

2024-2025
Graduate Academic Catalog
12th Edition

Northwest University's distribution copy
of the Academic Catalog
is available online at
www.catalog.northwestu.edu

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ON THE EASTSIDE OF
SEATTLE

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Twelfth Graduate Academic Catalog

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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.

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Accreditation and Affiliations

Northwest University's institutional accreditor is the Northwest Commission on Colleges and Universities which is a member of the Council of Regional Accrediting Commissions (C-RAC). 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 program in nursing and the master's degree program in nursing at Northwest University is accredited by the Commission on Collegiate Nursing Education (<https://www.aacnnursing.org/ccne-accreditation>). In addition, the School of Nursing has approval from the Washington State Nursing Care Quality Assurance Commission.

The Master of Business Administration program at the School of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), located at 8101 College Blvd, Overland Park, KS 66213, with a contact number of 913-339-9356. ACBSP accredits business, accounting, and related programs at the associate, bachelor's, master's, and doctorate levels globally. In 2011, the Council for Higher Education Accreditation ([CHEA](#)) determined that ACBSP meets its standards and that its accreditation process aligns with the quality, improvement, and accountability expectations set by CHEA.

Northwest University's doctoral program in Counseling Psychology is accredited by the Commission of Accreditation in the American Psychological Association (APA). Questions related to the PsyD program may be directed to the Director of the PsyD Program, Dr. Elizabeth Irwin, by emailing elizabeth.irwin@northwestu.edu. Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation American Psychological Association, 750 1st Street, NE, Washington, DC 20002; Phone: (202) 336-5979, E-mail: apaaccred@apa.org, Web: www.apa.org/ed/accreditation.

The ARC-PA has granted Accreditation-Provisional status to the Northwest University School of Physician Assistant Medicine Program sponsored by Northwest University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

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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

Northwest Perspective

Classification Private, Christian Liberal Arts

Institutional Accreditation Northwest Commission on Colleges and Universities (NWCCU)

Northwest University is an accredited, Christian coeducational institution awarding associate, baccalaureate, masters and doctoral degrees. The University is operated under the control of the Alaska, Hawaii, 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.

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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.

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

Non-Discrimination

Northwest University does not discriminate on the basis of 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 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 or Title IX Coordinator.

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.

Reconciliation Statement

Whereas we believe that:

- every person, regardless of ability, age, gender, race, ethnicity, or religion shares equally in the image of God;
- all are sinners and that we equally partake of the consequences of sin;
- Jesus Christ died for all and that we equally have access to redemption;
- God is sovereign and that He calls into His service whomever He chooses and that He gifts and equips those He calls in order that they might accomplish that calling;
- there is hope for all believers for fellowship with the Lord and with each other presently in His Church and in His coming Kingdom.

Be it resolved that:

- we, as members of the Northwest University community, desire the equality of opportunity and respect that results from true Christian community where we cherish unity in diversity and practice mutual support as evidence of God's presence, by His Holy Spirit, in us;
- we seek forgiveness for all attitudes, language, and actions that have intentionally or unintentionally contributed to discrimination regarding race, ethnicity, gender, physical ability, and age within the Northwest University community and within the society in which God has placed us;
- we pledge not to engage intentionally in any act that would result in unlawful discrimination against any person, or group of persons, based upon race, ethnicity, gender, physical ability or age;
- we pledge to engage our University community in activities and communications that will develop greater awareness and sensitivity to interpersonal intolerances that would be considered unacceptable by biblical teachings and would lead to tolerance that is reflective of God's character;
- we further pledge to develop ongoing formal and informal opportunities to facilitate the process of reconciliation of God-honoring relationships among all people, based upon the clear call of God through the Scriptures;
- we commit ourselves to dialogue, study, and affirming initiatives and actions designed to enable us to bear one another's burdens and rejoice in the privilege of fulfilling the law of Christ.

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Statement on Diversity and Unity

We, the people of Northwest University, commit to the biblical mandates of diversity and unity in the Body of Christ. We see both as crucial elements of Christian discipleship and an essential part of God's call on Northwest University to build the type of thriving learning community envisioned in our mission statement.

Foundations

We believe the following guiding tenets:

- persons of every age, ability, sex, race, ethnicity and religion share equally in the imago dei (image of God).
- all individuals are deserving of honor and protection. We believe that Christ died for all people and offers salvation equally to all who believe.
- God calls His people into right relationships with one another.
- We believe that the actions of this loving, diverse, and unified community form a witness and apologetic to the world.

Rather than resorting to uniformity, tribalism, individualism, or subordination, we commit to the hard work of being a diverse, unified, equitable community. We seek to embrace, understand, forgive, reconcile with, and stand on behalf of our fellow human beings rather than vilify, marginalize, segregate from, or merely tolerate one another.

In one of his final prayers, Jesus prayed for unity among all who would come to believe in Him through the apostolic message of the Good News, asking the Father to make them one so that God's love would be in them and the world would believe that the Father sent the Son (John 17). We see God's desire for a diverse Body of Christ on the Day of Pentecost, when God poured out

His Spirit on believers who preached the Good News to those who had come to Jerusalem from many nations. From those who accepted their message, God formed a community centered on the person, work, and teachings of Jesus (Acts 2). Through Christ's death on the cross, God has reconciled believers to himself and has given us the ministry of reconciliation (2 Corinthians 5). Because Jesus is our peace, we, therefore, have a responsibility not only to share the Good News so that people will find life in Christ, but also to overcome the barriers that hinder unity in the Church. That unity enables us to live out our God-given identity as one new humanity (Ephesians 2). Unlike the world, the Church is a new kind of family created by Christ. Because all members are one in Christ and belong to Him, there is no hierarchy of citizenship along the lines of sex, ethnicity, or socioeconomic status (Galatians 3). Christ used His power, status, and resources to serve people; we, therefore, bear a responsibility to use our power, status, and resources to serve our fellow sisters and brothers (Philippians 2). Christ has called us to a greater righteousness that reaches beyond simply avoiding acts of hate, inviting us to participate in deep, transformational heart work to eradicate superiority, disdain, and self-interest (Matthew 5).

It is, therefore, our Christian duty to do good to all people (Galatians 6). This admonition requires our acting justly, loving mercy, and walking humbly with God (Micah 6). As Christians, we have a conviction and responsibility to fight against injustice, bigotry, and hatred of all kinds. We believe that such actions and systems are a result of sin in the human heart (Romans 7), societal systems that subvert God's ways (Genesis 11), and spiritual oppression (Ephesians 6). As the Body of Christ, we work to address these issues on individual, societal, and spiritual levels with a spirit of justice, love, and unity.

Intentions and Values

As part of the family of Christ, we desire to live out the counter-cultural norms and ethics of God's Kingdom. We believe that being one, diverse body is not without challenges; moreover, we affirm our responsibility to value, embody, and become people who practice:

- Servanthood
- Mutual respect
- Genuinely loving one another
- Repeated acts of valuing and listening to the stories of others
- Readiness to learn from people of different backgrounds
- A willingness to empathize with others
- Interdependence
- A spirit of humility
- Internal reflection (self-awareness of privileges and disadvantages)
- Perspective-taking (listening, hearing, and seeking to understand) characterized by the fruit of the Spirit
- An ongoing attitude of repentance
- A promise to bear one another's pains and victories
- A commitment to justice that is consistent with biblical teaching
- Non-violent approaches to social change

Statement on Racism

We name all forms of racism, whether institutional, structural, interpersonal, or internalized, as sin. We recognize the atrocities that have been committed toward various groups of people of color by the United States of America, as a nation. Despite the efforts of many, inequities and injustice remain part of our systems. We confess that the American Church has been silent about or complicit with varying forms of racism many times throughout its history, to our present day. We recognize that the educational system in America has a history of disadvantaging students of color. We recognize that, even though significant progress has been achieved in popular attitudes about race, relationships between races, ethnicities, and cultures are broken in our local communities across America.

We recognize that our own community has often failed our students, faculty, and staff of color in various ways. We recognize that students of color have not always felt a sense of belonging at Northwest University, due to various factors both within and outside our control, including lack of faculty representation, minimal diversity training for employees and student leaders, and hesitancy to stand publicly against injustices, to name a few. We recognize our own shortcomings as an institution and as the

individuals who comprise it. As a Christian educational institution in America, we see it as our mandate to be a people situated in a place where students of color will be at home, embraced, celebrated, and able to succeed. We commit to the flourishing and success of our students of color, devoted to the continual work that must be done to accomplish this aim.

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 School of Education's programs are designed with sensitivity to teachers who are daily in the classroom, while many of the College of Ministry's classes meet for week-long intensive seminar sessions. Some graduate courses utilize Friday evening and all day Saturday schedules. Students should consult their respective program's course format details and the current program schedule online at www.northwestu.edu and in this catalog for specific class offerings, including days and times.

On-Demand Courses

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

Special Seminars

Periodically, programs 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.

1. The instance does not constitute noncompliance and will be dismissed
2. 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
3. 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

1. withdrawal of IRB approval
2. modifications to the study protocol
3. increased monitoring of the research project including access to the data where needed
4. suspension or termination of the research project
5. termination of current and future research projects
6. 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.

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Library

The 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 online.

Collections include substantial electronic journal, eBook, and print book holdings covering all subject areas as well as the Textbook Collection, Children's and YA Collections, New and Featured Collection, the Perkins Judaic/Messianic Collection, the Pentecostal Collection, and the NU Archives.

Library services include research assistance, tutorials, interlibrary loan for books and articles, color printing and scanning, and computer and wireless access. Librarians are available for consultation for any information needs, by email to library@northwestu.edu or through 24/7 chat.

The Hurst Library provides a number of study environments including a 24-hour study space, collaborative group and individual study areas, as well as large and small study rooms.

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.

Academic Calendar

The Academic Calendar displayed below is for general information.

Graduate Academic Calendar

FALL SEMESTER

Welcome Weekend
Labor Day Holiday (University closed)
Reading Days (no undergraduate classes)
Board of Directors Meeting
Thanksgiving Break (no undergraduate classes)
Thanksgiving Holidays (University closed)
Student Semester Break (no class sessions)
University Offices Closed

2024

See specific graduate program for dates

Monday, Sep 02
Oct 17 - 18
Nov 14 - 15
Nov 28 - 29
Nov 28 - 29
Dec 14, 2024 - Jan 12, 2025
Dec 24, 2024 - Jan 01, 2025

2025

Monday, Sep 01
Oct 16 - 17
Nov 20 - 21
Nov 27 - 28
Nov 27 - 29

SPRING SEMESTER

Welcome Weekend
Martin Luther King, Jr. Day (University closed)
Presidents' Day (University closed)
Good Friday (University closed)
Board of Directors Meeting
Baccalaureate Chapel
Graduate Celebration
Commencement

2025

See specific graduate program for dates

Monday, Jan 20
Monday, Feb 17
Friday, Apr 18
May 08 - 09
Friday, May 02
Friday, May 09
Saturday, May 10

2026

Monday, Jan 19
Monday, Feb 16
Friday, Apr 03
May 07 - 08
Thursday, May 01
May 08
May 09

SUMMER SEMESTER

Summer University: May - August Sessions

***See specific graduate program semester schedule for exact summer dates*

2025

Apr - Aug**

2026

Apr - Aug**

Academic Calendar: Online

FALL SEMESTER

Session A -

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Labor Day Holiday (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity

2024

Monday, Aug 26
Sunday, Sep 01
Monday, Sep 02
Sunday, Oct 20
Sunday, Oct 20

Session B -

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Thanksgiving Holidays (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
University Offices Closed

Monday, Oct 21
Sunday, Oct 27
Nov 28 - 29
Sunday, Dec 15
Sunday, Dec 15
Dec 24, 2024 - Jan 01, 2025

SPRING SEMESTER

Session A -

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Martin Luther King, Jr. Day (University closed)
Presidents' Day (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity

2025

Monday, Jan 13
Sunday, Jan 19
Monday, Jan 20
Monday, Feb 17
Sunday, Mar 09
Sunday, Mar 09

Session B -

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Good Friday (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Graduate Celebration
Commencement

Monday, Mar 10
Sunday, Mar 16
Friday, Apr 18
Sunday, Mar 04
Sunday, Mar 04
Friday, May 09
Saturday, May 10

SUMMER SEMESTER

Session A -

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Memorial Day (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity

2025

Monday, May 12
Sunday, May 18
Monday, May 26
Sunday, Jul 06
Sunday, Jul 06

Session B -

First Day of Class or Educational Activity
Fourth of July (University closed)
Last Day to Register; Last Day to Add/Drop Courses for full refund
Last Day to Withdraw from a class
Last Day of Class or Educational Activity

Monday, Jul 07
Friday, Jul 04
Sunday, Jul 13
Sunday, Aug 24
Sunday, Aug 24

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 2.7 grade point average (GPA).
- Entrance Tests: The MBA program application requires a qualifying score on the Graduate Management Admissions Test (GMAT)). 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.

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.

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English Language Proficiency Requirement

Graduate students are exempt from the English Language Proficiency Requirement if their native language is English, or if they have completed a Bachelor of Arts or a Bachelor of Science degree from a U.S. regionally accredited college/university with a minimum grade point average of 3.0 (on a 4.0 scale). Holders of an equivalent degree from another English-only speaking country may also be exempt and should speak with their enrollment counselor.

Graduate students to whom the requirement applies must fulfill it via one of the following test scores in order to qualify for admission to Northwest University:

For admission to any graduate program (excepting doctoral programs):

1. TOEFL internet-based (iBT) score of 90
2. IELTS score of 7
3. Duolingo English Test score of 115
4. Completion of Northwest University's Center for English Language Education (CELE) program Level 6 Bridge with a grade of 85% or higher and a GPA of 3.0 in NU Bridge Classes

For admission to any doctoral program:

1. TOEFL internet-based (iBT) score of 100
2. IELTS score of 7.5
3. Duolingo English Test score of 125
4. Completion of Northwest University's Center for English Language Education (CELE) program Level 6 Bridge with a grade of 85% or higher and a GPA of 3.0 in NU Bridge Classes

At the discretion of each program's leadership, a waiver may occasionally be granted to a student who clearly demonstrates exceptional English language proficiency through other means.

Foreign Degree Requirements

Applicants who obtained their degree outside the US must submit an official evaluation for **US degree equivalency** and **GPA**, performed by an agency approved by NACES <https://www.naces.org/members>. (Course-by-course evaluations are not required unless transfer credit is requested or prerequisite coursework needs to be verified; for more information, please consult the enrollment counselor for the program to which you are applying.)

International Student Admission Requirement

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

- Have a valid passport
- Have proof of adequate funds to cover all expenses as required by the U.S. government

Application Deadlines

Please refer to the specific program pages for additional information.

International students are encouraged to submit applications by the priority deadline because of the time it takes to issue an I-20 and apply for a student visa.

Withdrawal from University

A \$1,500 cancellation fee will be charged to international students who are admitted but, upon entering the U.S. or approval of change of status, immediately request to transfer to another institution (without attending any NU classes).

Code of Conduct

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Northwest University Lifestyle Standards

Northwest University places a great deal of importance on relationships and recognizing the need for responsible behavior. The Graduate, Online, and Adult Evening Student Handbook provides description of the environment the University seeks to maintain. Any questions about the 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. The Graduate Student Handbook outlines the code of conduct that is expected of all students enrolled in a graduate program. Violation of the behavioral standards are grounds for University response and disciplinary action.

The Graduate Student Handbook is available online at: <https://eagle.northwestu.edu/departments/student-handbook/>.

Violations of the University's Nondiscrimination, Harassment, Sexual Harassment, and Sexual Violence Policy are addressed through an equal opportunity grievance process. More information on this policy and the associated reporting and remediation procedures can be found on the Student Development Eagle page or by contacting the Dean of Student Development.

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: <https://eagle.northwestu.edu/departments/student-development/student-life/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)

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Student Financial Services

Located on the second floor of the Randall K. Barton Building, Student Financial Services (SFS) assists students with any questions regarding student account balances, and all matters related to scholarships and financial aid. Contact SFS at (425) 889-5210 or studentfinancialservices@northwestu.edu.

Information Technology

The Information Technology Office supports the NU community with technology infrastructure and resources – on campus and online. Enrolled students are issued a Microsoft 365 license that includes email, Microsoft Office (desktop and online apps), and other tools and services. Students are expected to check their NU email on a frequent basis to stay informed of academic, campus life, and other timely information. Use of NU information resources is subject to the Network and Computer Acceptable Use Policy, available on the Information Technology page on the Eagle Website: <https://eagle.northwestu.edu/departments/information-technology/>

Students are encouraged to bring their own computer for academic use. On the Kirkland campus, computers are available for student use in Argue HSC 252 & 254, Barton 209 & 250, the Rice Hall Lobby, the second floor of the 6710 Building, and throughout the Hurst Library. Computers in the Hurst 214 study space are available 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. Extension: 222, Mobile: 425.864.1552. 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 <https://eagle.northwestu.edu/departments/security/>.

Vehicles

Vehicle registration is required for all students who park vehicles on our campuses. Students may purchase a permit online at <https://eagle.northwestu.edu/departments/security/> for \$70 plus sales tax 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.

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

Pay In Full Plan

To avoid late fees, tuition, fees, and semester housing charges are to be paid in full on or before the first day of classes each term.

Monthly Payment Plan

Northwest University offers payment plans through **Nelnet Campus Commerce (Nelnet)**. Nelnet is a budgeting service which allows students to pay their education expenses in smaller, more manageable monthly installments. They provide three and four month payment plans per semester to help students manage the cost of education.

Payment plans are set up with Nelnet for each academic term based on the student's estimated charges less financial aid (including loans, if applicable) for the semester. To enroll in a payment plan for the fall semester, the first payment must be received by Nelnet no later than August 15 for the 4 month plan, or September 15 for the 3 month plan. There is a \$75 enrollment fee per semester for these plans. For more information, please visit <https://www.northwestu.edu/financial-aid/graduate/payments-late-charges> or call 1-800-722-4867.

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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 <https://www.benefits.va.gov/gibill/>. 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.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the students enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;

- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Late Fees

Late fees will be assessed 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 will be assessed monthly on the outstanding balance up to a maximum of \$100. If you qualify for VA benefits under Chapter 31 and 33, late fees will not be assessed due to the late receipt of VA benefits.

Past Due Accounts

A student is considered past due if they have an owing balance after the first day of class.

Students failing to pay in full by the due date will be contacted through their Northwest University email and/or 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, and 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. The University reserves the right to assign delinquent accounts to an agency for collection.

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Cancellation of Registration

The Registration Cancellation policy applies to all semesters. Note that private music lesson fees (after the contract is signed); 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.

International Students – A \$1,500 cancellation fee will be charged to international students who are admitted but, upon entering the U.S. or approval of change of status, immediately request to transfer to another institution (without attending any NU classes).

Cancellation after Add/Drop period if any classes were attended – Cancellation after the end of business on the last day of the Add/Drop Period is considered a Withdrawal from University (see below for more details).

Courses may be added or dropped through the first 7 calendar days of the term or 8-week session* (Add/Drop Period). Courses dropped during the Add/Drop Period will be removed from the student's schedule and receive 100% tuition refund. After the end of the Add/Drop Period, a student can no longer add or drop courses but may still withdraw from courses during the Course Withdrawal Period. (See Academic Information and Policies and Withdrawing from the University - Financial Aid for additional information on course withdrawals.)

**8-week session only applies to courses following the 8-week session academic calendar*

Note for financial aid recipients: Schedule changes may result in a loss of some or all financial aid. If a refund has been issued prior to the schedule change, aid may need to be returned even with the tuition reversal for dropped courses. Please contact Student Financial Services with any questions.

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 and fee charges.

Withdrawal from the University – Financial Aid

Students who receive financial aid during a 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
3. Federal Teacher Education Assistance for College and Higher Education Grant (TEACH)

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 the 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 based on the last date of class attendance as certified by faculty and verified by the Registrar's Office.

Satisfactory Academic Progress (SAP)

Students enrolled in a graduate program and who receive financial aid must remain in good academic standing with the University and make satisfactory progress toward their intended degree. To remain eligible for financial assistance, graduate students must meet specific **qualitative** and **quantitative** academic requirements.

Qualitative requirements: Graduate students must maintain a minimum cumulative grade point average (GPA) for all terms of attendance, including terms when no aid is received.

Degree Type	Cumulative GPA
Ministry and Education Degrees	2.7 GPA
All Other Graduate Degrees	3.0 GPA

Quantitative requirements: In addition to the GPA requirements outlined above, students must also complete at least 67% of the cumulative credit hours attempted (any classes withdrawn from after the add/drop week are still considered attempted) and be able to graduate without attempting more than 150% of the credit hours required for completion of the degree.

Satisfactory progress is evaluated annually. If a student fails to meet SAP standards, they will be suspended from receiving further financial aid at the University. Students may appeal the suspension by submitting a written appeal to Student Financial Services (SFS). If approved, the student will be placed on financial aid probation and have one additional semester to meet all quantitative and qualitative requirements. If SFS determines that the student will require more than one semester to meet the standards, an academic plan will be developed and progress will be monitored each semester during the set probationary period. Failure to meet the conditions of probation will result in loss of eligibility for further financial assistance.

For more information on the University's SAP policy, visit <https://www.northwestu.edu/financial-aid/graduate/gpa-credit-requirements>.

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. All financial aid recipients must sign and return a copy of the University's "Financial Aid 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, unless additional requirements are noted with the award. Financial aid awards must be applied for each year.

This section contains information applicable to students enrolled in a Master's or Doctoral graduate degree program. For financial aid information for Northwest University's Undergraduate programs, refer to the respective Program's catalog pages in the Undergraduate Academic Catalog or Student Handbook.

Financial Aid Application

Apply for financial aid at Northwest University by submitting the Free Application For Federal Student Aid (FAFSA) online at <https://studentaid.gov/h/apply-for-aid/fafsa>.

Eligibility:

To be eligible for federal financial aid, students must:

- Be admitted to Northwest University
- Be a U.S. citizen, or a permanent resident of the U.S., or an eligible non-citizen
- Not owe an overpayment on any Title IV educational grant or be in default on a Title IV educational loan
- Maintain satisfactory academic progress

Disbursement of Aid

Financial aid is generally credited to individual student accounts in equal disbursements by semester. The specific amount to be disbursed each semester is indicated on the student's Financial Aid Offer. Most often, an award is divided into three equal payments, with one third disbursing at the beginning of the first semester, one third disbursing at the beginning of the second semester, and one third disbursing at the beginning of the third semester.

Financial aid generally begins disbursing approximately one week prior to the first day of classes for the semester and continues twice weekly thereafter. To have aid disbursed, the student must have completed the financial aid process and meet all disbursement eligibility requirements.

Federal Aid

Teacher Education Assistance for College Higher Education Grant (TEACH)

- Eligibility – Accepted into the School 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; includes undergraduate loans)
- Renewal – Free Application for Federal Student Aid (FAFSA) 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.

To receive a Federal Direct Unsubsidized Loan, students must sign the Northwest University "Financial Aid Terms and Conditions" 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 (or use an approved co-signer)
- Amount – Up to the student's cost of attendance minus any other financial aid received
- Aggregate Limit – No set lifetime maximum
- Renewal – Free Application for Federal Student Aid (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. As provided by law, loan fees are charged as a percentage of the loan amount and subtracted proportionately from each PLUS Loan disbursement.

To apply for a Grad PLUS Loan, students must visit www.studentaid.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 Northwest University Statement of 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.

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Satisfactory Academic Progress (SAP)

Students enrolled in a graduate program and who receive financial aid must remain in good academic standing with the University and make satisfactory progress toward their intended degree. To remain eligible for financial assistance, students must meet specific **qualitative** and **quantitative** academic requirements.

Qualitative requirements: Graduate students must maintain a minimum cumulative grade point average (GPA) for all terms of attendance, including terms when no aid is received.

Degree Type	Cumulative GPA
Ministry and Education Degrees	2.7 GPA
All Other Graduate Degrees	3.0 GPA

Quantitative requirements: In addition to the GPA requirements outlined above, students must also complete at least 67% of the cumulative credit hours attempted (any classes withdrawn from after the add/drop week are still considered attempted) and be able to graduate without attempting more than 150% of the credit hours required for completion of the degree.

Satisfactory progress is evaluated annually. If a student fails to meet SAP standards, they will be suspended from receiving further financial aid at the University. Students may appeal the suspension by submitting a written appeal to Student Financial Services (SFS). If approved, the student will be placed on financial aid probation and have one additional semester to meet all quantitative and qualitative requirements. If SFS determines that the student will require more than one semester to meet the standards, an academic plan will be developed and progress will be monitored each semester during the set probationary period. Failure to meet the conditions of probation will result in loss of eligibility for further financial assistance.

For more information on the University's SAP policy, visit <https://www.northwestu.edu/financial-aid/graduate/gpa-credit-requirements>.

Tuition and Fees

2024-2025 Tuition and Fees—Graduate Programs

Center for Leadership Studies (CLS)

Ph.D.-Organizational Leadership (<i>per credit hour</i>)	\$890.00
Ed.D.-Organizational Leadership (<i>per credit hour</i>)	\$890.00

School of Business (SOB)

MBA (<i>Campus, per credit hour</i>)	\$940.00
MBA (<i>Online, per credit hour</i>)	\$836.00
MS-Information Technology Management	\$992.00

School of Education (SOE)

MIT (<i>Campus, per credit hour</i>)	\$1,120.00
MIT (<i>Online, per credit hour</i>)	\$920.00
M.Ed. (<i>Campus, per credit hour</i>)	\$920.00
Endorsement Programs:	
Elementary Education (<i>7 credits, per credit hour</i>)	\$520.00
English Language Learner (ELL), (<i>12 credits, per credit hour</i>)	\$520.00
Health and Fitness (<i>7 credits, per credit hour</i>)	\$520.00
Special Education, (<i>18 credits, per credit hour</i>)	\$520.00

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College of Ministry (COM)

MA-Bible and Theology (<i>Campus, per credit hour</i>)	\$640.00
MA-Bible and Theology (<i>Online, per credit hour</i>)	\$640.00
MA-Leadership Studies (<i>Campus, per credit hour</i>)	\$640.00
MA-Ministry Leadership (<i>Campus, per credit hour</i>)	\$640.00
MIM-Master in Ministry (<i>Online, per credit hour</i>)	\$640.00

School of Nursing (BSON)

MSN (<i>Online, per credit hour</i>)	\$595.00
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School of PA Medicine

MS-Master of Science in Physician Assistant Studies (MSPAS)	\$860.00
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College of Social and Behavioral Sciences (CSBS)

MA-Clinical Mental Health Counseling (<i>Campus, per credit hour</i>)	\$846.00
MA-Clinical Mental Health Counseling (<i>Online, per credit hour</i>)	\$704.00
MA-Community Economic Development (<i>Campus, per credit hour</i>)	\$738.00
MA-Community Economic Development (<i>Online, per credit hour</i>)	\$738.00

MA-International Community Development (<i>Campus, per credit hour</i>)	\$738.00
MA-International Community Development (<i>Campus and Global Hybrid, per credit hour</i>)	\$738.00
MS-Data Analysis and Research Psychology (<i>Online, per credit hour</i>)	\$598.00
PsyD-Counseling Psychology (<i>Campus, per credit hour</i>)	\$1,025.00

Admissions Processing Fees

Application Fee – New Student (<i>all programs, one-time fee</i>)	\$30.00
Application Fee – Family Student Housing (<i>non-refundable, one-time charge</i>)	\$25.00

Deposits

Tuition Deposit (<i>all programs not listed below, nonrefundable</i>)	\$150.00
Tuition Deposit PsyD Program (<i>nonrefundable</i>)	\$350.00
Tuition Deposit Physician's Assistant Program (<i>nonrefundable</i>)	\$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.

Cancellation Fee - International Students (<i>transfer/withdraw before attending classes</i>)	\$1,500.00
Course Auditing: Tuition per credit hour (<i>20% of respective program's tuition</i>)	
Graduation Fee (<i>applied during the fall or spring semester of intended graduation year, due at the time of submittal</i>)	\$130.00
Independent Study Fee (<i>per credit hour</i>)	(tuition plus \$198)
Payment Plan through Nelnet (<i>per semester</i>) refer to https://www.northwestu.edu/financial-aid/graduate/payments-late-charges	\$75.00
Special Rate Graduate Pre-Requisite Tuition (<i>COEE course only</i>) (<i>per credit hour</i>)	\$220.00
Transcript Fee (<i>per transcript charge</i>) order online via National Student Clearinghouse	\$12.00
Travel Course Fees	(<i>see applicable semester schedule for updated travel fees</i>)
Vehicle Registration Fee plus sales tax (<i>most campus based programs; per year</i>)	\$70.00

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Center for Leadership Studies - Ed.D & Ph.D

Independent Study Fee (<i>per credit in addition to applicable tuition charge</i>)	\$198.00
Library Fee	\$35.00
Student Activity Fee	\$50.00
LDRS 8943/8963 - Dissertation Courses (<i>course fee</i>)	\$150.00

School of Business

Independent Study Fee (<i>per credit in addition to applicable tuition charge</i>)	\$198.00
Library Fees (<i>exception MBA Online; per semester</i>)	\$35.00
Student Activity Fee (<i>exception MBA Online; per semester</i>)	\$25.00
BUSM 5213 - Leadership Challenges (<i>course fee</i>)	\$53.00
BUSM 6753 - Corporate Strategy (<i>comprehensive testing fee</i>)	\$40.00

School of Education

Independent Study Fee (<i>all degrees, per credit in addition to applicable tuition charge</i>)	\$198.00
EDMA 5292 - Pathway 3 - Field Experience (<i>course fee</i>)	\$715.00
EDMA 5486 - Full-time Student Teaching Fee (<i>course fee</i>)	\$715.00
EDMA 5913 - Student Teaching I (<i>Online Campus only, course fee</i>)	\$250.00
EDMA 5920 - Student Teaching II (<i>Online Campus only, course fee</i>)	\$250.00
EDMA 5930 - Student Teaching III (<i>Online Campus only, course fee</i>)	\$250.00
EDMA 5933 - Student Teaching III (<i>Online Campus only, course fee</i>)	\$250.00
EDMA 5940 - Student Teaching IV (<i>Online Campus only, course fee</i>)	\$250.00
EDMA 5953 - Student Teaching V (<i>Online Campus only, course fee</i>)	\$250.00
Special Rate Graduate MIT Pre-Requisite Tuition (<i>COEE courses only</i>) (<i>per credit charge</i>)	\$220.00

College of Ministry

Independent Study Fee (<i>per credit in addition to applicable tuition charge</i>)	\$198.00
Library Fees (<i>exception MIM, MABT Online, and Montana cohort; per semester</i>)	\$35.00
Student Activity Fee (<i>exception MIM and MABT Online and Montana Cohorts; per semester</i>)	\$25.00
BIBL 5003 - Biblical Lands Trip (<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>)	\$198.00
NURS 5133/5333/5913 - Scholarly Project (<i>per course fee - non-refundable</i>)	\$300.00
Background Check & Immunization Tracking (<i>paid direct to vendor, not NU</i>)	\$136.00
Protecting Research Participants Online Course (<i>paid direct to vendor, not NU</i>)	\$50.00

School of PA Medicine

International Mission Trip Fee	\$707.00
Library Fee	\$100.00
Software Fee	\$215.00
PAMA 5103 PA Professional Practice (<i>WAPA/AAPA registration</i>)	\$135.00
PAMA 5501 Intro to Clinical Practice (<i>PAEA Exam fee</i>)	\$420.00

College of Social & Behavioral Sciences

Master of Arts & Science Programs:

Independent Study Fee (<i>per credit in addition to applicable tuition charge</i>)	\$198.00
Library Fee (<i>per semester</i>) (<i>includes MSDARP</i>)	\$35.00
Student Activity fee (<i>per semester; exception MACED, MAICD & MSDARP</i>)	\$25.00
MA CMHC Specific Fees	
Clinical Training Lab Fee (<i>per semester, on-campus program only</i>)	\$45.00
COUN 5303 Group Counseling - Residency fee (<i>online program only</i>)	\$60.00
COUN 5943 Counseling Skills - Background Check fee	\$80.00
COUN 5943 Counseling Skills - Residency fee (<i>online program only</i>)	\$60.00
COUN 5943 Counseling Skills - Tevara Software Fee	\$150.00
COUN 6453 Advanced Counseling Theories and Practice - Residency fee (<i>online program only</i>)	\$60.00
MA ICD Specific Fees	
Graduation Fee (<i>CERT-ICD; one time upon completion</i>)	\$25.00
GLST 5503, 5963, 6592, 6893/5973, 5990 - MAICD Leadership Fee (<i>MAICD on Campus only, per course</i>)	\$70.00
GLST 5353, 5503, 5963, 6592, 6893/5973, 5990 - Presentation Trip (<i>MAICD Online Global Hybrid only, per course</i>)	\$250.00

Doctor of Psychology Program:

Independent Study Fee (<i>per credit in addition to applicable tuition charge</i>)	\$198.00
Graduation Fee (<i>MACP en route to PsyD; one time prior to graduation</i>)	\$25.00
Clinical Training Lab Fee (<i>per semester, first four years of program</i>)	\$75.00
Library Fees (<i>per semester, first five years of program</i>)	\$35.00
PsyD Assessment Fee (<i>per semester, first four years of program</i>)	\$35.00
PsyD Qualtrics Fee (<i>per semester, first five years of program</i>)	\$50.00
PsyD Student Professional Development Fee (<i>per semester, first four years of program</i>)	\$75.00
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>)	\$1,250.00
PSYC 7502 - Cultural and Diversity Issues in Psychology (<i>cultural immersion fee</i>)	\$1,250.00
PSYC 7662 - International Field Study (<i>cultural immersion fee</i>)	\$1,250.00
PSYC 7892 - Pre-Practicum IV (<i>online clinical hours tracking platform, per course</i>)	\$49.50
PSYC 7912/7942/7991 - Doctoral Practicum & Advanced Practicum (<i>plus continuation course(s), if applicable</i>) (<i>online clinical hours tracking platform, per course</i>)	\$99.00
PSYC 8103 - Advanced Law & Ethics (<i>Background Fee - 1st time students only</i>)	\$45.00
PSYC 8912/8972/8001/8011 - Doctoral Pre-Internship & Internship (<i>plus continuation course(s), if applicable</i>) (<i>online clinical hours tracking platform, per course</i>)	\$99.00

Academic Information and Policies

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
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	Awarded to students who attend and complete the course but who failed to achieve the course objectives set forth by the instructor - Unprepared for subsequent courses in field.	0.0
FZ	Awarded to students who did not officially withdraw from the course but who failed to participate in course activities through the end of the enrollment period (failed to complete the course). This grade is used when, in the opinion of the instructor, the student's completed assignments and/or course activities were insufficient to make a normal evaluation of academic performance possible (typically due to stopping attendance) - Unprepared for subsequent courses in field.	0.0
I/(<i>grade default</i>)	Incomplete coursework/* grade default, if the incomplete coursework is not resolved in 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 <u>after</u> initiating attendance in the course.	N/A
WZ	Administrative withdrawal from course for non-attendance in the course (student <u>never</u> began attendance in the course).	N/A
Z	Grade Unavailable (temporary grade assigned while final grade is being clarified).	N/A

Reporting Last Date of Attendance for "FZ" and "W" Grades

When assigning a non-passing grade* of "FZ" or "W" to a student, the instructor must report the date the student last participated in an academically related activity (last date of attendance). The U.S. Department of Education defines attendance at an academically related activity as followed:

- Attended a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
- Submitted an academic assignment;
- Took an assessment or an exam,
- Participated in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- Participated in a study group, group project, or online discussion that was assigned by the school; or
- Interacted with an instructor after the course begun about academic matters.

Note: Simply logging into an online class is not sufficient, by itself, to constitute participation in an academically related activity.

If the student engaged in any one or more of the approved activities in the course, the instructor must report a last date of attendance. In the absence of this date, NU will consider the student to have never initiated attendance in the course, which may result in the student losing eligibility for financial aid.

**A last date of attendance must also be reported when assigning a grade of "I" to a student if the default grade would convert to an "FZ" or "W" if the incomplete coursework is not resolved within the approved timeframe.*

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. GPAs are based exclusively on courses taken at Northwest University. 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 ensure 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 highest 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.

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

Center of Leadership Studies:

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

School of Business:

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

School of Education – MIT

Full-Time = 7 credits;
Three-Quarter Time = 6 credits;
Half-Time = 4 credits

School of Education – Master of Education:

Full-Time = 9 credits;
Three-Quarter Time = 6-8 credits;
Half-Time = 5* credits

College of Ministry:

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

School of Nursing:

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

School of PA Medicine:

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

College of Social and Behavioral Sciences – MA-Clinical Mental Health Counseling; PsyD-Counseling Psychology:

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

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

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

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

Course Sequence and Program Progression

For some graduate programs, the sequence of courses is critical to the complete educational and professional experience. Additionally, many graduate programs are designed to rely heavily on the student cohort model. Thus, students are expected to enroll in every predetermined course scheduled each term. Electives are extra, optional, and made available only with a sufficient number of requests. In an emergency situation, a student may be allowed to postpone, drop, or withdraw from one or more courses. In some programs, in order to preserve all cohorts, the student may be required to make up all missed mandatory courses in an independent study format and to pay the associated independent study fee in addition to the cost of tuition. A student will very seldom be integrated into another cohort. In every situation the format in which the student will make up the course(s) is up

to the determination of the respective graduate program office. In addition, should a student decide in conjunction with the graduate program office to take fewer courses per semester than the required course sequence entails, the student must complete the entire program within four years from the program start date for master's students and within seven years for doctoral students, or he or she may no longer be allowed to continue in the program. Graduate students are completely responsible to complete their program within the allotted timeframe.

