

2018-2019
Graduate Academic Catalog
9th Edition

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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Northwest
UNIVERSITY

2018-2019 GRADUATE ACADEMIC CATALOG

Date of Publication: July 2018

NORTHWEST UNIVERSITY

Northwest University does not discriminate on the basis of race, color, national origin, age, sex, disability, or genetic information in its admissions policies. Further, it is the policy of the University not to discriminate on the basis of race, color, national origin, age, sex, disability, genetic information, or veteran status in the administration of its educational programs, including employment, scholarship and loan programs, and athletic and other college-administered programs and activities. As a religious educational organization, the University reserves the right to prefer employees and prospective employees on the basis of religion, and also reserves its right to prefer students and prospective students on the basis of religion. At this time, only traditional undergraduate students are required to comply with the University's faith requirements.

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 Senior Vice President.

Northwest University reserves the right to make any changes in the content and provisions of the catalog without notice. This includes 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 (FERPA) of 1974/1996. A full description of FERPA rights is in the Academic Services section.

ACCREDITATION AND AFFILIATIONS

Northwest University is accredited by the Northwest Commission on Colleges and Universities (regional). The University is endorsed by the Commission on Christian Higher Education of the Assemblies of God and the Association of Christian Schools International.

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.

The University 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 esteemed association of Christian colleges and universities provides opportunities for personal and professional enrichment for students, faculty, and administrators.

The University is also approved by the Board of Education 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 baccalaureate degree in nursing at Northwest University is accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.aacn.nche.edu/ccne-accreditation>). In addition, the School of Nursing has approval from the Washington State Nursing Care Quality Assurance Commission.

The College of Business is accredited by the Accrediting Council for Business Schools and Programs. (11520 W. 119th St., Overland Park, KS 66213, and 913-339-9356). ACBSP accredits business, accounting, and business-related programs at the associate, baccalaureate, master, and doctorate degree levels worldwide. Recognized by the Council for Higher Education Accreditation (CHEA) in 2001 and again in 2011.

The University is approved by the Federal and State Governments for student aid programs and for the training of international students. Selected programs of study are approved by a Washington State Approving Agency for enrollment of those eligible for benefits under Title 38 and Title 10, U.S. Code and by Washington State for training in Vocational Rehabilitation. It is listed in the current bulletin, “Accredited Higher Education Institutions,” published by the U.S. Office of Education.

The University is approved by the Federal and State Governments for student aid programs and for the training of international students. It is also approved by the Washington Student Achievement Council’s State Approving Agency for the training of veterans under U.S. Code, Title 38, Chapters 30, 31, 32, 34, 35, and Title 10, Chapter 1606 and by Washington State for training in Vocational Rehabilitation.

GI Bill® is a registered trademark of the US Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official US government website at <http://www.benefits.va.gov/gibill>.

The University is an institutional participant in the National Council of State Authorization Reciprocity Agreement (NC-SARA) initiative. NC-SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. NC-SARA is overseen by a National Council and administered by four regional education compacts. A list of membership institutions is located at www.nc-sara.org.

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

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Toll-free fax
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Online Program Representative: online@northwestu.edu

Toll-free phone
888.690.2635

Information Technology: help@northwestu.edu

Help Desk
425.889.5310

Student Financial Services: studentfinancialservices@northwestu.edu

425.889.5210

Registrar's Office: registrarsoffice@northwestu.edu

Registrar
425.889.5228
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425.889.5263

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Coordinator of MACP and CMHC Programs
425.889.5328

Coordinator of ICD Programs
425.889.6169

Coordinator of Psy.D. Program
425.889.5320

ACADEMIC CALENDAR

The Academic Calendar listed below is for general information. For specific graduate program calendar dates, refer to the program page at eagle.northwestu.edu. For the full University Academic Calendar refer to www.northwestu.edu/calendar

FALL SEMESTER 2018 2019

Student Orientation and Registration.....	<i>See specific graduate program for dates</i>	
Labor Day Holiday (University closed).....	Sep 3.....	Sept 2
Reading Days (no undergraduate classes)	Oct 18-19.....	Oct 17-18
Board of Directors Meeting	Nov 15-16	Nov 21-22
Thanksgiving Break (no undergraduate classes)	Nov 21	Nov 27
Thanksgiving Holidays (University closed)	Nov 22-23	Nov 28-29
Student Semester Break (no class sessions).....	Dec 17-Jan 9.....	Dec 16-Jan 12
University Offices Closed.....	Dec 24-Jan 1.....	Dec 24-Jan 1

SPRING SEMESTER 2019 2020

Student Orientation and Registration.....	<i>See specific graduate program for dates</i>	
Martin Luther King, Jr. Day (University closed).....	Jan 21	Jan 20
Presidents' Day (University closed)	Feb 18.....	Feb 17
Good Friday (University closed)	Apr 19	Apr 10
Baccalaureate Chapel.....	May 3	May 1
Board of Directors Meeting	May 9-10.....	May 7-8
Graduate Celebration	May 10	May 8
Commencement	May 11	May 9

SUMMER SEMESTER 2019 2020

Summer University: May-August Sessions	Apr-Aug**	Apr-Aug**
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***See specific graduate program semester schedule for exact summer dates*

Eight Week Online Sessions

The Academic Calendar listed below is for general information. For specific graduate program calendar dates, refer to the program page at eagle.northwestu.edu. Timing for the MAICD Online Global Hybrid courses may vary

FALL SEMESTER 2018 2018

Session "A"

First Day of Classes	Aug 27	Sep 2
Last Day to Register; Last Day to Add/Drop Courses	Sep 2	Sep 8
Last Day to Withdraw from classes	Oct 19	Oct 25
Last Day of Classes.....	Oct 21	Oct 27

Session "B"

First Day of Classes	Oct 22	Oct 28
Last Day to Register; Last Day to Add/Drop Courses	Oct 28	Nov 3
Last Day to Withdraw from classes	Dec 14	Dec 20
Last Day of Classes.....	Dec 16	Dec 22

SPRING SEMESTER 2019 2020

Session "A"

First Day of Classes	Jan 14	Jan 13
Last Day to Register; Last Day to Add/Drop Courses	Jan 20	Jan 19
Last Day to Withdraw from classes	Mar 8	Mar 6
Last Day of Classes.....	Mar 10	Mar 8

Session "B"

First Day of Classes	Mar 11	Mar 9
Last Day to Register; Last Day to Add/Drop Courses	Mar 17	Mar 15
Last Day to Withdraw from classes	May 3	May 1
Last Day of Classes.....	May 5	May 3

SUMMER SEMESTER 2019 2020

Session "A"

First Day of Classes	May 6	May 4
Last Day to Register; Last Day to Add/Drop Courses	May 12	May 10
Last Day to Withdraw from classes	Jun 28	Jun 26
Last Day of Classes.....	Jun 30	Jun 28

Session "B"

First Day of Classes	Jul 8	Jul 6
Last Day to Register; Last Day to Add/Drop Courses	Jul 14	Jul 12
Last Day to Withdraw from classes	Aug 30	Aug 28
Last Day of Classes.....	Sep 1	Aug 30



Northwest Perspective

Classification Private, Christian Liberal Arts

Institutional Accreditation Northwest Commission on Colleges and Universities (NWCCU)

Northwest University is a regionally-accredited, Christian coeducational institution awarding associate, baccalaureate, masters and doctoral degrees. The University is operated under the control of the Alaska, Montana, North Pacific Latin American, Northern California Nevada, Northwest, Northwest Hispanic, Oregon, Southern Idaho, and Wyoming districts of the Assemblies of God. All these districts are represented on the University's Board of Directors.

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.

MISSIONAL VALUES

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

Spiritual Vitality

- 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

- 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

- 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:

1. Be truth seekers who speak in specifics, not in generalities.
2. Seek to understand fully before expressing disagreement or dissent.
3. Rely on first-hand accounts.
4. Strive to reconcile hurts and reach a mutually agreed upon resolution.
5. Take personal responsibility for uncivil or improper actions in order to restore harmony in the community.

6. Participate in the discussion of issues of concern, or if not, choose to respect the outcome.

After a student has tried to resolve the conflict using the aforementioned process, they may file a complaint or appeal through the Provost's Office. More information on the appeals and complaints process can be found on the Provost's Office Eagle page: <https://eagle.northwestu.edu/academics/office-of-the-provost/student-academic-appeals-policy/>

Non-Discrimination

Northwest University does not discriminate on the basis of race, color, national origin, age, sex, disability, or genetic information in its admissions policies. Further, it is the policy of the University not to discriminate on the basis of race, color, national origin, age, sex, disability, genetic information, or veteran status in the administration of its educational programs, including employment, scholarship and loan programs, and athletic and other college-administered programs and activities. As a religious educational organization, the University reserves the right to prefer employees and prospective employees on the basis of religion, and also reserves its right to prefer students and prospective students on the basis of religion. At this time, only traditional undergraduate students are required to comply with the University's faith requirements.

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.

Northwest University is committed to a policy of non-discrimination with regard to race, color, national origin, sex, age, marital status, or physical disability. Persons having questions regarding University policy of non-discrimination should contact the Dean of Student Development.

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 one to two years while doctoral programs may require a minimum of four to 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 College 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 may 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 Northwest University Institutional Review Board (NU IRB) is a federally regulated committee that directs the care of participants in research affiliated with the University. In particular, the job of the NU IRB is to establish and enforce ethical guidelines to protect participants from harm and to respect their personal dignity, especially those individuals who have limited understanding of the risks of their participation or who have diminished decision-making abilities. Unless exempt, research projects affiliated with Northwest University must be approved by the NU IRB for the duration of the project. See the Institutional Review Board link on the Provost's Eagle Page for further information.

Failure to adhere to federal laws relating to use of human subject(s) in research or the requirements of the NU IRB constitutes noncompliance. Examples include conducting research outside of NU IRB approval dates, not following NU IRB requirements, or failure to be forthcoming about research projects. Instances of possible noncompliance shall be brought to the NU IRB full committee for discussion and investigation.

The NU IRB will conclude one of the following outcomes.

- a. The instance does not constitute noncompliance and will be dismissed
- b. The instance constitutes noncompliance that can be ameliorated via a Corrective Plan proposed by the primary investigator (PI) and subsequently agreed upon by the NU IRB
- c. The instance constitutes noncompliance that is either serious or continuous
 - Serious noncompliance is that which increases risks to participants, intentionally violates policies, or is otherwise deemed serious by the NU IRB.
 - A continuous instance of noncompliance is a pattern of violating the federal laws governing research involving human subjects, or the requirements of the NU IRB, whether intentionally or not.

Consequences of serious or continuous noncompliance will be decided by the University Provost, in conjunction with the IRB committee, associated Academic Dean, and dissertation/thesis committee chair in instances involving student-PIs. Those consequences may include

- a. withdrawal of IRB approval
- b. modifications to the study protocol
- c. increased monitoring of the research project including access to the data where needed
- d. suspension or termination of the research project
- e. termination of current and future research projects
- f. dismissal from the University

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 provides the Northwest University community with collections, services, and spaces that foster the integration of biblical faith with the academic research process. Library collections can be searched from the library website

(<http://library.northwestu.edu/>) and most are available in online or digital formats.

Collections include substantial eJournal, eBook, and print book holdings covering all subject areas; the NU Archives and Syllabus Archive; the Perkins Judaic/Messianic Collection; and the Pentecostal Collection.

Library services include research guides and tutorials, interlibrary loan for articles, computers, and wireless access. Librarians are available for consultation for any information needs, and specific queries can be sent by email to library@northwestu.edu or by using the chat form on the library website.

The NU Library has a physical location on each of the three NU campuses. On the Kirkland Campus, the D.V. Hurst Library building provides a number of study environments including a 24 hour study space, collaborative group study areas, large and small group study rooms, and study carrels. The Kirkland Campus Library also offers color printing, scanning, and interlibrary loan for books.

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

Admission to Northwest University is granted to applicants meeting the University admissions requirements without regard to sex, race, color, age, national or ethnic origin, or physical disability. However, admissions are made on a selective basis according to the criteria described below

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. College of Ministry graduate programs require a minimum of a 2.70 grade point average (GPA).
- 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, fulfillment of program-specific requirements, and acceptance into the respective graduate program.
- For additional, program-specific admissions requirements, please contact the respective enrollment counselor.

For 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.
- Degrees obtained outside the US must be evaluated for the US degree equivalency and GPA by a NACES member agency. <http://www.naces.org/members.html>

Conditional Admissions Status

Conditional admission status may be offered to students who meet entrance requirements at Northwest University, but do not have a completed application. Admission to Northwest University is conditional

based upon satisfying specific requirements prior to full admission. Individuals admitted on Conditional standing will not be permitted to take courses for more than one term or session.

International Student Admission Requirements

In addition to program-specific admission requirements, international students (those operating on an F-1 student visa) must:

- have a valid passport
- have proof of adequate funds to cover all expenses and travel for the duration of their first year of study
- have international medical insurance while studying at Northwest University
- comply with all laws and regulations related to F-1 students, as determined the Department of Homeland Security

English Testing Requirement

Citizens of approved countries with English as an official language and/or the language of instruction are exempt from the TOEFL and IELTS. A current list of approved countries is maintained by the Center for English Language Education.

For graduate students whose native language is not English, one of the following requirements is necessary to qualify for admission to Northwest University:

Test Scores

1. TOEFL internet-based (iBT) score of 90,
2. IELTS score of 7.
3. Compass Test score in two of the following categories: 95+ on Reading, Grammar, or Listening or 12 on Compass E-Write.

MATESOL Requirements

1. TOEFL internet-based (iBT) score of 100,
2. IELTS score of 7.

Program completion

1. If you have completed a Bachelor of Arts or a Bachelor of Science degree from a U.S. regionally or nationally accredited college/university with a minimum GPA of 3.0 (on a 4.0 scale).
2. If you have completed Level 4 Bridge of the ESL program at the Center of English Language Education (CELE) at Northwest University with a grade of 85% or higher and a GPA of 3.0 in NU Bridge classes.

Foreign Degree Requirements

Any college or university transcript which is submitted from a school located outside of the US and Canada must be supplemented by an official evaluation of the transcript for **US degree equivalency** and **GPA**, performed by an institution approved by NACES <http://www.naces.org/members.html>. (Course-by-course evaluations are not required unless transfer credit is requested; for more information, please consult the enrollment counselor for the program to which you are applying.)

TOEFL or IELTS Requirements and Waiver

For international students whose native language is not English, and do not hold a bachelor's degree or a master's degree from a US-based institution which is a) regionally accredited, and b) teaches its classes in English, are subject to the TOEFL or IELTS requirement:

If you hold an equivalent degree from another English-only speaking country (as determined by an official evaluation), you may be eligible to receive a waiver of the TOEFL or IELTS.

Information concerning TOEFL schedules and test centers may be obtained from U.S. consulates or bi-national cultural centers in many countries or from the [TOEFL website](#). Information concerning IELTS testing may likewise be obtained from the [IELTS website](#).

Application Deadlines

December 1; March 1; and June 1 prior to the applicable entering fall semester, or as specified for each program. Please refer to the specific program pages for additional information.

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.

NORTHWEST UNIVERSITY LIFESTYLE STANDARDS

Northwest University places a great deal of importance on relationships and recognizing the need for responsible behavior. The Community Handbook provides description of the environment the University seeks to maintain. Any questions about the Community Handbook should be directed to the respective program dean or the Dean of 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 is available online at:

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

STUDENT SERVICES

Disability services

Northwest University will provide reasonable accommodations to qualified individuals with documented disabilities to ensure equal access and equal opportunities with regard to curricular and co-curricular programs and services and university employment

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. More information about disability accommodations is available at:

<http://eagle.northwestu.edu/departments/student-development/disability-accommodation/>.

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)

Student Financial Services

Located on the second floor of the Randall K. Barton Building, Student Financial Services assists students with any questions regarding loans, grants, scholarships, FAFSA and missing financial aid documents. In addition the office assists students with any questions regarding student account balances, payments, and charges. Contact them at 425.889.5210 or studentfinancialservices@northwestu.edu.

Information Technology

Students are encouraged to bring their own computer for use on campus. Every student is expected to use the Northwest University Email system that is provided. All enrolled students are included in our Microsoft software agreement. Terms of this agreement are available on the Information Technology page on the Eagle Website. All enrolled students are also required to abide by the University Information Technology Acceptable Use Policy as posted on the Information Technology page on the Eagle Website.

On the Kirkland campus, computers are available for student use in Argue HSC 252/254, Hurst 214, Barton 114, the Rice Hall Lobby, the College of Business (Barton 209), the College of Social and Behavioral Sciences (North 6710 236), and throughout the Hurst Library. The Hurst 214 computer lab is open 24/7.

International Student Services

Northwest University provides assistance to all international students through the International Student Services (ISS) Office. The ISS Office is located in the lower level of the Hurst Library. The ISS staff is available to assist international students with support in a variety of ways including immigration concerns, academic affairs, cultural matters, moral support and encouragement in the adjustments that often accompany life in another culture.

Security Office

Northwest University has security personnel available for assistance 24 hours a day, 7 days a week to provide and encourage security, safety, education and personal responsibility. Through officer patrolling and community involvement Campus Security endeavors to protect the people who study, teach and serve as part of the Northwest University community. More information including campus crime and fire statistics is available on the Security web page at <http://www.northwestu.edu/security/>.

Vehicles

Parking permits are required for all students who park vehicles on our campuses. Students may purchase a permit online at <http://www.northwestu.edu/security> for \$77 per academic year. Violation of vehicle regulations may result in fines and/or cancellation of the permit. It is expected that students bringing cars on campus will have them properly insured and properly licensed with the state in which they are registered.

The Wellness Center

Alumni students may use the Wellness Center services on a per session fee basis of \$30. Services provided include individual counseling, couple counseling, crisis intervention, support groups, primary healthcare, women's healthcare, sport's physicals, treatment for both acute and chronic medical

conditions, nutrition consultations, and health and wellness coaching. For a detailed list of services, please visit the Wellness Center website. Appointments can be scheduled by contacting the Wellness Center at Ext. 5282. The Wellness Center is located in the Everette D. Greeley Center, Building #5. Hours of service are posted on the Wellness Center web page. For health care needs requiring immediate attention that occur outside of the Wellness Center's office hours, please refer to the Wellness Center's website for a list of local medical facilities that provide 24-hour response.

Additional information is available on The Wellness Center website at:

<http://eagle.northwestu.edu/departments/wellness-center/>



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.

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 paid or alternate arrangements must be agreed upon with Student Financial Services prior to registering for the following term. The Payment of Accounts Policy also applies to those qualifying for veteran's benefits.

Pay In Full Plan

Tuition, fees, and semester housing charges are to be paid in full before the first day of classes each semester.

Monthly Payment Plan: Tuition Management System (TMS)

Tuition Management System (TMS) - Students who wish to make monthly payments may enroll with Tuition Management System. TMS is a budgeting service that allows the student to make monthly installments over a four month period. .

A budget is set up with this agency based on estimated charges less estimated financial aid. Please see here for more information:

<https://www.northwestu.edu/financial-aid/graduate/payments-late-charges>

Educational Benefits

Northwest University is approved as an educational institution for the training of veterans or their dependents. Applications are available on the Department of Veterans Affairs website at www.gibill.va.gov. Those qualifying under the extended Social Security Act should apply for benefits at their local offices of the Social Security Administration. The University will make the proper certifications as to enrollment and attendance after the student has enrolled in the University.

Any veteran receiving GI Bill® benefits while attending Northwest University is required to obtain transcripts from all previously attended schools and submit them to the school for review of prior credit.

Late Fees

Northwest will charge late fees as follows: For balances between \$0.00 and \$25.00, the late fee will be zero. For balances \$25.01 and over a 1.5% late fee not to exceed \$100.

TMS - Tuition Management system will assess a \$65.00 late fee for each late payment made on the monthly plan established at the beginning of the school year/semester the student is attending. Please contact TMS for further details.

Past Due Accounts

A student is considered past due if:

- Payment for the full balance is not received by the last day of the first full month of the academic term.
- If any new charges are assessed after the academic term has started and are not paid within 30 days.

Students failing to meet the payment schedule will be contacted through campus mail and by telephone by Student Financial Services. The student may also be contacted by campus registered mail and Northwest University personnel which may include staff from the Student Development Office and/or professors. Efforts to communicate will be made for a period of approximately 45 days.

If, after these efforts are accomplished and it is clear that the student is aware that payments are delinquent, reasonable attempts to address the financial obligations have not been made, the student will no longer be allowed meal card privileges, and/or Internet privileges.

If the financial problems persist, on-campus resident students will no longer be allowed to live in on-campus housing, and may be suspended from class

until a solution is reached between Student Financial Services and the student. Students failing to respond will be withdrawn from the University by the Provost.

Since financial responsibility is part of the educational process, Student Financial Services encourages students to meet and counsel with the University personnel any time a financial problem arises. Many problems may be avoided and/or resolved with communication. Communication is the key to successful fiscal responsibility.

The University reserves the right to assign delinquent accounts to an agency for collection and/or attach student's credit report. The venue of defaulted Federal Perkins Student Loans shall be in King County, State of Washington or as determined by the holder of the defaulted Promissory Note.

Cancellation of Registration

The Registration Cancellation policy applies to all semesters. Trip Fees for the MA in International Community Development Orientation Trip, and cancellation penalties may not be indicated below. See the Academic Calendar or specific program pages at eagle.northwestu.edu for the applicable First Day of Class.

Cancellation of Registration – A student who registers for class but decides not to attend must notify the Registrar's Office in writing before the end of business on the Last day of the Add/Drop period. Proper notification will cancel the tuition and related charges.

Cancellation after Add/Drop period if any classes were attended – Considered a Withdrawal from University – see next section.

Withdrawal from the University

Students who officially withdraw during the add/drop period will have tuition refunded 100%. Fees are nonrefundable.

If a student withdraws after the add/drop period tuition will not be adjusted. The student will be responsible for all tuition charges. .

Withdrawal From University – Financial Aid

Students who receive financial aid during the term in which they withdraw are not considered to be making satisfactory academic progress. Future aid will be cancelled. Students should contact Student Financial Services to determine how to regain eligibility should they choose to return to Northwest University.

The date of withdrawal will be based on the day the student contacts the Registrar's Office and indicates a desire to officially withdraw, or the last date of documented attendance, whichever is later. For financial aid purposes students who unofficially withdraw from Northwest University (cease to attend classes without notifying the Registrar), will be considered to have withdrawn after 50% of the semester has passed or the last date of documented attendance, whichever is later.

According to federal regulations, federal funds must be returned to federal programs based on the percent of the term that a student is no longer enrolled. Student Financial Services will determine how much of a student's federal aid was "unearned" as defined by the federal regulations, and then return the "unearned" aid in the following order to the programs from which the student received aid:

1. Federal Direct Unsubsidized Loan
2. Federal Direct PLUS Loan

If you have received federal aid in the form of cash to assist you with non-institutional charges, you may need to repay the funds that you received.

Withdrawal from University – Administrative

If a student is absent from all classes for more than two weeks consecutively without contacting the Registrar's or Provost's Office to explain the reason for his or her absences, the University has the authority to administratively withdraw the student from all course enrollments and to assign grades of "F" to each course. In this case, the official withdrawal date for financial obligation purposes will be two weeks after the last date of class attendance as certified by faculty and verified by the Registrar's Office.



Financial Assistance

Northwest University participates in the William D. Ford Federal Direct Loan Program. If a student is enrolled for less than full-time, their cost of attendance will be prorated and loan funds may be reduced. Students must sign and return one copy of the Award Terms and Conditions to Student Financial Services within 30 days of receipt. Students must maintain satisfactory academic progress as outlined in the Satisfactory Academic Progress Policy for financial aid. This section contains information applicable to student in a Master's or Doctoral graduate degree program.

FINANCIAL AID APPLICATION

Apply for financial aid at Northwest University by submitting:

- an Application for Admission to Northwest University
- a Free Application For Federal Student Aid (FAFSA)

The FAFSA Application is available online at www.fafsa.gov.

Eligibility

To be eligible for federal and/or state financial aid:

- a student must be a U.S. citizen, or a permanent resident of the U.S., or an eligible non-citizen
- a student must not owe an overpayment on any Title IV educational grant or be in default on a Title IV educational loan, and must maintain satisfactory academic progress

Disbursement of Aid

Student financial aid is credited to individual student accounts in equal disbursements by semester. The amount disbursed each semester is indicated on the student's Award Letter. Most often an award is disbursed in two equal payments, half each semester at the beginning of the semester. For example, a \$1000 grant will be disbursed \$500 for fall semester and \$500 for spring semester. Student financial aid is disbursed after the Add/Drop Period.

FEDERAL AID

Teacher Education Assistance for College Higher Education Grant (TEACH)

- Eligibility – Accepted into the College of Education
 - Achieved a 3.25 cumulative GPA or score above the 75th percentile on an Admissions Test
 - Completed Agreement to Serve Application (ATS)
 - Attended yearly TEACH Grant Counseling session
- Amount – determined by the Department of Education
 - Renewal - Maintain 3.25 Cumulative GPA
 - ATS Renewal Application
 - Counseling session
- Terms
 - Agree to serve in a high need, low income school after completion of academic program
 - If student does not meet requirements, grant becomes an Unsubsidized loan

Federal Direct Unsubsidized Loan

- Eligibility – Not need-based.
- Amount – Up to \$20,500 per academic year.
- Aggregate Limit – Up to \$138,500 (lifetime maximum).
- Renewal – FAFSA Application required annually.
- Terms – After the student graduates, leaves school, or drops below half-time enrollment, they will have a six-month grace period before being required to begin repayment. During this period, the student will receive repayment information from their loan servicer, and will be notified of their first payment due date. Student borrowers are

responsible for paying the interest during all periods. The interest rate for loans first disbursed on or after 7/1/18 and before 7/1/19 is 6.6%. Loan fees are charged according to federal laws (maximum is 2%).

To receive a Federal Direct Unsubsidized Loan, students must sign the Award Terms and Conditions for Financial Assistance and return it to Student Financial Services. In addition, first-time borrowers must also complete a Loan Agreement/Master Promissory Note (MPN) and Entrance Counseling online at www.studentloans.gov, which will explain issues, rights, and responsibilities. Federal Direct Loan funds are sent to the university by Electronic Funds Transfer (EFT), and will be credited directly to the student's account once received.

