more than mere politeness. Rather we intend a basic set of attitudes and actions upon which we can build a community that is able to celebrate our differences, make decisions, and resolve conflict in a positive and forward-moving manner. These standards do not intend to stifle anyone’s leadership, academic freedom, or freedom of speech. Rather they provide ‘guidelines of participation’ for our Christian and professional community. The goal is to create the conditions that best allow trust and positive relationships to flourish.

Therefore, the NU administration, faculty, and staff commit to prioritize the following in our communications within NU and concerning NU to the general public:

1. Encouragement: encourage each other and value the contributions that all members make to the shared mission of NU.
2. Collaboration: choose to enter into communication non-defensively, assuming other parties have good will toward us and are acting in good faith.
3. Forgiveness: allow others to grow through forgiveness, and avoid holding grudges.

4. Inclusiveness: prioritize inclusive language and actively recruit input from under-represented voices (bearing in mind categories like gender, culture, ethnicity, position, and rank).

Governance, Planning and the Use of Authority

We recognize that we all exercise authority in one or more areas, making decisions that affect others. Therefore, we commit to the following tenets:

Whether as individuals or as groups, we affirm that it is incumbent on us to value a broad perspective and seriously take into account those whom our decisions affect and those with a reasonable interest in our decisions. It is also incumbent on us, when we have a reasonable interest in decisions, to engage and offer input.

Similarly, we acknowledge that there are times when decisions are made with which everyone does not agree. In those instances, we commit to behave with a cooperative and positive attitude, even while we may continue to work respectfully within the system to seek change.

Healthy Interaction, Input, Grievances, Complaints, and Contributions

In our communication, we will seek the most respectful, orderly, and productive tone and medium appropriate for our message and context. Particularly in times of conflict, we should, as professionals, craft our communication in a manner that minimizes miscommunication and preserves the intent of our message. The Employee and Faculty Manuals outline procedures for engaging the system and working through committee and group structures to affect change. In the case of more personal grievances between individuals, all effort should be made to resolve the issue through the process outlined in the Employee Manual, Section V: Conduct: Complaint Resolution.

We commit to the following actions:

- Be truth seekers who speak in specifics, not in generalities.
- Seek to understand fully before expressing disagreement or dissent.
- Rely on first-hand accounts.
- Strive to reconcile hurts and reach a mutually agreed upon resolution.
- Take personal responsibility for uncivil or improper actions in order to restore harmony in the community.
- Participate in the discussion of issues of concern, or if not, choose to respect the outcome.

We commit to this covenant remembering that in the companionship of fellow Christians we can see the image of God in one another. As Paul exhorts us, *“therefore make every effort to do what leads to peace and to mutual edification”* (Romans 14:19).

Non-Discrimination

Northwest University does not discriminate on the basis of sex, race, color, age, national or ethnic origin, or physical disability in its admissions policies. Further, it is the policy of the University not to discriminate on the basis of sex, race, color, age, national or ethnic origin, marital status, veteran status, disability status, or any other basis prohibited by federal, state, or local law, in the administration of its educational programs, including employment, scholarship and loan programs, and athletic and other college-administered programs and activities. Northwest is a drug and alcohol-free campus for all employees and students, and offers educational programs in alcohol and drug awareness for all campus groups. Inquiries regarding Northwest’s policy and responsibilities should be addressed to the Executive Vice President.

Northwest University is in compliance with the Family Educational Rights and Privacy Act of 1974/1996. A full statement on FERPA rights is found in this catalog.

Precision of Language

Northwest University is committed to the equality of men and women and to creating a learning community for all people. This commitment is based on the Bible’s teaching that God’s kingdom is made up of men and women from every nation, tribe, people, and language—and that no group constitutes the norm. Therefore, we expect students and members of the faculty, staff and administration to avoid sexist language and to employ inclusive language in writing, public speaking, and public worship. Further, we encourage members of the Northwest University community to be sensitive and respectful whenever referring to the personal characteristics of others. For guidance, see the Non-Discriminatory Language Guide at the Hurst Library.

Program Format

Most graduate programs at Northwest University use a cohort system for most courses. Each new student is grouped into a “cohort” with the other entering students and registers for nearly the same course schedule as the other members of their graduate program’s cohort for the entire program. In most programs students are allowed to take additional courses with other cohorts. Program cohorts range from 12-40 students, depending on the specific graduate program and course. The

advantage of this system is the support and openness it creates. The cohort becomes a valuable resource into which students can tap. Students study and learn together. They also become comfortable with one another to the point of being able to discuss difficult issues and share personal accounts. Since a higher level of openness is attainable, a higher level of learning can also be reached.

Course Format

Classes are designed to complement the lives of adult learners who often seek to balance their academic goals with the demands of everyday life. Masters level graduate programs take approximately two years while doctoral programs may require a minimum of five years of full-time study scheduled across three annual semesters. Each graduate program has been designed based on the nature of the discipline and vocational commitments of its students. For instance, the School of Education’s programs are designed with sensitivity to teachers who are daily in the classroom, while many of the College of Ministry’s classes meet for week-long intensive seminar sessions. Some graduate courses utilize Friday evening and all day Saturday schedules. Students should consult their respective program’s course format details and the current program schedule online at www.northwestu.edu and in this catalog for specific class offerings, including days and times.

On-Demand Courses

A limited number of course electives may be offered when enough students express interest. Students do so by communicating with their respective program at least one term before they desire to take the course.

Special Seminars

Periodically, programs offer students the opportunity to register for optional courses that do not meet in the traditional classroom format. At times, special seminars may be offered in a variety of formats. These seminars are taught to enrich the curriculum and build awareness for graduate students. Students should consult their program’s semester schedule for more details.

Graduate Research

Several graduate programs either require or offer students the opportunity to work with a graduate faculty member through independent or directed research on a topic of the student’s choice. Students desiring to conduct graduate research in addition to the research requirements of their program must complete and submit a special request form to their program’s office. If approved, a program professor will be assigned to the

student to ensure that the proper quantity and quality of work is assigned and performed.

Institutional Review Board

The Institutional Review Board (IRB) regulates the care of human participants and non-human subjects in research. In particular the job of the IRB is to establish and enforce ethical guidelines that protect human participants from harm, respect their dignity, and ensure the appropriate treatment and use of non-human subjects (animals). The IRB especially seeks to protect those who have limited understanding of the risks of their participation or who have diminished decision-making abilities. Thus all potential research projects that involve the use of human participants or animal subjects need to be reviewed by this board prior to their implementation. The IRB reports to the Academic Affairs Committee.

Membership

The National Institute of Health specifies that the board must have at least five members who represent a variety of backgrounds. In particular federal policy indicates that at least one member of the committee must be a scientist, one member a non-scientist and one member must not be affiliated with the institution in question.

Library

The D.V. Hurst Library is the information center on campus. The Library contains over 150,000 cataloged items, including over 50,000 eBooks – additionally, there are over 19,000 periodical titles, most of them available as full-text electronic documents. The award-winning Library web page (<http://library.northwestu.edu>) provides easy access to the local catalog of Northwest University's library holdings. The web page also provides links to Online Databases and online scholarly reference resources. The online databases provide full text articles as well as citations to find articles; articles or citations can be printed, e-mailed or downloaded. All of the databases are available to registered Northwest University students wirelessly from computers on campus or any computer

globally that is connected to the Internet (over 50 computers are located in the Library). Many other resources are available at the Library web page, such as citation and style guides for term papers, the RefWorks citation software, and Research Guides for specific departments and majors, such as Education and Nursing. Finally, the Hurst Library is home to special collections, such as the Pauline Perkins Memorial Library, a collection of Judaic/Messianic materials, and the Pentecostal Collection.

Librarians are available for consultation for any information needs, and specific queries can be sent via e-mail to library@northwestu.edu.

In addition to the resources of the Hurst Library, all Northwest University students have borrowing privileges with a group of local academic libraries, known as the PSAIL (Puget Sound Academic Independent Libraries) Consortium. They include:

- Pacific Lutheran University (Tacoma)
- Saint Martin's University (Lacey)
- Seattle Pacific University (Seattle)
- Seattle University (Seattle)
- University of Puget Sound (Tacoma)

Internships

Internships allow students to put into practice what they learn in the classroom, and are an integral part of several graduate programs. If students desire to experience an internship when it is not required by their program, they should contact their program office for details. If an internship is approved, a graduate professor will provide guidance in the selection and approval of an internship site and assist in formulating the Internship Site Agreement. The program dean must approve the registration and internship schedule, including any specialized courses or activities pertinent to the internship. Ultimately, the student is responsible to ensure that internship activities satisfy any degree requirements.

GRADUATE PROGRAMS ADMISSIONS

General Admission Requirements

- A Bachelor of Arts or Science (or an equivalent degree) from a regionally accredited college or university. Allowances may be made for degrees accredited by the Association for Biblical Higher Education (ABHE), depending on the degree and major earned and the selected graduate program.
- A minimum of a 3.0 grade point average (GPA) on a 4.0 scale. (Does not apply to College of Ministry graduate programs.)
- Entrance Tests: The MBA program application requires a qualifying score on the Graduate Management Admissions Test (GMAT)). The Psy.D. Program application requires taking the Graduate Record Exam (GRE). Northwest University's Institutional Code is #4541.
- Completion of application process and acceptance into the respective graduate program.
- A maximum of six credits may be transferred into a Master's program to meet course requirements. A maximum of twenty credits may be transferred into the Doctor of Psychology program. (Any specific exceptions are explained in the respective program section of this catalog.) Grades received on transfer courses must meet the grade requirements of those of the student's graduate program.

International Student Admission Requirements

For international students who have a green card or who are in the process of obtaining citizenship and are in good standing with the United States government:

- Fulfillment of General Admission Requirements and any program-specific admission requirements.
- A minimum TOEFL score within the last two years of: 537 on the paper-based exam, 237 on the computer-based exam, 6.5 on the IELTS exam, or 75 on the internet-based -iBT exam, or the successful completion of the Northwest University CELE program <http://www.northwestu.edu/cele/> (for international students whose native language is not English). ***or as specified for each program*

For international students who do not have a green card and will be operating on a student visa, requiring Northwest University to issue an I-20:

- Must have an adequate source of funds to cover all expenses and travel from and to home country;
- The student may have a sponsor who is a citizen of the United States, who is able to subsidize some or all of the financial requirements;
- Are generally prohibited from working off-campus while studying in the United States;
- Must have international medical insurance while studying at Northwest University.

Application Deadlines

December 1; March 1; and June 1 prior to the applicable entering fall semester, or as specified for each program.

Priority is given to the first application deadline. Applications received by the first application deadline will be processed and either accepted, denied, or deferred to the second application deadline. Following the final deadline, applicants will be accepted as space is available. International students are encouraged to make the first application deadline because of the time it takes to issue an I-20 and receive a student visa.

LIFESTYLE STANDARDS

Northwest University Lifestyle Standards

Northwest University places a great deal of importance on relationships and recognizing the need for responsible behavior. The covenant linked below is the description of the environment the University seeks to maintain. Any questions about the covenant should be directed to the respective program dean or the Dean for Student Development.

In attending a Christian university, faculty and students expect a certain environment in which to study and pursue truth. Mutual respect and encouragement, healthy relationships, honesty, patience, forgiveness, and accepting personal responsibility for one's actions all create an atmosphere in which individuals from a variety of backgrounds and holding diverse viewpoints can learn from each other. As guided by the instructor, presentation of one's points of view is expected and encouraged. However, respect for the instructor, fellow students, and the learning environment has precedence over an individual's rights of expression. Abuse of good

classroom etiquette is not allowed, and depending on the gravity of the situation, might result in a student having restrictions placed on classroom discussion or interactions with other students. In extreme situations, a student's course grade may be reduced, or he/she may be removed from the class or the program. It is the policy of the University to prohibit harassment of any person by any of its employees or students.

The Community Handbook, Lifestyle Standards, is available online at:

<http://eagle.northwestu.edu/departments/student-handbook/>.

ENGLISH LANGUAGE EDUCATION

Students who are admitted to Northwest University but who need additional help to bring their writing up to the level expected for graduate work may be encouraged or required to enroll in one or more of the following courses. Course descriptions are included at the end of this catalog, and course scheduling, registration, and cost details are available through the student's respective graduate office. LANG 4912 Graduate ESL Research Writing (two undergraduate semester credits)

- LANG 4922 Graduate ESL Grammar (two undergraduate semester credits)
- LANG 4932 Advanced Aural/Oral Skills (two undergraduate semester credits)

DISABILITY SERVICES

For students with learning and/or physical challenges, as defined by the ADA and Section 504 of the Rehabilitation Act, Northwest University takes an individual and holistic approach to providing accommodation. A student may notify the University of his/her disability when the student is confirmed for enrollment. Formal notification to the Director of Academic Success and Advising is required prior to the consideration of an accommodation request. Documentation should include a medical or educational evaluation by a physician or licensed learning specialist, a description of what specific accommodations have been offered in the past, and a list of specific needs and services that will be requested from Northwest University. The Director works closely with students and their respective graduate programs and faculty to ensure all reasonable accommodations and services are provided.

FINANCIAL INFORMATION

Northwest University is a private, church-related university. Therefore, no operating funds from taxes or public funds support its operation. Each student is charged tuition and certain fees which cover about eighty-five percent of the cost of his/her education. The remainder of the cost is provided by gifts from friends of the University, supporting districts, endowment income, and other earnings.

Tuition

School of Business and Management (SOBM)

MBA (per credit hour)..... \$824.00

School of Education (SOE)

MIT (per credit hour) \$800.00

M.Ed. (per credit hour)..... 630.00

Note: the 4 credits in the Professional Certification portion of the M.Ed. program (applicable also to students taking only the Pro-Cert program courses) have tuition of \$400/credit for pre-determined courses.

College of Ministry (COM)

MATC (per credit hour)..... \$509.00

MAML (per credit hour) 509.00

MIM (per credit hour)..... 509.00

College of Social and Behavioral Sciences (CSBS)

MACP (per credit hour) \$679.00

MAICCD (per credit hour) 641.00

Psy.D. (per credit hour)..... 765.00

Admissions Processing Fees

Application Fee (all programs; one-time fee)..... \$50.00

Registration Fee (all programs; per semester) 25.00

Deposits

Tuition Deposit (all programs; nonrefundable)..... \$100.00

Housing Deposit (nonrefundable)..... 350.00

Special Fees

Because each graduate program has courses and experiences that are unique to students in that program, the following special fees above tuition apply as noted. Because fees are usually tied to specific services, all fees are subject to change without notice and may not be refundable.

Student Activity Fee (<i>all programs; per semester</i>).....	\$25.00
Library Fees (<i>all programs; per year</i>)	105.00
Parking Fee (<i>most programs; per year</i>)	70.00
Fingerprinting Fee (<i>SOE only; one time</i>).....	76.25
Graduation Fee (<i>all programs; one time prior to graduation</i>).....	100.00
Independent Study Fee (<i>tuition plus 20% of respective program's tuition</i>)	TBD
BUSM 5413 Organizational Management (<i>Leadership Assessment Workbooks</i>)	15.00
BUSM 5443 Legal & Ethical Responsibility (<i>comprehensive testing fee</i>)	40.00
BUSM 6143 International Business (<i>Travel Fee-see applicable semester schedule</i>).....	TBD
CMIN 6990 Thesis Continuation (<i>per semester</i>)	250.00
EDMA 5013 Candidate Planner Fee.....	20.00
EDMA 5043 PassPort ePortfolio System	108.00
EDMA 5486 Student Teaching Fee (<i>SOE only; one time</i>)	250.00
LANG 4912 Graduate ESL Research Writing (<i>one time tuition charge</i>)	1,000.00
LANG 4922 Graduate ESL Grammar (<i>one time tuition charge</i>).....	1,000.00
LANG 4932 Advance Aural/Oral Skills (<i>one time tuition charge</i>)	1,000.00
Psy.D. Student Professional Development Fee (<i>Psy.D. only; per semester</i>)	75.00
Psy.D. Foliotek Fee (<i>one time</i>).....	120.00
College of Social & Behavioral Sciences Student Lab Fee (<i>CSBS Students only; per semester</i>)	35.00
PSYC 6403 Psychodiagnostics Lab Fee (<i>MACP; one time</i>).....	100.00
PYSC 7202 Critical Thinking in Psychology, Culture, and Social Justice (<i>Cultural Immersion Fee</i>).....	1,000.00
PYSC 7501 Multicultural Issues in Psychology (<i>Cultural Immersion Fee</i>)	1,000.00
PYSC 7672 Globalization and Psychology (<i>Cultural Immersion Fee</i>).....	1,000.00
PSYC 8000 Psy.D. Program Continuation (<i>per semester</i>).....	250.00
PSYC 8963 Doctoral Dissertation in Psychology (<i>publication fee</i>)	100.00
Psy.D. Assessment Fee (<i>per semester, first four years of program</i>).....	35.00
Thesis Additional Reader Fee (<i>MAML/MATC only; per reader</i>)	250.00
THEO 6990 Thesis Continuation (<i>per semester</i>)	250.00
Travel Fee (<i>special fees connected to travel courses; per course; amounts vary</i>)	TBD

PAYMENT POLICIES

Payment of Accounts

The total cost of each term is based upon the total number of credits taken that term. It is the policy of the University that there can be no outstanding past due accounts at registration. All past due and old accounts must be settled or alternate arrangements must be agreed upon with the Student Accounts Office prior to registering for the following term. Negotiated arrangements for paying anything other than the full amount must be established prior to registration. The Payment of Accounts Policy also applies to those qualifying for veteran's benefits and outside scholarships.

Pay In Full Plan

Tuition and fees are to be paid in full before the first day of class each term unless prior arrangements have been made with the Student Accounts Office. All students must sign a contract/promissory note agreeing to the payment conditions prior to program enrollment.

Monthly Payment Plan: Tuition Management System (TMS)

Students wishing to make monthly payments based upon the annual cost of tuition and fees can enroll in TMS, which is a budgeting service that allows students to pay an entire year's education cost in monthly installments. TMS provides an annual twelve month payment plan based upon the estimated program charges, minus the estimated financial aid (including loans) for the entire academic year in order to help students spread out and manage the cost of education. For students choosing to utilize this option there is an annual \$110.00 enrollment fee, and the first payment must be received by TMS no later than August 10th of each year. Should a student enroll with TMS after the August 10th starting date, multiple payments may be required in order to make his or her plan current. Non-delinquent participants will not be assessed finance charges. If you have any questions, contact the Student Accounts Office or visit TMS online at www.afford.com.

Past Due Accounts

A balance owing is considered past due if:

- Payments are not made by the dates on which they are due.
- Financial aid is not credited to the student's account by the due date as specified in the promissory note (typically the last business day of the month following registration).

- Any charges which were not included in the payment plan are still owing on the last business day of the month in which they were charged.

The Student Accounts Office will contact students failing to meet the payment schedule via e-mail and telephone. Northwest University personnel, including staff from the respective graduate office, may also contact the student. These efforts to communicate will be made for a period of approximately 45 days, and students failing to respond may be withdrawn from the University. Since financial responsibility is part of the educational process, the Student Accounts Office encourages students to meet and counsel with University personnel any time a financial problem arises. Many problems may be avoided and/or resolved with communication, which is the key to successful fiscal responsibility. The University reserves the right to assign delinquent accounts to an agency for collection and/or attach the student's credit report.

Missed Payments, Late Financial Aid, and Late Fees

For accounts not paid in full by 5:00 p.m. on the last business day of the month it is due, a late fee may be assessed with additional late fees assessed at the end of each subsequent month until payment is made in full.

If payment in full is not received by the payment due date, a Late Payment Fee will be charge to the student's account as follows: Outstanding Balance Fee:

- \$25-\$199.99\$50
- \$200 or greater 100

Financial aid will be considered late if it is not disbursed by the last business day of the month following term registration, in which case the student's account will be subject to the late fee and the finance charges noted above. For each late payment made on the TMS monthly plan established at the beginning of the school year or term the student is attending, TMS will assess a late fee. Please contact TMS for further details.

Cancellation of Registration

The Registration Cancellation Policy applies to all terms. When a student registers for term courses but decides not to attend, he or she should cancel his or her registration by notifying the Registrar's Office in writing before the first day of the term. If a student does not cancel his or her registration prior to the first day of classes and does not attend class, a \$100.00 administrative fee in addition to the \$25.00 registration fee will be charged. Students who attend classes and then decide not to attend will need to withdraw from the

term classes (see the Withdrawal Policy below and the academic calendar for the applicable first day of class).

- Even with cancellation received prior to the first day of class, a \$25.00 registration fee is incurred.
- With cancellation on or after the first day of class with no classes attended, a \$25.00 registration fee and a \$100.00 administrative fee is incurred.

Withdrawal from the University

Adjustments will be made on the accounts of students who withdraw from the University during the term; however, the outcome is subject to the following conditions:

- The student must have officially withdrawn from the University.
- Fees are nonrefundable.
- Tuition is charged based upon the highest number of credits during the term and will be charged according to the chart below based upon the date the withdrawal paperwork is submitted:
 - 12.5% during first week of classes
 - 25.0% during second week of classes
 - 37.5% during third week of classes
 - 50.0% during fourth week of classes
 - 62.5% during fifth week of classes
 - 75.0% during sixth week of classes
 - 87.5% during seventh week of classes
 - 100.0% ... after seventh week of classes

ACADEMIC POLICIES AND PROCEDURES

Grade Quality of Performance

Grade	Explanation	Grade Points	Grade	Explanation	Grade Points
A	Superior performance in all aspects of the course with work exemplifying the highest quality- Unquestionably prepared for subsequent courses in field.	4.0	D+	Minimal learning and low quality performance throughout the course-Doubtful chance of success in subsequent courses.	1.3
A-	Superior performance in most aspects of the course; high quality work in the remainder-Unquestionably prepared for subsequent courses in field.	3.7	D	Very minimal learning and very low quality performance in all aspects of the course-Highly doubtful chance of success in subsequent courses in field.	1.0
B+	High quality performance in all or most aspects of the course-Very good chance of success in subsequent courses in field.	3.3	D-	Little evidence of learning-Poor performance in all aspects of the course-Almost totally unprepared for subsequent courses in field.	0.7
B	High quality performance in some of the course; satisfactory performance in the remainder-Good chance of success in subsequent courses in field.	3.0	F	Failure to meet requirements of the course-Unprepared for subsequent courses in field.	0.0
B-	Satisfactory performance in the course-Evidence of sufficient learning to succeed in subsequent courses in field.	2.7	I	Incomplete coursework	n/a
C+	Satisfactory performance in most of the course, with the remainder being somewhat substandard-Evidence of sufficient learning to succeed in subsequent courses in field with effort.	2.3	NC	No Credit, C- or lower grade	n/a
C	Evidence of some learning but generally marginal performance-Marginal chance of success in subsequent courses in field.	2.0	P	Pass C or better grade	n/a
C-	Minimal learning and substandard performance throughout the course-Doubtful chance of success in subsequent courses.	1.7	R	Repeated Course	n/a
			S	Satisfactory	n/a
			W	Withdrawal from course	n/a
			WZ	Administrative Withdrawal for non-attendance	n/a
			Z	Grade Unavailable (temporary grade assigned while the actual grade is being clarified)	n/a

GRADING AND GRADE POINT AVERAGES

Grade Points

Northwest University desires to provide students with an honest evaluation of their performance, not only in relation to other students in a particular course, but also in relation to the academic standards generally expected at institutions of higher education. To that end, and especially as a Christian university, we approach grading with a focus on the values of integrity, truth-telling, and respect. In the assigning of grades, these values apply not only to the relationship of the faculty member to the individual student, but also to the relationship of Northwest University to larger communities – social, regulatory, business, religious, and academic. Consequently, Northwest University seeks to uphold a grading system that carefully differentiates and provides an honest assessment of student performance, recognizes truly exceptional achievement, and maintains University credibility.

Grade Point Average

A student's grade point average (GPA) is determined by dividing the total number of grade points earned during a given period by the number of credits for which the student was enrolled and received a regular grade during the same period. Students' semester grade point average (SGPA) and cumulative grade point average (CGPA) are calculated and reported each semester. For example:

1st Semester:

15 credits attempted
47 grade points earned
SGPA = 3.133 ($47/15 = 3.133$)
CGPA = 3.133 ($47/15 = 3.133$)

2nd Semester:

17 credits attempted
50 grade points earned
SGPA = 2.941 ($50/17 = 2.941$)
CGPA = 3.031 ($97/32 = 3.031$)

3rd Semester:

17 credits attempted
65 grade points earned
SGPA = 3.824 ($65 / 17 = 3.824$)
CGPA = 3.306 ($162 / 49 = 3.306$)

Academic Progress towards Graduation

Each graduate program establishes its own guidelines and requirements to insure students demonstrate sufficient mastery of course material. Although overall end-of-program requirements always exist, most programs also have incremental course-by-course limits. These might specify minimum course grades, which if not met means the course must be repeated. The program might require an overall cumulative average for program courses. Consult the respective graduate program section for details.