Another consideration when deferring courses is that complications arise when the deferred class is a prerequisite for a subsequent course. Courses cannot be taken unless all prerequisites are fulfilled, and it is the student's complete responsibility to verify that all prerequisites are met before enrolling in any course. Also, any complications that may occur should he or she postpone, drop, or withdraw from a mandatory course are the student's complete responsibility. The student must confer with their graduate program office when deciding to postpone, drop, or withdraw from a mandatory course.

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

Class Attendance

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

Undergraduate students in the College of Ministry Five-Year BA/MA program who are enrolled in a graduate course which meets during the same time(s) as an undergraduate course in which they are also enrolled will be allowed excused absence(s) from their undergraduate course. If, however, the undergraduate course class session(s) to be missed include(s) student presentations, exams, or other events of high priority, the student must attend the undergraduate course. In this case, the time taken to attend their undergraduate course will be considered excused absence(s) from their graduate course. In either case, undergraduate students in the Five-Year BA/MA program must communicate their enrollment in conflicting courses to their professors as early as possible during the semester during which the conflict will occur. Furthermore, all assignments in both courses will continue to be due as scheduled.

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Accommodations for Religious Holidays

Students enrolled at Northwest University are allowed to request reasonable academic accommodations for conflicts of faith or conscience for recognized religious holidays. Students who anticipate the need for an accommodation should provide written notice well in advance to the faculty member and academic dean. The faculty member should consult with the academic dean in determining appropriate accommodations.

Communication with Faculty and University Offices

The university recognizes two means of official communication with students: email sent to the student's Northwest University email address and USPS mail sent to the student's permanent address as recorded with the Registrar's Office. Students are responsible to read and respond to these messages and to keep their permanent address updated with the Registrar's Office. The university assumes that students have received all messages sent by these means and acts accordingly.

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.

Withdrawal 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.

Withdrawal from an Online Course

The Course Withdrawal Period for an online course is through the end of the last date of the course. In this event, the course remains on their transcript as a permanent part of their academic record, with a permanent grade of "W". The student can request a course withdrawal by submitting a properly completed Request Registration Change Form with the Registrar's Office. Course withdrawal is not allowed after the Course Withdrawal Period. In the event a student has stopped participating in a course over two consecutive weeks without the instructor's permission, a student may be Administratively Withdrawn from a course. In this event, the course grade will be assigned as a "WZ."

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.

Independent Study

All independent studies take place outside of the regular course schedule, involve a more significant amount of self-guided learning than traditional course offerings, and must be arranged in advance in negotiation with a willing instructor.

There are four types of Independent Studies:

A - Independent Studies of an existing catalogued course, initiated by the student and approved by the course instructor and the appropriate Dean. The student will be charged an additional Independent Study fee beyond tuition.

B - Independent Studies that provide an opportunity for students to study a topic not covered in an existing course, initiated by the student and approved by the course instructor and the appropriate Dean. Participating students must have a cumulative GPA of at least 3.0. The student will be charged an additional Independent Study fee beyond tuition.

C - Independent Studies that provide an opportunity for students to study a topic not covered in an existing course, initiated by a course instructor and with the approval of the appropriate Dean. Participating students must have a cumulative GPA of at least 3.0. The student will not be charged any additional fee beyond tuition.

D - Independent Studies of an existing catalogued course, initiated by the Dean of the College in which the course is offered. The student will not be charged any additional fee beyond tuition.

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.

Northwest University's institutional accreditor is the Northwest Commission on Colleges and Universities which is a member of the Council of Regional Accrediting Commissions (C-RAC).

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 another institution accredited by an organization that is a member of C-RAC. 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.

Appropriate Use of Artificial Intelligence Tools

The use of online tools that use artificial intelligence (often referred to as "generative AI tools") has become increasingly prevalent in professional and academic settings, and Northwest University recognizes their potential to support research, innovation, and learning. However, the University also acknowledges the possibility of misuse and the need for clear guidelines. This addition to the Academic Honesty policy is established to ensure that students understand their responsibilities when using generative AI technologies and uphold the values of the Northwest University academic community.

Rather than an outright ban on the use of AI tools, this policy aims to balance the opportunities these tools offer with the potential risks and ethical concerns. It applies to all members of the Northwest University community who use these AI tools in academic and research contexts, including coursework, assignments, research projects, theses, dissertations, and scholarly publications.

For purposes of this policy, a "generative AI Tool" refers to a type of artificial intelligence that creates text, images, or other media in response to user prompts. Generative AI learns patterns from the data on which it's trained and uses mathematical modeling and neural networks to generate unique outputs. These AI models can often produce content that is indistinguishable from content created by humans.

As a general rule, according to the NU Academic Honestly Policy, cheating includes any use of assistance from another person or source without permission and/or appropriate attribution – and this includes output from tools based on generative AI. The sections below identify more specifics about student responsibility regarding the use of these tools, but in the case where appropriate use of AI-based content is unclear, the student is expected to request instructor clarification before using it to complete assignments.

The following principles apply to use of any generative AI tool:

1. **Instructor Discretion:** Instructors at Northwest University may, at their discretion, describe appropriate use of artificial intelligence tools for their specific course and students are obligated to follow those rules. However, absent a clear statement from the instructor, the use of or consultation with generative AI is treated similarly to assistance from another person or source. Using generative AI tools to substantially complete an assignment or exam without appropriate attribution is considered academic dishonesty as defined in this catalog under "Academic Policies and Procedures." At a minimum, students should disclose the use of any AI tools when used in course assignments, projects, or exams.
2. **Responsible use:** Students using tools based on artificial intelligence should use these technologies in a manner consistent with the principles of academic integrity and intellectual honesty. Students must not use artificial intelligence tools to create content that infringes upon intellectual property rights or constitutes plagiarism, cheating, or any form of academic dishonesty in any academic or research work.
3. **Attribution and acknowledgment:** It's important for students to acknowledge the use of generative AI tools in the creation of content, ideas or findings in their work through appropriate attribution. Statements lifted directly from the output of a generative AI tool fall into this category and (without proper attribution) are considered plagiarism. The specific rules and methods of attribution are defined by the writing style guidelines either established in the syllabus (by the course instructor) or as standardized by the specific college. Currently Northwest University style guidelines include APA, MLA, Chicago and Turabian. It is up to the student to know which attribution standard to use for each course in which they are enrolled.
4. **Fairness and equity:** Users should consider the ethical implications of using generative AI in their work, including potential biases and unfair advantages. It is the student's responsibility to take necessary steps to ensure that any output from these tools used in course assignments aligns with principles of fairness and equity.
5. **Accuracy and reliability:** It is incumbent upon students to remember that while AI tools are capable of generating useful information for certain tasks, they are not designed to seek or produce reliable research, and do not possess expertise or authority on the subjects about which they generate content. Any information produced by a generative AI, however convincing, should be carefully critiqued for accuracy and reliability before use in an academic or professional context. In a research context, generative AI responses should only be used as a starting point for further study of primary and secondary sources.

Violations of this policy may be considered academic misconduct and may result in disciplinary action in accordance with the Northwest University academic misconduct policy. Sanctions may include, but are not limited to, a failing grade for the assignment or course, academic probation, suspension, or expulsion.

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 NU Information Technology Office website at a significant discount).

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

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

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

Solicitation and Confidentiality

Since graduate classes and cohorts provide a warm and inviting environment conducive to fostering close student relationships, respect and care for such relationships and all information disclosed by students over the course of the program must be preserved. Therefore, students should keep all student information, including student contact information, completely confidential. Students are prohibited from using student contact information and student mailboxes for solicitation purposes of any kind. In addition, students are not obligated to disclose any information, including contact information, to other students.

Campus Alert System and Emergency Closure Notification Procedures

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

Student Records

Transcripts

An official copy of a student's academic record at Northwest University that bears the official seal of the University and the signature of the Registrar is referred to as a transcript. Requests for transcripts may be made online through National Student Clearinghouse or by submitting a completed Transcript Request form in the Registrar's Office. Transcript request must be accompanied by the student's signature and a \$12.00 fee for each copy. Phone orders for transcripts cannot be accepted.

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.

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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.

Right to Revoke

Northwest University reserves the right to revoke a degree previously awarded from Northwest University for fraud, misrepresentation, and/or other violation of Northwest University academic policies, procedures, or directives in obtaining the degree.

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.

College of Professional Studies

The College of Professional Studies houses the School of Business, School of Education, and Center for Leadership Studies. The College includes a community of faculty and staff who are committed to the vision, mission, and core values of Northwest University. Our primary goal is to create a transformative learning experience where all students thrive in their respective discipline and learn the necessary skills to pursue a career in their profession.

School of Business

With the School of Business, an undergraduate business student can major in marketing, management, or business administration. Students who graduate can continue their education by pursuing degrees in our Master of Business Administration or Master of Science in Information Technology Management programs. These graduate programs will help students reach their full potential as business leaders in the marketplace.

School of Education

Through the School of Education, students learn how to be teachers in an educational landscape that is becoming increasingly more diverse. The program offers an undergraduate degree in educational studies with specific concentrations in community programming, instructional design, international education, and elementary education.

The five-year BA-MIT pathway sets the foundation for students to transition straight to the Masters in Teaching (MIT) program, which allows candidates to get their Washington State teaching certificate. In one year, MIT graduates will be standing in front of their own classroom—shaping minds and changing lives. For candidates who have a desire to work in education but not as a teacher, a Master in Education is a viable option. This degree opens a career path to serve as a coach, leader, or curriculum designer in a school or district.

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Center for Leadership Studies

The Center for Leadership Studies offers doctoral degrees that are designed to expand students' leadership potential in the real world. Graduates with a master's degree from the School of Business and School of Education and external candidates can earn a Doctor of Philosophy in Organizational Leadership or Doctor of Education in Organizational Leadership with specializations in business and leadership consulting, higher education leadership, leading ministry organizations, or interdisciplinary leadership.

Center for Leadership Studies

A word from the Directors:

Lead the Leaders

The Center for Leadership Studies (CFLS) at Northwest University houses the 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 today.

Both degree programs equip graduates for leadership, consulting, and teaching roles across the fields of education, business, Christian ministry, and beyond. The Center serves its students, facilitating their journey through coursework, completion of their dissertation research and writing, and their academic and professional futures.

CFLS 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, Higher Education Leadership, Leading Ministry Organizations, or Interdisciplinary Leadership.

The Ph.D. and Ed.D. degrees prepare students for influence at a strategic level across a variety of fields. Graduates will write the books and guide the organizations that will set the standard in the discipline. These accomplishments occur in the "Northwest Way," characterized by spiritual vitality, academic excellence, and social engagement.

At the CFLS, the faculty and administration understands rigorous doctoral training not as an end in itself, but as a means of shaping the future of key institutions in a Godward direction.

Join the CFLS community in this journey!

– DeLonn Rance, PhD and Valerie Rance, PhD
Co-Director/Deans, Center for Leadership Studies

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Applied Leadership Theory, MA

Center	Leadership Studies
Academic Award	Master of Arts
Credits Required	36 semester credits
Faculty Lead	Valerie Rance
CIP Code	52.0213

Introduction

The Master of Arts in Applied Leadership Theory positions CFLS students to work at the intersection of theory and practice in the leadership arts. They earn this 36-hour degree in-progress as they work toward their Ph.D. or Ed.D. in Organizational Leadership. As a concurrent Master's degree, the MAALT gives students the opportunity to earn a specialized graduate degree in a field that represents the heart of the doctoral programs in Organizational Leadership.

Program Highlights

Uniquely, the MAALT offers the advantage of exploring the relationship between theory and practice. This often-overlooked connection will prepare students to understand that this relationship contributes to both components and to develop leadership practice out of that connection.

Admissions

The CFLS grants the MA in Applied Leadership Theory only to students admitted into the Ed.D. or Ph.D. programs. The same criteria for admission as the doctoral degrees apply.

Credit Transfer

Students in the MAALT can transfer up to 12 hours of graduate credits from eligible schools into their Ph.D. or Ed.D. programs using CFLS guidelines.

Doctor of Philosophy and Doctor of Education Organizational Leadership

Center	Leadership Studies
Academic Award	Doctor of Philosophy, Doctor of Education
Credits Required	72 semester credits; 60 semester credits
Faculty Lead	Valerie Rance
Concentrations	Business Leadership and Consulting, Higher Education Leadership, Leading Ministry Organizations, Interdisciplinary Leadership
CIP Code:	52.0213

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

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

Financial Support

The CFLS offers four types of financial assistance. After the first year, every student is eligible for the First Year Fund Scholarship. Non-profit employees can qualify for a discount matching their employer's contribution. View CFLS Scholarships

Two Degree Options

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

Four Concentrations

Students must choose one of the four concentrations: Leading Ministry Organizations, Higher Education Leadership, Business Leadership and Consulting, and Interdisciplinary Leadership. Graduating with a concentration requires successfully completing at least four of the six classes offered in the concentration, the required concentration course, and one additional concentration courses from any concentration for a total of 18 credits.

Cohort-based

The 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 and online.

Distinguished Faculty

CFLS 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 start working on their dissertation research and writing skills from day one.

Professional Experience

Designed for working professionals, the Center's programs make it possible for Ph.D. students to graduate in four years and Ed.D. students in three years. Built to expand on previous and current work experience to prepare students for future leadership opportunities, such work experience is essential to program success.

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Unique Learning Environment

Northwest resides among many of the currently most influential business and non-profit organizations including 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.
- No GRE test score is required for Ph.D. or Ed.D. applicants with a 3.0 GPA in their M.A. program.
- Ph.D. applicants with a GPA below 3.0 may submit GRE scores to be considered for admission.
- Current resume or curriculum vitae (CV).
- Writing sample answering the essay prompts available on the CFLS online application.

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

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. The Admissions Committee has the responsibility and authority 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 student earned the credits no more than ten years prior to his/her enrollment in a CFLS degree program, and that the college or university awarded the transfer credits prior to the student registering for NU courses. In special circumstances, the student may file an appeal with the CFLS Director for waiver of the ten-year time limit. No charge occurs 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 CFLS Director assisted by the Lead Team assess the student's academic development annually. 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 Lead Team to intervene in the student's experience in ways that enhance the possibilities for a successful outcome.

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The CFLS Director and committee will conduct the progress assessment 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 assesses a student's mastery of the program competencies. The CFLS Lead Team administers the exam 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/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/her retake. If the student fails the retake exam, he/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 differs from 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/she will not be allowed to continue in the program. Additionally, the student will not be allowed to proceed with dissertation writing until he/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/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. Faculty evaluate these competencies using a variety of methods throughout the program. Such evaluation methods include course work, comprehensive exam, dissertation, course writing assignments, and annual evaluations by the Director. 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/she will be notified that he/she needs to improve 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).

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Program Continuation

If a student has incomplete degree requirements (e.g. dissertation) beyond the fourth year of the Ph.D. program or the third year of the Ed.D., the program considers the student to be in continuation. The student must remain enrolled in the one-unit LDRS 8021 Dissertation Completion course each semester until he/she completes 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/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/she will need to apply for re-admittance and students will be charged the tuition for the continuation courses for the semesters the student did not enroll.

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 the CFLS Director to develop a plan for program completion.

Students experiencing personal problems:

The CFLS Director and faculty encourages students encountering personal problems 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 should 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.

Academic Probation

The CFLS Director will place students who fail to maintain satisfactory academic progress towards graduation on Academic Probation. Probation is a temporary status intended to help focus the student's 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.

The CFLS Director will place students on Academic Probation for a period if they cannot reach the cumulative minimum GPA of 3.000 with fewer than 4 incomplete or failed courses (any course lower than a B-). During Academic Probation students will not be allowed to register for any new classes.

If a student does not meet the terms of the probation period by the date agreed upon, he/she will be withdrawn from the program. If the student does meet the terms of academic probation, they will be taken off this list and allowed to register for classes as normal. Students can only be put on an Academic Probation once, the second time they will be dismissed from the program.

Dismissal from the Program

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

- **Continual Poor Performance.** Should the student be unable to achieve a minimum cumulative GPA of 3.000 the semester following being placed on probation, the he/she may be dismissed from the program. Furthermore, if a student fails to retake a required course within a time period determined by the CFLS Director he/she may be dismissed from the program.
- **Placed on probation more than once.** Throughout the course of the program, the student may be dismissed from the program if requesting a second academic probation.
- **Professional Conduct.** The CFLS program expects students to comply with the behavioral standards of Northwest University and the laws of Washington State and 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), he/she may be dismissed from the program.

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Students dismissed from the program may appeal the decision 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.

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
- To walk in commencement, must have passed the dissertation defense with "Approved," or "Approved with minor modifications" by March 31 of the commencement year.

Academic Calendar: Center for Leadership Studies

TERM July Semester	Ph.D. in Organizational Leadership	Ed.D. in Organizational Leadership
Session A -	2024	2024
First Day of Class or Educational Activity	Monday, July 08	Monday, July 08
Last Day to Register; Last Day to Add/Drop Courses for full refund	Friday, July 19	Friday, July 19
Labor Day Holiday (University closed)	Monday, Sep 02	Monday, Sep 02
Last Day to Withdraw from classes (Week 8)	Friday, Aug 02	Friday, Aug 02
Last Day of Class or Educational Activity	Friday, Sep 20	Friday, Sep 20
Session B -		
First Day of Class or Educational Activity	Monday, Oct 07	Monday, Oct 07
Last Day to Register; Last Day to Add/Drop Courses for full refund	Friday, Oct 18	Friday, Oct 18
Thanksgiving Holidays (University closed)	Nov 28 - 29	Nov 28 - 29
Last Day to Withdraw from a class	Friday, Nov 01	Friday, Nov 01
Last Day of Class or Educational Activity	Friday, Dec 13	Friday, Dec 13
Student Semester Break (no classes)	Dec 14, 2024 - Jan 12, 2025	Dec 14, 2024 - Jan 12, 2025
University Offices Closed	Dec 24, 2024 - Jan 01, 2025	Dec 24, 2024 - Jan 01, 2025
TERM January Semester	Ph.D. in Organizational Leadership	Ed.D. in Organizational Leadership
Session A -	2025	2025
First Day of Class or Educational Activity	Monday, Jan 06	Monday, Jan 06
Last Day to Register; Last Day to Add/Drop Courses for full refund	Friday, Jan 17	Friday, Jan 17
Martin Luther King, Jr. Day (University closed)	Monday, Jan 20	Monday, Jan 20
Presidents' Day (University closed)	Monday, Feb 17	Monday, Feb 17
Last Day to Withdraw from a class	Friday, Jan 31	Friday, Jan 31
Last Day of Class or Educational Activity	Friday, Mar 21	Friday, Mar 21
Session B -		
First Day of Class or Educational Activity	Monday, Apr 07	Monday, Apr 07
Last Day to Register; Last Day to Add/Drop Courses for full refund	Friday, Apr 18	Friday, Apr 18
Good Friday (University closed)	Friday, Apr 18	Friday, Apr 18
Baccalaureate Chapel	Friday, May 02	Friday, May 02
Graduate Celebration	Friday, May 09	Friday, May 09
Commencement	Saturday, May 10	Saturday, May 10
Last Day to Withdraw from a class	Friday, May 02	Friday, May 02
Last Day of Class or Educational Activity	Friday, Jun 13	Friday, Jun 13

School of Business

A Word from the Dean:

The School of Business at Northwest University is committed to developing responsible leaders for today's rapidly changing world. We believe the purpose of business is to serve others. To be effective servants, organizational leaders should possess high-character, competence, and professional skills.

Our Master of Business Administration (MBA) and Master of Science in Information Technology Management (MSITM) programs are designed to develop leaders with these qualities to thrive in 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.

Both the MBA and MSITM have distinct advantages over other programs. In addition to our solid core curriculum, our cohort model ensures an active learning process. Students will engage in experiential learning with peers and receive mentoring by high quality, caring professors. They will be challenged to consider global perspectives and develop a variety of relevant management and communication skills.

Students will learn to think critically about the complexities of management and become more competent in their decision making. Finally, because we are a private Christian institution, student learning opportunities will be centered in the context of a distinctive, ethically responsible worldview.

-Rowlanda Cawthon, Ed.D.
Dean, College of Professional Studies

Vision

The vision of the College of Business is to be the clear leader in developing Christian business leaders who bring extraordinary value to the workplace.

Mission

The mission of the College of Business is to develop high-character, competent, and skilled business leaders who serve and thrive in the workplace through the integration of faith and learning.

Core Values

In carrying out our vision and mission, the College of Business is guided by the following core values and expected outcomes:

Character – We model and develop business leaders who personify Christ's inherent characteristics. We believe that character is about demonstrating distinctive qualities and excellence in our Christian faith, educational practices, and personal and professional life.

Leadership – We demonstrate and teach business leadership competencies that enable our students to lead with influence in the workplace. We believe that leaders who couple thought leadership with the Christian faith have the potential to bring extraordinary value to the workplace.

Skill Development – We prepare business leaders who are capable and ready to work. We are committed to ensuring that our students can communicate and demonstrate to employers that we prepared them with identifiable professional skills.

Integration of Faith and Learning – We integrate scholarly teaching practices that apply a Christian worldview and connect Christian faith and the business discipline. We understand that this process drives our actions and relational experiences with students, inspiring how they may act and relate with others in their personal and professional lives.

Collaboration – We work continually to build partnerships with the business community. We recognize that this collaboration will positively impact our students and contribute to our success as a business college.

Service – We cultivate business leaders who understand the importance of engaging in continual acts of service. We set the example by engaging in service activities and helping students identify their passion in business to fulfill their God-given calling.

Accreditation

The following graduate program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP):

- Master of Business Administration

As required by ACBSP, the Master of Science in Information Technology Management program will be considered for accreditation after the first cohort of students has successfully completed the program. The Doctor of Philosophy in Organizational Leadership and the Doctor of Education programs with a business concentration are offered through the Center for Leadership Studies and do not have ACBSP accreditation.

Accreditation standards are based 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.

Business Administration, MBA (Kirkland Campus Hyflex)

School	Business
Academic Award	MBA
Credits Required	36 semester credits
Faculty Lead	David Troupe
Concentrations	Leadership, Project Management
CIP Code	52.0213, 52.0211

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Northwest University's MBA prepares graduate students for higher levels of responsible leadership. Our students learn how to make a difference in the organizations they serve. Students take courses in accounting, finance, marketing, organizational management, and ethics. In alignment with our core value of integration of faith and learning, students also take a course in faith, ethics and business. Students can complete elective courses related to management consulting, risk management agile project management, and leadership. Our cohort model provides opportunities for students to learn and interact with others from different cultural backgrounds and experiences.

MBA graduates will be able to:

1. Apply knowledge of the functional areas of business.
2. Develop strategic solutions to address business problems and challenges.
3. Create an innovative product, process or service to optimize business.
4. Construct persuasive communication to positively influence organizational outcomes.
5. Use project management tools and techniques to manage projects from beginning to end.
6. Evaluate issues in business through the framework of faith and ethics.

Leadership Concentration

1. Develop an authentic leadership philosophy that builds on personal values and promotes ethical principles.

Project Management Concentration

1. Create a project plan that appropriately utilizes all the necessary agile elements for successful implementation.

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.

Readmission Policy

A student who leaves the MBA program for any reason is required to complete the standard Application for Admission to the program and meet with the Graduate Enrollment Counselor to initiate the readmission process. A formal letter requesting readmission must be submitted with application. The letter and application are subject to review by the Department Chair and Dean of the School of Business. Students will be required to meet both program and academic performance requirements of the cohort to which they are readmitted. Readmission to the MBA program is subject to space availability.

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 BUSM 5001 - Introduction to Finance and Accounting or an online tutorial through Peregrine.

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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.

Information Technology Management, MS (Hyflex)

School	Business
Academic Award	Master of Science
Credits Required	36 semester credits
Faculty Lead	Rowlanda Cawthon
CIP Code	11.1099

Graduate Admission Requirements

- A Bachelor of Arts or Science (or equivalent degree) from a regionally accredited college or university.

- University coursework, professional experience or certifications in computer science, information technology management or a business-related discipline is preferred. Admitted students without this background are required to take a pre-requisite on-campus course or online course.
- 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 or higher undergraduate GPA.
- A completed application.
- Official transcripts from the institution granting the undergraduate degree.
- Interview with the graduate enrollment counselor, department chair, program coordinator, and/or dean, as needed.
- International students whose native language is not English must submit a minimum score of 580 (or equivalent) on the TOEFL exam as part of the application process.
- Applicants without an undergraduate course in finance or accounting must take a 1-credit course prior to their first finance or accounting course.
- MSITM students may transfer up to 9 credit hours of eligible graduate level coursework (subject to dean's approval) from an accredited institution towards their degree.
- Must ensure availability to attend on-campus residencies during the required days and times in person.

Program Outcomes

MSITM graduates will be able to:

1. Assess essential elements of information technology management to drive day-to-day business operations.
2. Use transformative management skills to lead an information technology enterprise.
3. Evaluate data to make strategic business decisions.
4. Apply project management practices to achieve an organization's information technology goals.
5. Create innovative IT-based solutions to complex business challenges for a real-world client.
6. Evaluate issues in business through the framework of faith and ethics.

Academic Calendar: School of Business

MBA Cohort 33

FALL SEMESTER

New Student Orientation

Session A - First Day of Class or Educational Activity

Last Day to Register; Last Day to Add/Drop Courses for full refund

Labor Day Holiday (University Closed)

Last Day to Withdraw from a class

Last Day of Class or Educational Activity

Session B - First Day of Class or Educational Activity

Last Day to Register; Last Day to Add/Drop Courses for full refund

Thanksgiving Holidays (University Closed)

Last Day to Withdraw from a class

Last Day of Class or Educational Activity

Student Semester Break (No Classes)

University Offices Closed

2024

Thursday, Aug 29

Wednesday, Sept 04

Monday, Sept 02

Wednesday, Oct 16

Thursday, Oct 17

Thursday, Oct 24

Wednesday, Oct 30

November 28-29, 2024

Wednesday, Dec 11

Thursday, Dec 12

Dec 14, 2024 - Jan 12, 2025

Dec 24, 2024 - Jan 01, 2025

MBA Cohort 34

FALL SEMESTER

New Student Orientation

Session A - First Day of Class or Educational Activity

Last Day to Register; Last Day to Add/Drop Courses for full refund

Labor Day (University Closed)

Last Day to Withdraw from a class

Last Day of Class or Educational Activity

Session B - First Day of Class or Educational Activity

Last Day to Register; Last Day to Add/Drop Courses for full refund

Thanksgiving Holidays (University Closed)

Last Day to Withdraw from a class

Last Day of Class or Educational Activity

Student Semester Break (no classes)

University Offices Closed

SPRING SEMESTER

Session A - First Day of Class or Educational Activity

Last Day to Register; Last Day to Add/Drop Courses for full refund

Martin Luther King, Jr. Day (University closed)

President's Day (University Closed)

Last Day to Withdraw from a class*

Last Day of Class or Educational Activity*

Session B - First Day of Class or Educational Activity

Last Day to Register; Last Day to Add/Drop Courses for full refund

Good Friday (University Closed)

Last Day to Withdraw from a class

Last Day of Class or Educational Activity

Student Semester Break (no classes)

Graduate Celebration

Commencement

SUMMER SEMESTER

Session A - First Day of Class or Educational Activity*

Last Day to Register; Last Day to Add/Drop Courses for full refund

Memorial Day (University Closed)

Last Day to Withdraw from a class

Last Day of Class or Educational Activity

Session B - First Day of Class or Educational Activity

Last Day to Register; Last Day to Add/Drop Courses for full refund

Fourth of July (University Closed)

Last Day to Withdraw from a class

Last Day of Class or Educational Activity

**For Summer Session A, MBA students have the option to select one elective on Tuesday, Wednesday or Thursday, so start dates, end dates, and withdraw dates will vary for this session.*

2024

Tuesday, Aug 27

Monday, Sept 02

Monday, Sept 02

Monday, Oct 14

Tuesday, Oct 15

Tuesday Oct 22

Monday, Oct 28

November 28-29

Monday, Dec 9

Tuesday, Dec 10

Dec 14, 2024 - Jan 12, 2025

Dec 24, 2024 - Jan 01, 2025

2025

Tuesday, Jan 07

Monday, Jan 13

Monday, Jan 20

Monday, Feb 17

Monday, Feb 24

Tuesday, Feb 25

Tuesday, Mar 04

Monday, Mar 10

Friday, Apr 18

Monday, Apr 21

Tuesday, Apr 22

April 23 - May 05

Friday, May 09

Saturday, May 10

2025

Tuesday-Thursday, May 06-09

Monday-Wednesday, May 12

Monday, May 26

Monday-Wednesday, June 23-25

Tuesday-Thursday, June 24-26

Tuesday, July 01

Monday, July 07

Thursday, July 04

Monday, Aug 18

Tuesday, Aug 19

MBA Cohort 35

FALL SEMESTER

Session A - First Day of Class or Educational Activity
 Last Day to Register; Last Day to Add/Drop Courses for full refund
 Labor Day Holiday (University closed)
 Last Day to Withdraw from a class
 Last Day of Class or Educational Activity

Session B - First Day of Class or Educational Activity
 Last Day to Register; Last Day to Add/Drop Courses for full refund
 Thanksgiving Holiday (University closed)
 Last Day to Withdraw from a class
 Last Day of Class or Educational Activity
 Student Semester Break (no classes)
 University Offices Closed

SPRING SEMESTER

Session A - First Day of Class or Educational Activity
 Last Day to Register; Last Day to Add/Drop Courses for full refund
 Martin Luther King, Jr. Day (University closed)
 Presidents' Day (University closed)
 Last Day to Withdraw from a class
 Last Day of Class or Educational Activity

Session B - First Day of Class or Educational Activity
 Last Day to Register; Last Day to Add/Drop Courses for full refund
 Good Friday (University closed)
 Last Day to Withdraw from a class
 Last Day of Class or Educational Activity
 Student Semester Break (no classes)
 Graduation Celebration
 Commencement

SUMMER SEMESTER

Session A - First Day of Class or Educational Activity*
 Last Day to Register; Last Day to Add/Drop Courses for full refund
 Memorial Day (University closed)
 Last Day to Withdraw from a class*
 Last Day of Class or Educational Activity*

Session B - First Day of Class or Educational Activity
 Last Day to Register; Last Day to Add/Drop Courses for full refund
 Fourth of July (University closed)
 Last Day to Withdraw from a class
 Last Day of Class or Educational Activity

**For Summer Session A, MBA students have the option to select one elective on Tuesday, Wednesday or Thursday, so start dates, end dates, and withdraw dates will vary for this session.*

2024

Wednesday, Aug 28
 Tuesday, Sep 03
 Monday, Sep 02
 Wednesday, Oct 16
 Wednesday, Oct 16

Wednesday, Oct 23
 Tuesday, Oct 29
 Nov 23 - 24
 Monday, Dec 09
 Monday, Dec 09
 Dec 15, 2023 - Jan 08, 2024
 Dec 22, 2023 - Jan 01, 2024

2025

Wednesday, Jan 15
 Sunday, Jan 19
 Monday, Jan 20
 Monday, Feb 17
 Wednesday, Mar 04
 Wednesday, Mar 04

Wednesday, Mar 12
 Tuesday, Mar 18
 Friday, Apr 18
 Wednesday, Apr 30
 Wednesday, Apr 30
 May 01- May 05
 Friday, May 09
 Saturday, May 10

MBA Cohort 36

FALL SEMESTER

Session A

First Day of Class or Educational Activity
 Last Day to Register; Last Day to Add/Drop Courses for full refund
 Labor Day Holiday (University closed)
 Last Day to Withdraw from a class
 Last Day of Class or Educational Activity

2024

Tuesday, Aug 27
 Monday, Sep 02
 Monday, Sep 02
 Tuesday, Oct 15
 Tuesday, Oct 15

Session B

First Day of Class or Educational Activity
 Last Day to Register; Last Day to Add/Drop Courses for full refund
 Thanksgiving Holidays (University closed)
 Last Day to Withdraw from a class
 Last Day of Class or Educational Activity
 Student Semester Break (no classes)
 University Offices Closed

Tuesday Oct 22
 Monday, Oct 28
 Nov 28 - 29
 Tuesday, Dec 10
 Tuesday, Dec 10
 Dec 14, 2024 - Jan 12, 2025
 Dec 24, 2024 - Jan 01, 2025

SPRING SEMESTER

Session A -

First Day of Class or Educational Activity
 Last Day to Register; Last Day to Add/Drop Courses for full refund
 Martin Luther King, Jr. Day (University closed)
 Presidents' Day (University closed)
 Last Day to Withdraw from a class
 Last Day of Class or Educational Activity

2025

Tuesday, Jan 14
 Monday, Jan 20
 Monday, Jan 15
 Monday, Feb 19
 Tuesday, Mar 04
 Tuesday, Mar 04

Session B -

First Day of Class or Educational Activity
 Last Day to Register; Last Day to Add/Drop Courses for full refund
 Good Friday (University closed)
 Last Day to Withdraw from a class
 Last Day of Class or Educational Activity
 Student Semester Break (no classes)
 Graduate Celebration
 Commencement

Tuesday, Mar 11
 Monday, Mar 17
 Friday, Apr 18
 Tuesday, Apr 29
 Tuesday, Apr 29

 Friday, May 09
 Saturday, May 10

SUMMER SEMESTER

Session A -

First Day of Class or Educational Activity
 Last Day to Register; Last Day to Add/Drop Courses for full refund
 Memorial Day (University closed)
 Last Day to Withdraw from a class
 Last Day of Class or Educational Activity

2025

Tuesday-Thursday, May 06-09*
 Monday-Wednesday, May 12-15
 Monday, May 26
 Monday-Wednesday, Jun 23-25
 Tuesday-Thursday, Jun 24-26*

Session B - First Day of Class or Educational Activity

First Day of Class or Educational Activity
 Last Day to Register; Last Day to Add/Drop Courses for full refund
 Fourth of July (University closed)
 Last Day to Withdraw from a class
 Last Day of Class or Educational Activity

Tuesday, Jul 01
 Monday, Jul 07
 Friday, Jul 04
 Tuesday, Aug 19
 Tuesday, Aug 19

**For Summer Session A, MBA students have the option to select one elective on Tuesday, Wednesday or Thursday, so start dates, end dates, and withdraw dates will vary for this session.*

School of Education

A word from the Dean:

We have a history of developing educators and practitioners who have a positive impact in the educational community. Our goal in the School of Education is to continually improve our practices in alignment with Washington State and industry standards. We have knowledgeable professors and staff who want nothing more than to create a dynamic learning experience for our students, including those in our graduate programs.

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 K-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 Teacher Leadership, Athletic Leadership, Special Education, and English Language Learning.

Teaching continues to be one of those vocations where professionals can make a significant impact on young lives and on society at large. As such, we are committed to fostering a learning environment that prepares learner-centered, adaptive, and holistic teachers who help their K-12 students excel academically and as people.

In our graduate programs, you will learn from faculty with strong academic knowledge and practical classroom experience. Drawing on full-time faculty, as well as adjunct practitioners, candidates are prepared to be educational leaders through rigorous, relevant, and hands-on training. As you navigate through your educational journey, know that we are wholly committed to your success as a graduate student and professional.

-Dr. Rowlanda Cawthon

Dean, College of Professional Studies

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M.Ed: Curriculum and Instruction (Kirkland Campus Hyflex)

School	Education
Academic Award	Master of Education
Credits Required	30 semester credits
Faculty Lead	Suzan Kobashigawa
Concentrations	Athletic Leadership, Teacher Leadership, English Language Learner (ELL), Special Education (SPED)
CIP Code	13.0101

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: Athletic Leadership, Teacher Leadership, English Language Learner (ELL), or Special Education (SPED).

Students who successfully complete the Master of Education will be able to:

1. Conduct research aimed at identifying and responding to contextualized problems of practice;
2. Develop a coherent philosophy of education that integrates both social and individual outcomes;
3. Interpret educational aims and practices through the lens of Christian faith; and
4. Design instructional plans and practices based on a formative assessment/instructional response cycle.

Program Highlights

The five-semester, thirty-credit curriculum offers advanced coursework on learning theory, educational standards, assessment, leadership and collaboration, and family engagement. Courses are offered in an on-campus/hybrid format. The M.Ed. is designed to serve several populations:

- Bachelor's graduates holding the Residency Teacher Certificate who seek the M.Ed. degree in Curriculum and Instruction;
- Bachelor's or master's graduates adding the ELL or SPED endorsement to their Washington State Residency Certificate; and
- Educators (with or without a Residency Teacher Certificate) and athletic leaders who wish to enhance their educational knowledge and skills through one of four concentrations.

Transfer Credits

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

Academic Progress

Successful applicants should have a previous cumulative GPA of 3.0 (B level) or higher; candidates holding a lower GPA may be admitted to the program conditionally and granted one semester in which to earn a satisfactory GPA. Students must earn at least a B- (2.7) in each class in order to progress to subsequent semesters.

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Master in Teaching (Kirkland Campus Hyflex)

School	Education
Academic Award	Master in Teaching
Credits Required	30 semester credits
Faculty Lead	Heather Lucas
CIP Code	13.1399

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 earn a Washington State Residency Teaching Certificate and the MIT Degree simultaneously.