Federal Direct Graduate PLUS Loan (Grad PLUS)

- Eligibility – Not need-based. Student must not have an adverse credit history. A co-signer is allowed.
- Amount – Up to the student's cost of attendance minus any other financial aid received.
- Aggregate Limit – No set lifetime maximum.
- Renewal – FAFSA and PLUS application (including credit-check) required annually.
- Terms – The terms of a Grad PLUS Loan are specified in the required PLUS Loan Agreement/Master Promissory Note (MPN) in accordance with applicable federal laws and regulations. The repayment period for PLUS Loans begins on the date of the final disbursement of the loan, with this first payment being due within 60 days from that date. If the student meets certain requirements, they may be able to receive a deferment or forbearance that would allow them to temporarily postpone making payments. The interest rate is fixed at the time of disbursement. For PLUS Loans first disbursed on or after 7/1/18 and before 7/1/19, the interest rate is 7.6%. As provided by law, loan fees are charged as a percentage of the loan amount and subtracted proportionately from each PLUS Loan disbursement. The loan fee for PLUS Loans first

disbursed on or after 10/1/17 and before 10/1/18 is 4.264%. The loan fee for PLUS Loans first disbursed on or after 10/1/18 and before 10/1/19 is 4.248%.

To apply for a Grad PLUS Loan, students must visit www.studentloans.gov to complete a Direct PLUS Loan Application for Graduate/Professional Students (which includes a credit-check, valid for up to 180 days). In addition, first-time Grad PLUS Loan borrowers must complete the PLUS Loan Agreement/Master Promissory Note (MPN) and Entrance Counseling, which will explain issues, rights, and responsibilities. In order to receive the Grad PLUS Loan, students must also sign the Award Terms and Conditions for Financial Assistance and return it to Student Financial Services. Grad PLUS Loan funds are sent to the university by Electronic Funds Transfer (EFT), and will be credited directly to the student's account once received.

SATISFACTORY ACADEMIC PROGRESS (SAP)

All students must make satisfactory academic progress in an eligible degree or certificate program in order to receive financial aid. Students enrolled in a graduate program and who receive financial aid are required to meet a minimum 2.0 cumulative GPA for all terms of attendance, including terms when no aid is received.

To remain in satisfactory academic progress, the student is required to maintain cumulative completion of at least 67% of credit hours attempted.

Progress will be reviewed once a year, generally in June. If less than 67% of the credit hours attempted are completed, or if the cumulative grade point average falls below the required level, the student will be suspended.

The suspension may be appealed in writing to Student Financial Services. If the appeal is approved, the student will be on Financial Aid Probation and has one additional semester to meet the credit completion and GPA expectations.



2018 - 2019 Tuition & Fees

Tuition and Fees

Center for Leadership Studies (CLS)

MA-Leadership Studies-Online (per credit hour)	\$584.00
Ph.D.-Organizational Leadership (per credit hour).....	795.00
Ed.D.-Organizational Leadership (per credit hour)	795.00

College of Business (COB)

MBA (Campus, per credit hour).....	\$883.00
MBA (Online, per credit hour).....	775.00

College of Education (COE)

MA-TESOL (Online, per credit hour).....	\$641.00
MIT (Campus, per credit hour)	975.00
MIT (Online, per credit hour).....	800.00
M.Ed. (Campus, per credit hour).....	754.00
M.Ed. (Online, per credit hour).....	593.00
Professional Certification Only.....	494.00

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 \$494/credit for pre-determined courses.

School of Nursing (SON)

MSN (Online-per credit hour).....	\$545.00
MSN (Campus- per credit hour).....	545.00

College of Ministry (COM)

MA-Bible and Theology (Campus, per credit hour)	\$584.00
MA-Bible and Theology (Online, per credit hour).....	584.00
MA-Church Revitalization (Campus, per credit hour)	584.00
MA-Leadership Studies (Campus, per credit hour).....	584.00
MA-Ministry Leadership (Campus, per credit hour).....	584.00
MIM-Master in Ministry (Online, per credit hour)	584.00

College of Social and Behavioral Sciences (CSBS)

MA-Clinical Mental Health Counseling (Campus, per credit hour)	\$752.00
MA-Clinical Mental Health Counseling (Online, per credit hour).....	\$622.00
MA-Counseling Psychology (Campus, per credit hour)	752.00
MA-International Community Development (Campus, per credit hour)	662.00
MA-International Community Development (Campus and Global Hybrid, per credit hour)	662.00
Psy.D.-Counseling Psychology (Campus, per credit hour)	875.00

Admissions Processing Fees

Application Fee – New Student (all programs; one-time fee).....	\$30.00
Application Fee – Reentry Students (<i>returning former student, nonrefundable</i>).....	5.00
Application Fee – Family Student Housing (<i>nonrefundable - one-time charge</i>)	25.00

Deposits

Tuition Deposit (<i>all programs; nonrefundable</i>).....	\$350.00
Housing Deposit-Firs	300.00
Housing Deposit-Duplexes	500.00

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.

Course Auditing: Tuition per credit hour.....	(20% of respective program's tuition)
Graduation Fee (<i>one time prior to graduation</i>).....	110.00
Independent Study Fee.....	(tuition plus 20% of respective program's tuition)
Special Rate Graduate Pre-Requisite Tuition (<i>CAPS course only</i>) (<i>per credit charge</i>).....	200.00
TMS Semester Enrollment Fee (<i>single semester – once per semester charge</i>)	75.00
Transcript Fee	5.00
Travel Course Fees	(see applicable semester schedule for updated travel fees)
Vehicle Registration Fee (<i>most campus based programs; per year</i>)	\$70.00

Center for Leadership Studies

Independent Study Fee (<i>MA; per credit in addition to applicable tuition charge</i>).....	\$117.00
Independent Study Fee (<i>Ed.D, Ph.D.; per credit in addition to applicable tuition charge</i>)	159.00
Library Fee.....	35.00
Student Activity Fee	25.00

College of Business

Independent Study Fee (<i>per credit in addition to applicable tuition charge</i>).....	\$180.00
Library Fees (<i>exception MBA Online; per semester</i>).....	35.00
Student Activity Fee (<i>exception MBA Online; per semester</i>)	25.00
BUSM 5153 Negotiations (<i>simulation case study</i>)	24.00
BUSM 6143 International Economic Topics (<i>Travel Fee</i>).....	2,750.00
BUSM 6513 Legal & Ethical Responsibility (<i>Comprehensive testing fee</i>)	40.00

College of Education

Independent Study Fee (<i>MIT, online, per credit in addition to applicable tuition charge</i>)	\$160.00
Independent Study Fee (<i>MIT, per credit in addition to applicable tuition charge</i>)	195.00
Independent Study Fee (<i>M.ED, per credit in addition to applicable tuition charge</i>)	151.00
Independent Study Fee (<i>TESOL, per credit in addition to applicable tuition charge</i>)	128.00
EDMA 5013 Instructional Design, Foliotek Portfolio System (<i>course fee</i>).....	145.00
EDMA 5093 Foundations of Learning, Foliotek Portfolio System (<i>Online Campus only, course fee</i>).....	145.00
EDMA 5292 Pathway 3 Field Experience (<i>course fee</i>)	500.00
EDMA 5421 Safety and Legal Seminar (<i>Seminar Fee</i>).....	40.00
EDMA 5486 Student Teaching Fee (<i>College of Education only; one time</i>).....	500.00
EDMA 5930 Student Teaching III (<i>course fee</i>)	500.00
EDMA 5953 Student Teaching V (<i>course fee</i>)	500.00

EDMA 6193; 7193 Visionary Leadership for School Improvement (<i>course fee</i>)	1,500.00
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
Special Rate Graduate MIT Pre-Requisite Tuition (<i>CAPS courses only</i>) (<i>per credit charge</i>)	200.00

College of Ministry

Independent Study Fee (<i>per credit in addition to applicable tuition charge</i>)	\$117.00
Library Fees (<i>exception MIM, MABT Online, and MAML Idaho cohort; per semester</i>).....	35.00
Student Activity Fee (<i>exception MIM and MABT Online; per semester</i>)	25.00
BIBL 5003 Biblical Land Trip (<i>Travel Fee</i>).....(<i>see applicable semester schedule for updated travel fees</i>)	
BIBL/THEO 5xx3 International Experience (<i>Travel Fee</i>)(<i>see applicable semester schedule for updated travel fees</i>)	

School of Nursing

Independent Study Fee (<i>per credit in addition to applicable tuition charge</i>).....	\$109.00
Student Activity Fee (<i>per semester</i>).....	25.00

College of Social & Behavioral Sciences

Master of Arts Programs:

Independent Study Fee (<i>MACP and CMHC, per credit in addition to applicable tuition charge</i>).....	\$150.00
Independent Study Fee (<i>MAICD, per credit in addition to applicable tuition charge</i>)	132.00
Graduation Fee (<i>CERT-ICD; one time upon completion</i>).....	25.00
Library Fees (<i>per semester</i>)	35.00
Student Activity Fee (<i>exception MAICD; per semester</i>).....	25.00
CSBS Student Lab Fee (<i>exception MAICD; per semester</i>).....	35.00
GLST 5503 Oxford Orientation Trip (<i>MAICD Online Global Hybrid only; one time only*see note</i>)	1,250.00
GLST 59x2 Thesis Presentation Trip (<i>MAICD Online Global Hybrid only, per semester</i>)	250.00
MAICD Leadership Fee (<i>MAICD on Campus only, per semester</i>)	70.00
PSYC 6403 Psychodiagnostics (<i>MACP Lab Fee; one time</i>).....	100.00

**Note: This fee is charged in two separate increments. \$350 is charged at the time of program confirmation; the remaining \$700 is charged with tuition. The \$350 fee is completely non-refundable; the remaining \$700 is non-refundable as of the first day of the trip.*

Doctor of Psychology Program:

Independent Study Fee (<i>per credit in addition to applicable tuition charge</i>)	\$175.00
Graduation Fee (<i>MACP en route to Psy.D.; one time prior to graduation</i>).....	25.00
Library Fees (<i>per semester</i>)	35.00
CSBS Student Lab Fee (<i>per semester, first four years of program</i>).....	35.00
Student Activity Fee (<i>per semester, first four years of program</i>)	35.00
PSYC 7202 Social Justice and Faith Integration (<i>Cultural Immersion Fee</i>)	1,000.00
PSYC 7502 Cultural and Diversity Issues in Psychology (<i>Cultural Immersion Fee</i>).....	1,000.00
PSYC 7662 International Field Study (<i>Cultural Immersion Fee</i>).....	1,000.00
PSYC 8963 Doctoral Dissertation in Psychology (<i>Publication fee</i>).....	130.00
Psy.D. Assessment Fee (<i>per semester, first four years of program</i>).....	35.00
Psy.D. Qualtrics Fee (<i>per semester, years one thru five of program</i>).....	25.00
Psy.D. Student Professional Development Fee (<i>Psy.D. only; per semester; year one thru four</i>)	75.00

GRADUATE ACADEMIC PROGRAMS

	Degree	Major	Concentration	Endorsement	Certificate	Kirkland	Online	CIP Code
Center for Leadership Studies								
Leadership Studies	MA	✓				✓		52.0213
Ministry Leadership Cognate			✓			✓		39.0699
Organizational Leadership	Ph.D./Ed.D.	✓				✓		52.0213
Business Leadership and Consulting			✓			✓		52.0213
District and School Leadership			✓			✓		52.0213
Higher Education Leadership			✓			✓		52.0213
Leading Ministry Organizations			✓			✓		52.0213
College of Business								
Business Administration	MBA	✓				✓	✓	52.0201
Leadership			✓			✓	✓	52.0213
Non-Profit Management			✓			✓	✓	52.0206
Project Management			✓			✓	✓	52.0211
Public Safety Administration			✓			✓	✓	43.0104
College of Education								
Curriculum and Design	M.Ed.	✓				✓	✓	13.1399
District and School Leadership			✓			✓	✓	52.0213
English Language Learner			✓	✓		✓	✓	13.1399
Special Education			✓	✓			✓	13.1399
Teacher Leadership			✓			✓	✓	13.1399
Residency Principle Certificate					✓	✓		13.1399
Master in Teaching	MIT	✓				✓	✓	13.1399
TESOL	MA	✓					✓	13.1401

	Degree	Major	Concentration	Endorsement	Certificate	Kirkland	Online	CIP Code
College of Ministry								
Bible and Theology	MA	✓				✓	✓	39.0699
Church Revitalization	MA	✓				✓		39.9999
Leadership Studies	MA	✓				✓		52.0213
Ministry Leadership Cognate			✓			✓		39.0699
Master in Ministry	MIM	✓					✓	39.0699
Ministry Leadership	MA	✓				✓		39.0699
Clinical Pastoral Education			✓			✓		39.0699
School of Nursing								
Nursing	MSN	✓					✓	51.3801
College of Social and Behavioral Science								
Clinical Mental Health Counseling	MA	✓				✓	✓	51.1508
Counseling Psychology	MA/Psy.D.	✓				✓		42.2803
International Community Development	MA	✓			✓	✓	✓	30.2001

ACADEMIC POLICIES AND PROCEDURES

Grade Quality of Performance

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
A-	Superior performance in most aspects of the course; high quality work in the remainder- Unquestionably prepared for subsequent courses in field.	3.7
B+	High quality performance in all or most aspects of the course-Very good chance of success in subsequent courses in field.	3.3
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
B-	Satisfactory performance in the course-Evidence of sufficient learning to succeed in subsequent courses in field.	2.7
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
C	Evidence of some learning but generally marginal performance-Marginal chance of success in subsequent courses in field.	2.0
C-	Minimal learning and substandard performance throughout the course-Doubtful chance of success in subsequent courses.	1.7
D+	Minimal learning and low quality performance throughout the course-Doubtful chance of success in subsequent courses.	1.3

Grade	Explanation	Grade Points
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
D-	Little evidence of learning-Poor performance in all aspects of the course-Almost totally unprepared for subsequent courses in field.	0.7
F	Failure to meet requirements of the course- Unprepared for subsequent courses in field.	0.0
I/*(grade default)	Incomplete coursework/*grade default, if the incomplete coursework is not resolved the approved timeframe, the incomplete will revert to the recorded grade default	N/A
NC	No Credit, C- or lower grade	N/A
P	Pass C or better grade	N/A
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 must be submitted to and approved by the professor of the course before the end of the course. The Incomplete must be completed by the end of the fourth week of the following course session. In

the interim time period, the grade of “I/default grade” will be posted on the student’s transcript. At the conclusion of the four week time period, the incomplete grade will be updated by the professor or convert to the current grade reported by the professor.

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 Student Financial Services for specific questions regarding the program of interest.

Center of Leadership Studies:

- Full-Time = 9 credits;
- Three-Quarter Time = 7 or 8 credits;
- Half-Time = 6* credits

College of Business:

- Full-Time = 6 credits;
- Three-Quarter Time = 5 credits;
- Half-Time = 4 credits

College of Education – MIT; MA-TESOL:

- Full-Time = 9 credits;
- Three-Quarter Time = 7-8 credits;
- Half-Time = 6* credits

College 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

School of Nursing:

- Full-Time = 9 credits;
- Three-Quarter Time = 7-8 credits;
- Half-Time = 6* credits

College of Social and Behavioral Sciences – MA-Counseling Psychology; MA-Clinical Mental Health Counseling; Psy.D.-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 Community Development:

- Full-Time = 8 credits;
- Three-Quarter Time = 6-7 credits;
- Half-Time = 5 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. This does not apply to students in the continuation phase of the Psy.D. program.*

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 a Request Registration Change 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 Request Registration Change Form to the Registrar's Office prior to the deadline.

Withdrawing from the Program

In order to withdraw from all courses and from the University, students must submit a Request Registration Change 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 6 to 18 graduate credits, while doctoral students are allowed to transfer a maximum of 12 to 20 credits, from other regionally accredited colleges and universities. Specific credit maximums, requirements, and exceptions are explained in the respective program section of this catalog. A minimum course grade of B- is required for transfer credits.

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 has intentionally developed a learning community that includes Academic Honesty as a foundational value and expects honesty from faculty and students in all areas, including academic lives.

Northwest University considers dishonest academic conduct by students to include any activity that allows a student to take an unfair advantage of fellow students. Examples of academic dishonesty by students include the following:

- Cheating on assignments or examinations.
- Submitting material that has been prepared by someone else or failure to give full credit to material prepared by someone else (plagiarism). Plagiarism is defined as “using someone else’s ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness” (MLA).
- Arranging for another person to serve as test-taker.
- Seeking help from another person or source during a test in which collaboration is not permitted.
- Submitting the same (or essentially the same) paper in more than one course without prior consent of the current assigning professor(s).
- Making false statements in order to acquire special consideration from an instructor.
- Sabotaging another student’s work.

Additionally, for faculty, academic dishonesty included unduly altering a student’s grade or awarding points when not earned.

The Academic Honesty policy functions at Northwest University on an honor basis so faculty and staff agree to academic integrity standards upon hire and acknowledge willingness to enforce the policy and report misconduct. Academic dishonesty may result in the student failing the assignment, receiving an “F” in the course, or possibly being dismissed from the University. Instances of academic dishonesty are typically reported to the Provost’s Office. 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’s Office or the Student Development 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 servings 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 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.

Students who have previously completed a master’s degree at Northwest University and wish to complete a second master’s degree must:

1. Earn at least half of the total number of credits for the second degree and
2. Complete all required courses of the second master’s degree.

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 prior to their prospective graduation term.

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. Specific requirements and exceptions are explained in the respective program section of this catalog.

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

All eligible applicants for graduation must submit their Intent to Participate form six weeks prior to commencement ceremonies. Participation is restricted to the academic year of the awarded degree. 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

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 College of Education and the College of Business has created the following dual degree programs:

- Master of Arts in Ministry Leadership with Master of Business Administration
- Master of Arts in Ministry Leadership with Master in Teaching
- Master of Arts in Ministry Leadership with Master of Education

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.

FIVE-YEAR BACHELOR'S AND MASTER'S PROGRAM

College..... Business, Education, Ministry, Social & Behavioral Sciences

Academic Awards..... Master of Arts, Master of Business Administration, Master of Education, Master in Teaching, Master in Ministry, Bachelor of Arts

The five-year approach to completing Bachelor's and Master's degrees are accelerated programs that allow a student to begin taking graduate courses during their junior and senior years, applying those credits to both their undergraduate major and the graduate degree. The student is then able to complete the remainder of the graduate program in the following 12 to 18 months, thus eliminating approximately one year of college tuition.

Students will have the opportunity to complete up to 18 graduate level credits as part of this program. Depending on individual graduate program requirements, students may be limited to completion of 12 graduate credits as an undergraduate. In addition, students will be limited to 6 graduate credits each semester.

In order to be prepared for graduate level work, students will need to have previously demonstrated a high level of academic capacity. Due to differences in delivery models, students will need to work closely with their undergraduate academic advisor and the graduate program to select courses and ensure degree requirements are satisfied.

Program Offerings

The following graduate programs will be available for students to choose from:

College of Business: Master of Business Administration

College of Education: Master of Education or Master in Teaching (with approved endorsement-related bachelor's degrees: Biology, English, Environmental Science, History, Interdisciplinary Studies, Math, Music, Music Ministry, Pastoral Ministry, Psychology)

College of Ministry: Master of Arts in Bible and Theology, Master of Arts in Ministry Leadership, or Master in Ministry

College of Social and Behavioral Sciences: Master of Arts in International Community Development

Notes:

- A minimum of 12 elective credits within an undergraduate degree is typically necessary for completing bachelor's and master's degrees within five years.
- Undergraduate students are limited to one online course each semester.
- Students transferring credit will require individual evaluation based on credits completed and degrees pursued.

Requirements

The requirements and expectations for students include (please also see specific program application):

- Apply to the program at the end of sophomore year or beginning of junior year with a cumulative GPA of at least 3.3 or above. Application includes an essay describing interest in program.
- Applicants will be required to meet the eligibility requirements for the graduate program.
- Generally students will take 3-6 graduate level credits and 6-9 undergraduate credits each semester (second semester junior, fall and spring senior years). The junior and senior year credits are charged at the undergraduate tuition rate. All remaining undergraduate credits must be completed at Northwest.
- No more than 18 graduate level credits may be taken while still an undergraduate.
- No more than 6 graduate level credits may be taken during one semester.
- Once students complete all undergraduate courses, they will be charged at the graduate tuition rate for their program.
- Maintain 3.3 GPA during junior and senior year.

- Students take all required courses for graduate program.
- This program is not available to students enrolled in CAPS programs.
- Students will need to replace undergraduate requirements or elective credits with graduate

course work. Students can substitute courses for their undergraduate major by taking equivalent graduate level courses listed in the following equivalency tables below.

- Transfer students must complete one semester at NU before applying to this program.

FIVE-YEAR BACHELOR'S AND MASTER'S PROGRAM

Overview of Degree Requirements

The following reflect how graduate level courses will be applied to undergraduate courses.

College of Business

MASTER OF BUSINESS ADMINISTRATION ----- 12

Students who are not pursuing a Business degree will be required to take BUSM 5001 – Business Foundations Seminar or tutorial.

Graduate Course	Substitutes for Undergraduate Requirement
BUSM 5073 Management Communications.....	BMGT Elective
BUSM 5413 Organizational Management	BUSM Elective
BUSM 5463 Operations Management	BUSM Elective
BUSM 5573 Financial Management	BACT/BFIN Elective

College of Education

MASTER OF EDUCATION; MASTER IN TEACHING ----- 12

Students who are pursuing the Master of Education will be required to participate in relevant work or volunteer activities during their fifth year.

Graduate Course	Substitutes for Undergraduate Requirement
EDMA 5073 Community Engagement/Student Achievement	EDUC Elective
EDMA 5083 Action Research	EDUC Elective
EDMA 5613 The Integrated Teacher.....	EDUC Elective
EDMA 5833 Learning Strategies and Applied Technology	EDUC Elective

College of Ministry

MA in BIBLE AND THEOLOGY; MA in MINISTRY LEADERSHIP; MASTER IN MINISTRY ----- 18

Students who complete the undergraduate BIBL 2553 – Biblical Interpretation course with a B+ or higher will be allowed to take a BIBL Elective in place of the graduate course, BIBL 5553 – Reading the Bible.

Graduate Course	Substitutes for Undergraduate Requirement
BIBL 5253 Corinthian Correspondence	BIBL 3253 Corinthian Correspondence
BIBL 5303 Entering the Biblical Narrative.....	BIBL Elective
BIBL 6413 Deuteronomy.....	BIBL Elective
LANG 6413 Hebrew I.....	LANG 2113 Biblical Hebrew I
LANG 6423 Hebrew II	LANG 2123 Biblical Hebrew II
LANG 6513 Greek I.....	LANG 2213 New Testament Greek I
LANG 6523 Greek II	LANG 2223 New Testament Greek II
PMIN 5253 Spiritual Formation & Development.....	CMIN 2203 Discipleship & Spiritual Formation
PMIN 5413 Ministry Essentials.....	THEO 3413 Theology of Ministry Essentials
PMIN 6193 Pastoral Care & Human Development	PMIN 3513 Pastoral Care & Counseling
THEO 5223 Systematic Theology	THEO 3223 Systematic Theology II
THEO 6423 A History of Christian Theology.....	CHIS Elective

College of Social and Behavioral Sciences

MA in INTERNATIONAL COMMUNITY DEVELOPMENT ----- 16

Graduate Course	Substitutes for Undergraduate Requirement
GLST 5153 Research for Social Change	PSYC Elective
GLST 5313 Community Development	PSYC Elective
GLST 5503 Culture Studies in a Global Context.....	PSYC Elective
GLST 5673 Globalization & Development.....	PSYC Elective
GLST 5932 Practicum in Project Management	PSYC Elective
GLST 5942 Practicum in Funding and Grant Writing	PSYC Elective

In the case of a student majoring in Environmental Science (Environmental Policy Track) who is accepted into the 5 year BA-MA program, the following substitutions will apply:

Graduate Course	Substitutes for Undergraduate Requirement
GLST 5153 Research for Social Change	SCIE 4923 Research Topics
GLST 5313 Community Development	SOCI 1113 Survey of Sociology
GLST 5503 Culture Studies in a Global Context.....	PHIL 2753 Introduction to Philosophy
GLST 5673 Globalization & Development.....	Elective
GLST 5932 Practicum in Project Management	Elective
GLST 5942 Practicum in Funding and Grant Writing	Elective

CENTER FOR LEADERSHIP STUDIES



A word from the Director.

Lead the Leaders

The Center for Leadership Studies (CFLS) at Northwest University is home to our interdisciplinary Ph.D. and Ed.D. programs in Organizational Leadership. These degrees empower students to develop the theory and skills necessary to lead the leaders of our day.

Graduates are equipped for leadership, consulting, and teaching roles across the fields of education, business, Christian ministry, and beyond. The Center serves to coordinate the contributions of our Colleges to the doctoral programs, and as a support base for our students, facilitating their success and dissertation completion.

Our programs offer small, highly diverse cohorts experiencing an inter-disciplinary model of instruction that produces transformative learning. Every student has the opportunity to choose from Concentrations in Business Leadership and Consulting, District and School Leadership, Higher Education Leadership, and Leading Ministry Organizations.

The Ph.D. and Ed.D. degrees prepare students for influence at the strategic level across a variety of fields. Our graduates will be writing the books others are reading and guiding the organizations others are copying. These accomplishments will happen the “Northwest Way,” characterized by spiritual vitality, academic excellence and social engagement.

At the CFLS we understand rigorous doctoral training not as an end in itself, but as a means of shaping the future of our key institutions in a Godward direction.

We hope you will join us in that journey!

– Earl Creps, Ph.D., D.Min.
Director, Center for Leadership Studies

LEADERSHIP STUDIES

Center.....Leadership Studies

College.....Ministry

Academic Award.....Master of Arts

Credits Required.....36 semester credits

Faculty Lead.....Joshua Ziefle

Cognates.....Ministry Leadership

Northwest University MA in Leadership Studies 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.

Graduates with a MA in Leadership Studies will be able to:

1. Discuss the central features of foundational leadership theories as they apply to organizational settings
2. Evaluate effective leadership strategies as they relate to positively influencing organizational culture.
3. Analyze the applicability of organizational change approaches to various institutional settings.
4. Develop a strategy of self-development and self-leadership.
5. Formulate personal ethical standards to guide decision making.