Academic Probation

Students who fail to maintain a satisfactory academic progress towards graduation are placed on Academic Probation. Probation is a temporary status intended to help focus the student's effort while concentrating the program's resources to address and remedy the causes of insufficient academic progress. Probation is not intended as a punitive measure but as a warning and a time for necessary improvement. Probation, however, could lead to further academic penalties and financial aid restrictions as deemed necessary by the program. Consult the respective graduate program section for details.

Course Repeat

Should a student desire to repeat a course for the purpose of raising his or her grade, the student must obtain prior permission from their program. Re-registration for the course is required, depending on the respective program, and there is a re-registration cost. The latest completed course grade is considered the grade of record as it pertains to credit toward graduation and to the official transcript. (A grade of "W" is not considered a completed course grade.) Graduate programs may have a higher GPA graduation requirement that must be met, but in no case will a student graduate with a CGPA below 2.0.

Grade Reports

Grade reports are made available to all students following the close of each term via the online web site.

Incomplete Grades

A student may request an incomplete grade for reasons of illness or emergency. A written request for an incomplete grade must be submitted to and approved by the professor of the course before the end of the course. The incomplete grade must be removed from the record by the end of the succeeding term, or the grade will automatically convert to an "F" on the student's record. Incomplete grades may affect future financial aid.

Enrollment Certifications

The Registrar's Office certifies official enrollment verifications after the Last Day to Add/Drop Courses.

Full-Time/Part-Time Enrollment Status

Enrollment status is an important issue and is based on the amount of assigned and expected work contained in the program classes. Accrediting agencies stipulate that a full-time enrollment status equates to a student working on course-related assignments between 40-45 hours each week, hence the term "full-time." Because each graduate program is unique and has established expected student research and assignment workloads, the number of credits involved in determining enrollment status varies between programs. Financial Aid is awarded based on the enrollment status of students following the information below for each program. By Department of Education regulations, no financial aid is available for students who are registered for less than half-time. Consult the Financial Aid Office for specific questions regarding the program of interest.

- **College of Arts & Sciences – MA-TESOL:**
Full-Time = 9 credits;
Three-Quarter Time = 7 or 8 credits;
Half-Time = 6* credits
- **School of Business and Management:**
Full-Time = 6 credits;
Three-Quarter Time = 5 credits;
Half-Time = 4 credits
- **School of Education – Master in Teaching:**
Full-Time = 9 credits;
Three-Quarter Time = 7-8 credits;
Half-Time = 6* credits
- **School of Education – Master of Education:**
Full-Time = 9 credits;
Three-Quarter Time = 6-8 credits;
Half-Time = 5* credits
- **College of Ministry:**
Full-Time = 9 credits;
Three-Quarter Time = 7 or 8 credits;
Half-Time = 6* credits
- **College of Social and Behavioral Sciences – MA-Counseling Psychology, Psy.D. in Counseling Psychology**
Full-Time = 9 credits;
Three-Quarter Time = 7 or 8 credits;
Half-Time = 6* credits
- **College of Social and Behavioral Sciences – MA-International Care & Community Development**
Full-Time = 8 credits;
Three-Quarter Time = 7 credits;
Half-Time = 6* credits

**Exception: graduate students enrolled in their respective graduate program's thesis, dissertation, or internship course will be considered as registered as a half-time student.*

Most graduate programs are based on a cohort system, and attending part time usually is not a readily available option. (Consult the applicable portion of this catalog for specific program enrollment options.) For this reason, a student is responsible for all complications (concerning the availability of required courses or the ability to meet graduation requirements, for example) that may occur should, for emergency reasons, he or she need to attend less than full time.

A student must have the permission of their program in order to enroll for fewer than the required credits in any given term during the course of the program, and that option may not be available. Should a student take less than a full-time academic load in any semester, either due to transferring credits or emergency reasons, his or her financial aid may be affected.

Course Sequence and Program Progression

For some graduate programs, the sequence of courses is critical to the complete educational and professional experience. Additionally, many graduate programs are designed to rely heavily on the student cohort model. Thus, students are expected to enroll in every predetermined course scheduled each term. Electives are extra, optional, and made available only with a sufficient number of requests. In an emergency situation, a student may be allowed to postpone, drop, or withdraw from one or more courses. In some programs, in order to preserve all cohorts, the student may be required to make up all missed mandatory courses in an independent study format and to pay the associated independent study fee in addition to the cost of tuition. A student will very seldom be integrated into another cohort. In every situation the format in which the student will make up the course(s) is up to the determination of the respective graduate program office. In addition, should a student decide in conjunction with the graduate program office to take fewer courses per semester than the required course sequence entails, the student must complete the entire program within four years from the program start date for master's students and within seven years for doctoral students, or he or she may no longer be allowed to continue in the program. Graduate students are completely responsible to complete their program within the allotted timeframe.

Another consideration when deferring courses is that complications arise when the deferred class is a prerequisite for a subsequent course. Courses cannot be

taken unless all prerequisites are fulfilled, and it is the student's complete responsibility to verify that all prerequisites are met before enrolling in any course. Also, any complications that may occur should he or she postpone, drop, or withdraw from a mandatory course are the student's complete responsibility. The student must confer with their graduate program office when deciding to postpone, drop, or withdraw from a mandatory course.

Should a student defer enough courses to put him or her below the number of credits required to meet full-time or half-time equivalency, financial aid eligibility may be affected. See the section on Full-Time/Part-Time Status.

Class Attendance

Classes are conducted to help students develop their skills and knowledge. Students' attendance is assumed. If absences occur, the student is responsible for missed work. Because classes differ, individual instructors state their specific attendance policies and define the consequences of absence, tardiness, and early exiting in the course syllabus. Appeals relating to attendance are addressed first to the instructor and second to the respective graduate program office.

Dropping a Course

In an emergency situation, and before the student attends the first class of the semester, he or she may drop a course by submitting an Add/Drop Form to the Registrar's Office. The tuition paid for that class will then be reimbursed in full. After the Last Day to Drop a Course for the respective program, courses cannot be added or dropped, and tuition will not be reimbursed. Dropped courses do not appear on a student's transcript.

Withdrawing from a Course

After the Last Day to Drop a Course has passed, a student can only withdraw from a course and will receive no tuition reimbursement. In this event, the course remains on the transcript as a part of the academic record with a "W" (Withdrawal). Withdrawals must be completed prior to the end of the course withdrawal period for the respective graduate program. The student's GPA is not affected by a withdrawal. However, financial aid eligibility may be affected. In order to withdraw from a course one must submit a Course Withdrawal form to the Registrar's Office.

Withdrawing from the Program

In order to withdraw from all courses and from the University, students must submit a Cancellation / Withdrawal Form to the Registrar's Office. If it is impossible to follow this procedure due to some

emergency, the Registrar must be notified within one week of the student leaving.

Auditing Courses

An auditor is a person who attends a class but is not held responsible for the course work. Out of courtesy, the auditor should not participate in discussions except as allowed in consultation with the professor. An audited class requires the prior permission of the course's graduate program office and a Request to Audit form completed and submitted to the Registrar's Office. A special Audit Fee is required. Online courses are not available for Audit.

Transferring Credits from Other Institutions

Northwest University's academic calendar is formatted on a semester basis. A credit transferred into Northwest from a college operating on a quarter-calendar is equivalent to 2/3 of a semester credit. Thus, one can translate quarter credits to semester credits by dividing the quarter credits by 1.5.

Master's students are allowed to transfer a maximum of six graduate credits, while doctoral students are allowed to transfer a maximum of 20 credits, from other regionally accredited colleges and universities. In order to determine credit equivalency by comparing the desired course(s) to be transferred with the desired course requirements to be fulfilled, the following are considered: the number of credits per each course, the equivalency of the units (for example, if the credits are based upon quarter units instead of semester units), the content of each course, and the student's earned grade in the course to be transferred.

In order for the transfer of credits to occur it is the student's responsibility to contact the respective graduate office to initiate the process. In all cases an official transcript must be received, evaluated by the graduate office, and approved by the dean. This must be done prior to registering for any courses in the program to prevent granting credit twice for the same course. There is no charge for transferred courses and transferred credits do not apply towards financial aid awards.

Academic Honesty

Northwest University expects honesty from students in all areas, including their academic lives. Academic dishonesty is a serious violation of University standards and may result in the students' receiving an "F" in the course, being dismissed from the course, or possibly being dismissed from the University. Instances of academic dishonesty are coordinated through the

respective graduate program office and typically reported to the Office of the Provost.

Academic dishonesty includes cheating on assignments or examinations, submitting the same (or essentially the same) paper in more than one course without prior consent of the current assigning professor(s), sabotaging another student's work, and plagiarizing. Plagiarism is "using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness" (MLA).

Any student disciplined by a faculty member for alleged academic dishonesty has the right to appeal the disciplinary action. The student should initiate his/her appeal according to procedures outlined in the Northwest University Student Academic Appeals Policy, which is available in the Provost Office.

Anti-Plagiarism Software

When academic dishonesty occurs, the teaching-learning process is undermined and students rob themselves of the educational benefit intended by the assignment. To assist students and faculty, Northwest University is utilizing Turnitin.com, an online plagiarism detection service that conducts textual similarity review of submitted papers. When papers are submitted to Turnitin.com, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright of their original work.

Academic Appeals

Student Responsibility and Expectations: A student is expected to relate to the standards of his/her graduate program and to the individual professor's classroom regulations and course expectations in a positive way. Students must be courteous toward the professor and refrain from conduct which disrupts the learning process. If a student has a grievance against a professor with regard to a grade received, a discipline received for academic dishonesty, or other teacher action affecting the student's standing, the student shall first respectfully speak to the professor concerning the situation.

The Academic Appeals Process: If an acceptable resolution is not reached between the student and the professor, or if the student finds the professor unapproachable, the student should speak to the graduate program dean (or applicable associate dean). Again, if an acceptable resolution is not reached or if the professor is the dean, the student may appeal to the Provost. A form for this purpose (Student Petition for General Academic Matters) is available on the web site of the Office of the Provost.

If the matter still remains unresolved, the student will have seven days to request (in writing to the Provost) a hearing by the Academic Affairs Committee (the University's highest academic consideration committee). Instructions for this process are found in the Student Academic Appeals Policy which is available from the Office of the Provost.

Electronic Communication

Students will need access to high speed internet to support interaction in classes and with their program leadership. Student also must have access to and use the most recent version of Microsoft Word (available to students from the Northwest Bookstore at a significant discount).

It is essential that students understand the nature and scope of electronic communications in their graduate program. Nearly all communication between students and their graduate office, all administrative forms management, course management and reporting, and cohort information are conducted through electronic means. Graduate programs have important information on the following Northwest University websites:

- the "eagle" website:
<http://eagle.northwestu.edu/academic>,
- the main university website:
<http://www.northwestu.edu/graduate/>
- the course management system's website:
<https://discovery.northwestu.edu>

Each of these provide pertinent and helpful information for course-related matters such as syllabi, grades, testing and for submitting papers, as well as updates and announcements regarding special program offerings and services provided by the student's graduate office. All graduate students are assigned a Northwest University e-mail account prior to the start of the first course. Students are required to use such as the primary means of communication for issues related to academic, advising and student services. Students are able to access and download the various management tools necessary for a wide variety of tasks inside and outside of the classroom.

Solicitation and Confidentiality

Since graduate classes and cohorts provide a warm and inviting environment conducive to fostering close student relationships, respect and care for such relationships and all information disclosed by students over the course of the program must be preserved. Therefore, students should keep all student information, including student contact information, completely confidential. Students are prohibited from using student

contact information and student mailboxes for solicitation purposes of any kind. In addition, students are not obligated to disclose any information, including contact information, to other students.

Campus Alert System and Emergency Closure Notification Procedures

In the case of an emergency or class cancellation due to weather the University's Campus Alert system will send out emergency text messages directly to student and employee cell phones. You can sign up for this service by going to the Eagle website at eagle.northwestu.edu and clicking on the "Campus Alerts Tab." You can also call the main Northwest University phone line at 425.822.8266.

STUDENT RECORDS

Transcripts

An official copy of a student's academic record at Northwest University that bears the official seal of the University and the signature of the Registrar is referred to as a transcript. Requests for transcripts must be accompanied by the student's signature and a \$5.00 fee for each copy. Phone orders for transcripts cannot be accepted.

NOTE: Financial indebtedness to the University will prevent the release of a student's transcript. If a student is delinquent (as determined by the Promissory Note) in his/her Federal Perkins Student Loan or NDSL payment, he or she will not be eligible to receive deferment, cancellation provisions, nor will academic transcripts be released.

Since the Registrar can only verify the authenticity of course work earned at Northwest University, transcripts entrusted to the University from other institutions cannot be duplicated and given to the student or other external individuals without the expressed written permission of the institution and the student.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 specifies and protects students' rights and privileges concerning their records and information. Be aware of your following rights:

The Right to Prevent Disclosure – You have the right to prevent disclosure of educational records to third parties with certain limited exceptions. It is the intent of this institution to limit the disclosure of information contained in your educational records to those instances when prior written consent has been given to the disclosure, as an item of directory information of which

you have been refused to permit disclosure, or under the provisions of FERPA which allow disclosure without prior written consent.

The Right to File a Complaint with the U.S. Department of Education – You have the right to file a complaint with the U.S. Department of Education if this institution fails to comply with FERPA. Do so by contacting:

The Family Policy and Regulations Office
U.S. Department of Education
400 Maryland Ave. SW
Washington D.C. 20202

The Right to Inspect – You have the right to review and inspect substantially all of your educational records maintained by or at this institution.

The Right to Obtain Policy – You have the right to obtain a copy of Northwest University's written FERPA policy. A copy may be obtained through the Registrar's Office in person or by mail. Do so by contacting:

Registrar's Office
Northwest University
P.O. Box 579
Kirkland, WA 98083-0579

The Right to Request Amendment – You have the right to seek to have corrected any parts of an educational record in which you believe to be inaccurate, misleading, or otherwise in violation of your rights. This includes the right to a hearing to present evidence that the record should be changed if this institution decided not to alter the educational records according to your request

PROGRAM COMPLETION, GRADUATION, AND COMMENCEMENT PARTICIPATION

Course Completion

Northwest graduates students three times a year: early May, late August, and late December. (The specific graduation dates are listed in the Academic Calendar available through the eagle website.) The graduation date should not be confused with the public Commencement Ceremony that occurs in late April or early May, described below. Each graduating student must complete all required coursework, credit hours, and maintain all GPA requirements prior to graduation. (Because several graduate programs utilize the summer semester as their final semester, some programs' students are allowed to participate in commencement ceremonies as long as their degrees will be completed

by the end of the summer semester following commencement.) Since the awarding of a degree certifies that the student has met all requirements, students who have not met these requirements will be reclassified as graduating the following term, provided the requirements are met by that time.

Degree Requirements

All requirements must be completed prior to graduation. Incomplete courses are not considered completed. Candidates who receive an incomplete grade in a course required for graduation will have their application reclassified to the next term. The catalog requirements in effect during the term in which the student first enrolled are applicable, provided graduation is within four years from the end of that term for master's students and within seven years for doctoral students.

Graduation Application Fee and Submission Deadline

All applicants for graduation must pay at the time of application a fixed, nonrefundable graduation fee to cover the cost of the diploma and commencement. If the student cancels the application for graduation or if graduation is postponed, the fee is retained and used when the student graduates. Students must submit a Graduation Application to the Registrar's Office no later than the end of the first week of the term before they wish to graduate.

Graduation Audit

Each graduating student must have his or her records audited by the Registrar's Office prior to graduation to confirm the remaining graduation requirements and ensure that they will be met. It is the student's responsibility to arrange this audit with the Registrar's Office.

Residency Requirements

Residency refers to the coursework completed in the student's respective graduate program. No more than six graduate semester hours can be transferred from another accredited college or university (Doctor of Psychology students should reference that portion of the catalog for additional information). All graduates, at the time of graduation, must be enrolled or eligible to be enrolled for the term in which they graduate.

Student Responsibility

While the University provides advisement services to its students through the graduate program offices, the Registrar's Office, and other sources, the final responsibility rests with the student to fulfill all requirements for graduation, including those identified in an official program audit. This includes requirements resulting from program modifications affecting course offerings as may be adopted by the University and/or by the respective graduate program.

Commencement Participation

No one will be presented as graduating at a public commencement ceremony if they have not satisfied each graduate program's requirements (refer to individual program for specific requirements). The Registrar's Office requests clarification for outstanding credits during the spring semester and must certify to the Provost that students will have satisfied all graduation requirements. Only the Provost can allow students to participate in commencement with outstanding requirements.

Honor Societies

Delta Mu Delta – Delta Mu Delta was founded by the Dean from Harvard University and four professors from Yale University and New York University in November, 1913. Delta Mu Delta establish an affiliation with the Accreditation Council for Business Schools and Programs, ACBSP in 1992 and is the International Honor Society for business programs accredited by ACBSP at the baccalaureate, graduate and doctoral levels. To qualify for this honor society, a student has to be in the top 20% of his or her academic class of business students.

Pi Gamma Mu – Pi Gamma Mu is an international honor society in social sciences founded in 1924 at the College of William & Mary in Virginia and Southwestern College in Kansas. The mission of Pi Gamma Mu is to encourage and promote excellence in the social sciences and to uphold the ideals of scholarship and service.

Psi Chi – Psi Chi is the National Honor Society in Psychology, founded in 1929 at Yale University. The purpose of Psi Chi is to encourage, stimulate, and maintain excellence in scholarship.

DUAL DEGREES

Purpose of Dual Degrees

Northwest University, having recognized the possibility of shared features between certain of our graduate programs, has created dual degree programs that will serve a select constituency of students wishing to embrace a broader academic experience.

The College of Ministry in conjunction with the School of Education and the School of Business has created the following dual degree programs:

- Master of Arts in Missional Leadership with Master of Business Administration
- Master of Arts in Missional Leadership with Master in Teaching
- Master of Arts in Missional Leadership with Master of Education
- Master of Arts in Theology & Culture with Master of Business Administration

Moreover, we recognize that individual degree programs undergo episodic curricular revision and so both academic departments involved in the delivery of a specific dual degree program will remain in close communication with each other when either individual degree program is undergoing curricular changes that could affect the program and delivery of the dual degrees.

Programmatic Distinctive of Dual Degrees

There are some distinct differences in the nomenclature of “dual” vs. “joint” degrees that require clarification. Here are some of the essential programmatic features of a dual degree should be viewed:

- A dual degree is a combined program whereby at the completion, a student will earn two master’s degrees (not one).
- Students enrolled in a dual degree program must complete the entire prescribed program as stated in order to earn the dual degrees.
- Students wishing to enroll in the dual degree program must meet all programmatic prerequisites as well as gain admission to both degree programs.
- Students will be expected to pay all the respective tuition and fees corresponding to both degree programs unless otherwise indicated.
- Each program will determine whether or not they wish to have their own thesis or action research, or whether they choose to allow an interdisciplinary capstone experience.
- The curriculum and delivery of each distinct degree remains under the sole jurisdiction of its respective academic unit.
- The individual programs are pursued seriatim, meaning that a student will pursue the prescribed requirements of one program and complete them in their entirety before moving on to the other program. Essentially, we are using a “stackable” delivery format.

COLLEGE OF ARTS AND SCIENCES

Online – Master of Arts in Teaching English to Speakers of Other Languages

For over 20 years, NU has trained students to work in the field of TESOL. The MA-TESOL will uniquely prepare graduates to work or teach in a variety of intercultural settings or pursue entry to Ph.D. programs.

The 36-credit MA-TESOL program is designed for students who have completed a bachelor's degree in a variety of disciplines and currently live domestically or internationally. The program will provide students with a foundation in TESOL pedagogy, linguistics, and intercultural studies.

Globally, people use English in diverse contexts, creating high demand for TESOL professionals, particularly individuals who have completed a master's degree.

The MA-TESOL program combines a cohort-based community approach to learning with an online delivery method. The online Master's degree serves the needs of students desiring a combination of an interactive learning experience with the flexibility of electronically mediated coursework. The MA-TESOL allows working professionals to remain fully engaged in their career. This format will create a rich environment of teachers who engage with the material and their peers based on their students, classroom location and a variety of experiences including life, teaching, and language learning.

The 36-credit program can be completed in 23 months, taking one or two courses at a time.

Program Highlights

Ethics and Integrity – Because we are a Christian institution, learning opportunities will be centered in the context of a distinctive, ethically responsible worldview. Unique courses in this MA-TESOL program are Language, Culture, and Power, and Globalization; both courses encourage students to consider their potential impact on a larger social scale.

Quality – Professors bring extensive experience teaching in the field of TESOL to this program and prepared carefully designed courses. As a culminating project, each student will write a graduate thesis suitable for publication.

Convenience – Students in the MA-TESOL program will benefit from the convenience of studying through the online format. By taking one or two classes at a time, you can balance work and home responsibilities and complete the degree in less than two years. You can start in fall or spring.

Join a Community – You will not be on your own as you pursue your degree. You start and finish the MA-TESOL with the same group of students. Your cohort will become a support network of trusted friends. You'll be assigned an advisor to assist you.

International Experience – Students will have the opportunity to conduct their thesis research at an international location.

Relevant Professional Training – Practical courses provide you with real-world insight and skills that you can apply right away.

Qualified and Caring Faculty – The instructors who will teach in this program are highly qualified to serve, as they represent academic preparation from a broad range of content areas and bring to the classroom years of practical experience. Instructors have experience teaching both overseas, and/or in the U.S., and have experience teaching at the university level. Faculty members all have professional experience, in addition to their academic qualifications, and are available to advise and guide students.

Program Admission Requirements:

- A Bachelor of Arts or Science (or equivalent degree) from a regionally accredited college or university
- GRE required only for students with an undergraduate GPA lower than 3.3 (on a 4 point scale).
- Minimum GRE score of 155 on verbal portion of exam (500 on exams prior to August 1, 2011) or MAT score of 400.
- TOEFL score of 90 on the iBT or 580 on the paper-based test required for all non-native English speakers. GRE is waived for applicants with this TOEFL score.

Certificate – Teaching English as a Foreign Language

This short term certificate is designed for those with a BA who plan to teach English as a Foreign Language. Due to the practicum method of instruction, TEFL Certificate students must have access to a language classroom where they can practice the methods and techniques that are discussed. The TEFL Certificate also serves as a ladder into the MA TESOL program. The completed certificate counts toward the Intercultural electives (3 credits) in the MA-TESOL program of study.

Aims

The aims of the TEFL Certificate are:

- To provide the student with introductory exposure to second language acquisition theories and the accompanying teaching methodologies,
- To provide the student with practical curriculum development practice and feedback,
- To allow the student to study and apply second language literacy pedagogy, and
- To allow the student to practice basic EFL assessment strategies in a variety of contexts and on various language skills.

Educational Objectives

Completion of the TEFL Certificate requires the student to demonstrate competencies in:

- Writing and speaking the English language;

- Critical thinking skills used by TEFL instructors;
- Language Acquisition knowledge and reasoning skills applicable to TEFL related fields;
- Basic understanding of foreign language pedagogy and classroom management

Academic Progress

Students whose academic histories reflect a GPA below 3.0 ("B" level) may be admitted to the program on academic probation. Students may also be placed on probation if their GPA falls below 3.0. Students are given one academic term to show improvement and to raise their GPA to at least 3.0, at which point they are removed from probationary status. If the student's GPA has been below 3.0 for two or more terms, he or she is placed on academic suspension (disqualification). Students must earn at least a 3.0 overall grade point average to graduate.