The School of Education, directed by broad research and theory, and in accordance with state standards, prepares teachers in five specific proficiencies. The following outcomes guide our candidates' experience throughout the program:

Holistic Teachers,

1. Candidates demonstrate culturally responsive pedagogy aimed at the holistic learning of all students;

Adaptive Teachers,

2. Candidates demonstrate differentiated teaching, adapting instruction where appropriate to meet student needs while remaining aligned with learning standards;

Learner-Focused Teachers,

3. Candidates demonstrate reflective instruction, analyzing student work in order to further develop their own pedagogical practices;
4. Candidates pass their state-required WEST-E/NES content assessments necessary for certification;
5. Candidates pass their state-required pedagogy assessment necessary for certification.

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 (7 credits) plus graduate-level coursework (23 credits). Classes meet in the evenings, on weekends, and during the summer months for cohorts commencing their programs in August. Student teaching is accomplished during daytime hours.

Five-year BA to MIT Pathway

Each spring, undergraduate NU students have the opportunity to apply for the five-year BA to MIT pathway. Students spend their first four years becoming experts in their chosen content and their fifth year applying content in the classroom. Therefore, they benefit from a lightened courseload and discounted cost in the MIT. They also exit program with a graduate degree and enter the workforce at a higher pay grade.

To apply, students must meet the following requirements:

- Complete the Elementary Education concentration with a Bachelors of Arts in Educational Studies, a Secondary Education minor, or Elementary Education minor.
- Earn at least a B- minimum grade in each of your Education courses.
- Apply and be accepted into the MIT program during your Senior year.

Regarding Endorsements

- On-campus MIT students who want to earn an English Language Learner (ELL) or Special Education (SPED) endorsement in addition to their subject endorsement have two options to do so:
 1. Complete application by February 15 to complete prerequisite courses on time. SPED endorsement-seeking candidates must complete a second placement in the fall of the MIT degree; they should register for EDMA 5292 to do so; OR
 2. Complete a stand-alone endorsement program after the MIT program (see Graduate Catalog for details).
- The SOE recommends for add-on endorsements only if we participated in candidates' preparation; we do not recommend for post-graduate test-only endorsements.

Transfer Credits

MIT students may transfer up to 6 credit hours of eligible graduate level coursework (subject to the Dean's approval) from an accredited institution towards their degree.

Academic Progress

Applicants whose academic histories reflect a GPA below 2.7 (B- level) may be admitted to the program conditionally and granted one semester in which to earn a satisfactory GPA. Students must earn at least a B- (2.7) in each class in order to progress to subsequent semesters.

Program Transition Points

To continue in program, candidates must meet minimum criteria at key transition points:

- Semester 1 to semester 2: Candidates must earn at least a B- in each of their classes;

- Part-time to full-time student teaching: Candidates must successfully complete content tests (WEST-E or NES), earn passing InTASC and dispositional scores from University Supervisor and Mentor Teacher, and complete the minimum number of part-time hours.

Readmission

Students who leave the cohort for any reason and wish to return are required to meet with the Dean of the School of Education or designee to initiate the readmission process. Readmission to the School of Education is subject to space availability, decided on an individual basis, and is allowed one time only.

Critical Concern Report

From time to time, an issue arises which is beyond the scope of academic progress and program transitions. The SOE uses a Critical Concern Report (CCR) to document such instances. In the case that a CCR about a candidate is made to the Dean and found to be warranted, the SOE will conduct an evaluation of the candidate's status in program.

Academic Calendar: School of Education

Master of Education and Master in Teaching

FALL SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Labor Day Holiday (University closed)
Thanksgiving Holidays (University closed)
Last Day of Class or Educational Activity
Last Day to Withdraw from a class
Student Semester Break (no classes)
University Offices Closed

SPRING SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Martin Luther King, Jr. Day (University closed)
Presidents' Day (University closed)
Good Friday (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Baccalaureate Chapel
Graduate Celebration
Commencement

SUMMER SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Memorial Day (University closed)
Fourth of July (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity

2024

Monday, Aug 26
Sunday, Sep 01
Monday, Sep 02
Nov 28 - 29
Monday, Dec 09
Friday, Nov 15
Dec 14, 2024 - Jan 12, 2025
Dec 24, 2024 - Jan 01, 2025

2025

Monday, Jan 13
Sunday, Jan 19
Monday, Jan 20
Monday, Feb 17
Friday, Apr 18
Friday, Apr 11
Friday, May 02
Friday, May 09
Friday, May 09
Saturday, May 10

2025

Monday, May 12
Wednesday, May 14
Monday, May 26
Friday, Jul 04
Friday, Aug 08
Friday, Aug 22

College of Ministry

A Word from the Dean:

In the College of Ministry Graduate Studies area, our mission is to equip Christian ministers and leaders for effective service to the Church and world through biblically faithful, culturally engaged, and Spirit-led education.

In addition to helping prepare people who are entering vocational ministry and other forms of Christian leadership, whether as a first or second career, the College of Ministry at Northwest University seeks to offer continuing in-service education at the graduate level for those who are already engaged in vocational ministry and other forms of Christian leadership – pastors, evangelists, missionaries, educators, counselors, and lay workers.

Our graduate programs integrate academic experiences, invite spiritual formation, and skills development to enhance intellectual, spiritual, personal, and functional readiness for effective vocational ministry and other forms of Christian leadership in our world. Our overarching goal is to equip Kingdom leaders for effective service.

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

Christian Leadership, Certificate (Kirkland Campus Hyflex, Online)

College	Ministry
Academic Award	Graduate Certificate
Credits Required	12 semester credits
Faculty Lead	Joshua Ziefle
CIP Code	39.0604
Degree Requirements	

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This short-term certificate, normally completed in two semesters (Fall/Spring) is for those with a bachelor's degree who wish to develop a biblical and theological framework applicable in Christian leadership. The Graduate Certificate in Christian Leadership may be taken as part of any College of Ministry graduate degree.

Admissions

Admission into the Graduate Certificate in Christian 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.

Students whose academic histories reflect a GPA below 2.7 may be accepted to the program on a probational basis for their first six credits of graduate study. These applicants will be evaluated on a case-by-case basis, taking into account their personal and academic strengths and the specific academic program to which they are applying. Once the conditions have been met, they will be fully accepted to the program.

Students who are accepted probationally will be subject to the following: (1) They must meet all other stated admissions qualifications (2) They must maintain a 3.0 or higher GPA in each of their courses during their first six credit hours in the program (3) If requested to do so, they may be required to interview during the admissions process and/or take additional or supplemental coursework. Students may also choose to take the GRE to supplement their application.

The Northwest University College of Ministry gives admissions preference to professing Christians whose doctrinal and lifestyle beliefs are in harmony with those of the University.

Academic Progress

Students may be placed on probation if their GPA falls below 2.7. If the student's GPA has been below 2.7 for two or more terms, he or she is placed on academic suspension (disqualification). Students must earn at least a 2.7 overall grade point average to graduate.

Accelerated Bachelors to Masters in Bible Theology; Master of Arts in Ministry Leadership

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.

(Specific substitutes for undergraduate requirements; others may be available with the approval from the Dean.)

- CMIN 5253 - Christian Formation **3 credits** (CMIN 2203 Discipleship & Spiritual Formation)
- PMIN 6193 - Pastoral Care and Human Development **3 credits** (PMIN 4513 - Pastoral Care & Counseling)
- PMIN 6313 - Christ-Centered Preaching **3 credits** (PMIN 4223 Preaching II)
- THEO 5473 - Cultural Understanding and Theological Engagement **3 credits** (CMIN 4663 - The Church in Contemporary Society)
**The following courses may be taken as independent studies housed with their corresponding undergraduate counterparts.*
- THEO 5243 - Systematic Theology I: First and Last Things **3 credits** (THEO 4213 - Systematic Theology I)
- THEO 5253 - Systematic Theology II: Life in Christ, Life in the Spirit **3 credits** (THEO 4223 - Systematic Theology II)
- Graduate courses with the BIBL/CMIN/PMIN/THEO course prefix can be substituted for undergraduate 3000/4000 level BIBL/CMIN/PMIN/THEO elective courses with the corresponding course prefix.

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Bible and Theology, MA (Kirkland Campus Hyflex, Online)

College	Ministry
Academic Award	Master of Arts
Credits Required	36 semester credits
Faculty Lead	Bill Oliverio
CIP Code	39.0699

The Master of Arts in Bible and Theology (MABT) is a 36-credit degree designed to enable students to articulate the message of the Bible in faithfulness to the entire scope of God's unfolding story. This is done so that students might live out the way of Jesus in contemporary culture and to promote truly meaningful engagement with the Bible in Christian communities and ministries.

Program Highlights

The MABT immerses graduate students in an integrated approach to theological graduate education that draws from theology, biblical studies, history, and the pastoral arts, 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 and is offered in both an on-ground and online modality. The program has courses scheduled across three annual terms (Fall, Spring, and Summer). In the on-ground modality, the program delivery includes courses meeting for single four-day intensives and as a set of three Friday/Saturday weekend intensives. In

some situations, on-ground students may elect to complete some of their courses via an online delivery model. 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.

Students whose academic histories reflect a GPA below 2.7 may be accepted to the program on a probational basis for their first six credits of graduate study. These applicants will be evaluated on a case-by-case basis, taking into account their personal and academic strengths and the specific academic program to which they are applying. Once the conditions have been met, they will be fully accepted to the program.

Students who are accepted probationally will be subject to the following: (1) They must meet all other stated admissions qualifications (2) They must maintain a 3.0 or higher GPA in each of their courses during their first six credit hours in the program (3) If requested to do so, they may be required to interview during the admissions process and/or take additional or supplemental coursework. Students may also choose to take the GRE to supplement their application.

The Northwest University College of Ministry gives admissions preference to professing Christians whose doctrinal and lifestyle beliefs are in harmony with those of the University.

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.

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Academic Progress

Students may be placed on probation if their GPA falls below 2.7. If the student's GPA has been below 2.7 for two or more terms, he or she is placed on academic suspension (disqualification). Students must earn at least a 2.7 overall grade point average to graduate.

Leadership Studies: Ministry Leadership Cognate, MA (Kirkland Campus Hyflex)

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.

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

Conditional Acceptance Policy

Students whose academic histories reflect a GPA below 2.7 may be accepted to the program on a conditional basis for their first six credits of graduate study. These applicants will be evaluated on a case-by-case basis, taking into account their personal and academic strengths and the specific academic program to which they are applying. Once the conditions have been met, they will be fully accepted to the program.

Students who are accepted conditionally will be subject to the following: (1) They must meet all other stated admissions qualifications (2) They must maintain a 3.0 or higher GPA in each of their courses during their first six credit hours in the program (3) If requested to do so, they may be required to interview during the admissions process and/or take additional or supplemental coursework. Students may also choose to take the GRE to supplement their application.

Academic Progress

Students may be placed on probation if their GPA falls below 2.7. Students are given one academic term to show improvement and to raise their GPA to at least 2.7, 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 2.7 overall grade point average to graduate.

Ministry Leadership, MA (Kirkland Campus Hyflex)

College	Ministry
Academic Award	Master of Arts
Credits Required	36 semester credits
Faculty Lead	Bill Oliverio
Concentrations	Clinical Pastoral Education
CIP Code	39.0699

The Master of Arts in Ministry Leadership (MAML) is a 36-credit degree designed to help students develop a biblical, theological, and pastoral framework for leadership that is academically rigorous, praxis-oriented, and facilitates the growth and development of missional leadership for the twenty-first century Church.

Program Highlights

The MAML provides graduate students the opportunity to cultivate an academically informed biblical and theoretical approach for ministry leadership. This degree is concerned especially with developing and refining informed ministry practice and allows participants to develop ministry leadership skills helpful in their contexts. With the understanding that each set of ministry giftings and the varieties of settings in which ministry takes place are unique, this degree can provide a significant amount of elective space for students to explore their interests and develop their skills and perspectives.

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For a full-time student, this program can take as little as two years, with courses scheduled across three annual terms (Fall, Spring, and Summer). The program delivery includes courses meeting for single four-day intensives and as a set of three Friday/Saturday weekend intensives. In some situations, students may elect to complete courses via an online delivery model or via the traditional semester model (classes meeting weekly or more often). This flexible delivery format is designed to accommodate the diverse needs of our graduate students.

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.

Students whose academic histories reflect a GPA below 2.7 may be accepted to the program on a probational basis for their first six credits of graduate study. These applicants will be evaluated on a case-by-case basis, taking into account their personal and academic strengths and the specific academic program to which they are applying. Once the conditions have been met, they will be fully accepted to the program.

Students who are accepted probationally will be subject to the following: (1) They must meet all other stated admissions qualifications (2) They must maintain a 3.0 or higher GPA in each of their courses during their first six credits hours in the program (3) If requested to do so, they may be required to interview during the admissions process and/or take additional or supplemental coursework. Students may also choose to take the GRE to supplement their application.

The Northwest University College of Ministry gives admissions preference to professing Christians whose doctrinal and lifestyle beliefs are in harmony with those of the University.

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.

Academic Progress

Students may be placed on probation if their GPA falls below 2.7. If the student's GPA has been below 2.7 for two or more terms, he or she is placed on academic suspension (disqualification). Students must earn at least a 2.7 overall grade point average to graduate.

Academic Calendar: College of Ministry

All College of Ministry programs use this calendar

FALL SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Labor Day Holiday (University closed)
Last Day to Withdraw from a class
Thanksgiving Holidays (University closed)
Last Day of Class or Educational Activity
Student Semester Break (no classes)
University Offices Closed

2024

Monday, Aug 26
Sunday, Sep 01
Monday, Sep 02
Friday, Nov 15
Nov 28 - 29
Monday, Dec 09
Dec 14, 2024 - Jan 12, 2025
Dec 24, 2024 - Jan 1, 2025

SPRING SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Martin Luther King, Jr. Day (University closed)
Presidents' Day (University closed)
Good Friday (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Baccalaureate Chapel
Graduate Celebration
Commencement

2025

Monday, Jan 13
Sunday, Jan 19
Monday, Jan 20
Monday, Feb 17
Friday, Apr 18
Friday, Apr 11
Friday, May 02
Friday, May 02
Friday, May 09
Saturday, May 10

SUMMER SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Memorial Day (University closed)
Fourth of July (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity

2025

Monday, May 12
Sunday, May 18
Monday, May 26
Friday, Jul 04
Friday, Aug 01
Friday, Aug 22

Mark and Huldah Buntain School of Nursing

A Word from the Dean:

The Buntain School of Nursing holds true to our core values and offers an environment where the Christian faith is purposefully integrated throughout our curriculum.

Our commitment is to provide our graduate students with a practical and applicable education that impacts the profession of nursing locally and internationally. Graduates of our program are prepared to tackle the changing healthcare landscape as the next generation of change agents, innovators, and leaders.

- Erin-Joy Bjorge, DNP
Dean, School of Nursing

Nursing Program Outcomes

- **NU BSON prepares leaders in healthcare.**
- **NU BSON graduates professional practice ready nurses.**
- **NU BSON graduates culturally sensitive nurses.**
- **NU BSON graduates nurses who answer their call to serve God by engaging in service.**

Nursing, MSN (Online)

School	Nursing
Academic Award	Master of Science in Nursing
Credits Required	36 semester credits
CIP Code	51.3801

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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's Master of Science in Nursing (MSN) degree emphasizes leadership, nursing education, policy development and regulatory practice, program evaluation, nursing research, quality improvement, cross-cultural practice and spiritual appreciation. Students will gain specialized experience and knowledge with the design and implementation of a scholarly project. There is also the opportunity for a unique global and educational travel experience and. Graduates of the MSN program are prepared to tackle the changing healthcare landscape as the next generation of change agents, innovators, and leaders.

NOTICE: Admission for the Online RN-MSN program is suspended as of October 2023

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 of an accredited Baccalaureate Degree in Nursing program.
- Clinical RN nursing practice is current within two (2) years of application to the MSN Online Program.
- Current and unencumbered RN license in Washington, Oregon, Montana, or Alaska.

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.
- 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 1313 Introduction to Statistics is available through NU Online courses*).

Progression

Students who do not achieve an 80% (B- or 2.70) in each nursing course and an overall 3.00 GPA throughout the sequence of nursing courses may progress but are placed on academic probation. Prior to entering NURS 5913, all courses with a grade less than a B- (2.7) must be repeated.

Academic Probation

Students who fail to maintain satisfactory academic progress towards graduation are placed on academic probation. Probation is a temporary status. Academic probation places a student under special supervision for the purpose of providing opportunity for academic improvement. This step is taken when a student's grade point average falls below a 3.0 level. Students are required to have a 3.0 cumulative GPA for graduation and must pass all courses with at least a B-. When a probationary student's cumulative GPA rises above these minimum levels, they are removed from probation. 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 any of the following reasons:

1. Fails to maintain a grade of B- (2.7) or higher in all courses or a minimum 3.0 cumulative GPA.
2. 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.

A student will be taken off of probation when:

1. A grade of B- (2.7) or higher in all courses the following semester and a minimum of a 3.0 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.

Withdrawal

Students who do not achieve a 3.0 GPA are not allowed to progress into the final course, NURS 5913 Scholarly Project.

Occasionally 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 there is opportunity to plan how to best meet their educational goals. If dismissal or withdrawal is recommended by faculty or requested by students, the Student Affairs Committee assures appropriate policies are followed and concerns of student and faculty are considered.

Practice Experiences

The MSN program includes 230 practice experience hours that are completed in various immersive activities with the guidance of preceptors, mentors, or faculty. Practice experiences may be completed near the student's area of residence.

- Practice experience hours are integrated in eight of the twelve MSN courses.
- Some courses offer more than one practice experience opportunity where students may choose the experience most beneficial for their learning and adaptable to their life schedule.
- Students are encouraged to take advantage of the optional faculty-led cross-cultural educational experience.
- Fees associated with elective educational travel experiences are determined relative to the on-site costs of these experiences. 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

Practice experiences in the nursing program require applicants to submit the following records to an online data collection service.

1. Health history and physical examination that includes immunization and vaccination documentation and titer levels, conducted and signed by a licensed healthcare practitioner
2. Immunizations
 - DPT series and any subsequent boosters
 - One booster after age 19 must be a Tdap (Tetanus, Diphtheria, and Pertussis) vaccine
 - Hepatitis B series & proof of positive titer
 - MMR series or proof of positive titer
 - Varicella series or proof of positive titer
 - Influenza (annual requirement)
 - COVID-19
3. A two-step TB test or TB IGRA done at the time of entry into the program according to instructions provided by the Buntain School of Nursing.

- 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 card
- 5. A national background check, OIG, GSA, and Washington State WATCH are required. Students seeking admission to the nursing program must be aware a record of criminal conviction may impact admission. Students should discuss this matter with the dean before making final application to the nursing program. Any criminal incidences occurring during the nursing program must be reviewed immediately with the dean.
- 6. Medical clearance form
- 7. Proof of health insurance
- 8. Proof of malpractice insurance
- 9. Active and unencumbered RN license
- 10. Valid drivers license
- 11. The following records are optional but may be required if the student chooses to participate in international travel as part of NURS 5383.
 1. Hepatitis A series
 2. Polio series (depending on location of the cross-cultural experience)
 3. A current and valid passport
- 12. Students may be required to undergo drug screening or fingerprinting for selected agencies as a prerequisite to clinical practice experiences. It is the student's responsibility to pay for this screening.

Scholarly Project

A key outcome of the MSN program is the completion of a scholarly project over the course of six semesters. The scholarly project requires a systematic review and analysis of the literature on a topic of relevance to the student's intended specialty focus as an advanced practice nurse. Examples of acceptable scholarly project are a quality improvement project, an educational intervention project, assessment of a curriculum gap and a proposed intervention, or program or educational evaluation project.

Academic Calendar: School of Nursing

FALL SEMESTER

Session A - First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Labor Day Holiday (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Session B - First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Thanksgiving Holidays (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
University Offices Closed

2022

Monday, Aug 29
Sunday, Sep 04
Monday, Sep 05
Friday, Oct 14
Monday, Oct 17
Monday, Oct 24
Sunday, Oct 30
Nov 24 - 25
Friday, Dec 09
Friday, Dec 09
Dec 23, 2022 - Jan 02, 2023

SPRING SEMESTER

Session A - First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Martin Luther King, Jr. Day (University closed)
Presidents' Day (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Session B - First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Good Friday (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Graduate Celebration
Commencement

2023

Monday, Jan 09
Sunday, Jan 15
Monday, Jan 16
Monday, Feb 20
Friday, Feb 24
Monday, Feb 27
Monday, Mar 06
Sunday, Mar 12
Friday, Apr 07
Friday, Apr 21
Monday, Apr 24
Friday, May 05
Saturday, May 06

SUMMER SEMESTER

Session A - First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Memorial Day (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Session B - First Day of Class or Educational Activity
Fourth of July (University closed)
Last Day to Register; Last Day to Add/Drop Courses for full refund
Last Day to Withdraw from a class
Last Day of Class or Educational Activity

2023

Monday, May 08
Sunday, May 14
Monday, May 29
Friday, Jun 23
Monday, Jun 26
Monday, Jul 03
Tuesday, Jul 04
Sunday, Jul 09
Friday, Aug 18
Monday, Aug 21

School of PA Medicine

Word from the Dean

It is my honor to welcome you to the School of PA Medicine and it is my hope that your decision to join our program will be the blessing you have been looking for in your pursuit of quality PA education. Northwest University is committed to fostering growth and educational development for all students within the program. We are proud that you have made the decision to join our program and look forward to celebrating you during this critical time in your professional life. As part of your education experience, you will learn from highly skilled and experienced faculty that will enable you to be successful in the healthcare system.

Thank you for deciding to trust us with your education and training.

-Heather Deibler, MSPAS,PA-C
Interim Dean, School of PA Medicine

Physician Assistant Studies, MS

College/Department	PA Medicine
Academic Award	Master of Science
Credits Required	133 semester credits
Faculty Lead	Troy Bender
CIP Code	51.0912

Admissions Requirement and Procedure

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Requirements:

Applicants must meet the minimum admission requirements to be eligible to apply for admission to the PA program. All requirements must be met prior to CASPA application deadline (January 15 11:59 pm EST).

1. Completed bachelor's degree.
2. CASPA Minimum Total GPA 3.0 on 4.0 scale
3. CASPA Minimum Total Science GPA 3.0 on 4.0 scale.
4. Completed Academic Prerequisite Coursework by August 1st.
5. A minimum grade of C (2.0) required, at a regionally accredited US institution of higher education.
 - Microbiology with lab 3 semester credits | 5 quarter credits
 - Psychology 3 semester credits | 5 quarter credits
 - Human Anatomy with lab 4 semester credits | 5 quarter credits
 - Human Physiology 4 semester credits | 5 quarter credits
 - Statistics 3 semester credits | 5 quarter credits
 - Genetics 3 semester credits | 5 quarter credits
 - Biochemistry 3 semester credits | 5 quarter credits
6. Documented minimum of 1,000 hours of Patient Care Experience.
7. Three Letters of Recommendation

Procedure:

The NU School of PA Medicine admissions committee has adopted the use of an inclusive admissions framework that allows trained faculty and staff to capture the experiences, attributes, and metrics (EAMs) of qualified applicants. Although an applicant's academic record is considered, strong academic performance alone does not ensure acceptance. Experiential factors

and attributes are evaluated that help us examine beneficial attributes that focus on viewing each applicant holistically to garner a sense of who each applicant is and how they can contribute to the classroom, program, profession, and community at large.

The Northwest University School of PA Medicine admissions process is highly selective and based on a variety of criteria including an applicant's comprehensive strengths relative to the applicant pool.

Step 1 – Screening: The initial screening ensures the CASPA application is complete, verified, and all minimum program admission requirements were met at the time of CASPA submission deadline. All applications that satisfy the step one initial screening requirements progress to step two.

Step 2 – Application Evaluation: The applications are evaluated, and a weighted score is calculated on the following criteria: Academic Preparation, Patient Care Experience (PCE). Program preferences are acknowledged during step two.

- Northwest University (NU) graduates who complete all application materials and meet all minimum admission requirements will be guaranteed an interview during the admission process.
- Qualified veterans who complete all application materials, meet all minimum admission requirements, have served in the military, and are in good standing will be guaranteed an interview during the admission process.

Step 3 – On Campus Interview: The interview consists of evaluation and scoring of the following:

- Applicant Interview (MMI)
- Knowledge of the PA Profession
- Professionalism
- Leadership
- Mission Alignment
- Letters of Recommendation (LORs)

Step 4 – Selection of Candidates: Upon completion of the interview process, PA candidates will be ranked based on the combined results of Steps 1-3. After final review by the admissions committee and the dean of the PA program, formal offers will be extended to the top interviewees for admission to the program.

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Applying for admission

All applicants to the NU Physician Assistant program must apply through CASPA (Central Application Service for Physician Assistants). I

Application deadline

Applications are available through CASPA beginning each April. Applicants must submit their completed application on or before December 1, 11:59 EST. All required documents must be received at CASPA by the deadline or the application will be considered incomplete and will be removed from further consideration.

Technical Standards

The Physician Assistant Master of Science degree signifies that the holder is prepared for entry into the practice of medicine. It follows that the graduate must have the knowledge, skills, and abilities to function in a broad variety of clinical situations and to render a wide spectrum of patient care. It is essential for good patient care to require minimum standards for the education of the physician assistant. Students admitted in the School of PA Medicine at Northwest University are selected based on their academic, personal, and extracurricular attributes. In addition, students must have the intellectual, physical, and emotional capacities to meet the requirements of the school's curriculum and of a successful medical career.

The School of PA Medicine admits students of any race, age, sex, color, disability, and national or ethnic origin to all the rights and privileges, programs, and activities generally accorded or made available to students at the university. It does not discriminate based on race, age, sex, color, disability, or national or ethnic origin in administering its educational policies, admission policies, employment, promotion and compensation policies, scholarship, and loan programs, and athletic or other University-administered programs.

The School of PA Medicine will consider for admission any applicant who meets its academic and nonacademic criteria and who demonstrates the ability to perform the skills listed in this document, with or without reasonable accommodations, consistent with the Americans with Disabilities Act and the Rehabilitation Act. Candidates and current students who have questions regarding the Technical Standards, or who believe they may need to request reasonable accommodation(s) to meet the Standards are encouraged to review the disability-accommodation guidelines.

Disability Resources

Email: advising@northwestu.edu, testing@northwestu.edu

Phone: 425-889-5227

Office Location: Williams Hall Room 10

Office Hours: Monday–Friday 8am–5pm

PA students are reviewed individually and, on a case-by-case basis, using the factors listed below. In accordance with university policy and as delineated by Federal and Washington law, the university does not discriminate in admissions, educational programs, or employment against any individual on the basis of that individual's disability and will make good faith efforts at providing reasonable accommodation as required.

Northwest University Physician Assistant students must possess the intellectual ability to learn, integrate, analyze, and synthesize data. They must have functional use of the senses of vision, hearing, equilibrium, and taste. Their exteroceptor (touch, pain, and temperature) and proprioceptor (position, pressure, movement, stereognosis and vibratory) senses must be sufficiently intact to enable them to carry out all the activities required to complete the activities described below. PA students must have sufficient motor function capabilities to meet the demands of the PA program and the demands of the total patient care.

Students in the PA program must possess the ability, aptitude and skills in the following areas: observation, communication, motor function, intellectual-conceptual-integrative, behavioral, social and physical. The PA student must be able to prove adequate and appropriate immunization and titer status. The PA student must be able to meet the requirements and worker attributes of a Physician Assistant as defined by the U.S. Dictionary of Occupational Titles (DOT) – Physician Assistant and the Bureau of Labor and Statistics, U.S. Department of Labor/Employment and Training Administration's Occupational Information Network (O*NET) Handbook – Physician Assistant (updated 2021).

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Observation

The PA student must be able to observe and actively participate in demonstrations and experiments in the basic sciences, visual presentations in lectures and laboratories, laboratory diagnostic procedures and microscopic studies of microorganisms and tissues/fluids in normal and pathologic states in the same manner as required in clinical practice. The PA student must be able to observe a patient accurately and completely at a distance and at a close range (within a few feet of the observer). Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by a sense of smell.

Communication

The PA student must be able to communicate (includes not only speech but also reading and writing) effectively, sensitively, and efficiently with patients, their families, health care professionals, colleagues, faculty, and staff. They must be able to listen to and understand information and ideas as well as express and exchange ideas. The PA student must be able to acquire the patient's medical history in a timely manner, interpret non-verbal information, and establish a therapeutic rapport with patients. They are also required to record information accurately and clearly; and communicate effectively and efficiently in English with other health care professionals.

As defined by the Dictionary of Occupational Titles (DOT), the PA student must be able to meet the following general standards. Reading: Read literature, books, scientific and technical journals, abstracts, financial reports, and legal documents. Writing: write editorials, journals, speeches, manuals, and critiques. Speaking: conversant in the theory, principles and methods of effective and persuasive speaking, voice and diction, phonetics and discussion and debate (DOT Language Development Level 05).

Motor Function

The PA student must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. The PA student must possess sufficient motor function to be able to document and record

information elicited from patients. The PA student must be able to carry out basic laboratory tests (urinalysis, wet mount, gram stain, occult blood card test, rapid culture tests, etc.) carry out diagnostic and therapeutic procedures (venipuncture, arterial blood gas sampling, injections, splinting, casting, IVs and nasogastric tube placement), and read electrocardiograms and diagnostic images (i.e., x-rays, ultrasounds, CT scans, MRI scans etc.). The PA student must have motor function including arm-hand steadiness sufficient to execute motor movements reasonably required to provide general care and emergency treatment for patients. Examples of emergency treatment reasonably required of a physician assistant are cardiopulmonary resuscitation, the administration of intravenous medications, the application of pressure to arrest bleeding, the opening of obstructed airways, suturing of wounds, the application of casts and splints and the performance of obstetrical maneuvers. Such skills require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Intellectual-Conceptual, Integrative and Quantitative Abilities:

These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem identification and problem solving, the critical skills demanded of PA's require all these abilities. The PA student must possess sufficient intellectual capacity to gather and identify essential information. They must demonstrate the ability to combine evaluation and reasoning with information and data to make decisions and solve problems. They must also be able to tell when something is wrong or likely to go wrong.

The PA student must also demonstrate inductive reasoning. They must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. This includes the ability to read and interpret charts and graphs and the ability to use a microscope. The PA student must possess sufficient intellectual capacity and maturity to fulfill the curricular requirements of the various basic medical science and clinical courses. They must demonstrate the ability to collect, synthesize and analyze complex medical, laboratory data, and verbal information to reach logical conclusions. The PA student must demonstrate the ability to read and comprehend technical materials, medical and/or laboratory reports and medical text and journals to define complex problems and prepare solutions. The PA student must be able to use scientific methods to solve problems and apply knowledge of biomedical principles to the process of information gathering. They must possess critical thinking skills that allow them to use logic and analysis to identify the strengths and weaknesses of different approaches. They must be able to identify and integrate findings pertinent to the process of problem identification to formulate and implement adequate and appropriate diagnostic and/or therapeutic plans.

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As defined by the Dictionary of Occupational Titles (DOT), the PA student must be able to deal with a system of real numbers; linear, quadratic, rational, exponential, logarithmic, angle and circular functions and inverse functions related algebraic solution of equations and inequalities; limits and continuity; and probability and statistical inference. Deductive axiomatic geometry, plane, solid, and rectangular coordinates. Practical application of fractions, percentages, ratios and proportion, measurement, logarithms, practical algebra, geometric construction and essentials of trigonometry (DOT Mathematical Development Level 04).

Behavioral and Social Attributes:

The PA student must possess the emotional and mental health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibility's attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. The PA student must be able to tolerate physically and mentally taxing workloads, effectively carry out responsibilities and to function effectively under stress. They must possess sufficient emotional stability to withstand stress, uncertainties and changing circumstances that characterize the dependent practice of medicine. They must possess social perceptiveness and be aware of other's reactions and understand why they react the way they do. The PA student must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainty inherent in the clinical problems of many patients. The PA student must possess the physical and mental capacity to meet all the program's academic standards (classroom and clinical). The PA student must be able to work with and cooperate with faculty, students, staff, preceptors, healthcare professionals, the public and employees at all levels. The PA student must be capable of developing constructive and cooperative working relationship with others. They must be capable of working directly with the public. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the PA education process.

Physical Demands:

The U.S. Dictionary of Occupational Titles (DOT) defines the physical demands strength rating as the estimated overall strength requirement of the job. It represents the strength requirements, which are important for average, successful work performance.

The strength rating is expressed by one of five terms and the PA profession is considered (L), light work. The PA student must possess the physical ability to learn and implement the various technical skills required by the program. The PA student must possess an adequate range of body motion and mobility, with or without accommodation to perform the following essential functions: prolonged periods of sitting and/or standing, occasional bending and stooping and the ability to lift and carry books and other items such as medical instruments weighing up to ten (10) pounds with or without accommodation. They must be able to exert up to twenty (20) pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly (constantly is defined as an activity or condition that exists 2/3 or more of the time) to lift, carry, push or pull or otherwise move objects including the human body. Physical demand requirements are in excess of those for sedentary work. Light work requires walking or standing to a significant degree but may also involve sitting for prolonged periods of time.

Ability to Practice Medicine:

The U.S. Dictionary of Occupational Titles (DOT) for Physician Assistants defines the general educational development (GED) and strength required of the physician assistant for satisfactory job performance. The PA student must demonstrate the ability to practice medicine. The ability to practice medicine is to be construed to include all of the following:

- The cognitive capacity to make appropriate clinical diagnoses and exercise reasonable medical judgments and to learn and keep abreast of medical developments.
- The ability to apply principles of logical or scientific thinking, to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions in mathematical or diagrammatic form. Deal with several abstract and concrete variables. (DOT Reasoning Development Level 05);
- The ability to communicate those judgments and medical information to patients and other healthcare providers with or without the use of aids or devices, such as a voice amplifier and;
- The physical and mental capability to fully perform medical tasks such as physical examinations, surgical procedures, laboratory procedures and other technical skills without limitations, with or without the use of simple aids or devices, such as corrective lenses or hearing aids.

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Requirements for Graduation:

- Maintain GPA – 3.0 each semester and cumulative.
- Completion of all didactic course work
- Completion of all Supervised Clinical Practice Experiences (required and elective)
- Completion of PA Capstone, summative, scholarly project
- Completion of required patient logging encounters/procedures.
- Completion of all assignments required by the program including any remediation.

Credential awarded: Master of Science – Physician Assistant Studies (MS-PAS)

PA Program Competencies/Outcomes:

The School of PA Medicine has developed six program competency domains that all graduates must demonstrate proficiency at completion of the program. These competencies were developed following the Physician Assistant Education Association (PAEA) Core Competencies for the New Physician Assistant Graduates (Core Competencies for New PA Graduates) and the Competencies for the Physician Assistant Profession developed by the NCCPA, ARC-PA, AAPA, and PAEA (PA Competencies). The six domains and competencies are tailored to align with the program mission, values, and goals of the PA program at Northwest University.

Faith Integration:

FI-1 Identify various Biblical principles of the Christian faith that will prepare the PA graduate to carry the call of God through spiritual vitality, academic excellence, and empowered engagement with human need.

Medical Knowledge:

MK-1 Demonstrate an understanding of medical, behavioral, and social knowledge to effectively evaluate and manage patients across all ages and diverse patient populations in both primary care and specialty settings.

Interpersonal and Communication Skills:

ICS-1 Demonstrate the knowledge and application of effective listening, verbal, and written communication necessary to elicit an accurate medical history, explain and document appropriate diagnostics studies and an appropriate patient-centered treatment plan.

ICS-2 Communicate the findings of a clinical encounter in written and oral forms to all members of the health care team.

ICS-3 Engage with patients and family members to accurately deliver evidence-based patient education.

Clinical and Technical Skills:

CTS-1 Demonstrate the ability to perform a detailed focused physical examination relevant to the medical history of the patient.

CTS-2 Obtain informed consent and safely perform advanced clinical procedures common to general medical and surgical practices.

CTS-3 Order the appropriate diagnostic tests that assist in the evaluation of the patient condition and provide an accurate interpretation.

Professionalism and Ethics:

PE-1 Demonstrate professionalism with strong ethical decision-making principles, sensitivity, and responsiveness to patients, their care teams, and all members of the healthcare team.

Clinical Reasoning and Problem-Solving:

CRPS-1 Formulate a comprehensive differential diagnosis relevant to the patient condition and provide a detailed medical decision-making model.

CRPS-2 Develop an appropriate therapeutic management plan, either pharmacological or nonpharmacological, based on the patient's medical history, physical exam, and diagnostic study findings.

CRPS-3 Make appropriately informed clinical decisions based on current evidence-based research and sound clinical judgement.

Academic Calendar: School of Physician Assistant Medicine

YEAR ONE

FALL SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop courses for full refund
Labor Day Holiday (University closed)
Thanksgiving Holidays (University closed)
Last Day to Withdraw from a class
Last Day of class or Educational Activity
Student Semester Break (no classes)
University Offices closed

SPRING SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop courses for full refund
Martin Luther King, Jr. Day (University closed)
Presidents' Day (University closed)
Good Friday (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Student Semester Break (no classes)
Graduation Celebration
Commencement

SUMMER SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop courses for full refund
Memorial Day (University closed)
Fourth of July (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity

Cohort 2026

2024

Monday, Aug 26
Sunday, Sep 01
Monday, Sep 02
Nov 28-29
Friday, Dec 13
Friday, Dec 13
Dec 14, 2024 - Jan 05, 2025
Dec 24, 2024 - Jan 01, 2025

2025

Monday, Jan 06
Sunday, Jan 12
Monday, Jan 20
Monday, Feb 17
Friday, Apr 18
Friday, Apr 25
Friday, Apr 25
Apr 26 - May 04
Friday, May 09
Saturday, May 10

2025

Monday, May 05
Sunday, May 11
Monday, May 26
Friday, Jul 04
Friday, Aug 15
Friday, Aug 15

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 graduate programs, the Master of Arts in Clinical Mental Health Counseling (CMHC), and the Doctorate of Psychology in Counseling Psychology (PsyD), are built upon the integration of themes such as psychology, counseling, culture, and social justice. Additionally, all programs place a strong emphasis on integrating the curriculum with a Christian worldview.