Academic Progress

Students whose academic histories reflect a GPA below 2.7 (“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.

Master of Arts in Leadership Studies

LDRS 5173 Leadership Theory	3
LDRS 5283 Group Dynamics and Personnel Development	3
LDRS 5383 Organizational Leadership	3
LDRS 5493 Leading Change	3
LDRS 5543 Organizational Communication and Conflict Resolution	3
LDRS 5673 Leadership Ethics and Virtues	3

Cognate Electives 18

Ministry Leadership Cognate

PMIN 5253 Spiritual Formation and Development.....	3
PMIN 6193 Pastoral Care and Human Development.....	3
Ministry Leadership Electives	12

(Graduate level credits selected from BIBL, CHIS, CMIN, PMIN, and THEO)

TOTAL: 36 SEMESTER CREDITS

ORGANIZATIONAL LEADERSHIP

Center	Leadership Studies
Academic Award	Doctor of Philosophy; Doctor of Education
Credits Required	72 semester credits; 60 semester credits
Faculty Lead	Earl Creps
Concentrations	Business Leadership and Consulting, District and School Leadership, Higher Education Leadership, Leading Ministry Organizations

The Center for Leadership Studies (CFLS) is home to Northwest's interdisciplinary Ph.D. and Ed.D. programs in Organizational Leadership. These degrees prepare students to lead the leaders of our day across the fields of education, business, Christian ministry, and beyond.

The Center coordinates these programs and serves as a support base for our students, facilitating their success and dissertation completion.

Financial Support

The CFLS offers four types of financial assistance. In the first year, every student is eligible for merit-based funding. Non-profit employees can qualify for a discount matching their employer's contribution. Also, grants are available for dissertation research and travel to professional presentations. View CFLS Scholarships

Two Degree Options

The Ph.D. focuses on scholarship, original research, and the generation of new theory. Our Ed.D. is shorter and more practical, helping students apply existing research to problems in the field.

Four Concentrations

Students have access to four Concentrations: Leading Ministry Organizations, District and School Leadership, Higher Education Leadership, and Business Leadership and Consulting.

Cohort-based

Our programs offer small, diverse cohorts. Students learn alongside peers who encourage and challenge each other to grow.

Hybrid Delivery

Students study in a mix of classes held on-campus, online, and "on the road" at major, field-specific professional conferences.

Distinguished Faculty

Our professors draw from both academic research and real-world professional experience to offer a holistic learning environment.

Integrated Faith and Learning

The programs integrate a Christian perspective that draws from the highest intellectual level and the depths of faith simultaneously.

Interdisciplinary Instruction

Bringing together diverse students with outstanding professors from a variety of disciplines produces a rich transformative learning experience.

Integrated Schedule

Each term features Core, Concentration, and Dissertation classes so students are working on their dissertation research and writing skills from day one.

Unique Learning Environment

Northwest is located among many of the most influential business and non-profit organizations of our time, such as Microsoft, Google, Amazon, World Vision, and the Bill and Melinda Gates Foundation.

Admission Criteria

- Master's degree from a regionally accredited college or university.
- Grade point average (GPA) of 3.0 on a 4.0 scale.
- Completed online application
- Three references including one academic reference
- Official (sealed) transcripts from all colleges and universities attended
- GRE general test scores (taken within the last 5 years) for the Ph.D. program. Applicants to the Ed.D. are not required to take the GRE.
- Current resume or curriculum vitae (CV)
- Writing sample answering the essay prompts available on the CFLS online application.
- Application Deadlines:
 - July term due by June 1st.

Once potential students have submitted their completed application along with all the application materials, each applicant will have an individual or group interview with the CFLS Admissions Committee.

Applicants who meet or exceed the above criteria must also exhibit qualities consistent with the ethos of the Center for Leadership Studies. The cohort model places great responsibility on faculty and students to work together to create a positive, supportive, and collaborative learning environment. Students must be committed to personal responsibility, time management, professional ethics, and interpersonal integrity to be successful in the program.

The CFLS Admissions Committee seeks to ascertain each student's degree of readiness for this type of learning environment. It is the responsibility and authority of the Admissions Committee to determine an applicant's degree of compatibility with the ethos of this program.

Credit Transfer

Students may be allowed to transfer a maximum of 12 graduate credits from other regionally accredited colleges and universities provided the CFLS can determine the credit equivalency of the coursework, the credits were earned no more than ten years prior to the student's enrollment in a CFLS degree program, and the transfer credits are awarded prior to registering for NU courses. In special circumstances, student may file an appeal with the CFLS Director for waiver of the ten-year time limit. There is no charge for transferred courses and transferred credits do not apply towards

financial aid awards. Students must initiate credit transfer by contacting the CFLS office.

Program Transfer

A limited number of Ed.D. students may qualify for transfer to the Ph.D. program each academic year. Transfer applicants must have demonstrated academic excellence, a positive contribution to their cohort, and overall program fit. Transfers will be approved by the CFLS Admissions Committee.

Student Assessment

The student's academic development is assessed annually by the CFLS Director assisted by a faculty committee. These assessments evaluate a student's adjustment to the program, working relationship with faculty and other students, academic progress, writing quality, function within his or her cohort, professional development, and personal challenges requiring assistance. However, successfully passing each annual assessment does not ensure approval of the student's dissertation or continuation in the program. (See Probation under Academic Policy). Should a student's annual assessment indicate an area of major concern, the CFLS Director will work with the committee to intervene in the student's experience in ways that enhance the possibilities for a successful outcome.

The progress assessment is conducted during the summer semester and the results of this assessment will be given to the student. If a student's progress assessment indicates an area of concern, the CFLS Director will meet with the student to discuss the concern. A plan will be formulated to resolve the concern, and failure to successfully deal with the problematic area may result in dismissal from the program.

Comprehensive Examinations

The Comprehensive Exam is designed to assess a student's mastery of the program competencies. The exam is administered during the student's second (Ed.D.) or third (Ph.D.) year. Furthermore, a student must successfully pass the research methods section of the Comprehensive exam before defending his or her dissertation proposal.

Completion of the Ph.D. will require comprehensive examinations over three areas: leadership theory, research methods, and critical issues related to concentration; the Ed.D. exams will be over two areas: leadership theory and critical issue related to concentration.

If a student does not pass one section of the comprehensive exam, he or she will be allowed to retake only that section. The retake will occur no

sooner than 60 days after the date of the original exam. This waiting period allows the student adequate time to study for his or her retake. If the student fails the retake exam, he or she must retake the entire exam the following year. For this entire exam retake the student must pass every section of the exam. In other words, the student cannot fail one section (even if that section is different than the initial section failed) on the retake of the whole exam. If the student does fail any section of the retake of the entire exam, he or she will not be allowed to continue in the program. Additionally, the student will not be allowed to proceed with dissertation writing until he or she has successfully completed all portions of the Comprehensive exam.

Doctoral Dissertation

The dissertation component of the Ph.D. and Ed.D programs provides each student with the opportunity to demonstrate mastery of the literature in her or his subject field, knowledge and skill in research methodology, the ability to execute and report on original research, and a high capacity for scholarly writing.

Ph.D. dissertations will be original research resulting in theory extension and/or generation, while Ed.D. dissertations will center on application of existing theory to a current problem resulting in knowledge generation.

Academic and Professional Requirements

Grade Point Average

Students must earn a grade of B- or above in all CFLS courses, and maintain a minimum cumulative GPA of 3.0. Further, students must successfully pass all sections of the Comprehensive Exam (a passing score is a minimum of 80%). Refer to the Comprehensive Exam section of this handbook for further information.

In addition to successfully passing course and examination requirements, students must successfully demonstrate proficiency on each program competency. These competencies are evaluated using a variety of methods throughout the program. Such evaluation methods include course work, Comprehensive exam, dissertation, course writing assignments, and annual evaluations by faculty. Competencies are evaluated on a 1 through 5 scale: 1=Below Standard, 2=Partial fulfillment, 3=Standard met, 4=Above Standard, 5=Excellent demonstration of competency. Students must achieve a score of at least 3 on all competencies in order to graduate from the program. Should a student's performance fall below a 3 on a given competency, he or she will be notified that improvement is necessary and may be

placed on probation (see Probation Policies within this handbook).

Students must continuously demonstrate professional ethics and conduct, interpersonal and relationship skills, emotional maturity and self-awareness expected of leadership professionals. Students' demonstration of these standards will be evaluated annually. Failure to adhere to these standards may be cause for probation or dismissal from the program at any time (see Dismissal from the program).

Program Continuation

If a student is finishing degree requirements (e.g. dissertation) beyond the fourth year of the Ph.D. program or the third year of the Ed.D., the student is considered to be in continuation. The student must remain enrolled in the appropriate continuation courses (e.g. LDRS 8963 Dissertation Writing, etc.) each semester until the students complete the remaining degree requirements.

Should a student choose to not register for a semester while in continuation, the student will be considered on leave without permission and, therefore, will be unable to complete work for her or his dissertation (e.g. unable to seek Chair assistance, apply to the institutional review board, or defend a proposal or final dissertation). Should a student, after a leave of absence without permission, wish to continue in the program, he or she will need to apply for re-admittance and students will be charged the tuition for the continuation courses for the semesters the student was not enrolled.

Re-Admittance Procedure

In order to be re-admitted into the program after taking a leave of absence, the student will need to complete a re-admittance form and meet with CFLS staff or faculty to development a plan for program completion.

Students experiencing personal problems:

Students encountering personal problems are encouraged to seek out professional counseling support when appropriate. Northwest's College of Social and Behavioral Sciences staff (also located on the second floor of the 6710 Building) may be able provide information about possible low-cost counseling services available to students. Additionally, students are strongly encouraged to engage in regular self-care and stress management activities such: as taking days off from schoolwork, spending time with friends and family, fostering a support group, exercising, eating a balanced diet, and getting adequate sleep.

Graduation Requirements

- Completion of all required coursework for Ph.D. or Ed.D.
- Director's recommendation for continuation in the program after each annual review
- Maintain a minimum cumulative GPA of 3.0
- Passing grade for all required comprehensive examinations
- Approval of dissertation proposal and dissertation final document by Dissertation Committee

ORGANIZATIONAL LEADERSHIP

Academic Award Doctor of Philosophy

Credits Required 72 semester credits

Faculty Lead Earl Creps

Concentrations Business Leadership and Consulting, District and School Leadership, Higher Education Leadership, Leading Ministry Organizations

Graduates of the Ph.D. in Organizational Leadership program are trained in research methodology and equipped to analyze literature, conduct and publish original research, and apply relevant theories to current issues and field practice. The curriculum for the Ph.D. requires a total of 72 credits. The coursework and dissertation process are structured for full-time students to be able to complete the Ph.D. in four years.

Graduates with a Ph.D. in Organizational Leadership will be able to:

1. Evaluate the strengths and weaknesses of competing leadership theories as applied to current organizational challenges.
2. Conduct high-quality original research that expands organizational leadership theory.
3. Demonstrate effective presentation skills.
4. Cultivate positive interpersonal skills that promote healthy organizations.
5. Articulate a compelling Christian perspective for addressing ethical challenges.
6. Apply leadership theory to the challenge and opportunity of diverse perspectives in organizational settings.

PH.D. IN ORGANIZATIONAL LEADERSHIP

Major Core.....	36
LDRS 7053 Advanced Leadership Theory	3
LDRS 7103 Organizational Theory	3
LDRS 7153 Organizational Change.....	3
LDRS 7213 Leadership and Diversity	3
LDRS 7253 Organizational Culture.....	3
LDRS 7323 Organizational Communication	3
LDRS 7343 Leadership and Ethics	3
LDRS 7373 Contemporary Issues in Organizational Leadership Research	3
LDRS 7453 Critical Inquiry.....	3
LDRS 7473 Quantitative Research and Statistics	3
LDRS 7483 Qualitative Research	3
LDRS 7573 Advanced Research Methods.....	3
Research Course	6
LDRS 8731-3 Research Seminars.....	6
Dissertation	12
LDRS 8903 Guided Reading	3
LDRS 8923 Dissertation Proposal	3
LDRS 8943 Dissertation Research.....	3
LDRS 8963 Dissertation Writing.....	3
Concentration Electives.....	18
<i>Concentrations are offered through the following Colleges:</i>	
<u>College of Business</u>	
Business Leadership and Consulting	18
<u>College of Education</u>	
District and School Leadership	18
Higher Education Leadership	18
<u>College of Ministry</u>	
Leading Ministry Organizations	18
TOTAL: 72 SEMESTER CREDITS	

ORGANIZATIONAL LEADERSHIP

Academic Award Doctor of Education

Credits Required 60 semester credits

Faculty Lead Earl Creps

Concentrations Business Leadership and Consulting, District and School Leadership, Higher Education Leadership, Leading Ministry Organizations

Graduates of the Ed.D. in Organizational Leadership program are equipped to analyze theory and apply best practices from research to current challenges in their field. The curriculum for the Ed.D. requires a total of 60 credits. The coursework and dissertation process are structured for full-time students to be able to complete the Ed.D. in three years.

Graduates with an Ed.D. in Organizational Leadership will be able to:

1. Evaluate the strengths and weaknesses of competing leadership theories as applied to current organizational challenges.
2. Apply relevant organizational leadership research in organizational settings.
3. Demonstrate effective presentation skills.
4. Cultivate positive interpersonal skills that promote healthy organizations.
5. Articulate a compelling Christian perspective for addressing ethical challenges.
6. Apply leadership theory to the challenge and opportunity of diverse perspectives in organizational settings.

ED.D. IN ORGANIZATIONAL LEADERSHIP

Major Core.....	30
LDRS 7053 Advanced Leadership Theory	3
LDRS 7103 Organizational Theory	3
LDRS 7153 Organizational Change.....	3
LDRS 7213 Leadership and Diversity	3
LDRS 7253 Organizational Culture	3
LDRS 7323 Organizational Communication	3
LDRS 7343 Leadership and Ethics	3
LDRS 7453 Critical Inquiry.....	3
LDRS 7473 Quantitative Research and Statistics	3
LDRS 7483 Qualitative Research	3
Dissertation	12
LDRS 8903 Guided Reading	3
LDRS 8923 Dissertation Proposal	3
LDRS 8943 Dissertation Research.....	3
LDRS 8963 Dissertation Writing.....	3
Concentration Electives.....	18
<i>Concentrations are offered through the following Colleges:</i>	
<u>College of Business</u>	
Business Leadership and Consulting	18
<u>College of Education</u>	
District and School Leadership.....	18
Higher Education Leadership	18
<u>College of Ministry</u>	
Leading Ministry Organizations	18

TOTAL: 60 SEMESTER CREDITS

PH.D./ED.D. CONCENTRATIONS

College of Business Concentration: Business Leadership and Consulting

The business concentration in the Organizational Leadership doctoral programs integrates business theory with practice. Graduates will be able to use their expertise to benefit companies they already work for or to assist organizations as consultants.

Graduate with a concentration in Business Leadership and Consulting will be able to:

1. Apply critical thinking to address business problems and opportunities.
2. Propose a strategic growth plan for an organization.
3. Evaluate qualitative external and internal data to support business analysis.
4. Construct a plan to resolve organizational conflict.

Business Leadership and Consulting Concentration.....18

BUSM 7073 Strategic Thinking and Planning	3
BUSM 7113 Financial Management	3
BUSM 7223 Data-driven Decisions	3
BUSM 7353 Conflict Management.....	3
BUSM 7523 Managing Innovation	3
BUSM 7603 Organizational Consulting	3

College of Education Concentration: District and School Leadership

Graduates in a concentration in District and School Leadership will be able to:

1. Develop an understanding of the principles of district and school leadership fiscally responsible budgeting, transformative vision-casting for school improvement, and strong instructional leadership.
2. Create a portfolio of artifacts demonstrating the candidates’ skills and knowledge relative to the Washington State Principal Standards and in preparation for a Washington State Residency Certificate.
3. Contribute new insights to the body of knowledge surrounding district and school leadership (Ph.D.)
4. Apply current theory and knowledge surrounding district and school leadership to a real-world problem or situations (Ed.D.)

District and School Leadership Concentration.....18

EDMA 7193 Visionary Leadership for School Improvement	3
EDMA 7253 Educational Law and Ethics.....	3
EDMA 7373 Transforming School Culture	3
EDMA 7383 Community Care and Engagement	3
EDMA 7433 Teacher Empowerment and Evaluation	3
EDMA 7463 Resource Management for School Improvement	3

** A 600-hour Principal Internship is embedded into the 6 classes required in the program.

College of Education Concentration: Higher Education Leadership

Graduates in a concentration in Higher Education Leadership will be able to:

1. Gain a broad knowledge of higher education;
2. Develop theoretical understanding and practical application of leadership as applied within the context of higher education.
3. Contribute new insights to the body of knowledge surrounding higher education (Ph.D.)
4. Apply Current theory and knowledge surrounding higher education to a real-worlds problem or situation (Ed.D.)

Higher Education Leadership Concentration18

EDMA 7123 Higher Education Leadership.....	3
EDMA 7143 History of Higher Education	3
EDMA 7393 Higher Education Finance.....	3
EDMA 7443 Post-Secondary Assessment.....	3
EDMA 7513 Student Development Theory and Research	3
EDMA 7533 Current Issues and Innovation in Higher Education	3

College of Ministry Concentration: Leading Ministry Organizations

A comprehensive doctoral concentration in Leading Ministry Organizations taught from a biblical worldview.

Graduates with a concentration in Leading Ministry Organizations will be able to:

1. Evaluate historical, theological and organizational theories related to ministry organizations.
2. Create spiritual formation plans for those in ecclesial leadership.
3. Analyze the distinctive elements of Christian spirituality in organizations.
4. Conduct original research on ecclesial leadership as it relates to today's ministry organizations.
5. Evaluate the performance of ministry organizations based on data, to produce evidence-based conclusions, leading to the development of new theory and practice.

Leading Ministry Organizations Concentration.....18

CHIS 7043 Historical Models of Ministry Leadership	3
INCS 7163 Current Issues in Missiology.....	3
PMIN 7263 Transforming Ministry Organizations.....	3
PMIN 7403 Self-Leadership in Organizational Life.....	3
PMIN 7433 Performance Evaluation in Ministry Organizations	3
THEO7563 A Theology of Christian Organizations	3

COLLEGE OF BUSINESS



A Word from the Dean:

The College of Business 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, College of Business

COLLEGE OF BUSINESS

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 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

MBA graduates will be able to:

1. Develop strategy based upon analysis of Finance, Operations, Marketing, and Management.
2. Create innovative business processes, products and solutions through critical thinking and problem solving.
3. Design clear and strategic professional communications.
4. Evaluate ethical issues in business and leadership through the framework of truth and personal integrity.
5. Manage project teams and processes effectively and efficiently

MASTER OF BUSINESS ADMINISTRATION

CollegeBusiness

Academic AwardMBA

Credits Required39 semester credits

Faculty LeadTeresa Gillespie

ConcentrationsLeadership, Non-Profit Management, Project Management, Public Safety 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 master's degree or a 3.0 undergraduate GPA.
- A completed application.
- 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 an online tutorial prior to their first MBA finance or accounting course at the start of their second year.
- MBA students may transfer up to 9 credit hours of eligible graduate level coursework (subject to Program Director's approval) from an accredited institution towards their degree.

Finance and Accounting Prerequisite 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 an online tutorial.

- BUSM 5001 Business Foundations Seminar

Work Experience

Work experience as a business professional is necessary for successful completion of the MBA degree. Admitted students without such experience will satisfy this curricular requirement with an internship or graduate practicum.

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.

Master of Business Administration

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 can be completed in 23 months.

BUSM 5001 Business Foundations Seminar*	1
<i>(*required for non-business undergraduates)</i>	
BUSM 5073 Management Communications.....	3
BUSM 5253 Business Innovation and Research.....	3
BUSM 5413 Organizational Management	3
BUSM 5433 Project Management	3
BUSM 5453 Marketing Management	3
BUSM 5463 Operations Management	3
BUSM 5573 Financial Management.....	3
BUSM 6253 Intermediate Accounting for Managers.....	3
BUSM 6753 Corporate Strategy	3
BUSM 6123 International Business	3
BUSM 6513 Legal & Ethical Responsibility	3
BUSM 6xx3 Business Electives**	6

TOTAL: 39 SEMESTER CREDITS

(*40 credits for non-business majors)

****Elective Choices may include:**

Agile Project Management, Graduate Internship, Informational Management, Leadership Challenges, Management Consulting, and Nonprofit Management.

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. Some of these courses may only be available in an online delivery format.

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

BUSM 5213	Leadership Challenges.....	3
BUSM 5413	Organizational Management.....	3
BUSM 6183	Management Consulting.....	3

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

BUSM 5213	Leadership Challenges.....	3
BUSM 5533	Human Resource Management for Nonprofit Managers.....	3
BUSM 6423	Management of Nonprofits.....	3

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

BUSM 5173	Risk Management.....	3
BUSM 5213	Leadership Challenges.....	3
BUSM 5433	Project Management.....	3
BUSM 5533	Human Resource Management for Project Management Professionals ..	3
BUSM 5663	Agile Project Management	3
BUSM 6183	Management Consulting.....	3

MBA with a Concentration in Public Safety Administration – Students may receive a MBA with a Concentration in Public Safety Administration by selecting the following courses:

PSAD 5203	Public Safety Administration.....	3
BUSM 5213	Leadership Challenges.....	3
BUSM 5533	Human Resource Management for Public Safety Administrators	3

Master of Business Administration-Online Campus

Students complete one course at a time. Each online course lasts for eight weeks.

BUSM 5213 Leadership Challenges	3
BUSM 5253 Business Innovation and Research	3
BUSM 5313 Information Technology Management.....	3
BUSM 5413 Organizational Management	3
BUSM 5433 Project Management	3
BUSM 5453 Marketing Management	3
BUSM 5463 Operations Management	3
BUSM 5533 Human Resource Management	3
BUSM 5573 Financial Management.....	3
BUSM 6253 Intermediate Accounting for Managers.....	3
BUSM 6513 Legal & Ethical Responsibility	3
BUSM 6753 Corporate Strategy	3
<i>Select one of the following based on chosen Concentration:</i>	3
General Concentration:	
BUSM 6123 International Business (3)	
Nonprofit Management:	
BUSM 6423 Management for Nonprofits (3)	
Project Management	
BUSM 5663 Agile Project Management (3)	
Public Safety Administration	
PSAD 5203 Public Safety Administration (3)	

TOTAL: 39 SEMESTER CREDITS

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

- BUSM 5213 Leadership Challenges
- BUSM 5533 Human Resource Management for Nonprofit Managers
- BUSM 6423 Management of Nonprofits

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

- BUSM 5213 Leadership Challenges
- BUSM 5533 Human Resource Management for Project Management Professionals
- BUSM 5663 Agile Project Management

MBA with a Concentration in Public Safety Administration – Students may receive a MBA with a Concentration in Public Safety Administration by selecting the following courses:

- BUSM 5213 Leadership Challenges
- BUSM 5533 Human Resource Management for Public Safety Administrators
- PSAD 5203 Public Safety Administration

5-year BA/MBA

This accelerated, dual-degree program is designed to graduate students with a combined Bachelor of Arts in a Business major and Master in Business Administration (MBA) degree within five years. The combined degrees prepare students for professional careers in business, government or nonprofit organizations. Students begin taking four first-year MBA courses in their senior year and apply those 12 credits to their undergraduate requirements. The student is then able to finish the rest of the MBA in the following year, thus eliminating a year of college tuition.

Requirements:

1. Apply to the program at the beginning of the Junior Year with a cumulative GPA of at least 3.3 or above. Submit an essay describing why they want to be in the program.
2. Generally students will take six MBA credits and six undergraduate credits each semester of their senior year. The senior year credits are charged at the undergraduate tuition rate. All remaining undergraduate credits must be completed at Northwest University. Students may take no more than 15 total credits (MBA and undergrad combined) each semester in their senior year. No more than 12 MBA credits may be taken while still an undergraduate. Once students complete all undergraduate course, they will be charged at the MBA tuition rate as they continue on to MBA courses.
3. Maintain 3.3 Cumulative GPA during their Senior Year.
4. Since professional business experience is required for all MBA students, student in this program will be required to take the MBA Graduate Internship course as one of their electives.
5. Students complete all 39 of the required MBA credits.
6. This program is not available to the Business Management and Organizational Management majors offered in the Adult Evening or Online programs.
7. Since Accounting, Marketing, Music Business, and International Business majors have discrete major requirements, students of these majors will need to substitute elective credits for their MBA course work in their senior year. The Business Administration and Management majors can substitute one or two courses from their undergraduate major.

Undergraduate Senior Year (Fall/Spring)

BUSM 5073	Management Communication.....	3
BUSM 5413	Organizational Management.....	3
BUSM 5463	Operations Management.....	3
BUSM 5573	Financial Management	3

Graduate MBA Year (Summer, Fall, Spring, Summer)

BUSM 5253	Business Innovation and Research	3
BUSM 5313	Information Technology Management	3
BUSM 5453	Marketing Management.....	3
BUSM 6123	International Business	3
BUSM 6253	Intermediate Accounting for Managers	3
BUSM 6513	Legal & Ethical Responsibility.....	3
BUSM 6753	Corporate Strategy.....	3
BUSM 6963	Graduate Business Internship	3
BUSM 6xx3	MBA Business Elective.....	3

COLLEGE 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 College of Education we prepare learner-centered, adaptive and holistic educators who help P-12 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 P-12 students.

The Master of Education (M.Ed.) in Curriculum and Instruction is a 21-month, continuing education program for certificated teachers and other educators. Candidates focus on a selected area of interest, including concentrations in District and School Leadership, Special Education, Teacher Leadership, and English Language Learner. In all of our College of Education graduate programs you will learn from faculty with strong academic knowledge and practical classroom and school 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.

- Molly Quick, Ph.D.
Dean, College of Education

MASTER IN TEACHING

College Education

Academic Award Master in Teaching

Credits Required 30 semester credits

Faculty Lead Molly Quick

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.

Program Highlights

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.

Transfer Credits

College of Education Master's students may transfer up to 6 credit hours of eligible graduate level coursework (subject to Program Director's approval) from an accredited institution towards their degree.