TEFL CERTIFICATE ----- 8

LANG 4762 Introduction to TEFL Method.....	2
LANG 4772 TEFL Curriculum Development.....	2
LANG 4782 L2 Literacy.....	2
LANG 4792 EFL Assessment	2

Master of Arts in Teaching English to Speakers of Other Languages

MA-TESOL

Year One - Fall (9 credits)

LANG 5013 Survey of Linguistics	3
LANG 5033 SLA Theory	3
LANG 5133 Sociolinguistics	3

Year One - Spring (9 credits)

LANG 5233 SLA Research Methods	3
LANG 5323 Methods of TESOL	3
LANG 5443 Syntax and Grammar Pedagogy	3

Year One - Summer (9 credits)

ICCD 5673 Globalization	3
LANG 5373 Literacy	3
LANG 5603 Assessment	3

Year Two - Fall (9 credits)

LANG 6263 Language, Culture, and Power	3
LANG 6943 Internship	3
LANG 6963 Research/Thesis	3

If needed:

Year Two – Spring (3 credits)

LANG 6973 Research/Thesis	3
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Total: 36 semester credits

SCHOOL OF BUSINESS AND MANAGEMENT



A Word from the Dean:

The School of Business and Management at Northwest University is committed to developing socially responsible leaders for today's rapidly changing world. We believe the purpose of business is to serve others. Organizations that provide goods and services benefit not just investors, but customers, employees, and the common good. To be effective servants, organizational leaders need competence and integrity. Our MBA is designed for the real world. Our courses prepare working professionals for higher levels of management responsibility, so they will be able to serve their organizations as innovative and effective leaders.

Our MBA has distinct advantages over other programs. In addition to our solid Core Curriculum, our Cohort Model ensures an active learning process. You will engage in experiential learning with your peers, mentored by high quality, caring professors. You will be challenged to consider global perspectives as you study each business discipline. You will develop and refine a variety of relevant management and communication skills. You will learn to think critically about the complexities of management. You will become more competent in your ability to decide and take action. Finally, because we are a private Christian institution, your learning opportunities will be centered in the context of a distinctive, ethically responsible worldview.

If you are ready for a new level of challenge for your professional competencies and character, we invite you to join us.

– Teresa R. Gillespie, J.D.
Dean, School of Business and Management

School of Business and Management

Mission:

We are a learning community committed to academic excellence in business education within the context of Christian faith and service.

Vision:

We will be a leading innovator in business education and social entrepreneurship.

Values:

Learning

- Process: Experiential, Life-long, Integrated and Communal
- Business knowledge and skills
- Critical thinking and analysis

Faith and Integrity

- Christian character and discipleship
- Consistency between faith and action
- Fulfill individual calling

Innovation

- Identify new solutions
- Create positive social change
- Pragmatic flexibility

Leadership

- Open and clear communication
- Trust and Respect
- Supportive Team Partnership

Professionalism

- Staying current in our discipline
- Consistent quality work on time
- Business as an extraordinary opportunity to serve others

Graduate Program Goals:

1. **Graduate Level Knowledge** – Graduates integrate functional knowledge from a variety of business disciplines and understand business as an integrated system. Graduates demonstrate graduate-level understanding of general theories, principles, processes and skills in: Marketing, Operations, Finance, Management and International Business.
2. **Innovation & Critical Thinking** – Graduates have well-developed problem-solving skills, are able to analyze facts and data in forming conclusions and propose innovative business solutions.
3. **Leadership & Communication** – Graduates enhance verbal, written and interpersonal leadership skills.
4. **Integrity & Ethics** – Graduates recognize ethical issues in the business environment and understand the role of their personal integrity and values.
5. **Professionalism** – Graduates recognize the professional obligations of business managers and develop their own career professional goals.

Master of Business Administration

Northwest University MBA prepares graduate students for higher levels of responsible leadership. Our students learn how to lead so they can make a difference in the organizations that they serve.

Accreditation

Northwest University's MBA is accredited by the Accreditation Council of Business Schools and Programs. Accreditation standards are modeled on the Baldrige National Quality Program. Employers find value in knowing that Northwest University uses the same standards as those used by other organizations to recognize excellence.

Admission Requirements

- A Bachelor of Arts or Science (or equivalent degree) from a regionally accredited college or university.
- A minimum 3.0 grade point average (GPA) on a 4.0 scale on all previous college work.
- A qualifying score on the Graduate Admissions Test (GMAT)
 - Northwest University's Institutional Code is #4541
 - The GMAT is WAIVED for applicants with a Masters' degree or a 3.2 undergraduate GPA and at least 2 years of full-time, professional employment.
- A completed application package.
- International students whose native language is not English must submit a minimum score of 580 (or equivalent) on the TOEFL exam as part of the application process.
- Applicants without an undergraduate course in finance or accounting must take a tutorial or seminar prior to the MBA finance and accounting courses at the start of their second year.

Business Seminars for Non-Business Undergraduate majors

All non-business undergraduate students seeking the MBA degree must demonstrate a basic understanding of marketing, management, finance, accounting, economics, and the legal environment of business. The requirement can be met by prior work experience or satisfactory completion of a seminar or online tutorial.

- BUSM 5001 Business Foundations Seminar

Academic Progress

Students whose academic histories reflect a GPA below 3.0 ("B" level) may be admitted to the program on academic probation. Students may also be placed on probation if their GPA falls below 3.0. Students are given one academic term to show improvement and to raise their GPA to at least 3.0, at which point they are removed from probationary status. If the student's GPA has been below 3.0 for two or more terms, he or she is placed on academic suspension (disqualification). Students must earn at least a 3.0 overall grade point average to graduate.

MBA Course Requirements

Courses are offered in two formats: online and on-campus. Each online course lasts for eight weeks. In our on-campus format, students attend class one night per week from 6:00 – 10:00 p.m. for seven weeks, plus one Saturday morning session. In both programs, students take one course at a time. Students also have the option of doing a hybrid program and take both online and on-campus courses

The MBA's strong core curriculum covers functional areas of business (operations, marketing, finance) as well as leadership soft skill development and corporate strategy analysis, all in the context of Christian values. Courses are taught in a cohort model in which students start and finish the program together with the same group. The cohort becomes a learning community as well as a trusted support network of friends.

The 39 credits (40 credits for non-business undergraduates) can be completed in 23 months.

Year One - Fall (6 credits)

BUSM 5213 Leadership Development	3
BUSM 5413 Organizational Management	3

Year One - Spring (6-7 credits)

BUSM 5463 Operations Management	3
BUSM 5573 Financial Management	3

(For non-business undergraduates)

BUSM 5001 Business Foundations Seminar	1
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Year One - Summer (9 credits)

BUSM 5453 Marketing Management	3
BUSM 6253 Intermediate Accounting for Managers	3
BUSM 6xx3 Business Elective*	3

Year Two - Fall (6 credits)

BUSM 5313 Information Technology Management.....	3
BUSM 6243 Business Innovation and Research.....	3

Year Two - Spring (6 credits)

BUSM 6753 Corporate Strategy	3
BUSM 6123 International Business	3

Year Two - Summer (6 credits)

BUSM 5443 Legal & Ethical Responsibility	3
BUSM 6xx3 Business Elective*	3

Total: 39 semester credits (40 for non-business undergraduates)

**Elective Choices may include:*

Project Management, Agile Project Management, Negotiation, Nonprofit Management, and Strategy for Social Impact Organizations, Income Tax for Business Managers, Graduate Internship, and International Economic Development (travel fees apply)

MBA Concentrations

MBA students may choose one of the following concentrations. The concentration allows students to focus their study in the indicated field without increasing the number of overall credits required for the degree.

MBA with a Concentration in Project Management – Students may receive a MBA with a Concentration in Project Management by selecting the following courses:

- BUSM 5253 Business Innovation and Research – Project must relate to a Project Management topic
- Elective: BUSM 5433 Project Management or BUSM 5662 Agile Project Management

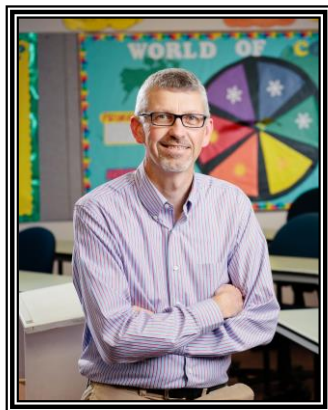
MBA with a Concentration in International Business – Students may receive a MBA with a Concentration in International Business by selecting the following courses:

- BUSM 5253 Business Innovation and Research – Project must relate to an International Business topic
- Elective: BUSM 6143 International Economic Topics (travel fees apply)

MBA with a Concentration in Social Entrepreneurship – Students may receive a MBA with a Concentration in Social Entrepreneurship by making the following course substitutions:

- BUSM 5253 Business Innovation and Research Project must relate to a Social Entrepreneurship topic.
- Elective: BUSM 5843 Management for Nonprofits (or related course)

SCHOOL OF EDUCATION



A word from the Dean:

It is often not difficult to think back to a teacher who made a positive impact on our lives. For me, I immediately think of my fifth-grade teacher, Mr. McElroy. He not only got on the floor with us to play gym hockey each week, he also spoke into our lives on a regular basis. All these years later his voice, encouragement, and belief in me still resonate in my head and in my work. Teaching continues to be one of those vocations where professionals can make a significant impact on young lives and on society at large. In the Northwest University School of Education we prepare learner-centered, adaptive and holistic teachers who help their P12 students excel academically and as people.

The Master in Teaching (MIT) program prepares post-baccalaureate candidates with strong academic credentials who seek the first level of teacher certification and who demonstrate a high aptitude for scholarship and teaching at the elementary and secondary levels. The MIT is an intensive, eleven-month program focused on building professional experience in area public and private schools, developing best practices aimed at making a positive impact on P12 students.

The Master of Education (M.Ed.) in Curriculum and Instruction is an 18-month, continuing education program for certificated teachers and other educators. Candidates focus on a selected area of interest, including concentrations in Educational Assessment, Teacher Leadership, and English Language Learning. In all of our School of Education graduate programs you will learn from faculty with strong academic knowledge and practical classroom experience. Drawing on full-time faculty, as well as adjunct practitioners, candidates are prepared to be educational leaders through rigorous, relevant, and hands-on training.

- Ron Jacobson, Ph.D.
Dean, School of Education

Master in Teaching

The Master in Teaching (MIT) program prepares post-baccalaureate candidates with strong academic credentials who seek the first level of teacher certification and who demonstrate a high aptitude for scholarship and teaching at the elementary and secondary levels. Candidates will earn the Washington State Residency Teaching Certificate and the Master in Teaching Degree simultaneously.

Post-graduate students commit to a three semester learning experience: fall, spring, and summer terms, in order to earn 30 credits for the MIT degree. The credit requirements include student teaching (8 credits) plus graduate level coursework (22 credits). Classes meet in the evenings, on weekends, and during the summer months for cohorts commencing their programs in August. Student teaching will be accomplished during daytime hours.

Academic Progress

Undergraduate students whose academic histories reflect a GPA below 3.0 ("B" level) may be admitted to the program on academic probation. Students may also be placed on probation if their GPA falls below 3.0. Students are given one academic term to show improvement and to raise their GPA to at least 3.0, at which point they are removed from probationary status. If the student's GPA has been below 2.75 for two or more terms, he or she is required to develop a remediation plan; outlining how/when GPA will be increased. Students must earn at least a 3.0 overall grade point average to graduate. These guidelines also apply to Master in Teaching candidates, except that they are required to maintain a 3.3 GPA.

MIT Degree Requirements

Core Curriculum (16 credits)

EDMA 5013 Curriculum Design & Instruction	3
EDMA 5043 Learning Psychology & Student Needs	3
EDMA 5063 Educational Research Methods: Theory	3
EDMA 5272 Classroom Management	2
EDMA 5421 Safety and Legal Issues Seminar	1
EDMA 5561 Professional Seminar	1
EDMA 5682 Educational Research Methods: Data	2
EDMA 5691 Educational Research Methods: Reporting.....	1

Elementary Endorsement Methods (6 credits)

EDMA 5342 Reading & Language Arts Methods	2
EDMA 5352 Math & Science Methods	2
EDMA 5362 Social Studies & Arts Methods.....	2

Secondary Methods (6 credits)

EDMA 5413 Secondary Literacy Across the Curriculum	3
EDMA 5423 Secondary Subject Area Methods.....	3

Student Teaching (8 credits)

EDMA 5202 Part-time Student Teaching	2
EDMA 5486 Full-time Student Teaching	6

Total: 30 semester credits

Endorsements:

Biology (5-12)	Middle Level (4-9): Humanities, Mathematics, or
Elementary (K-8)	Science
English/Language Arts (5-12)	Social Studies (5-12)
English Language Learners (K-12)	Theatre Arts (K-12)
Mathematics (5-12)	

Master of Education: Curriculum and Instruction

The Master of Education (M.Ed.) in Curriculum and Instruction is designed to help practicing teachers and educational professionals take the next step in their professional development. M.Ed. candidates will be prepared to take on greater leadership in their classrooms, schools and districts, growing in their ability to make a positive impact on their schools and students. The M.Ed. program will help you earn a graduate degree in Curriculum and Instruction with one of three concentrations: Teacher Leadership, Educational Assessment, or English Language Learning (ELL).

The five-semester, thirty-credit curriculum offers advanced coursework on learning theory, educational standards, assessment, teacher leadership and collaboration, and family engagement. The Northwest University M.Ed. is designed to serve several populations:

- Bachelors graduates holding the Residency Teacher Certificate who seek the M.Ed. degree in Curriculum and Instruction
- Bachelors or masters graduates adding the ELL Endorsement to their Washington State Certificate
- Educators (with or without a Residency Teacher Certificate) who wish to enhance their educational knowledge and skills through one of our three concentrations

Academic Progress

Undergraduate students whose academic histories reflect a GPA below 3.0 ("B" level) may be admitted to the program on academic probation. Students may also be placed on probation if their GPA falls below 3.0. Students are given one academic term to show improvement and to raise their GPA to at least 3.0, at which point they are removed from probationary status. If the student's GPA has been below 2.75 for two or more terms, he or she is required to develop a remediation plan; outlining how/when GPA will be increased. Students must earn at least a 3.0 overall grade point average to graduate. These guidelines also apply to Master in Teaching candidates, except that they are required to maintain a 3.3 GPA.

M.Ed. Degree Requirements *(Students complete the Core Curriculum and one Concentration)*

Core Curriculum (20 credits)

EDMA 5063 Educational Research Methods: Theory	3
EDMA 5503 Advanced Issues in Instructional Design	3
EDMA 5523 Educational Standards and Accountability	3
EDMA 5613 The Integrated Teacher	3
EDMA 5623 Harassment, Intimidation, Bullying (HIB) and Moral Education	3
EDMA 5682 Educational Research Methods: Data	2
EDMA 5691 Educational Research Methods: Reporting	1
EDMA 5832 Learning Strategies & Applied Technology	2

Select one Concentration:

Teacher Leadership Concentration (10 credits)

EDMA 5072 Community Engagement and Student Achievement	2
EDMA 5542 Current Educational Issues and Trends	2
EDMA 5812 Co-Teaching Strategies	2
EDMA 5872 Teacher Leadership and Coaching	2
EDMA 5972 Field Project or Elective (Leadership Project)	2

Educational Assessment Concentration (10 credits)

EDMA 5072 Community Engagement and Student Achievement	2
EDMA 5212 Reflective Assessment and Instruction	2
EDMA 5452 Assessment and Exceptionality	2
EDMA 5542 Current Educational Issues and Trends	2
EDMA 5712 Data Analysis	2

English Language Learning (ELL) Focus (10 credits)

EDMA 5102 Introduction to ELL	2
EDMA 5112 Methods and Materials for ELL	2
EDMA 5122 Grammar for ELL	2
EDMA 5152 Testing in ELL	2
EDMA 5162 Teaching ELL Literacy	2

School-based practica, required for the ELL Endorsement, are imbedded within these courses

Total: 30 semester credits

ProTeach Support *(2 credits)*

EDMA 5701 ProCert Pre-Assessment and Orientation Seminar	1
EDMA 5781 ProTeach Preparation Seminar	1

COLLEGE OF MINISTRY



A Word from the Dean:

To meet the church's current and future needs, ministry must be both biblically authentic and culturally relevant, and preparation for Christian ministry must be as thorough as possible and of the highest caliber possible.

The College of Ministry at Northwest University seeks to meet this need by offering continuing in-service education at the master's degree level for those who are engaged in ministry – pastors, evangelists, missionaries, educators, counselors, and lay workers.

Ministry involves the person of God communicating a divine message to people to achieve divine ends. Those who minister for God must know Him intimately, must be able to exegete His Word accurately, must understand and appreciate the context in which they minister, and must comprehend God's eternal purpose and be able to relate it to the church and ministry.

These M.A. programs integrate academic experiences, spiritual formation activities, and skills development to enhance intellectual, spiritual, personal, and functional readiness for effective ministry leadership.

- Wayde Goodall, D.Min.
Dean, College of Ministry

Master of Arts in Missional Leadership

The purpose of the Master of Arts in Missional Leadership (MAML) is to develop a theoretical framework for understanding leadership, mission and culture, globalization, ethics, motivation, creativity, vision, strategic planning, teamwork, spirituality, and other leadership issues.

This program emphasizes the need for Missional leaders to live out the gospel so that it is seen and experienced in community. The coursework is followed by a culminating project involving research or perform an organizational intervention that incorporates the course content from the program.

The overall objective of the M.A. in Missional Leadership program is to develop a theological and theoretical framework for leadership, mission, and culture that is both academically rigorous and praxis-oriented, and facilitates the growth and development of Missional leadership for the twenty-first century church. This program can be finished in 24 months, but commonly requires up to 36 months.

Students meet together in week-long intensives, typically 8 a.m. -5 p.m. from Tuesday through Friday. Some courses in the Program of study are available online.

Admission into the Master of Arts in Missional Leadership requires the completion of a Bachelor of Arts or Science (or an equivalent degree) from a regionally accredited college or university. Allowances may be made for degrees accredited by the Association for Biblical Higher Education (ABHE). Students also complete the application and acceptance process for the College of Ministry Graduate School.

In addition to achieving the general goals of the University and the College of Ministry, completing the Master of Arts in Missional Leadership results in the following learning outcomes:

- Students will develop an understanding of a theological and theoretical framework for leadership, culture, and mission for the present day church.
- Students will develop skills that are both academically rigorous and practical for ministry settings.
- Students will understand and apply technological tools through online and classroom involvements and develop skills to utilize technological developments in today's ministry opportunities.
- Students will observe skilled leaders – faculty, church leaders, and para-church leaders – and understand present day ministry practices while developing techniques to relevantly apply in today's church ministries.
- Students will understand spiritual leadership principles, missional strategy, ethics, creativity, vision development, strategic planning, working as a team, and ongoing spiritual formation.

Academic Progress towards Graduation

Students whose academic histories reflect a GPA below 3.0 ("B" level) may be admitted to the program on academic probation. Students may also be placed on probation if their GPA falls below 3.0. Students are given one academic term to show improvement and to raise their GPA to at least 3.0, at which point they are removed from probationary status. Should a student earn a grade of C+ or below in any class during the course of the program, the student will be placed on academic probation and will remain on academic probation until the grade has been replaced with a grade of B- or above. In order to replace a grade of C+ or below the student will be responsible to pay again for tuition and all associated course fees and will be responsible to pay all applicable independent study fees. If the student's GPA has been below 3.0 for two or more terms, he or she is placed on academic suspension (disqualification). Students must earn at least a 3.0 overall grade point average to graduate.

MAML Course Requirements

Core Courses: (30 credits)

CMIN 5103	Understanding Mission and Culture.....	3
CMIN 5163	Team Building and Managing Conflict	3
CMIN 5213	Ethical and Legal Concerns in Ministry	3
CMIN 6143	Leadership and Pluralistic Issues	3
CMIN 6173	Strategic Planning and Organizational Change	3
CMIN 6183	Motivation, Coaching, and Mentoring	3
PMIN 5133	Leadership and Character Development	3
PMIN 5233	Creative Preaching	3
PMIN 5253	Spiritual Formation and Direction	3
PMIN 6193	Pastoral Care and Human Development	3

Project or Thesis: (6 credits)

CMIN 6203	Research and Evaluation Methodology for Missional Leadership	3
CMIN 6943	Master's Project or Thesis	3

Total: 36 semester credits

Master of Arts in Theology and Culture

The purpose of the Master of Arts in Theology and Culture (MATC) is to enable effective witness and service both within the Christian community and to the larger society. Through exploration of the various influences on contemporary culture and theology, you will come to a better understanding of your own assumptions and those of your faith tradition.

The program encourages development of the necessary understanding and skills for effective engagement with cultural trends, social transformation, and the attendant challenges facing the church. The goal is to develop thinking and practice that is biblically informed and creatively faithful to the historic mission of the Christian faith.

The overall objective of the MATC is to immerse graduate students in an integrated, comprehensive arts approach to theological graduate education that draws from the best of theology, philosophy, history, and biblical studies, thus enabling the student to engage in theological and spiritual reflection within a vibrant, Christian community.

For a full-time student, this program can take as little as two years (24 months), with courses scheduled across three annual terms. The program delivery includes language courses meeting on week-nights and core courses meeting on Friday/Saturday intensives once a month. Three weekends complete one course. During the summer, some elective courses meet in one week block while others meet in Friday/Saturday intensives once a month. This flexible delivery format is designed to accommodate the diverse needs of our graduate students.

Admission into the Master of Arts in Theology and Culture requires the completion of a Bachelor of Arts or Science (or an equivalent degree) from a regionally accredited college or university. Allowances may be made for degrees accredited by the Association for Biblical Higher Education (ABHE). Students also complete the application and acceptance process for the College of Ministry Graduate School. MAML and MATC students may transfer up to nine credit hours of eligible graduate level coursework (subject to Program Director's approval) from an accredited institution towards their degree requirements.

In addition to achieving the general goals of the University and the College of Ministry, completing the Master of Arts in Theology and Culture results in the following learning outcomes:

- Students will demonstrate awareness of contemporary culture and theological influences and develop effective engagement with cultural trends, social transformation, and current challenges facing the church.
- Students will further discover their personal faith-beliefs and assumptions while becoming aware of the theological challenges of the day and developing skills to articulate their theological beliefs.
- Students will understand the historic mission of the Christian faith while developing skills in thinking and application both within the church and in other ministry involvements.
- Students will develop skills to enable them to serve as effective, relevant, and unique witnesses within the Christian community and the society at large.

Academic Progress towards Graduation

Students whose academic histories reflect a GPA below 3.0 ("B" level) may be admitted to the program on academic probation. Students may also be placed on probation if their GPA falls below 3.0. Students are given one academic term to show improvement and to raise their GPA to at least 3.0, at which point they are removed from probationary status. Should a student earn a grade of C+ or below in any class during the course of the program, the student will be placed on academic probation and will remain on academic probation until the grade has been replaced with a grade of B- or above. In order to replace a grade of C+ or below the student will be responsible to pay again for tuition and all associated course fees and will be responsible to pay all applicable independent study fees. If the student's GPA has been below 3.0 for two or more terms, he or she is placed on academic suspension (disqualification). Students must earn at least a 3.0 overall grade point average to graduate.

MATC Course Requirements

Introductory Component: (12 credits) *(May be waived based upon equivalent prior coursework or experience.)* The Introductory Component replaces some elective credits for those who have not already taken the undergraduate equivalent of those courses.

BIBL 5103 OT Introduction: Background and Theology
BIBL 5203 NT Introduction: Background and Theology
BIBL 5553 Reading the Bible: Exegesis and Interpretation
THEO 5213 Christian Theology: An Introduction

Core Courses: (18 credits)

BIBL 5303 Entering the Biblical Narrative 3
BIBL 5423 Biblical Interpretation and Modernity 3
CMIN 5363 The Meaning of Christian Community 3
THEO 5313 Philosophy for Understanding Theology 3
THEO 5423 Christianity in Conversation with Contemporary Worldviews 3
THEO 5533 Theology of Vocation 3

Track: (30 credits) *Students choose either the Thesis Track or Comprehensive Examination Track*

Thesis Track

MATC Electives *(chosen from the list below)*..... 21
THEO 6203 Methods Seminar 3
THEO 6943 Thesis I..... 3
THEO 6963 Thesis II 3

Comprehensive Examination Track

MATC Electives *(chosen from the list below)*..... 24
THEO 6203 Methods Seminar 3
THEO 6953 Comprehensive Examination 3

Total: 48 semester credits

Optional: Advanced Graduate Studies Track (12 credits)

An additional, optional track provides course offerings in biblical languages and advanced exegesis in preparation for post-graduate studies. Students coordinate with their graduate advisor particular course choices tailored to suit specific research interests.