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

Students involved in the 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 in the PsyD 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, Israel, 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!

-Robert Campbell, PsyD
Dean of the College of Social and Behavior Sciences

College of Social and Behavioral Sciences General Policies

Application Deadlines

- PsyD – December 15
- CMHC – January 31 (Priority Application), & April 1 (Main application)

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, PsyD 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 PsyD 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. A student fails to maintain a grade of B- or higher in all courses and/or a minimum 3.000 cumulative GPA.
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 in all courses the following semester and a minimum of a 3.000 cumulative GPA are achieved. 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.

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.

School of Counseling and Psychology

Clinical Mental Health Counseling, MA

College	Social and Behavioral Sciences
Academic Award	Master of Arts
Credits Required	60 semester credits
Faculty Lead	Esther McCartney
CIP Code	51.1508

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. Instructors seek to equip students to serve individuals from different backgrounds with widely different needs. The program has a unique multicultural focus with an emphasis on social justice. Additionally, the program places a strong emphasis on integrating the curriculum with Christian worldview.

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 program is designed to prepare students for state licensure as professional counselors.

The CMHC online program is a 36-month, 9-semester, year-round online program with three required on-campus residency experiences (one in the first semester, one in the first summer, 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 online 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.

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.
- Applicants must have a minimum cumulative GPA of 3.0 (out of 4.0) in last earned degree. Applicants who do not have a cumulative GPA of 3.0 in their last degree program will be placed on probation if successfully admitted
- Complete application online
- Current resume or curriculum vita
- Three references
- Participate in a group interview
- In addition to program-specific admission requirements, international students must meet the criteria stated in the international student admissions requirements section of this catalog.
- Letter of Interest

Interest Letter and Instructions

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

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 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 MACMHC Program Director.

Counseling Psychology, MA

College	Social and Behavioral Sciences
Academic Award	Master of Arts
Credits Required	Three years fulltime study in PsyD program
Faculty Lead	Elizabeth Irwin
CIP Code	42.2803

The Master of Arts in Counseling Psychology (MACP) may be awarded en route to the PsyD program, after three years of fulltime study in the PsyD program and passage of written and clinical comprehensive exams. In addition, students must be considered in good standing in the program to receive the degree. As such, it is not an independent program and instead is embedded into the PsyD program. Students interested in completing training to be a 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. As an embedded degree, students who receive the MACP are not eligible to participate in commencement ceremony.

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Human Services Counseling-Counseling Theories, MA

College	Social and Behavioral Sciences
Academic Award	Master of Arts
Credits Required	33 semester credits
Faculty Lead	Robert Campbell
CIP Code	51.1504

The Master of Arts in Human Services Counseling-Counseling Theories (HSCT) Program is a non-clinical, non-license eligible degree designed to equip individuals to serve in a variety of careers the human services field. This degree serves as a non-clinical alternate to the Master of Arts in Clinical Mental Health Counseling (MA-CMHC) degree.

Program Outcomes:

Upon completion of the Master of Arts in Human Services-Counseling Theories, students will be able to:

1. Integrate a variety of counseling theories into human services vocations.
2. Demonstrate basic helping skills.
3. Incorporate knowledge of multicultural issues, human development, and mental health diagnosis into work in a variety of human services contexts.

Counseling Psychology, PsyD

College	Social and Behavioral Science
Academic Award	Doctor of Psychology
Credits Required	121 semester credits
Faculty Lead	Elizabeth Irwin
CIP Code	42.2803

The Doctor of Psychology (PsyD) in Counseling Psychology program is designed to prepare individuals to become licensed counseling psychologists in the state of Washington. At the completion of the program, the successful PsyD student will be equipped professionally in the following ways:

1. Research

1. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program development and/or evaluation projects) of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
2. Conduct research or other scholarly activities.
3. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including Northwest University), regional, or national level.

2. Ethical and legal standards

1. Be knowledgeable of and act in accordance with each of the following:
 1. The current APA Ethical Principles of Psychologists and Code of Conduct;
 2. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and,
 3. Relevant professional standards and guidelines.
2. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
3. Conduct self in an ethical manner in all professional activities.

3. Individual and cultural diversity

1. Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
2. Display knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
3. Show the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities), including (a) the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered, and (b) the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
4. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

4. Professional values and attitudes

1. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
2. Engage in (a) self-reflection regarding one's personal and professional functioning, and (b) activities to maintain and improve performance, well-being, and professional effectiveness.
3. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
4. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

5. Communication and interpersonal skills

1. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

2. Produce and comprehend oral, nonverbal and written communications that are informative and well-integrated, demonstrating a thorough grasp of professional language and concepts.
3. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

6. Assessment

1. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
3. Demonstrate the ability to apply knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
4. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics, collecting relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment, as well as relevant diversity characteristics of the service recipient.
5. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
6. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

7. Intervention

1. Establish and maintain effective relationships with recipients of psychological services.
2. Develop evidence-based intervention plans specific to the service delivery goals.
3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
4. Demonstrate the ability to apply the relevant research literature to clinical decision making.
5. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
6. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

8. Supervision

1. Demonstrate knowledge of supervision models and practices.
2. Apply this knowledge in simulated practice with psychology trainees or other health trainees or professionals.

9. Consultation and interprofessional/interdisciplinary skills

1. Demonstrate knowledge and respect for the roles and perspectives of other professions.
2. Demonstrate knowledge of consultation models and practices.

Admission Requirements

- Bachelor of Arts or Science (or an equivalent) degree from a regionally accredited college or university. It is preferred that students have a major in psychology.
- Applicants must have a minimum cumulative GPA of 3.0 (out of 4.0) in last earned degree. Applicants who do not have a cumulative GPA of 3.0 in their last degree program will be placed on probation if successfully admitted.
- 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. (In addition, a Research Methods course is preferred.)
- Online application including references.
- An interview with program faculty.
- A national background check and Washington State Patrol criminal background check are required upon matriculation.
- For details about the application process, see the PsyD program webpage.

State Licensure as a Psychologist

Because licensure requirements differ slightly from state to state, the required course sequence may not fulfill all educational licensure requirements for every state. See the PsyD program website for a table that outlines the licensure requirements for each U.S. state and territory and respective alignment of with the PsyD program.

Program Curriculum

Overview

The PsyD 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 121 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.

Research Policy

Consistent with the practitioner-scholar model on which our training is based, the PsyD program attaches a high value to scholarship that contributes to the field of psychology. In particular, we strive to carry out original, empirical research that extends the knowledge base of psychological science. We also pursue testing of innovative therapeutic approaches that address a variety of human needs. Moreover, we value the exploration of how individuals conduct making sense of their world, experiences and culture.

Our scholarship is driven by the pursuit of truth, that is, to expand psychological science as an authority source of knowledge about the world. However, we also recognize additional sources that offer facets of truth from alternate lenses. Brown's (2004) resonance model asserts five domains of authority: experience, traditions, rationality, scripture, and science. These authority sources are viewed as bodies of information that together offer greater resonance of truth, by complementing what is offered through a single source. Understanding of a phenomenon is therefore fine-tuned through information from multiple domains, with more harmonious resonance suggestive of a closer intersection toward truth.

Viewing science through the resonance model aligns well with our Judeo-Christian heritage. Whereas research is a critical endeavor in the pursuit of truth, it does not preclude the importance of sacred authority that the biblical text holds for us. Our reasoning, logic, and ethical decision-making are essential tools for evaluating truth. Furthermore, human traditions and experience are greatly valued as truths for individuals, communities, and cultures.

The PsyD program, faculty, and student researchers are afforded a measure of academic freedom to conduct research that meets the expectations of rigor and ethics of psychological science. Yet as our pursuit of scholarship occurs within an institutional context, Northwest University's mission serves as an important guiding principle that eclipses individual academic freedom (Ostrander, 2018). Our research is designed to contribute to engaging with human need while remaining grounded in the Christian beliefs that define who we are as a university—a body of Christ-followers joined in a learning community to seek truth and yield the next generation of citizens, professionals, and contributors to our society.

Credit Transfer Procedure for New Incoming PsyD Students

After receiving notification of acceptance into the PsyD program, incoming PsyD students may submit a written request to the Director of PsyD Student Services to transfer up to 20 credits from an APA-accredited doctoral program. Only courses in which the student earned a B or higher will be considered for transfer.

Transfer credit is not allowed toward practicum or internship requirements. Credits may be transferred into the PsyD program at the sole discretion of the Director of the PsyD Program and the Director of PsyD Student Services. To be eligible for transfer, a course must match the Northwest University PsyD 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 PsyD 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(s) descriptions and syllabi obtained from the other school's published catalog and submit all items to the Director of PsyD Student Services.

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

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

Step 5. The Director of PsyD 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 PsyD 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 PsyD Student Services submits a Degree Requirement Substitution / Waiver form to the Registrar's office.

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APA Proficiency Requirement

Before enrolling into PSYC 7000-level courses, students must show APA writing proficiency by passing an APA assessment test which will be provided to incoming students before they begin the program.

Professional Standards

The student's academic progress, clinical competency, emotional stability, interpersonal skills, maturity, and ethical conduct will be evaluated annually by PsyD 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 readmittance 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 professional conduct 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 PsyD 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 professional 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 professional and ethical conduct after a predetermined period of time as assessed by faculty.

Dismissal from the Program

A student may be dismissed from the PsyD 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. 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.
- 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.
- **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 professional and ethical conduct), the student may be dismissed from the program.

Students dismissed from the PsyD 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 and ethical conduct.

MA in Counseling Psychology en Route to PsyD

Students have the option of applying for a Master of Arts in Counseling Psychology (MACP) degree en route to the PsyD degree after completing the third year of the program, including passing both the written and clinical comprehensive examinations.

Students must submit a completed application to the PsyD Program Coordinator at the beginning of the fourth year. The Coordinator will then present the application to a committee of PsyD faculty and staff for review. In order to qualify, the student must have successfully completed all requirements and courses for the first three years of the program, have passed both comprehensive exams, and be in good standing in the program.

Process of Submitting/Disseminating Doctoral Dissertation

As a requirement of the PsyD 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.

PsyD Candidacy Status

A PsyD 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 PsyD candidate is strictly an academic status and must not be used in association with clinical work.

Program Timeframe

Students are required to complete the PsyD Program requirements of 121 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 PsyD Degree:

1. 121 semester hours of prescribed coursework.
2. At their own expense, PsyD 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 PsyD 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 – during Year One.
5. Qualifying Examination – Year Three.
6. Doctoral Dissertation – Year Four (and further, if needed). The dissertation is comprised of faculty-guided 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 PsyD Student Handbook. The student will receive the diploma at the next regularly scheduled graduation period. (May, August, and December)

Academic Calendar: College of Social and Behavioral Sciences

MA in Clinical Mental Health Counseling

Kirkland Campus

FALL SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Labor Day Holiday (University closed)
Thanksgiving Break (no classes)
Thanksgiving Holidays (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Student Semester Break (no classes)
University Offices Closed

2024

Monday, Aug 26
Sunday, Sept 01
Monday, Sep 02
Nov 25-29
Nov 28 - 29
Friday, Dec 20
Friday, Dec 20
Dec 21, 2024 - Jan 05, 2025
Dec 24, 2022 - Jan 01, 2025

SPRING SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Martin Luther King, Jr. Day (University closed)
Presidents' Day (University closed)
Good Friday (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Student Semester Break (no classes)
Graduate Celebration
Commencement

2025

Monday, Jan 06
Sunday, Jan 12
Monday, Jan 20
Monday, Feb 17
Friday, Apr 18
Friday, Apr 11
Friday, Apr 11
Apr 12-20
Friday, May 09
Saturday, May 10

SUMMER SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Memorial Day (University closed)
Fourth of July (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Clinical Training (Est. Ending Date)

2025

Monday, Apr 21
Sunday, Apr 27
Monday, May 26
Friday, Jul 04
Monday, Jun 30
Monday, Jun 30
Friday, Aug 01

MA in Clinical Mental Health Counseling

Online Offering

FALL SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Labor Day Holiday (University closed)
Thanksgiving Break (no classes)
Thanksgiving Holidays (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Student Semester Break (no classes)
University Offices Closed

2024

Monday, Aug 26
Sunday, Sep 01
Monday, Sep 02
Nov 25-29
Nov 28-29
Friday, Dec 20
Friday, Dec 20
Dec 21, 2024 - Jan 5, 2025
Dec 24, 2024 - Jan 01, 2025

SPRING SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Martin Luther King, Jr. Day (University closed)
Presidents' Day (University closed)
Good Friday (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Student Semester Break (no classes)
Graduate Celebration
Commencement

2025

Monday, Jan 06
Sunday, Jan 13
Monday, Jan 20
Monday, Feb 17
Friday, Apr 18
Friday, Apr 11
Friday, Apr 11
Apr 12-20
Friday, May 09
Saturday, May 10

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SUMMER SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Memorial Day (University closed)
Fourth of July (University closed)Friday
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Clinical Training (Est. Ending Date)

2025

Monday, Apr 21
Sunday, Apr 27
Monday, May 26
Friday, Jul 04
Monday, Jun 30
Monday, Jun 30
Friday, Aug 1

PsyD in Counseling Psychology

FALL SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Labor Day Holiday (University closed)
Student Semester Break (no classes)
Thanksgiving Holidays (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Student Semester Break (no classes)
University Offices Closed

SPRING SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Martin Luther King, Jr. Day (University closed)
Presidents' Day (University closed)
Good Friday (University closed)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity
Student Semester Break (no classes)
Graduate Celebration
Commencement

SUMMER SEMESTER

First Day of Class or Educational Activity
Last Day to Register; Last Day to Add/Drop Courses for full refund
Memorial Day (University closed)
Student Break (no classes)
Fourth of July (University closed)
Summer Break (PsyD only)
Last Day to Withdraw from a class
Last Day of Class or Educational Activity

2024

Monday, Aug 26
Sunday, Sep 01
Monday, Sep 02
Nov 25 - 29
Nov 28 - 29
Sunday, Dec 15
Sunday, Dec 15
Dec 16, 2024 - Jan 01, 2025
Dec 24, 2024 - Jan 01, 2025

2025

Thursday, Jan 02
Wednesday, Jan 08
Monday, Jan 20
Monday, Feb 17
Friday, Apr 18
Saturday, Apr 12
Saturday, Apr 12
Apr 13 - 21
Friday, May 09
Saturday, May 10

2025

Tuesday, Apr 22
Monday, Apr 28
Monday, May 26
Thursday, Jun 19
Friday, Jul 04
Jul 01 - Aug 24
Friday, Jun 30
Friday, Jun 30

PsyD Research Policy

Introduction

As participants in the larger academy, we seek to contribute to psychological science through our scholarship and, in turn, build knowledge that has impact on the world and society. As psychologists holding a Christian worldview, we also see our work as researchers through a spiritual lens:

- As an act of worship, that declares the wonder of God and his creation;
- As an act of obedience, as research better equips us for our calling
- As an act of love: to understand people's struggles, needs, strengths, and perspectives; to learn how to improve health and well-being; and, to discover how to relate to people, build bridges, and maintain meaningful relationships.

The values undergirding our research endeavors are two-fold, namely, the greatest commandments given to us as Christ-followers:

- To love God, by seeking truth
- To love others, by seeking greater understanding of others

In sum, our research efforts will allow us to be better and more effectively engaged with human need.

Research in the PsyD Program

Consistent with the practitioner-scholar model on which our training is based, the PsyD program attaches a high value to scholarship that contributes to the field of psychology. In particular, we strive to carry out original, empirical research that extends the knowledge base of psychological science. We also pursue testing of innovative therapeutic approaches that address a variety of human needs. Moreover, we value the exploration of how individuals conduct sense-making of their world, experiences and culture.

Our scholarship is driven by the pursuit of truth, that is, to expand psychological science as an authority source of knowledge about the world. However, we also recognize additional sources that offer facets of truth from alternate lenses. Brown's (2004) resonance model asserts five domains of authority—experience, traditions, rationality, and scripture, in addition to science. These authority sources are viewed as bodies of information that together offer greater *resonance* of truth, by complementing what is offered through a single source. Understanding of a phenomenon is therefore *fine-tuned* through information from multiple domains, with more harmonious resonance suggestive of a closer intersection toward truth. Viewing science through the resonance model aligns well with our Judeo-Christian heritage. Whereas research is a critical endeavor in the pursuit of truth, it does not preclude the importance of sacred authority that the biblical text holds for us. Our reasoning, logic, and ethical decision making are essential tools for evaluating truth. Furthermore, human traditions and experience are greatly valued as truths for individuals, communities, and cultures.

The PsyD program, faculty, and student researchers are afforded a measure of academic freedom to conduct research that meets the expectations of rigor and ethics of psychological science. Yet as our pursuit of scholarship occurs within an institutional context, Northwest University's mission serves as an important guiding principle that eclipses individual academic freedom (Ostrander, 2018). Our research is designed to contribute to the engagement with human need, while remaining grounded in the Christian beliefs that define who we are as a university—a body of Christ-followers joined in a learning community to seek truth and yield the next generation of citizens, professionals, and contributors to our society.

Brown, W. S. (2004). Resonance: A Model for Relating Science, Psychology, and Faith.

Journal of Psychology and Christianity, 23(2), 110–120. Retrieved from

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=psyh&AN=2004-18173-002&site=ehost-live&scope=site>

Ostrander, R. (2018). *Academic freedom and Christian higher education*. Washington, DC: Council for Christian Colleges and University. Retrieved from <https://www.cccu.org/wp-content/uploads/2018/07/CCCU-Statement-on-Academic-Freedom.pdf>

Guidelines for PsyD research

Research conducted in the PsyD program must meet the following criteria:

1. The research advances the NU mission of engaging with human need—by empowering us to better understand the people whom we serve and, in turn, more effectively meet their needs.
2. The research fully conforms to the APA ethical guidelines, including its design and methodology, execution, and dissemination of findings and implications.
3. The research design and methodology is rigorous, well thought out, and is consistent with current scientific research standards.
4. The research is guided by faculty mentors who oversee the formulation of the study focus and design, methodology, analysis, and interpretation.

Internal Policy

1. Faculty should outline their areas of expertise and special interest (research and otherwise) and communicate this to students.
2. Students will be encouraged to propose research projects that align with faculty research topics and areas of expertise.
3. Faculty must strive to understand a student's aims, purpose, and rationale for their proposed research.
4. Faculty are responsible for assessing whether they have the necessary expertise to guide a proposed student project. Possible avenues to gathering the necessary expertise include selection of additional committee members with relevant expertise, content knowledge, and research skill.
5. The NU IRB oversees the vetting of research projects conducted by students and faculty for the purpose of ensuring compliance with legal guidelines and ethical research practice.
6. Northwest University as an institution does not offer endorsement of particular research findings or interpretation of student research.

Faculty Research Interests

Research efforts and special areas of interest of the core PsyD faculty are outlined below. Please refer to the Student Handbook for detail about the process and procedures related to the dissertation project. *(The current Student Handbook is posted on Eagle.)*

Robert Campbell

- Faith integration in the counseling process, counseling practices of pastors, mental health issues and self-care practices of pastors and missionaries

Jenny Harris

- Adolescent substance use, mindfulness-based interventions, psychological dysregulation, forensic psychology, self-care, shine theory, cultural immersion trips/study abroad

Nikki Johnson

- Consumerism, financial management, first generation college students, trauma, criminal and civil forensics, dating/marriage/couples, poverty, social justice issues, women's issues, at-risk adolescents

Kim Lampson

- Couples therapy, intervention efficacy (including innovative therapies) and therapy outcomes, eating disorders (general population and faith-based communities)

CREATIO Center for Technology, Media and Design

A Word from the Dean:

The Creatio Center for Technology, Media and Design at Northwest University is thrilled to announce the launch of our newest graduate program, the Master of Science in Applied Artificial Intelligence. This innovative program is designed for those without a technical background, and will equip new graduates and experienced professionals with the knowledge, skills, and expertise to thrive in the rapidly evolving field of artificial intelligence (AI).

Artificial intelligence is transforming industries worldwide, reshaping the way we approach business, healthcare, finance, and beyond. With AI-driven technologies becoming increasingly prevalent, there is a growing demand for professionals who can harness the power of AI to drive innovation, solve complex problems, and make informed decisions.

Our Master of Science in Applied Artificial Intelligence program is designed to cater to the needs of individuals from diverse backgrounds, including business, healthcare, finance, marketing, and more. Through a comprehensive curriculum that blends foundational concepts with practical applications, students will develop a deep understanding of AI principles, ethical considerations, and the potential impact of AI on society. And as with all Creatio programs, we go beyond teaching proficiency in the application of artificial intelligence; we infuse our curriculum with Christian ethos, ensuring that our graduates approach AI development and implementation with a commitment to Christ-centered moral integrity, social responsibility, and common good.

I invite you to explore our program further and discover how it can empower you to become a leader in the exciting and rapidly growing field of artificial intelligence. Together, let us embrace the possibilities of AI and harness its potential to create a better future for all.

- Craig Chapman

Dean/Director, Creatio Center for Technology, Media and Design

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Applied Artificial Intelligence, MS

Center	Creatio Center for Technology and Design
Academic Awards	Master of Science
Credits Required	30 semester credits
Faculty Lead	Craig Chapman
CIP Code	11.0102

The Master of Science in Applied Artificial Intelligence (MS/AAI) is a pioneering graduate program designed to equip students with a deep understanding of the principles and technologies underpinning artificial intelligence (AI), as well as the practical skills needed to develop and deploy AI solutions across a range of industries. Unlike programs that focus on the technical aspects of writing software and building models, the MS/AAI emphasizes the application of AI technologies to address real-world challenges across a number of contexts. The program aims to close the gap between theoretical knowledge and its practical application, preparing students to effectively utilize AI across a variety of applications without the need for a deep technical background in software development or model design.

Who Should Consider This Degree?

The MS/AAI is designed to appeal to both recent graduates seeking an advanced degree as well as working professionals aiming to enhance their career opportunities by learning how to apply cutting edge technology into their established careers. Students already enrolled at Northwest University in an eligible undergraduate program will have the opportunity to gain early admission

into the MS/AAI program before their senior year. This pathway allows them to begin their required MS/AAI courses during their last year of undergraduate study, enabling a bachelor's degree in four years and a master's degree in five.

Learning Outcomes

Graduates with an MS in Applied Artificial Intelligence will be able to:

1. **Communication:** Graduates will be able to effectively communicate the use of AI technologies for specific applications.
2. **Application:** Graduates will use AI techniques to solve real-world problems.
3. **Analysis:** Graduates will assess AI models for efficiency, accuracy, and suitability and bias for use in specific applications.
4. **Synthesis:** Graduates will be able to synthesize advanced AI techniques to innovate in their target field.
5. **Evaluation:** Graduates will identify and address ethical concerns in AI deployment which would violate fairness, privacy, transparency, and Christ-centered values.

Admissions 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 completed application which includes a personal statement outlining the applicant's interest in AI, goals for their participation in the program, and its potential impact on their career
- International students whose native language is not English must submit a minimum score of 90 (or equivalent) on the TOEFL iBT exam as part of the application process. International students will also meet requirements set out by SEVP (Student and Exchange Visitor Program).

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 Science in Applied Artificial Intelligence

To earn a Master of Science in Applied Artificial Intelligence (MS/AAI), students must complete 30 credits, which translates to 10 classes. The program is designed with a schedule that includes one weekly 4-hour class every 8 weeks, across two 8-week terms per semester, operating on a year-round basis without a summer break. This setup results in three full semesters (comprising 6 classes) the first year and two full semesters (4 classes) the second year, allowing students to finish the MS/AAI degree in under two years of full time study. The program is offered in a Hyflex format, supporting both on-campus and synchronous online participation, and classes are scheduled for early evenings to suit both local and remote industry professionals.

The instruction adheres to a cohort model, ensuring that students embark on and conclude their educational journey with the same group of peers. This approach cultivates a dynamic learning community and establishes a dependable circle of friends for support. The program's scheduling aims to launch two cohorts each year, in August and January, aligning with the commencement of undergraduate semesters.

The 30 credits can be completed in approximately 21 months

Special Programs

Northwest Partnership Program

Program Director **Dan Laurenzo**

Graduate Programs Supported **Bible and Theology, Business Administration, Clinical Mental Health Counseling, Education, Education: Subject Endorsements, Ministry, Ministry Leadership, Teaching.**

The Northwest Partnership Program (NPP) is birthed from NU's deep respect for the powerful influence of the local church and likeminded nonprofits, to effect change in our world. Both the church and university are far more effective when coordinating their efforts as a team than individually to fulfill Christ's mandate to be change-makers. Together we aim to deliver superb, engaged online education in community contexts to every organization within our reach.

Graduate

Bible and Theology, MA (Kirkland Campus Hyflex, Online)

The Master of Arts in Bible and Theology (MABT) is a 36-credit degree designed to enable students to articulate the message of the Bible in faithfulness to the entire scope of God's unfolding story. This is done so that students might live out the way of Jesus in contemporary culture and to promote truly meaningful engagement with the Bible in Christian communities and ministries.

Business Administration, MBA (Kirkland Campus Hyflex)

This program prepares graduate students for higher levels of responsible leadership. Our students learn how to make a difference in the organizations they serve. Students take courses in accounting, finance, marketing, organizational management, and ethics. In alignment with our core value of integration of faith and learning, students also take a course in faith, ethics and business.

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Christian Leadership, Certificate (Kirkland Campus Hyflex, Online)

This short-term certificate, normally completed in two semesters (Fall/Spring) is for those with a bachelor's degree who wish to develop a biblical and theological framework applicable in Christian leadership. The Graduate Certificate in Christian Leadership may be taken as part of any College of Ministry graduate degree.

Clinical Mental Health Counseling, MA (Online)

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. Instructors seek to equip students to serve individuals from different backgrounds with widely different needs. The program has a unique multicultural focus with an emphasis on social justice.

Education, M.Ed. (Kirkland Campus Hyflex)

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: Athletic Leadership, Teacher Leadership, English Language Learner (ELL), or Special Education (SPED).

Education: Subject Endorsements

The School of Education offers stand-alone endorsement coursework in four areas: Elementary Education, English Language Learner (ELL), Health and Fitness, and Special Education (SPED).

Ministry Leadership, MA (Kirkland Campus Hyflex)

The Master of Arts in Ministry Leadership (MAML) is a 36-credit degree designed to help students develop a biblical, theological, and pastoral framework for leadership that is academically rigorous, praxis-oriented, and facilitates the growth and development of missional leadership for the twenty-first century Church.

Teaching, MIT (Kirkland Campus Hyflex)

The School of Education (SOE) 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 earn a Washington State Residency Teaching Certificate and the MIT degree simultaneously.

Five-Year or an Accelerated Bachelor's and Master's Program

College/School	Business, Education, Ministry
Academic	Master of Arts, Master of Business Administration, Master of Science, Master in Teaching, Bachelor of Arts
Awards	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:

School of Business: Master of Business Administration

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

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

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.*

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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 Center for Online and Extended Education 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.

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 Communications **3 credits**
- BUSM 5413 - Organizational Management **3 credits**
- BUSM 6463 - Operations Management **3 credits**
- BUSM 5573 - Financial Management **3 credits**

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

- BUSM 6243 - Business Innovation and Research **3 credits**
- BUSM 5313 - Information Technology Management **3 credits**
- BUSM 5453 - Marketing Management **3 credits**
- BUSM 6123 - International Business **3 credits**
- BUSM 6253 - Intermediate Accounting for Managers **3 credits**
- BUSM 6513 - Legal and Ethical Responsibility **3 credits**
- BUSM 6753 - Corporate Strategy **3 credits**
- BUSM 6963 - Internship **3 credits**
- BUSM 6xx3 MBA Business Elective **3 credits**

MBA Graduate Course

Master of Business Administration: 12

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.

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(Substitutes for Undergraduate Requirement)

- BUSM 5073 - Management Communications **3 credits** (BMGT Elective)
- BUSM 5413 - Organizational Management **3 credits** (BUSM Elective)
- BUSM 6463 - Operations Management **3 credits** (BUSM Elective)
- BUSM 5573 - Financial Management **3 credits** (BACT/BFIN Elective)

5 Year BA-MBA; MS in Information Technology Management

Students who are not pursuing a Business degree will be required to take BUSM 5001 - Introduction to Finance and Accounting or tutorial.

MSITM Graduate Course

Master of Science in Information Technology Management: 12

5-year BA/MS

This accelerated, dual-degree program is designed to graduate students with a combined Bachelor of Arts in a Business major and Master of Science in Information Technology Management (MSITM) degree within five years. The combined degrees prepare students for professional careers in business, government or nonprofit organizations with technology management positions. Students begin taking four first year MSITM 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 MSITM in the following year, thus eliminating a year of college tuition.

Admission 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 MSITM 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 (MSITM and undergrad combined) each semester in their senior year. No more than 12 MSITM graduate credits may be taken while still an undergraduate. Once students complete all undergraduate courses, they will be charged at the MSITM tuition rate as they continue on to MSITM courses.
3. Maintain 3.3 Cumulative GPA during their Senior Year.
4. Students complete all 36 of the required MSITM credits.
5. This program is not available to the Business Management and Organizational Management majors offered in the Online programs.
6. Undergraduate business majors must reserve 12 general elective credits to substitute courses from the 5-year BA/MS MSITM program during their senior year.
7. The dean will work collaboratively with advisors and transfer students and other students with unique circumstances to explore options for the 5-year BA/MS MSITM program.

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Graduate Course

- Advisor approval needed for substitutions for Undergraduate General Elective Requirements

Accelerated Bachelors to Masters in Bible Theology; Master of Arts in Ministry Leadership

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

(Specific substitutes for undergraduate requirements; others may be available with the approval from the Dean.)

- CMIN 5253 - Christian Formation **3 credits** (CMIN 2203 Discipleship & Spiritual Formation)
- PMIN 6193 - Pastoral Care and Human Development **3 credits** (PMIN 4513 - Pastoral Care & Counseling)
- PMIN 6313 - Christ-Centered Preaching **3 credits** (PMIN 4223 Preaching II)
- THEO 5473 - Cultural Understanding and Theological Engagement **3 credits** (CMIN 4663 - The Church in Contemporary Society)
**The following courses may be taken as independent studies housed with their corresponding undergraduate counterparts.*
- THEO 5243 - Systematic Theology I: First and Last Things **3 credits** (THEO 4213 - Systematic Theology I)
- THEO 5253 - Systematic Theology II: Life in Christ, Life in the Spirit **3 credits** (THEO 4223 - Systematic Theology II)
- Graduate courses with the BIBL/CMIN/PMIN/THEO course prefix can be substituted for undergraduate 3000/4000 level BIBL/CMIN/PMIN/THEO elective courses with the corresponding course prefix.

5 Year BA-Master in Teaching

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MIT

The undergraduate courses, listed after the graduate course, can be taken as an undergraduate and cross-tallied towards students' MIT.

- EDMA 5003 - Culturally Responsive Teaching — EDUC 3003 - Culturally Responsive Teaching
- EDMA 5013 - Instructional Design — EDUC 3013 - Instructional Design

MINORS: Elementary Education or Secondary Education

Students who complete a minor in secondary or elementary education can cross-tally an additional 4 credits towards their MIT. See SOE advisors for additional information.

Extended Education Approvals and Compliance

Authorization for Online Programs

Northwest University is an approved institution by the National Council for State Authorization Reciprocity Agreements (NC-SARA).

Instructional Sites

Northwest University partners with other organizations for instructional site facilities. We have received approval from the Northwest Commission on Colleges and Universities to deliver degree programs through instructional sites at the locations listed below. (An up to date listing is available from the Office of the Provost.) Northwest University also has received approval from the respective state agencies, where necessary, for these instructional sites.

Montana

- **Canvas Church**, 255 Summit Ridge Drive, Kalispell, Montana 59901: Certificate in Ministry Leadership, Associate in Arts, Associate in Ministry Leadership, Bachelor of Arts in Business Management, Bachelor of Arts in Interdisciplinary Studies, Bachelor of Arts in Ministry Leadership, Bachelor of Arts in Organizational Leadership, Bachelor of Arts in Organizational Management, Bachelor of Arts in Psychology, Master of Arts in Ministry Leadership

Student Complaints

As members of our community, students are expected to relate to the University's standards, campus policies, lifestyle expectations, and classroom regulations in a positive way. If a student has a more serious complaint, or has been treated unfairly, we want to be contacted. Guidelines to report complaints and submit appeals are available through the Office of the Provost and posted on the Eagle site: (<https://eagle.northwestu.edu/academics/office-of-the-provost/student-academic-appeals-policy/>).

Students who believe that their complaint has not been resolved may contact the applicable organization below based on the location of their program.

- Washington Student Achievement Council, 917 Lakeridge Way SW, Olympia, WA 98502, (360) 753-7800

Graduate Academic Programs

Bible and Theology, MA (Online)

College	Ministry
Academic Award	Master of Arts
Credits Required	36 semester credits
Faculty Lead	Bill Oliverio
CIP Code	39.0699

The Master of Arts in Bible and Theology (MABT) is a 36-credit degree designed to enable students to articulate the message of the Bible in faithfulness to the entire scope of God's unfolding story. This is done so that students might live out the way of Jesus in contemporary culture and to promote truly meaningful engagement with the Bible in Christian communities and ministries.

Program Highlights

The MABT immerses graduate students in an integrated approach to theological graduate education that draws from theology, biblical studies, history, and the pastoral arts, 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 and is offered in both an on-ground and online modality. The program has courses scheduled across three annual terms (Fall, Spring, and Summer). In the on-ground modality, the program delivery includes courses meeting for single four-day intensives and as a set of three Friday/Saturday weekend intensives. In some situations, on-ground students may elect to complete some of their courses via an online delivery model. This flexible delivery format is designed to accommodate the diverse needs of our graduate students.

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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.

Students whose academic histories reflect a GPA below 2.7 may be accepted to the program on a probational basis for their first six credits of graduate study. These applicants will be evaluated on a case-by-case basis, taking into account their personal and academic strengths and the specific academic program to which they are applying. Once the conditions have been met, they will be fully accepted to the program.

Students who are accepted probationally will be subject to the following: (1) They must meet all other stated admissions qualifications (2) They must maintain a 3.0 or higher GPA in each of their courses during their first six credit hours in the program (3) If requested to do so, they may be required to interview during the admissions process and/or take additional or supplemental coursework. Students may also choose to take the GRE to supplement their application.

The Northwest University College of Ministry gives admissions preference to professing Christians whose doctrinal and lifestyle beliefs are in harmony with those of the University.

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.

Academic Progress

Students may be placed on probation if their GPA falls below 2.7. If the student's GPA has been below 2.7 for two or more terms, he or she is placed on academic suspension (disqualification). Students must earn at least a 2.7 overall grade point average to graduate.

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:

Graduates will be able to:

1. Analyze Scripture using appropriate hermeneutical principles.
2. Determine the implications of key theological concepts.
3. Examine vital issues in contemporary Christian life in light of the biblical metanarrative.
4. Formulate canonically appropriate theological claims from scriptural texts.
5. Evaluate a practical approach to spiritual formation.

Formation Core: 9

- BIBL 5553 - Biblical Hermeneutics **3 credits**
- CMIN 5253 - Christian Formation **3 credits**
- THEO 5473 - Cultural Understanding and Theological Engagement **3 credits**

Bible and Theology Core: 18

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- BIBL 5303 - Entering the Biblical Narrative **3 credits**
- BIBL 6413 - Deuteronomy **3 credits**
- BIBL 6533 - Gospel of Mark **3 credits**
- THEO 5243 - Systematic Theology I: First and Last Things **3 credits**
- THEO 5253 - Systematic Theology II: Life in Christ, Life in the Spirit **3 credits**
- THEO 6423 - Historical Theology **3 credits**

Electives: 9

(selected from BIBL, CHIS, THEO, LANG, plus the option of up to 3 credits from CMIN, PCAR, or PMIN)

Total: 36 Semester Credits

Bible and Theology, MA (Kirkland Campus Hyflex, Online)

College

Academic Award

Credits Required

Faculty Lead

CIP Code

Ministry

Master of Arts

36 semester credits

Bill Oliverio

39.0699

The Master of Arts in Bible and Theology (MABT) is a 36-credit degree designed to enable students to articulate the message of the Bible in faithfulness to the entire scope of God's unfolding story. This is done so that students might live out the way of Jesus in contemporary culture and to promote truly meaningful engagement with the Bible in Christian communities and ministries.

Program Highlights

The MABT immerses graduate students in an integrated approach to theological graduate education that draws from theology, biblical studies, history, and the pastoral arts, 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 and is offered in both an on-ground and online modality. The program has courses scheduled across three annual terms (Fall, Spring, and Summer). In the on-ground modality, the program delivery includes courses meeting for single four-day intensives and as a set of three Friday/Saturday weekend intensives. In some situations, on-ground students may elect to complete some of their courses via an online delivery model. 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.