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.

Master in Teaching

MIT CORE CURRICULUM ----- 16

EDMA 5013 Instructional Design	3
EDMA 5022 Classroom Management.....	2
EDMA 5033 Data-Driven Instruction	3
EDMA 5042 Learning Psychology & Student Needs	2
EDMA 5062 Educational Research Methods.....	2
<i>Select one of the following:</i>	2
EDMA 5272 Elementary Classroom Management	
EDMA 5282 Secondary Classroom Management	
EDMA 5300 Technology Seminar	0
EDMA 5421 Safety and Legal Issues Seminar	1
EDMA 5561 Professional Seminar	1
EDMA 5661 edTPA Seminar I.....	1
EDMA 5671 edTPA Seminar II	1

ELEMENTARY ENDORSEMENT METHODS ----- 6

EDMA 5342 Reading & Language Arts Methods	2
EDMA 5352 Elementary Mathematics and Science Methods	2
EDMA 5362 Social Studies & Arts Methods.....	2

SECONDARY METHODS ----- 6

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

STUDENT TEACHING ----- 8

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

TOTAL: 30 SEMESTER CREDITS

Endorsements:

<ul style="list-style-type: none"> Biology (5-12) Elementary (K-8) English/Language Arts (5-12) English Language Learners (K-12) Health and Fitness (K-12) Mathematics (5-12) 	<ul style="list-style-type: none"> Middle Level (4-9): Humanities, Mathematics, or Science Music – Instrumental/Choral (K-12) Physics (5-12) Social Studies (5-12) Theatre Arts (K-12)
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Master in Teaching-Online Campus

The Northwest University Grow-Your-Own (GYO) alternative routes program offers online academics with rich field experience. This program is run in conjunction with our GYO partner school districts and is aimed at paraeducators or those with conditional certifications employed within the partner districts.

Post-graduate students commit to a three semester learning experience, in order to earn 30 credits for the MIT degree. The credit requirements include student teaching (6 credits) plus graduate level coursework (24 credits). Classes are in an online delivery format

MIT CORE CURRICULUM -----30

EDMA 5013	Instructional Design.....	3
EDMA 5033	Data-Driven Instruction	3
EDMA 5093	Foundations of Learning	3
<i>Select one of the following:</i>		3
EDMA 5273	Elementary Classroom Management	
EDMA 5283	Secondary Classroom Management	
EDMA 5663	Professional/edTPA Support Seminar	3
EDMA 5xx3	Content Methods I.....	3
EDMA 5xx3	Content Methods II	3
EDMA 5xx3	Content Methods III.....	3
EDMA 5913	Student Teaching I	3
EDMA 5923	Student Teaching II.....	0
EDMA 5933	Student Teaching III.....	0
EDMA 5943	Student Teaching IV	0
EDMA 5953	Student Teaching II.....	3

TOTAL: 30 SEMESTER CREDITS

MASTER OF EDUCATION

CollegeEducation

Academic AwardMaster of Education

Credits Required36 semester credits

Faculty LeadMolly Quick

ConcentrationsDistrict and School Leadership, Teacher Leadership, English Language Learner (ELL), Special Education (SPED)

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 four concentrations: District and School Leadership, Teacher Leadership, English Language Learner (ELL), or Special Education (SPED).

Program Highlights

The five-semester, thirty-credit curriculum offers advanced coursework on learning theory, educational standards, assessment, teacher leadership and collaboration, and family engagement. Courses are offered in two formats: online and on-campus/hybrid. 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 four concentrations

(Students complete the Core Curriculum and one Concentration; courses are offered in two formats: online and on-campus.)

Transfer Credits

College of Education Master's students may transfer up to 6 credit hours of eligible graduate level coursework (subject to Program Director's approval) from an accredited institution towards their degree.

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.

Master of Education: Curriculum and Instruction

CORE CURRICULUM ----- 6

EDMA 5083 Action Research	3
EDMA 5543 Current Educational Issues and Trends	3

CONCENTRATION (*Select one concentration from the following*) ----- 24

District and School Leadership Concentration

EDMA 5523 Educational Standards and Accountability	3
EDMA 6193 Visionary Leadership for School Improvement	3
EDMA 6253 Educational Law and Ethics	3
EDMA 6373 Transforming School Culture	3
EDMA 6383 Community Care and Engagement	3
EDMA 6433 Teacher Empowerment and Evaluation	3
EDMA 6463 Resource Management for School Improvement	3
EDMA xxx3 Graduate level elective	3

Teacher Leadership Concentration

EDMA 5503 Advanced Instructional Practice	3
EDMA 5523 Educational Standards and Accountability	3
EDMA 5873 Leadership and Organizational Change	3
EDMA 5613 The Integrated Teacher	3
EDMA 6193 Visionary Leadership for School Improvement	3
EDMA 6373 Transforming School Culture	3
EDMA 6383 Community Care and Engagement	3
EDMA xxx3 Graduate level elective	3

English Language Learner (ELL) Concentration

EDMA 5503 Advanced Instructional Practice	3
EDMA 5103 Introduction to English Language Learning	3
EDMA 5113 Methods and Materials for English Language Learning	3
EDMA 5163 Teaching English Language Learning Literacy	3
EDMA 5183 Assessment in English Language Learning	3
EDMA 5613 The Integrated Teacher	3
EDMA 5833 Learning Strategies & Applied Technology	3
EDMA 6383 Community Care and Engagement	3

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

Special Education (SPED) Concentration

SPED 5043 Introduction to Special Education	3
SPED 5163 Collaboration and IEP Teams	3
SPED 5433 Special Education Instruction Strategies I	3
SPED 5443 Special Education Instruction Strategies II	3
SPED 5453 Special Education Instruction Strategies III	3
SPED 5533 Classroom Assessment	3
EDMA 5833 Learning Strategies & Applied Technology	3
EDMA 6383 Community Care and Engagement	3

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

TOTAL: 30 SEMESTER CREDITS

Master of Education: Curriculum and Instruction

FULL-TIME TRACK

The Northwest University M.Ed. also has accelerated full-time track. All versions of the M.Ed. are identical in terms their learning outcomes.

- For domestic US Students: A three-semester, thirty credit curriculum offers advanced coursework on learning theory, educational standards, assessment, teacher leadership and collaboration, and family engagement to international students.
- For International Students: A three-semester, thirty-six credit curriculum offers advanced coursework on learning theory, educational standards, assessment, teacher leadership and collaboration, and family engagement to international students

FALL SEMESTER ----- 12

EDMA 5083 Action Research	3
EDMA 5543 Current Educational Issues and Trends	3
Selected Concentration Courses	6
District and School Leadership, Teacher Leadership, English Language Learner (ELL), Special Education (SPED)	

SPRING SEMESTER ----- 12

EDMA 5833 Learning Strategies & Applied Technology	3
EDMA 5073 Community Engagement and Student Achievement	3
Selected Concentration Courses	6
District and School Leadership, Teacher Leadership, English Language Learner (ELL), Special Education (SPED)	

SUMMER SEMESTER ----- 6-12

Selected Concentration Courses	6
District and School Leadership, Teacher Leadership, English Language Learner (ELL), Special Education (SPED)	

Required for International Students

EDMA 5946 M.Ed. Internship	6
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Required for Novice Teachers

EDMA 5292 Pathway 3 Field Experience	2
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TOTAL: 30-36 SEMESTER CREDITS

Non-Degree Options: Residency Principal Certificate, Endorsements

The College of Education offers non-degree support courses for students wishing to pursue their Professional Certificate with the state.

PROTEACH SUPPORT ----- 2

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

PATHWAY 3 ----- 2

- EDMA 5292 Pathway 3 Field Experience..... 2
- Designed for teachers who wish to add an endorsement in a non-related area*

RESIDENCY PRINCIPAL CERTIFICATE ----- 18

- EDMA 6193 Visionary Leadership for School Improvement 3
- EDMA 6253 Educational Law and Ethics..... 3
- EDMA 6373 Transforming School Culture 3
- EDMA 6383 Community Care and Engagement 3
- EDMA 6433 Teacher Empowerment and Evaluation 3
- EDMA 6463 Resource Management for School Improvement..... 3

*** A 600-hour Principal Internship is embedded into the 6 classes required in the program.*

SPECIAL EDUCATION ----- 18-21

Certified teachers with a GPA of 3.0 or higher may take a six-eight course series of Special Education classes

- SPED 5043 Introduction to Special Education 3
- SPED 5163 Collaboration and IEP Teams 3
- SPED 5433 Special Education Instruction Strategies I 3
- SPED 5443 Special Education Instruction Strategies II 3
- SPED 5453 Special Education Instruction Strategies III..... 3
- SPED 5533 Classroom Assessment..... 3
- EDMA 5292 Pathway 3 Field Experience* 2
- EDUC 3901 Content Assessment Seminar (optional) 1

**may be waived with prior Special Education teaching experience*

Students must pass these courses with a 3.0 or higher, pass the content exam, and then will be able to apply for the Special Education Endorsement.

ENGLISH LANGUAGE LEARNER (ELL) ----- 12-15

Certified teachers with a GPA of 3.0 or higher may take a four to six course series of ELL classes

- EDMA 5103 Introduction to English Language Learning 3
- EDMA 5113 Methods and Materials for English Language Learning 3
- EDMA 5163 Teaching English Language Learning Literacy 3
- EDMA 5183 Assessment in English Language Learning 3
- EDMA 5292 Pathway 3 Field Experience* 2
- EDUC 3901 Content Assessment Seminar (optional) 1

**may be waived with prior ELL teaching experience*

Students must pass these courses with a 3.0 or higher, pass the content exam, and then will be able to apply for the ELL Endorsement.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

College **Education**
Academic Award **Master of Arts**
Credits Required **36 semester credits**
Faculty Lead **Molly Quick**

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.
- MA-TESOL students may transfer up to 6 credit hours of eligible graduate level coursework (subject to Program Director's approval) from an accredited institution towards their degree.

Academic Progress:

The MA in TESOL communicates mastery of technical skills, so students must demonstrate mastery with a grade of B- or above on all courses taken, including electives. Should a student earn a grade of C+ or below in any class, the student will be placed on academic probation for one semester. In order to replace a grade of C+ or lower, the student will be responsible to pay again for tuition and retake the course. If a student's grades are below a B- for a second semester the student may be dismissed from the program.

Master of Arts in Teaching English to Speakers of Other Languages

GLST 5673 Globalization.....	3
LANG 5013 Survey of Linguistics	3
LANG 5033 SLA Theory	3
LANG 5133 Sociolinguistics	3
LANG 5233 SLA Research Methods	3
LANG 5323 Methods of TESOL.....	3
LANG 5373 Literacy	3
LANG 5443 Syntax and Grammar Pedagogy.....	3
LANG 5603 Assessment.....	3
LANG 6263 Language, Culture, and Power	3
LANG 6943 Internship	3
LANG 6963 Research/Thesis	3
<i>If needed:</i>	
LANG 6973 Research/Thesis	3

TOTAL: 36-39 SEMESTER CREDITS

TEACHING ENGLISH AS A FOREIGN LANGUAGE

College Education
Academic Award Certificate
Credits Required 8 semester credits
Faculty Lead Molly Quick

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

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

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. We also do an excellent job equipping adults for a second career in ministry and non-profit organizational leadership.

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. Our overarching goal is to equip Kingdom leaders for effective service.

- Joshua Ziefle, Ph.D.
Dean, College of Ministry

MASTER IN MINISTRY

College..... Ministry

Academic Award..... Master in Ministry

Credits Required..... 30 semester credits

Faculty Lead..... Joshua Ziefle

The Master in Ministry (MIM) is an online graduate degree offered by the College of Ministry at Northwest University. It will help prepare the graduate student intellectually, spiritually, and functionally for ministry leadership. Reflecting the emphasis of this three-pronged approach, the curriculum is academically rigorous, spiritually enriching, and practical oriented to prepare the student holistically for successful Christian leadership

Program Highlights

The MIM is designed with a delivery system enabling students to complete this degree in sixteen months or (four semesters). 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.

Program Outcomes

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.

Master in Ministry

BIBLICAL AND THEOLOGICAL CORE -----15

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

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

	Graduate Level General Elective.....	3
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TOTAL: 30 SEMESTER CREDITS

BIBLE AND THEOLOGY

College..... Ministry

Academic Award..... Master of Arts

Credits Required..... 39 semester credits

Faculty Lead..... Robert Stallman

The purpose of the Master of Arts in Bible and Theology (MABT) 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.

Program Highlights

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 MABT 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.

Admissions

Admission into the Master of Arts in Bible and Theology 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. The College of Ministry has rolling application dates. The application must be completed no later than two weeks prior to the start of the semester.

Credit Transfer

MAML and MABT students may transfer up to 18 credit hours of eligible graduate level coursework (subject to Program Director's approval) from an accredited institution towards their degree requirements.

Program Outcomes

In addition to achieving the general goals of the University and the College of Ministry, completing the Master of Arts in Bible and Theology 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.

Master of Arts in Bible and Theology

FORMATIONAL CORE ----- 9

BIBL 5553 Reading the Bible: Exegesis and Interpretation	3
PMIN 5253 Spiritual Formation and Development	3
PMIN 6193 Pastoral Care and Human Development	3

BIBLE AND THEOLOGY CORE ----- 15

BIBL 5303 Entering the Biblical Narrative	3
BIBL 5253 Corinthian Correspondence.....	3
BIBL 6413 Deuteronomy.....	3
THEO5223 Systematic Theology.....	3
Graduate Level:	
Historical Theology or Church History Elective	3

GRADUATE ELECTIVES ----- 15

Graduate Level BIBL, LANG, or THEO Electives.....	9
Graduate Level <i>selected from BIBL, CMIN, LANG, PCAR, PMIN, THEO disciplines</i>	6
BIBL 6xx3 OT and/or NT Texts Within Context	
THEO 5533 Theology of Vocation	
LANG 6513/6523 Greek I & Greek II	
LANG 6413/6423 Hebrew I & Hebrew II	
PCAR 69x4 Clinical Pastoral Education Internships	

TOTAL: 39 SEMESTER CREDITS

CHURCH REVITALIZATION

College..... Ministry

Academic Award..... Master of Arts

Credits Required..... 36 semester credits

Faculty Lead..... Joshua Ziefle

Program Outcomes

Graduates with a MA in Church Revitalization will be able to:

1. Demonstrate awareness of contemporary culture and theological influences.
2. Develop effective engagement with cultural trends, social transformation, and current challenges facing the church.
3. 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.
4. Understand theoretical foundations for healthy team leadership and skills for management of conflict within ministry teams and church congregations.
5. Describe essential components of growing churches, to diagnose their states of health in actual congregations, and to enact effective strategies for revitalizing local churches.

Master of Arts in Church Revitalization

FORMATIONAL CORE -----	9
BIBL 5553 Reading the Bible: Exegesis and Interpretation	3
PMIN 5253 Spiritual Formation and Development	3
PMIN 6193 Pastoral Care and Human Development	3
LEADERSHIP FORMATION CORE -----	3
PMIN 5163 Team Building and Managing Conflict.....	3
LEADERSHIP CORE -----	21
BIBL/THEO 5163 Jesus and Discipleship	3
BIBL/THEO 5173 Fasting, Prayer, Spiritual Warfare	3
HIST 5493 History of Renewal Movements	3
PMIN/CMIN5083 Critical Components of Growing Churches	3
PMIN/CMIN 5113 Creating Healthy Churches.....	3
PMIN/CMIN 5153 Recalibrating Churches	3
PMIN/CMIN5383 Turnaround Churches	3
CULTURAL CHANGE PARADIGM TRAVEL COURSE -----	3
PMIN/CMIN 5913 Cultural change paradigm travel course	3
TOTAL: 36 SEMESTER CREDITS	

MINISTRY LEADERSHIP

College..... Ministry

Academic Award..... Master of Arts

Credits Required..... 36 semester credits

Faculty Lead..... David Thomas

Concentrations Clinical Pastoral Education

The purpose of the Master of Arts in Ministry 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.

Program Highlights

The overall objective of the M.A. in Ministry Leadership program is to develop a biblical and theoretical framework for leadership that is both academically rigorous and praxis-oriented, and facilitates the growth and development of ministry leadership for the twenty-first century church. Full time students can finish in 24 months.

Students meet together either in 4-day intensives (typically 8 a.m. – 5 p.m.), or over three weekends (Friday evenings and Saturday all-day), which are spaced roughly one month apart from each throughout a semester.

Admissions

Admission into the Master of Arts in Ministry 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. The College of Ministry has rolling application dates. The application must be completed no later than two weeks prior to the start of the semester.

Credit Transfer

MAML students may transfer up to 18 credit hours of eligible graduate level coursework (subject to Program Director's approval) from an accredited institution towards their degree.

Program Outcomes

In addition to achieving the general goals of the University and the College of Ministry, completing the Master of Arts in Ministry 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.

Master of Arts in Ministry Leadership

FORMATION CORE -----	9
BIBL 5553 Reading the Bible Exegesis.....	3
PMIN 5253 Spiritual Formation and Development	3
PMIN 6193 Pastoral Care and Human Development	3
LEADERSHIP CORE -----	3
CMIN 5163 Team Building and Managing Conflict	3
MINISTRY LEADERSHIP ELECTIVES -----	12
Graduate Level Ministry Leadership Electives	12
<i>Select from CMIN, PCAR, PMIN disciplines</i>	
BIBLE/THEOLOGY ELECTIVES -----	12
Graduate Level Electives.....	12
<i>Select from BIBL, LANG, THEO disciplines</i>	
TOTAL: 36 SEMESTER CREDITS	

Master of Arts in Ministry Leadership With a Concentration in Clinical Pastoral Education

FORMATION CORE ----- 9-10

Choose three courses from:

BIBL 5553 Reading the Bible Exegesis.....	3
PMIN 5253 Spiritual Formation and Development	3
PMIN 6193 Pastoral Care and Human Development	3
PCAR 6944 Clinical Pastoral Education Internship I.....	4

LEADERSHIP CORE----- 3

CMIN 5163 Team Building and Managing Conflict	3
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MINISTRY LEADERSHIP ELECTIVES ----- 12

Select twelve credits from:

- PCAR 69x4 – Clinical Pastoral Education Internships I-IV
- CMIN/PMIN Graduate Level Ministry Leadership Electives

BIBLE/THEOLOGY ELECTIVES ----- 12

Graduate Level Electives.....	12
<i>Select from BIBL, LANG, THEO disciplines</i>	

TOTAL: 37 SEMESTER CREDITS

LEADERSHIP STUDIES: Ministry Leadership Cognate

College..... Center for Leadership Studies, Ministry

Academic Award..... Master of Arts

Credits Required..... 36 semester credits

Faculty Lead..... Joshua Ziefle

Northwest University MA in Leadership Studies 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.

Graduates with a MA in Leadership Studies will be able to:

1. Discuss the central features of foundational leadership theories as they apply to organizational settings
2. Evaluate effective leadership strategies as they relate to positively influencing organizational culture.
3. Analyze the applicability of organizational change approaches to various institutional settings.
4. Develop a strategy of self-development and self-leadership.
5. Formulate personal ethical standards to guide decision making.

Courses may be offered in a campus based or online format.

Master of Arts in Leadership Studies: Ministry Leadership

LDRS 5173 Leadership Theory	3
LDRS 5283 Group Dynamics and Personnel Development	3
LDRS 5383 Organizational Leadership	3
LDRS 5493 Leading Change	3
LDRS 5543 Organizational Communication and Conflict Resolution	3
LDRS 5673 Leadership Ethics and Virtues	3
 Cognate Electives	 18

Ministry Leadership Cognate

PMIN 5253 Spiritual Formation and Development.....	3
PMIN 6193 Pastoral Care and Human Development.....	3
Ministry Leadership Electives	12
(Graduate level credits selected from BIBL, CHIS, CMIN, PMIN, and THEO)	

TOTAL: 36 SEMESTER CREDITS

Academic Progress

Students whose academic histories reflect a GPA below 2.7 (“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.

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 Ministry 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 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 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 subsequently enroll in the MBA program and take the program in its entirety.

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 ministry leadership.

The MAML/MIT Dual Degree Program

Jointly sponsored by the College of Ministry (COM) and the College of Education (COE), the Master of

Arts in Ministry 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.
- 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 COE 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 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 subsequently enroll in the MIT program and complete the degree program in its entirety.

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 (COM) and the College of Education (COE), the Master of Arts in Ministry 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.
- 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 COE 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 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 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 COE. An additional committee member will be drawn from the COM. The COM faculty member is subject to the approval of the COE 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.

MARK AND HULDAH BUNTAIN SCHOOL OF NURSING



A Word from the Dean:

An enduring part of the philosophy held by the Mark and Huldah Buntain School of Nursing is the core belief that God is the source of all truth, power, and life.

Life-long professional learning is a hallmark indicating the quality and excellence required of all nurses. It begins as the learner enters nursing, and remains a strategic force throughout the nurse's lifetime of professional practice. The Buntain School of Nursing emphasizes life-span learning as a means to remain current and at mastery in professional nursing leadership and service.

- Carl Christensen, Ph.D.
Acting Dean, School of Nursing

MASTER OF SCIENCE IN NURSING

College **Nursing**

Academic Award **Master of Science in Nursing**

Credits Required **30 semester credits**

Faculty Lead **Merry Van Zoeren**

Mark and Huldah Buntain School of Nursing

Mission Statement: The Buntain School of Nursing of Northwest University prepares graduates to answer their call to serve God throughout the world and lead others by using their professional expertise as nurses.

The Buntain School of Nursing at Northwest University's Master of Science in Nursing (MSN) degree is a generalist program that places emphasis on leadership, nursing education, policy development and regulatory practice, program evaluation, nursing research, quality improvement, cross-cultural practice and spiritual appreciation. You will gain specialized experience and knowledge with the design and implementation of a scholarly project aligned with your nursing interests and have opportunities for a unique global experience and educational travel. Graduates of the MSN program are prepared to tackle the changing healthcare landscape as the next generation of change agents, innovators, and leaders.

Program Learning Outcomes

Scholarly Inquiry

1. Research Methodology: Formulate research questions and hypotheses and determine appropriate research methods that support reliable findings and valid conclusions.
2. Informatics as a lens: Search available data sets for trends and associations that guide the formulation of effective and efficient health care initiatives.
3. Focused clinical exploration: Demonstrate clinical competence rooted in study of the assessment, physiology, pathophysiology, research, and clinical guidelines of a nursing clinical area of focus.

Servant Leadership

4. Ethical debate: Write and provide a scholarly defense for a set of personal ethical and spiritual guidelines for servant leadership in an array of settings and moral dilemmas.
5. Cultural humility: Integrate cultural understanding and sensitivity into health

communications, assessments, interventions, programs, and policy in order to lead diverse groups toward the achievement of optimal health outcomes.

6. Educational expertise: Lead others toward wellness and social good through the employment of curriculum development and pedagogical approaches that are sensitive to the developmental, cultural, and motivational characteristics of the target audience.
7. Policy and advocacy: Conceptualize and lead efforts to enhance health-related, public policy.

Outcome Orientation

8. Quality and Safety Improvement: Identify opportunities for quality improvement, safety promotion, and risk management and propose systematic approaches to implement continuous quality improvement efforts.
9. Evidence-based practice: Be adept at finding evidence and applying research recommendations that produce healthy outcomes.

Innovation

10. Research utilization: Apply research recommendations to health care delivery situations and subsequent research agendas.
11. Concept adaptation: Assess the applicability of innovations from different settings and disciplines to current health care delivery opportunities and propose means by which to adapt innovations to new health care settings.
12. Technology utilization: Apply and evaluate the efficacy of technology to the achievement of health goals.

Admission Requirements

All students complete an application to Northwest University as part of the admission requirements to the Buntain School of Nursing (BSON).

- Graduate in good standing with an accredited BSN degree.
- Minimum of 18 months part time (½ time) to full time nursing experience. Employer verification required.
- RN nursing practice is current and within two (2) years of application to the MSN Online Program.
- Current and unencumbered RN license in Washington State.

Transfer Credits

- All RNs are required to have formal nursing and post high school level education transcripts evaluated by NU transcript evaluation services to determine acceptable transfer credits.
- Buntain School of Nursing students may transfer a successfully completed 3-semester credit or equivalent college level course in statistics from an accredited institution towards their degree requirements.
 - *(MATH 2003 Introduction to Statistics is available through NU Online courses)*

Progression

A course average grade below 80% (B- or 2.7 grade point average on a 4.0 scale) is unacceptable for progression in the Buntain School of Nursing program and unacceptable for graduation. Graduate students are required to maintain a GPA of 3.00 or better through the nursing coursework. This demonstrates a successful synthesis of the course content. Students who fall below a 3.0 GPA may be allowed to progress in the curriculum cycle but will be placed on academic probation and need to repeat the course prior to entering NURS 5913 Scholarly Project.

Academic Probation

Students who fail to maintain satisfactory academic progress towards graduation are placed on Academic Probation. Probation is a temporary status intended to help focus students' efforts 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 or federal guidelines.

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

1. 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.
2. A student fails to meet the criteria of professional behavioral standards, including, but not limited to: emotional stability, interpersonal skills, maturity, and ethical conduct.

Program administrators and faculty will continue to provide guidance and support in helping the student to assume responsibility for his or her academic success.

Motivational Commitment

- Establish a personal Contract of Study, using self-assessment and description of why he/she is pursuing higher education in nursing, the expected outcomes by engaging in an online program at Northwest University, and possible future plans to pursue a masters' and/or doctoral education.
- Identify support systems already in place to aid the learner through a rigorous program of professional studies, back-up plans for stressful periods of greater than anticipated course work/study, and the ultimate support systems that must be considered in personal and/or family emergencies that may require delays or stop-outs in the student's course of studies.

Engaged-Collaborative Learning

- Actively engage throughout the Online Program via assignments, discussion boards/forums, collaborative projects and papers, and critique of class colleagues' work.
- Exhibit a high degree of flexibility to maintain optimum involvement with mobile technology, potentially different time zones, self-prepared preceptorships and practice environments, and time-zone-specific deadlines for course assignments.
- Responsively and reliably communicate with a nursing faculty course mentor.

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.