MATC Elective Courses: *The following electives are periodically offered; other elective courses also are offered based on faculty and student demand.)*

BIBL 6843-6913 Texts within Context: Special Topics
CMIN 6333 Church and Society in America
CMIN 6453 The Spirituality of Christian Worship
CMIN 6543 Theology & Contemporary Media: Interpreting the Hollywood Narrative
LANG 5303 Biblical Languages: Method and Interpretation
LANG 6413/6423 Hebrew I and Hebrew II *(both courses)*
LANG 6513/6523 Greek I and Greek II *(both courses)*
THEO 6393 Biblical Imagery and Theological Imagination
THEO 6423 Creedal History: A History of Christian Theology

Master in Ministry

The Master in Ministry (MIM) is a graduate degree offered by the College of Ministry at Northwest University that prepares its graduates intellectually, spiritually, and functionally for ministry leadership. Reflecting the emphasis of this three-pronged approach, the curriculum is accordingly academically rigorous, spiritually enriching, and praxis-oriented in order to holistically prepare men and women to successfully engage in Christian leadership.

The MIM is designed with a delivery system enabling students to complete this degree in sixteen months or (four semesters). The MIM combines live, interactive seminar courses with online classes. This approach serves students desiring a combination of interactive learning experiences with the flexibility of some coursework that is electronically mediated. Thus, working professionals can remain fully engaged within their profession while furthering their education. Students admitted to the cohort-based program progress together towards completion in a learning community providing a supportive, engaging environment that empowers and reinforces Christian leadership formation. The MIM degree program is specifically targeted for individuals who evidence a divine call on their life and wish to pursue lay or vocational ministry and who already possess an undergraduate degree in a field other than Bible, Theology, Christian Education, or Ministry.

The MIM program seeks to equip Christian leaders intellectually, spiritually, and functionally to successfully:

- Serve as leaders in a variety of Christian leadership contexts including local and para-church ministries
- Engage in biblical and theological reflection especially as it relates to one's ministry context
- Provide individuals wishing to transition into ministry from a lay background by providing the academic foundation needed to obtain ministerial credentials
- Serve as academic foundation for those wishing to pursue further graduate theological training
- Note: The General Council of the Assemblies of God will accept any graduate theological program offered by the College of Ministry at Northwest University as meeting the academic requirements for ministerial credentials. Students from other denominations will need to check with their respective denominational offices as to the applicability of the MIM for meeting ministerial credential requirements.

In addition to achieving the goals of the University and the College of Ministry, the Master in Ministry results in the following learning outcomes:

- Students will develop the skills to serve as leaders in a variety of Christian contexts, including the local church and para-church ministries.
- Students will engage and understand biblical and theological principles to enable them to successfully serve in Christian leadership.
- Students will be prepared to intellectually, spiritually, and functionally become involved in vocational or lay ministry.
- Students will understand academic disciplines, develop spiritual character, and be aware of methods that apply Christian truths in full-time or lay ministry settings.
- Students will develop skills in technology and online formats for MIM courses and understand technological research methods for further educational development.
- Students will establish an academic foundation to further prepare them for graduate training, ministry credentials, or transitioning from lay to professional ministry involvement.

Academic Progress towards Graduation

Students whose academic histories reflect a GPA below 3.0 ("B" level) may be admitted to the program on academic probation. Students may also be placed on probation if their GPA falls below 3.0. Students are given one academic term to show improvement and to raise their GPA to at least 3.0, at which point they are removed from probationary status. Should a student earn a grade of C+ or below in any class during the course of the program, the student will be placed on academic probation and will remain on academic probation until the grade has been replaced with a grade of B- or above. In order to replace a grade of C+ or below the student will be responsible to pay again for tuition and all associated course fees and will be responsible to pay all applicable independent study fees. If the student's GPA has been below 3.0 for two or more terms, he or she is placed on academic suspension (disqualification). Students must earn at least a 3.0 overall grade point average to graduate.

MIM Course Requirements

Biblical and Theological Core (15 credit hours)

BIBL 5103	Old Testament Introduction: Background & Theology	3
BIBL 5203	New Testament Introduction: Background & Theology	3
BIBL 5553	Reading the Bible: Exegesis and Interpretation	3
BIBL 6xx3	Graduate Level Bible Elective	3
THEO 5213	Christian Theology: An Introduction	3

Ministry Leadership Core (12 credit hours)

PMIN 5413	Ministry Essentials.....	3
PMIN 6243	Ministry Leadership and Administration	3
PMIN 6323	Biblical Preaching & Teaching	3
CMIN/PMIN	Graduate Level Ministry Elective	3

General Elective (3 credit hours)

	Graduate Level General Elective.....	3
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Total: 30 semester credits

DUAL DEGREES

The MAML/MBA Dual Degree Program

Jointly sponsored by the College of Ministry and the School of Business, the Master of Arts in Missional Leadership (MAML) and the Master of Business Administration (MBA) can be earned as a dual degree whereby students will enroll in both programs and at the completion of the dual degree program the student will be awarded two degrees. The following conditions apply to the MAML/MBA dual degree program:

- Students must be accepted into both degree programs in order to qualify for the dual degree.
- Students enrolled in the dual degree program must take courses in a specified order and sequence in order to complete the requirements of both degree programs in a timely fashion. Students wishing to “reverse the order” of the program sequence by beginning with the MBA program first will need to gain written approval from the Deans of both programs and will also need to delay the research methods course and thesis until the end of the MAML component.
- Students enrolling in the dual degree program must pay the appropriate tuition and fees corresponding to each degree program.
- Students enrolled in the dual degree program must complete both programs in order to receive their degrees.
- Students who decide to withdraw from one of the programs have the option of completing the entire remaining degree program with no course reductions.
- Students enrolling in the dual degree program have a curricular overlap that reduces the dual degree credit hours from 77 to 71 by taking the program concurrently.
- Students who follow the prescribed program of study may be able to complete the program in as little as 36 months.

The dual degree completion will be as follows:

- Students will enroll in the MAML program and take all courses except: CMIN 6173 Strategic Planning & Organizational Change and CMIN 6903 Written Project or Thesis.
- Students will subsequently enroll in the MBA program and take the program in its entirety.
- Students will do a thesis or project that is interdisciplinary in scope and meets the

programmatic requirements of both programs. In this case, the thesis or project chair must be drawn from the School of Business, and a second faculty member will then be drawn from approved faculty within the College of Ministry.

Potential Audience:

The MAML/MBA degree may be attractive to lead pastors, executive pastors, church administrators, as well as leaders in para-church, or faith-based non-profit organizations who may benefit from the coupling of business and organizational management with the distinctive philosophical undergirding of missional leadership.

The MAML/MIT Dual Degree Program

Jointly sponsored by the College of Ministry (COE) and the School of Education (SOE), the Master of Arts in Missional Leadership (MAML) and the Master of Arts in Teaching (MIT) can be earned as a dual degree whereby students will enroll in both programs and at the completion of the dual degree program the student will be awarded two degrees. The following conditions apply to the MAML/MIT dual degree program:

- Students must be accepted into both degree programs in order to qualify for the dual degree. This includes passing the two state examinations: the Washington Educator Standards Test-Basic (WEST-B) and the Washington Educator Standards Test-Endorsement (WEST-E) in their respective areas as a prerequisite to admission to the dual degree program.
- Students enrolled in the dual degree program must take courses in the specified order and sequence in order to complete the requirements of both degree programs in a timely fashion. Students wishing to “reverse the order” of the program sequence by beginning with the MIT program first will need to gain written approval from the Deans of both programs and will also need to delay the research methods component and thesis until the end of the MAML portion of the dual degree.
- Students enrolling in the dual degree program must pay the appropriate tuition and fees corresponding to each degree program.
- Students enrolled in the dual degree program must complete both programs in order to receive their degrees.

- Because of faculty staffing, the COM and the SOE reserve the right to impose limits on the numbers of dual degree candidates that can be accommodated at any one time.
- Students enrolling in the dual degree program have a curricular overlap that reduces the dual degree credit hours from 66 to 60 by taking the program in dual degree configuration.
- Students who follow the prescribed program of study may be able to complete the program in as little as 27 months.
- Students who decide to withdraw from one of the programs have the option of completing the entire remaining degree program with no course reductions.

The dual degree completion will be as follows:

- Students will enroll in the MAML program first and take all courses within the program except CMIN 6302 Methods Seminar and CMIN 6903 Written Project or Thesis.
- Students will subsequently enroll in the MIT program and complete the degree program in its entirety.
- Students will do an action research project/paper that is interdisciplinary in scope but that meets the requirements of both the MIT and MAML program. In this case, the chair must be drawn from approved faculty from the SOE. An additional committee member will be drawn from the COM. The COM faculty member is subject to the approval of the SOE action research chair.

Potential Audience:

The MAML/MIT degree may be desirable for individuals wishing to teach in a Christian school in the K-12 sector and incorporate a Christian world view and ministry mindset into the educational setting. Alternatively, church leaders could gain a more sophisticated understanding of educational formation that could be then incorporated into the ministry setting.

The MAML/M.Ed. Dual Degree Program

Jointly sponsored by the College of Ministry (COE) and the School of Education (SOE), the Master of Arts in Missional Leadership (MAML) and the Master of Education degree (M.Ed.) can be earned as a dual degree whereby students will enroll in both programs and at the completion of the dual degree program the student will be awarded two degrees. The following conditions apply to the MAML/M.Ed. dual degree program:

- Students must be accepted into both degree programs in order to qualify for the dual degree.
- Students enrolled in the dual degree program must take courses in the specified order and sequence in order to complete the requirements of both degree programs in a timely fashion. Students wishing to “reverse the order” of the program sequence by beginning with the M.Ed. program first will need to gain written approval from the Deans of both programs and will also need to delay the research methods component and action research project until the end of the MAML portion of the dual degree.
- Students enrolling in the dual degree program must pay the appropriate tuition and fees corresponding to each degree program.
- Students enrolled in the dual degree program must complete both programs in order to receive their degrees.
- Because of faculty staffing, the COM and the SOE reserve the right to impose limits on the numbers of dual degree candidates that can be accommodated at any one time.
- Students enrolling in the dual degree program have a curricular overlap that reduces the dual degree credit hours from 66 to 60 by taking the program in dual degree configuration.
- Students who follow the prescribed program of study may be able to complete the program in as little as 39 months.
- Students who decide to withdraw from one of the programs have the option of completing the entire remaining degree program with no course reductions.

The dual degree completion will be as follows:

- Students will enroll in the MAML program first and take all courses within the program except CMIN 6302 Methods Seminar and CMIN 6903 Written Project or Thesis.
- Students will subsequently enroll in the M.Ed. program and complete the degree program in its entirety.
- Students will do an action research project that is interdisciplinary in scope but that meets the requirements of both the MAML and the M.Ed. program. In this case, the action research chair must be drawn from approved faculty from the SOE. An additional committee member will be drawn from the COM. The COM faculty

member is subject to the approval of the SOE action research chair.

Potential Audience:

The MAML/M.Ed. may be desirable for individuals wishing to teach in a Christian school in the K-12 sector and incorporate a Christian world view and ministry mindset into the educational setting.

The MATC/MBA Dual Degree Program

The Master of Arts in Theology and Culture (MATC) and the Master of Business Administration (MBA) can be earned together as a dual degree whereby students will enroll in both programs and at the completion of the dual degree program the student will be awarded two degrees. The following conditions apply to the MATC/MBA dual degree program:

- Students must be accepted into both degree programs in order to qualify for the dual degree.
- Students enrolled in the dual degree program must take courses in each program seriatim so as to complete the requirements of both degree programs in a timely fashion. Students wishing to “reverse the order” of the program sequence by beginning with the MBA program first will need to gain written approval from the Deans of both programs.
- Students enrolled in the dual degree program must complete the specified requirements of both programs in order to receive their degrees and will have to pay all related tuition and fees for their respective programs.
- Students who decide to withdraw from one of the programs have the option of completing the entire remaining degree program with no course reductions.

- Students enrolling in the dual degree program have a curricular overlap that reduces the dual degree credit hours from 89 to 80 by taking each program in its entirety.
- Students who follow the prescribed program of study may be able to complete the program in as little as 48 months (four years).

The dual degree completion will be as follows:

- Students will take the MATC program requirements first, then enroll in the MBA cohort
- Students will take the following components of the MATC program:
 - Core Courses (18 credits)
 - Electives (12 credits)
 - Thesis (9 credits)
- Students will take the entire MBA program except for: BMBA 6203 Graduate Research and Design

The MATC/MBA dual degree program will comprise 80 credit hours with a net “savings” of nine credit hours over taking each degree program separately.

Potential Audience:

The MATC/MBA degree may be attractive to lead pastors, executive pastors, church administrators, as well as leaders in para-church, or faith-based non-profit organizations who may benefit from the coupling of business and organizational management with a biblically and theologically informed view of the church and culture. It may also be valuable to corporate professionals, entrepreneurs, or individuals working in a faith-based setting who desire the ability to incorporate a more carefully articulated biblical view of theology and culture into their professional setting.

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES



A Word from the Dean:

The College of Social and Behavioral Sciences at Northwest University educates individuals to serve within the mental health and human service professions both locally and internationally. Its three graduate programs, the Master of Arts in Counseling Psychology (MACP), the Doctorate of Psychology in Counseling Psychology (Psy.D.), and the Master of Arts in International Care and Community Development (MAICCD), are built upon the integration of psychology, culture, and social justice.

Students enrolled in the Psy.D. Program will learn to integrate a strong theoretical knowledge base with practical, evidence-based skills to provide psychological and counseling services in a globally relevant and socially conscious manner. This program specifically prepares students to qualify for licensure as a Psychologist in Washington State.

Students involved in the MACP Program prepare to serve individuals from different backgrounds with a variety of needs. This program has a unique multicultural focus with an emphasis on social justice and prepares students to qualify for licensure as a Mental Health Counselor in Washington State.

Students participating in the ICCD Program are equipped to identify, analyze, and understand cultural differences in contexts of need, and to develop holistic responses that are sensitive to the particular constraints and opportunities presented in those settings. This program prepares students for context-sensitive, strategic leadership in meeting the needs of the poor and oppressed, both in the U.S. and overseas.

All students have the opportunity to participate in a wide variety of cultural immersion experiences both locally and internationally. Past immersion experiences include Morocco, Brazil, India, and Turkey. These opportunities provide students with the chance to connect theory to praxis and heed Christ's call to love, serve, and care for those who are hurting.

Whether serving locally or internationally, graduates of the College of Social and Behavioral Sciences are prepared to respond to the call of Christ through excellent theory development and advanced applied skills to provide care in a rapidly globalizing world. We hope that you will consider joining us!

- Matt Nelson, Ph.D.
Dean, College of Social & Behavioral Sciences

College of Social and Behavioral Sciences General Policies

Academic Progress towards Graduation

Courses taken from the College of Social and Behavioral Sciences (CSBS), including electives, must earn a grade of B- or above. In addition, students must maintain a minimum cumulative GPA of 3.000.

Furthermore, Psy.D. Students must also pass qualifying exams, write, defend, and disseminate a dissertation, fulfill all practica requirements, and reach a professional standard as outlined in the Psy.D. Student Handbook.

Academic Probation

Students must earn a grade of B- or above on all courses taken in CSBS Graduate Programs, including electives. Should a student earn a grade of C+ or below in any class during the course of the program, the student will be placed on academic probation and will remain on academic probation until the grade has been replaced with a grade of B- or above. In order to replace a grade of C+ or below the student will be responsible to pay again for tuition and all associated course fees and will be responsible to pay all applicable independent study fees. (See Course Repeat policy above.) If a student's academic history prior to attending the College of Social and Behavioral Sciences at Northwest University reflects a GPA below 3.000 ("B" level), yet the application review board deems him or her a worthy candidate for the M.A. in Counseling Psychology, the M.A. in International Care and Community Development, or the Psy.D. in Counseling Psychology Program, he or she may be admitted to the program on academic probation. Such students will remain on academic probation until all grade reports for the program reflect no grades of C+ or below. If a student is placed on probation a second time, the student may be dismissed from the program. Probationary students are under the supervision of the College of Social and Behavioral Sciences. Probation is not intended as a punitive measure but as a warning and time for necessary improvement. Probation, however, could lead to further academic penalties as deemed suitable by the Director of M.A. or Psy.D. Programs.

Attendance Policy

In addition to the attendance policy in the general section of this catalog, the College of Social and Behavioral Sciences maintains the following:

- Regular class attendance is important and expected of all students.

- Specific attendance policies and consequences of missing a class session are at the discretion of the individual professor of each class.
- If a student knows they will need to miss a class, the student should contact the professor in advance.
- A student cannot miss more than a third of the sessions of any given course.
- Attendance is included as part of the overall course grade and if a student misses more than a third of the sessions, the student will not be able to receive a passing grade. In this circumstance, the student is encouraged to withdraw from the course and retake the class when it is offered again.

Ethical Obligations Regarding Student Enrollment

The College of Social and Behavioral Sciences must meet its ethical obligation as a professional training institution by reserving the right to determine the suitability of each student for professional practice. Therefore, the College of Social and Behavioral Sciences may refuse admission to any applicant and may discontinue education to any student based on the Dean's discretion.

Re-Entry Policy

The College of Social and Behavioral Sciences has specific policies and requirements for students who wish to reenter the program after previously withdrawing. Students, who withdraw from a semester and return to the program the following semester, do not need to reapply. Students who withdraw from a semester and are not enrolled for one or more succeeding semesters are required to complete the entire reapplication process. They will then be reviewed by the respective Review Board Committee and are not guaranteed re-admittance. In addition, it is up to the discretion of the Review Board Committee if the applicant will return to his or her cohort or be placed in a new cohort. Also, the applicant will need to meet with his or her respective Program Director to create a course completion plan, which may include the need to complete missed courses via independent study.

Master of Arts in Counseling Psychology

The Master of Arts in Counseling Psychology is designed to prepare students to serve their communities as licensed Mental Health Counselors in the State of Washington as well as in other capacities. The professors draw from their academic studies and professional experiences to provide students with the background they will need to be successful in the field of counseling psychology. Students learn through lecture, discussion, and research, and then put their new knowledge to work in their internship or thesis, all guided by their professors. The program has a unique multicultural focus with an emphasis on social justice. Instructors seek to equip students to serve individuals from different backgrounds with widely different needs.

In addition to achieving the general goals of the university and of the College of Social and Behavioral Sciences, completing the MA in Counseling Psychology results in the following learning outcomes:

- Students will understand people biologically, psychologically, spiritually, and culturally;
- Students will think critically concerning issues relating to social justice;
- Students will be equipped as a therapist to work with diverse populations and develop a corresponding professional identity;
- Students will acquire, refine, and demonstrate appropriate master-level skills as a clinician or a researcher.

Masters Level Counseling State Licensure

Students must complete an internship during the program to be eligible for Washington State licensure. Since licensure requirements differ slightly from state to state, the required course sequence may not fulfill all educational licensure requirements for every state. Given this, it is the student's responsibility to determine the licensure requirements for the state through which he or she desires to become licensed and to determine whether or not the required course sequence meets those requirements. The College of Social and Behavioral Sciences may be able to offer electives to students in order to meet licensure requirements not met by the required course sequence; however, students must work in conjunction with the Director of MA Programs and Dean and have their expressed permission in order to enroll in electives for the purpose of meeting licensure requirements.

MACP Degree Requirements

Year One - Fall Semester: (11 Credits)

PSYC 5111	Research Methods I–Introduction	1
PSYC 5252	Communication & Counseling Skills w/in Multicultural Contexts	2
PSYC 5453	Psychopathology	3
PSYC 5502	Multicultural Issues in Psychology	2
PSYC 5612	History of Psychology	2
PSYC 5941	Practicum in Psychology I	1

Year One - Spring Semester: (11 Credits)

PSYC 5152	Research Methods II–Quantitative	2
PSYC 5202	Critical Thinking in Psychology, Culture, and Social Justice	2
PSYC 5403	Psychotherapeutic Systems	3
PSYC 5701	Child, Spouse, and Elder Abuse	1
PSYC 5951	Practicum in Psychology II	1
PSYC 6602	Advanced Lifespan Development	2

Year One - Summer Semester: (10 Credits)

PSYC 5352	Biological Basis of Behavior I–Neuropsychology	2
PSYC 5552	Psychology Law and Ethics	2
PSYC 5653	Systems of Family Therapy in Cultural Context	3
PSYC 5961	Practicum in Psychology III	1
PSYC 6152	Research Methods III–Qualitative	2

Year Two - Fall Semester: (10 Credits)

PSYC 5302	Group Counseling and Cultural Dynamics	2
PSYC 6453	Theories and Practice in Cultural Context	3
PSYC 6462	Advanced Psychopathology	2
PSYC 6943	Internship I or PSYC 6913 Thesis I	3

Year Two - Spring Semester: (10 Credits)

PSYC 6352	Biological Basis of Behavior II–Psychopharmacology	2
PSYC 6403	Psychodiagnostics	3
PSYC 6552	Child and Adolescent Therapy	2
PSYC 6953	Internship II or PSYC 6923 Thesis II	3

Year Two - Summer Semester: (10 Credits)

PSYC 6142	Perspectives of Human Sexuality	2
Choose one of the following:		2
PSYC 6362 Counseling and Career Development		
PSYC 6412 Marriage and Couple Therapy		
PSYC 6701	Capstone: Integration of Psychology, Culture, & Social Justice	1
PSYC 6762	Substance Abuse Counseling	2
PSYC 6963	Internship III or PSYC 6933 Supervised Thesis III	3

Total: 62 semester credits

Master of Arts in International Care and Community Development

The International Care and Community Development Master's degree is designed to prepare men and women for context-sensitive, strategic leadership for advocacy and social change, both in the US and overseas. The degree emphasizes core issues of global-cultural awareness and social justice; and places special emphasis on the needs of the poor, the marginalized, and the oppressed. Students will be equipped to identify, analyze, and understand cultural differences in contexts of need, and to develop holistic responses that are sensitive to the particular constraints and opportunities presented in those settings. Students will, in the course of study, explore career options in relief and development contexts, including leadership, sustainable funding, and social entrepreneurship; as well as project design and evaluation.

In addition to achieving the general goals of the university and of the College of Social and Behavioral Sciences, completing the MA in International Care and Community Development results in the following learning outcomes:

- Students will become scholars with sensitivity and expertise at observing and interpreting culture;
- Students will become innovators who can create culturally responsive programs that address social issues;
- Students will become critical thinkers able to evaluate existing approaches to meeting the needs of the poor and oppressed;
- Students will become leaders and managers who inspire with life-changing compassion and world-changing vision.

MA-ICCD Degree Requirements

Some of these degree requirements will be taught in an online format. Courses may be taught in a different semester sequence.

Year One - Fall Semester: (8 credits)

ICCD 5111	Applied Research Methods I-Introduction	1
ICCD 5502	Cultural Studies in Global Context	2
ICCD 5672	Globalization.....	2
ICCD 5931	Practicum I: Fieldwork and Thesis	1
ICCD 6422	Social Justice in a Global Context	2

Year One - Spring Semester: (8 Credits)

ICCD 5152	Research Methods II-Quantitative	2
ICCD 5202	Spirituality, Culture, and Social Justice	2
ICCD 5313	Community Development.....	3
ICCD 5941	Practicum II-Fieldwork and Thesis Preparation.....	1

Year One - Summer Semester: (8 Credits)

ICCD 5954	Practicum III-Fieldwork and Thesis	4
ICCD 6152	Applied Research Methods III-Qualitative	2
ICCD 6342	Social Entrepreneurship	2

Year Two - Fall Semester: (8 Credits)

ICCD 5413	Urban Studies.....	3
ICCD 5961	Practicum IV-Fieldwork and Thesis	1
ICCD 6572	Children at Risk	2
ICCD 6712	Special Topics in Global Studies I.....	2

Year Two - Spring Semester: (8 Credits)

ICCD 5332	Leadership.....	2
ICCD 5622	Health, Healing, and Culture.....	2
ICCD 5972	Practicum V-Fieldwork and Thesis.....	2
ICCD 6722	Special Topics in Global Studies II.....	2

Total: 40 semester credits

Doctor of Psychology in Counseling Psychology

The Doctor of Psychology degree (Psy.D.) in Counseling Psychology at Northwest University prepares students to qualify for professional licensure as a Licensed Psychologist in Washington State with tangible knowledge and skills that can be used to serve the needs of others in a globally relevant and socially conscious manner. Using the practitioner-scholar model, we provide excellent training to equip psychologists with counseling, assessment, and intervention skills leading to qualification for licensure as a psychologist. Our program has a unique focus on cross-cultural psychology and service to the global community, with commitment to social justice, from a Christian worldview. Whether alleviating psychological suffering for those who reside here in our own city, or developing services for the afflicted around the world, we strive to equip our graduates to serve others with compassion and excellence. This applied program focuses on training skilled practitioners with a solid focus on scholarly research, discipline and inquiry. Students learn to integrate a strong theoretical knowledge base with practical, theory-informed, evidence-based skills to provide psychological and counseling services.