Students whose academic histories reflect a GPA below 2.7 may be accepted to the program on a probational basis for their first six credits of graduate study. These applicants will be evaluated on a case-by-case basis, taking into account their personal and academic strengths and the specific academic program to which they are applying. Once the conditions have been met, they will be fully accepted to the program.

Students who are accepted probationally will be subject to the following: (1) They must meet all other stated admissions qualifications (2) They must maintain a 3.0 or higher GPA in each of their courses during their first six credit hours in the program (3) If requested to do so, they may be required to interview during the admissions process and/or take additional or supplemental coursework. Students may also choose to take the GRE to supplement their application.

The Northwest University College of Ministry gives admissions preference to professing Christians whose doctrinal and lifestyle beliefs are in harmony with those of the University.

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.

Academic Progress

Students may be placed on probation if their GPA falls below 2.7. If the student's GPA has been below 2.7 for two or more terms, he or she is placed on academic suspension (disqualification). Students must earn at least a 2.7 overall grade point average to graduate.

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:

Graduates will be able to:

1. Analyze Scripture using appropriate hermeneutical principles.
2. Determine the implications of key theological concepts.
3. Examine vital issues in contemporary Christian life in light of the biblical metanarrative.
4. Formulate canonically appropriate theological claims from scriptural texts.
5. Evaluate a practical approach to spiritual formation.

Formation Core: 9

- BIBL 5553 - Biblical Hermeneutics **3 credits**
- CMIN 5253 - Christian Formation **3 credits**
- THEO 5473 - Cultural Understanding and Theological Engagement **3 credits**

Bible and Theology Core: 18

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- BIBL 5303 - Entering the Biblical Narrative **3 credits**
- BIBL 6413 - Deuteronomy **3 credits**
- BIBL 6533 - Gospel of Mark **3 credits**
- THEO 5243 - Systematic Theology I: First and Last Things **3 credits**
- THEO 5253 - Systematic Theology II: Life in Christ, Life in the Spirit **3 credits**
- THEO 6423 - Historical Theology **3 credits**

Electives: 9

(selected from BIBL, CHIS, THEO, LANG, plus the option of up to 3 credits from CMIN, PCAR, or PMIN)

Total: 36 Semester Credits

Clinical Mental Health Counseling, MA

College	Social and Behavioral Sciences
Academic Award	Master of Arts
Credits Required	60 semester credits
Faculty Lead	Esther McCartney
CIP Code	51.1508

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. Instructors seek to equip students to serve individuals from different backgrounds with widely different needs. The program has a unique multicultural focus with an emphasis on social justice. Additionally, the program places a strong emphasis on integrating the curriculum with Christian worldview.

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 program is designed to prepare students for state licensure as professional counselors.

The CMHC online program is a 36-month, 9-semester, year-round online program with three required on-campus residency experiences (one in the first semester, one in the first summer, 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 online 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.

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

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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.
- Applicants must have a minimum cumulative GPA of 3.0 (out of 4.0) in last earned degree. Applicants who do not have a cumulative GPA of 3.0 in their last degree program will be placed on probation if successfully admitted
- Complete application online
- Current resume or curriculum vita
- Three references
- Participate in a group interview
- In addition to program-specific admission requirements, international students must meet the criteria stated in the international student admissions requirements section of this catalog.
- Letter of Interest

Interest Letter and Instructions

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

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 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 MACMHC Program Director.

Program Requirements

- COUN 5053 - Marriage and Couple Counseling **3 credits**
- COUN 5153 - Research Methods and Program Evaluation **3 credits**
- COUN 5173 - Crisis Counseling and Abuse **3 credits**
- COUN 5303 - Group Counseling **3 credits**
- COUN 5343 - Biological Bases of Behavior: Psychopharmacology **3 credits**
- COUN 5403 - Theories and Systems of Counseling **3 credits**
- COUN 5453 - Psychopathology and Diagnosis **3 credits**
- COUN 5503 - Multicultural Issues in Counseling **3 credits**
- COUN 5773 - Theology and Counseling **3 credits**
- COUN 5943 - Counseling Skills **3 credits**
- COUN 5963 - Practicum: Field Experience **3 credits**
- COUN 6103 - Child, Adolescent, and Family Counseling **3 credits**
- COUN 6363 - Career Counseling **3 credits**
- COUN 6393 - Assessment and Appraisal **3 credits**
- COUN 6453 - Advanced Counseling Theories and Practice **3 credits**
- COUN 6603 - Human Growth and Development **3 credits**
- COUN 6763 - Substance Abuse Counseling and Interventions **3 credits**
- COUN 6943 - Internship I **3 credits**
- COUN 6953 - Internship II **3 credits**
- **Law and Ethics - Select one**
- COUN 5553 - Professional Orientation and Law and Ethics **3 credits**
- *Or* COUN 5663 - Professional Orientation and California Law and Ethics **3 credits**
- COUN 6961 - Internship Continuation **1 credits**

Total: 60 Semester Credits

Counseling Psychology, MA

College	Social and Behavioral Sciences
Academic Award	Master of Arts
Credits Required	Three years fulltime study in PsyD program
Faculty Lead	Elizabeth Irwin
CIP Code	42.2803

The Master of Arts in Counseling Psychology (MACP) may be awarded en route to the PsyD program, after three years of fulltime study in the PsyD program and passage of written and clinical comprehensive exams. In addition, students must be considered in good standing in the program to receive the degree. As such, it is not an independent program and instead is embedded into the PsyD program. Students interested in completing training to be a 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. As an embedded degree, students who receive the MACP are not eligible to participate in commencement ceremony.

Counseling Psychology Major Core

Year One: Fall

- PSYC 7453 - Psychopathology **3 credits**
- PSYC 7502 - Cultural and Diversity Issues in Psychology **2 credits**
- PSYC 7773 - Theology of Psychology **3 credits**
- PSYC 8103 - Advanced Psychology Law and Ethics **3 credits**

Year One: Spring

- PSYC 7003 - Theories of Personality **3 credits**
- PSYC 7202 - Social Justice and Faith Integration **2 credits**
- PSYC 7353 - Biological Basis of Behavior **3 credits**
- PSYC 7603 - Advanced Lifespan Development **3 credits**

Year One: Summer

- PSYC 7263 - Research Methods I: Statistics **3 credits**
- PSYC 7443 - Social Psychology and Behavior **3 credits**
- PSYC 7662 - International Field Study **2 credits**
- PSYC 7862 - Pre-Practicum I: Counseling Skills I **2 credits**

Year Two: Fall

- PSYC 7273 - Research Methods II: Design and Ethics **3 credits**
- PSYC 7872 - Pre-Practicum II: Advanced Counseling Skills **2 credits**
- PSYC 8023 - Cognitive Affective Basis of Behavior **3 credits**
- PSYC 8773 - Psychological Assessment I: Cognitive Assessments **3 credits**

Year Two: Spring

- PSYC 7173 - Testing and Measurement **3 credits**
- PSYC 7302 - Group Counseling and Cultural Dynamics **2 credits**
- PSYC 7883 - Pre-Practicum III: Systems and Modalities Of Therapy **3 credits**
- PSYC 8783 - Psychological Assessment II: Personality Assessments **3 credits**

Year Two: Summer

- PSYC 7283 - Research Methods III: Techniques of Data Analysis **3 credits**
- PSYC 7892 - Pre-Practicum IV: Advanced Psychopathology **2 credits**
- PSYC 8793 - Psychological Assessment III: Social, Emotional, And Behavioral Assessment **3 credits**
- PSYC 8891 - Dissertation Preparation **1 credits**

Year Three: Fall

- PSYC 7423 - Couples and Family Therapy **3 credits**
- PSYC 7912 - Doctoral Practicum I **2 credits**
- PSYC 8123 - Interventions and Practice I: Psychotherapeutic Modalities **3 credits**
- PSYC 8353 - Psychopharmacology **3 credits**

Year Three: Spring

- PSYC 7762 - Substance Addictions and Interventions **2 credits**
- PSYC 7812 - Special Topic in Psychology **2 credits**
- PSYC 7922 - Doctoral Practicum II **2 credits**
- PSYC 8132 - Interventions and Practice II: Population-Based Approaches **2 credits**
- PSYC 7990 - Qualifying Exam **0 credits**

Year Three: Summer

- PSYC 7043 - Interprofessional Practice and Consultation **3 credits**
- PSYC 7362 - Counseling and Career Development **2 credits**
- PSYC 7932 - Doctoral Practicum III **2 credits**
- PSYC 8902 - Dissertation I **2 credits**

Total: 91 Semester Credits

Leadership Studies: Ministry Leadership Cognate, MA (Kirkland Campus Hyflex)

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.

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

Conditional Acceptance Policy

Students whose academic histories reflect a GPA below 2.7 may be accepted to the program on a conditional basis for their first six credits of graduate study. These applicants will be evaluated on a case-by-case basis, taking into account their personal and academic strengths and the specific academic program to which they are applying. Once the conditions have been met, they will be fully accepted to the program.

Students who are accepted conditionally will be subject to the following: (1) They must meet all other stated admissions qualifications (2) They must maintain a 3.0 or higher GPA in each of their courses during their first six credit hours in the program (3) If requested to do so, they may be required to interview during the admissions process and/or take additional or supplemental coursework. Students may also choose to take the GRE to supplement their application.

Academic Progress

Students may be placed on probation if their GPA falls below 2.7. Students are given one academic term to show improvement and to raise their GPA to at least 2.7, 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 2.7 overall grade point average to graduate.

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Program Requirements

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

Cognate Electives: 18

Ministry Leadership Cognate

- CMIN 5253 - Christian Formation **3 credits**
- THEO 5473 - Cultural Understanding and Theological Engagement **3 credits**
- Ministry Leadership Electives **12 credits**
 - (Graduate level credits selected from BIBL, CHIS, CMIN, PMIN, and THEO)

Total: 36 Semester Credits

Ministry Leadership, Clinical Pastoral Education Concentration, MA (Kirkland Campus Hyflex)

Formation Core: 9-10

Choose three courses from:

Choose three courses from:

- BIBL 5553 - Biblical Hermeneutics **3 credits**
- CMIN 5253 - Christian Formation **3 credits**
- PCAR 6944 - Clinical Pastoral Education Internship I **4 credits**
- THEO 5473 - Cultural Understanding and Theological Engagement **3 credits**

Leadership Core: 12

- BIBL 5163 - Discipleship in the New Testament **3 credits**
- CMIN 5163 - Team Building and Managing Conflict **3 credits**
- PMIN 6193 - Pastoral Care and Human Development **3 credits**
- PMIN 6313 - Christ-Centered Preaching **3 credits**

Ministry Leadership Electives: 9

Select nine credits from:

- PCAR 69x4 – Clinical Pastoral Education Internships II-IV
- CMIN/*LDRS/PCAR/PMIN Graduate Level Leadership Electives

**No more than 3 credits may be selected from the LDRS discipline.*

- PCAR 6944 - Clinical Pastoral Education Internship I **4 credits**

Bible/Theology Electives: 6

Select from BIBL, CHIS, LANG, THEO disciplines

- Graduate Level Electives **6 credits**

Total: 36-37 Semester Credits

Ministry Leadership, MA (Kirkland Campus Hyflex)

College	Ministry
Academic Award	Master of Arts
Credits Required	36 semester credits
Faculty Lead	Bill Oliverio
Concentrations	Clinical Pastoral Education
CIP Code	39.0699

The Master of Arts in Ministry Leadership (MAML) is a 36-credit degree designed to help students develop a biblical, theological, and pastoral framework for leadership that is academically rigorous, praxis-oriented, and facilitates the growth and development of missional leadership for the twenty-first century Church.

Program Highlights

The MAML provides graduate students the opportunity to cultivate an academically informed biblical and theoretical approach for ministry leadership. This degree is concerned especially with developing and refining informed ministry practice and allows participants to develop ministry leadership skills helpful in their contexts. With the understanding that each set of ministry giftings and the varieties of settings in which ministry takes place are unique, this degree can provide a significant amount of elective space for students to explore their interests and develop their skills and perspectives.

For a full-time student, this program can take as little as two years, with courses scheduled across three annual terms (Fall, Spring, and Summer). The program delivery includes courses meeting for single four-day intensives and as a set of three Friday/Saturday weekend intensives. In some situations, students may elect to complete courses via an online delivery model or via the traditional semester model (classes meeting weekly or more often). This flexible delivery format is designed to accommodate the diverse needs of our graduate students.

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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.

Students whose academic histories reflect a GPA below 2.7 may be accepted to the program on a probational basis for their first six credits of graduate study. These applicants will be evaluated on a case-by-case basis, taking into account their personal and academic strengths and the specific academic program to which they are applying. Once the conditions have been met, they will be fully accepted to the program.

Students who are accepted probationally will be subject to the following: (1) They must meet all other stated admissions qualifications (2) They must maintain a 3.0 or higher GPA in each of their courses during their first six credits hours in the program (3) If requested to do so, they may be required to interview during the admissions process and/or take additional or supplemental coursework. Students may also choose to take the GRE to supplement their application.

The Northwest University College of Ministry gives admissions preference to professing Christians whose doctrinal and lifestyle beliefs are in harmony with those of the University.

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.

Academic Progress

Students may be placed on probation if their GPA falls below 2.7. If the student's GPA has been below 2.7 for two or more terms, he or she is placed on academic suspension (disqualification). Students must earn at least a 2.7 overall grade point average to graduate.

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:

Graduates will be able to:

1. Explain the role of pastoral care in the contemporary Church.
2. Evaluate a practical approach to spiritual formation.
3. Analyze Scripture using appropriate hermeneutical principles.
4. Develop a team leadership strategy for congregational settings.

Formation Core: 9

- BIBL 5553 - Biblical Hermeneutics **3 credits**
- CMIN 5253 - Christian Formation **3 credits**
- THEO 5473 - Cultural Understanding and Theological Engagement **3 credits**

Ministry Leadership Core: 12

- CMIN 5163 - Team Building and Managing Conflict **3 credits**
- BIBL 5163 - Discipleship in the New Testament **3 credits**
- PMIN 6193 - Pastoral Care and Human Development **3 credits**
- PMIN 6313 - Christ-Centered Preaching **3 credits**

Ministry Leadership Electives: 9

(selected from CMIN, PCAR, and PMIN, plus the option of up to 3 credits from LDRS.)

Bible/Theology Electives: 6

(selected from BIBL, CHIS, LANG, THEO)

Total: 36 Semester Credits

Human Services Counseling-Counseling Theories, MA

College	Social and Behavioral Sciences
Academic Award	Master of Arts
Credits Required	33 semester credits
Faculty Lead	Robert Campbell
CIP Code	51.1504

The Master of Arts in Human Services Counseling-Counseling Theories (HSCT) Program is a non-clinical, non-license eligible degree designed to equip individuals to serve in a variety of careers the human services field. This degree serves as a non-clinical alternate to the Master of Arts in Clinical Mental Health Counseling (MA-CMHC) degree.

Program Outcomes:

Upon completion of the Master of Arts in Human Services-Counseling Theories, students will be able to:

1. Integrate a variety of counseling theories into human services vocations.
2. Demonstrate basic helping skills.
3. Incorporate knowledge of multicultural issues, human development, and mental health diagnosis into work in a variety of human services contexts.

Program Requirements: 21

- COUN 5773 - Theology and Counseling **3 credits**
- COUN 5943 - Counseling Skills **3 credits**
- COUN 6603 - Human Growth and Development **3 credits**
- COUN 5403 - Theories and Systems of Counseling **3 credits**
- COUN 5453 - Psychopathology and Diagnosis **3 credits**
- COUN 5503 - Multicultural Issues in Counseling **3 credits**
- COUN 5553 - Professional Orientation and Law and Ethics **3 credits**

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Counseling Theories Concentration: 12

- COUN 6363 - Career Counseling **3 credits**
- COUN 5053 - Marriage and Couple Counseling **3 credits**
- COUN 5173 - Crisis Counseling and Abuse **3 credits**
- COUN 5303 - Group Counseling **3 credits**

Total: 33 Semester Credits

Applied Leadership Theory, MA

Center	Leadership Studies
Academic Award	Master of Arts
Credits Required	36 semester credits
Faculty Lead	Valerie Rance
CIP Code	52.0213

Introduction

The Master of Arts in Applied Leadership Theory positions CFLS students to work at the intersection of theory and practice in the leadership arts. They earn this 36-hour degree in-progress as they work toward their Ph.D. or Ed.D. in Organizational Leadership. As a concurrent Master's degree, the MAALT gives students the opportunity to earn a specialized graduate degree in a field that represents the heart of the doctoral programs in Organizational Leadership.

Program Highlights

Uniquely, the MAALT offers the advantage of exploring the relationship between theory and practice. This often-overlooked connection will prepare students to understand that this relationship contributes to both components and to develop leadership practice out of that connection.

Admissions

The CFLS grants the MA in Applied Leadership Theory only to students admitted into the Ed.D. or Ph.D. programs. The same criteria for admission as the doctoral degrees apply.

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Credit Transfer

Students in the MAALT can transfer up to 12 hours of graduate credits from eligible schools into their Ph.D. or Ed.D. programs using CFLS guidelines.

Program Outcomes

Graduates with an MA in Applied Leadership Theory will be able to:

1. Describe the historical and social contexts that influenced the development of major leadership theories.
2. Compare the central features of major leadership theories.
3. Critique the strengths and weaknesses of major leadership theories.
4. Evaluate the applicability of major leadership theories to a variety of organizational settings.
5. Formulate leadership practices that apply theory to a variety of organizational situations.
6. Articulate a Christian perspective on the relationship of leadership theory to leadership practice.

Major Core Requirements: 21

- LDRS 7053 - Advanced Leadership Theory **3 credits**
- LDRS 7103 - Organizational Theory **3 credits**
- LDRS 7153 - Organizational Change **3 credits**
- LDRS 7213 - Leadership and Diversity **3 credits**
- LDRS 7253 - Organizational Culture **3 credits**
- LDRS 7323 - Organizational Communication **3 credits**

- LDRS 7773 - Faith, Ethics and Leadership **3 credits**

Methodology Courses: 6

- LDRS 7473 - Quantitative Research and Statistics **3 credits**
- LDRS 7483 - Qualitative Research **3 credits**

Concentration Courses: 9

Select 3 courses from the following Concentrations:

Business Leadership and Consulting

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

Higher Education Leadership

- EDMA 7123 - Higher Education Leadership and Administration **3 credits**
- EDMA 7143 - Higher Education History and Policy **3 credits**
- EDMA 7443 - Teaching, Learning, and Assessment in Higher Education **3 credits**
- EDMA 7513 - Student Development Theory and Research **3 credits**
- EDMA 7533 - Leading Change and Innovation in Higher Education **3 credits**
- EDMA 7263 - Critical Issues in Higher Education **3 credits**

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Leading Ministry Organizations

- CHIS 7043 - Historical Models of Ministry Leadership **3 credits**
- INCS 7163 - Current Issues in Missiology **3 credits**
- PMIN 7263 - Transforming Ministry Organizations **3 credits**
- PMIN 7403 - Self-Leadership in Organizational Life **3 credits**
- PMIN 7433 - Performance Evaluation in Ministry Organizations **3 credits**
- THEO 7563 - A Theology of Christian Organizations **3 credits**

Total: 36 Semester Credits

Business Administration, MBA (Kirkland Campus Hyflex)

School	Business
Academic Award	MBA
Credits Required	36 semester credits
Faculty Lead	David Troupe
Concentrations	Leadership, Project Management
CIP Code	52.0213, 52.0211
Degree Requirements	

Northwest University's MBA prepares graduate students for higher levels of responsible leadership. Our students learn how to make a difference in the organizations they serve. Students take courses in accounting, finance, marketing, organizational management, and ethics. In alignment with our core value of integration of faith and learning, students also take a course in faith, ethics and business. Students can complete elective courses related to management consulting, risk management agile project management, and leadership. Our cohort model provides opportunities for students to learn and interact with others from different cultural backgrounds and experiences.

MBA graduates will be able to:

1. Apply knowledge of the functional areas of business.
2. Develop strategic solutions to address business problems and challenges.
3. Create an innovative product, process or service to optimize business.
4. Construct persuasive communication to positively influence organizational outcomes.
5. Use project management tools and techniques to manage projects from beginning to end.
6. Evaluate issues in business through the framework of faith and ethics.

Leadership Concentration

1. Develop an authentic leadership philosophy that builds on personal values and promotes ethical principles.

Project Management Concentration

1. Create a project plan that appropriately utilizes all the necessary agile elements for successful implementation.

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.

Readmission Policy

A student who leaves the MBA program for any reason is required to complete the standard Application for Admission to the program and meet with the Graduate Enrollment Counselor to initiate the readmission process. A formal letter requesting readmission must be submitted with application. The letter and application are subject to review by the Department Chair and

Dean of the School of Business. Students will be required to meet both program and academic performance requirements of the cohort to which they are readmitted. Readmission to the MBA program is subject to space availability.

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 BUSM 5001 - Introduction to Finance and Accounting or an online tutorial through Peregrine.

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 course is eight weeks. In our on-campus format, students attend class one night per week from 6:00 p.m. – 10:00 p.m. with a Hyflex option. In both programs, students take one course at a time.

The MBA's core curriculum covers functional areas of business (operations, marketing, finance) as well as leadership soft skills development and corporate strategy analysis, all in the context of a Christian worldview. 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 36 credits can be completed in approximately 23 months.

- BUSM 5001 - Introduction to Finance and Accounting **1 credits ***
*(*required for non-business undergraduates)*
- BUSM 5413 - Organizational Management **3 credits**
- BUSM 5433 - Project Management **3 credits**
- BUSM 5453 - Marketing Management **3 credits**
- BUSM 5573 - Financial Management **3 credits**
- BUSM 5773 - Faith, Ethics and Business **3 credits**
- BUSM 6243 - Business Innovation and Research **3 credits**
- BUSM 6253 - Intermediate Accounting for Managers **3 credits**
- BUSM 6463 - Operations Management **3 credits**
- BUSM 6473 - Applied Economics for Managers **3 credits**
- BUSM 6753 - Corporate Strategy **3 credits**
- BUSM 6xx3 Business Electives **6 credits ****

MBA Concentrations

The concentration option allows on-campus students to focus their study in the indicated field without increasing the number of overall credits required for the degree. Currently, concentrations are not offered for online MBA students.

An on-campus MBA student may select two concentrations as long as they take three required courses in each concentration with two unique courses in each concentration, for a total of at least five courses. Students may choose from the following concentrations.

Leadership Concentration

CIP Code 52.0213

The MBA Leadership concentration consists of the following three courses:

- BUSM 5213 - Leadership Challenges **3 credits**
- BUSM 5413 - Organizational Management **3 credits**
- BUSM 6183 - Management Consulting **3 credits**

Project Management Concentration

CIP Code 52.0211

The MBA Project Management concentration consists of three of the following courses:

- BUSM 5433 - Project Management **3 credits**
- BUSM 5663 - Agile Project Management **3 credits**
- Select one of the following:*
- BUSM 5173 - Risk Management **3 credits**
- Or BUSM 6183 - Management Consulting **3 credits**

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Total: 36 Semester Credits

(*37 credits for non-business majors)

***Elective choices may include: BUSM 5663 - Agile Project Management, BUSM 6953 - Internship, BUSM 5213 - Leadership Challenges, and BUSM 6183 - Management Consulting*

M.Ed: Curriculum and Instruction (Kirkland Campus Hyflex)

School	Education
Academic Award	Master of Education
Credits Required	30 semester credits
Faculty Lead	Suzan Kobashigawa
Concentrations	Athletic Leadership, Teacher Leadership, English Language Learner (ELL), Special Education (SPED)
CIP Code	13.0101

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: Athletic Leadership, Teacher Leadership, English Language Learner (ELL), or Special Education (SPED).

Students who successfully complete the Master of Education will be able to:

1. Conduct research aimed at identifying and responding to contextualized problems of practice;
2. Develop a coherent philosophy of education that integrates both social and individual outcomes;
3. Interpret educational aims and practices through the lens of Christian faith; and
4. Design instructional plans and practices based on a formative assessment/instructional response cycle.

Program Highlights

The five-semester, thirty-credit curriculum offers advanced coursework on learning theory, educational standards, assessment, leadership and collaboration, and family engagement. Courses are offered in an on-campus/hybrid format. The M.Ed. is designed to serve several populations:

- Bachelor's graduates holding the Residency Teacher Certificate who seek the M.Ed. degree in Curriculum and Instruction;
- Bachelor's or master's graduates adding the ELL or SPED endorsement to their Washington State Residency Certificate; and
- Educators (with or without a Residency Teacher Certificate) and athletic leaders who wish to enhance their educational knowledge and skills through one of four concentrations.

Transfer Credits

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

Academic Progress

Successful applicants should have a previous cumulative GPA of 3.0 (B level) or higher; candidates holding a lower GPA may be admitted to the program conditionally and granted one semester in which to earn a satisfactory GPA. Students must earn at least a B- (2.7) in each class in order to progress to subsequent semesters.

Core Curriculum: 9

- EDMA 5083 - Action Research **3 credits**
- EDMA 5613 - Philosophy and Practice of Education **3 credits**
- EDMA 5773 - Theology of Education **3 credits**

Concentrations: 21

Select one concentration from the following:

Athletic Leadership: 21

- EDMA 5133 - Sports Law and Ethics **3 credits**
- EDMA 5173 - Athletic Administration **3 credits**
- EDMA 5223 - Fundraising and Finance **3 credits**
- EDMA 5493 - Sports Psychology **3 credits**
- EDMA 5403 - Principles of Coaching **3 credits**
- EDMA 5473 - Student Care in Athletics **3 credits**
- EDMA 5943 - Internship **3 credits**

Teacher Leadership Concentration: 21

- EDMA 5523 - Educational Standards and Accountability **3 credits**
- EDMA 5543 - Current Educational Issues and Trends (Assessment/Leadership) **3 credits**
- EDMA 5813 - Collaboration, Coaching, And Professional Communication **3 credits**
- EDMA 5873 - Leadership and Organizational Change **3 credits**
- EDMA 5943 - Internship **3 credits**
- EDMA 6373 - Transforming School Culture **3 credits**
- EDMA 6383 - Community Care and Engagement **3 credits**

English Language Learner (ELL) Concentration: 21

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- EDMA 5103 - Introduction to English Language Learning **3 credits**
- EDMA 5113 - Methods and Materials for English Language Learning **3 credits**
- EDMA 5163 - Teaching English Language Learning Literacy **3 credits**
- EDMA 5183 - Assessment in English Language Learning **3 credits**
- EDMA 5943 - Internship **3 credits**
- EDMA 6373 - Transforming School Culture **3 credits**
- EDMA 6383 - Community Care and Engagement **3 credits**

Special Education (SPED) Concentration: 21

- SPED 5043 - Introduction to Special Education **3 credits**
- SPED 5163 - Collaboration and IEP Teams **3 credits**
- SPED 5453 - Teaching Students with Behavioral Disabilities **3 credits**
- SPED 5533 - Classroom Assessment **3 credits**
- EDMA 5943 - Internship **3 credits**
- EDMA 6383 - Community Care and Engagement **3 credits**
- EDMA 6373 - Transforming School Culture **3 credits**

Total: 30 Semester Credits

M.Ed: 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. **Below is an example of a potential 1-year M.Ed. track, however your advisor will tailor the schedule to meet your academic needs.**

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

Fall Semester: 12

- EDMA 5083 - Action Research **3 credits**
- EDMA 5543 - Current Educational Issues and Trends (Assessment/Leadership) **3 credits**

Selected Concentration Courses: 6

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

Spring Semester: 12

- EDMA 5073 - Community Engagement and Student Achievement **3 credits**
- EDMA 5833 - Learning Strategies and Applied Technology **3 credits**

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Selected Concentration Courses: 6

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

Summer Semester: 6-12

Selected Concentration Courses: 6

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

Required for International Students: 6

- EDMA 5946 - M.Ed. Internship **6 credits**

Required for Novice Teachers: 2

- EDMA 5292 - Endorsement Field Experience **2 credits**

Total: 30-36 Semester Credits

Master in Teaching (Kirkland Campus Hyflex)

School	Education
Academic Award	Master in Teaching
Credits Required	30 semester credits
Faculty Lead	Heather Lucas
CIP Code	13.1399

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 earn a Washington State Residency Teaching Certificate and the MIT Degree simultaneously.

The School of Education, directed by broad research and theory, and in accordance with state standards, prepares teachers in five specific proficiencies. The following outcomes guide our candidates' experience throughout the program:

Holistic Teachers,

1. Candidates demonstrate culturally responsive pedagogy aimed at the holistic learning of all students;

Adaptive Teachers,

2. Candidates demonstrate differentiated teaching, adapting instruction where appropriate to meet student needs while remaining aligned with learning standards;

Learner-Focused Teachers,

3. Candidates demonstrate reflective instruction, analyzing student work in order to further develop their own pedagogical practices;
4. Candidates pass their state-required WEST-E/NES content assessments necessary for certification;
5. Candidates pass their state-required pedagogy assessment necessary for certification.

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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 (7 credits) plus graduate-level coursework (23 credits). Classes meet in the evenings, on weekends, and during the summer months for cohorts commencing their programs in August. Student teaching is accomplished during daytime hours.

Five-year BA to MIT Pathway

Each spring, undergraduate NU students have the opportunity to apply for the five-year BA to MIT pathway. Students spend their first four years becoming experts in their chosen content and their fifth year applying content in the classroom. Therefore, they benefit from a lightened courseload and discounted cost in the MIT. They also exit program with a graduate degree and enter the workforce at a higher pay grade.

To apply, students must meet the following requirements:

- Complete the Elementary Education concentration with a Bachelors of Arts in Educational Studies, a Secondary Education minor, or Elementary Education minor.
- Earn at least a B- minimum grade in each of your Education courses.
- Apply and be accepted into the MIT program during your Senior year.

Regarding Endorsements

- On-campus MIT students who want to earn an English Language Learner (ELL) or Special Education (SPED) endorsement in addition to their subject endorsement have two options to do so:
 1. Complete application by February 15 to complete prerequisite courses on time. SPED endorsement-seeking candidates must complete a second placement in the fall of the MIT degree; they should register for EDMA 5292 to do so; OR
 2. Complete a stand-alone endorsement program after the MIT program (see Graduate Catalog for details).
- The SOE recommends for add-on endorsements only if we participated in candidates' preparation; we do not recommend for post-graduate test-only endorsements.

Transfer Credits

MIT students may transfer up to 6 credit hours of eligible graduate level coursework (subject to the Dean's approval) from an accredited institution towards their degree.

Academic Progress

Applicants whose academic histories reflect a GPA below 2.7 (B- level) may be admitted to the program conditionally and granted one semester in which to earn a satisfactory GPA. Students must earn at least a B- (2.7) in each class in order to progress to subsequent semesters.

Program Transition Points

To continue in program, candidates must meet minimum criteria at key transition points:

- Semester 1 to semester 2: Candidates must earn at least a B- in each of their classes;
- Part-time to full-time student teaching: Candidates must successfully complete content tests (WEST-E or NES), earn passing InTASC and dispositional scores from University Supervisor and Mentor Teacher, and complete the minimum number of part-time hours.

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Readmission

Students who leave the cohort for any reason and wish to return are required to meet with the Dean of the School of Education or designee to initiate the readmission process. Readmission to the School of Education is subject to space availability, decided on an individual basis, and is allowed one time only.

Critical Concern Report

From time to time, an issue arises which is beyond the scope of academic progress and program transitions. The SOE uses a Critical Concern Report (CCR) to document such instances. In the case that a CCR about a candidate is made to the Dean and found to be warranted, the SOE will conduct an evaluation of the candidate's status in program.

MIT Degree Requirements

Core Curriculum: 16

- EDMA 5013 - Instructional Design **3 credits**
- EDMA 5033 - Data-Driven Instruction **3 credits**
- EDMA 5043 - Learning Psychology and Student Needs **3 credits**
- EDMA 5300 - Technology in Education Seminar **0 credits**
- EDMA 5421 - Safety and Legal Issues Seminar **1 credits**
- EDMA 5561 - Professional Seminar **1 credits**
- EDMA 5660 - Candidate Pedagogy Portfolio (CPP) Seminar **0 credits**
- EDMA 5773 - Theology of Education **3 credits**
- **Classroom Management**-select one of the following:
 - EDMA 5272 - Elementary Classroom Management **2 credits**
 - EDMA 5282 - Secondary Classroom Management **2 credits**

Select Endorsement: 7

Elementary Endorsement Methods: 7

- EDMA 5331 - Elementary Science Methods **1 credits**
- EDMA 5342 - Reading and Language Arts Methods **2 credits**
- EDMA 5352 - Elementary Mathematics Methods **2 credits**
- EDMA 5362 - Elementary Social Studies and Arts Methods **2 credits**

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Secondary Methods: 7

- EDMA 5003 - Culturally Responsive Teaching **3 credits**
- EDMA 5411 - Secondary Literacy Across the Curriculum **1 credits**
- EDMA 5423 - Secondary Subject Area Methods **3 credits**

Student Teaching: 7

- EDMA 5201 - Part-Time Student Teaching **1 credits**
- EDMA 5486 - Full-Time Student Teaching **6 credits**

Total: 30 Semester Credits

Endorsements:

Biology (5-12) [cip xxxx.xx]	Middle Level (4-9): Humanities, Mathematics, or Science
Elementary (K-8)	Music – Instrumental/Choral (K-12)
English/Language Arts (5-12)	Physics (5-12)
English Language Learners (K-12)	Social Studies (5-12)
Health and Fitness (K-12)	Theatre Arts (K-12)
Mathematics (5-12)	

Information Technology Management, MS (Hyflex)

School	Business
Academic Award	Master of Science
Credits Required	36 semester credits
Faculty Lead	Rowlanda Cawthon
CIP Code	11.1099

Graduate Admission Requirements

- A Bachelor of Arts or Science (or equivalent degree) from a regionally accredited college or university.
- University coursework, professional experience or certifications in computer science, information technology management or a business-related discipline is preferred. Admitted students without this background are required to take a pre-requisite on-campus course or online course.
- 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 or higher undergraduate GPA.
- A completed application.
- Official transcripts from the institution granting the undergraduate degree.
- Interview with the graduate enrollment counselor, department chair, program coordinator, and/or dean, as needed.
- International students whose native language is not English must submit a minimum score of 580 (or equivalent) on the TOEFL exam as part of the application process.
- Applicants without an undergraduate course in finance or accounting must take a 1-credit course prior to their first finance or accounting course.
- MSITM students may transfer up to 9 credit hours of eligible graduate level coursework (subject to dean's approval) from an accredited institution towards their degree.
- Must ensure availability to attend on-campus residencies during the required days and times in person.

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Program Outcomes

MSITM graduates will be able to:

1. Assess essential elements of information technology management to drive day-to-day business operations.
2. Use transformative management skills to lead an information technology enterprise.
3. Evaluate data to make strategic business decisions.
4. Apply project management practices to achieve an organization's information technology goals.
5. Create innovative IT-based solutions to complex business challenges for a real-world client.
6. Evaluate issues in business through the framework of faith and ethics.

Information Technology Management, MS

- BUSM 5001 - Introduction to Finance and Accounting **1 credits**
**BUSM 5001 is required for non-business undergraduates.*
- BUSM 5413 - Organizational Management **3 credits**
- BUSM 5313 - Information Technology Management **3 credits**
- BUSM 5573 - Financial Management **3 credits**
- BUSM 5083 - Information Technology Project Management **3 credits**
- BUSM 5283 - Business Data Analytics **3 credits**

- BUSM 5773 - Faith, Ethics and Business **3 credits**
- INTC 6253 - Network and Infrastructure Management **3 credits**
- INTC 6323 - Database Administration and Management **3 credits**
- BUSM 6463 - Operations Management **3 credits**
- BUSM 6393 - Artificial Intelligence for Business **3 credits**
- BUSM 6633 - Information Security and Risk Management **3 credits**
- BUSM 6993 - Capstone: Technology and Innovation **3 credits**

Total: 36 Semester Credits

*(*37 credits for non-business majors)*

Physician Assistant Studies, MS

College/Department

Academic Award

Credits Required

Faculty Lead

CIP Code

PA Medicine

Master of Science

133 semester credits

Troy Bender

51.0912

Admissions Requirement and Procedure

Requirements:

Applicants must meet the minimum admission requirements to be eligible to apply for admission to the PA program. All requirements must be met prior to CASPA application deadline (January 15 11:59 pm EST).

1. Completed bachelor's degree.
2. CASPA Minimum Total GPA 3.0 on 4.0 scale
3. CASPA Minimum Total Science GPA 3.0 on 4.0 scale.
4. Completed Academic Prerequisite Coursework by August 1st.
5. A minimum grade of C (2.0) required, at a regionally accredited US institution of higher education.
 - Microbiology with lab 3 semester credits | 5 quarter credits
 - Psychology 3 semester credits | 5 quarter credits
 - Human Anatomy with lab 4 semester credits | 5 quarter credits
 - Human Physiology 4 semester credits | 5 quarter credits
 - Statistics 3 semester credits | 5 quarter credits
 - Genetics 3 semester credits | 5 quarter credits
 - Biochemistry 3 semester credits | 5 quarter credits
6. Documented minimum of 1,000 hours of Patient Care Experience.
7. Three Letters of Recommendation

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Procedure:

The NU School of PA Medicine admissions committee has adopted the use of an inclusive admissions framework that allows trained faculty and staff to capture the experiences, attributes, and metrics (EAMs) of qualified applicants. Although an applicant's academic record is considered, strong academic performance alone does not ensure acceptance. Experiential factors and attributes are evaluated that help us examine beneficial attributes that focus on viewing each applicant holistically to garner a sense of who each applicant is and how they can contribute to the classroom, program, profession, and community at large.