Withdrawal

Students who do not achieve a 3.0 GPA will not be allowed to progress into the final course NURS 5913 Scholarly Project. On occasion students are faced with major health problems or changes in personal circumstances that make progression in the nursing program difficult. Students are encouraged to seek faculty counsel or advice early so that there is opportunity to plan how to best meet their educational goals. In the event that dismissal/withdrawal is recommended by faculty or requested by students, the Buntain School of Nursing Student Affairs Committee will seek to assure that appropriate policies have been followed and that concerns of both student and faculty have been adequately considered.

Practice Experiences

The State of Washington requires a minimum of 100 practice experience hours. The MSN has multiple methods to achieve practice experience hours.

- Each course has a minimum of five practice experience hours related to a relevant curricular concept, and up to five hours are allocated for the MSN Scholarly Project development.
- Some courses offer more than one practice experience opportunity where student may choose which experience is most beneficial for their learning and adaptable to their life schedule.
- The BSON encourages all students to take advantage of one or more faculty-led educational travel experiences: Washington D.C., and/or a global practice site.
- Fees associated with elective educational travel experiences are determined relative to the on-site costs of these experience. Students make their own travel arrangements and payments in order to arrive and depart from a designated city in a timeframe enabling students to participate in all faculty-led educational experiences.

Additional Practice Experience Requirements / American DataBank (ADB) Requirements and Onboarding

The unique practice experience situations in the Nursing Program may require applicants to submit the following records before entering the practice experience sequence:

1. Health history and physical examination that includes immunization and vaccination documentation and titer levels, conducted and signed by a licensed medical doctor or nurse practitioner:
2. Immunizations
 - DPT series and any subsequent Boosters.
 - One booster after age 19 must be a Tdap (Tetanus, Diphtheria, and Pertussis) vaccine.
 - Hepatitis A series
 - Hepatitis B series & proof of positive titer
 - MMR series or proof of positive titer
 - Polio series
 - Varicella series or proof of positive titer
3. A two-step TB test or TB IGRA done at the time of entry into the program according to instructions provided by the School of Nursing.
 - a. Documentation of an annual TB screening is conducted each year to demonstrate eligibility to participate in practice experiences;
4. Current American Heart Association (AHA) provider-level CPR (cardiopulmonary resuscitation) card;
5. A national background check is required at the applicant's expense. A signed permission form (supplied in the application packet) allowing the Buntain School of Nursing and any clinical site to order a criminal background check. For example, Washington State Patrol Criminal Background Check.
 - a. Background checks must indicate no criminal history.
6. Annual flu immunization is required each year to be eligible to participate in practice experiences
7. Proof of health insurance for personal costs of health care; and,
8. A valid driver's license

Scholarly Project

The MSN Scholarly Project is completed and approved prior to graduation. There is a choice of two approaches:

1. Data collection to elucidate aspects of a phenomenon and generate knowledge
2. Pilot project to evaluate efficacy of a novel intervention or the transfer of an innovation from one context to another

Program administrators and a faculty mentor will continue to provide guidance and support in helping the student to assume responsibility for his or her success with the MSN Scholarly Project.

Master of Science in Nursing

Science and Mathematics.....	3
MATH 2003 Introduction to Statistics.....	3
<i>(Required if not taken as part of the Baccalaureate Degree in Nursing program. Must be successfully completed prior to NURS 5913.)</i>	

CORE CURRICULUM -----30

NURS 5113 Curriculum Development.....	3
NURS 5133 Research and Innovation for Health Care	3
NURS 5213 Health Care Leadership: Ethical and Spiritual Considerations	3
NURS 5223 Health Care Leadership: Policy Development and Implementation	3
NURS 5313 Programming for Health Care Outcomes.....	3
NURS 5503 Healthy Outcomes through Effective Organizations.....	3
NURS 5513 Healthy Outcomes for the Individual, Family, and Social Unit	3
NURS 5523 Healthy Outcomes for Society and the World.....	3
NURS 5613 Implications of Holistic Care on Healthy Outcomes.....	3
NURS 5913 Scholarly Project.....	3

TOTAL: 30 SEMESTER CREDITS

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. Our four graduate programs, the Master of Arts in Counseling Psychology (MACP), the Master of Arts in Clinical Mental Health Counseling (CMHC), the Doctorate of Psychology in Counseling Psychology (Psy.D.), and the Master of Arts in International Community Development (ICD), 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 and the online and on-ground CMHC Programs prepare to serve individuals from different backgrounds with a variety of needs. These programs have a unique multicultural focus with an emphasis on social justice and prepare students to qualify for a master's level state license.

Students participating in the ICD 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, China, El Salvador, Jamaica, and many other locations. 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

Application Deadlines

- Psy.D – Jan 15
- CMHC on-campus – Jan 31, April 1
- MAICD – Dec 1, Mar 1, and May 1
- CMHC online – Feb 1, October 20

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

For the Probation policy specifically applying to the Doctor of Psychology program, please see that program's policies.

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 Program Director or Advisor 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. Probation may, however, lead to further academic penalties as deemed necessary by the director or chair of the academic program concerned.

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

1. The student's academic history prior to entry into the program reflects a GPA of below a 3.000 ("B" level), or submits an otherwise weak application, yet the application review board deemed him or her a worthy candidate for admission into the program. Such a student's academic performance will be reviewed at the end of the first semester to determine whether he or she may continue in the program.
2. The student fails to maintain a grade B- of higher in all courses.

3. A student fails to meet the criteria of professional behavioral standards, including, but not limited to: academic honesty emotional stability, interpersonal skills, maturity, and ethical conduct.

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 is achieved in all coursework the following semester.
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.

In addition, any College of Social and Behavioral Sciences student who obtains a grade of less than B- must retake the course and obtain a grade of B- or above within a time period determined by the program Director or Advisor. A student retaking a course will be responsible for additional tuition, course and independent study fees.

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.

CLINICAL MENTAL HEALTH COUNSELING

College Social and Behavioral Sciences

Academic Award Master of Arts

Credits Required 60 semester credits

Faculty Lead Brooke Lundquist

The Master of Arts in Clinical Mental Health Counseling 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 clinical mental health counseling. 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.

Program Outcomes

Upon completion of the Master of Arts in Clinical Mental Health Counseling program students will achieve competence in the following areas:

Professional Counseling Orientation and Ethical Practice

- Develop comprehensive understanding of the identity of the professional counselor including history, roles, advocacy, credentialing, and ethical practice in a variety of private, inter-organizational, and interdisciplinary settings.

Socio-Cultural Diversity and Social Justice

- Demonstrate culturally competent socially aware counseling skills through the integration of scholarly research, application of multicultural counseling theories, and the examination of the concepts of social justice and privilege.

Scientific Foundations

- Integrate knowledge of biological, cognitive, emotional, personality, and social development across the lifespan into the diagnosis, assessment, and treatment of mental health issues.

Counseling Theories, Skills and Helping Relationships

- Incorporate knowledge of counseling skills, case conceptualization, suicide prevention, and treatment planning into counseling practice in both in-person and technology

assisted settings for general populations and those in crisis.

- Integrate theories and research of career development, assessment, and planning into the practice of career guidance for diverse people groups in wide range of vocational fields.
- Apply group counseling theory in the creation, recruitment, and facilitation of culturally relevant groups.
- Utilize differential diagnostic processes and systems.

Assessment and Testing

- Apply basic statistical concepts, principles of test design and selection, interpretation of psychological reports, and demonstrate ability to select appropriate assessments relevant to education, employment, and personal situations.

Research and Program Evaluation

- Evaluate counseling interventions and counselor education programs and develop outcome measures by utilizing knowledge of the principles of statistics, research methods and design, and current models of evidence-based practices.

First Year Psychotherapy

CMHC students are required to participate in 10 hours of individual psychotherapy within the first year of the program and to provide written verification of the completion of these hours from their psychotherapist (see CMHC Student Handbook for specific requirements and appropriate forms).

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 Academic Programs and Dean and have their expressed permission in order to enroll in electives for the purpose of meeting licensure requirements.

Program Delivery Models and Curriculum

Applicants to the MA in Clinical Mental Health Counseling choose between Online and On Campus program delivery models. Both versions of the CMHC program are identical in terms of their programmatic requirements and learning outcomes.

The CMHC online program is a 36-month, 9-semester, year-round online program with two required on-campus residency experiences (one in the first semester and one in the second summer of the program). The program enrolls students in fall and spring. It takes 3 years of full-time enrollment to complete the CMHC program across three annual terms (fall, spring, and summer semesters). Enrolling in the program part-time will extend the program to 48 or more months as every course is not offered every semester. Courses are offered in 8-week sections with the exception of the following courses; Basic Counseling Skills, Helping Relationships, Practicum: Field Experience, and Internship I, II, and III, which run 16 weeks in length. Students will enroll in two to three courses every 8-week period. The program is designed to prepare students for state licensure as professional counselors.

The CMHC on campus program is a two year program that meets twice a week and on occasional weekends.

Admission Criteria

- A baccalaureate degree of arts or science (or an equivalent degree) from a regionally accredited college or university is required to qualify for admission to the program. A major in counseling, psychology, social science, or a closely related field is preferred, but not required.
- Grade point average (GPA) of 3.0 on a 4.0 scale.
- Complete application online
- Current resume or curriculum vita
- Three references
- Participate in an individual interview
- In addition to program-specific admission requirements, international students must meet the criteria stated in the international student admissions requirements section if this catalog.
- Letter of Interest

Interest Letter Prompts and Instructions

Potential students provide a typed response to each of the following essay questions. Typical responses for each question are approximately 250 to 300 words:

1. Provide a brief introduction to you and why the Clinical Mental Health Counseling program at Northwest University interests you.
2. Describe your future career goals in the counseling field, and how you see the Clinical Mental Health Counseling Program at Northwest University preparing you to meet those goals.
3. Describe experiences that have led you to a career as a counseling professional. Include a how these experiences have prepared you for the Clinical Mental Health Counseling Program and what strengths you bring with you to the program.
4. Describe cross-cultural experiences that have shaped your awareness of cultural differences and how those differences may be represented in the counseling setting.

Applicants who meet or exceed the above criteria must also exhibit qualities consistent with the ethos of the counseling profession. Students must be committed to personal responsibility, time management, professional ethics, interpersonal integrity, and social justice to be successful in the program. It is the responsibility and authority of the admissions review board to determine an applicant's degree of compatibility with the program.

Transfer Credits

College of Social and Behavioral Sciences Master's students may transfer up to 6 credit hours of eligible graduate level coursework (subject to Program

Director's approval) from an accredited institution towards their degree requirements. This must be done prior to beginning the program and students interested in transferring graduate credits should contact the MACMHC Program Director.

Master of Arts in Clinical Mental Health Counseling

COUN 5053	Marriage and Family Therapy	3
COUN 5153	Research Methods and Program Evaluation	3
COUN 5173	Crisis Counseling and Abuse.....	3
COUN 5303	Group Counseling.....	3
COUN 5343	Biological Bases of Behavior: Psychopharmacology	3
COUN 5403	Psychotherapeutic Systems.....	3
COUN 5453	Psychopathology and Diagnosis	3
COUN 5503	Multicultural Issues in Counseling	3
Select one: (Law and Ethics)		3
COUN 5553 Professional Orientation and Law and Ethics		
COUN 5663 Professional Orientation and California Law and Ethics (<i>available online only</i>)		
COUN 5943	Counseling Skills.....	3
COUN 5953	Helping Relationships	3
COUN 5963	Practicum: Field Experience.....	3
COUN 6143	Human Sexuality and Relationships	3
COUN 6363	Career Counseling	3
COUN 6393	Assessment and Appraisal	3
COUN 6453	Advanced Counseling Theories and Practice	3
COUN 6603	Human Growth and Development.....	3
COUN 6763	Substance Abuse Counseling and Interventions	3
COUN 6942	Internship I	2
COUN 6952	Internship II	2
COUN 6962	Internship III.....	2

TOTAL: 60 SEMESTER CREDITS

COUNSELING PSYCHOLOGY

College Social and Behavioral Sciences

Academic Award Master of Arts

Credits Required 62 semester credits

Faculty Lead Leihua Edstrom

The Master of Arts in Counseling Psychology (MACP) may be awarded en route to the Psy.D. program. As such, it is not an independent program and instead is embedded into the Psy.D. program. Students interested in completing training to be licensed mental health counselor and not being a psychologist should pursue the MA in Clinical Mental Health Counseling available through the College of Social and Behavioral Sciences. Even though the MACP is embedded as part of the Psy.D. in Counseling Psychology program and satisfy the requirements to be licensed Mental Health Counselors in the State of Washington.

Program Outcomes

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.

First Year Psychotherapy

Psy.D. students who wish to earn an MACP en route to the Psy.D. degree are required to participate in 10 hours of individual psychotherapy within the first year of the program and to provide written verification of the completion of these hours from their psychotherapist (see Psy.D. Student Handbook for specific requirements and appropriate forms).

Masters Level Counseling State Licensure

Students must complete clinical training (e.g. practicum) 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 Psy.D. Program Director have their expressed permission in order to enroll in electives for the purpose of meeting licensure requirements.

Transfer Credits

Refer to the Psy.D. program details for information regarding transfer credits into the Psy.D. program.

Master of Arts in Counseling Psychology

YEAR ONE – Fall Semester-----		11
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 I.....	1
YEAR ONE – SPRING SEMESTER-----		11
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	Abusive Relationships.....	1
PSYC 5951	Practicum II.....	1
PSYC 6602	Advanced Lifespan Development	2
YEAR ONE – SUMMER SEMESTER -----		10
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 III	1
PSYC 6152	Research Methods III–Qualitative	2
YEAR TWO – FALL SEMESTER -----		10
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
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
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		

INTERNATIONAL COMMUNITY DEVELOPMENT

College **Social and Behavioral Science**

Academic Award **Master of Arts**

Credits Required **40 semester credits**

Faculty Lead **Forrest Inslee**

The International 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 highlights 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 program evaluation.

Program Outcomes

In addition to achieving the general goals of the university and of the College of Social and Behavioral Sciences, completing the MA in International 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;
- Students will become collaborative practitioners who build authentic and supportive communities.

Program Delivery Models and Curriculum

Applicants to the MA in International Community Development choose between On Campus and Online Global Hybrid program delivery models.

The Online Global Hybrid MAICD begins with a week in Oxford, England, and ends with another international trip to defend thesis projects. The On Campus MAICD meets one or two evenings per week and also includes a mid-program retreat. While most courses are taken in-step with the student's cohort, students in both programs may choose to take one of

the following to fulfill their specialization requirements: **a)** GLST 6573 Children, Poverty, and Development, **b)** GLST 6593 Disaster Relief and Development or **c)** GLST 6383 Peacemaking and Reconciliation. Each year, two of these classes are offered online; thus, the On Campus MAICD features one fully online course, as well as occasional hybrid courses to better allow for student fieldwork opportunities.

Both versions of the MAICD are identical in terms of their programmatic requirements, learning outcomes, and course sequence. Students take 40 credits over a period of 20-21 months. Students in the online program are enrolled in one two-credit practicum course each semester for 16 weeks, as well as two three-credit classes, which are typically consecutive and last for eight weeks each. Students in the on campus program are also enrolled in one two-credit practicum course over 16 weeks; three-credit classes, however, may be offered either concurrently or consecutively during each semester. Theoretical grounding, the development of practical skills, and experiential learning are critical values for the program. Leadership modules occur throughout the curriculum to facilitate the development of personal leadership as well as foster organizational leadership skills. Fieldwork is designed by each student with input from the faculty, and consists of 80 hours of service which will provide a relevant context for research. Students are expected to complete their fieldwork by the end of summer semester. Prior to graduation, students complete either a thesis project or traditional thesis, which they present at the end of the program.

Transfer Credits

College of Social and Behavioral Sciences Master’s students may transfer up to 6 credit hours of eligible graduate level coursework (subject to Program Chair’s approval) from an accredited institution towards their degree requirements. This must be done prior to beginning the program and students interested in transferring graduate credits should contact the enrollment contact for the program to which they are applying.

Certificate

Students who complete at least 32 hours of the 40 hour MAICD degree program with satisfactory grades yet choose not to continue, may request and be awarded a Graduate Certificate in International Community Development. The student will not graduate with their MA degree.

Master of Arts in International Community Development

Courses may be taught in a different semester sequence.

YEAR ONE – Fall Semester -----	8
GLST 5952 Practicum in Program Evaluation	2
GLST 5503 Culture Studies in Global Context	3
GLST 5673 Globalization and Development.....	3
YEAR ONE – SPRING SEMESTER -----	8
GLST 5932 Practicum in Project Management	2
GLST 5153 Research for Social Change	3
GLST 5313 Community Development	3
YEAR ONE – SUMMER SEMESTER -----	8
GLST 5942 Practicum in Funding and Grant Writing.....	2
GLST 5203 Spirituality, Culture, and Social Justice	3
GLST 5923 Fieldwork.....	3
YEAR TWO – FALL SEMESTER -----	8
GLST 5962 Thesis Project Practicum I.....	2
GLST 6423 Social and Environmental Justice.....	3
GLST Elective (<i>Select one of the following; two are offered</i>).....	3
GLST 6383 Peacemaking and Reconciliation	
GLST 6593 Disaster Relief and Development	
GLST 6573 Children, Poverty, and Development	
YEAR TWO – SPRING SEMESTER -----	8
GLST 5972 Thesis Project Practicum II.....	2
GLST 6343 Social Entrepreneurship.....	3
GLST 5333 Leadership	3
TOTAL: 40 SEMESTER CREDITS	

PSY.D. IN COUNSELING PSYCHOLOGY

College **Social and Behavioral Science**

Academic Award **Doctor of Psychology**

Credits Required **119 semester credits**

Faculty Lead **Leihua Edstrom**

The Doctor of Psychology in Counseling Psychology program is designed to prepare individuals to become licensed counseling psychologists in the state of Washington. In doing so, graduates will achieve the following aims (i.e., outcomes) and will demonstrate:

1. The necessary skills and abilities needed for providing professional psychological and counseling services as demonstrated in program competencies 1-6.
 - **Competency 1a** Students display integrity and honesty.
 - **Competency 1b** Students display professional communication.
 - **Competency 1c** Students display professional conduct.
 - **Competency 1d** Students display personal responsibility.
 - **Competency 2a** Students demonstrate knowledge of ethical and legal standards of professional psychology.
 - **Competency 2b** Students demonstrate compliance with ethical and legal standards of professional psychology.
 - **Competency 2c** Students understand the importance of self-care.
 - **Competency 3a** Students demonstrate self-reflection.
 - **Competency 3b** Students demonstrate awareness of their impact on others.
 - **Competency 3c** Students demonstrate empathy.
 - **Competency 3d** Students demonstrate the ability to form therapeutic alliances.
 - **Competency 4a** Students demonstrate proper administration and scoring of psychological assessments.
 - **Competency 4b** Students demonstrate the ability to accurately interpret psychological assessments.
 - **Competency 4c** Students demonstrate the ability to report the results of psychological assessments.
 - **Competency 5a** Students demonstrate clinical skills in psychotherapeutic interventions.
 - **Competency 5b** Students demonstrate the ability to diagnose psychopathology.
 - **Competency 5c** Students demonstrate skills in case conceptualization.
 - **Competency 5d** Students demonstrate the ability to develop a treatment plan.
 - **Competency 5e** Students will demonstrate the ability to evaluate the effectiveness of interventions and the flexibility needed to make adjustments based on evaluation results.
 - **Competency 6a** Students demonstrate respect for those of other cultures and backgrounds.
 - **Competency 6b** Students are able to identify personal and social barriers faced by clients.
 - **Competency 6c** Students show capability in advocating for clients at the individual, institutional and public level.
2. Scholarship with the ability to critically analyze and evaluate scientific literature, and to conduct psychological research as demonstrated in program competencies 7-8.
 - **Competency 7a** Students demonstrate knowledge of various research methodologies.
 - **Competency 7b** Students show knowledge of research ethics.
 - **Competency 7c** Students show the ability to analyze research quality and meaningfulness to the field of professional psychology.
 - **Competency 8a** Students demonstrate skill in designing an effective and ethical research study.
 - **Competency 8b** Students demonstrate the ability to implement a research study and collect data.

- **Competency 8c** Students demonstrate the ability to analyze data and interpret data.
 - **Competency 8d** Students demonstrate the ability to report the results of data analysis and disseminate research findings.
3. An understanding of the knowledge of the fundamental theories and scientific foundations of psychology as demonstrated in program competencies 9-10.
- **Competency 9a** Students demonstrate knowledge of the scientific bases of human behavior.
 - **Competency 9b** Students display knowledge about human development.
 - **Competency 9c** Students show knowledge about the history of psychology and counseling.
 - **Competency 9d** Students demonstrate proficiency in understanding psychometrics.
 - **Competency 10a** Students exhibit knowledge about theories of personality.
 - **Competency 10b** Students demonstrate the ability to articulate theories of interventions.
 - **Competency 10c** Students display knowledge of systems of psychology.

Admission Requirements

- Bachelor of Arts or Science (or an equivalent) degree from a regionally accredited college of university with a 3.0 (out of 4.0) GPA. It is preferred that students have a major in psychology.
- If an applicant does not have previous degree in psychology, he or she must of have completed: (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 Research Methods.
- Online application including references.
- Graduate Record Exam (GRE) General Test.
- An individual interview and a group interview.

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 express 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.

To aid in the development of students' professional identities, students are encouraged to gain exposure to professional psychology during the first two years of the program. This may be accomplished by shadowing and interviewing licensed psychologists, conducting research, and volunteering or working part-time within the field.

During the fifth year of the doctoral program, Psy.D. students have the option to register for a 6 credit internship course should the student wish to receive Federal Financial Aid support. If the student registers for the 6 credit internship course, the university will provide a scholarship equal to 4 credits of tuition so the students' end tuition expense is the required 2 credits per semester. This allows students to qualify for financial aid by meeting the minimum credits required but does not cost the students more than their counterparts who register for the traditional 2 credit internship.

Credit Transfer Procedure for New Incoming Psy.D. Students

After receiving notification of acceptance into the Psy.D. program, incoming Psy.D. students may submit a written request to the Director of Psy.D. Student Services to transfer up to 20 credits from an accredited graduate school(s). Transfer credit is not allowed toward practicum or internship requirements. Credits may be transferred into the Psy.D. program at the sole discretion of the Director of the Psy.D. Program and the Director of Psy.D. Student Services. To be eligible for transfer, a course must match the Northwest University Psy.D. course in content and credit number. The process for transferring credits is as follows:

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 and syllabi obtained from the other school's published catalog and submit all 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 pursue enrollment at 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 reserve the right to request a student to engage in psychotherapeutic counseling (at the student's own expense) 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 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 serves 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 and professional growth. Documentation of the student's probationary status and progress monitoring 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 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 after a

predetermined period of time 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 3.000 and/or earn a grade of B- or higher in all courses the semester following being placed on probation, the student may be dismissed from the program. In addition, if a student is placed on probation more than once 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.
- **Professional Conduct.** 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. 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 Assistant Director of Academic Programs 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 Abusive Relationships.

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 the dissertation bound and published through an online database as specified by the College of Social and Behavioral Sciences. Lastly, the student must successfully defend and disseminate his or her dissertation.

Psy.D. Candidacy Status

A Psy.D. student achieves candidacy after completing all academic course work (with the exception of internship courses), passing the qualifying exams, and successfully defending his or her dissertation proposal. The term Psy.D. candidate is strictly an academic status and must not be used in association with clinical work.

Program Timeframe

Students are required to complete the Psy.D. Program requirements of 119 semester credit hours of the prescribed coursework, 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 through seventh year.

- Students are expected to be continuously registered during continuation; however, should a student not register for a semester (or more), when the student chooses to register once again, he or she will be assessed the full tuition he or she should have paid during the previous semesters that he or she was not registered. For example, if a student does not register for Fall or Spring continuation, but does register in Summer semester, the student would be charged tuition for all three semesters, Fall, Spring and Summer during the Summer term.
- Students would need to complete the university re-admittance form to re-enroll after a leave of absence (form processed by CSBS).
- Students are responsible for managing and paying back loans if loans come due while students are not registered.
- If students request to register half-way through a semester, students will not be given permission to register until the following semester thus eliminating the need for the Registrar's Office to manually enroll these students.

Primary Requirements for the Psy.D. Degree:

1. 119 semester hours of prescribed coursework.
2. At their own expense, Psy.D. students are required to participate in 10 hours of individual psychotherapy with a licensed psychologist within the first year of the doctoral program. Written verification of completion from the student's psychotherapist must be provided to the program (see current Psy.D. Student Handbook for specific requirements).
3. Doctoral Student Progress Assessment – Obtain minimal levels of achievement on all program competencies. Assessment includes annual reviews at the end of Years One, Two, and Three.
4. Cultural Immersion Experience, as part of PSYC 7662 International Field Study – Spring semester, Year Two.
5. Qualifying Examination – Year Three.
6. Doctoral Dissertation – Year Four (and further, if needed). The dissertation is comprised of original quantitative or qualitative research. The process will include:
 - Quantitative research;
 - Qualitative research;The process will include a dissertation proposal, proposal defense, and dissertation defense to the respective dissertation committee. Dissemination of the dissertation is also required (e.g., publication, speaking engagement, formal report to a clinic or other agency).
7. An approved Doctoral Practicum that meets Washington State and program requirements.
8. An approved Pre-Internship or an Advanced Practicum that meets Washington State and program requirements.
9. An approved Internship that meets Washington State and program requirements.
10. 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)

Doctor of Psychology in Counseling Psychology

Courses may be taught in a different semester sequence.