In addition to achieving the general goals of the university and of the College of Social and Behavioral Sciences, the Psy.D. Program has the following program goals:

- Students demonstrate the knowledge and abilities needed for providing professional psychological and counseling services.
- Students demonstrate knowledge of the scientific foundations of psychology, skill in psychological assessment, and proficiency in intervention (including evidence-based practice).
- Students demonstrate skills in providing effective consultation and supervision.
- Students demonstrate research literacy and the ability to critically analyze scientific research, as well as conduct psychological research.
- Students demonstrate an awareness of issues related to social justice and the needs of underserved populations, both locally and globally.

Admission into the Doctor of Psychology in Counseling Psychology Program requires the completion of a Bachelor of Arts or Science (or an equivalent) degree from a regionally accredited college or university. It is preferred that students have a major in psychology.

Those applicants who do not have an academic background in psychology are required to complete the following courses: (a) General Psychology, (b) Theories of Personality or Theories of Psychotherapy, (c) Abnormal Psychology or Psychopathology, (d) Developmental or Lifespan Psychology, and (e) Statistics or Social Science Research Methods. Among application materials listed online, students are required to submit scores for the Graduate Record Exam (GRE) General Test. The information from the GRE will be considered along with the other application materials during the admission process. A maximum of 20 graduate-level semester credits may be transferred from regionally accredited institutions if they are specifically evaluated as equivalent to those required in the program and approved by the Director of the Psy.D. Program. Under special circumstances additional graduate credit beyond this limit may be considered on a case-by-case basis.

State Licensure as a Psychologist

Since licensure requirements differ slightly from state to state, the required course sequence may not fulfill all educational licensure requirements for every state. Given this, it is the student's responsibility to determine the licensure requirements for the state through which he or she desires to become licensed and to determine whether or not the required course sequence meets those requirements. The College of Social and Behavioral Sciences may be able to offer electives to students in order to meet licensure requirements not met by the required course sequence; however, students must work in conjunction with the Director of Psy.D. Program and have the Director's expressed permission in order to enroll in electives for the purpose of meeting licensure requirements.

Program Curriculum

Overview

The Psy.D. degree is a five-year post-bachelor's program designed to prepare the doctoral student to serve in diverse community settings as a counseling psychologist. The program focuses on theoretical and applied evidence-based scholarly literature and research. Emphasis is placed on international, multicultural, and social justice issues. Students build on their critical thinking skills and their understanding of diversity while acquiring, refining, and demonstrating doctorate-level skills as practitioners, researchers, and academics.

The program is organized as a year-round cohort system, with 119 credits required for graduation. Classroom instruction is the focus of the first three years, along with a requirement for cultural immersion and a practicum. Clinical training is the focus of the last two years. The fourth covers fewer courses, dissertation work and advanced practicum or a pre-internship. The fifth year is a yearlong internship.

Credit Transfer Procedure for New Incoming Psy.D. Students

Step 1. The accepted student submits a written request to the Director of Psy.D. Student Services proposing that previous credit(s) earned from another institution be substituted for required course(s).

Step 2. The student must obtain an official transcript and a copy of course descriptions obtained from the other school's published catalog and submit both items to the Director of Psy.D. Student Services.

Step 3. The Director of Psy.D. Student Services will cross-check the proposal and submit a completed proposal form to the Director of the Psy.D. Program.

Step 4. The Director of Psy.D. Student Services and the Director of the Psy.D. Program will audit the proposal. A list of accepted credit substitutions will be marked on the proposal form and returned to the Director of Psy.D. Student Services.

Step 5. The Director of Psy.D. Student Services will inform the student of the accepted credit substitutions.

Step 6. The student will accept or deny the accepted proposal, at which time the student will inform the Director of Psy.D. Student Services whether he or she plans to make a deposit with NU.

Step 7. If the student agrees to the accepted substitution of credits, then the Director of Psy.D. Student Services submits a Degree Requirement Substitution / Waiver form to the Registrar's office.

Professional Standards

The student's academic progress, clinical competency, emotional stability, interpersonal skills, maturity, and ethical conduct will be evaluated annually by Psy.D. Program faculty. Faculty reserves the right to request a student to engage in psychotherapeutic counseling and may require counseling as a condition for remediation or re-admittance in the program. Students are expected to adhere to:

- American Psychological Association (APA) Ethics Codes: (<http://www.apa.org/ethics>)

- Laws of the Washington State Board of Examiners of Psychologists: (<http://apps.leg.wa.gov/WAC>)

The student's academic and/or ethical failings will be considered by a committee of program administrators and faculty of the College of Social and Behavioral Sciences. Failure to adhere to the above standards may be cause for dismissal from the program at any time (see Dismissal from the program).

Probation

Probation is not intended as a punitive measure, but as a warning that improvement is needed for continuation in the program. Program administrators and faculty will continue to provide guidance and support in helping the student to assume responsibility for his or her academic success. The Director of the Psy.D. Program will provide support and monitoring of the student's progress. Documentation regarding the student's probationary status will be placed in his or her file.

A student may be placed on probation for one of the following reasons:

1. The student's academic history prior to entry into the Psy.D. Program reflects a GPA of below a 3.000 ("B" level), yet the application review board deemed him or her a worthy candidate for admission into the program.
2. A student fails to maintain a grade of B- or higher in all courses and/or a minimum 3.000 cumulative GPA. In addition, the student must retake the course with less than a B- within a time period determined by the Program Director.
3. A student fails to meet the criteria of professional behavioral standards, including, but not limited to: emotional stability, interpersonal skills, maturity, and ethical conduct.
4. If a student is placed on probation a second time, the student may be dismissed from the program.

A student will be taken off of probation when:

1. A grade of B- or higher in all courses the following semester and a minimum of a 3.000 cumulative GPA are achieved.
2. The student meets the criteria of professional behavioral standards, including, but not limited to: emotional stability, interpersonal skills, maturity, and ethical conduct according to the student's yearly evaluation as assessed by faculty.

Dismissal from the Program

A student may be dismissed from the Psy.D. Program due to any one of the following factors:

- **Continual Poor Performance** in the classroom or in applied settings. Should the student be unable to achieve a minimum cumulative GPA of 3.0 and/or earn a grade of B- or higher in all courses the semester following being placed on academic probation, the student may be dismissed from the program. In addition, if a student is placed on probation more than twice throughout the course of the program, he or she may be dismissed from the program. Furthermore, if a student fails to retake the course within a time period determined by the Program Director, he or she may be dismissed from the program.
- **Moral Turpitude.** Students are expected to comply with the behavioral standards of Northwest University, the ethical code of the American Psychological Association and laws established by Washington State or local government bodies. Failure to meet these standards may result in dismissal from the program.
- **Professional Conduct.** Should a student fail to meet the criteria of professional behavioral standards, including, but not limited to: emotional stability, interpersonal skills, maturity, and ethical conduct, the student may be dismissed from the program.

Students dismissed from the Psy.D. Program by the program leadership may appeal the decision to the Dean of the College of Social and Behavioral Sciences, and further appeal could be made to the Provost of the university. The reviewing personnel will be provided with all relevant information regarding the student's academic performance and professional conduct.

MA in Counseling Psychology en Route to Psy.D.

Students have the option of applying for a Master of Arts in Counseling Psychology (MACP) degree en route to the Psy.D. degree after completing the third year of the Psy.D. Program. Students must submit a completed application to the Psy.D. Program Coordinator who will present the application to a committee of Psy.D. faculty and staff for review. In order to qualify, the student must have (1) successfully completed all 92 credits of coursework for the first three years of the program, (2) passed the qualifying exam, (3) completed all required practicum hours, and (4) completed the elective course PSYC 5701 Child, Spouse, and Elder Abuse.

Process of Submitting/Disseminating Doctoral Dissertation

As a requirement of the Psy.D. Program, each student will complete and disseminate a doctoral dissertation. The dissertation is intended to provide the student with the opportunity to produce a significant piece of scholarly work that represents the culmination of both the student's acquisition of knowledge in the field of psychology as well as his or her professional development and area of specialization. In addition, the student is required to have their dissertation bound and published through an online database as specified by the College of Social and Behavioral Sciences. Lastly, the students must successfully defend and disseminate his or her dissertation prior to participating in commencement.

Primary Requirements for the Psy.D. Degree:

1. 119 semester hours of coursework
2. Doctoral Student Progress Assessment – Year One, Two, and Three
3. Cultural Immersion Experience – course requirement of PSYC 7672 Globalization & Psychology – Summer semester Year One
4. Clinical Qualifying Examination – Year Three
5. Doctoral Dissertation: There are options for a focused dissertation that is comprised primarily of one of the following:
 - Quantitative research;
 - Qualitative research;

The process will include a dissertation proposal, proposal defense, and dissertation defense to the respective dissertation committee. It is also required that the student formulates and deliver a presentation of the dissertation (e.g., publication, speaking engagement, formal report to a clinic or other agency).

6. Doctoral Practicum of a minimum of 300 hours of direct experience, 100 hours which must be in supervision.
7. Pre-Internship of at least 375 hours and up to 1500 hours or an Advanced Practicum of minimum of 375 hours.
8. Internship of a minimum of 1500 hours.
9. In order to graduate and participate in the Northwest University Spring Commencement Ceremony, the student must complete all requirements as noted in the Psy.D. Student Handbook. The student will receive the diploma at the next regularly scheduled graduation period. (May, August, and December)

Program Timeframe

Students are required to complete the Psy.D. Program requirements of 119 semester credit hours of the prescribed course work, an original dissertation, an organized, sequential and coordinated practicum, pre-internship, and internship within seven years of beginning the program. Extra fees related to additional dissertation credits, practicum, pre-internship and/or internship credits and program continuation fees may be applied within the fourth-seventh year.

Psy.D. Degree Requirements and Course Sequence

Year One

Fall Semester: (9 credits)

PSYC 7252	Communication & Counseling Skills within Multicultural Contexts	2
PSYC 7502	Multicultural Issues in Psychology	2
PSYC 7602	Advanced Lifespan Development.....	2
PSYC 7613	History and Systems of Psychology.....	3

Spring Semester: (11 credits)

PSYC 7003	Theories of Personality	3
PSYC 7202	Critical Thinking in Psychology, Culture, and Social Justice	2
PSYC 7403	Psychotherapeutic Systems	3
PSYC 7453	Psychopathology	3

Summer Semester: (11 credits)

PSYC 7622	Health, Healing, and Culture (Online)	2
PSYC 7653	Systems of Family Therapy	3
PSYC 7672	Globalization and Psychology (Online)	2
PSYC 8103	Advanced Law and Ethics	3

Year Two

Fall Semester: (11 credits)

PSYC 7263	Research Methods I: Statistics	3
PSYC 8023	Cognitive Affective Basis of Behavior	3
PSYC 8462	Advanced Psychopathology	2
PSYC 8773	Psychological Assessment I.....	3

Spring Semester: (11 credits)

PSYC 7143	Human Sexuality and Relationships	3
PSYC 7273	Research Methods II: Design and Ethics	3
PSYC 7302	Group Counseling and Cultural Dynamics	2
PSYC 8783	Psychological Assessment II.....	3

Summer Semester: (10 credits)

PSYC 7283	Research Methods III Techniques of Data Analysis	3
PSYC 7353	Biological Basis I: Neuropsychology	3
PSYC 7552	Child and Adolescent Therapy.....	2
PSYC 8793	Psychological Assessment III	3

Year Three

Fall Semester: (10 credits)

PSYC 7443	Social Psychology and Behavior.....	3
PSYC 7912	Doctoral Practicum I.....	2
PSYC 8123	Interventions & Practice I: Traditional Foundations & Practice	3
PSYC 8242	Consultation in Health Delivery System.....	2

Spring Semester: (11 credits)

PSYC 7763	Substance Addiction and Intervention	3
PSYC 7922	Doctoral Practicum II.....	2
PSYC 8133	Interventions& Practice II: Global Opportunities & Responsibilities.....	3
PSYC 8353	Biological Basis II: Psychopharmacology	3

Summer Semester: (8credits)

PSYC 7362	Counseling and Career Development	2
PSYC 7412	Marriage and Couples	2
PSYC 7932	Doctoral Practicum III	2
PSYC 8732	Professional Practice Seminar: Professional Standards	2

Year Four

Fall Semester: (7 credits)

PSYC 8752	Professional Practice Seminar: Supervision.....	2
PSYC 8943	Doctoral Dissertation in Psychology I	3
Select One:		
PSYC 7942	Advanced Practicum IV	2
PSYC 8912	Pre-Internship in Psychology I.....	2
* If needed:		
*PSYC 7991	Doctoral Practicum Continuation	1

Spring Semester: (7 credits)

PSYC 8742	Professional Practice Seminar: Efficacy of Interventions	2
PSYC 8953	Doctoral Dissertation in Psychology II	3
Select One:		
PSYC 7952	Advanced Practicum V	2
PSYC 8922	Pre-Internship in Psychology II.....	2
* If needed:		
*PSYC 7991	Doctoral Practicum Continuation	1

Summer Semester: (7 credits)

PSYC 7032	Integrated Behavioral Health.....	2
PSYC 8963	Doctoral Dissertation in Psychology III.....	3
Select One:		
PSYC 7962	Advanced Practicum VI	2
PSYC 8932	Pre-Internship in Psychology III	2
* If needed:		
*PSYC 7991	Doctoral Practicum Continuation	1

Year Five

Fall Semester: (6 credits)

PSYC 8972/6 Internship in Psychology I.....2-6

*** If needed:**

PSYC 8001 Pre-Internship in Psychology Continuation..... 1

PSYC 8011 Internship in Psychology Continuation 1

PSYC 8021 Doctoral Dissertation in Psychology Continuation 1

Spring Semester: (6 credits)

PSYC 8982/6 Internship in Psychology II2-6

*** If needed:**

PSYC 8001 Pre-Internship in Psychology Continuation..... 1

PSYC 8011 Internship in Psychology Continuation 1

PSYC 8021 Doctoral Dissertation in Psychology Continuation 1

Summer Semester: (6 credits)

PSYC 8992/6 Internship in Psychology III2-6

*** If needed:**

PSYC 8001 Pre-Internship in Psychology Continuation..... 1

PSYC 8011 Internship in Psychology Continuation 1

PSYC 8021 Doctoral Dissertation in Psychology Continuation 1

Total Credits: 119-131 semester credits

GRADUATE PROGRAM FACULTY



John Bacon

Assistant Professor - Business
D.B.A., (candidate) George Fox University
M.B.A., Northwest University, 2005
B.A., Northwest University, 2003



Kevin Cooney

Professor - Business, Political Science
Ph.D., Arizona State University, 2000
M.A., Lancaster University, England, 1989
B.A., Oral Roberts University, 1988



Larry Bailey

Professor - Psychology
Ph.D., Brigham Young University, 1971
M.S., Fort Hays Kansas State University, 1966
B.A., Pacific Christian College, 1964



Jeremy Delamarter

Assistant Professor - Education
Ed.D., Seattle Pacific University, 2011
M.A.T., Seattle Pacific University, 2007
B.A., Seattle Pacific University, 2005



John Bangs

Associate Professor - Ministry
D.Min. George Fox Evangelical Seminary, 2007
M.Div., Fuller Theological Seminary, 2000
LIFE Bible College, 1994
A.A., Shoreline Community College, 1983



Don Doty

Professor - Business
Ph.D., University of Nebraska, 2008
M.B.A., California Polytechnic State University, 1982
B.S., California Polytechnic State University, 1980



Kari Brodin

Associate Professor - Bible, Biblical Languages
Ph.D., Fuller Theological Seminary, 2000
M.A., Fuller Theological Seminary, 1992
B.A., Seattle Pacific University, 1982



Sarah Drivdahl

Associate Professor - Psychology
Ph.D., Kent State University, 2000
M.A., Kent State University, 1997
B.A., Western Washington University, 1994



Blaine Charette

Professor - Bible
Ph.D., University of Sheffield, 1992
M.A., Gordon-Conwell Theological Seminary, 1982
B.A., Central Bible College, 1980



Bradley Embry

Assistant Professor - Bible
Ph.D., University of Durham, 2005
M.A., Oral Roberts University, 2000
B.A., Oral Roberts University, 1997

**Lucinda Garrett**

Associate Professor - Education
 M.S., Kansas State University, 1984
 M.S., University of Washington, 1988
 B.S., Texas Tech University, 1970

**Larry Ishmael**

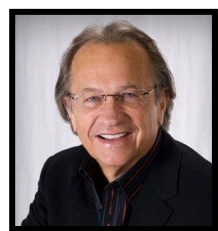
Associate Professor - Business
 Ph.D. Stellenbosch University (candidate)
 M.B.A., Thunderbird School of Global Management, 1975
 B.A., University of Oklahoma, 1974

**Teresa Gillespie**

Dean - School of Business and Management
Associate Professor - Business
 J.D., University of Washington, 1985
 B.A., California State University, Northridge, 1972

**Ronald Jacobson**

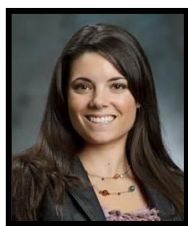
Dean - School of Education
Assistant Professor - Education
 Ph.D., University of Washington, 2007
 M.C.S., Regent College, 2001
 B.S., Central Washington University, 1986

**Wayde Goodall**

Dean - College of Ministry
Associate Professor - Church Leadership
 D.Min., Assemblies of God Theological Seminary, 2003
 M.A., Central Michigan University, 1976
 B.A., Vanguard University, 1975

**Suzan Kobashigawa**

Associate Professor - Education, TESL
 Ph.D., Indiana University of Pennsylvania, 2006
 M.A., School for International Training, 1995
 TESL Certificate, Seattle University, 1990
 B.A., Northwest College, 1987

**Jacqueline Gustafson**

Associate Dean - College of Social and Behavioral Sciences
Assistant Professor - Psychology
 Ed.D., Seattle University, 2011
 M.A., Northwest University, 2003
 B.A., Northwest University, 2000

**Waldemar Kowalski**

Professor - Bible, Theology
 Ph.D., University of Gloucestershire, 2006
 M.C.S., Regent College, 1988
 B.A., Northwest College, 1978

**Ron Hall**

Professor, College of Ministry
 D.Min., Ashland Theological Seminary (2001)
 M.Div., Liberty University (1998)
 M.A., Liberty University (1997)
 B.S., Southeastern University (1981)
 A.S., University of New York (1977)

**Paul E. Kress**

Professor - Education
 Ed.D., University of San Francisco, 1987
 M.R.E., Golden Gate Baptist Theological Seminary, 1972
 B.A., Azusa Pacific University, 1969

**L. Forrest Inslee**

Professor - International Care & Community Development
 Ph.D., Northwestern University, 1992
 M.A., Northwestern University, 1988
 M.C.S., Regent College, 1998
 B.A., Northwestern University, 1984

**Kim Lampson**

Associate Professor - Psychology
 Ph.D., University of Washington, 1984
 M.Ed., University of Georgia, 1977
 B.S., University of New Hampshire, 1974



Kevin Leach

Professor - Psychology
Ph.D., State Univ. of New York at Stony Brook, 1985
M.A., State Univ. of New York at Stony Brook, 1982
M.Ed., Georgia State University, 1977
B.A., Eastern Nazarene College, 1975



Becky Sherman

Associate Professor - Psychology
Ph.D., Catholic University of America, 1998
M.A., Catholic University of America, 1996
B.A., Tufts University, 1991



Timothy Lucas

Assistant Professor - Business
D.B.A., George Fox University, 2012
M.A., University of Houston, 1991
B.A., B.S., Bowling Green State University, 1986



Robert Stallman

Professor - Bible, Biblical Languages
Ph.D., Westminster Theological Seminary, 1999
M.Div., Regent College, 1985
B.A., Northwest College, 1979



Matt Nelson

Dean - College of Social and Behavioral Sciences
Professor - Psychology
Ph.D., University of Southern California, 1995
M.A., Pepperdine University, 1985
B.A., Vanguard University, 1982



Jack Wisemore

Professor - Philosophy
Ph.D., University of St. Andrews, 2001
M.Div., Mennonite Brethren Biblical Sem., 1991
B.A., University of Washington, 1987

In addition to these full-time faculty, adjunct faculty are used to augment the curriculum based on their recognized academic and professional achievements in specific disciplines. Consult individual course syllabi for the instructor's background and professional expertise.

COURSE DESCRIPTIONS AND SPECIAL COURSES

Independent Study Courses — Identified with an “IS” and a code of x80x - x83x (if not a catalogued course). An IS course is specifically formatted to be delivered by a professor according to the individual student's needs and learning style outside of a regular classroom setting. The IS course topic, requirements, and expectations are communicated through a course syllabus/contract between the student and instructor that specifies the nature and extent of interaction between the student and instructor and the expectations for satisfactory course completion. This syllabus along with the Request for Independent Study form must be submitted to the dean responsible for the department in which the course is offered. Based on the nature of the course and the student, the instructor of an IS course may require a number of face-to-face meetings. (A special Independent Study Fee is charged for Independent Study courses.)

Special Topic Courses — Identified with a “TOP” (unless the title includes the type of course) and a code of x84x – x88x. TOP courses are periodically included in the semester schedule to enrich the curriculum and are not listed specifically in the catalog. A professor instructs a semester-length structured class regarding a specific topic. These may be repeated for credit on different subjects.

Travel Courses — Identified with a “TVL” (unless the title includes the type of course) and a code of x89x – x91x. Travel courses are faculty-led experiences that combine classroom-based preparatory teaching with on-site instruction in selected locals. Travel courses are periodically included in the semester schedule and are not listed specifically in the catalog. Special fees to cover course expenses may be charged.

Internship and Practicum Courses — Identified with an “INT” (unless the title includes the type of course) and a code of x9xx - x9xx. These allow the student a length of time at a specific location(s) where he/she makes application of the broad-range of theoretical learning while under the direct supervision of a professional in the discipline. (A special Internship or Practicum Fee may be required.)

Field Experience Courses — Identified with a “FLD” (unless the title includes the type of course) and a code of x97x. Students do short-term, on-site observations and evaluations in a discipline. Field experience courses may be repeated for credit. (A special Field Experience Fee may be required.)

Certified Prior Learning Courses — Credits awarded for learning obtained via sources that have been previously identified are identified with a “CPL” on the transcript.

Portfolio Courses — Credits awarded for learning verified through faculty assessment of students' portfolios are identified with a “PRT” on the transcript. (A special Portfolio Assessment Fee is required.)

Graduate Student Instructor — A graduate student contracted to teach one or more courses and who is responsible for reporting grades in his/her own name. An individual engaged in this capacity must be enrolled in an academic program of the university.

Graduate Assistant — A graduate student of the university contracted on a part-time, temporary basis for the performance of academic services including research or general assistance with academic programs. An individual engaged in this capacity must be enrolled in an academic program of the university.

Graduate Teaching Assistant — A graduate student contracted on a part-time, temporary basis to carry out instructional activities or lab supervision. The primary responsibility of this position is to assist faculty members in performing instructional tasks. An individual engaged in this capacity must be enrolled in an academic program of the university.

SCHOOL OF BUSINESS MANAGEMENT

BUSM 5001 BUSINESS FOUNDATIONS SEMINAR – All non-business undergraduate students seeking the MBA degree must demonstrate a basic understanding of marketing, management, finance, accounting, economics, and the legal environment of business. The requirement can be met by prior work experience or satisfactory completion of a seminar or online tutorial. (Grade Pass/No Credit)

BUSM 5153 NEGOTIATION THEORY AND PRACTICE – An examination of the theory and processes of negotiation in a variety of business settings. Graduate students improve negotiation skills, prepare strategies and analyze outcomes.

BUSM 5213 LEADERSHIP DEVELOPMENT – A study in leadership and communication theory involving interpersonal relationships, small group processes and team dynamics. Students learn to improve professional leadership skills, including oral and written communication, conflict resolution and negotiation. Ethical issues involving management are also addressed.