The Northwest University School of PA Medicine admissions process is highly selective and based on a variety of criteria including an applicant's comprehensive strengths relative to the applicant pool.

Step 1 – Screening: The initial screening ensures the CASPA application is complete, verified, and all minimum program admission requirements were met at the time of CASPA submission deadline. All applications that satisfy the step one initial screening requirements progress to step two.

Step 2 – Application Evaluation: The applications are evaluated, and a weighted score is calculated on the following criteria: Academic Preparation, Patient Care Experience (PCE). Program preferences are acknowledged during step two.

- Northwest University (NU) graduates who complete all application materials and meet all minimum admission requirements will be guaranteed an interview during the admission process.
- Qualified veterans who complete all application materials, meet all minimum admission requirements, have served in the military, and are in good standing will be guaranteed an interview during the admission process.

Step 3 – On Campus Interview: The interview consists of evaluation and scoring of the following:

- Applicant Interview (MMI)
- Knowledge of the PA Profession
- Professionalism
- Leadership
- Mission Alignment
- Letters of Recommendation (LORs)

Step 4 – Selection of Candidates: Upon completion of the interview process, PA candidates will be ranked based on the combined results of Steps 1-3. After final review by the admissions committee and the dean of the PA program, formal offers will be extended to the top interviewees for admission to the program.

Applying for admission

All applicants to the NU Physician Assistant program must apply through CASPA (Central Application Service for Physician Assistants). I

Application deadline

Applications are available through CASPA beginning each April. Applicants must submit their completed application on or before December 1, 11:59 EST. All required documents must be received at CASPA by the deadline or the application will be considered incomplete and will be removed from further consideration.

Technical Standards

The Physician Assistant Master of Science degree signifies that the holder is prepared for entry into the practice of medicine. It follows that the graduate must have the knowledge, skills, and abilities to function in a broad variety of clinical situations and to render a wide spectrum of patient care. It is essential for good patient care to require minimum standards for the education of the physician assistant. Students admitted in the School of PA Medicine at Northwest University are selected based on their academic, personal, and extracurricular attributes. In addition, students must have the intellectual, physical, and emotional capacities to meet the requirements of the school's curriculum and of a successful medical career.

The School of PA Medicine admits students of any race, age, sex, color, disability, and national or ethnic origin to all the rights and privileges, programs, and activities generally accorded or made available to students at the university. It does not discriminate based on race, age, sex, color, disability, or national or ethnic origin in administering its educational policies, admission policies, employment, promotion and compensation policies, scholarship, and loan programs, and athletic or other University-administered programs.

The School of PA Medicine will consider for admission any applicant who meets its academic and nonacademic criteria and who demonstrates the ability to perform the skills listed in this document, with or without reasonable accommodations, consistent with the Americans with Disabilities Act and the Rehabilitation Act. Candidates and current students who have questions regarding the Technical Standards, or who believe they may need to request reasonable accommodation(s) to meet the Standards are encouraged to review the disability-accommodation guidelines.

Disability Resources

Email: advising@northwestu.edu, testing@northwestu.edu

Phone: 425-889-5227

Office Location: Williams Hall Room 10

Office Hours: Monday–Friday 8am–5pm

PA students are reviewed individually and, on a case-by-case basis, using the factors listed below. In accordance with university policy and as delineated by Federal and Washington law, the university does not discriminate in admissions, educational programs, or employment against any individual on the basis of that individual's disability and will make good faith efforts at providing reasonable accommodation as required.

Northwest University Physician Assistant students must possess the intellectual ability to learn, integrate, analyze, and synthesize data. They must have functional use of the senses of vision, hearing, equilibrium, and taste. Their exteroceptor (touch, pain, and temperature) and proprioceptor (position, pressure, movement, stereognosis and vibratory) senses must be sufficiently intact to enable them to carry out all the activities required to complete the activities described below. PA students must have sufficient motor function capabilities to meet the demands of the PA program and the demands of the total patient care.

Students in the PA program must possess the ability, aptitude and skills in the following areas: observation, communication, motor function, intellectual-conceptual-integrative, behavioral, social and physical. The PA student must be able to prove adequate and appropriate immunization and titer status. The PA student must be able to meet the requirements and worker attributes of a Physician Assistant as defined by the U.S. Dictionary of Occupational Titles (DOT) – Physician Assistant and the Bureau of Labor and Statistics, U.S. Department of Labor/Employment and Training Administration's Occupational Information Network (O*NET) Handbook – Physician Assistant (updated 2021).

Observation

The PA student must be able to observe and actively participate in demonstrations and experiments in the basic sciences, visual presentations in lectures and laboratories, laboratory diagnostic procedures and microscopic studies of microorganisms and tissues/fluids in normal and pathologic states in the same manner as required in clinical practice. The PA student must be able to observe a patient accurately and completely at a distance and at a close range (within a few feet of the observer). Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by a sense of smell.

Communication

The PA student must be able to communicate (includes not only speech but also reading and writing) effectively, sensitively, and efficiently with patients, their families, health care professionals, colleagues, faculty, and staff. They must be able to listen to and understand information and ideas as well as express and exchange ideas. The PA student must be able to acquire the patient's medical history in a timely manner, interpret non-verbal information, and establish a therapeutic rapport with patients. They are also required to record information accurately and clearly; and communicate effectively and efficiently in English with other health care professionals.

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As defined by the Dictionary of Occupational Titles (DOT), the PA student must be able to meet the following general standards. Reading: Read literature, books, scientific and technical journals, abstracts, financial reports, and legal documents. Writing: write editorials, journals, speeches, manuals, and critiques. Speaking: conversant in the theory, principles and methods of effective and persuasive speaking, voice and diction, phonetics and discussion and debate (DOT Language Development Level 05).

Motor Function

The PA student must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. The PA student must possess sufficient motor function to be able to document and record information elicited from patients. The PA student must be able to carry out basic laboratory tests (urinalysis, wet mount, gram stain, occult blood card test, rapid culture tests, etc.) carry out diagnostic and therapeutic procedures (venipuncture, arterial blood gas sampling, injections, splinting, casting, IVs and nasogastric tube placement), and read electrocardiograms and diagnostic images (i.e., x-rays, ultrasounds, CT scans, MRI scans etc.). The PA student must have motor function including arm-hand steadiness sufficient to execute motor movements reasonably required to provide general care and emergency treatment for patients. Examples of emergency treatment reasonably required of a physician assistant are cardiopulmonary resuscitation, the administration of intravenous medications, the application of pressure to arrest bleeding, the opening of obstructed airways, suturing of wounds, the application of casts and splints and the performance of obstetrical maneuvers. Such skills require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Intellectual-Conceptual, Integrative and Quantitative Abilities:

These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem identification and problem solving, the critical skills demanded of PA's require all these abilities. The PA student must possess sufficient intellectual capacity to gather and identify essential information. They must demonstrate the ability to combine evaluation and reasoning with

information and data to make decisions and solve problems. They must also be able to tell when something is wrong or likely to go wrong.

The PA student must also demonstrate inductive reasoning. They must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. This includes the ability to read and interpret charts and graphs and the ability to use a microscope. The PA student must possess sufficient intellectual capacity and maturity to fulfill the curricular requirements of the various basic medical science and clinical courses. They must demonstrate the ability to collect, synthesize and analyze complex medical, laboratory data, and verbal information to reach logical conclusions. The PA student must demonstrate the ability to read and comprehend technical materials, medical and/or laboratory reports and medical text and journals to define complex problems and prepare solutions. The PA student must be able to use scientific methods to solve problems and apply knowledge of biomedical principles to the process of information gathering. They must possess critical thinking skills that allow them to use logic and analysis to identify the strengths and weaknesses of different approaches. They must be able to identify and integrate findings pertinent to the process of problem identification to formulate and implement adequate and appropriate diagnostic and/or therapeutic plans.

As defined by the Dictionary of Occupational Titles (DOT), the PA student must be able to deal with a system of real numbers; linear, quadratic, rational, exponential, logarithmic, angle and circular functions and inverse functions related algebraic solution of equations and inequalities; limits and continuity; and probability and statistical inference. Deductive axiomatic geometry, plane, solid, and rectangular coordinates. Practical application of fractions, percentages, ratios and proportion, measurement, logarithms, practical algebra, geometric construction and essentials of trigonometry (DOT Mathematical Development Level 04).

Behavioral and Social Attributes:

The PA student must possess the emotional and mental health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibility's attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. The PA student must be able to tolerate physically and mentally taxing workloads, effectively carry out responsibilities and to function effectively under stress. They must possess sufficient emotional stability to withstand stress, uncertainties and changing circumstances that characterize the dependent practice of medicine. They must possess social perceptiveness and be aware of other's reactions and understand why they react the way they do. The PA student must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainty inherent in the clinical problems of many patients. The PA student must possess the physical and mental capacity to meet all the program's academic standards (classroom and clinical). The PA student must be able to work with and cooperate with faculty, students, staff, preceptors, healthcare professionals, the public and employees at all levels. The PA student must be capable of developing constructive and cooperative working relationship with others. They must be capable of working directly with the public. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the PA education process.

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Physical Demands:

The U.S. Dictionary of Occupational Titles (DOT) defines the physical demands strength rating as the estimated overall strength requirement of the job. It represents the strength requirements, which are important for average, successful work performance. The strength rating is expressed by one of five terms and the PA profession is considered (L), light work. The PA student must possess the physical ability to learn and implement the various technical skills required by the program. The PA student must possess an adequate range of body motion and mobility, with or without accommodation to perform the following essential functions: prolonged periods of sitting and/or standing, occasional bending and stooping and the ability to lift and carry books and other items such as medical instruments weighing up to ten (10) pounds with or without accommodation. They must be able to exert up to twenty (20) pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly (constantly is defined as an activity or condition that exists 2/3 or more of the time) to lift, carry, push or pull or otherwise move objects including the human body. Physical demand requirements are in excess of those for sedentary work. Light work requires walking or standing to a significant degree but may also involve sitting for prolonged periods of time.

Ability to Practice Medicine:

The U.S. Dictionary of Occupational Titles (DOT) for Physician Assistants defines the general educational development (GED) and strength required of the physician assistant for satisfactory job performance. The PA student must demonstrate the ability to practice medicine. The ability to practice medicine is to be construed to include all of the following:

- The cognitive capacity to make appropriate clinical diagnoses and exercise reasonable medical judgments and to learn and keep abreast of medical developments.
- The ability to apply principles of logical or scientific thinking, to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions in mathematical or diagrammatic form. Deal with several abstract and concrete variables. (DOT Reasoning Development Level 05);
- The ability to communicate those judgments and medical information to patients and other healthcare providers with or without the use of aids or devices, such as a voice amplifier and;
- The physical and mental capability to fully perform medical tasks such as physical examinations, surgical procedures, laboratory procedures and other technical skills without limitations, with or without the use of simple aids or devices, such as corrective lenses or hearing aids.

Requirements for Graduation:

- Maintain GPA – 3.0 each semester and cumulative.
- Completion of all didactic course work
- Completion of all Supervised Clinical Practice Experiences (required and elective)
- Completion of PA Capstone, summative, scholarly project
- Completion of required patient logging encounters/procedures.
- Completion of all assignments required by the program including any remediation.

Credential awarded: Master of Science – Physician Assistant Studies (MS-PAS)

PA Program Competencies/Outcomes:

The School of PA Medicine has developed six program competency domains that all graduates must demonstrate proficiency at completion of the program. These competencies were developed following the Physician Assistant Education Association (PAEA) Core Competencies for the New Physician Assistant Graduates (Core Competencies for New PA Graduates) and the Competencies for the Physician Assistant Profession developed by the NCCPA, ARC-PA, AAPA, and PAEA (PA Competencies). The six domains and competencies are tailored to align with the program mission, values, and goals of the PA program at Northwest University.

Faith Integration:

FI-1 Identify various Biblical principles of the Christian faith that will prepare the PA graduate to carry the call of God through spiritual vitality, academic excellence, and empowered engagement with human need.

Medical Knowledge:

MK-1 Demonstrate an understanding of medical, behavioral, and social knowledge to effectively evaluate and manage patients across all ages and diverse patient populations in both primary care and specialty settings.

Interpersonal and Communication Skills:

ICS-1 Demonstrate the knowledge and application of effective listening, verbal, and written communication necessary to elicit an accurate medical history, explain and document appropriate diagnostics studies and an appropriate patient-centered treatment plan.

ICS-2 Communicate the findings of a clinical encounter in written and oral forms to all members of the health care team.

ICS-3 Engage with patients and family members to accurately deliver evidence-based patient education.

Clinical and Technical Skills:

CTS-1 Demonstrate the ability to perform a detailed focused physical examination relevant to the medical history of the patient.

CTS-2 Obtain informed consent and safely perform advanced clinical procedures common to general medical and surgical practices.

CTS-3 Order the appropriate diagnostic tests that assist in the evaluation of the patient condition and provide an accurate interpretation.

Professionalism and Ethics:

PE-1 Demonstrate professionalism with strong ethical decision-making principles, sensitivity, and responsiveness to patients, their care teams, and all members of the healthcare team.

Clinical Reasoning and Problem-Solving:

CRPS-1 Formulate a comprehensive differential diagnosis relevant to the patient condition and provide a detailed medical decision-making model.

CRPS-2 Develop an appropriate therapeutic management plan, either pharmacological or nonpharmacological, based on the patient's medical history, physical exam, and diagnostic study findings.

CRPS-3 Make appropriately informed clinical decisions based on current evidence-based research and sound clinical judgement.

Didactic Phase: 81 credits

Disclaimer: Occasionally course sequence may change without prior catalog adjustments due to program updates and instructor schedules.

Semester I: 19

- PAMA 5036 - Clinical Anatomy **6 credits**
- PAMA 5103 - PA Professional Practice I: History and Healthcare Delivery Systems **3 credits**
- PAMA 5155 - Medical Physiology **5 credits**
- PAMA 5222 - Basic Pharmacology **2 credits**
- PAMA 5413 - Patient Care Skills I **3 credits**

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Semester II: 20

- PAMA 5053 - Diagnostic Methods **3 credits**
- PAMA 5182 - Pharmacology and Pharmacotherapeutics I **2 credits**
- PAMA 5312 - Clinical Reasoning I **2 credits**
- PAMA 5423 - Patient Care Skills II **3 credits**
- PAMA 5619 - Clinical Medicine I **10 credits**

Semester III: 20

- PAMA 5193 - Evidence-Based Medicine & Research **3 credits**
- PAMA 5282 - Pharmacology and Pharmacotherapeutics II **2 credits**
- PAMA 5322 - Clinical Reasoning II **2 credits**
- PAMA 5433 - Patient Care Skills III **3 credits**
- PAMA 5629 - Clinical Medicine II **10 credits**

Semester IV: 22

- PAMA 5112 - Faith Integration in Medicine **2 credits**
- PAMA 5203 - PA Professional Practice II: Ethics and Cultural Diversity **3 credits**
- PAMA 5332 - Clinical Reasoning III **2 credits**
- PAMA 5382 - Pharmacology and Pharmacotherapeutics III **2 credits**
- PAMA 5443 - Patient Care Skills IV **3 credits**
- PAMA 5639 - Clinical Medicine III **10 credits**

Clinical Phase: 52

Five-Week Rotations

(offered each clinical semester)

Internal Medicine Rotation

Surgery Rotation

Pediatrics Rotation

Women's Health Rotation

Behavioral Health Rotation

Emergency Medicine Rotation

Family Medicine Rotation

Elective Rotations (one cross-cultural, one specialty)

Semester V: 19

- PAMA 5253 - Humanities, Ethics, Altruistic, Leadership (HEAL) **3 credits**
- PAMA 5501 - Introduction to Clinical Practice **1 credits**
- PAMA 5515 - Clinical Practicum I **5 credits**
- PAMA 5525 - Clinical Practicum II **5 credits**
- PAMA 5535 - Clinical Practicum III **5 credits**

Semester VI: 15

- PAMA 5545 - Clinical Practicum IV **5 credits**
- PAMA 5555 - Clinical Practicum V **5 credits**
- PAMA 5565 - Clinical Practicum VI **5 credits**

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Semester VII: 18

- PAMA 5575 - Clinical Practicum VII **5 credits**
- PAMA 5585 - Clinical Practicum VIII **5 credits**
- PAMA 5595 - Clinical Practicum IX **5 credits**
- PAMA 5923 - Capstone: Summative Evaluation and Scholarly Project **3 credits**

Applied Artificial Intelligence, MS

Center	Creatio Center for Technology and Design
Academic Awards	Master of Science
Credits Required	30 semester credits
Faculty Lead	Craig Chapman
CIP Code	11.0102

The Master of Science in Applied Artificial Intelligence (MS/AAI) is a pioneering graduate program designed to equip students with a deep understanding of the principles and technologies underpinning artificial intelligence (AI), as well as the practical skills needed to develop and deploy AI solutions across a range of industries. Unlike programs that focus on the technical aspects of writing software and building models, the MS/AAI emphasizes the application of AI technologies to address real-world challenges across a number of contexts. The program aims to close the gap between theoretical knowledge and its practical application, preparing students to effectively utilize AI across a variety of applications without the need for a deep technical background in software development or model design.

Who Should Consider This Degree?

The MS/AAI is designed to appeal to both recent graduates seeking an advanced degree as well as working professionals aiming to enhance their career opportunities by learning how to apply cutting edge technology into their established careers. Students already enrolled at Northwest University in an eligible undergraduate program will have the opportunity to gain early admission into the MS/AAI program before their senior year. This pathway allows them to begin their required MS/AAI courses during their last year of undergraduate study, enabling a bachelor's degree in four years and a master's degree in five.

Learning Outcomes

Graduates with an MS in Applied Artificial Intelligence will be able to:

1. **Communication:** Graduates will be able to effectively communicate the use of AI technologies for specific applications.
2. **Application:** Graduates will use AI techniques to solve real-world problems.
3. **Analysis:** Graduates will assess AI models for efficiency, accuracy, and suitability and bias for use in specific applications.
4. **Synthesis:** Graduates will be able to synthesize advanced AI techniques to innovate in their target field.
5. **Evaluation:** Graduates will identify and address ethical concerns in AI deployment which would violate fairness, privacy, transparency, and Christ-centered values.

Admissions 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 completed application which includes a personal statement outlining the applicant's interest in AI, goals for their participation in the program, and its potential impact on their career
- International students whose native language is not English must submit a minimum score of 90 (or equivalent) on the TOEFL iBT exam as part of the application process. International students will also meet requirements set out by SEVP (Student and Exchange Visitor Program).

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 Science in Applied Artificial Intelligence

To earn a Master of Science in Applied Artificial Intelligence (MS/AAI), students must complete 30 credits, which translates to 10 classes. The program is designed with a schedule that includes one weekly 4-hour class every 8 weeks, across two 8-week terms per semester, operating on a year-round basis without a summer break. This setup results in three full semesters (comprising 6 classes) the first year and two full semesters (4 classes) the second year, allowing students to finish the MS/AAI degree in under two years of full time study. The program is offered in a Hyflex format, supporting both on-campus and synchronous online participation, and classes are scheduled for early evenings to suit both local and remote industry professionals.

The instruction adheres to a cohort model, ensuring that students embark on and conclude their educational journey with the same group of peers. This approach cultivates a dynamic learning community and establishes a dependable circle of friends for support. The program's scheduling aims to launch two cohorts each year, in August and January, aligning with the commencement of undergraduate semesters.

The 30 credits can be completed in approximately 21 months

Applied Artificial Intelligence, MS

- INTC 5133 - Fundamentals of Artificial Intelligence **3 credits**
- INTC 5293 - Foundations of Machine Learning **3 credits**
- INTC 5333 - Categories and Applications of AI Models **3 credits**
- INTC 5403 - Ethical Implications in AI **3 credits**
- INTC 6033 - Researching AI Strategies: Navigating the Future of Work **3 credits**
- INTC 6463 - Innovation and Entrepreneurship in the Age of AI **3 credits**
- INTC 6483 - AI for Social Good **3 credits**
- INTC 6523 - AI in Industry (Healthcare, Finance, Manufacturing) **3 credits**
- INTC 6553 - AI in Art, Design and Entertainment **3 credits**
- INTC 6933 - Applied AI Capstone **credits**

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Total: 30 Semester Credits

Nursing, MSN (Online)

School	Nursing
Academic Award	Master of Science in Nursing
Credits Required	36 semester credits
CIP Code	51.3801

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's Master of Science in Nursing (MSN) degree emphasizes leadership, nursing education, policy development and regulatory practice, program evaluation, nursing research, quality improvement, cross-cultural practice and spiritual appreciation. Students will gain specialized experience and knowledge with the design and implementation of a scholarly project. There is also the opportunity for a unique global and educational travel experience and. Graduates of the MSN program are prepared to tackle the changing healthcare landscape as the next generation of change agents, innovators, and leaders.

NOTICE: Admission for the Online RN-MSN program is suspended as of October 2023

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 of an accredited Baccalaureate Degree in Nursing program.
- Clinical RN nursing practice is current within two (2) years of application to the MSN Online Program.
- Current and unencumbered RN license in Washington, Oregon, Montana, or Alaska.

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.
- 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 1313 Introduction to Statistics is available through NU Online courses*).

Progression

Students who do not achieve an 80% (B- or 2.70) in each nursing course and an overall 3.00 GPA throughout the sequence of nursing courses may progress but are placed on academic probation. Prior to entering NURS 5913, all courses with a grade less than a B- (2.7) must be repeated.

Academic Probation

Students who fail to maintain satisfactory academic progress towards graduation are placed on academic probation. Probation is a temporary status. Academic probation places a student under special supervision for the purpose of providing opportunity for academic improvement. This step is taken when a student's grade point average falls below a 3.0 level. Students are required to have a 3.0 cumulative GPA for graduation and must pass all courses with at least a B-. When a probationary student's cumulative GPA rises above these minimum levels, they are removed from probation. Probation, however, could lead to further academic penalties and financial aid restrictions as deemed necessary by the program or federal guidelines.

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

1. Fails to maintain a grade of B- (2.7) or higher in all courses or a minimum 3.0 cumulative GPA.
2. 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.

A student will be taken off of probation when:

1. A grade of B- (2.7) or higher in all courses the following semester and a minimum of a 3.0 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.

Withdrawal

Students who do not achieve a 3.0 GPA are not allowed to progress into the final course, NURS 5913 Scholarly Project. Occasionally 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 there is opportunity to plan how to best meet their educational goals. If dismissal or withdrawal is recommended by faculty or requested by students, the Student Affairs Committee assures appropriate policies are followed and concerns of student and faculty are considered.

Practice Experiences

The MSN program includes 230 practice experience hours that are completed in various immersive activities with the guidance of preceptors, mentors, or faculty. Practice experiences may be completed near the student's area of residence.

- Practice experience hours are integrated in eight of the twelve MSN courses.
- Some courses offer more than one practice experience opportunity where students may choose the experience most beneficial for their learning and adaptable to their life schedule.
- Students are encouraged to take advantage of the optional faculty-led cross-cultural educational experience.
- Fees associated with elective educational travel experiences are determined relative to the on-site costs of these experiences. 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

Practice experiences in the nursing program require applicants to submit the following records to an online data collection service.

1. Health history and physical examination that includes immunization and vaccination documentation and titer levels, conducted and signed by a licensed healthcare practitioner
 2. Immunizations
 - DPT series and any subsequent boosters
 - One booster after age 19 must be a Tdap (Tetanus, Diphtheria, and Pertussis) vaccine
 - Hepatitis B series & proof of positive titer
 - MMR series or proof of positive titer
 - Varicella series or proof of positive titer
 - Influenza (annual requirement)
 - COVID-19
 3. A two-step TB test or TB IGRA done at the time of entry into the program according to instructions provided by the Buntain School of Nursing.
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- 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 card
 5. A national background check, OIG, GSA, and Washington State WATCH are required. Students seeking admission to the nursing program must be aware a record of criminal conviction may impact admission. Students should discuss this matter with the dean before making final application to the nursing program. Any criminal incidences occurring during the nursing program must be reviewed immediately with the dean.
 6. Medical clearance form
 7. Proof of health insurance
 8. Proof of malpractice insurance
 9. Active and unencumbered RN license
 10. Valid drivers license
 11. The following records are optional but may be required if the student chooses to participate in international travel as part of NURS 5383.
 1. Hepatitis A series
 2. Polio series (depending on location of the cross-cultural experience)
 3. A current and valid passport
 12. Students may be required to undergo drug screening or fingerprinting for selected agencies as a prerequisite to clinical practice experiences. It is the student's responsibility to pay for this screening.

Scholarly Project

A key outcome of the MSN program is the completion of a scholarly project over the course of six semesters. The scholarly project requires a systematic review and analysis of the literature on a topic of relevance to the student's intended specialty focus as an advanced practice nurse. Examples of acceptable scholarly project are a quality improvement project, an educational intervention project, assessment of a curriculum gap and a proposed intervention, or program or educational evaluation project.

Science and Mathematics: 3

- MATH 1313 Introduction to Statistics, 3 credits

(Required if not taken as part of the Baccalaureate Degree in Nursing program. Must be successfully completed prior to NURS 5133)

Core Curriculum: 36

- NURS 5043 - Leadership: Introduction to Advanced Nursing Roles **3 credits**
- NURS 5063 - Advanced Pathophysiology and Health Assessment **3 credits**
- NURS 5083 - Advanced Pharmacology **3 credits**
- NURS 5133 - Scholarly Project I **3 credits**
- NURS 5213 - Leadership: Ethical, Spiritual, and Cultural Considerations **3 credits**
- NURS 5223 - Leadership: Health Policy Development and Implementation **3 credits**
- NURS 5293 - Curriculum Design, Implementation, and Evaluation in Nursing **3 credits**
- NURS 5333 - Scholarly Project II **3 credits**
- NURS 5383 - Entrepreneurship: Nursing in Health Care Future **3 credits**
- NURS 5403 - Healthcare Organizations and Outcomes **3 credits**
- NURS 5423 - Advanced Concentration: Integrating Specialty Focus in Field Work **3 credits**
- NURS 5913 - Scholarly Project Dissemination **3 credits**

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Total: 36 Semester Credits

Organizational Leadership, Ed.D.

Center	Leadership Studies
Academic Award	Doctor of Philosophy, Doctor of Education
Credits Required	72 semester credits; 60 semester credits
Faculty Lead	Valerie Rance
Concentrations	Business Leadership and Consulting, Higher Education Leadership, Leading Ministry Organizations, Interdisciplinary Leadership
CIP Code:	52.0213

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

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

Financial Support

The CFLS offers four types of financial assistance. After the first year, every student is eligible for the First Year Fund Scholarship. Non-profit employees can qualify for a discount matching their employer's contribution. View CFLS Scholarships

Two Degree Options

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

Four Concentrations

Students must choose one of the four concentrations: Leading Ministry Organizations, Higher Education Leadership, Business Leadership and Consulting, and Interdisciplinary Leadership. Graduating with a concentration requires successfully completing at least four of the six classes offered in the concentration, the required concentration course, and one additional concentration courses from any concentration for a total of 18 credits.

Cohort-based

The 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 and online.

Distinguished Faculty

CFLS 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 start working on their dissertation research and writing skills from day one.

Professional Experience

Designed for working professionals, the Center's programs make it possible for Ph.D. students to graduate in four years and Ed.D. students in three years. Built to expand on previous and current work experience to prepare students for future leadership opportunities, such work experience is essential to program success.

Unique Learning Environment

Northwest resides among many of the currently most influential business and non-profit organizations including 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.
- No GRE test score is required for Ph.D. or Ed.D. applicants with a 3.0 GPA in their M.A. program.
- Ph.D. applicants with a GPA below 3.0 may submit GRE scores to be considered for admission.
- Current resume or curriculum vitae (CV).
- Writing sample answering the essay prompts available on the CFLS online application.

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

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. The Admissions Committee has the responsibility and authority 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 student earned the credits no more than ten years prior to his/her enrollment in a CFLS degree program, and that the college or university awarded the transfer credits prior to the student registering for NU courses. In special circumstances, the student may file an appeal with the CFLS Director for waiver of the ten-year time limit. No charge occurs 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 CFLS Director assisted by the Lead Team assess the student's academic development annually. 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 Lead Team to intervene in the student's experience in ways that enhance the possibilities for a successful outcome.

The CFLS Director and committee will conduct the progress assessment 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 assesses a student's mastery of the program competencies. The CFLS Lead Team administers the exam 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/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.

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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/her retake. If the student fails the retake exam, he/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 differs from 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/she will not be allowed to continue in the program. Additionally, the student will not be allowed to proceed with dissertation writing until he/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/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. Faculty evaluate these competencies using a variety of methods throughout the program. Such evaluation methods include course work, comprehensive exam, dissertation, course writing assignments, and annual evaluations by the Director. 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/she will be notified that he/she needs to improve 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 has incomplete degree requirements (e.g. dissertation) beyond the fourth year of the Ph.D. program or the third year of the Ed.D., the program considers the student to be in continuation. The student must remain enrolled in the one-unit LDRS 8021 Dissertation Completion course each semester until he/she completes 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/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/she will need to apply for re-admittance and students will be charged the tuition for the continuation courses for the semesters the student did not enroll.

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 the CFLS Director to develop a plan for program completion.

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Students experiencing personal problems:

The CFLS Director and faculty encourages students encountering personal problems 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 should 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.

Academic Probation

The CFLS Director will place students who fail to maintain satisfactory academic progress towards graduation on Academic Probation. Probation is a temporary status intended to help focus the student's 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.

The CFLS Director will place students on Academic Probation for a period if they cannot reach the cumulative minimum GPA of 3.000 with fewer than 4 incomplete or failed courses (any course lower than a B-). During Academic Probation students will not be allowed to register for any new classes.

If a student does not meet the terms of the probation period by the date agreed upon, he/she will be withdrawn from the program. If the student does meet the terms of academic probation, they will be taken off this list and allowed to register for classes as normal. Students can only be put on an Academic Probation once, the second time they will be dismissed from the program.

Dismissal from the Program

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

- **Continual Poor Performance.** Should the student be unable to achieve a minimum cumulative GPA of 3.000 the semester following being placed on probation, the he/she may be dismissed from the program. Furthermore, if a student fails to retake a required course within a time period determined by the CFLS Director he/she may be dismissed from the program.
- **Placed on probation more than once.** Throughout the course of the program, the student may be dismissed from the program if requesting a second academic probation.
- **Professional Conduct.** The CFLS program expects students to comply with the behavioral standards of Northwest University and the laws of Washington State and 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), he/she may be dismissed from the program.

Students dismissed from the program may appeal the decision 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.

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
- To walk in commencement, must have passed the dissertation defense with "Approved," or "Approved with minor modifications" by March 31 of the commencement year.

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Ed.D. in Organizational Leadership

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 leadership theories as applied to current organizational challenges.
2. Apply relevant organizational leadership research in organizational settings.
3. Demonstrate communication skills in the presentation of research.
4. Cultivate positive interpersonal skills that promote healthy organizations.
5. Evaluate leadership issues through the framework of faith and ethics.
6. Apply leadership theory to create an action plan to address issues of diversity in the workplace in organizational settings.

Major Core: 30

- LDRS 7053 - Advanced Leadership Theory **3 credits**
- LDRS 7103 - Organizational Theory **3 credits**
- LDRS 7153 - Organizational Change **3 credits**
- LDRS 7213 - Leadership and Diversity **3 credits**

- LDRS 7253 - Organizational Culture **3 credits**
- LDRS 7323 - Organizational Communication **3 credits**
- LDRS 7453 - Critical Inquiry **3 credits**
- LDRS 7473 - Quantitative Research and Statistics **3 credits**
- LDRS 7483 - Qualitative Research **3 credits**
- LDRS 7773 - Faith, Ethics and Leadership **3 credits**

Dissertation: 12

- LDRS 8903 - Dissertation Literature Review **3 credits**
- LDRS 8923 - Dissertation Proposal **3 credits**
- LDRS 8943 - Dissertation Research **3 credits**
- LDRS 8963 - Dissertation Writing **3 credits**

Ph.D./Ed.D. Concentrations: 18

The following concentrations are offered:

Business Leadership and Consulting Concentration: 18

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

1. Apply consulting skills to address problems and opportunities in an organization.
Required:
 - BUSM 7603 - Organizational Consulting **3 credits****Select 15 credits from the following:**
 - BUSM 7073 - Strategic Thinking and Planning **3 credits**
 - BUSM 7113 - Financial Management **3 credits**
 - BUSM 7223 - Data-Driven Decisions **3 credits**
 - BUSM 7323 - Leadership and Crisis Management **3 credits**
 - BUSM 7353 - Conflict Management **3 credits**
 - BUSM 7523 - Managing Innovation **3 credits**

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Higher Education Leadership Concentration: 18

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

1. Evaluate contemporary trends in higher education leadership.
Required:
 - EDMA 7263 - Critical Issues in Higher Education **3 credits****Select 15 credits from the following:**
 - EDMA 7123 - Higher Education Leadership and Administration **3 credits**
 - EDMA 7143 - Higher Education History and Policy **3 credits**
 - EDMA 7443 - Teaching, Learning, and Assessment in Higher Education **3 credits**
 - EDMA 7513 - Student Development Theory and Research **3 credits**
 - EDMA 7533 - Leading Change and Innovation in Higher Education **3 credits**

Leading Ministry Organizations Concentration: 18

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

1. Based on research data, evaluate the performance of a ministry organization to develop a strategic plan.

Required:

- PMIN 7263 - Transforming Ministry Organizations **3 credits**

Select 15 credits from the following:

- CHIS 7043 - Historical Models of Ministry Leadership **3 credits**
- INCS 7163 - Current Issues in Missiology **3 credits**
- PMIN 7403 - Self-Leadership in Organizational Life **3 credits**
- PMIN 7433 - Performance Evaluation in Ministry Organizations **3 credits**
- THEO 7563 - A Theology of Christian Organizations **3 credits**

Interdisciplinary Leadership Concentration: 18

Graduates with a concentration in Interdisciplinary Leadership will be able to:

1. Evaluate the performance of organizations from a leadership perspective.

Choose one required course from the following:

- BUSM 7603 - Organizational Consulting **3 credits**
- EDMA 7263 - Critical Issues in Higher Education **3 credits**
- PMIN 7263 - Transforming Ministry Organizations **3 credits**

Select 15 credits from any current concentration courses.

Total: 60 Semester Credits

Organizational Leadership, Ph.D.

Center	Leadership Studies
Academic Award	Doctor of Philosophy, Doctor of Education
Credits Required	72 semester credits; 60 semester credits
Faculty Lead	Valerie Rance
Concentrations	Business Leadership and Consulting, Higher Education Leadership, Leading Ministry Organizations, Interdisciplinary Leadership
CIP Code:	52.0213

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

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

Financial Support

The CFLS offers four types of financial assistance. After the first year, every student is eligible for the First Year Fund Scholarship. Non-profit employees can qualify for a discount matching their employer's contribution. View CFLS Scholarships

Two Degree Options

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

Four Concentrations

Students must choose one of the four concentrations: Leading Ministry Organizations, Higher Education Leadership, Business Leadership and Consulting, and Interdisciplinary Leadership. Graduating with a concentration requires successfully completing at least four of the six classes offered in the concentration, the required concentration course, and one additional concentration courses from any concentration for a total of 18 credits.

Cohort-based

The 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 and online.

Distinguished Faculty

CFLS 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 start working on their dissertation research and writing skills from day one.

Professional Experience

Designed for working professionals, the Center's programs make it possible for Ph.D. students to graduate in four years and Ed.D. students in three years. Built to expand on previous and current work experience to prepare students for future leadership opportunities, such work experience is essential to program success.

Unique Learning Environment

Northwest resides among many of the currently most influential business and non-profit organizations including 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.
- No GRE test score is required for Ph.D. or Ed.D. applicants with a 3.0 GPA in their M.A. program.
- Ph.D. applicants with a GPA below 3.0 may submit GRE scores to be considered for admission.
- Current resume or curriculum vitae (CV).
- Writing sample answering the essay prompts available on the CFLS online application.

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

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. The Admissions Committee has the responsibility and authority 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 student earned the credits no more than ten years prior to his/her enrollment in a CFLS degree program, and that the college or university awarded the transfer credits prior to the student registering for NU courses. In special circumstances, the student may file an appeal with the CFLS Director for waiver of the ten-year time limit. No charge occurs 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 CFLS Director assisted by the Lead Team assess the student's academic development annually. 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 Lead Team to intervene in the student's experience in ways that enhance the possibilities for a successful outcome.

The CFLS Director and committee will conduct the progress assessment 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 assesses a student's mastery of the program competencies. The CFLS Lead Team administers the exam 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/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.

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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/her retake. If the student fails the retake exam, he/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 differs from 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/she will not be allowed to continue in the program. Additionally, the student will not be allowed to proceed with dissertation writing until he/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/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. Faculty evaluate these competencies using a variety of methods throughout the program. Such evaluation methods include course work, comprehensive exam, dissertation, course writing assignments, and annual evaluations by the Director. 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/she will be notified that he/she needs to improve 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 has incomplete degree requirements (e.g. dissertation) beyond the fourth year of the Ph.D. program or the third year of the Ed.D., the program considers the student to be in continuation. The student must remain enrolled in the one-unit LDRS 8021 Dissertation Completion course each semester until he/she completes 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/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/she will need to apply for re-admittance and students will be charged the tuition for the continuation courses for the semesters the student did not enroll.

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 the CFLS Director to develop a plan for program completion.