YEAR ONE – Fall Semester-----11

PSYC 7453 Psychopathology	3
PSYC 7502 Cultural and Diversity Issues in Psychology.....	2
PSYC 7603 Advanced Lifespan Development	3
PSYC 7613 History and Systems of Psychology.....	3

YEAR ONE – Spring Semester-----9-10

PSYC 7003 Theories of Personality	3
PSYC 7263 Research Methods I: Statistics	3
PSYC 7353 Biological Basis of Behavior	3
<i>Optional elective for MACP En Route</i>	
PSYC 5701 Abusive Relationships	1

YEAR ONE – Summer Semester-----11

PSYC 7173 Testing and Measurement	3
PSYC 7202 Social Justice and Faith Integration	2
PSYC 8023 Cognitive Affective Basis of Behavior	3
PSYC 8103 Advanced Law and Ethics.....	3

YEAR TWO – Fall Semester-----11

PSYC 7302 Group Counseling and Cultural Dynamics	2
PSYC 7443 Social Psychology and Behavior.....	3
PSYC 7873 Pre-Practicum I: Counseling Skills	3
PSYC 8773 Psychological Assessment I: Cognitive Assessments	3

YEAR TWO – Spring Semester-----11

PSYC 7273 Research Methods II: Design and Ethics	3
PSYC 7662 International Field Study.....	2
PSYC 7883 Pre-Practicum II: Systems and Modalities of Therapy.....	3
PSYC 8783 Psychological Assessment II: Personality Assessments.....	3

YEAR TWO – Summer Semester-----11

PSYC 7043 Interprofessional Practice and Consultation.....	3
PSYC 7283 Research Methods III: Techniques of Data Analysis	3
PSYC 7892 Pre-Practicum III: Advanced Psychopathology	2
PSYC 8793 Psychological Assessment III: Social, Emotional, and Behavioral Assessment ..	3

YEAR THREE – Fall Semester-----10

PSYC 7552 Child and Adolescent Therapy..... 2
PSYC 7912 Doctoral Practicum I..... 2
PSYC 8123 Interventions & Practice I: Psychotherapeutic Modalities 3
PSYC 8353 Psychopharmacology 3

YEAR THREE – Spring Semester----- 9

PSYC 7142 Human Sexuality and Sexual Disorders..... 2
PSYC 7762 Substance Addiction and Interventions..... 2
PSYC 7922 Doctoral Practicum II..... 2
PSYC 8133 Interventions & Practice II: Population-based Approaches 3

YEAR THREE – Summer Semester----- 9

PSYC 7362 Counseling and Career Development..... 2
PSYC 7423 Couples and Family Therapies..... 3
PSYC 7932 Doctoral Practicum III 2
PSYC 8162 Interventions & Practice III: Efficacy of Interventions and Innovative Therapies2

YEAR FOUR – Fall Semester----- 7

PSYC 8752 Professional Practice Seminar: Supervision..... 2
PSYC 8943 Doctoral Dissertation in Psychology I 3
Select One: 2
 PSYC 7942 Doctoral Advanced Practicum I
 PSYC 8912 Doctoral Pre-Internship I

YEAR FOUR – Spring Semester----- 7

PSYC 7632 Indigenous Psychologies..... 2
PSYC 8953 Doctoral Dissertation in Psychology II 3
Select One: 2
 PSYC 7952 Doctoral Advanced Practicum II
 PSYC 8922 Doctoral Pre-Internship II

YEAR FOUR – Summer Semester----- 7

PSYC 8732 Professional Practice Seminar: Professional Standards 2
PSYC 8963 Doctoral Dissertation in Psychology III..... 3
Select One: 2
 PSYC 7962 Doctoral Advanced Practicum III
 PSYC 8932 Doctoral Pre-Internship III

YEAR FIVE – Fall Semester ----- 2
PSYC 8972/6 Doctoral Internship in Psychology I2-6

YEAR FIVE – Spring Semester ----- 2
PSYC 8982/6 Doctoral Internship in Psychology II2-6

YEAR FIVE – Summer Semester ----- 2
PSYC 8992/6 Doctoral Internship in Psychology III2-6

TOTAL: 119-131 SEMESTER CREDITS

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.

CENTER FOR LEADERSHIP STUDIES

LDRS 5173 LEADERSHIP THEORY – This course provides an overview of prominent leadership theories along with their respective implications and applications. Students will evaluate current leadership skills and develop a comprehensive philosophy of leadership and growth plan.

LDRS 5283 GROUP DYNAMICS AND PERSONNEL DEVELOPMENT – A study of various models and methods to foster healthy work environments, develop collaborative team capabilities, and promote professional development. Students will analyze group processes, communication, motivation, and strategies for creating organizational cultures of trust and high performance.

LDRS 5383 ORGANIZATIONAL LEADERSHIP – This course evaluates leadership within organizational environments. Students will analyze organizational theory and behavior, communication processes, and the design of organizational structures.

LDRS 5493 LEADING CHANGE – This course focuses on forecasting and designing alternative futures for organizations. Topics include strategic planning, change theories, historical trends, and environmental factors. Students will learn to evaluate organizational change as it relates to mission, strategies, tactics, and structure. In addition, students will develop strategies and skills to successfully manage the challenges associated with leadership during change efforts.

LDRS 5543 ORGANIZATIONAL COMMUNICATION AND CONFLICT RESOLUTION – This course examines organizational communication, including small group, formal and information communication. Students will develop skills in identifying, addressing, and resolving conflict within an organizational setting.

LDRS 5673 LEADERSHIP ETHICS AND VIRTUES – This course evaluates the ethical frameworks and worldviews of leadership approaches, with an emphasis on how a Christian worldview promotes ethical and virtuous leadership. Topics will include strategies for confronting high-stakes dilemmas and exploring cultural, political, and personal pressures. Students will establish principles for ethical judgements and define habits for virtuous leadership.

LDRS 7053 ADVANCED LEADERSHIP THEORY – The course addresses the historical and philosophical development of leadership theory. Students will explore definitions of leadership and application of theory to organizational settings. Emphasis will be placed on the nature of leadership, analysis of personal capabilities, and areas of potential development.

LDRS 7103 ORGANIZATIONAL THEORY – This course provides an overview of traditional and modern theories of organizations, organizational structure and design. Additional topics will include organizational learning along with philosophical approaches to evaluate organizations and leaders in organizational contexts.

LDRS 7153 ORGANIZATIONAL CHANGE – The purpose of this course is to understand how change occurs in organizations. Students will focus on the process of diagnosing problems and implementing strategic planning to pursue desired transformation. Additional topics will include change theories and processes along with barriers to change.

LDRS 7213 LEADERSHIP AND DIVERSITY – In this course, students will explore various issues related to leadership and diversity, particularly within the organizational context. An emphasis in the course will be understanding multicultural leadership theories and developing skills to provide leadership in cross-cultural settings.

LDRS 7253 ORGANIZATIONAL CULTURE – This course focuses on the topics of organizational culture, climate, and values. A particular emphasis will be placed on the role and impact of a leader on culture and climate within organizational settings.

LDRS 7323 ORGANIZATIONAL COMMUNICATION – In this course, students will learn about organizational communication theories and related research. Topics will include the attributes and impact of communication within organizations. Students will develop skills related to enhancing communication skills for the organizational context.

LDRS 7343 LEADERSHIP AND ETHICS – The purpose of this course is to examine individual ethics and their relation to the responsibilities of moral leadership in an organization. Students will study the philosophical foundations for personal and professional ethical practices with a goal of developing strategies to enhance the ethical culture within an organization. A particular emphasis of this course will be the relationship of Christian ethics to leading within organizations.

LDRS 7373 CONTEMPORARY ISSUES IN ORGANIZATIONAL LEADERSHIP RESEARCH – This course addresses the relation of current and developing organizational theories to contemporary challenges. Students will focus on the intersection of leadership theory, current and critical issues, and policy development.

LDRS 7453 CRITICAL INQUIRY – In this course, students will develop the foundational skills that are necessary for conceptualizing and conduct research. Topics of the course will include epistemology and the impact of individual worldviews on critical inquiry. Additionally, the course provides an introduction to research design, including quantitative and qualitative methods, developing research questions, and evaluating ethical considerations

LDRS 7473 QUANTITATIVE RESEARCH AND STATISTICS – This course introduces the critical elements of quantitative research methods. Students will explore the topics of statistics, research design, and types of statistical analyses. The course will focus on the practice of statistics and applied research methods. Prerequisite: LDRS 7453 Critical Inquiry.

LDRS 7483 QUALITATIVE RESEARCH – In this course students will be introduced to qualitative research. The focus will be on gaining understanding related to theories, issues, and problems in qualitative research. Additionally, students will develop critical skills of qualitative research, including conducting interviews, data analysis, and writing results. Prerequisite: LDRS 7453 Critical Inquiry.

LDRS 7573 ADVANCED QUANTITATIVE RESEARCH METHODS – This course focuses on the theory and practice of advanced quantitative research with an emphasis on the application of advanced quantitative data analysis methods. Prerequisite: LDRS 7473 Quantitative Research and Statistics.

LDRS 7583 ADVANCED QUALITATIVE RESEARCH METHODS – This course focuses on theory and practice of advanced qualitative research with an emphasis on the application of advanced qualitative data analysis methods. Students will develop skills of sampling, conducting interviews, managing data, data analysis, and presentation of findings. Prerequisite: LDRS 7473 Qualitative Research and Statistics.

LDRS 8731-8743 RESEARCH SEMINARS – This course provides the opportunity for conducting research with an approved faculty manner.

LDRS 8903 GUIDED READING – In this course, students will focus on an approved literature topic that is related to dissertation research. Students will develop a significant portion of the literature review as part of the course. The topic(s) selected must be approved by the faculty advisor.

LDRS 8923 DISSERTATION PROPOSAL – Students will develop a research plan and design for their dissertation. Completion of this course will result in a finalized dissertation proposal. Students must have successfully completed comprehensive exams prior to enrolling

LDRS 8943 DISSERTATION RESEARCH – Students will conduct dissertation research.

LDRS 8963 DISSERTATION WRITING – Students will write the presentation of research findings.

COLLEGE OF BUSINESS-COGNATE COURSES

BUSM 7073 STRATEGIC THINKING AND PLANNING – This course explores the facilitation of a “Thinking Mindset” as the first step in effective strategic planning for business and nonprofit organizations. Topics include competitive analysis, mission statements, stakeholder input, goal setting and assessment.

BUSM 7113 FINANCIAL MANAGEMENT – This course studies the financial aspects of managerial decisions, including developing budgets, financial structure, raising capital and financial stability.

BUSM 7223 DATA-DRIVEN DECISIONS – “Big Data” is the process of examining large amounts of data to discern patterns and make better decisions. This course reviews the tools and techniques of Data Analytics and its significant role in business decisions.

BUSM 7353 CONFLICT MANAGEMENT – Conflict can come from any number of directions: project complexity, misaligned stakeholders, diverse team members, scarcity of resources, or competing organizational structures. Effective leaders must identify and manage conflicting values and priorities that are in tension with each other. This course focuses on the approaches that a leader can use to resolve both internal conflict within an organization and conflict between organizations and other parties.

BUSM 7523 MANAGING INNOVATION – Successful organizations know the significance of innovation in staying relevant, attracting talented employees, and providing quality products and services. This course will study various theoretical foundations and business cases to develop an understanding of the factors that lead to successful innovation and creativity in organizations.

BUSM 7603 ORGANIZATIONAL CONSULTING – This course studies the requirements of successful organizational consulting, including diagnostic and problem-solving methodologies, client engagement, common mistakes and ethical issues in consulting.

COLLEGE OF EDUCATION-COGNATE COURSES

EDMA 7123 HIGHER EDUCATION LEADERSHIP – This course focuses on the responsibilities and opportunities for providing leadership in the higher education setting. The roles of board members, administrators, and faculty examined, along with shared governance models. Students will also apply leadership models and theory to current critical issues in U.S. higher education.

EDMA 7143 HISTORY OF HIGHER EDUCATION – This course provides an overview of the historical development of higher education institutions as well as the legal issues influencing higher education in the U.S. Students will examine the primary trends that contributed to the current status of the field.

EDMA 7193 VISIONARY LEADERSHIP FOR SCHOOL IMPROVEMENT – This course is an exploration of the administrative process, role of leadership, theories related to administration and leadership, and an examination of the basic principles of leadership, work motivation, decision-making, and communication. In addition, the course examines the principles of school culture that influence student learning.

EDMA 7243 HIGHER EDUCATION LAW – This course focuses on legal issues relevant to higher education institutions. Students will evaluate the current legal framework for colleges and universities, including state and federal regulation. Additionally, students will analyze the process of planning for, and responding to, legal issues and risks that confront post-secondary institutions and leaders.

EDMA 7253 EDUCATIONAL LAW & ETHICS – This course is designed to develop skills of legal research and analysis in the field of education law at the public elementary and secondary school level as well as survey the myriad of legal issues found in today's school environment.

EDMA 7373 TRANSFORMING SCHOOL CULTURE – Examines the principles of transformational leadership of school culture to promote student learning improvement. Major leadership skills to be applied in a field-based, authentic process include the assessment of existing school culture through multiple and varied data, and the development of strategies to achieve a collaborative and positive work environment to promote a culture of learning and success. Student leadership activities will include working with other to develop recognition programs, resolve conflicts, develop two-way communications, and build relationships among diverse staff and students.

EDMA 7383 COMMUNITY CARE AND ENGAGEMENT – Students will explore the various issues of school and community relations through the constructs of human relations and communications. Students will learn how to assess, critique and develop a school/community relations and communications plan. In addition, students will explore the concept and learn how to develop community/school partnerships with external agencies to enhance pupil learning and resiliency. Practices promoting interagency collaboration with the school, legal and administrative issues, will be explored. In addition, students will explore how to assess, critique and develop a school/community relations and communications plan. Students will understand and apply issues of diversity, equity, and social justice within schools and community that influence effective communications and public relations.

EDMA 7393 HIGHER EDUCATION FINANCE – This course introduces students to the critical issues related to finance in higher education. Students will explore government funding, institutional budgeting and planning, and critical issues related to financing higher education.

EDMA 7433 TEACHER EMPOWERMENT AND EVALUATION – The course includes how to empower, supervise and evaluate teachers. This includes how to plan and implement professional development of school staff to promote improved student learning. Topics include principles of school personnel evaluation; issues related to recruiting, hiring, placing, mentoring, retention, and dismissal; evaluation models for professional and classified staff; focus on instructional time, and effective professional development models to support lifelong learning and reflective practice. In addition, students will understand the creation, implementation, and evaluation of professional learning communities. Topics covered include consensus building, conflict management, results-oriented leadership, program design, and assessment.

EDMA 7443 POST-SECONDARY ASSESSMENT – This course will explore the role of assessment at the individual, course, program, and university levels. Emphasis will be placed on program outcomes, evaluation, assessment strategies, and reporting results.

EDMA 7463 RESOURCE MANAGEMENT FOR SCHOOL IMPROVEMENT – This course prepares administrators to strategically plan, manage and evaluate core programs and systems for the safe and efficient operation of schools. Course content includes the processes by which financial decisions are made at the school level. Students will acquire techniques of constructing, managing and analyzing a school budget, while simultaneously addressing issues of educational efficiency, equity and results within the school community. Operational domains examined include information systems, management systems, curriculum, instruction, student behavior and school security systems.

EDMA 7513 STUDENT DEVELOPMENT THEORY AND RESEARCH – This course will introduce students to the development of student development theory, with a focus on related research. Students will examine foundational theory and emerging trends, and practice applying principles to practice.

EDMA 7533 CURRENT ISSUES AND INNOVATION IN HIGHER EDUCATION – This course will explore contemporary issues relevant to the higher education field and impacts on colleges and universities. Students will focus on creative models for institutional adaptation, growth, and transformation.

EDMA 7553 ADULT LEARNING THEORY – This course will introduce students to adult learning and development theory, including supporting research. Students will examine foundational theory and emerging trends, and practice applying principles to practice.

COLLEGE OF MINISTRY-COGNATE COURSES

CHIS 7043 HISTORICAL MODELS OF MINISTRY LEADERSHIP – This course examines how Christian leaders in various contexts have demonstrated leadership approaches. Students will focus on leadership practices by key figures, and organizations with a goal of diagnosing the nature and function of models, the impact of Christian beliefs on leadership practices, and the process of discerning whether models apply to new contexts.

INCS 7163 CURRENT ISSUES IN MISSIOLOGY – In this course, students will explore the major issues involved in the theory and practice of contemporary Missiology. The goal of the course is to sensitize students to inter-cultural perspectives, positive leadership responses to diversity, and prepare them for advanced research and theory generation on this topic.

PMIN 7263 TRANSFORMING MINISTRY ORGANIZATIONS – This course focuses on principles and practices for strategically leading ecclesial organizations through change efforts. Students will explore the concept of innovation in the ministry context, in particular remaining faithful to the Christian mission. A primary goal of the course will be developing skills to lead transformation within ministry organizations.

PMIN 7403 SELF-LEADERSHIP IN ORGANIZATIONAL LIFE – This course explores the challenge of maintaining the health of leaders in an organizational context that places them under stress. The course draws from the classic Christian disciplines of spiritual formation such as vocation, worship, and service, placing them in relationship with organizational principles such as balance and boundaries. Additional topics will include identifying personal and organizational challenges, such as work responsibilities and mental health.

PMIN 7433 PERFORMANCE EVALUATION IN MINISTRY ORGANIZATIONS – This course focuses on the implementing data-driven approaches to evaluate the performance of ministry organizations. Topics will include the application of research methodologies relevant to ministry settings and current best practices in analyzing organizational performance with quantitative measures. Students will also study relevant policy and legal issues that impact organizations and leaders.

THEO 7563 A THEOLOGY OF CHRISTIAN ORGANIZATIONS – This course introduces students to biblical and theological themes that contribute to a foundational theology for Christian leadership. An emphasis will be placed on applying biblical and theological views to leadership theories and current challenges. Students will develop a theological perspective for the practice of leadership in the organizational context.

COLLEGE OF BUSINESS

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 5073 MANAGEMENT COMMUNICATIONS – This course is designed to strengthen communication skills and prepare students for success as MBA students and as organizational leaders. Topics include research and writing (APA style), executive summaries, memos and reports, oral presentations, listening and feedback, personal leadership skills and business case study analysis. Fee required

BUSM 5153 NEGOTIATIONS – 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. Fee required

BUSM 5173 RISK MANAGEMENT – A study of the principles and tools of Enterprise Risk Management. Students will learn best practices for identifying, assessing and controlling threats to an organization. Topics include establishing a risk management plan, identifying insurance options, managing project risk, and preparing for the Project Management Institute's Risk Management Professional Certification.

BUSM 5213 LEADERSHIP CHALLENGES – This course examines leadership theory and the application to current challenges. Students learn to evaluate and develop professional leadership skills particularly in the areas of conflict resolution, change management, and team development.

BUSM 5253 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 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 5453 MARKETING MANAGEMENT – An analysis of corporate marketing concepts. Evaluation of effective pricing, product development, promotion, channel selection and consumer behavior evaluation are considered.

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 5493 CONFLICT RESOLUTION – This course focuses on the processes of informal conflict in organizations, as well as more formal situations of negotiation and bargaining. By observing conflict and negotiation in a variety of settings, the student learns multiple methods of analysis and response to this type of organizational situation.

BUSM 5533 HUMAN RESOURCE MANAGEMENT – This course will examine the strategic role of human resources systems in supporting the business objectives of an organization. Topics include organizational development, building and managing teams, conflict resolution and human resource issues in the global business environment.

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 5663 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 5693 FINANCE FOR MANAGERS** – This course provides an introduction the essential components of organizational finance that any leader should understand. Students will gain a foundational overview of the basic principles of organizational finance. Topics include the goals and functions of financial management, financial analysis and planning, working capital management, and long-term financing.
- BUSM 5793 CHANGE MANAGEMENT** – This course focuses on forecasting and designing alternative futures for organizations and understanding organizational change as it relates to mission, strategies, tactics,
- 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 6183 MANAGEMENT CONSULTING** – This course explores what it means to be a management consultant. Effort will be placed on developing proficiencies in a range of skills required to practice consulting. Students will develop transformational leadership skills and use project management strategies to manage a real consulting project and work as a team to deliver viable solutions to foster and manage organizational change.
- 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 6513 LEGAL AND ETHICAL RESPONSIBILITY** – A study of business law and ethics, with an emphasis on recognizing ethical dilemmas, managing legal risk and leading with integrity. Legal topics include contracts, torts, intellectual property and organizational structure. Fee required
- BUSM 6753 CORPORATE STRATEGY** – This is an integrated course on the design and implementation of corporate and business unit strategies that create sustainable and competitive advantage. Students must have a working familiarity with all major functional areas. 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.
- PSAD 5203 PUBLIC SAFETY ADMINISTRATION** – This course provides students with the knowledge and skills needed for management and leadership in Public Safety Administration. This course includes the operational environment and the impact of local government, organized labor, and special interest groups. Financial and personnel management will be discussed along with strategic plan development. Personal management styles will be reviewed and assessed in light of working in a public sector environment.
- PSAD 5323 LEADERSHIP DEVELOPMENT FOR PUBLIC SAFETY ADMINISTRATORS** – *Course Description Pending*
- PSAD 5533 HUMAN RESOURCE MANAGEMENT FOR PUBLIC SAFETY ADMINISTRATORS** – *Course Description Pending*

COLLEGE OF EDUCATION

EDMA 5013 INSTRUCTIONAL DESIGN – 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 5033 DATA-DRIVEN INSTRUCTION – This course introduces candidates to educational assessment theory, including formative, summative, and self-assessments. Candidates will gain hands-on experience in planning, creating, using, and responding to learning-target aligned assessments that are designed to provide valuable information to every member of the classroom community.

EDMA 5042 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 5062 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 5073 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 5083 ACTION RESEARCH – Basic action research theory with a culminating classroom-based project.

EDMA 5093 FOUNDATIONS OF LEARNING – In this course, candidates will explore the philosophical, psychological, and historical foundations of education, considering questions such as: How do humans learn? What are the purposes of education, and how have they changed over time? Why is schooling structured as it is? How have issues of equity and justice shaped the ways that we teach? Ultimately, this course is designed to provide candidates with a theoretical framework for understanding contemporary educational systems and their places within them.

EDMA 5103 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 5113 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 5183 ASSESSMENT IN ENGLISH LANGUAGE LEARNING – Construct and administer tests within ELL classes. Study and evaluate tools for assessing second language proficiency.

EDMA 5163 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. (Grade Pass/No Credit)

EDMA 5232 MIDDLE SCHOOL CULTURE AND INSTRUCTION – Overview of middle school philosophy, organization, and methods. Includes information about current learning strategies, teaching processes, lesson planning, and curriculum organization appropriate for contemporary middle school environments.

EDMA 5273 ELEMENTARY CLASSROOM MANAGEMENT – This course provides prospective teachers with a conceptual framework and a practical knowledge base for proactive and corrective management in the elementary 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 College of Education.

EDMA 5283 SECONDARY CLASSROOM MANAGEMENT – This course provides prospective teachers with a conceptual framework and a practical knowledge base for proactive and corrective management in the secondary 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 College of Education.

EDMA 5292 PATHWAY 3 FIELD EXPERIENCE – This course provides the needed clinical classroom experience to qualify for state endorsement. The candidate will experience supervised instructional planning and practice in a classroom appropriate to their endorsement area, culminating with the state-required Pedagogy Performance Assessment (PPA). Prerequisite: Pathway 3 candidate.

EDMA 5300 TECHNOLOGY IN EDUCATION SEMINAR – Candidates will learn to integrate current technology into teaching in their content areas. This course provides an overview of technology (software and hardware) available to teachers across content areas, helping pre-service teachers build a portfolio of options which will serve them in the field. This seminar is directly linked to the candidate's teaching methods courses and field work. (Grade Pass/No Credit)

EDMA 5313 ELEMENTARY LITERACY 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 Common Core State Standards learning goals.

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 Instructional Design.

EDMA 5352, 5353 ELEMENTARY 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 Instructional Design. 3 credit version required for online campus only.

EDMA 5362, 5363 ELEMENTARY 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 Instructional Design. 3 credit version required for online campus only.

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 Instructional Design.

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. Fee required (Grade Pass/No Credit)

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 Instructional Design.

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 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 INSTRUCTIONAL PRACTICE – Beyond the basics (learning targets, lesson planning, etc.), this course allows for an in depth look at honing instructional practices as well as increasing formal and informal leadership capacity as an educator in areas of instruction. This course is aimed at applying assessment techniques to inform instruction, allowing for sustainable changes to teaching practices and increased student engagement 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 5543 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 5663 PROFESSIONAL/EDTPA SUPPORT SEMINAR – A seminar focused on preparing candidates for entry into the profession. Utilizing field personnel, the course touches on issues of employment, professional practice, and certification. Additionally, candidates will become familiar with the edTPA logistics, evidence requirements, submission process, and benchmark examples, working with a cohort to gain clarity throughout.

EDMA 5661 EDTPA SEMINAR I – Introduces the state-required Teacher Performance Assessment (edTPA), mainly focused on edTPA rubrics, structure, and timeline. In addition, an overview of building the edTPA through our COE online portfolio is provided.

EDMA 5671 EDTPA SEMINAR II – Provides an overview of edTPA construction. This will include training on commentaries, artifacts, and upload. Writing days are also provided, allowing candidates pull-out time from Student Teaching to write their assessment.

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. (Grade Pass/No Credit)

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. (Grade Pass/No Credit)

EDMA 5813 COLLABORATION, COACHING, AND PROFESSIONAL COMMUNICATION – 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 5833 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 5873 LEADERSHIP AND ORGANIZATIONAL CHANGE** – 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 5913 STUDENT TEACHING I** – Full-time field experience, where the candidate observes, assists, and teaches along-side a practicing teacher, applies specific subject area methods, tutors and teaches lessons, and develops classroom management skills.
- EDMA 5920 STUDENT TEACHING II** – Full-time field experience, where the candidate continues to observe, assist, and teach along-side a practicing teacher, applies specific subject area methods, tutors and teaches lessons, and develops classroom management skills.
- EDMA 5930 STUDENT TEACHING III** – Full-time field experience, where the candidate continues to observe, assist, and teach along-side a practicing teacher, applies specific subject area methods, tutors and teaches lessons, and develops classroom management skills.
- EDMA 5940 STUDENT TEACHING IV** – Full-time field experience, where the candidate continues to observe, assist, and teach along-side a practicing teacher, applies specific subject area methods, tutors and teaches lessons, and develops classroom management skills.
- EDMA 5953 STUDENT TEACHING V** – Full-time field experience, where the candidate observes, assists, and teaches along-side a practicing teacher, applies specific subject-area methods, tutors, and teaches lessons, and develops classroom management skills. Further, candidate is assessed on his/her ability to implement what has been learned and a demonstration of subject knowledge, pedagogical skill, and positive impact on student learning.
- EDMA 5946 M.ED. INTERNSHIP** – This course is specifically designed for international candidates, giving them valuable observation experience in a local U.S. classroom. The course requires a minimum of 250 hours in a K-12 classroom, serving the classroom teacher, gaining understanding of the classroom/instructional practice. Prerequisite: entry in the M.Ed program. (Grade Pass/No Credit)
- 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.
- EDMA 6193 VISIONARY LEADERSHIP FOR SCHOOL IMPROVEMENT** – This course is an exploration of the administrative process, role of leadership, theories related to administration and leadership, and an examination of the basic principles of leadership, work motivation, decision-making, and communication. In addition, the course examines the principles of school culture that influence student learning.
- EDMA 6253 EDUCATIONAL LAW & ETHICS** – This course is designed to develop skills of legal research and analysis in the field of education law at the public elementary and secondary school level as well as survey the myriad of legal issues found in today's school environment.
- EDMA 6373 TRANSFORMING SCHOOL CULTURE** – Examines the principles of transformational leadership of school culture to promote student learning improvement. Major leadership skills to be applied in a field-based, authentic process include the assessment of existing school culture through multiple and varied data, and the development of strategies to achieve a collaborative and positive work environment to promote a culture of learning and success. Student leadership activities will include working with other to develop recognition programs, resolve conflicts, develop two-way communications, and build relationships among diverse staff and students.