BUSM 5313 INFORMATION TECHNOLOGY MANAGEMENT - An introduction to business information systems concepts, uses, and issues from a management perspective.

BUSM 5413 ORGANIZATIONAL MANAGEMENT – A study in the structure and functioning of complex organizations, as are organizational change processes. Topics covered include leadership, individual and group behavior, systems and culture. Issues relating to managing change and ethics are addressed through the use of case studies.

BUSM 5433 PROJECT MANAGEMENT – A focus on the tools and techniques required to plan, direct, control and manage resources to meet the technical requirements, cost targets and time constraints of a project and to meet project objectives.

BUSM 5443 LEGAL AND ETHICAL RESPONSIBILITY – An examination of the foundational legal issues and ethical challenges typically faced by nonprofit organizations. Topics include liability issues for boards of directors, identifying and resolving conflicts of interest and negotiation.

BUSM 5463 OPERATIONS MANAGEMENT – A study of the strategies for the production of goods and delivery of services. Topics include supply chain management, inventory, requirements planning, product and process design, facility, layout, job design, customer order fulfillment, production planning, and operations analysis.

BUSM 5573 FINANCIAL MANAGEMENT – The study of a firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leveraging.

BUSM 5622 COACHING PROJECT MANAGERS – A study of the Project Management process from the perspective of an executive leader or project sponsor. This course focuses on how to use the coaching process to support managers and develop more effective leaders.

BUSM 5622 AGILE PROJECT MANAGEMENT – An introduction to the principles and methodologies of Agile Project Management which are particularly applicable to project requirements that are continuously changing, such as software design.

BUSM 6123 INTERNATIONAL BUSINESS – Discussion and analysis of international business operations from a management framework, including the role of multinational corporations.

BUSM 6143 INTERNATIONAL ECONOMIC TOPICS – A study of international economic issues relevant to a specific country or region in the context of a foreign study tour. (Special travel fees apply)

BUSM 6243 BUSINESS INNOVATION AND RESEARCH – A review of the entrepreneurial planning process and methodology of business research. Students write a business plan, conduct market research or evaluate a business problem, issue or possibility that will be completed over the subsequent three semesters.

BUSM 6253 INTERMEDIATE ACCOUNTING FOR MANAGERS – Study and application of intermediate accounting concepts used by management for planning and controlling organizational activities.

BUSM 6373 STRATEGY FOR SOCIAL IMPACT ORGANIZATIONS – A capstone course study of the role of strategic thinking for nonprofits and other organizations committed to social impact. This course integrates previous course work.

BUSM 6423 MANAGEMENT OF NON-PROFITS – A study of the unique challenges of leading and managing nonprofit organizations. Topics include working with a Board and volunteers, and strategic planning and assessing the effectiveness of the organization's mission.

BUSM 6753 CORPORATE STRATEGY – A capstone course study of business policy and strategic analysis. This course integrates all previous course work. Topics include developing plans for organizational success and evaluating outcomes.

BUSM 6943 RESEARCH PROJECT OR THESIS – Primary or secondary research based upon a topic or area of interest related to student's workplace or career. (Grade Pass/No Credit)

BUSM 6951-6963 INTERNSHIP – An internship is an opportunity for graduate students to apply theoretical principles to practice in a functioning organizational setting.

COLLEGE OF ARTS AND SCIENCES

LANG 5013 SURVEY OF LINGUISTICS – Surveys the study of linguistics followed by in depth treatment of phonology, phonetics, morphology, and syntax. Students will interpret linguistic data in each area.

LANG 5033 SLA THEORY – Introduces core theories of how second and foreign languages are learned after a first language has already been acquired. Students will focus on cognitive theories and the historical framework of the field.

LANG 5133 SOCIOLINGUISTICS – Investigates the relationship between language and culture. Students will examine how societal factors impact linguistic choices.

LANG 5233 SLA RESEARCH METHODS – Introduces action research methodology as applied in English language education. Students will review basic statistical analysis. Introduces American Psychological Association (APA) format for professional writing.

LANG 5323 METHODS OF TESOL – Examines approaches and methods for teaching English language. Students will focus on producing unit plans for specific demographics, and on developing appropriate activities for various skill areas.

LANG 5373 LITERACY – Explores the developmental stages in the process of reading and writing, as well as teaching literacy pedagogy.

LANG 5443 SYNTAX AND GRAMMAR PEDAGOGY – Explores the theoretical treatment of syntax to understand modern theories of grammar, followed by pedagogical applications of the theory for teaching grammar in an ESL/EFL context.

LANG 5603 ASSESSMENT – Practices constructing and administering tests in ESOL classes. Evaluation tools for assessing second language proficiency are studied.

LANG 6263 LANGUAGE, CULTURE, AND POWER – Examines critical connections between language and culture through the exploration of communities of practice, identity, heteroglossia, and power.

LANG 6943 INTERNSHIP – Melds theory with practice through onsite teaching and applied research at a rotating international site resulting in a research article for publication. Cohorts will participate in the international internship for 3-6 weeks in the final semester of the program.

LANG 6963 RESEARCH THESIS – Develops a research article for publication based on international internship teaching and researching.

LANG 6973 RESEARCH THESIS CONTINUATION – Continuation of research article for publication based on international internship teaching and researching.

SCHOOL OF EDUCATION

EDMA 5013 CURRICULUM DESIGN AND INSTRUCTION – Introduces the theory and practice of effective teaching, emphasizing lesson planning and delivery based on instructional objectives. Incorporates philosophical, historical, and sociological development of American education. Covers Washington State learning goals, including Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs). Provides opportunities for micro-teaching to develop instructional skills.

EDMA 5043 LEARNING PSYCHOLOGY AND STUDENT NEEDS – Explores relationships between education and psychology in the classroom with emphasis on cognitive, moral, and social development; learning problems; and diversity issues. Helps aspiring teachers to recognize the special needs of students with disabilities, talents, and learning gifts. Attention given to laws governing special education, as applied in the public school setting.

EDMA 5063 EDUCATIONAL RESEARCH METHODS – Introduces social science research methodology as applied in P-12 education. Reviews basic statistical analysis. Exposes learners to information resources, such as library holdings, on-line journals, research studies and projects, theses, and dissertations. Introduces American Psychological Association (APA) format for professional writing. Develops individual proposals for EDMA 5682 Educational Research Methods: Data and EDMA 5691 Educational Research Methods: Reporting

EDMA 5072 COMMUNITY ENGAGEMENT AND STUDENT ACHIEVEMENT – Provides a broad theoretical and practical consideration of collaboration with learning partnerships aimed at increased student learning. These partnerships will include collaborations with learning communities within the school (e.g., collaborating with fellow teachers, specialists) as well as outside of the school (e.g., community organizations, parents, families, etc.).

EDMA 5102 INTRODUCTION TO ENGLISH LANGUAGE LEARNING – Presents theory, methods, and practical aspects of teaching English to speakers of other languages. The course is designed for educational professionals, volunteers, and tutors in both American and foreign schools and settings.

EDMA 5112 METHODS AND MATERIALS FOR ENGLISH LANGUAGE LEARNING – Examines and critiques methods and materials for teaching ELL with attention to principles of assessing student needs and selecting appropriate methods and materials. Provides practice in developing and adapting ELL materials in the context of specific methodologies.

EDMA 5122 GRAMMAR FOR ENGLISH LANGUAGE LEARNING – Provides advanced training in teaching grammar to ELL students, including a review of the rules of grammar and syntax and specific suggestions for teaching grammar.

EDMA 5152 TESTING FOR ENGLISH LANGUAGE LEARNING – Construct and administer tests within ELL classes. Study and evaluate tools for assessing second language proficiency.

EDMA 5162 TEACHING ENGLISH LANGUAGE LEARNING LITERACY – Examine development stages in reading and writing processes, as well as teaching techniques for reading and writing. Analyze written English with an emphasis on both structure and style. Study the levels of literacy: emergent, proficient, and specialized.

EDMA 5202 PART-TIME STUDENT TEACHING – Daily, two to four hour field experience, where the student observes and assists a practicing teacher, applies specific subject area methods, tutors and teaches lessons, and develops classroom management skills. Taken concurrently with EDMA 5413 & 5423 for secondary endorsements or EDMA 5342, 5352, & 5362 for the elementary education endorsement. Prerequisite: Fingerprinting and FBI-Washington State Patrol criminal background checks; fee required.

EDMA 5212 REFLECTIVE ASSESSMENT & INSTRUCTION – Helps the candidate use various data sources to inform their teaching practice. Considering student assessment data, video data, Professional reflection, etc., the candidate will engage in the processes of analysis and reflection, using that data as a catalyst to change their instruction. The course helps candidates adjust teaching practice and make teaching decisions based on student, teacher and research data.

EDMA 5272 CLASSROOM MANAGEMENT – This course provides prospective teachers with a conceptual framework and a practical knowledge base for proactive and corrective management in the P-12 classroom. Topics include the critical role of leadership in the classroom, the power of teacher-student relationships, the strategic set-up of the classroom and its procedures, and disciplinary interventions. Prerequisite: Admission to the professional sequence. Courses taken in sequence as required by the School of Education.

EDMA 5342 READING AND LANGUAGE ARTS METHODS – Presents theoretical foundations and instructional skills to teach reading and language arts in kindergarten through eighth grade, taking an eclectic approach to programs and practices found in schools. Covers theories, curricular design, lesson planning, and instructional strategies for phonetics, vocabulary acquisition, spelling, listening, oral communication, writing, children's literature, and whole language. Focuses on special needs, cultural diversity, and Washington State learning goals, EARLs and GLEs. Taken concurrently with EDMA 5202 Part-time Student Teaching. Prerequisite: EDMA 5013 Curriculum Design and Instruction.

EDMA 5352 MATHEMATICS AND SCIENCE METHODS – Explores elementary mathematics and science teaching, including research and curricular trends, resources and materials, instructional techniques, the scientific method, and integration with other elementary subjects. Focuses on special needs, cultural diversity, and Washington State learning goals, EARLs and GLEs. Taken concurrently with EDMA 5202 Part-time Student Teaching. Prerequisite: EDMA 5013 Curriculum Design and Instruction.

EDMA 5362 SOCIAL STUDIES AND ARTS METHODS – Presents methods for teaching the social sciences and the arts. Visual, musical and dramatic, and suggests ways to integrate them with other subjects in the elementary curriculum. Emphasizes American history, citizenship education, Christian values, sociology, economics, and geography. Focuses on lesson and unit planning, special needs, cultural diversity, and Washington State learning goals, EARLs and GLEs. Taken concurrently with EDMA 5202 Part-time Student Teaching. Prerequisite: EDMA 5013 Curriculum Design and Instruction.

EDMA 5413 SECONDARY LITERACY ACROSS THE CURRICULUM – Explores and analyzes the effectiveness of general methods for teaching students at the middle, junior high, and high school levels. Focuses on research, curriculum trends, adolescent development, instructional strategies applicable to all subjects in the secondary school, special needs, cultural diversity, and Washington State learning goals, EARLs and GLEs. Taken concurrently with EDMA 5202 Part-time Student Teaching and EDMA 5423 Secondary Subject Area Methods. Prerequisite: EDMA 5013 Curriculum Design and Instruction.

EDMA 5421 SAFETY AND LEGAL ISSUES SEMINAR – Teacher candidates receive training in Washington State child abuse reporting procedures, HIV/AIDS and blood borne pathogens, and CPR/First Aid certification.

EDMA 5423 SECONDARY SUBJECT AREA METHODS – Students select one methods course specific to subject area and certificate endorsement: DRAM 5423 Theatre Arts Methods, ENGL 5423 English/Language Arts Methods, HIST 5423 Secondary Social Studies Methods, LANG 5423 English as a Second Language Methods, MATH 5423 Secondary Mathematics Methods, or SCIE 5423 Biology Methods & Lab Management. Emphasizes curriculum design, instructional planning, technology, and resources. Focuses on special needs, cultural diversity, and Washington State learning goals, EARLs and GLEs. Application in assigned classroom setting. Taken concurrently with EDMA 5202 Part-time Student Teaching and EDMA 5413 General Secondary Methods. Prerequisite: EDMA 5013 Curriculum Design and Instruction.

DRAM 5423-THEATRE ARTS METHODS

ENGL 5423-ENGLISH/LANGUAGE ARTS METHODS

HIST 5423-SECONDARY SOCIAL STUDIES METHODS

LANG 5423-ENGLISH AS A SECOND LANGUAGE METHODS

MATH 5423-SECONDARY MATHEMATICS METHODS

SCIE 5423-BIOLOGY METHODS AND LAB MANAGEMENT

EDMA 5452 ASSESSMENT AND EXCEPTIONALITY – Engages research around exceptionality (special education, advanced students), specifically as it touches on areas of assessment. Candidates will reflect on assessment tools and strategies across the learning spectrum, considering the merits and challenges of assessing special needs students through standardized testing, as well as assessing advanced students in critical thinking and subject synthesis. This course is focused on effective assessment processes for a diverse P-12 student population.

EDMA 5486 FULL-TIME STUDENT TEACHING – Monday-Friday field experience, where the student plans and teaches the classroom curriculum for at least three consecutive weeks. Manages classroom routines. Assessment of the student's ability to implement what has been learned in the professional education sequence. Demonstration of subject knowledge, positive impact on student learning, and instructional skills. Pass the Washington State Pedagogy Assessment. Taken concurrently with EDMA 5561 Professional Seminar. Prerequisite: Completion of methods courses and EDMA 5202 Part-time Student Teaching. (Non-education graduates: 6 credits)

EDMA 5503 ADVANCED ISSUES IN INSTRUCTIONAL DESIGN – Beyond the basics (learning targets, lesson planning, etc.), this course allows for an in depth look at concepts such as student self-assessment (i.e., student voice), advanced instructional strategies (e.g., POGL, flipped classrooms, etc.), as well as current state learning standards (i.e., Common Core). This course is aimed at developing the instructional repertoire of the seasoned teacher, allowing for greater flexibility and effectiveness in the P-12 classroom.

EDMA 5523 EDUCATIONAL STANDARDS AND ACCOUNTABILITY – Analyzes history and purposes of educational standards from multiple perspectives, e.g., philosophical, political, social, equal opportunity, and pedagogical. Compares American standards and results with the expectations of other developed countries. Addresses influence of the federal government through legislation, regulation, and enforcement activities. Covers school improvement initiated by Washington State since 1993, including program and student performance assessments: norm and criterion-referenced tests. Studies development and impacts of state standardized testing.

EDMA 5542 CURRENT EDUCATIONAL ISSUES AND TRENDS (Assessment/Leadership) – Evaluate contemporary movements, theories, products, and practices which affect common schools (P-12). Topics vary by term depending on current events; may include federal and state legislation, court cases, regulations, religion in public schools, published studies and journal articles, social and political dynamics, school finance, special needs populations, diversity, affirmative action, equal educational opportunity, technology, teacher preparation and licensure, professional development, teacher effectiveness, professional ethics, and career and retirement planning. Candidate focus will follow their program Concentrations (Assessment/Leadership).

EDMA 5561 PROFESSIONAL SEMINAR – Seminar sessions include discussions on educational philosophy, values and ethics, Christian worldview, effective teaching practices, conflict management, problem-solving strategies, and assessment of student learning. Activities and assignments focus on job search skills and professional development: resume writing, production of a teacher placement file, simulated job interviews, Washington State teacher certification and continuing education requirements, and drafting a professional growth plan related to the Professional Teacher Certificate. Taken concurrently with EDMA 5486 Full-time Student Teaching or EDMA 5786 Full-time Student Teaching. (Requirement satisfied by EDUC 4971, if completed in post-BA status)

EDMA 5613 THE INTEGRATED TEACHER – Considers the aims, structure and styles of educational endeavors. With the individual teacher in mind, using philosophical and practical texts, this course directs candidates to think deeply about their own aims of education, who they are in the classroom and what structures align with those realities. The goal of this course is to foster authentic teachers who engage their students in meaningful and effective ways.

EDMA 5623 HARASSMENT, INTIMIDATION, BULLYING (HIB) AND MORAL EDUCATION – Provides a broad overview of the phenomenon of bullying as it plays out in P-12 schooling. The course will outline current research on school bullying, including definitions, Washington state law regarding harassment, intimidation and bullying within schools, bully/victim characteristics, gender in bullying, and bullying motivations. Further, the course will consider several current anti-bullying programs, outlining both their programs and aims. Finally, the course will more broadly consider the notion of “moral transformation,” considering both behavioral and dispositional change, specifically discussing the roles of student identity construction and school culture as they intersect with bullying activities and moral development.

EDMA 5682 EDUCATIONAL RESEARCH METHODS: DATA – A continuation for EDMA 5063, this course focuses candidates on their data collection efforts, aimed toward a final educational research project. Candidates will collect data for their projects by means consistent with their previously developed research proposals. Prerequisite: EDMA 5063 Education Research Methods: Theory.

EDMA 5691 EDUCATIONAL RESEARCH METHODS: REPORTING – A continuation from EDMA 5063 and EDMA 5682, this course focuses candidates on analyzing their data (collected in EDMA 5682), writing a final educational research report, and presenting it to a panel of peers and community members. Candidates will write a full research report based on the data collected and proposal developed earlier. Prerequisite: EDMA 5063 Education Research Methods: Theory; EDMA 5682 Educational Research Methods: Data.

EDMA 5701 PROCERT PRE-ASSESSMENT AND ORIENTATION SEMINAR – In line with Washington State's Professional Certification requirement for newer teachers, the ProCert Pre-Assessment and Orientation Seminar is a 'support program' aimed at aiding ProCert candidates in their preparation for the ETS ProTeach Electronic Portfolio submission. The Pre-Assessment seminar is focused on unpacking the 12 state ProCert Criteria as well as the three Entries required for the ProTeach Portfolio. In addition, candidates will become familiar with the online Portfolio textboxes, evidence requirements, submission process, and benchmark examples, working with a cohort to gain clarity throughout.

EDMA 5712 DATA ANALYSIS – Introduces data analysis methodologies on theoretical and practical levels. This will include basic statistical analysis, as well as qualitative methodologies. Practically this course is aimed at helping candidates in their efforts to effectively collect and analyze classroom data (i.e., student performance, assessment and behavioral data), ultimately aimed at more effective practice and increased student learning. Prerequisites: EDMA 5063 Educational Research Methods: Theory; EDMA 5682 Educational Research Methods: Data; EDMA 5691 Educational Research Methods: Reporting.

EDMA 5781 PROTEACH PREPARATION SEMINAR – Helps the candidate through the ProTeach submission process. Working with an NU mentor, the candidate will begin the preparation processes involved in the electronic Portfolio submission, including collecting evidence, writing narrative portions, and using ProTeach forms (e.g., Needs Assessment, Professional Growth Activities Log, etc.). While Northwest University cannot guarantee passage of the ProTeach Assessment (since all Portfolios are scored independently by ETS), we do provide support throughout the process; setting the candidate up with clear understanding and collaborative experiences.

EDMA 5812 CO-TEACHING STRATEGIES – Provides a theoretical and practical overview of co-teaching practices in the classroom. The course will provide working definitions of co-teaching, an overview of co-teaching strategies (e.g., one teach, one observe; one teach, one assist; station teaching; parallel teaching; team teaching; etc.), as well as discussing the benefits and difficulties of the co-teaching model. In addition, the course will review the current research on collaborative teaching best practices, including impact on student performance.

EDMA 5832 LEARNING STRATEGIES AND APPLIED TECHNOLOGY – This course builds on the teaching expertise of practitioners and extends their knowledge of researched strategies and technologies shown to enhance the learning of elementary and secondary students and to support the narrowing of achievement gaps for minority populations. Tailored to meet the needs and addresses the interests of graduate cohort members, course content remains flexible in terms of selected readings and activities focused on learning theory, effective strategies, and available electronic technologies.

EDMA 5872 TEACHER LEADERSHIP AND COACHING – Provides a broad overview of the teacher-leader in today's P-12 school setting. The course will provide a theoretical understanding of the teacher-leader, including leadership theory, as well as topics such as mentoring and school reform. In addition, the course will focus on practical aspects of teacher leadership spread across a variety of rolls within the school (induction support, collaborative professional development, curriculum coach, community partnership, etc.). This course is aimed at equipping classroom teachers toward strong professional contribution within their schools.

EDMA 5972 FIELD PROJECT – Focuses the candidate on an intentional project within a school, district or learning community, developed by the candidate in consultation with the professor. The project is aligned by purpose and Concentration (Assessment/Teacher Leadership/ELL), and aimed to facilitate practical application of theory in a field-based experience.

COLLEGE OF MINISTRY

BIBL 5003 BIBLICAL LANDS TRIP – A course to prepare students for an on-site tour of selected Bible lands at the conclusion of the semester. The seminar is a survey of the Bible lands with special emphasis on their biblical, historical, geographical, archaeological, and cultural associations. Special travel fee is required.

BIBL 5103 OLD TESTAMENT INTRODUCTION: BACKGROUND & THEOLOGY – *[MATC Introductory Component replaces some elective credits and is for MATC students who have not already taken the undergraduate equivalent of those courses. This course is required for MIM students.]* This serves as an introductory graduate survey that examines the basic structure and biblical content of the Old Testament as well as the core history of Israel in tandem with their relationships to other contemporaneous Near Eastern peoples. This course will also assist students in developing a foundational understanding of hermeneutical and exegetical method and essential theological themes as they interface with the Old Testament canonical literature. *[This course is strongly recommended for M.A. in Theology and Culture students who have not had undergraduate coursework in Old Testament studies.]*

BIBL 5203 NEW TESTAMENT INTRODUCTION: BACKGROUND & THEOLOGY – *[MATC Introductory Component replaces some elective credits and is for MATC students who have not already taken the undergraduate equivalent of those courses. This course is required for MIM students]* This course serves as an introductory graduate survey of the New Testament beginning with an overview of the major literary components of the Gospels, Acts, the Pauline corpus, the General epistles, and Revelation. The entire scope of the New Testament writings will be reviewed in terms of authorship, date, occasion for writing, as well as for structure and theological content. Attention will also be given to the textual traditions, language and canonicity of the NT. *[This course is strongly recommended for M.A. in Theology and Culture students who have not had undergraduate coursework in New Testament studies.]*

BIBL 5303 ENTERING THE BIBLICAL NARRATIVE – This course seeks to ground biblical and theological reflection in the over-arching story of the Christian Scriptures. Thus it assumes that the biblical text will be read responsively within its worldview. In this way, the text is not only interpreted by, but also transforms the reader. Students are equipped to embody the effective nature of these living texts within their own cultural contexts.

BIBL 5423 BIBLICAL INTERPRETATION AND MODERNITY – BIBL 5423 is an introduction to and interaction with the more recent history of biblical scholarship. This course surveys the trends, developments and critical methodologies within the field of biblical studies. The effects of modern thought on the spiritual life and surrounding culture of western Christian communities are explored. Students learn to evaluate the assumptions / values of competing intellectual ideologies as they influence our understanding of biblical texts.

BIBL 5553 READING THE BIBLE: EXEGESIS AND INTERPRETATION – *[MATC Introductory Component replaces some elective credits and is for MATC students who have not already taken the undergraduate equivalent of those courses. This course is required for MIM students]* This course serves as an introductory graduate experience in biblical exegesis and Christ-centered hermeneutics as applied to the entire scope of the biblical narrative. Special attention is given to the development of an intellectual framework for biblical interpretation, coupled with skillful exegesis that lays a solid foundation for both oral and written exposition of canonical sources. Students will also gain an understanding of the principles and methods which apply to the entire Scripture as well as specific methodologies that are necessary to interpret various genres of biblical material such as narrative text, epistles, poetry, and prophetic writings. *[This course is strongly recommended for M.A. in Theology and Culture students who have not had undergraduate coursework in Biblical Hermeneutics.]*

BIBL 6843 - 6913 TEXTS WITHIN CONTEXT: SPECIAL TOPICS – Using biblical books as a point of departure, this type of course would provide an exegetical basis for interpretation framed with particular contextual issues in mind. Sample course titles include: Luke / Acts: Wealth and Possessions, Amos: Economics and Social Justice, Revelation: Politics and Empire, 1 Corinthians: Power and Justice in Relationships

CMIN 5103 UNDERSTANDING MISSION AND CULTURE – This course examines mission, especially as it relates to the local church. This interdisciplinary study is designed to move the student toward a visionary and inclusive understanding of mission in relation to the transformation of individuals, communities, cultures and the planting of churches. Students will reflect on a biblically based theology that takes seriously the church's missional vocation.