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Students experiencing personal problems:

The CFLS Director and faculty encourages students encountering personal problems 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 should 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.

Academic Probation

The CFLS Director will place students who fail to maintain satisfactory academic progress towards graduation on Academic Probation. Probation is a temporary status intended to help focus the student's 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.

The CFLS Director will place students on Academic Probation for a period if they cannot reach the cumulative minimum GPA of 3.000 with fewer than 4 incomplete or failed courses (any course lower than a B-). During Academic Probation students will not be allowed to register for any new classes.

If a student does not meet the terms of the probation period by the date agreed upon, he/she will be withdrawn from the program. If the student does meet the terms of academic probation, they will be taken off this list and allowed to register for classes as normal. Students can only be put on an Academic Probation once, the second time they will be dismissed from the program.

Dismissal from the Program

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

- **Continual Poor Performance.** Should the student be unable to achieve a minimum cumulative GPA of 3.000 the semester following being placed on probation, the he/she may be dismissed from the program. Furthermore, if a student fails to retake a required course within a time period determined by the CFLS Director he/she may be dismissed from the program.
- **Placed on probation more than once.** Throughout the course of the program, the student may be dismissed from the program if requesting a second academic probation.
- **Professional Conduct.** The CFLS program expects students to comply with the behavioral standards of Northwest University and the laws of Washington State and 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), he/she may be dismissed from the program.

Students dismissed from the program may appeal the decision 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.

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
- To walk in commencement, must have passed the dissertation defense with "Approved," or "Approved with minor modifications" by March 31 of the commencement year.

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Ph.D. in Organizational Leadership

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 leadership theories as applied to current organizational challenges.
2. Conduct high-quality original research that expands organizational leadership theory.
3. Demonstrate communication skills in the presentation of research.
4. Cultivate positive interpersonal skills that promote healthy organizations.
5. Evaluate leadership issues through the framework of faith and ethics.
6. Apply leadership theory to create an action plan to address issues of diversity in the workplace in organizational settings.

Major Core: 36

- LDRS 7053 - Advanced Leadership Theory **3 credits**
- LDRS 7103 - Organizational Theory **3 credits**
- LDRS 7153 - Organizational Change **3 credits**

- LDRS 7213 - Leadership and Diversity **3 credits**
- LDRS 7253 - Organizational Culture **3 credits**
- LDRS 7323 - Organizational Communication **3 credits**
- LDRS 7453 - Critical Inquiry **3 credits**
- LDRS 7473 - Quantitative Research and Statistics **3 credits**
- LDRS 7483 - Qualitative Research **3 credits**
- LDRS 7573 - Ph.D. Dissertation Methodology **3 credits**
- LDRS 7773 - Faith, Ethics and Leadership **3 credits**
- Elective course - **3 credits**
(select any BUSM 7xx3, EDMA 7xx3, CHIS 7xx3, INCS 7xx3, PMIN 7xx3, or THEO 7xx3 concentration course)

Research Course: 6

- LDRS 8733 - Research and Teaching Assistantships **3 credits (6 credits)**

Dissertation: 12

- LDRS 8903 - Dissertation Literature Review **3 credits**
- LDRS 8923 - Dissertation Proposal **3 credits**
- LDRS 8943 - Dissertation Research **3 credits**
- LDRS 8963 - Dissertation Writing **3 credits**

Ph.D./Ed.D. Concentrations: 18

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The following concentrations are offered:

Business Leadership and Consulting Concentration: 18

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

1. Apply consulting skills to address problems and opportunities in an organization.
Required:
 - BUSM 7603 - Organizational Consulting **3 credits****Select 15 credits from the following:**
 - BUSM 7073 - Strategic Thinking and Planning **3 credits**
 - BUSM 7113 - Financial Management **3 credits**
 - BUSM 7223 - Data-Driven Decisions **3 credits**
 - BUSM 7323 - Leadership and Crisis Management **3 credits**
 - BUSM 7353 - Conflict Management **3 credits**
 - BUSM 7523 - Managing Innovation **3 credits**

Higher Education Leadership Concentration: 18

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

1. Evaluate contemporary trends in higher education leadership.
Required:

- EDMA 7263 - Critical Issues in Higher Education **3 credits**
Select 15 credits from the following:
- EDMA 7123 - Higher Education Leadership and Administration **3 credits**
- EDMA 7143 - Higher Education History and Policy **3 credits**
- EDMA 7443 - Teaching, Learning, and Assessment in Higher Education **3 credits**
- EDMA 7513 - Student Development Theory and Research **3 credits**
- EDMA 7533 - Leading Change and Innovation in Higher Education **3 credits**

Leading Ministry Organizations Concentration: 18

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

1. Based on research data, evaluate the performance of a ministry organization to develop a strategic plan.
Required:
 - PMIN 7263 - Transforming Ministry Organizations **3 credits**
Select 15 credits from the following:
 - CHIS 7043 - Historical Models of Ministry Leadership **3 credits**
 - INCS 7163 - Current Issues in Missiology **3 credits**
 - PMIN 7403 - Self-Leadership in Organizational Life **3 credits**
 - PMIN 7433 - Performance Evaluation in Ministry Organizations **3 credits**
 - THEO 7563 - A Theology of Christian Organizations **3 credits**

Interdisciplinary Leadership Concentration: 18

Graduates with a concentration in Interdisciplinary Leadership will be able to:

1. Evaluate the performance of organizations from a leadership perspective.
Choose one required course from the following:
 - BUSM 7603 - Organizational Consulting **3 credits**
 - EDMA 7263 - Critical Issues in Higher Education **3 credits**
 - PMIN 7263 - Transforming Ministry Organizations **3 credits**
Select 15 credits from any current concentration courses.

Total: 72 Semester Credits

Counseling Psychology, PsyD

College	Social and Behavioral Science
Academic Award	Doctor of Psychology
Credits Required	121 semester credits
Faculty Lead	Elizabeth Irwin
CIP Code	42.2803

The Doctor of Psychology (PsyD) in Counseling Psychology program is designed to prepare individuals to become licensed counseling psychologists in the state of Washington. At the completion of the program, the successful PsyD student will be equipped professionally in the following ways:

1. Research

1. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program development and/or evaluation projects) of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
2. Conduct research or other scholarly activities.
3. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including Northwest University), regional, or national level.

2. Ethical and legal standards

1. Be knowledgeable of and act in accordance with each of the following:
 1. The current APA Ethical Principles of Psychologists and Code of Conduct;
 2. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and,
 3. Relevant professional standards and guidelines.
2. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
3. Conduct self in an ethical manner in all professional activities.

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3. Individual and cultural diversity

1. Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
2. Display knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
3. Show the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities), including (a) the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered, and (b) the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
4. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

4. Professional values and attitudes

1. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
2. Engage in (a) self-reflection regarding one's personal and professional functioning, and (b) activities to maintain and improve performance, well-being, and professional effectiveness.
3. Actively seek and demonstrate openness and responsiveness to feedback and supervision.
4. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

5. Communication and interpersonal skills

1. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

2. Produce and comprehend oral, nonverbal and written communications that are informative and well-integrated, demonstrating a thorough grasp of professional language and concepts.
3. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

6. Assessment

1. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
3. Demonstrate the ability to apply knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
4. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics, collecting relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment, as well as relevant diversity characteristics of the service recipient.
5. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
6. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

7. Intervention

1. Establish and maintain effective relationships with recipients of psychological services.
2. Develop evidence-based intervention plans specific to the service delivery goals.
3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
4. Demonstrate the ability to apply the relevant research literature to clinical decision making.
5. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
6. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

8. Supervision

1. Demonstrate knowledge of supervision models and practices.
2. Apply this knowledge in simulated practice with psychology trainees or other health trainees or professionals.

9. Consultation and interprofessional/interdisciplinary skills

1. Demonstrate knowledge and respect for the roles and perspectives of other professions.
2. Demonstrate knowledge of consultation models and practices.

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Admission Requirements

- Bachelor of Arts or Science (or an equivalent) degree from a regionally accredited college or university. It is preferred that students have a major in psychology.
- Applicants must have a minimum cumulative GPA of 3.0 (out of 4.0) in last earned degree. Applicants who do not have a cumulative GPA of 3.0 in their last degree program will be placed on probation if successfully admitted.
- 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. (In addition, a Research Methods course is preferred.)
- Online application including references.
- An interview with program faculty.
- A national background check and Washington State Patrol criminal background check are required upon matriculation.
- For details about the application process, see the PsyD program webpage.

State Licensure as a Psychologist

Because licensure requirements differ slightly from state to state, the required course sequence may not fulfill all educational licensure requirements for every state. See the PsyD program website for a table that outlines the licensure requirements for each U.S. state and territory and respective alignment of with the PsyD program.

Program Curriculum

Overview

The PsyD 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 121 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.

Research Policy

Consistent with the practitioner-scholar model on which our training is based, the PsyD program attaches a high value to scholarship that contributes to the field of psychology. In particular, we strive to carry out original, empirical research that extends the knowledge base of psychological science. We also pursue testing of innovative therapeutic approaches that address a variety of human needs. Moreover, we value the exploration of how individuals conduct making sense of their world, experiences and culture.

Our scholarship is driven by the pursuit of truth, that is, to expand psychological science as an authority source of knowledge about the world. However, we also recognize additional sources that offer facets of truth from alternate lenses. Brown's (2004) resonance model asserts five domains of authority: experience, traditions, rationality, scripture, and science. These authority sources are viewed as bodies of information that together offer greater resonance of truth, by complementing what is offered through a single source. Understanding of a phenomenon is therefore fine-tuned through information from multiple domains, with more harmonious resonance suggestive of a closer intersection toward truth.

Viewing science through the resonance model aligns well with our Judeo-Christian heritage. Whereas research is a critical endeavor in the pursuit of truth, it does not preclude the importance of sacred authority that the biblical text holds for us. Our reasoning, logic, and ethical decision-making are essential tools for evaluating truth. Furthermore, human traditions and experience are greatly valued as truths for individuals, communities, and cultures.

The PsyD program, faculty, and student researchers are afforded a measure of academic freedom to conduct research that meets the expectations of rigor and ethics of psychological science. Yet as our pursuit of scholarship occurs within an institutional context, Northwest University's mission serves as an important guiding principle that eclipses individual academic freedom (Ostrander, 2018). Our research is designed to contribute to engaging with human need while remaining grounded in the Christian beliefs that define who we are as a university—a body of Christ-followers joined in a learning community to seek truth and yield the next generation of citizens, professionals, and contributors to our society.

Credit Transfer Procedure for New Incoming PsyD Students

After receiving notification of acceptance into the PsyD program, incoming PsyD students may submit a written request to the Director of PsyD Student Services to transfer up to 20 credits from an APA-accredited doctoral program. Only courses in which the student earned a B or higher will be considered for transfer.

Transfer credit is not allowed toward practicum or internship requirements. Credits may be transferred into the PsyD program at the sole discretion of the Director of the PsyD Program and the Director of PsyD Student Services. To be eligible for transfer, a course must match the Northwest University PsyD 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 PsyD 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(s) descriptions and syllabi obtained from the other school's published catalog and submit all items to the Director of PsyD Student Services.

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

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

Step 5. The Director of PsyD 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 PsyD 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 PsyD Student Services submits a Degree Requirement Substitution / Waiver form to the Registrar's office.

APA Proficiency Requirement

Before enrolling into PSYC 7000-level courses, students must show APA writing proficiency by passing an APA assessment test which will be provided to incoming students before they begin the program.

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Professional Standards

The student's academic progress, clinical competency, emotional stability, interpersonal skills, maturity, and ethical conduct will be evaluated annually by PsyD 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 readmittance 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 professional conduct 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 PsyD 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 professional 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 professional and ethical conduct after a predetermined period of time as assessed by faculty.

Dismissal from the Program

A student may be dismissed from the PsyD 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. 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.
- 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.
- **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 professional and ethical conduct), the student may be dismissed from the program.

Students dismissed from the PsyD 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 and ethical conduct.

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MA in Counseling Psychology en Route to PsyD

Students have the option of applying for a Master of Arts in Counseling Psychology (MACP) degree en route to the PsyD degree after completing the third year of the program, including passing both the written and clinical comprehensive examinations.

Students must submit a completed application to the PsyD Program Coordinator at the beginning of the fourth year. The Coordinator will then present the application to a committee of PsyD faculty and staff for review. In order to qualify, the student must have successfully completed all requirements and courses for the first three years of the program, have passed both comprehensive exams, and be in good standing in the program.

Process of Submitting/Disseminating Doctoral Dissertation

As a requirement of the PsyD 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.

PsyD Candidacy Status

A PsyD 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 PsyD candidate is strictly an academic status and must not be used in association with clinical work.

Program Timeframe

Students are required to complete the PsyD Program requirements of 121 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 PsyD Degree:

1. 121 semester hours of prescribed coursework.
2. At their own expense, PsyD 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 PsyD 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 – during Year One.
5. Qualifying Examination – Year Three.
6. Doctoral Dissertation – Year Four (and further, if needed). The dissertation is comprised of faculty-guided 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 PsyD Student Handbook. The student will receive the diploma at the next regularly scheduled graduation period. (May, August, and December)

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Year One – Fall Semester: 11

- PSYC 7453 - Psychopathology **3 credits**
- PSYC 7502 - Cultural and Diversity Issues in Psychology **2 credits**
- PSYC 7773 - Theology of Psychology **3 credits**
- PSYC 8103 - Advanced Psychology Law and Ethics **3 credits**

Year One – Spring Semester: 11

- PSYC 7003 - Theories of Personality **3 credits**
- PSYC 7202 - Social Justice and Faith Integration **2 credits**
- PSYC 7353 - Biological Basis of Behavior **3 credits**
- PSYC 7603 - Advanced Lifespan Development **3 credits**

Year One – Summer Semester: 13

- PSYC 7263 - Research Methods I: Statistics **3 credits**
- PSYC 7443 - Social Psychology and Behavior **3 credits**
- PSYC 7613 - History and Systems of Psychology **3 credits**
- PSYC 7662 - International Field Study **2 credits**
- PSYC 7862 - Pre-Practicum I: Counseling Skills I **2 credits**

Year Two – Fall Semester: 11

- PSYC 7273 - Research Methods II: Design and Ethics **3 credits**
- PSYC 7872 - Pre-Practicum II: Advanced Counseling Skills **2 credits**
- PSYC 8023 - Cognitive Affective Basis of Behavior **3 credits**
- PSYC 8773 - Psychological Assessment I: Cognitive Assessments **3 credits**

Year Two – Spring Semester: 11

- PSYC 7173 - Testing and Measurement **3 credits**
- PSYC 7302 - Group Counseling and Cultural Dynamics **2 credits**
- PSYC 7883 - Pre-Practicum III: Systems and Modalities Of Therapy **3 credits**
- PSYC 8783 - Psychological Assessment II: Personality Assessments **3 credits**

Year Two – Summer Semester: 9

- PSYC 7283 - Research Methods III: Techniques of Data Analysis **3 credits**
- PSYC 7892 - Pre-Practicum IV: Advanced Psychopathology **2 credits**
- PSYC 8793 - Psychological Assessment III: Social, Emotional, And Behavioral Assessment **3 credits**
- PSYC 8891 - Dissertation Preparation **1 credits**

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Year Three – Fall Semester: 11

- PSYC 7423 - Couples and Family Therapy **3 credits**
- PSYC 7912 - Doctoral Practicum I **2 credits**
- PSYC 8123 - Interventions and Practice I: Psychotherapeutic Modalities **3 credits**
- PSYC 8353 - Psychopharmacology **3 credits**

Year Three – Spring Semester: 8

- PSYC 7762 - Substance Addictions and Interventions **2 credits**
- PSYC 7812 - Special Topic in Psychology **2 credits**
- PSYC 7922 - Doctoral Practicum II **2 credits**
- PSYC 8132 - Interventions and Practice II: Population-Based Approaches **2 credits**
- PSYC 7990 - Qualifying Exam **0 credits**

Year Three – Summer Semester: 9

- PSYC 7043 - Interprofessional Practice and Consultation **3 credits**
- PSYC 7362 - Counseling and Career Development **2 credits**
- PSYC 7932 - Doctoral Practicum III **2 credits**
- PSYC 8902 - Dissertation I **2 credits**

Year Four – Fall Semester: 8

- PSYC 7552 - Child and Adolescent Therapy **2 credits**
- PSYC 8752 - Professional Practice Seminar III: Supervision **2 credits**
- PSYC 8942 - Dissertation II **2 credits**

Select One: 2

- PSYC 7942 - Doctoral Advanced Practicum I **2 credits**
- PSYC 8912 - Doctoral Pre-Internship I **2 credits**

Year Four – Spring Semester: 8

- PSYC 8162 - Interventions and Practice III: Efficacy of Interventions and Innovative Therapies **2 credits**
- PSYC 8732 - Professional Practice Seminar: Professional Standards **2 credits**
- PSYC 8952 - Dissertation III **2 credits**

Select One: 2

- PSYC 7952 - Doctoral Advanced Practicum II **2 credits**
- PSYC 8922 - Doctoral Pre-Internship II **2 credits**

Year Four – Summer Semester: 6

- PSYC 8192 - Interventions and Practice IV: Advanced Counseling Practice **2 credits**
- PSYC 8962 - Dissertation IV **2 credits**

Select One: 2

- PSYC 7962 - Doctoral Advanced Practicum III **2 credits**
- PSYC 8932 - Doctoral Pre-Internship III **2 credits**

Year Five – Fall Semester: 2

- PSYC 8972 - Doctoral Internship in Psychology I **2 credits**

Year Five – Spring Semester: 2

- PSYC 8982 - Doctoral Internship in Psychology II **2 credits**

Year Five – Summer Semester: 2

- PSYC 8992 - Doctoral Internship in Psychology III **2 credits**

Total: 121-133 Semester Credits

Outcomes-Oriented Program Management

College	Social and Behavioral Sciences
Academic Award	Certificate
Credits Required	6 semester credits
Faculty Lead	Matt Nelson
CIP Code	30.2001

This short-term certificate is designed for those with a bachelor's degree who want to acquire some core skill sets for managing programs. The Outcomes-Oriented Program Management Certificate may be taken as part of the MA in International Community Development degree program or separately.

Certificate Outcomes:

Completion of the Graduate Certificate in Outcomes-Oriented Program Management requires the student to demonstrate competencies in:

- Designing and managing projects and programs;
- Evaluating programs;
- Writing grants for non-profit organizations;
- Articulating the needs and funding strategies of projects, programs, and organizations.

Outcomes-Oriented Project Management Certificate: 6

- GLST 5932 - Project Management for Development **2 credits**
- GLST 5942 - Funding and Grant Writing **2 credits**
- GLST 5952 - Monitoring and Evaluation **2 credits**

Christian Leadership, Certificate (Kirkland Campus Hyflex, Online)

College

Academic Award

Credits Required

Faculty Lead

CIP Code

Degree Requirements

Ministry

Graduate Certificate

12 semester credits

Joshua Zieffle

39.0604

This short-term certificate, normally completed in two semesters (Fall/Spring) is for those with a bachelor's degree who wish to develop a biblical and theological framework applicable in Christian leadership. The Graduate Certificate in Christian Leadership may be taken as part of any College of Ministry graduate degree.

Admissions

Admission into the Graduate Certificate in Christian 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.

Students whose academic histories reflect a GPA below 2.7 may be accepted to the program on a probational basis for their first six credits of graduate study. These applicants will be evaluated on a case-by-case basis, taking into account their personal and academic strengths and the specific academic program to which they are applying. Once the conditions have been met, they will be fully accepted to the program.

Students who are accepted probationally will be subject to the following: (1) They must meet all other stated admissions qualifications (2) They must maintain a 3.0 or higher GPA in each of their courses during their first six credit hours in the program (3) If requested to do so, they may be required to interview during the admissions process and/or take additional or supplemental coursework. Students may also choose to take the GRE to supplement their application.

The Northwest University College of Ministry gives admissions preference to professing Christians whose doctrinal and lifestyle beliefs are in harmony with those of the University.

Academic Progress

Students may be placed on probation if their GPA falls below 2.7. If the student's GPA has been below 2.7 for two or more terms, he or she is placed on academic suspension (disqualification). Students must earn at least a 2.7 overall grade point average to graduate.

Program Outcomes

In addition to achieving the general goals of the University and the College of Ministry, completing the Graduate Certificate of Christian Leadership results in the following learning outcomes:

Graduates will be able to:

1. Analyze Scripture using appropriate hermeneutical principles.
2. Develop informed personal ethics as a guide to decision making.
3. Examine vital issues in contemporary Christian life in light of the biblical metanarrative.
4. Evaluate a practical approach to spiritual formation.

Christian Leadership Certificate: 12

- BIBL 5553 - Biblical Hermeneutics **3 credits**
- CMIN 5253 - Christian Formation **3 credits**
- THEO 5473 - Cultural Understanding and Theological Engagement **3 credits**
- PMIN/CMIN Graduate Elective **3 credits**

Course Descriptions

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.)

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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.

LANG 5383 - Tools for Biblical Interpretation

3 credits

This course provides an introduction to the basics of biblical Greek and Hebrew, together with a primer on relevant tools used by pastors and church leaders in biblical study and sermon preparation.

BIBL 5003 - Biblical Lands Trip

3 credits

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

3 credits

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 - Discipleship in the New Testament

3 credits

One of the distinctive features of Jesus' ministry is that he called others to follow him. This calling includes learning the teaching of Jesus, but more importantly it means learning Jesus himself and following his example. This course will explore the context, character, and challenge of discipleship as these topics are introduced in the Gospel accounts, which present Jesus' instruction and example to his first followers, and then further developed in other writings of the New Testament. To place discipleship within a larger biblical framework, attention is also directed to the relevant antecedents of calling and prophetic vocation articulated in the Old Testament. (Same as THEO 5163)

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BIBL 5203 - New Testament Introduction: Background & Theology

3 credits

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

3 credits

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

3 credits

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

3 credits

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 5553 - Biblical Hermeneutics

3 credits

Effectual study and articulation of the message the Bible is essential to the spiritual growth of Christian believers and to the mission of the Church. This course presents the values, strategies, and practices needed to interpret the diverse features of revelation represented in the Bible. Special attention is given to the development of an appropriate spiritual and intellectual framework for biblical interpretation including an introduction to the methods and tools essential to the responsible reading of Scripture.

BIBL 6413 - Deuteronomy

3 credits

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 6533 - Gospel of Mark

3 credits

This course offers an overview of the theology, historical context, and content of the Gospel of Mark. Utilizing the tools of biblical exegesis, each week will consider major topics in Markan studies, including Christology and discipleship, and specific texts within Mark as they relate to the Gospel's overall intention and purpose. Application to modern ministry contexts will be encouraged throughout.

BIBL 6843-6883 - Topics in Biblical Studies

3 credits

(Offered in various topics) These courses study books of the Bible and topics in the field, focusing on exegetical depth, theological breadth, and interpretive issues in order to equip students to communicate biblical truth in contemporary contexts. Sample course titles include: Proverbs, Romans, and Revelation.

BUSM 5001 - Introduction to Finance and Accounting

1 credits

This course introduces students without undergraduate coursework in finance and accounting to basic principles, including income statements, balance sheets, cash flow, ratio analysis, the time value of money and how risk affects capital budgeting. (Grade Pass/No Credit)

BUSM 5073 - Management Communications

3 credits

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 5083 - Information Technology Project Management

3 credits

This course provides an overview of the critical processes, tools and techniques, and skills required to manage information technology (IT) projects. IT project management requires an in-depth understanding of predictive, adaptive, and hybrid frameworks and the ability to determine the optimal project execution approach to achieve value. Emphasis is placed on the development of a needs assessment complete with a business case and product roadmap to create a project charter. Stakeholder management and engagement is explored, and elicitation and analysis models used extensively by IT project managers to define requirements are shared.

BUSM 5153 - Negotiations

3 credits

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

3 credits

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 Institutes Risk Management Professional Certification.

BUSM 5213 - Leadership Challenges

3 credits

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. See Tuition and Fees for required fee amount.

BUSM 5283 - Business Data Analytics

3 credits

This course is a study of the emerging role of business analytics in organizations and how to apply basic business analytics tools. Key data science concepts, methods, and processes are examined. A central topic is big data analytics, which drives better and faster decision-making, predicting of future outcomes, and enhanced business intelligence. Issues for developing, managing, and supporting data-driven decision-making in business are addressed. Emphasis is placed on applications, concepts and interpretations of results, rather than theory and calculations. A computer software package may be required for data analysis.

BUSM 5313 - Information Technology Management

3 credits

This course explores the evolution of information technology (IT) and how to generate value through the management of technology to achieve results. Emphasis is placed on how to manage the selection, distribution, and organization of all technology and related processes as a critical part of day-to-day business operations. Practices for aligning technology policy and corporate strategy to drive organizational efficiency and competitive advantage are studied. Case analysis and practical assignments are included to explore industry best practices and challenges in real-world application of IT strategic planning concepts.

BUSM 5413 - Organizational Management

3 credits

This course is a study of the four pillars of management – planning, organizing, leading, and controlling. Through the exploration of these concepts, knowledge is gained to effectively manage tangible and intangible resources. Additional topics of study include leadership, diversity management, effective groups and teams, communication, conflict management, and managing change. Course assignments are designed to equip students with in-depth knowledge and skills to be effective leaders and managers in an ever-evolving workplace.

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BUSM 5433 - Project Management

3 credits

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

3 credits

An analysis of corporate marketing concepts. Evaluation of effective pricing, product development, promotion, channel selection and consumer behavior evaluation are considered.

BUSM 5493 - Conflict Resolution

3 credits

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

3 credits

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

3 credits

This course is designed as an introduction to financial management, integrating both conceptual and mathematical information. The concepts of time value of money, valuation, risk, rates of return, cost of capital, capital budgeting, and portfolio analysis are covered. Students learn how capital markets function, about different types of securities and financing instruments that exist, and how to manage cash flow. Cases, comprehensive problems, and current events are analyzed and discussed throughout the course to provide students with hands on experience in the use and application of financial tools.

BUSM 5622 - Coaching Project Managers

2 credits

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

3 credits

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.

175

BUSM 5693 - Finance for Managers

3 credits

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 5773 - Faith, Ethics and Business

3 credits

An exploration of the relationship between the Christian faith and ethics in business practices, along with the moral and spiritual development of businesspersons. Major topics include the relationship of faith and theology to finance and accounting, marketing, economics, business technology, legal and ethical issues, and leadership and management.

BUSM 5793 - Change Management

3 credits

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

3 credits

Discussion and analysis of international business operations from a management framework, including the role of multinational corporations.

BUSM 6143 - International Economic Topics

3 credits

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

3 credits

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 apply consulting fundamentals to a real consulting project and work as a team to deliver viable solutions to foster and manage organizational change.

BUSM 6243 - Business Innovation and Research

3 credits

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

BUSM 6253 - Intermediate Accounting for Managers

3 credits

Study and application of intermediate accounting concepts used by management for planning and controlling organizational activities.

BUSM 6373 - Strategy for Social Impact Organizations

3 credits

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 6393 - Artificial Intelligence for Business

3 credits

This course is a study of the basic ideas, challenges, techniques, and problems in artificial intelligence (AI). A graduate-level introduction to AI with a primary focus on understanding concepts and terms like machine learning, deep learning, and neural networks is provided. Emphasis is given to gaining a comprehensive perspective on how AI is being applied in practice. Various types of AI technologies will be studied, and awareness will be increased on how leaders and managers can leverage AI in business. Concerns and issues surrounding AI such as ethics and bias will be explored.

BUSM 6423 - Management of Non-Profits

3 credits

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 organizations mission.

BUSM 6463 - Operations Management

3 credits

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 6473 - Applied Economics for Managers

3 credits

Applies principles of economics to business decision-making. Topics include marginal analysis decision-making, optimization and value maximization, price theory and effective pricing analysis, applying economic principles to solve asymmetric information issues, revenue and cost solutions, and game theory.

BUSM 6513 - Legal and Ethical Responsibility

3 credits

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 6633 - Information Security and Risk Management

3 credits

This course is designed to teach the fundamentals of managing information security systems. Emphasis is placed on the evaluation of techniques and strategies for maintaining secure information practices, employee roles and responsibilities, and common threats. The need for management controls, policies and procedures, and risk analysis are presented as essential components of an organization's integrated risk management efforts. Information security is explored from a managerial perspective with regards to design, implementation, maintenance, and disaster recovery.

177

BUSM 6753 - Corporate Strategy

3 credits

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

3 credits

Primary or secondary research based upon a topic or area of interest related to students workplace or career. (Grade Pass/No Credit)

BUSM 6951 - Internship

1 credits

An internship is an opportunity for graduate students to apply theoretical principles to practice in a functioning organizational setting.

BUSM 6952 - Internship

2 credits

An internship is an opportunity for graduate students to apply theoretical principles to practice in a functioning organizational setting.

BUSM 6953 - Internship

3 credits

An internship is an opportunity for graduate students to apply theoretical principles to practice in a functioning organizational setting.

BUSM 6960 - Internship

3 credits

An internship is an opportunity for graduate students to apply theoretical principles to practice in a functioning organizational setting.

BUSM 6961 - Internship

1 credits

An internship is an opportunity for graduate students to apply theoretical principles to practice in a functioning organizational setting.

BUSM 6962 - Internship

2 credits

An internship is an opportunity for graduate students to apply theoretical principles to practice in a functioning organizational setting.

BUSM 6963 - Internship

3 credits

An internship is an opportunity for graduate students to apply theoretical principles to practice in a functioning organizational setting.

BUSM 6993 - Capstone: Technology and Innovation

3 credits

This course emphasizes the critical role of technology and innovation. Students explore approaches to innovation in the technology industry, analyze innovation trends from a strategic perspective, and research best practices for driving and managing innovation in information technology (IT). Using this knowledge, students will complete a capstone project with an organization that needs innovative IT solutions to improve organizational efficiency and effectiveness.

BUSM 7073 - Strategic Thinking and Planning

3 credits

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

3 credits

This course studies the financial aspects of managerial decisions, including developing budgets, financial structure, raising capital and financial stability.

BUSM 7223 - Data-Driven Decisions

3 credits

"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 7323 - Leadership and Crisis Management

3 credits

The purpose of this course is to understand how to identify and resolve crisis situations. Students will learn about agile leadership and how to lead under stress and pressure. Theories and practices of strategic and operational planning for crisis management will be examined. Emphasis will be placed on problem-solving, decision-making, and critical thinking when the stakes are high. Students will explore the need for creativity and innovation and the power of influence during significant organizational disruptions.

BUSM 7353 - Conflict Management

3 credits

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.

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BUSM 7523 - Managing Innovation

3 credits

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

3 credits

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

CHIS 5193 - History of Christianity

3 credits

A graduate-level survey of the history of the worldwide Christian Church from the first century through contemporary times. Attention will be given to structural and theological developments together with major figures and movements.

CHIS 5493 - History of Renewal Movements

3 credits

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 exchatological 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 soci-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.

CHIS 6163 - The Journey of The Early Church

3 credits

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.

CHIS 6423 - Historical Theology

3 credits

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.

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CHIS 7043 - Historical Models of Ministry Leadership

3 credits

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.

CMIN 5163 - Team Building and Managing Conflict

3 credits

This course will examine working with teams and successful ways to manage conflict within the workplace as a Christian leader. The student will understand the foundations for team leadership and how to discern components of real teams. The goals of the course will be to: To help the student appreciate and embrace the multiple applications of team leadership in various settings; to prevent burnout or ego problems; to understand different types of conflict, causes of conflict and skills to address conflict issues from a leadership perspective. (Same as PMIN 5163)

CMIN 5213 - Ethical and Legal Concerns in Ministry

3 credits

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 5253 - Christian Formation

3 credits

This course equips students to experience lifelong spiritual transformation through attention to classic spiritual disciplines and virtues as well as contributions from various streams of the Christian tradition. The goal of the course is that Christians from all walks of life will actively participate in their own formation, to the end of becoming exemplary disciples worth imitating.

CMIN 5363 - The Meaning of Christian Community

3 credits

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 5913 - Cultural Change Paradigm Travel Course

3 credits

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.

CMIN 6173 - Strategic Planning and Organizational Change

3 credits

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

3 credits

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 6343 - Multicultural Ministry

3 credits

This course focuses on ministry work in and amongst diverse communities in contemporary America. Specific attention will be given to issues of race, ethnicity, and gender, in addition to other historical and emerging cultural realities.

CMIN 6453 - The Spirituality of Christian Worship

3 credits

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.

COUN 5053 - Marriage and Couple Counseling

3 credits

In this course, students will gain an introduction to theories and models for counseling couples. Attention is given to specific issues that bring couples to counseling.

COUN 5153 - Research Methods and Program Evaluation

3 credits

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

3 credits

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.

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COUN 5303 - Group Counseling

3 credits

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. Prerequisite: Student must show APA writing proficiency before admission to any COUN 5000 level course by passing the CMHC APA assessment test or providing verification of successful completion of the APA online course Basics in APA Style.

COUN 5343 - Biological Bases of Behavior: Psychopharmacology

3 credits

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 - Theories and Systems of Counseling

3 credits

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

3 credits

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

3 credits

In this course, students will study multicultural counseling theories and differences in psychology and behavior in various cultures including the students culture. Attention is given to the counselors 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

3 credits

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

3 credits

In this course, students will examine California law and professional ethics, as well as professional ethical standards.

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COUN 5773 - Theology and Counseling

3 credits

This course presents a Christian theological perspective and encourages the student to think deeply about their own beliefs about the nature of humans in light of contemporary issues in the field of counseling.

COUN 5943 - Counseling Skills

3 credits

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

3 credits

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

3 credits

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 6103 - Child, Adolescent, and Family Counseling

3 credits

In this course students will gain an introduction to working with children, adolescents, and families from a systems perspective.

COUN 6363 - Career Counseling

3 credits

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

3 credits

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

3 credits

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

3 credits

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

3 credits

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 6943 - Internship I

3 credits

This course represents the first of two 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 6953 - Internship II

3 credits

This course represents the second of two 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 6961 - Internship Continuation

1 credits

Continuing enrollment in Internship past Internship II.

DRAM 5423 - Theatre Arts Methods

3 credits

EDMA 5003 - Culturally Responsive Teaching

3 credits

An introduction to the historical background and theory of inclusive education. Examines the nature of the multicultural social fabric and its effects upon education. Demographics related to our plural social system and the nature of bias upon equality of opportunity in educational systems is discussed. Issues impacting teacher expectations and achievement of students are considered.

EDMA 5013 - Instructional Design

3 credits

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 5023 - Classroom Management

3 credits

This course provides prospective teachers with a conceptual framework and a practical knowledge base for proactive and corrective management in the P-12 classroom. Topics include the critical role of leadership in the classroom, the power of teacher-student relationships, the strategic set-up of the classroom and its procedures, and disciplinary interventions.

Prerequisite: Admission to the professional sequence. Courses taken in sequence as required by the School of Education.

EDMA 5033 - Data-Driven Instruction

3 credits

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 5043 - Learning Psychology and Student Needs

3 credits

Develops an understanding of developmental learning theories with an emphasis on the holistic learner and application to classroom instruction. Examines characteristics of all learners in a classroom including English Language Learners, students on 504 or Individual Education Plans, gifted students, and students with social emotional or behavioral support needs. Students will have the opportunity to practice writing IEP goals, designing accommodations and modification for students in the general education classroom, develop strategies to work with paraeducators in the general education classroom and modify a lesson plan to meet the needs of all learners in the classroom with an awareness of anti-bias education.

EDMA 5073 - Community Engagement and Student Achievement

3 credits

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

3 credits

Basic action research theory with a culminating classroom-based project.

EDMA 5093 - Foundations of Learning

3 credits

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

3 credits

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.

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EDMA 5113 - Methods and Materials for English Language Learning

3 credits

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 5133 - Sports Law and Ethics

3 credits

This course reviews ethical practices and theories in sports programs (community, K-12, and Higher Education), as well as case law and review of Title IX requirements.

EDMA 5163 - Teaching English Language Learning Literacy

3 credits

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 5173 - Athletic Administration

3 credits

This course surrounds organizational theories relevant to sports leadership. Also discussed will be leadership styles, development, and theories as well as an introduction to legal issues, personnel management, and finances.

EDMA 5183 - Assessment in English Language Learning

3 credits

Construct and administer tests within ELL classes. Study and evaluate tools for assessing second language proficiency.

EDMA 5201 - Part-Time Student Teaching

1 credits

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. (Grade Pass/No Credit)

Prerequisite: Fingerprinting and FBI-Washington State Patrol criminal background checks; fee required.

Concurrent: Taken concurrently with EDMA 5411 & 5423 for secondary endorsements or EDMA 5342, 5352, & 5362 for the elementary education endorsement.

EDMA 5213 - Exceptionality and Reflective Assessment

3 credits

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

EDMA 5223 - Fundraising and Finance

3 credits

This course focuses on revenue generation in various types of athletic programs, budgeting, financial planning, and strategies for financing athletic programs and decision making in athletic programs.

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EDMA 5232 - Middle School Culture and Instruction

2 credits

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 5233 - Middle School Culture and Instruction

3 credits

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 5253 - Elementary Mathematics and Science Methods

3 credits

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.

Prerequisite: Prerequisite: EDMA 5013 Instructional Design. For online campus only.

Concurrent: Taken concurrently with EDMA 5202 Part-time Student Teaching.

EDMA 5272 - Elementary Classroom Management

2 credits

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. Courses taken in sequence as required by the School of Education. (Offered Spring semester only)

Prerequisite: Prerequisite: Admission to the professional sequence.