EDMA 6383 COMMUNITY CARE AND ENGAGEMENT – Students will explore the various issues of school and community relations through the constructs of human relations and communications. Students will learn how to assess, critique and develop a school/community relations and communications plan. In addition, students will explore the concept and learn how to develop community/school partnerships with external agencies to enhance pupil learning and resiliency. Practices promoting interagency collaboration with the school, legal and administrative issues, will be explored. In addition, students will explore how to assess, critique and develop a school/community relations and communications plan. Students will understand and apply issues of diversity, equity, and social justice within schools and community that influence effective communications and public relations.

EDMA 6433 TEACHER EMPOWERMENT AND EVALUATION – The course includes how to empower, supervise and evaluate teachers. This includes how to plan and implement professional development of school staff to promote improved student learning. Topics include principles of school personnel evaluation; issues related to recruiting, hiring, placing, mentoring, retention, and dismissal; evaluation models for professional and classified staff; focus on instructional time, and effective professional development models to support lifelong learning and reflective practice. In addition, students will understand the creation, implementation, and evaluation of professional learning communities. Topics covered include consensus building, conflict management, results-oriented leadership, program design, and assessment.

EDMA 6463 RESOURCE MANAGEMENT FOR SCHOOL IMPROVEMENT – This course prepares administrators to strategically plan, manage and evaluate core programs and systems for the safe and efficient operation of schools. Course content includes the processes by which financial decisions are made at the school level. Students will acquire techniques of constructing, managing and analyzing a school budget, while simultaneously addressing issues of educational efficiency, equity and results within the school community. Operational domains examined include information systems, management systems, curriculum, instruction, student behavior and school security systems.

EDUC 3901 CONTENT ASSESSMENT SEMINAR – This seminar is a practical guide to prepare students to take the WEST-E/NES content assessment required for Washington State teacher certification. During this course, students will study the assessment structure, will set goals, and gain general and content-specific test-taking strategies.

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 – This course melds theory with practice through onsite teaching, teaching observation, and applied research at a site selected in consultation with a program advisor. The research done in the internship directly supports the development of the thesis, an action research article suitable for conference presentation.

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.

SPED – SPECIAL EDUCATION

SPED 5043 INTRODUCTION TO SPECIAL EDUCATION – The course explores the philosophical, historical, and legal foundations of special education. Furthermore, candidates will analyze the roles of inclusion and collaboration when working with students with exceptionalities.

SPED 5163 COLLABORATION AND IEP TEAMS – This course instills the collaboration skills need for working with general education teachers, specialists, paraprofessionals, families, and community members to promote the students receiving special education support services.

SPED 5433 SPECIAL EDUCATION INSTRUCTION STRATEGIES I – This course provides methods for effective instruction to students with mild to moderate and severe disabilities.

SPED 5443 SPECIAL EDUCATION INSTRUCTION STRATEGIES II – This course examines methods for effective instruction to students with Autism Spectrum Disorders.

SPED 5453 SPECIAL EDUCATION INSTRUCTION STRATEGIES III – This course provides methods for effective instruction to students with behavioral disabilities.

SPED 5533 CLASSROOM ASSESSMENT – This course helps candidates to plan for and incorporate classroom assessment, both formative and summative when teaching students receiving special education support services.

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 – 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.

BIBL 5163 JESUS AND DISCIPLESHIP – This course examines the person, teaching, and work of Jesus in light of the entire biblical story. It explains the nature and practice of Christian discipleship in the context of the New Covenant, which brings the divine grace, promises, and demands of previous covenants to their fullest expression. It considers the substance and scope of the “Good News” which lies at the heart of New Testament proclamation about Jesus. In these ways, the course offers an expansive view of Jesus as the central and defining figure of Christian faith, life, ministry, and mission. (Same as THEO 5163)

BIBL 5173 FASTING, PRAYER, AND SPIRITUAL WARFARE – A course in the spiritual disciplines of prayer and fasting in view of a theology of spiritual warfare. Taught from a Pentecostal perspective, this course in the theory and praxis of prayer and fasting will primarily explore the scriptural basis for fasting and prayer as means to express a militant spirituality and resolve spiritual conflict. Different Christian traditions over the history of the church will be addressed with an emphasis on important theologian practitioners, finally moving towards a synthesis with a goal of putting a biblical theology of spiritual warfare into practice. (Same as THEO 5173)

BIBL 5203 NEW TESTAMENT INTRODUCTION: BACKGROUND & THEOLOGY – 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.

- BIBL 5253 CORINTHIAN CORRESPONDENCE** – A course focusing on Paul’s epistles to the Corinthians in the context of his larger relationship with the church at Corinth. Study of both the historical-critical setting as well as careful, passage by passage exposition of the text will be pursued in an effort to grasp the theological import of this watershed text. The course will also include a review of the history of the epistles’ interpretation, a discussion of the larger issues in the current academic discussion on Paul’s works and thought, and the potential impact of these epistles’ timeless thoughts on contemporary culture.
- 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 5333 A BIBLICAL THEOLOGY OF DREAMS AND VISIONS** – Dreams, along with prophecy and visions have been understood to be a significant expression of the out-pouring of God's Spirit in the Old Testament. In the New Testament, Luke also champions dreams and visions. This course investigates the broad topics of sleep, dreams, visions, and divine revelation in both the Old and New Testaments. It is a study that attempts to pull together the disparate reflections on the biblical understanding of dreams from a Pentecostal-Charismatic perspective.
- BIBL 5423 BIBLICAL INTERPRETATION AND MODERNITY** – This course 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** – 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.
- BIBL 6413 DEUTERONOMY** – A course focusing on the book of Deuteronomy as a central theological text of the Old Testament and indeed, the whole canon of Scripture. This course studies the nature of biblical covenants and the structure of Deuteronomy as it conducts careful exposition of key passages and themes. It attends to the history of interpretation and current state of academic study of Deuteronomy as well as the continuing relevance of the message of Deuteronomy.
- 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
- CHIS 6163 – THE JOURNEY OF THE EARLY CHURCH** – Emphasizes the development of Christianity in the centuries from the post-Apostolic era into the fourth century with a significant emphasis upon its existence vis-a-vis pagan society and the Constantinian Empire. Topics will include: the place of martyrs as witnesses to the passion of Christ, the efforts and goals of apologists, the faith and practice of the early Church as seen by both insiders and outsiders, the development of Christian theology, and the fervor surrounding Constantine and the Council of Nicaea. Consideration will be made of both the early Church in its context and related lessons for contemporary Christianity. (Same as HIST 6163)
- CMIN 5083 CRITICAL COMPONENTS OF GROWING CHURCHES** – This course will examine critical components of growing churches with an eye for missional, transformational, and practical application. It will focus on leader, culture, structure, and keystone systems of a growing church. Students will explore how the heart health of the leader impacts healthy and sustainable organizational growth, how culture is crafted intentionally within the organization and how to create structures and key systems that foster growth within the church. In addition, the students thinking will be challenged and leadership skill set expanded as they wrestle with the contextualization of these ministry components in their unique ministry environment. (Same as PMIN 5083)
- 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 5113 CREATING HEALTHY CHURCHES** –This course will explore church health and growth in the early, middle, and mature years of a church’s existence. It will further address the areas of healthy leadership disciplines and how to mentor healthy leaders. This course will provide the student with the understanding of the nature of healthy, growing, multiplying churches. It will also provide the student with the needed mindset and skills to help a church realize health, growth, and multiplication. (Same as PMIN 5113)
- CMIN 5153 RECALIBRATING CHURCHES** – This course equips pastors to help churches fulfill their mission by learning how to discern a local church’s distinctive mandate from God, to transform the culture of the church they lead, to identify and cultivate momentum, and to both learn and tell the story of that particular church. (Same as PMIN 5153)
- CMIN 5163 TEAM BUILDING AND MANAGING CONFLICT** – This course will examine working with teams and successful ways to manage conflict within the church/ministry setting. The student will understand the foundations for team leadership and how to discern components of real teams. To help the student appreciate and embrace the multiple applications of team leadership in various ministry settings; to prevent the isolationist tendencies in ministers that lead to burnout or ego problems; to understand different types of conflict, causes of conflict and skills to address conflict issues within the church/ministry context. (Same as PMIN 5163)
- 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 5383 TURNAROUND CHURCHES** – The purpose of the course is to introduce the student to the principles and procedures of turning around plateaued and declining churches in North American. At the end of the course the student should be able to: (1) explain why churches become plateaued or decline in attendance; (2) develop a basic plan to help revitalize churches; and (3) spell out the essential steps, principles, and procedures for turning around churches. (Same as PMIN 5383)
- CMIN 5913 CULTURAL CHANGE PARADIGM TRAVEL COURSE** – This course will examine the new paradigm needed for refocusing a church to be outward-focused in a pluralistic society. It will focus on ministry analysis, values discovery, mission, vision and development of a cultural change process – creating change as well as determining the church’s readiness for change. In addition, students will travel together on a paradigm trip to one or more outward-focused churches for discovery, analysis along with execution of a ministry plan. (Same as PMIN 5913)
- 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 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.

HIST 5493 HISTORY OF RENEWAL MOVEMENTS – This course will examine the biblical, theological, and cultural impact of renewal and reformation movements in history. Beginning with Old Testament prophetic calls for national and individual renewal and righteousness leading up to the coming Messiah and the Acts 2 Spirit outpouring upon "all flesh," this course explores the eschatological and musicological foundations of renewal. Students will study reformation movements from the 16th century and beyond with special focus upon religious and sociological reformation and revival movements in the 19th and 20th century and how socio-political movements such as the Abolition, Labor, Women's Suffrage, and Temperance movements parallel the cultural turmoil, opportunity, and patterns for turning around churches in the current era. How did those movements influence and birth the Holiness, Foreign Missions, and Pentecostal Movements of the late 19th and early 20th centuries? In addition, key figures and institutional/denominational will provide implications and learning's for current and future generations of Pentecostal and Evangelical leaders.

HIST 6163 – THE JOURNEY OF THE EARLY CHURCH – Emphasizes the development of Christianity in the centuries from the post-Apostolic era into the fourth century with a significant emphasis upon its existence vis-a-vis pagan society and the Constantinian Empire. Topics will include: the place of martyrs as witnesses to the passion of Christ, the efforts and goals of apologists, the faith and practice of the early Church as seen by both insiders and outsiders, the development of Christian theology, and the fervor surrounding Constantine and the Council of Nicaea. Consideration will be made of both the early Church in its context and related lessons for contemporary Christianity. (Same as CHIS 6163)

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.

PCAR 6944 CLINICAL PASTORAL EDUCATION INTERNSHIP I – *Course description pending*

PCAR 6954 CLINICAL PASTORAL EDUCATION INTERNSHIP II – *Course description pending*

PCAR 6964 CLINICAL PASTORAL EDUCATION INTERNSHIP III – *Course description pending*

PCAR 6974 CLINICAL PASTORAL EDUCATION INTERNSHIP IV – *Course description pending*

- PMIN 5083 CRITICAL COMPONENTS OF GROWING CHURCHES** – This course will examine critical components of growing churches with an eye for missional, transformational, and practical application. It will focus on leader, culture, structure, and keystone systems of a growing church. Students will explore how the heart health of the leader impacts healthy and sustainable organizational growth, how culture is crafted intentionally within the organization and how to create structures and key systems that foster growth within the church. In addition, the students thinking will be challenged and leadership skill set expanded as they wrestle with the contextualization of these ministry components in their unique ministry environment. (Same as CMIN 5083)
- PMIN 5113 CREATING HEALTHY CHURCHES** –This course will explore church health and growth in the early, middle, and mature years of a church’s existence. It will further address the areas of healthy leadership disciplines and how to mentor healthy leaders. This course will provide the student with the understanding of the nature of healthy, growing, multiplying churches. It will also provide the student with the needed mindset and skills to help a church realize health, growth, and multiplication. (Same as CMIN 5113)
- 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 5153 RECALIBRATING CHURCHES** – This course equips pastors to help churches fulfill their mission by learning how to discern a local church’s distinctive mandate from God, to transform the culture of the church they lead, to identify and cultivate momentum, and to both learn and tell the story of that particular church. (Same as CMIN 5153)
- PMIN 5163 TEAM BUILDING AND MANAGING CONFLICT** – This course will examine working with teams and successful ways to manage conflict within the church/ministry setting. The student will understand the foundations for team leadership and how to discern components of real teams. To help the student appreciate and embrace the multiple applications of team leadership in various ministry settings; to prevent the isolationist tendencies in ministers that lead to burnout or ego problems; to understand different types of conflict, causes of conflict and skills to address conflict issues within the church/ministry context. (Same as CMIN 5163)
- 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 5383 TURNAROUND CHURCHES** –The purpose of the course is to introduce the student to the principles and procedures of turning around plateaued and declining churches in North American. At the end of the course the student should be able to: (1) explain why churches become plateaued or decline in attendance; (2) develop a basic plan to help revitalize churches; and (3) spell out the essential steps, principles, and procedures for turning around churches. (Same as PMIN 5383)
- 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 5913 CULTURAL CHANGE PARADIGM TRAVEL COURSE** – This course will examine the new paradigm needed for refocusing a church to be outward-focused in a pluralistic society. It will focus on ministry analysis, values discovery, mission, vision and development of a cultural change process – creating change as well as determining the church’s readiness for change. In addition, students will travel together on a paradigm trip to one or more outward-focused churches for discovery, analysis along with execution of a ministry plan. (Same as CMIN 5913)

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 5163 JESUS AND DISCIPLESHIP – This course examines the person, teaching, and work of Jesus in light of the entire biblical story. It explains the nature and practice of Christian discipleship in the context of the New Covenant, which brings the divine grace, promises, and demands of previous covenants to their fullest expression. It considers the substance and scope of the “Good News” which lies at the heart of New Testament proclamation about Jesus. In these ways, the course offers an expansive view of Jesus as the central and defining figure of Christian faith, life, ministry, and mission. (Same as BIBL 5163)

THEO 5173 FASTING, PRAYER, SPIRITUAL WARFARE – A course in the spiritual disciplines of prayer and fasting in view of a theology of spiritual warfare. Taught from a Pentecostal perspective, this course in the theory and praxis of prayer and fasting will primarily explore the scriptural basis for fasting and prayer as means to express a militant spirituality and resolve spiritual conflict. Different Christian traditions over the history of the church will be addressed with an emphasis on important theologian practitioners, finally moving towards a synthesis with a goal of putting a biblical theology of spiritual warfare into practice. (Same as BIBL 5173)

THEO 5213 CHRISTIAN THEOLOGY: AN INTRODUCTION – 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.

THEO 5223 SYSTEMATIC THEOLOGY – *Course Description Pending*

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 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.

SCHOOL OF NURSING

NURS 5113 CURRICULUM DEVELOPMENT – Analyze historical, cultural, ethical, technological, theoretical, research, forecasting, and nursing perspectives pertaining to curriculum development, pedagogy and evaluation. Compare and contrast selected curricula in terms of educational philosophy, learning theory, psychology of learning, learning needs assessment, learning outcomes, design of learning activities, and assessment. Develop a map of personal learning goals that reflects an understanding of learning theory, curricular design, assessment, and the identification of a clinical focus for advanced learning. Document and explain rationale for the selection of a scholarly project topic.

NURS 5133 RESEARCH AND INNOVATION FOR HEALTH CARE – Analyze historical, cultural, ethical, technological, theoretical, research, forecasting, and nursing perspectives pertaining to health care research and innovation. Compare and contrast the utility of quantitative and qualitative research methods to evaluate and answer health questions posed by faculty, students, and practice environments. Propose and debate the transfer of technological and service delivery innovations from other fields to the domain of health care. Formulate research questions and hypotheses through the analysis of available data sets. Document and explain the research question, hypothesis, and method of the scholarly project. Document and explain the role of innovation and the employment of research findings in the scholarly project. Prerequisite: NURS 5113 Curriculum Development.

NURS 5213 HEALTH CARE LEADERSHIP: ETHICAL AND SPIRITUAL CONSIDERATIONS – Analyze historical, cultural, ethical, technological, theoretical, research, forecasting, and nursing perspectives pertaining to the ethical and spiritual dimensions of health care leadership. Compare and contrast ethical and spiritual values that have impact upon health disparities, health care systems, and leadership styles. Develop a scholarly defense for a set of personal ethical and spiritual guidelines for nursing practice. Document and explain ethical and spiritual considerations for the scholarly project. Prerequisite: NURS 5113 Curriculum Development, NURS 5133 Research and Innovation for Health Care.

NURS 5223 HEALTH CARE LEADERSHIP: POLICY DEVELOPMENT AND IMPLEMENTATION – Analyze historical, cultural, ethical, technological, theoretical, research, forecasting, and nursing perspectives pertaining to the development and implementation of health care public policy. Compare and contrast motivational factors underlying policy proposals and approaches to policy advocacy. Propose to a public, executive branch agency a policy that will promote healthy outcomes. Document and explain policy implications for the scholarly project. Prerequisite: NURS 5113 Curriculum Development, NURS 5133 Research and Innovation for Health Care.

NURS 5313 PROGRAMMING FOR HEALTH CARE OUTCOMES – Analyze historical, cultural, ethical, technological, theoretical, research, forecasting, and nursing perspectives pertaining to quality assurance and improvement. Compare and contrast methods of quality assurance, quality improvement, safety promotion, and risk management. Present to a service delivery organization an evidence-based, health-related, proposal for a continuous quality (efficacy, safety, or risk-management) improvement process. Document and explain desired health care outcomes for the scholarly project. Prerequisite: NURS 5113 Curriculum Development, NURS 5133 Research and Innovation for Health Care.

NURS 5503 HEALTHY OUTCOMES THROUGH EFFECTIVE ORGANIZATIONS – Analyze historical, cultural, ethical, technological, theoretical, research, forecasting, and nursing perspectives pertaining to organizational behavior and interdisciplinary health care delivery. Compare and contrast approaches to information sharing, resource allocation, collaboration, planning, and leadership. Provide voluntary consultation to an interest group or formal (corporate or government) organization relating to an organizational development issue. Document and explain organizational issues for the scholarly project. Prerequisite: NURS 5113 Curriculum Development, NURS 5133 Research and Innovation for Health Care.

NURS 5513 HEALTHY OUTCOMES FOR THE INDIVIDUAL, FAMILY, AND SOCIAL UNIT – Analyze historical, cultural, ethical, technological, theoretical, research, forecasting and nursing perspectives pertaining to patient-centered care. Compare and contrast approaches to behavior modification, motivation, and change. Implement a health teaching strategy and/or support intervention designed to promote healthy outcomes for an individual, family, or social unit. Explore applications of healthy outcomes for the individual, family, and social unit. Prerequisite: NURS 5113 Curriculum Development, NURS 5133 Research and Innovation for Health Care.

NURS 5523 HEALTHY OUTCOMES FOR SOCIETY AND THE WORLD – Analyze historical, cultural, ethical, technological, theoretical, research, forecasting, and nursing perspectives pertaining to establishing and achieving societal and international health goals. Compare and contrast varied political philosophies with regard to achieving social good and healthy outcomes. Serve an organization or group in the pursuit of targeted healthy outcomes for an underserved or cross-cultural population. Document and explain the possible implications of healthy outcomes for society and the world related to the scholarly project. Prerequisite: NURS 5113 Curriculum Development, NURS 5133 Research and Innovation for Health Care.

NURS 5613 IMPLICATIONS OF HOLISTIC CARE ON HEALTHY OUTCOMES – Analyze historical, cultural, ethical, technological, theoretical, research, forecasting, and nursing perspectives pertaining to health assessment, clinical investigation, pharmacology, and other treatment modalities. Compare and contrast methods or means of establishing, disseminating, and implementing client care guidelines. Demonstrate clinical competence in a newly selected area of study through service to patients in a real or simulated setting, a client teaching opportunity, or cross-cultural client service experience. Document and explain health assessment, physiology, pathophysiology, and pharmacology implications of the scholarly project. Prerequisite: NURS 5113, NURS 5133, NURS 5213, NURS 5223, NURS 5313, NURS 5503, NURS 5513, and NURS 5523.

NURS 5913 SCHOLARLY PROJECT – Implement, document, analyze, and defend the scholarly project. Discuss the complementary integration of skills, evidence, and resources to promote healthy outcomes for a designated client, group, or population. Disseminate findings, conclusions, and recommendations to a selected target audience. Articulate the impact of the program curriculum and scholarly project upon personal life-long learning goals. Prerequisites: NURS 5213, 5223, 5313, 5503, 5513, and 5523.

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

COUN 5053 MARRIAGE AND FAMILY THERAPY – In this course, students will gain an introduction to theories and models of counseling couples and families. Attention is given to specific issue that bring couples and families to counseling.

COUN 5153 RESEARCH METHODS AND PROGRAM EVALUATION – Students will gain an understanding of a variety of research methods and designs, and statistical analysis. Emphasis is placed on the use of research in informing evidence-based practices and program evaluation.

COUN 5173 CRISIS COUNSELING AND ABUSE – Students will learn about crisis theory and intervention, multidisciplinary responses to crises, and bio-psycho-social impacts of trauma on individuals, families, and communities. Additionally, students will gain an overview of issues surrounding child, partner, and elder abuse. Special attention is given to the assessment of and the legal and ethical responsibilities of a mandated reporter.

COUN 5303 GROUP COUNSELING – In this course, student will study group process and dynamics including group formation, leadership styles, therapeutic factors and outcomes, and types of groups and various group settings. The students will participate in a group experience consisting of 10 clock hours.

COUN 5343 BIOLOGICAL BASES OF BEHAVIOR: PSYCHOPHARMACOLOGY – This course presents an overview of neuropsychology and psychopharmacology. Emphasis is placed on the interaction between neurophysiology and psychotropic medications, as well as on how such interactions influence psychotherapy, treatment planning, interventions, and referrals.

COUN 5403 PSYCHOTHERAPEUTIC SYSTEMS – In this course, students will gain an overview of current counseling theories and the selection of appropriate interventions, and will work towards the development a personal model of counseling.

COUN 5453 PSYCHOPATHOLOGY AND DIAGNOSIS – This course focuses on the diagnosis process, differential diagnosis, and treatment of the psychopathologies and how those pathologies differ in various cultures. Emphasis is placed on the use of the current Diagnostic and Statistical Manual of Mental Disorders (DSM).

COUN 5503 MULTICULTURAL ISSUES IN COUNSELING – In this course, students will study multicultural counseling theories and differences in psychology and behavior in various cultures including the student's culture. Attention is given to the counselor's role promoting social justice, advocating for diverse populations, understanding the effects of socio-economic status, eliminating prejudices and intentional and unintentional discrimination and oppression.

- COUN 5553 PROFESSIONAL ORIENTATION AND LAW AND ETHICS** – In this course, students will gain an understanding of the history, philosophy, and practice of counseling. Specific attention is given legal and ethical standards for licensed counselors.
- COUN 5663 PROFESSIONAL ORIENTATION AND CALIFORNIA LAW AND ETHICS** – In this course, students will examine California law and professional ethics, as well as professional ethical standards.
- COUN 5943 COUNSELING SKILLS** – In this course, students will study and practice essential interviewing and counseling skills. The student will also examine counselor characteristics and behaviors that influence the helping process.
- COUN 5953 HELPING RELATIONSHIPS** – In this course student will examine the role of the counselors in different settings, learn about the formation of treatment and intervention plans, and suicide prevention models and techniques. Additionally, the student will examine case management and systems of care for the severely mentally ill.
- COUN 5963 PRACTICUM: FIELD EXPERIENCE** – In this course, students will gain practical supervised experience in a counseling setting. Attention is given to developing interviewing, basic counseling, and remedial case conceptualization skills.
- COUN 6143 HUMAN SEXUALITY AND RELATIONSHIPS** – In this course, students will examine physiological, psychological, and socio-cultural factors of sexual behavior, gender identity, and psychosexual dysfunction.
- COUN 6363 CAREER COUNSELING** – This course provides an overview of theories and models of career development, counseling, and decision-making. Attention is given to the process of assessing and implementing personal, career, and educational goals of clients.
- COUN 6393 ASSESSMENT AND APPRAISAL** – In this course, student will gain an overview of assessment and appraisal techniques and their application to counseling interventions. Specific attention is given to interpreting and reading assessment reports and applying evaluations to counseling.
- COUN 6453 ADVANCED COUNSELING THEORIES AND PRACTICE** – In this course, students study and apply counseling theories and interventions. Attention is given to the selection of appropriate interventions, the evaluation of therapy outcomes, and multicultural issues in counseling.
- COUN 6603 HUMAN GROWTH AND DEVELOPMENT** – This course is a survey of human growth and development across the lifespan. The interaction of biological, psychological, cultural, socio-economic, spiritual, and environmental factors on development. One third of the course is allotted for the study of geriatric and long-term care issues.
- COUN 6763 SUBSTANCE ABUSE COUNSELING AND INTERVENTIONS** – This course looks at the psychological, physiological, and sociological factors of addiction, placing emphasis on evaluation, interventions, treatments, and prevention techniques across different cultures.
- COUN 6942 INTERNSHIP I** – This course represents the first of three consecutive semesters in a clinical setting (with supervised counseling). The student combines course knowledge and practicum experience at his or her internship site. Students will practice case consultation and conceptualization with their peers.
- COUN 6952 INTERNSHIP II** – This course represents the second of three consecutive semesters in a clinical setting (with supervised counseling). The student combines course knowledge and practicum experience at his or her internship site. Students will practice case consultation and conceptualization with their peers.
- COUN 6962 INTERNSHIP III** – This course represents the final of three consecutive semesters in a clinical setting (with supervised counseling). The student combines course knowledge and practicum experience at his or her internship site. Students will practice case consultation and conceptualization with their peers.
- GLST 5153 RESEARCH FOR SOCIAL CHANGE** – A comprehensive overview of research methods in the social sciences, and their capacity to improve the lives of individuals and communities. The course focuses primarily on the design and implementation of multiple forms of qualitative studies. Students will consider methodological options for their own future research and begin to develop a strategy for their fieldwork leading to the thesis project.
- GLST 5203 SPIRITUALITY, CULTURE AND SOCIAL JUSTICE** – Students are encouraged to explore personal, spiritual, and theological foundations for being involved in a helping profession.