CMIN 5163 TEAM BUILDING AND MANAGING CONFLICT – This course will explore team building as integral to preventing conflict and the role of conflict in healthy team formation. Participants will examine the nature of conflict, how it develops within individuals, relationships, and organization as well as the methods for effectively managing conflict.

CMIN 5213 ETHICAL AND LEGAL CONCERNS IN MINISTRY – This course will examine the development of a constructive Christian ethic as a basis from which to address the moral problems and legal issues confronting the church in today's culture. Students will explore the relationship between theological reflection and ethical thinking in light of the church's moral mission in society.

CMIN 5363 THE MEANING OF CHRISTIAN COMMUNITY – This course explores the implications of 'mission': What does the church exist for? Emphasis is placed both on a biblical understanding of the people of God and historic expressions of that community through the centuries. These observations will then serve as a framework for critically evaluating current issues facing church life and organization. Students will be encouraged to consider how they might express biblically centered expressions of Christian community in diverse ethnic, social and global contexts.

CMIN 6143 LEADERSHIP AND PLURALISTIC ISSUES – This course is based on the assumption that cross-cultural competency is essential on a personal level for meaningful human relationships and on a professional level for success as a leader. Church leaders and other ministry practitioners alike need to understand how to cope with the differing ideologies of modern society. This course examines biblically grounded principles and models that will enable the student to understand the extent and realities of cultural diversity, and thus to render more effective leadership in communicating the Christian message in a pluralist society. This interdisciplinary study deals with the leadership implications and strategies of the religious, ideological and cultural diversity that surrounds the church in its local and global context. Special focus is given to the nation's growing ethnic communities in order to form an understanding of the purposeful inclusive nature and role of the church today. This understanding is critical for the church to accomplish its missional goal of leading the transformation of individuals, communities and cultures as an "alternative & counter-culture" community of faith.

CMIN 6173 STRATEGIC PLANNING AND ORGANIZATIONAL CHANGE – This course will examine the strategic planning process for redefining the shape of a missional organization in a pluralistic society. It will focus on ministry analysis, values discovery, mission, vision, and strategy development, ministry contingencies and evaluation. Students will explore the leader's role in organizational change - creating and preventing change as well as determining the organization's readiness for change. In addition, students explore the reasons for resistance to change and strategies for coping with resistance.

CMIN 6183 MOTIVATION, COACHING, AND MENTORING – This course explores the practice of mentoring in the context of missional ministry. Students will be exposed to mentoring in a variety of contexts, and will examine and experience community as a missional people as well as the intricacies of motivating, coaching, and disciplining people.

CMIN 6203 RESEARCH AND EVALUATION METHODOLOGY FOR MISSIONAL LEADERSHIP – This course offers an introduction to theological and ministry oriented research with the focus to prepare students with the understandings and skills necessary for the MAML exit project or thesis. Students develop their own Missional Leadership Research Proposal, which includes a statement of problem, literature review, clear research question(s), and an appropriate research methodological approach aimed toward their own unique project. The course builds broad familiarity with diverse research methodologies and data analysis.

CMIN 6333 CHURCH AND SOCIETY IN AMERICA – This course seeks to guide the participant in being able to articulate the wide diversity of Christian expression existing in contemporary American culture as well as be able to evaluate the cultural conditioning of churches. To engage that conversation, two foundational questions are asked: First, in what ways does the "church" mirror "society?" Secondly, in what specific ways is the Church impacting society and acting as Christ's agent of reconciliation and change?

CMIN 6453 THE SPIRITUALITY OF CHRISTIAN WORSHIP – Participants in this course define and exegete 'worship' as a biblical theme and are introduced to the 'psychology' of worship and group dynamics. Furthermore, the class explores the spectrum of secular manifestations of 'worship' as a means to both understanding popular culture and framing Christian worship as distinct from these expressions.

CMIN 6543 THEOLOGY AND CONTEMPORARY MEDIA: INTERPRETING THE HOLLYWOOD NARRATIVE – This course explores the connections between theology and artistic expression (imagination). Film brings together visual, literary and musical arts to functions as a sort of "uber-art." The point of entry into popular culture might be through the role of film in shaping the narratives of western culture.

CMIN 6943 MASTER'S PROJECT OR THESIS – Under the direction of a thesis chair and an additional reader, students create an approved written project which integrates theory and praxis and makes a meaningful contribution to the practice of missional leadership. A reader's fee is charged for the additional reader. All students will submit a copy of their final, approved thesis to the library in electronic format. (Grade Pass/No Credit)

CMIN 6990 THESIS CONTINUATION – Students who need additional time to finish their thesis after completing the appropriate CMIN 6943 Thesis course, must register for this course each term through completion. No student can enroll in this course for more than three years (six terms) without the approval of the Dean of the College of Ministry. A Continuation Fee applies to this course.

LANG 5303 BIBLICAL LANGUAGES: METHOD AND INTERPRETATION – This course assumes that sound biblical interpretation is dependent upon basic proficiency in biblical languages. Students will be introduced to basic grammar and syntax of both biblical Hebrew and Greek. Opportunity will be given for students to develop the skills necessary for accessing the better lexical tools and commentaries specific to biblical and theological studies.

LANG 6413 HEBREW I – A beginning study of biblical Hebrew that enables participants to read simple narrative passages and some poetry. Through a variety of learning activities participants learn to speak Hebrew as they progress together from simple vocabulary through fundamental grammatical forms and sentence structure to the point of reading several chapters of the Bible. Appeals to visual, aural, and kinesthetic learners who desire to read and translate Hebrew as well as to use their skills to better interpret the Bible and make use of commentaries and other tools of biblical study.

LANG 6423 HEBREW II – Building on LANG 6413, Hebrew 2 develops further proficiency with the forms and uses of the Hebrew verbal system. Through continued use of spoken Hebrew, participants read many chapters of Hebrew narrative and a few psalms as they gain experience not only in translating Hebrew but also in understanding Hebrew style and idiomatic expressions. The pedagogical approach focuses on the functions of language in context, gradually building vocabulary and familiarity with the verbal system through repeated yet creative exposure to large passages of biblical text.

LANG 6513 GREEK I – An introduction to the basic grammar, syntax and vocabulary of New Testament Greek combining both deductive and inductive approaches and emphasizing reading in the Greek New Testament.

LANG 6523 GREEK II – A continuation of Greek I that introduces basic grammar, syntax and vocabulary of New Testament Greek combining both deductive and inductive approaches and emphasizing reading in the Greek New Testament. Note: Greek I and Greek II must be taken sequentially.

PMIN 5133 LEADERSHIP AND CHARACTER DEVELOPMENT – This course explores the holistic life of the leader with an emphasis on divine design, character, spirituality and personal ethics. Opportunity is given for spiritual, physical, emotional, mental and relational development within in one's life, and how it can influence interpersonal relationships and the public roles of leadership in the missional workplace.

PMIN 5233 CREATIVE PREACHING – This course will provide an exploration of innovative ways to proclaim God's Word, such as dramatic narrative, audience participation, interview format and video integration. Students will be equipped to creatively communicate the Bible with cultural relevance and scriptural fidelity.

PMIN 5253 SPIRITUAL FORMATION AND DIRECTION – This course is designed to enhance the minister's experience of lifelong spiritual transformation. In addition to the classic spiritual disciplines and virtues, an array of contributions from various streams of the Christian tradition are considered, including the ways in which life experience can be spiritually forming if properly engaged. The model used in this course is designed to encourage leaders to facilitate the spiritual growth of those they lead by example, to become leaders worth following.

PMIN 5413 MINISTRY ESSENTIALS – Participants will develop a practical, biblically based foundation for ministry that integrates theology and praxis including Missio Dei, the conducting of sacerdotal functions (communion, weddings, funerals, baby dedications) as well as establishing ethical parameters in pastoral counseling, time management, ministerial ethics, and leadership style. Special emphasis will be given to the divine call of vocational ministry, the attendant challenges of balancing one's spiritual, personal, and professional life as well as interfacing with those in ecclesiastical oversight roles.

PMIN 6193 PASTORAL CARE AND HUMAN DEVELOPMENT – This course helps students to understand the nature and practice of pastoral care. A survey of development stages and tasks common to all persons throughout the life cycle is examined. One particular emphasis of the course is placed on the special needs for ministry to marriages and family life. The course aims to enable students to create real and vital communities that care.

PMIN 6243 MINISTRY LEADERSHIP AND ADMINISTRATION – The course serves to prepare students to lead a church or other ministry organization by teaching principles of leadership, financial management, governance, board leading, staff and volunteer recruiting and management, recording keeping, vision development, relevant legal issues, and strategic planning.

PMIN 6323 BIBLICAL PREACHING & TEACHING – The class provides a graduate level foundation to effectively communicating God's Word to engage and empower listeners to live transformed lives. The course introduces the student to various forms of preaching and teaching (including communicating in cross-cultural contexts) and prepares students to effectively prepare and deliver sermons as well as didactic presentations. Students will also gain a fundamental understanding of how to incorporate technology into their communication.

THEO 5213 CHRISTIAN THEOLOGY: AN INTRODUCTION – *[MATC Introductory Component replaces some elective credits and is for those who have not already taken the undergraduate equivalent of those courses. This course is required for MIM students.]* A foundational overview of basic systematic theology as articulated in the evangelical expression of the Church with which the Assemblies of God in broad perspective identifies itself. This course will also give specific attention to the theological formation of classical Pentecostal doctrine as articulated by the Statement of Fundamental Truths of the Assemblies of God. *[This course is strongly recommended for M.A. in Theology and Culture students who have not had undergraduate coursework in basic Systematic Theology.]*

THEO 5313 PHILOSOPHY FOR UNDERSTANDING THEOLOGY – This course maps the influence of the western philosophical tradition on Christian theology through the centuries. Important questions will be explored: 'What is philosophy?'; 'How does it influence thinking about God - both consciously and sub-consciously?' Through a series of case studies, students will be introduced to basic principles for sound theological reflection and assisted in communicating those thoughts in a contemporary context.

THEO 5423 CHRISTIANITY IN CONVERSATION WITH CONTEMPORARY WORLDVIEWS – This course surveys post-modern thought and examines its influence on contemporary worldviews. The goal is to foster healthy critiques of the diverse expressions of this present-day conversation. The task of bringing theology to bear on the assumptions of contemporary worldviews will enable the student to develop a constructive Christian response to current trends.

THEO 5533 A THEOLOGY OF VOCATION – Participants examine biblical teaching and theological reflection on the concept of vocation. Developments in the understanding of the nature and purpose of work and perspectives on the role of human participation in the divine activity of creation and redemption are reviewed and assessed. Students construct a suitable theological framework from which to evaluate their own calling and explore ways in which faith communities can better assist members to discover and cultivate working lives that are worthwhile and meaningful.

THEO 6203 METHOD SEMINAR – Graduate students become acquainted with the various components of writing a research proposal that will culminate in a written thesis which serves as the capstone learning experience in the MA in Theology and Culture (See THEO 6943 Thesis). The course functions as the introductory module for THEO 6943 and includes methods of theological research and writing, as well as the integration of theology, biblical studies, and their intersection with culture in a final written product.

THEO 6393 BIBLICAL IMAGERY AND THEOLOGICAL IMAGINATION – This is an advanced interpretation course that explores the following: the use of symbol and imagery in literature (with specific emphasis on biblical texts), the appropriation of biblical imagery in popular culture, and the communication of biblical themes in a culture-relevant and biblically honest format.

THEO 6423 A HISTORY OF CHRISTIAN THEOLOGY – This course invites the student to consider the development of orthodox Christian theology and reflect on its significance for current expressions of Pentecostal-charismatic communities in a global context. There exists an ongoing need to provide a rationale for the historic creeds and confessions of the Christian church. The aim is to provide the student the skills necessary for critical, loyal engagement with their own confessional tradition.

THEO 6943 THESIS I – Thesis I prepares the student for Thesis II. (Grade Pass/No Credit)

THEO 6953 COMPREHENSIVE EXAMINATION – The comprehensive examination tests the breadth of a student’s knowledge within the scope of the MA in Theology and Culture program. The examination includes a written portion and, at the discretion of the examination committee, it may also include an oral component. Taken at or near the completion of the program, students prepare by reading a representative selection of material (normally between 3,000 and 4,000 pages) chosen by the course’s professor. The professor in conjunction with the examination committee will look to address the student’s specific academic interests as well as core knowledge representative of the program. The comprehensive examination option allows students who wish to take a broader selection of courses than those pursuing the thesis option. This approach differs from the thesis option in that it emphasizes breadth to a greater extent than it does depth. (Grade Pass/No Credit. A grade of “Pass” is required to graduate from the MA in Theology and Culture program. Students will be assessed a reader’s fee for one additional exam reader.)

THEO 6963 THESIS II – Under the guidance of a thesis supervisor and two readers, students prepare a final written thesis that serves as the programmatic capstone for the MA in Theology and Culture program as well as a contribution to the literature base. A reader’s fee will be charged for two readers beyond the supervisor. All students submit a copy of their final, approved thesis to the library in electronic format. (Grade Pass/No Credit, Reader fee assessed).

THEO 6990 THESIS CONTINUATION – Students who need additional time to finish their thesis after completing the appropriate THEO 69xx Thesis course, must register for this course each term through completion. No student can enroll in this course for more than three years (six terms) without the approval of the Dean of the College of Ministry. A Continuation Fee applies to this course.

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

ICCD 5111 APPLIED RESEARCH METHODS I: INTRODUCTION – This course provides an introduction to graduate-level research and writing. The emphasis of all the program research courses is essentially practical, and focuses on the question: How can we use research skills to make a difference in the world?

ICCD 5152 RESEARCH METHODS II: QUANTITATIVE – This course provides a comprehensive overview of quantitative research in the social sciences. Its purpose is to impart an understanding of research methodology and quantitative statistical techniques. Specific applications to social issues will also be explored. (Same as PSYC 5152)

ICCD 5202 SPIRITUALITY, CULTURE AND SOCIAL JUSTICE – This course encourages students to explore personal, spiritual, and theological foundations for being involved in a helping profession. The course focuses on issues of culture and justice, and fosters the development of critical perspective that thinks beyond the surface of challenging social issues. (Same as PSYC 5202)

ICCD 5313 COMMUNITY DEVELOPMENT – This course explores the broad practice of community development, and the various ways that the field is defined and expressed in both global and local contexts. Through case studies, students will gain insight into the latest developments and creative approaches that characterize community development “success stories.”

ICCD 5332 LEADERSHIP – Students in this course will learn about the specific challenges of leading and managing nonprofit organizations in a global context. Through consideration of both theory and case studies, students will gain greater insight into such issues as vision development, innovative fundraising and sustainable business practices, strategic planning, business ethics, and organizational culture.

ICCD 5413 URBAN STUDIES – Through this course a student will come to understand the complex, diverse nature of cities. Examination of such issues as urban development, environmental health, homelessness, and poverty will help students to develop the critical thinking skills to find new and creative solutions to the challenges of city life.

ICCD 5502 CULTURAL STUDIES IN GLOBAL CONTEXT – In a globalizing world, being able to understand and negotiate the challenges of cultural diversity is more important than ever. This course will consider issues of culture from a general perspective, and will also look at a number of case studies in which practical issues illustrate and problematize the theories we look at. Most importantly, we want to consider the sorts of intercultural challenges that are faced by those working in the helping professions. (Same as PSYC 5502)

ICCD 5622 HEALTH, HEALING, AND – This course considers issues of culture from a healthcare perspective, and looks at a number of nonwestern case studies in which practical issues illustrate and problematize the theories examined. In particular, attention is focused on how historically Western approaches to health translate (or don't translate) in very different cultural contexts. This course helps students to become sensitized to fundamentally different, culturally contextualized conceptions of mind, body, and spirit.

ICCD 5672 GLOBALIZATION – This is a course that aims to position students in the larger context of global systems – economic, cultural, and geopolitical. The primary objective is to increase understanding of the interdependent world in which we live – and the pervasive, unstoppable movement of globalization that characterizes it. The course also seeks to equip students with some of the necessary cultural knowledge and empathy required to operate in the increasingly dominant “monoculture,” and at the same time to navigate (and value) multicultural distinctiveness.

ICCD 590X RESEARCH LABORATORY – *[Offered for variable credit]* An application course which provides students with hands-on experience in research methods. Emphasis is placed, depending on the semester, on different aspects of the research process including study design, methodology, literature review, data collection, data coding and analysis and writing. Students meet regularly with the instructor and spend most of their time participating in the various elements of the research process. (Graded on a Pass/No credit basis) Prerequisite: Instructor's permission.

ICCD 5931 PRACTICUM I: FIELDWORK AND THESIS – The main goals of this initial practicum are to establish good relational dynamics for the cohort community, become familiar with the ethos and structure of the ICCD Program, learn about/plan for the fieldwork and thesis project components of the program, consider questions of personal calling and vocational aspirations, and to work towards the integration of learning from all courses in the semester.

ICCD 5941 PRACTICUM II: FIELDWORK AND THESIS – This practicum helps the student to identify the specific fieldwork context in which the student will be involved for the following semester and to explore potential thesis project ideas. In addition, the student will be encouraged to consider questions of personal calling and vocational aspirations, and to work towards the integration of learning from all courses in the semester.

- ICCD 5954 PRACTICUM III: FIELDWORK AND THESIS** – This course will help guide the student as he or she invests hours in the fieldwork setting, and starts to research the thesis project question. Students will complete a minimum of 80 hours of field experience over the course of the summer. In addition, this practicum will help students to consider questions of personal calling and vocational aspirations, and to work towards the integration of learning from all courses in the semester.
- ICCD 5961 PRACTICUM IV: FIELDWORK AND THESIS** – This course provides the opportunity for students to process their field experience from the prior semester, and to integrate the lessons learned from that experience into their thesis project. Additionally, students will complete preliminary work on the thesis project. . Finally, the student will be encouraged to consider questions of personal calling and vocational aspirations, and to work towards the integration of learning from all courses in the semester.
- ICCD 5972 PRACTICUM V: FIELDWORK AND THESIS** – This course supports the student in completing the thesis project. At the end of the course, students will present and defend their thesis work before an audience of their peers and professors. In addition, the student will be encouraged to consider questions of personal calling and vocational aspirations, and to work towards the integration of learning from all courses in the semester.
- ICCD 6152 APPLIED RESEARCH METHODS III: QUALITATIVE** – This course is a comprehensive overview of qualitative research in the social sciences. In particular, it focuses on the various challenges that arise when researching different culture groups, and considers how the tools of academic research can lead to solutions to social problems. Students will learn ethnographic skills through hands-on practice. (Same as PSYC 6152)
- ICCD 6342 SOCIAL ENTREPRENEURSHIP** – This course explores and evaluates the practice of social entrepreneurship using entrepreneurial business to envision and enact social change. The course focuses in great part on alternative change models and contemporary case studies. Topical themes include: Economic development through social enterprise; policy, politics, and free market forces; ethics and social responsibility; and new opportunities and globalization.
- ICCD 6422 SOCIAL JUSTICE IN A GLOBAL CONTEXT** – Through this course a student will come to understand the “politics of transformation,” and take an in-depth look at core areas of injustice such as sexual slavery, economic inequality, political oppression, war and peace issues, aboriginal rights, and gender inequality.
- ICCD 6572 CHILDREN AT RISK** – This course has two main foci: 1) Prevention and advocacy for women and children at risk, and 2) The creation of healing environments for victims of oppression and abuse.
- ICCD 6712 SPECIAL TOPICS IN GLOBAL STUDIES I** – Courses in this topical series will feature lecture and conversation with renowned experts and scholars working in some area integral to global studies. This course is open to students from other graduate programs within the College of Social and Behavioral Sciences, and thus features an energizing diversity of perspectives.
- ICCD 6722 SPECIAL TOPICS IN GLOBAL STUDIES II** – Courses in this topical series will feature lecture and conversation with renowned experts and scholars working in some area integral to global studies. Again, this course is open to students from other graduate programs within the College of Social and Behavioral Sciences, and thus features an energizing diversity of perspectives.
- PSYC 5101 GRANT WRITING** – This course teaches students how to write grants that apply to the field of mental health and culture.
- PSYC 5111 RESEARCH METHODS I: INTRODUCTION** – This course provides an introduction to graduate- level research and writing.
- PSYC 5152 RESEARCH METHODS II: QUANTITATIVE** – This course provides a comprehensive overview of quantitative research in the social sciences. Its purpose is to impart an understanding of research methodology and quantitative statistical techniques. Specific applications to social issues will also be explored. (Same as ICCD 5152)
- PSYC 5202 CRITICAL THINKING IN PSYCHOLOGY, CULTURE, AND SOCIAL JUSTICE** – This course encourages and initiates thought in the realms of psychology, culture, and social justice. Class sessions are composed of lecture and practice of critical thinking skills. (Same as ICCD 5202)
- PSYC 5252 COMMUNICATION AND COUNSELING SKILLS WITHIN MULTICULTURAL CONTEXTS** – This course is a comprehensive overview of counseling skills, empathy training, and negotiation skills. It emphasizes the exploration of communication theory within diverse multicultural contexts.

- PSYC 5302 GROUP COUNSELING AND CULTURAL DYNAMICS** – This course provides an overview of the theory and dynamics of group counseling. Special emphasis is given to therapeutic settings and differences which exist within multicultural groups.
- PSYC 5352 BIOLOGICAL BASIS OF BEHAVIOR I NEUROPSYCHOLOGY** – This advanced course helps students understand the role physiology plays in psychology and human functioning, as well as the issues pertaining to the brain and behavior.
- PSYC 5403 PSYCHOTHERAPEUTIC SYSTEMS** – This course provides a historical overview of the various schools of psychotherapy: psychodynamic, behavioral, humanistic, cognitive, and cognitive-behavioral. Students are presented with the theories and aspects of treatments used in professional counseling.
- PSYC 5453 PSYCHOPATHOLOGY** – This course focuses on the diagnosis and treatment of the major psychopathologies and how those pathologies differ in various cultures. Emphasis is placed on the use of the DSM-IV-TR.
- PSYC 5502 MULTICULTURAL ISSUES IN PSYCHOLOGY** – This course examines the differences in psychology and human behavior among various cultures. (Same as ICCD 5502)
- PSYC 5552 PSYCHOLOGY LAW AND ETHICS** – This course presents students with regulations, laws, and ethics relating to the professional practice of counseling and psychology. This course also helps students think legally, ethically, and with good judgment.
- PSYC 5612 HISTORY OF PSYCHOLOGY** – This course provides an advanced analysis of the development of clinical and counseling psychology and psychotherapy. Emphasis is given to the effects of specific historical antecedents on contemporary trends in psychology.
- PSYC 5653 SYSTEMS OF FAMILY THERAPY IN CULTURAL CONTEXT** – This course provides a review of the major family system theories, as well as the theoretical and practical knowledge necessary for practicing family therapy.
- PSYC 5701 CHILD, SPOUSE, AND ELDER ABUSE** – This course provides an overview of the issues that surround child, spouse, and elder abuse. Emphasis is placed on the recognition and assessment of abuse, appropriate prevention and reporting procedures, and the differing views various cultures hold on this topic.
- PSYC 590X RESEARCH LABORATORY** – *[Offered for variable credit]* An application course which provides students with hands-on experience in research methods. Emphasis is placed, depending on the semester, on different aspects of the research process including study design, methodology, literature review, data collection, data coding and analysis and writing. Students meet regularly with the instructor and spend most of their time participating in the various elements of the research process. (Graded on a Pass/No credit basis) Prerequisite: Instructor's permission.
- PSYC 5941 PRACTICUM IN PSYCHOLOGY I** – This course represents the first of three semesters of practicum to be completed prior to internship or thesis. In a supervised small group experience, students explore vocational aspirations and consider how internship or thesis would complement their goals.
- PSYC 5951 PRACTICUM IN PSYCHOLOGY II** – This course represents the second of three semesters of practicum to be completed prior to internship or thesis. In a supervised small group experience students choose the internship or thesis track and take preliminary steps in the direction of their choice.
- PSYC 5961 PRACTICUM IN PSYCHOLOGY III** – This course represents the third of three semesters of practicum to be completed prior to internship or thesis. Students participate in a cultural immersion experience in a local, national, or international site.
- PSYC 6112 ADVANCED STATISTICS** – This course is an advanced study of the fundamentals of statistical analysis as it applies to the social sciences.
- PSYC 6142 PERSPECTIVES OF HUMAN SEXUALITY** – This course considers the psychological, physiological, and sociological perspectives of human sexuality. Sexual terms, behaviors, and disorders are reviewed.
- PSYC 6152 RESEARCH METHODS III: QUALITATIVE** – This course is a comprehensive overview of qualitative research in the social sciences. Various problems that arise while researching different cultural groups are examined. (Same as ICCD 6152)
- PSYC 6162 ART THERAPY** – This course is a study of the theory and application of art therapy.
- PSYC 6212 THEORY OF HEALTH PROMOTION AND DISEASE PREVENTION** – This class focuses on the effects of health promotion and disease prevention relating to various health issues around the world.