GLST 5313 COMMUNITY DEVELOPMENT – This course explores the broad practice of community development, and the various ways the field is defined and expressed in both global and local contexts. Students will examine both the dominant and competing paradigms to development and poverty alleviation, the shift in these paradigms over time, and recurrent themes of social change.

GLST 5333 LEADERSHIP – Students in this course will examine the impact of their own strengths and leadership styles upon their contexts of influence, as well as the specific challenges of leading and managing non-profit organizations in a globalized world.

GLST 5503 CULTURE STUDIES IN A 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 as well as a number of case studies in which practical issues illustrate and problematize relevant theories. The course will in particular consider issues of culture as they impact the contexts of relief, advocacy, and community development. Special travel fee may apply.

GLST 5673 GLOBALIZATION AND DEVELOPMENT – 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. Finally, the course explores the ethical and spiritual dimensions of global citizenship.

GLST 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. (Grade Pass/No Credit) Prerequisite: Instructor’s permission.

GLST 5923 FIELDWORK – In this course, students complete their individualized student fieldwork requirements, typically including specialized service with one or more organizations and opportunities for qualitative research. Students will receive instruction and guidance throughout their fieldwork experience, and will have the opportunity to interact with student peers and instructors through regular fieldwork reports.

GLST 5932 PRACTICUM IN PROJECT MANAGEMENT – This course provides an introduction to the paradigm of Project Management, with a specific focus on the community development environment. Students will learn principles of project management by designing projects for actual organizations, and will acquire skills for the initiation, planning, and presentation of project designs. The coursework and experience from this practicum will prepare students for the option of becoming certified in Project Management for Development Professionals (PMD Pro).

GLST 5942 PRACTICUM IN FUNDING AND GRANT WRITING – A study in strategies for sustainable resource development for non-profits and businesses. Students will explore strategies for resource development for nonprofit organizations, and will apply their skills in organizational contexts. Topics include: grant writing techniques, donor-centered fundraising, fundraising management, giving campaigns, the use of technology, and volunteer management.

GLST 5952 PRACTICUM IN PROGRAM EVALUATION – In this course, students will be introduced to the basic concepts of outcomes-based evaluation and will become familiar with the necessary tools to design and conduct program evaluations. This is a hands-on course that requires students to actually evaluate real programs in their local contexts. It is intended to provide students with practical knowledge that can be used to improve programs and organizations, so that they can make a more meaningful difference in communities and individual lives.

GLST 5962 THESIS PROJECT PRACTICUM I – In this course, students integrate lessons learned from fieldwork into their thesis project, choosing either a full academic thesis option, or the practical project and short thesis option. In addition, the goals of this practicum are to maintain good relational dynamics for the cohort community and to work towards the integration of learning from other courses in the semester.

GLST 5972 THESIS PROJECT PRACTICUM II – 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.

- GLST 6343 SOCIAL ENTREPRENEURSHIP** – This course is intended to be an introduction to practices and principles of social entrepreneurship. The course focuses in great part on innovative approaches to addressing social needs, and explores contemporary case studies. Topical themes include: economic development through social enterprise; policy, politics, and free market forces; ethics and social responsibility; and globalization and the new economy. This course assumes that anyone can be entrepreneurial, whether or not it is their primary calling, and that everyone can play some role in supporting an entrepreneurial team. Therefore, special attention will be given to re-discovering our imaginative, inventive capacities, and cultivating entrepreneurial qualities.
- GLST 6383 PEACEMAKING AND RECONCILIATION** – This course focuses on processes of peace-making that often must be at the heart of community-developing. The course will consider how to bring conflicting parties into agreement through nonviolent means. It will look also at underlying causes of hostility (such as racism, sexism, oppression, economic disparity, ethnic animosity, and intercultural misunderstanding), and consider both faith-based and secular approaches to fostering individual healing, reconciliation, and social justice.
- GLST 6423 SOCIAL AND ENVIRONMENTAL JUSTICE** – This course considers issues of justice between people, and between people and the rest of creation. 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, globalization, political oppression, war and peace issues, indigenous rights, and gender inequality. The course also considers the historical roots of and contemporary solutions for ecological problems, and the ways in which environmental issues impinge on the practices of community development.
- GLST 6573 CHILDREN, POVERTY, AND DEVELOPMENT**– Prevention and advocacy for children at risk and the creation of healthy environments and communities for children are the two main foci of this course. Students will explore a child-focused perspective on poverty and development, including a consideration of the cultural, social, political and spiritual determinants that impact children, and transformative, community-based approaches to improving child well-being.
- GLST 6593 DISASTER RELIEF AND DEVELOPMENT** – Students will examine the critical concepts, principles, and tools that are needed in order to effectively engage in the humanitarian context, as well as the relationship between disaster relief and community development. Special attention is paid to climate change adaptation, disaster risk reduction, and protection issues. The course seeks to provide an opportunity for students to develop a framework for a holistic approach to disaster relief. This course will prepare students for optional certification in humanitarian action under the Professionals in Humanitarian Assistance and Protection (PHAP) Credentialing Program.
- 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: GRADUATE WRITING SEMINAR** – An advanced course n graduate-level scholarly and research writing. As such, topics will include: writing structure and organization, scholarly voice, effective support for a thesis, and use of appropriate APA style and formatting.
- 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.
- 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.
- 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 current Diagnostic and Statistical Manual of Mental Disorders (DSM).
- PSYC 5502 MULTICULTURAL ISSUES IN PSYCHOLOGY** – This course examines the differences in psychology and human behavior among various cultures.
- 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 ABUSIVE RELATIONSHIPS** – This course provides an overview of the issues that surround abuse of children, intimate partners, elders, and other vulnerable populations. 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. (Grade Pass/No Credit) Prerequisite: Instructor's permission.
- PSYC 5941 PRACTICUM I** – This course represents the first of three semesters of practicum to be completed prior to internship or thesis. This course is designed to prepare students for internship or thesis and provide them with an introduction to the profession of counseling. In a supervised small group experience students explore vocational aspirations and consider how internship or thesis would complement their goals.
- PSYC 5951 PRACTICUM II** – This course represents the second of three semesters of practicum to be completed prior to internship or thesis. This course is designed to prepare students for 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 III** – This course represents the third of three semesters of practicum to be completed prior to internship or thesis. Students will receive an introduction to crisis, trauma, and grief and loss in this course, providing them with a foundation prior to the specific trainings that they will receive at their internship sites.
- 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.
- 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 current Diagnostic and Statistical Manual of Mental Disorders (DSM).

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 builds on the student's knowledge of history and systems of psychology and specifically focuses on theories of how the "self" is formed and individual differences. Students will learn about the formation of personality through multiple theoretical orientations including non-western theories.

PSYC 7043 INTERPROFESSIONAL PRACTICE AND CONSULTATION – Students will study health psychology and the role of the psychologist in an interprofessional practice. Attention will be given to medical literacy as is applicable to counseling psychology and evidence-based brief interventions in a medical setting. Additionally, students will about different health delivery systems and interprofessional consultation.

PSYC 7142 HUMAN SEXUALITY AND SEXUAL DISORDERS – In this course, students will consider the application of psychological, physiology, sociological, and cultural perspectives of sexual behaviors and disorders. Students will practice skill development, interventions, and treatment planning.

PSYC 7173 TESTING AND MEASUREMENT – In this course, students will study psychometric theory and measurement issues in psychology. Focus is given to principles and practices of test construction in preparation for psychological assessment training.

PSYC 7202 SOCIAL JUSTICE AND FAITH INTEGRATION – Students examine how current social justice and faith integration issues impact mental health and evaluate the implications of these issues for psychotherapy. Additional attention is given to preparation for the Cross-Cultural immersion experience.

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. 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 – This course provides an overview of the biological aspects of behavior including neural and physiological structures and processes and genetic influences. Attention is given to impact of physiology and genetics on human 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 7423 COUPLES AND FAMILY THERAPY** – In this course, students will learn to apply systems theory to the treatment of families and couples. Students will study relevant theories, interventions, and psychotherapies. Attention is given to applied skill development and practice.
- PSYC 7443 SOCIAL PSYCHOLOGY AND BEHAVIOR** – In this course, students will study theories and research relevant to social psychology including group processes, attributions, discrimination, and attitudes. Attention is given to culture and social behavior.
- 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 CULTURAL AND DIVERSITY ISSUES IN PSYCHOLOGY** – In this course students will examine multiple dimensions of diversity including culture, race, ethnicity, socioeconomic status, sexual orientation, gender, age, mental and physical disabilities, as well as religion and spirituality. Attention is given to the development of self-awareness of the student's cultural values, biases, and worldview. Additionally, how these differences may impact the therapeutic process is addressed. This course is a preparation course for the Cross-Cultural Immersion experience and a course fee is attached.
- 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 7603 ADVANCED LIFESPAN DEVELOPMENT** – In this course, students will study human development, growth, and transition from conception to death. The interacting processes of physical, cognitive, social, emotional, and moral development will be examined.
- PSYC 7613 HISTORY AND SYSTEMS OF PSYCHOLOGY** – In this course, students will study the history and development of psychology and counseling. Attention is given to various major systems of thought including structuralism, functionalism, behaviorism, psychoanalysis, gestalt, and cognitive.
- PSYC 7632 INDIGENOUS PSYCHOLOGIES** – In this seminar course, students will integrate various psychological theories and indigenous psychologies. Using case studies and vignettes, students compare and contrast approaches and conceptualizations of psychotherapeutic treatment and diagnoses through various multicultural lenses.
- PSYC 7662 INTERNATIONAL FIELD STUDY** – This course is a case study of the psychology, culture, and social justice issues related to the people indigenous to the country of the cultural immersion trip. (Course fee attached)
- PSYC 7762 SUBSTANCE ADDICTIONS AND INTERVENTIONS** – In this applied course, students will study the psychological, physiological, and sociological components of addiction. Emphasis is placed on appropriate interventions, treatments, assessment, and prevention techniques.
- PSYC 7873 PRE-PRACTICUM I: COUNSELING SKILLS** – This course is a comprehensive overview of counseling skills including the basic listening sequence, narrative therapy interventions, and empathy training. Exploration of communication and counseling theories within diverse multicultural contexts is discussed. Students will have the opportunity to practice counseling skills, video tape sessions and receive feedback from faculty and students. (Grade Pass/No Credit)
- PSYC 7883 PRE-PRACTICUM II: SYSTEMS AND MODELALITIES OF THERAPY** – This course provides an overview of psychological systems including psychodynamic, cognitive-behavioral, person-centered, feminist, integrative, humanistic, and existential. Application of these psychological systems to therapeutic interventions will be discussed and practice. (Grade Pass/No Credit)
- PSYC 7892 PRE-PRACTICUM III: ADVANCED PSYCHOPATHOLOGY** – This course builds on students' knowledge of psychopathology and counseling skills by emphasizing differential diagnosis and the process of diagnostic clinical interviewing. This course is applied in nature and students will continue to refine their clinical skills in preparation for psychology practice. (Grade Pass/No Credit)

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. (Grade Pass/No Credit) Prerequisite: Instructor’s permission.

PSYC 7912 DOCTORAL PRACTICUM I – This course represents the first of three consecutive semester of a practicum experience in a professional psychology setting. In addition to on-site supervision, the student will participate in case consultation in class. Topics to be addressed include: assessment, treatment planning, case management psychotherapeutic intervention, evidence-based practice, cultural psychology and, social justice. Attention will be paid to personal and professional development as they apply to doctoral practicum students. Focus is given to preparing the students for their pre-internships or advanced practicum.

PSYC 7922 DOCTORAL PRACTICUM II – This course is the second of three consecutive semesters of a practicum experience in a professional psychology setting. In addition to on-site supervision, the student will participate in case consultation in class. Topics to be addressed include: assessment, treatment planning, case management psychotherapeutic intervention, evidence-based practice, cultural psychology, and social justice. Attention will be paid to personal and professional development as they apply to doctoral practicum students. Focus is given to preparing the students for their pre-internships or advanced practicums.

PSYC 7932 DOCTORAL PRACTICUM III – This course is the last of three consecutive semesters of a practicum experience in a professional psychology setting. In addition to on-site supervision, the student will participate in case consultation in class. Topics to be addressed include: assessment, treatment planning, case management psychotherapeutic intervention, evidence-based practice, cultural psychology, and social justice. Attention will be paid to personal and professional development as they apply to doctoral practicum students. Focus is given to preparing the students for their pre-internships or advanced practicums.

PSYC 7942 DOCTORAL ADVANCED PRACTICUM I – 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. 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 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 II – This course represents the second 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. 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 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 7962 DOCTORAL ADVANCED PRACTICUM III – This course represents the last 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. 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 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 7991 DOCTORAL PRACTICUM CONTINUATION –Continuing enrollment in Doctoral Practicum past Doctoral Practicum III. (Special Fee involved, Grade Pass/No Credit)

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 – In this course, students will examine foundational theories and issues of learning, memory, decision-making, thought processes, motivation, attachment, and emotions. Attention is given to the impact of emotion on cognitive processes and behavior.

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: PSYCHOTHERAPEUTIC MODALITIES – Students study theory, mechanisms of change, empirical efficacy, interventions, and practice of several contemporary psychotherapeutic modalities. Students learn methods of building an effective therapeutic alliance and will study how cultural and religious constructs affect the building of the relationship between client and therapist.

PSYC 8133 INTERVENTIONS AND PRACTICE II: POPULATION-BASED APPROACHES – Students examine clinical approaches to specific groups of people served by psychologists including ethnic and cultural populations and specific diagnostic groups.

PSYC 8162 INTERVENTIONS AND PRACTICE III: EFFICACY OF INTERVENTIONS AND INNOVATIVE THERAPIES – Students study the etiology and implementation of outcome measures in psychotherapy and will analyze and discuss emerging treatment modalities.

PSYC 8353 PSYCHOPHARMACOLOGY – In this course, students will gain an 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 8732 PROFESSIONAL PRACTICE SEMINAR: PROFESSIONAL STANDARDS – In this seminar course, students focus on the practical application of current professional standards and ethics to the practice of psychology. Emphasis is placed on synthesizing information from coursework, clinical training, and dissertation.

PSYC 8752 PROFESSIONAL PRACTICE SEMINAR III: SUPERVISION – In this seminar course, students will discuss skills, ethics, issues, and responsibilities of effective supervision. Students will practice supervision skills, examine case studies, and study current research in supervision.

PSYC 8773 PSYCHOLOGICAL ASSESSMENT I: COGNITIVE ASSESSMENTS – 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: PERSONALITY ASSESSMENTS – This course builds upon PSYC 8773, Psychological Assessment I, and specifically examines those tests relating to personality assessment, both objective and projective measures. 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 settings.

PSYC 8793 PSYCHOLOGICAL ASSESSMENT III: SOCIAL, EMOTIONAL, AND BEHAVIORAL ASSESSMENT – This course builds upon PSYC 8773, Psychological Assessment I, and PSYC 8783, Psychological Assessment II, and specifically examines those tests relating to social, emotional, behavioral, and adaptive functioning. 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 DOCTORAL PRE-INTERNSHIP 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 pre-internship site. Additionally, the student will participate in case consultation with the students and program faculty. Focus is given to preparing the students for their internships. (Grade Pass/No Credit)

PSYC 8922 DOCTORAL PRE-INTERNSHIP 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 pre-internship site. Additionally, the student will participate in case consultation with the students and program faculty. Focus is given to preparing the students for their internships. (Grade Pass/No Credit)

PSYC 8932 DOCTORAL PRE-INTERNSHIP 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 that is commensurate with what 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 pre-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. (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 DOCTORAL INTERNSHIP IN PSYCHOLOGY I – This is the first of three consecutive semesters of an internship experience in a professional psychology setting. (Grade Pass/No Credit)

PSYC 8982/8986 DOCTORAL INTERNSHIP IN PSYCHOLOGY II – This is the second of three consecutive semesters of an internship experience in a professional psychology setting. (Grade Pass/No Credit)

PSYC 8992/8996 DOCTORAL INTERNSHIP IN PSYCHOLOGY III – This is the third of three consecutive semesters of an internship experience in a professional psychology setting. (Grade Pass/No Credit)

ADMINISTRATION

Joseph L. Castleberry (2007) *President*

B.A., Evangel University 1983

M.Div., Princeton Theological Seminary (1988)

Ed.D. Teachers College, Columbia University (1999)

Kenneth E. Cornell (2013).....*Senior Vice President, Advancement*

B.A., Seattle Pacific University, 1985

M.B.A., Seattle Pacific University, 1994

James R. Heugel (1999) *Provost*

B.A., Northwest University, 1979

M.A., Fuller Theological Seminary, 1984

Ph.D., University of Washington, 2000

John Jordan (2012)..... *Chief Financial Officer*

B.S., Central Washington University, 1981

Phil Rasmussen (2001)..... *Vice President, Campus Ministries and Church Relations*

B.A., Northwest University, 1986

M.A., Assemblies of God Theological Seminary, 2002

D.Min., Assemblies of God Theological Seminary, 2017

ADMINISTRATIVE DIRECTORS & COORDINATORS

Academic Success and Advising, Director	Traci Grant
Admissions (Traditional), Director	Andy Hall
Alumni and Parent Relations, Director	Ronnie Hastie
Athletics, Director.....	Gary McIntosh
Career Development, Director	Levi Davenport
Center for English Language Education, Director	Autumn Witt
Center for Leadership Studies, Director	Earl Creps
College of Adult & Professional Studies, Dean	Jim Jessup
College of Social & Behavioral Science, Assistant Director	Rachel Smulski
Comptroller.....	Reba Mart
Conference and Event Services, Director	Shelly Hinson
Development, Executive Director.....	Justin Kawabori
Housing Coordinator.....	Abigail Stovall
Financial Aid Services, Director.....	Roger Wilson
Human Resources, Director	Victoria Clark
Information Technology, Director	David Bazan
International Student Services, Director	Li Lowry
Library, Director	Adam Epp
Marketing, Director	Steve Bostrom
Multicultural Life, Director	Nina Hanson
NU Foundation, Executive Director	Justin Kawabori
Office of the President, Director	Office of the President
Office of the Provost, Assistant Provost	Ben Thomas
Online Operations, Director.....	Greg Fennessy
Plant Facilities, Director	Kristian Andal
Registrar.....	Sandy Hendrickson
Residence Life and Housing, Director	Sarah Jobson
Safety / Security, Director	Matthew Wilkinson
Student Financial Services, Senior Director	Vickie Rekow
Student Development, Dean	Rick Engstrom
Wellness Center, Administrative Coordinator.....	Wellness Center

HOW TO CONTACT

Email Contact: Personnel at Northwest can be contacted via email using the following convention: **firstname.lastname@northwestu.edu** or by sending an email message to mail@northwestu.edu and the message will be forwarded to the correct person.

The student convention is:

firstname.lastname18 (year of entrance)@northwestu.edu.

Phone Contact: Personnel at Northwest can be contacted by phone through the University Receptionist at 425.822.8266. No collect phone calls can be accepted. A complete Directory can be found at:

<http://eagle.northwestu.edu/directory/>

GRADUATE PROGRAM FACULTY

Thomas Alsbury (2017)

Professor *Education*
 B.S., University of Washington, 1983
 B.A. University of Washington, 1983
 M.E., University of Washington, 1987
 D.E., Washington State University, 2001

Erin-Joy Bjorge (2017)

Mark and Huldah Butain School of Nursing Associate Dean
Assistant Professor *Nursing*
 B.S.N., Seattle Pacific University, 1987
 M.S.N., Seattle Pacific University, 1991

Kari Brodin (1992)

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

Robert Campbell (2015)

Assistant Professor *Psychology*
 B.A., Northwest University, 2010
 M.A., Northwest University, 2013
 Psy.D. Northwest University, 2015

Carl Christensen (1999)

Mark and Huldah Butain School of Nursing Acting Dean
Professor 2018
 A.S., Anderson University, 1976
 A.D., Mt. Hood Community College, 1977
 B.A., Anderson University, 1973
 B.S.N., Oregon Health Sciences University, 1978
 M.N., Oregon Health Sciences University, 1980
 Ph.D., The George Washington University, 1990

Jeffrey Cook (2018)

Visiting Associate Professor *Counseling*
 B.A., University of California, Irvine, 1993
 M.Div., Denver Theological Seminary, 1998
 M.A., George Fox University, 2006
 Ph.D., Oregon State University, 2009

Earl Creps (2017)

Center for Leadership Studies, Dean
Professor *Leadership Studies*
 B.A., University of Pittsburgh, 1976
 M.A., Northwestern University, 1978
 Ph.D., Northwestern University, 1980
 D.Min., Assemblies of God Theological Seminary, 2002

Jeremy Delamarter (2012)

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

Don Doty (1999)

Professor *Business Management*
 B.S., California Polytechnical State Univ., 1980
 M.B.A., California Polytechnical State Univ., 1982
 Ph.D., University of Nebraska, 2008

Sarah Drivdahl (2002)

College of Arts and Sciences Dean
Professor *Psychology*
 B.A., Western Washington University, 1994
 M.A., Kent State University, 1997
 Ph.D., Kent State University, 2000

Leihua Edstrom (2015)

Associate Professor *Psychology*
 B.S., University of Washington, 1988
 M.Ed., University of Washington, 1994
 Ph. D., University of Washington, 2000

Mary Ewart (2017)

Assistant Professor *Education*
 B.A., California State University, 2004
 M. Ed., Seattle Pacific University, 2016

Edward Ewe (2018)

Visiting Assistant Professor *Counseling*
 B.A. Oral Roberts University (2004)
 M.A. Oral Roberts University (2005)
 Ph.D. Oregon State University (2018)

Teresa Gillespie (2000)

College of Business Dean
Professor *Business*
 B.A., California State University, 1972
 J.D., University of Washington, 1985

Kevin Hall (2016)

Associate Professor *Practical Theology*
 B.A., Northwest University, 1985
 M.Div., Regent College, 2005
 D.Min., Gordon-Conwell Theological Seminary, 2014

Jenny Harris (2017)

Associate Professor *Psychology*
 B.S., Eastern Washington University, 2006
 Ph.D., Seattle Pacific University, 2012

David Hymes (2014)

Associate Professor *Bible*
 B.A., Bethany Bible College
 M.Div., Princeton Theological Seminary
 Th. Div., Princeton Theological Seminary
 Ph.D., University of Wales

Forrest Inslee (1999, 2004)

Professor *Global Studies*
 B.A., Northwestern University, 1984
 M.A., Northwestern University, 1988
 Ph.D., Northwestern University, 1992
 M.C.S., Regent College, 1998

Nikki Liu Johnson (2016)

Assistant Professor *Psychology*
 B.A., Azusa Pacific University, 2010
 M.A., Azusa Pacific University, 2013
 Psy.D. Azusa Pacific University, 2016

Suzan Kobashigawa (1995)

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

Paul E. Kress (1999)

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

Kim Lampson (2010)

Professor *Psychology*
 B.S., University of New Hampshire, 1974
 M.E., University of Georgia, 1977
 Ph.D., University of Washington, 1984

Kevin Leach (1996)

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

Brooke Lundquist (2014)

Assistant Professor *Counseling*
 B.A., Seattle Pacific University, 2003
 M.A., Northwest University, 2007
 Ph.D., Oregon State University, 2017

Matt Nelson (1997)

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

Todd Nelson (2014)

Assistant Professor *Management*
 B.A., Whitman College, 1984
 J.D., University of Notre Dame, 1988
 M.Div., Fuller Theological Seminary, 2013

Molly Quick (2014)

College of Education Dean
Associate Professor *Education*
 B.A., Western Washington University, 2000
 M.Ed., Seattle Pacific University, 2004
 Ph.D., Seattle Pacific University, 2014

Cherri Seese (2016)

Assistant Professor *Psychology*
 B.S., Florida State University, 1987
 MS., Florida State University, 1991
 Ph.D. Florida State University, 1997

Thomas Sill (1999)

Associate Professor *Business*
 A.S., Reedley Community College, 1978
 A.A., Highline Community College, 1983
 B.A., Central Washington University, 1984
 M.B.A., Seattle Pacific University, 1990

Robert Stallman (2001)

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

Eric Steinkamp (1998)

Professor *Global Studies*
 B.S., University of Illinois, 1982
 M.S., Stephen F. Austin State University, 1986
 M.Div., Assemblies of God Theo. Seminary, 1998
 Ph.D., Colorado State University, 1991

Ben Thomas (2002)

Associate Provost
 B.A., Northwest University, 1999
 M.A., Fuller Theological Seminary, 2005
 M.B.A., Northwest University, 2007
 Ph.D., Azusa Pacific University, 2016

Merry van Zoeren (2016)

Visiting Assistant Professor *Nursing*

B.S.N., University of Phoenix, 2003

M.S.N., University of Phoenix, 2008

Ed.D. University of Phoenix, (candidate)

Autumn Witt (2010)

Associate Professor *Global Studies*

B.A., Northwest University, 2001

M.A., University of Arizona, 2007

Ph.D., University of Arizona, 2010

Joshua Ziefle (2011)

College of Ministry Dean

Professor *History*

B.A., Houghton College, 2002

M.Div., Princeton Theological Seminary, 2005

Ph.D., Princeton Theological Seminary, 2011

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.

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