PSYC 6312 INTRODUCTION TO CLINICAL MEDICINE – This course presents a basic understanding of the human physiological organ system, pathophysiology, course of illness, and current treatment of common chronic, traumatic, and/or life-threatening illnesses. The psychological and psychiatric aspects of medical illness are discussed. A special emphasis is placed on understanding pathophysiological systems as seen in other cultures.

PSYC 6352 BIOLOGICAL BASIS OF BEHAVIOR II PSYCHOPHARMACOLOGY – This course presents an overview of basic psychopharmacology. Emphasis is placed on the interaction between neurophysiology and psychotropic medications, as well as on how such interactions influence psychotherapy, treatment planning, and interventions.

PSYC 6362 COUNSELING AND CAREER DEVELOPMENT – This course provides an understanding of the various aspects of career counseling.

PSYC 6403 PSYCHODIAGNOSTICS – This course teaches the concepts and skills used in the development, selection, administration, and interpretation of psychological tests.

PSYC 6412 MARRIAGE AND COUPLE THERAPY–This course provides a study in the area of marriage and couple therapy. Emphasis is placed on the assessment and evaluation of couples and their interactions.

PSYC 6432 CROSS-CULTURAL PERSPECTIVES IN THE WORKPLACE – This course is for the management-level individual who desires to improve his or her skills and working relationships with people from various countries and cultures. Efficiency and organizational cooperation are stressed.

PSYC 6453 THEORIES AND PRACTICE IN CULTURAL CONTEXT – This course examines the major schools, including, but not limited to, psychodynamic, behavioral, and cognitive behavioral. This course covers treatment strategies and interventions from within the various schools that can be used in different cultural contexts.

PSYC 6462 ADVANCED PSYCHOPATHOLOGY – This course presents the chance to learn to make differential diagnoses using the DSM-IV-TR.

PSYC 6552 CHILD AND ADOLESCENT THERAPY – In this course, students learn and apply the basic therapeutic treatments available for children and adolescents.

PSYC 6602 ADVANCED LIFESPAN DEVELOPMENT IN PSYCHOLOGY – This course is a comprehensive survey of human development from conception through death. The interacting processes of physical, cognitive, social, emotional, and moral developments are examined.

PSYC 6701 CAPSTONE: INTEGRATION OF PSYCHOLOGY, CULTURE AND SOCIAL JUSTICE – This course is designed to provide a final integration, as well as practical application, for the constructs of psychology, culture, and social justice from a Christian worldview.

PSYC 6762 SUBSTANCE ABUSE COUNSELING – This course looks at the psychological, physiological, and sociological components of addictions, placing emphasis on appropriate interventions, treatments, and prevention techniques across different cultures.

PSYC 680X INDIVIDUALIZED STUDY – This is a supervised one, two, or three credit course that can be used by the student to research or gain experience in a specific area of interest in the field of psychology. It is recommended for second year students.

Internships are designed to give students an opportunity to make significant career connections and find their place in the working world of psychology. It is recommended for those entering the career field upon graduation.

PSYC 6903 ADVANCED INTERNSHIP – This course offers a supervised counseling experience complete with diagnosis, treatment plans, interventions, group feedback, and evaluations. Students must combine classroom knowledge and practicum experience to deliver psychological counseling services at his or her internship site.

PSYC 6943 INTERNSHIP I – This course represents the first of three consecutive semesters in a clinical (with supervised counseling) or nonclinical setting. The student combines classroom knowledge and practicum experience at his or her internship site.

PSYC 6953 INTERNSHIP II – This course is a continuation of Internship I.

PSYC 6963 INTERNSHIP III – This course is a continuation of Internship II.

Thesis courses are designed to give students the opportunity to demonstrate their experience and success as an academic. Completing a master's thesis is one way to demonstrate research ability and strengthen one's application to a doctoral program. It is recommended for those pursuing a doctoral program or a career in research.

PSYC 6913 THESIS I – This course represents the first of three consecutive semesters in which a student, under the supervision of a professor, performs an in-depth research paper and/or project. The purpose of this course is to demonstrate one's detailed knowledge and research competence.

PSYC 6923 THESIS II – This course is a continuation of Thesis I.

PSYC 6933 THESIS III – This course is a continuation of Thesis II.

PSYC 7003 THEORIES OF PERSONALITY – This advanced course is a survey of past and current theories of personality. An integrative approach, this course will examine important elements of each theory. Consideration will be given for the application of these personality theories to the field of psychology.

PSYC 7032 INTEGRATED BEHAVIORAL HEALTH – This course is a comprehensive overview of models of integrated behavioral health, principles of health behavior change, medical literacy as is applicable to counseling psychology, evidence-based brief interventions in a medical setting, applications of psychological interventions to illnesses commonly treated in primary care, cultural implications for interventions in a primary care setting, and biopsychosocialspiritual treatments of psychiatric illnesses such as motivational interviewing, mindfulness-based cognitive behavioral therapy, acceptance commitment therapy, and dialectical behavioral therapy.

PSYC 7143 HUMAN SEXUALITY AND RELATIONSHIPS – This advanced course considers the psychological, physiological, sociological, and cultural perspectives of human sexuality and relationships. Sexual terms, behaviors, and disorders are reviewed. The student is given the opportunity to apply the concepts through case vignettes and therapeutic role plays.

PSYC 7202 CRITICAL THINKING IN PSYCHOLOGY, CULTURE, AND SOCIAL JUSTICE – This advanced course encourages and initiates thought in the realms of psychology, culture, and social justice. Particular attention is given to preparation for the Cross-Cultural Immersion experience at the end of the 3rd semester. Class sessions are composed of lecture and practice of critical thinking skills.

PSYC 7252 COMMUNICATION & COUNSELING SKILLS WITHIN A MULTICULTURAL CONTEXT – This course is a comprehensive overview of counseling skills, empathy training, and negotiating skills. It emphasizes the exploration of communication theory within diverse multicultural contexts.

PSYC 7263 RESEARCH METHODS I: STATISTICS – This is a doctoral level course examining and understanding statistical methods that are used in the social and behavioral sciences. Statistical analysis procedures are explored and SPSS is employed as a research tool. Scientific ethics, especially those relating to human subjects, are given careful consideration. Additionally, the interpretation of statistical results is covered. Keeping consistent with the ethos of the doctoral program in psychology, various challenges that arise while researching different cultural groups is given attention.

PSYC 7273 RESEARCH METHODS II: DESIGN AND ETHICS – This doctoral level course is a comprehensive overview of research in the social sciences; specifically as it relates the field of psychology. As a result of this course the student will have an understanding of the research methodologies for both quantitative and qualitative research. Scientific ethics, especially those relating to human subjects, are given careful consideration. Focus is given to methodologies and techniques as they relate to the doctoral dissertation. Keeping consistent with the ethos of the doctoral program in psychology, various challenges that arise while researching different cultural groups is given attention.

PSYC 7283 RESEARCH METHODS III: TECHNIQUES OF DATA ANALYSIS – This doctoral level course builds on the previous course, PSYC 7273 Research Methods II: Design and Ethics, and explores the various techniques of data analysis for both quantitative and qualitative research. Scientific ethics, especially those relating to human subjects, are given careful consideration. The student is given the opportunity to employ various techniques of data analysis – especially as related to the student's doctoral dissertation. Keeping consistent with the ethos of the doctoral program in psychology, various challenges that arise while researching different cultural groups is given attention.

PSYC 7302 GROUP COUNSELING AND CULTURAL DYNAMICS – This advanced course provides an overview of the theory and dynamics of group counseling. Special emphasis is given to therapeutic settings and differences that exist within multicultural groups.

PSYC 7312 COMMUNITY DEVELOPMENT AND PSYCHOLOGY – This course surveys the broad practice of community development as it relates to the field of psychology and mental health. The various ways that community development is defined and expressed in both local and global contexts are explored. Through case studies, students will gain insight into the latest developments and creative approaches that characterize community development "success stories."

PSYC 7353 BIOLOGICAL BASIS OF BEHAVIOR I: NEUROPSYCHOLOGY – This advanced course helps students understand the role physiology plays in psychology and human functioning, as well as the issues pertaining to the brain and behavior.

- PSYC 7362 COUNSELING AND CAREER DEVELOPMENT** – This course provides students with an understanding of the various aspects of career counseling. This will include theory and application. Career counseling will be examined through the lens of psychology, culture, and social justice.
- PSYC 7403 PSYCHOTHERAPEUTIC SYSTEMS** – This advanced course provides a historical overview of the various schools of psychology: psychodynamic, behavioral, cognitive, cognitive-behavioral, humanistic/existential, and other current therapies. Students are presented with theories and treatment interventions used in therapy.
- PSYC 7412 MARRIAGE AND COUPLE THERAPY** – This advanced course provides a study in the area of marriage and couple therapy. Emphasis is placed on the assessment and evaluation of couples and their interactions.
- PSYC 7443 SOCIAL PSYCHOLOGY AND BEHAVIOR** – This is an advanced course which seeks to examine the theories and methods of social interactions in the development of personal and group behavior. Emphasis is placed not only on predominately western theories of social interaction and behavior, but also upon social phenomenon as they occur in non-western and indigenous contexts. An examination of culture and its relationship to social interactions and behaviors is paramount in this course.
- PSYC 7453 PSYCHOPATHOLOGY** – This course focuses on the diagnosis and treatment of psychological disorders and how those disorders differ in various cultures. Emphasis is placed on the use of the current Diagnostic and Statistical Manual.
- PSYC 7502 MULTICULTURAL ISSUES IN PSYCHOLOGY** – This advanced course examines the differences in psychology and human behavior among various cultures. Particular attention is given to preparation for the Cross-Cultural Immersion experience at the end of the 3rd semester.
- PSYC 7552 CHILD AND ADOLESCENT THERAPY** – In this advanced course, students learn and apply therapeutic treatments available for children and adolescents. Focus is given to current interventions.
- PSYC 7602 ADVANCED LIFESPAN DEVELOPMENT** – This advanced course is a comprehensive study of human development from conception through death. The interacting processes of physical, cognitive, social, emotional, and moral developments are examined. Special emphasis is placed upon culture as it interacts with development.
- PSYC 7613 HISTORY AND SYSTEMS OF PSYCHOLOGY** – This course provides an advanced analysis of the development of clinical and counseling psychology and psychotherapy. Emphasis is given to the effects of specific historical antecedents on contemporary trends in psychology.
- PSYC 7622 HEALTH, HEALING, AND CULTURE IN PSYCHOLOGY** – This course considers issues of culture from a healthcare perspective, and looks at a number of non-western case studies in which practical issues illustrate and problematize the theories examined. In particular, attention is focused on how historically Western approaches to health translate (or don't translate) in very different cultural contexts, especially as related to psychology. This course helps students to become sensitized to fundamentally different, culturally contextualized conceptions of mind, body, and spirit.
- PSYC 7653 SYSTEMS OF FAMILY THERAPY** – This advanced course provides a study of the major family system theories, as well as the theoretical and practical knowledge necessary for practicing family therapy.
- PSYC 7672 GLOBALIZATION AND PSYCHOLOGY** – This is a course that aims to position students in the larger context of global systems, specifically as they relate to the field of psychology. The primary objective is to increase understanding of the interdependent world in which we live and the pervasive, unstoppable movement of globalization that characterizes it. The course also seeks to equip students with some of the necessary cultural knowledge and empathy required to operate in the increasingly dominant "monoculture," and at the same time to navigate (and value) multicultural distinctiveness. Particular attention is given to preparation for the Cross-Cultural Immersion experience at the end of the 3rd semester.
- PSYC 7763 SUBSTANCE ADDICTIONS AND INTERVENTIONS** – This advanced course looks at the psychological, physiological, and sociological components of addictions, placing emphasis on appropriate interventions, treatments, and prevention techniques across different cultures.
- PSYC 790X RESEARCH LABORATORY** –*[Offered for variable credit]* An application course which provides students with hands-on experience in research methods. Emphasis is placed, depending on the semester, on different aspects of the research process including study design, methodology, literature review, data collection, data coding and analysis and writing. Students meet regularly with the instructor and spend most of their time participating in the various elements of the research process. (Graded on a Pass/No credit basis) Prerequisite: Instructor's permission.

PSYC 7912 DOCTORAL PRACTICUM I – The doctoral-level practicum is primarily designed to cover assessment, treatment planning, case management, and psychotherapeutic intervention with a focus of evidence-based practice. Small groups are designed to facilitate the personal, professional, and developing social justice worldview of doctoral students who are concurrently in practicum placements.

PSYC 7922 DOCTORAL PRACTICUM II – Continuation of Doctoral Practicum I.

PSYC 7932 DOCTORAL PRACTICUM III – Continuation of Doctoral Practicum II.

PSYC 7942 DOCTORAL ADVANCED PRACTICUM IV – This course represents the first of three consecutive semesters of an advanced, second year practicum experience in a professional psychology setting. At the practicum site, the student will obtain a level of experience commensurate with doctoral level clinical training. The advanced practicum must include a minimum of 375 hours (these hours are in addition to the 300 hours required in Practicum I, II, and III) of supervised experience to be completed by the end of Doctoral Advanced Practicum VI (PSYC 7962). Throughout the duration of this course, the student will be supervised by a licensed professional at his or her practicum site. Additionally, the student will participate in supervision and case consultation on campus, facilitated by program faculty. Preparation for the fifth year doctoral internship is included in the second year practicum course sequence.

PSYC 7952 DOCTORAL ADVANCED PRACTICUM V – The second course in the second year advanced practicum sequence.

PSYC 7962 DOCTORAL ADVANCED PRACTICUM VI – The third course in the second year advanced practicum sequence.

PSYC 7991 DOCTORAL PRACTICUM CONTINUATION – Continuing enrollment in Doctoral Practicum past Doctoral Practicum III. (Special Fee involved, Grade Pass/No Credit)

PSYC 8000 PSY.D. PROGRAM CONTINUATION – This course must be taken in conjunction with PSYC 7991 Doctoral Practicum Continuation, PSYC 8001 Pre-Internship Continuation, PSYC 8011 Internship Continuation, and PSYC 8021 Doctoral Dissertation in Psychology Continuation. This course is required for students who are enrolled in the Psy.D. Program past the fifth year to complete course requirements for the program and is taken for zero credit. No student can enroll in PSYC 8000 Psy.D. Program Continuation past eight years after they first enrolled into the program. Students enrolled in PSYC 8000 meet annually with the Psy.D. Program Director who will monitor the student's plan for completion. A special Continuation Fee is required.

PSYC 8001 PRE-INTERNSHIP CONTINUATION – Continuing enrollment in Pre-Internship past Pre-Internship III. (Special Fee involved, Grade Pass/No Credit)

PSYC 8011 INTERNSHIP CONTINUATION – Continuing enrollment in Internship past Internship III (Special Fee involved, Grade Pass/No Credit)

PSYC 8021 DOCTORAL DISSERTATION IN PSYCHOLOGY CONTINUATION – Continuing enrollment in Doctoral Dissertation in Psychology past Doctoral Dissertation III (Special Fee involved, Grade Pass/No Credit)

PSYC 8023 COGNITIVE AFFECTIVE BASIS OF BEHAVIOR – This advanced course examines theories and issues in learning, memory, perception, cognition, thinking, motivation, and emotion as they relate to the professional practice of psychology. Additionally, culture is examined as it relates to the construction of cognition.

PSYC 8103 ADVANCED PSYCHOLOGY LAW AND ETHICS – This advanced course presents students with regulations, laws, and ethics relating to the professional practice of psychology. This course also helps students think legally, ethically, and with good judgment.

PSYC 8123 INTERVENTIONS AND PRACTICE I: TRADITIONAL FOUNDATIONS AND PRACTICE – This course provides an in-depth understanding of the traditional forms of psychotherapy, and gives consideration to the ways in which foundation theories and methods have influenced more contemporary approaches. Students will explore some of the original writings of classical theorists. The student will be given the opportunity to practice these skills through case vignettes and role plays in the class environment, as well as utilize these interventions outside of the classroom in his or her respective practicum setting.

PSYC 8133 INTERVENTIONS AND PRACTICE II: GLOBAL OPPORTUNITIES AND RESPONSIBILITIES – This course provides an in-depth understanding of cultural psychology, cross-cultural psychology, indigenous psychologies, and international psychology. In addition, this class provides the opportunity to synthesize concepts in critical thinking and globalization and provides a platform for understanding global opportunities and responsibilities as relating to the professional practice of psychology and the development of the field of international psychology. Specific focus will be given to topics such as trauma and recovery, poverty, refugee populations, and marginalized people across cultures.

PSYC 8242 CONSULTATION IN HEALTH DELIVERY SYSTEMS – This course is designed to be essentially practical and to help the student in understanding and navigating health delivery systems both locally as well as extended to a global context. A variety of health delivery systems and corresponding case examples will be examined. Specifically, the student will gain an understanding of the interplay between systems; seeking to develop a collaborative and cooperative approach to healing.

PSYC 8353 BIOLOGICAL BASIS OF BEHAVIOR II: PSYCHOPHARMACOLOGY – This doctoral level course provides the student with an appropriate overview of psychopharmacology. Emphasis is placed on the interaction between neurophysiology and psychotropic medications, as well as on how such interactions influence psychotherapy, treatment planning, and interventions.

PSYC 8462 ADVANCED PSYCHOPATHOLOGY – This advanced course is a continuation of PSYC 7453, Psychopathology, and presents the student with the knowledge to make differential diagnoses using the current Diagnostic and Statistical Manual. Specific focus is given to case vignettes that demonstrate complex cases.

PSYC 8732 PROFESSIONAL PRACTICE SEMINAR: PROFESSIONAL STANDARDS – This is the first of three courses in Professional Practice. This course is essentially practical and focuses on current professional standards and ethics as related to the professional practice of psychology. Class time will consist of case vignettes, current research, current literature, and providing the student the opportunity to synthesize information from their coursework, their pre-internship, and their dissertation.

PSYC 8742 PROFESSIONAL PRACTICE SEMINAR: EFFICACY OF INTERVENTIONS – This is the second of three courses in Professional Practice. This course examines the efficacy of interventions and evidence-based practices as related to the field and practice of professional psychology. Class time will consist of case vignettes, current research, current literature, and providing the student the opportunity to synthesize information from their coursework, their pre-internship, and their dissertation.

PSYC 8752 PROFESSIONAL PRACTICE SEMINAR III: SPECIAL TOPICS – This is the third of three courses in Professional Practice. Special topics will be covered as relevant to the professional practice of psychology. Class time will consist of case vignettes, current research, current literature, and providing the student the opportunity to synthesize information from their coursework, their pre-internship, and their dissertation.

PSYC 8773 PSYCHOLOGICAL ASSESSMENT I – This course specifically examines those tests relating to cognitive assessment. The student is given the opportunity to become familiar with the various tests and instruments via class exercises and assignments. As a result of this class, the student will be equipped with the knowledge and skills to administer such tests under supervision in his or her respective internship setting.

PSYC 8783 PSYCHOLOGICAL ASSESSMENT II – This course builds upon PSYC 8773, Psychological Assessment I, and specifically examines those tests relating to personality assessment. The student is given the opportunity to become familiar with the various tests and instruments via class exercises and assignments. As a result of this class, the student will be equipped with the knowledge and skills to administer such tests under supervision in his or her respective internship setting.

PSYC 8793 PSYCHOLOGICAL ASSESSMENT III – This course builds upon PSYC 8773, Psychological Assessment I, and PSYC 8783, Psychological Assessment II, and specifically examines those tests relating to projective assessment. The student is given the opportunity to become familiar with the various tests and instruments via class exercises and assignments. As a result of this class, the student will be equipped with the knowledge and skills to administer such tests under supervision in his or her respective internship setting.

PSYC 8912 PRE-INTERNSHIP IN PSYCHOLOGY I – This course represents the first of three consecutive semesters of a pre-internship experience in a professional psychology setting. The student will spend a significant amount of time in his or her setting and obtain a level of experience which is commensurate with that which is required at the doctoral level. Throughout the duration of this course, the student will be supervised by an appropriate licensed professional at his or her internship site. Additionally, the student will participate in supervision and case consultation via small group experiences facilitated by program faculty. Focus is given to preparing the student for their internship. The Pre-internship may include up to 1500 hours of supervised experience (to be completed by the end of Pre-Internship III). (Grade Pass/No Credit)

PSYC 8922 PRE-INTERNSHIP IN PSYCHOLOGY II – This course represents the second of three consecutive semesters of a pre-internship experience in a professional psychology setting. The student will spend a significant amount of time in his or her setting and obtain a level of experience which is commensurate with that which is required at the doctoral level. Throughout the duration of this course, the student will be supervised by an appropriate licensed professional at his or her internship site. Additionally, the student will participate in supervision and case consultation via small group experiences facilitated by program faculty. Focus is given to preparing the student for their internship. The Pre-internship may include up to 1500 hours of supervised experience (to be completed by the end of Pre-Internship III). (Grade Pass/No Credit)

PSYC 8932 PRE-INTERNSHIP IN PSYCHOLOGY III – This course represents the third of three consecutive semesters of a pre-internship experience in a professional psychology setting. The student will spend a significant amount of time in his or her setting and obtain a level of experience which is commensurate with that which is required at the doctoral level. Throughout the duration of this course, the student will be supervised by an appropriate licensed professional at his or her internship site. Additionally, the student will participate in supervision and case consultation via small group experiences facilitated by program faculty. Focus is given to preparing the student for their internship. The Pre-internship may include up to 1500 hours of supervised experience (to be completed by the end of Pre-Internship III). (Grade Pass/No Credit)

PSYC 8943 DOCTORAL DISSERTATION IN PSYCHOLOGY I – Selection of a desired topic related to the profession of psychology and use of quantitative or qualitative methodologies to explore the issue, collect and analyze data, and disseminate results. (Grade Pass/No Credit)

PSYC 8953 DOCTORAL DISSERTATION IN PSYCHOLOGY II – A continuation of PSYC 8943 (Grade Pass/No Credit)

PSYC 8963 DOCTORAL DISSERTATION IN PSYCHOLOGY III – A continuation of PSYC 8953 (Grade Pass/No Credit)

PSYC 8972/8976 INTERNSHIP IN PSYCHOLOGY I - This course represents the first of three consecutive semesters of an internship experience in a professional psychology setting. The student will spend a significant amount of time in his or her setting and obtain a level of experience which is commensurate with that which is required at the doctoral level. Throughout the duration of this course, the student will be supervised by an appropriately licensed professional at his or her internship site. Additionally, the student will participate in supervision and case consultation via small group experiences facilitated by program faculty. The Internship must include at least 1500 hours of supervised experience (to be completed by the end of Internship III). (Grade Pass/No Credit)

PSYC 8982/8986 INTERNSHIP IN PSYCHOLOGY II – This course represents the second of three consecutive semesters of an internship experience in a professional psychology setting. The student will spend a significant amount of time in his or her setting and obtain a level of experience which is commensurate with that which is required at the doctoral level. Throughout the duration of this course, the student will be supervised by an appropriately licensed professional at his or her internship site. Additionally, the student will participate in supervision and case consultation via small group experiences facilitated by program faculty. The Internship must include at least 1500 hours of supervised experience (to be completed by the end of Internship III). (Grade Pass/No Credit)

PSYC 8992/8996 INTERNSHIP IN PSYCHOLOGY III – This course represents the third of three consecutive semesters of an internship experience in a professional psychology setting. The student will spend a significant amount of time in his or her setting and obtain a level of experience that is commensurate with that which is required at the doctoral level. Throughout the duration of this course, the student will be supervised by an appropriately licensed professional at his or her internship site. Additionally, the student will participate in supervision and case consultation via small group experiences facilitated by program faculty. The Internship must include at least 1500 hours of supervised experience (to be completed by the end of Internship III). (Grade Pass/No Credit)