EDMA 5273 - Elementary Classroom Management

3 credits

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: Prerequisite: Admission to the professional sequence.

Concurrent: Courses taken in sequence as required by the School of Education.

EDMA 5282 - Secondary Classroom Management

2 credits

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. Courses taken in sequence as required by the School of Education. (Offered Spring semester only)

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Prerequisite: Prerequisite: Admission to the professional sequence.

EDMA 5283 - Secondary Classroom Management

3 credits

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: Prerequisite: Admission to the professional sequence.

Concurrent: Courses taken in sequence as required by the School of Education.

EDMA 5291 - Endorsement Field Experience

1 credits

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).

EDMA 5292 - Endorsement Field Experience

2 credits

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).

EDMA 5300 - Technology in Education Seminar

0 credits

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 candidates teaching methods courses and field work. (Grade Pass/No Credit)

EDMA 5313 - Elementary Literacy Methods

3 credits

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 5323 - Elementary Social Studies and Arts Methods

3 credits

Instructional methods and materials for teaching and assessing elementary social studies, movement and art.

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EDMA 5331 - Elementary Science Methods

1 credits

Explores elementary 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.

EDMA 5342 - Reading and Language Arts Methods

2 credits

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.

Prerequisite: EDMA 5013 Instructional Design.

Concurrent: Taken concurrently with EDMA 5202 Part-time Student Teaching.

EDMA 5352 - Elementary Mathematics Methods

2 credits

Explores elementary mathematics 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.

EDMA 5353 - Elementary Mathematics and Science Methods

3 credits

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.

Prerequisite: EDMA 5013 Instructional Design.

Concurrent: Taken concurrently with EDMA 5202 Part-time Student Teaching.

EDMA 5362 - Elementary Social Studies and Arts Methods

2 credits

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.

Prerequisite: EDMA 5013 Instructional Design.

Concurrent: Taken concurrently with EDMA 5202 Part-time Student Teaching.

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EDMA 5363 - Elementary Social Studies, Movement, and Arts Methods

3 credits

Presents methods for teaching the social sciences, movement, 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, Since Time Immemorial curriculum, sociology, economics, and geography. Focuses on lesson and unit planning, special needs, diversity, equity, and Common Core State Standards.

Prerequisite: Prerequisite: EDMA 5013 Instructional Design. For online campus only.

EDMA 5403 - Principles of Coaching

3 credits

This course moves beyond the basics of game-planning to discussion and analysis of the value of competition, winning and losing, working with assistant coaches, dealing with media, liability, injury etc.

EDMA 5411 - Secondary Literacy Across the Curriculum

1 credits

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.

Prerequisite: EDMA 5013 Instructional Design.

Concurrent: Taken concurrently with EDMA 5202 Part-time Student Teaching and EDMA 5423 Secondary Subject Area Methods.

EDMA 5413 - Secondary Literacy Across the Curriculum

3 credits

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.

EDMA 5421 - Safety and Legal Issues Seminar

1 credits

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

3 credits

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, MUSI 5423 Foundations of Teaching Music, 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.

Prerequisite: EDMA 5013 Instructional Design.

Concurrent: Taken concurrently with EDMA 5202 Part-time Student Teaching and EDMA 5413 General Secondary Methods.

EDMA 5453 - Assessment and Exceptionality

3 credits

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

EDMA 5473 - Student Care in Athletics

3 credits

This course discusses student-centered practices in coaching and creating training programs for athletes. It also deals with issues of diversity equity and inclusion in a team setting.

EDMA 5486 - Full-Time Student Teaching

6 credits

This course is a Monday-Friday (full-time) field experience lasting six weeks, during which the candidate must spend a minimum of three consecutive weeks as the lead teacher: he/she plans, teaches, and assesses the classroom curriculum; manages classroom routines; and interacts with parents, guardians, and educational colleagues. The course assesses the candidate's ability to implement what has been learned in the professional education sequence: a demonstration of subject knowledge, positive impact on student learning, and instructional skills. Candidates will complete & submit the Washington State Pedagogy Assessment (edTPA) as a part of the course. (Grade Pass/No Credit)

Prerequisite: At least a B- (2.75) in each methods course and EDMA 5202, Part-time Student Teaching.

Concurrent: Taken concurrently with EDMA 5561 Professional Seminar.

EDMA 5493 - Sports Psychology

3 credits

This course is focused on the psychological and sociological aspects of sport and athletic performance. Discussion will include motivation, competition, health & well-being, as well as team building and unity.

EDMA 5503 - Advanced Instructional Practice

3 credits

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

3 credits

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)

3 credits

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

1 credits

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.

Concurrent: 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 - Philosophy and Practice of Education

3 credits

Combining philosophical and historical analysis, this course engages in a chronological exploration of educational beliefs and their impact on the participants, structures, and aims of educational practices in Europe and the Americas.

EDMA 5623 - Harassment, Intimidation, Bullying (Hib) And Moral Education

3 credits

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.

193

EDMA 5660 - Candidate Pedagogy Portfolio (CPP) Seminar

0 credits

This course focuses on preparing candidates for the Candidate Pedagogy Portfolio (CPP), measuring pedagogic skill. Candidates will learn the basic structure of the assessment, including scoring rubrics, as well as become familiar with the electronic upload process.

(Grade: Pass/No Credit)

EDMA 5682 - Educational Research Methods: Data

2 credits

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

1 credits

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 5773 - Theology of Education

3 credits

This course presents a Christian theological perspective to the field of education, inviting students to consider their own beliefs in the context of current educational issues. (Offered Fall semester only.)

EDMA 5781 - Proteach Preparation Seminar

1 credits

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 5791 - Cultural Competency

1 credits

Investigation of principles of Cultural Quotient as a framework for understanding self and others in the context of the school partnership between students, families, and communities. Frameworks and ways of being that are conducive to building culturally relevant learning partnerships and leading from a culturally responsive perspective are emphasized.

EDMA 5813 - Collaboration, Coaching, And Professional Communication

3 credits

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

3 credits

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

3 credits

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 roles 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

3 credits

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

0 credits

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 5933 - Student Teaching III

3 credits

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.

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EDMA 5940 - Student Teaching IV

0 credits

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 5943 - Internship

3 credits

This course allows students a chance to apply learned knowledge and skill in an area of their specific focus. (Grade Pass/No Credit)

EDMA 5946 - M.Ed. Internship

6 credits

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. (Grade Pass/No Credit)

Prerequisite: entry in the M.Ed program.

EDMA 5953 - Student Teaching V

3 credits

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 5972 - Field Project

2 credits

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

3 credits

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 and Ethics

3 credits

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.

196

EDMA 6373 - Transforming School Culture

3 credits

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

3 credits

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

3 credits

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

3 credits

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 7123 - Higher Education Leadership and Administration

3 credits

This course focuses on the responsibilities and opportunities for leading in colleges and universities. The roles of board members, administrators, and faculty are examined, along with organizational models, specifically shared governance. Students will study organizational cultures within higher education and apply leadership models and theory to current critical issues in U.S. higher education.

197

EDMA 7143 - Higher Education History and Policy

3 credits

This course provides an overview of the historical development of higher education institutions and policy in the U.S. Students will examine the primary historical, contextual, and theoretical trends that influenced the current status of the field. The course will include analysis of contemporary policy issues impacting public and private higher education.

EDMA 7193 - Visionary Leadership For School Improvement

3 credits

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

3 credits

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 and Ethics

3 credits

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 7263 - Critical Issues in Higher Education

3 credits

This course will explore contemporary issues relevant to the higher education field and impacts on colleges and universities. Areas of focus include the formative influences that led to the expansion and diversification of US higher education, as well as current and emerging issues and trends related to the purposes, governance, funding, and delivery of postsecondary education.

EDMA 7373 - Transforming School Culture

3 credits

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

3 credits

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.

198

EDMA 7433 - Teacher Empowerment and Evaluation

3 credits

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 - Teaching, Learning, and Assessment in Higher Education

3 credits

This course explores the practice and literature of teaching and learning along with the role of assessment at the individual, course, program, and university levels. Emphasis will be placed on curriculum design, student learning and program outcomes, teaching methodologies, evaluation, assessment strategies, and reporting results.

EDMA 7463 - Resource Management For School Improvement

3 credits

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

3 credits

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 - Leading Change and Innovation in Higher Education

3 credits

This course addresses leadership, organizational development, and change theories and their relation to higher education environments. Students will evaluate organizational needs, identify challenges, and develop proposed solutions for current challenges experienced within the higher education environment. Additionally, students will explore the rapidly changing nature of higher education along with emerging innovative models and structures.

EDMA 7553 - Adult Learning Theory

3 credits

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.

199

EDMA 7893 - Program and Curricular Build

3 credits

This course allows students to develop a mock program from idea formation, foundational build, focal build out, delivery, assessment, and proforma budgeting. Students will demonstrate a culmination of previous course teaching and leadership focus courses.

EDUC 3901 - Content Assessment Seminar

1 credits

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.

ENGL 5423 - English/Language Arts Methods

3 credits

HIST 5423 - Secondary Social Studies Methods

3 credits

LANG 5423 - English As A Second Language Methods

3 credits

MATH 5423 - Secondary Mathematics Methods

3 credits

MUSI 5423 - Foundations of Teaching Music

3 credits

Addresses the selection of music and direction of choral instrumental music in the classroom and concert settings. Additionally, students are taught the Kodaly method of teaching rhythm syllables and movement, sight-singing, intonation, hand signals and solfeggio.

PEDU 5423 - Health and Fitness Methods

3 credits

Students select one methods course specific to subject area and certificate endorsement. 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.

SCIE 5423 - Secondary Science Methods & Lab Management

3 credits

SPED 5043 - Introduction to Special Education

3 credits

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.

200

SPED 5163 - Collaboration and IEP Teams

3 credits

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 - Teaching Students with Mild to Severe Disabilities

3 credits

This course provides methods for effective instruction to students with mild to moderate and severe disabilities.

SPED 5443 - Teaching Students with Autism Spectrum Disorder

3 credits

This course examines methods for effective instruction to students with Autism Spectrum Disorders.

SPED 5453 - Teaching Students with Behavioral Disabilities

3 credits

This course provides methods for effective instruction to students with behavioral disabilities.

SPED 5533 - Classroom Assessment

3 credits

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

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: Instructors permission.

GLST 5153 - Research for Social Change

3 credits

This course assumes that community development practitioners must first learn from and about context before imposing predetermined programs and processes. To that end, students learn practical inquiry skills grounded in principles of humility, curiosity, and respect for local wisdom and resources. The course focuses primarily on the design and implementation of multiple forms of qualitative or mixed method (qualitative and quantitative) studies. Students will create a proposal for their own future fieldwork and thesis research.

GLST 5253 - Advocacy and Policy for Development

3 credits

This course explores best practices in building relationships between community leaders and elected officials to achieve outcomes with maximum benefits and minimal unintended consequences in communities.

201

GLST 5313 - Community Development

3 credits

This course explores the broad practice of community development, the economic and political systems in which that development takes place, 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. The course also explores theological and philosophical underpinnings of social change, the practices of transformational leadership in contexts of development, and the value of collaborative, mutually-empowering approaches to working with individuals and communities.

GLST 5353 - Macroeconomics and Economic Development

3 credits

This course provides an overview of national economics and best practices in the economic development sector.

GLST 5401 - Communication and Storytelling

1 credits

This course explores best practices in storytelling, writing narratives, and using digital tools for ethical marketing and communication.

GLST 5503 - Culture, Community, and Place

3 credits

This course will consider issues of both local and global culture as they impact the contexts of relief, advocacy, and community development. Students will learn to respect and work with the diversity of cultures and worldviews in an increasingly globalized world that also values local contextualization.

GLST 5512 - Culture and Diversity

2 credits

This course will consider issues of both local and global culture as they impact the contexts of relief, advocacy, and community development. Students learn to respect and work with the diversity of cultures and world. This course will consider issues of culture and diversity as they impact contexts of community development, advocacy, and civics. Students will learn to respect and work with the diversity of cultures and worldviews in an increasingly globalized world-views in an increasingly globalized world.

GLST 5923 - Fieldwork

3 credits

In this course, students complete their individualized fieldwork requirements, engaging primarily in an online format with the cohort community from diverse sites around the world. This typically includes specialized research and service with one or more organizations germane to the student's interests. The goals of the course include preparation for the upcoming thesis, exploration of vocational possibilities, and formation of leadership skills relevant to development work.

GLST 5932 - Project Management for Development

2 credits

This course provides an introduction to the paradigm of Project Management, with a specific focus on the community development environment. Students learn by designing projects for actual organizations, and acquire skills for the initiation, planning, and presentation of project designs. In this course students earn a Certificate in Project Management for Development Professionals (PMD Pro).

GLST 5942 - Funding and Grant Writing

2 credits

This course equips students with strategies for sustainable resource development for nonprofits and social businesses. Students explore spiritual foundations and practical strategies for resource development, and apply their skills to the needs of actual organizations.

GLST 5952 - Monitoring and Evaluation

2 credits

Monitoring and Evaluation In this course, students acquire foundational concepts of outcomes-based monitoring and evaluation, and practice core skills to design and conduct program evaluations. This hands-on course challenges students to monitor and evaluate real programs in their local contexts, thus making them more impactful and efficient in achieving social transformation.

202

GLST 5963 - Integrative Project

3 credits

In this course students process lessons learned from the fieldwork research experience and draw conclusions from their field data as they create their integrative projects. The course includes self-directed literature research, as well as the holistic application and integration of ICD program content.

GLST 5973 - Thesis

3 credits

This course supports the student in completing their final project or thesis. It also provides opportunities for the comprehensive review of ICD principles and practices, and for the affirmation of individual vocational strengths and goals.

GLST 5980 - Thesis Presentation

0 credits

In this course, students present and defend their thesis work before an audience of peers, professors, and practitioners. (Grade Pass/No Credit)

GLST 5990 - Integrative Project Presentation

0 credits

In this course, students present and defend their integrative project work before an audience of peers, professors, and practitioners. (Grade Pass/No Credit)

GLST 6343 - Social Entrepreneurship and Design Thinking

3 credits

In this course students consider and engage in collaborative, innovative approaches to addressing social need. This course assumes that anyone interested in challenging the status quo practices of development must learn to think like an entrepreneur, and must learn to cultivate collaborative creativity in the communities where they work.

GLST 6383 - Peacemaking and Reconciliation

3 credits

This course assumes that peace-making is often a core aspect of community development, and will focus on strategies for bringing conflicting parties into agreement through nonviolent means. Students engage some of the underlying causes of hostility—such as racism, sexism, oppression, economic disparity, ethnic animosity, and ethnocentrism—and consider both faith-based and secular approaches to fostering individual healing, reconciliation, and social justice. Students are encouraged to explore their own personal, spiritual, and theological/philosophical foundations for service and social justice work.

GLST 6423 - Social and Environmental Justice in Development

3 credits

This course considers issues of justice between people, and between people and the rest of creation. Students explore the politics of transformation, and grapple with 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 environmental problems, some contemporary approaches to ecological challenges, and the ways in which environmental justice values must influence the practices of community development. These issues are positioned in the larger context of global systems—economic, cultural, and geopolitical—and students are challenged to examine the ethical and spiritual foundations of their own roles as responsible global citizens.

GLST 6572 - Children, Poverty, And Development

2 credits

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 6592 - Disaster Relief, Development, and Resilience

2 credits

This course provides the critical concepts, principles, and tools for holistic humanitarian assistance, and explores the relationship between disaster relief and long-term community development. Special attention is paid to capacity development, disaster risk reduction (including climate change adaptation), and resilience (including the role of religious faith as an element of psycho-social resilience). In this course students may choose to earn the Certificate in Humanitarian Action under the Professionals in Humanitarian Assistance and Protection (PHAP) Credentialing Program.

GLST 6893 - Ecological Leadership

3 credits

This is a capstone class that guides students to an understanding of their respective leadership strengths and tools. Students assess, and learn to articulate, their leadership skills and consider the role and impact of leadership frameworks in community work.

INTC 5133 - Fundamentals of Artificial Intelligence

3 credits

This foundational course offers a deep dive into the world of artificial intelligence, exploring its historical development, core technologies, and the various categories and types of AI that have emerged. Participants will learn about the process of building AI models, including data collection, processing, and model evaluation. The course also covers the wide range of applications of AI across different sectors, along with an introduction to the tools and platforms used in AI development.

INTC 5293 - Foundations of Machine Learning

3 credits

This course introduces the exciting and rapidly evolving fields of Machine Learning and Deep Learning to a non-technical audience. Designed to demystify the jargon and complex concepts often associated with the foundational components of AI systems, the course offers a clear, accessible overview of how ML and DL work, their applications, and the transformative potential they hold across various sectors. This course aims to make the concepts of machine learning and deep learning accessible to everyone, encouraging a broad audience to understand and appreciate the potential of these technologies in transforming the world around us.

INTC 5333 - Categories and Applications of AI Models

3 credits

This course provides an in-depth exploration of the diverse spectrum of artificial intelligence models, from foundation models to large-language models to diffusion models and beyond. The course will offer participants insights into how these models can solve complex problems, enhance decision-making, and drive innovation across various sectors. equipping participants with the knowledge to understand, critique, and envision the application of AI models in real-world scenarios.

INTC 5403 - Ethical Implications in AI

3 credits

This course invites students to explore the ethical implications of artificial intelligence (AI) through the lens of a Christian worldview. As AI technologies increasingly influence every aspect of society, understanding their ethical dimensions from a faith-based perspective becomes crucial. This course blends theological inquiry, ethical theory, and technology studies to examine how AI impacts individuals, communities, and the broader creation. This course aims to equip students with the tools to critically assess AI technologies, advocate for ethical AI use, and contribute to a future where technology aligns with Christian ethical principles.

INTC 6033 - Researching AI Strategies: Navigating the Future of Work

3 credits

This course investigates the transformative impact of Artificial Intelligence (AI) in management and work practices. Designed for non-technical professionals, "Researching AI" focuses on the exploration of AI technologies, researching ways to enhance strategic decision-making and operational efficiency across various business scenarios. Through case studies, discussions, and project-based learning, participants will investigate how AI can streamline processes, foster innovation, and improve customer experiences, while also considering the ethical implications of AI deployment. The curriculum adopts a research-based approach, exploring methods to design and implement AI initiatives that align with organizational goals, navigate challenges to adoption, and foster an AI-ready culture.

INTC 6253 - Network and Infrastructure Management

3 credits

A study of managing robust hardware and software systems within the larger information technology (IT) infrastructure, including computers, servers, security platforms, routers, and more to enable an effective flow of business processes. This course covers the scaling and management of networks to support business operations and communications. Knowledge and hands-on skills are developed in designing, implementing, managing, and trouble-shooting a system's network infrastructure.

205

INTC 6323 - Database Administration and Management

3 credits

This course is a study of the fundamentals of managing and maintaining database management systems, techniques for the design of databases, and principles of database administration. Emphasis is given to the theory, application, and management of relational database technology. Database concepts, practices, and emerging trends are examined in-depth. Additional topics include relational data modeling, understanding entities and relationships, data queries, and using SQL to manage and retrieve data within an Oracle database management system.

INTC 6463 - Innovation and Entrepreneurship in the Age of AI

3 credits

This course is designed to explore the dynamic intersection of innovation, entrepreneurship, and artificial intelligence (AI). As we navigate the AI revolution, understanding how to leverage these technologies for new ventures and innovation within existing organizations is critical. The course will investigate insights into how AI can be a catalyst for creating groundbreaking products, services, and business models. This course invites students to step into the future of business, where AI is not just a tool but a foundational element of innovation and entrepreneurship.

INTC 6483 - AI for Social Good

3 credits

This course will explore how artificial intelligence can be leveraged to create positive social impact. This course takes a deep dive into how AI technologies can be harnessed to address critical global challenges, including poverty, healthcare, environmental sustainability, and education. It aims to inspire and equip students with the knowledge and tools to apply AI in ways that benefit society as a whole.

INTC 6523 - AI in Industry (Healthcare, Finance, Manufacturing)

3 credits

This course offers a comprehensive exploration into how artificial intelligence (AI) is revolutionizing key industries such as healthcare, finance and manufacturing. Designed for non-technical professionals, it aims to demystify AI technologies and showcase their transformative potential across these sectors. Students will gain insights into the practical applications of AI, understand the challenges and opportunities it presents, and learn about the future trends that will shape these industries.

INTC 6553 - AI in Art, Design and Entertainment

3 credits

This course uncovers how AI technologies are not just tools for efficiency but also instruments of creativity, opening new frontiers in visual arts, music, film, and digital design. Students will explore the role of AI in generating new forms of artistic expression, transforming creative processes, and reshaping the entertainment industry. From AI-created paintings to algorithm-driven music composition, and AI in filmmaking, this course illuminates the potential of AI as a collaborator in the creative process.

INTC 6933 - Applied AI Capstone

The MS/AAI program culminates in a capstone project, where students apply their knowledge and skills to tackle a real-world problem in their area of interest. This project can be conducted as an independent research study for academic publication, or in collaboration with industry partners, providing valuable experience and networking opportunities.

206

INCS 7163 - Current Issues in Missiology

3 credits

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.

LANG 5013 - Survey of Linguistics

3 credits

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

3 credits

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

3 credits

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

LANG 5233 - SLA Research Methods

3 credits

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

3 credits

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

3 credits

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

LANG 5443 - Syntax and Grammar Pedagogy

3 credits

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.

207

LANG 5603 - Assessment

3 credits

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

LANG 6263 - Language, Culture, And Power

3 credits

Examines critical connections between language and culture through the exploration of communities of practice, identity, heteroglossia, and power.

LANG 6413 - Hebrew I

3 credits

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

3 credits

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

3 credits

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

3 credits

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.

LANG 6943 - Internship

3 credits

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.

208

LANG 6963 - Research Thesis

3 credits

Develops a research article for publication based on international internship teaching and researching.

LANG 6973 - Research Thesis Continuation

3 credits

Continuation of research article for publication based on international internship teaching and researching.

LDRS 5173 - Leadership Theory

3 credits

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

3 credits

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

3 credits

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

3 credits

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

3 credits

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

3 credits

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.

209

LDRS 7053 - Advanced Leadership Theory

3 credits

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

3 credits

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

3 credits

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

3 credits

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

3 credits

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

3 credits

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

3 credits

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.

210

LDRS 7453 - Critical Inquiry

3 credits

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

3 credits

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

3 credits

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 - Ph.D. Dissertation Methodology

3 credits

This course connects the concepts of qualitative and quantitative research to the design of a research method. Students will explore their research method, research questions, and the tools they will use for data collection. The course will focus on the selection and design of research instruments and data coding, analysis, and interpretation. The deliverable for the course is a draft of dissertation chapter #3 on Methodology.

Prerequisite: LDRS 7473 Quantitative Research and Statistics.

LDRS 7583 - Advanced Qualitative Research Methods

3 credits

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.

211

LDRS 7773 - Faith, Ethics and Leadership

3 credits

LDRS 8021 - Dissertation Completion

1 credits

Continuing enrollment in the Dissertation phase of the program beyond LDRS 8963 Dissertation Writing. (Grade Pass/No Credit)

LDRS 8733 - Research and Teaching Assistantships

3 credits

This course provides students the opportunity to work as a teaching assistant and/or conduct research with an approved faculty member.

LDRS 8741 - Research Seminars

1 credits

This course provides the opportunity for conducting research with an approved faculty manner.

LDRS 8742 - Research Seminars

2 credits

This course provides the opportunity for conducting research with an approved faculty manner.

LDRS 8743 - Research Seminars

3 credits

This course provides the opportunity for conducting research with an approved faculty manner.

LDRS 8903 - Dissertation Literature Review

3 credits

This course introduces students to the analytical and organizational fundamentals of doctoral-level literature reviews. Based in part on each student's particular disciplinary focus, the course prepares and equips students to identify, summarize, and evaluate seminal works in their field, categorize them by results and/or methodologies, describe trends/gaps in the field-related literature, and organize their findings according to the needs of both audience and research question. The course culminates with the "Literature Review Paper," a draft of their dissertation chapter #2.

LDRS 8923 - Dissertation Proposal

3 credits

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

3 credits

Students will conduct dissertation research.

LDRS 8963 - Dissertation Writing

3 credits

Students will write the presentation of research findings.

NURS 5043 - Leadership: Introduction to Advanced Nursing Roles

3 credits

Introduces the diverse roles of the advanced nurse as a leader and member of interprofessional healthcare teams. Provides an overview of leadership concepts, theories, and processes in healthcare organizations. Utilizes self-reflection to select an advanced nursing role, population or community focus, and scholarly project direction.

NURS 5063 - Advanced Pathophysiology and Health Assessment

3 credits

Builds on concepts from nursing science and professional practice in a systematic approach to health assessment of clients across the lifespan with common pathophysiological conditions. Explores theoretical and clinical principles of common diseases and health disparities resulting from genetic, environmental, and stress related causes. Prepares advanced nurses to perform a systematic physical assessment considering a client's diverse needs. Analyzes health assessment methods to identify best practices for developing a population-focused approach to health promotion and disease prevention.

NURS 5083 - Advanced Pharmacology

3 credits

Builds on concepts from biological and nursing sciences to develop advanced knowledge and skills in the therapeutic use of pharmacologic agents, herbals, and supplements in common disorders across the lifespans. Utilizes a case-based approach to study major categories of pharmacologic agents. Integrates policy and research that impacts the use of pharmacologic agents across the lifespan.

NURS 5133 - Scholarly Project I

3 credits

Builds on the student's identified scholarly project design and personalized plan for master's level nursing education. Provides an overview of research designs, human subjects, and institutional review board policies and procedures.

NURS 5213 - Leadership: Ethical, Spiritual, and Cultural Considerations

3 credits

Analyzes ethical, spiritual, and cultural dimensions of health care leadership from historical, technological, theoretical, entrepreneurial, and nursing perspectives. Compares ethical, spiritual, and cultural values that impact health disparities, health care systems, and leadership styles. Establishes the groundwork for the development of creative designs and new patterns of leadership with diverse populations in a global community.

NURS 5223 - Leadership: Health Policy Development and Implementation

3 credits

Examines historical and contemporary methods of successful health care policy implementation. Explores current challenges of nursing leadership and management in health policy. Considers the parameters and constraints of current health care policies and focuses on nursing perspectives that advocate for improved health care outcomes.

213

NURS 5293 - Curriculum Design, Implementation, and Evaluation in Nursing

3 credits

Focuses on building the constructs and structure of a nursing curriculum that promotes situated learning for professional nursing practice. Covers educational philosophies and learning theories utilized in nursing education. Discusses nursing curriculum design based on content set by professional regulatory bodies and within the context of an organizational mission and philosophy of a parent institution. Examines program outcomes, cost feasibility, and curriculum evaluation methods in curricular design.

NURS 5333 - Scholarly Project II

3 credits

Continues the development of the student's identified scholarly project. Provides guidance on the application of ethical research.

NURS 5383 - Entrepreneurship: Nursing in Health Care Future

3 credits

Introduces processes of generating new ideas and ways to address challenges in healthcare through independent nursing practice as a business model. Provides a beginning infrastructure on which to build, test, and complete a new health care venture. Includes components of legal, regulatory, financial, and ethical considerations of entrepreneurship.

NURS 5403 - Healthcare Organizations and Outcomes

3 credits

Presents major types of healthcare organizations and their role in health care delivery. Explores current leadership and management challenges in the health care industry. Analyzes organizational behavior and interdisciplinary health care delivery from historical, cultural, ethical, technological, economical, theoretical, entrepreneurial, and nursing perspectives. Compares approaches to information sharing, resource allocation, collaboration, planning, and leadership.

NURS 5423 - Advanced Concentration: Integrating Specialty Focus in Field Work

3 credits

Expands on theories of nursing interventions to affect improvement of health care outcomes by actively engaging the learner with their selected focus population and systems. Allows for leadership, policy, and research activities in collaborative partnerships and interprofessional care teams during field work. Provides synthesis of learning and achievement of competent master's level nursing practice.

NURS 5913 - Scholarly Project Dissemination

3 credits

Provides a framework for a dissemination plan and formal defense for completed scholarly project. Offers opportunity for reflection on the impact of the program, curriculum, and scholarly project upon personal life-long learning goals.

NURS 5991 - Scholarly Project Continuation

1 credits

Continuing enrollment in Scholarly Project past NURS 5913 Scholarly Project. Special Fee involved. (Grade Pass/No Credit)

214

PCAR 6944 - Clinical Pastoral Education Internship I

4 credits

Course description pending

PCAR 6954 - Clinical Pastoral Education Internship II

4 credits

Course description pending

PCAR 6964 - Clinical Pastoral Education Internship III

4 credits

Course description pending

PCAR 6974 - Clinical Pastoral Education Internship IV

4 credits

Course description pending

PMIN 5083 - Critical Components of Growing Churches

3 credits

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.

PMIN 5113 - Creating Healthy Churches

3 credits

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.

PMIN 5133 - Leadership and Character Development

3 credits

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

3 credits

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.

PMIN 5163 - Team Building and Managing Conflict

3 credits

This course will examine working with teams and successful ways to manage conflict within the workplace as a Christian leader. The student will understand the foundations for team leadership and how to discern components of real teams. The goals of the course will be to: To help the student appreciate and embrace the multiple applications of team leadership in various settings; to prevent burnout or ego problems; to understand different types of conflict, causes of conflict and skills to address conflict issues from a leadership perspective. (Same as CMIN 5163)

PMIN 5233 - Creative Preaching

3 credits

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 5383 - Turnaround Churches

3 credits

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.

PMIN 5413 - Ministry Essentials

3 credits

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 ones spiritual, personal, and professional life as well as interfacing with those in ecclesiastical oversight roles.

PMIN 6193 - Pastoral Care and Human Development

3 credits

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

3 credits

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 6313 - Christ-Centered Preaching

3 credits

This graduate-level homiletics course focuses on essential aspects of expository preaching in light of the gospel. Particular attention is paid to the ways in which biblical preaching contributes to the redemptive aims of God.

PMIN 6323 - Biblical Preaching

3 credits

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 expository preaching and prepares students to effectively prepare and deliver sermons that communicate not just what God's Word says, but what God's Word means. A special emphasis will be placed on both preaching Christ from all of Scripture and creatively communicating God's Word in the 21st Century.

216

PMIN 6963 - Field Education

3 credits

A focused experience involving work within a ministry context, regular theological reflection with a Christian leader, skill development, and vocational discernment.

Prerequisite: 48 credits of credit towards completion of MDiv.

PMIN 7263 - Transforming Ministry Organizations

3 credits

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

3 credits

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

3 credits

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.

PAMA 5036 - Clinical Anatomy

6 credits

This course will use lectures and laboratory experiences to learn gross morphology of the human body including structural relationships, anatomical variations, and radiological correlations. The course will emphasize the application of this anatomical knowledge to clinical practice. Students will conduct a complete cadaver gross dissection to reveal the anatomical basis for performing clinical procedures, conduct a physical exam, and assess structures that may be injured or diseased based on a patient presentation. Students will also utilize virtual cadaver dissection to further support advanced learning of anatomical structures. Students are expected to become skilled at identification of anatomical structures and are also expected to become proficient at recognition of structural arrangements and structural relationships.

PAMA 5053 - Diagnostic Methods

3 credits

This course teaches PA students about fundamental laboratory studies and radiologic imaging utilized within medicine. The student will be exposed to topics such as common bloodwork tests (CBC, CMP), specific bloodwork tests relative to organ systems (labs related to infectious disease, cardiology, rheumatology, etc.), point-of-care testing, and radiologic examination of the patient including the basics of radiologic interpretation.

PAMA 5071 - Medical Terminology

1 credits

This course introduces the vocabulary, abbreviations, and symbols used in the language of medicine. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots. Upon completion, students should be able to pronounce, spell, and define accepted medical terms.

Prerequisite: Admission to the PA program

PAMA 5103 - PA Professional Practice I: History and Healthcare Delivery Systems

3 credits

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

Prerequisite: Admission to the PA Program.

PAMA 5112 - Faith Integration in Medicine

2 credits

This course provides education in spiritual and religious concepts that are applicable to the practice of medicine. The course will explore unique ways of integrating the PA student's faith into the care and treatment of diverse populations. Each student will build a foundational understanding of what it means to be a Christian medical provider and will explore biblical principles that will prepare the PA student to enter clinical practice.

PAMA 5155 - Medical Physiology

5 credits

This course will introduce the PA student to an expanded view of human physiology by building on basic undergraduate physiology. Students will attain a clear understanding of the physiologic principles that are responsible for normal function in different organs and organ systems.

Prerequisite: Admission to the PA program

PAMA 5193 - Evidence-Based Medicine & Research

3 credits

The PA student will be introduced to methods to search, interpret, and critically evaluate medical literature, including its application to individualized patient care. The use of common medical databases to assess medical literature of new medical findings required for the prevention and treatment of disease. The course will also present a review of statistics and its application to evidence-based theory as it pertains to epidemiology, public health, and the practice of clinical medicine including framing of research questions, sampling methods, interpretation of basic bio-statistical methods, and the limits of medical research.

PAMA 5203 - PA Professional Practice II: Ethics and Cultural Diversity

3 credits

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

Prerequisite: PA Professional Practice I

PAMA 5222 - Basic Pharmacology

2 credits

This course will introduce the PA student to general principles of pharmacodynamics, pharmacokinetics, toxicity, and therapeutics. Emphasis will be placed on the rational use of drugs in the care and treatment of pediatric, adult and geriatric patient populations in various clinical settings. The student will be introduced to the drug laws, drug resource information and prescription writing.

Prerequisite: Admission to the PA program

PAMA 5253 - Humanities, Ethics, Altruistic, Leadership (HEAL)

3 credits

This course reinforces the knowledge of important medical practitioner attributes including humanities, ethics, altruism, and leadership. Students will learn about the principles of the health care delivery team, medical ethics and law, cultural competency, diversity, spirituality, credentialing, licensing, certification, and preparing students to work collaboratively in interprofessional patient centered teams. Interprofessional patient centered team instruction will emphasize the importance of the team approach to patient centered care and provide opportunities to apply these principles in a scenario. This course provides additional instruction on the constantly changing health care system and the impact of racial, ethnic, and socioeconomic health disparities on health care delivery. Instruction related to medical care and diversity aims to prepare students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance, and health outcomes. This course also provides instruction and assessment in the development of clinical reasoning and problem-solving abilities and developing a differential diagnosis and patient management plan related to individualized patient care.

PAMA 5282 - Pharmacology and Pharmacotherapeutics II

2 credits

This course is the second in a series of three courses in pharmacology and therapeutic management of disease, emphasizing the PA's role in drug therapy. This course will include discussion of treatment guidelines, indications, contraindications, drug law, drug information resources and case studies. This course series is part of the core curricular concentration schedule that will follow the organ system planner.

Prerequisite: PAMA 5182 – Pharmacology and Pharmacotherapeutics I

PAMA 5312 - Clinical Reasoning I

2 credits

This course is the first in a series of three courses focusing on enhancing critical thinking, problem solving, and medical decision-making using case-based learning. Students are presented with progressively disclosed medical case information and must work through the process of acquiring and distinguishing pertinent medical information, synthesizing clinical information in a variety of contextually significant dynamic patient scenarios, and creating management plans. Students will build upon and integrate their knowledge of anatomy, physiology, pathophysiology, pharmacology/pharmacotherapeutics, and patient management of organ systems and topics covered throughout the didactic curriculum. The course will foster and develop collaborative learning, peer teaching, interpersonal communication, leadership skills, and high-level reasoning strategies. The course will follow the clinical medicine components and will include case studies in patients across the lifespan and acuity of care spectrum.

PAMA 5322 - Clinical Reasoning II

2 credits

This course is the second in a series of three courses focusing on enhancing critical thinking, problem solving, and medical decision-making using case-based learning. Students are presented with progressively disclosed medical case information and must work through the process of acquiring and distinguishing pertinent medical information, synthesizing clinical information in a variety of contextually significant dynamic patient scenarios, and creating management plans. Students will build upon and integrate their knowledge of anatomy, physiology, pathophysiology, pharmacology/pharmacotherapeutics, and patient management of organ systems and topics covered throughout the didactic curriculum. The course will foster and develop collaborative learning, peer teaching, interpersonal communication, leadership skills, and high-level reasoning strategies. The course will follow the clinical medicine components and will include case studies in patients across the lifespan and acuity of care spectrum.

PAMA 5332 - Clinical Reasoning III

2 credits

220

This course is the third in a series of three courses focusing on enhancing critical thinking, problem solving, and medical decision-making using case-based learning. Students are presented with progressively disclosed medical case information and must work through the process of acquiring and distinguishing pertinent medical information, synthesizing clinical information in a variety of contextually significant dynamic patient scenarios, and creating management plans. Students will build upon and integrate their knowledge of anatomy, physiology, pathophysiology, pharmacology/pharmacotherapeutics, and patient management of organ systems and topics covered throughout the didactic curriculum. The course will foster and develop collaborative learning, peer teaching, interpersonal communication, leadership skills, and high-level reasoning strategies. The course will follow the clinical medicine components and will include case studies in patients across the lifespan and acuity of care spectrum.

PAMA 5382 - Pharmacology and Pharmacotherapeutics III

2 credits

This course is the third and final in a series of three courses in pharmacology and therapeutic management of disease, emphasizing the PA's role in drug therapy. This course will include discussion of treatment guidelines, indications, contraindications, drug law, drug information resources and case studies. This course series is part of the core curricular concentration schedule that will follow the organ system planner.

Prerequisite: PAMA 5282 – Pharmacology and Pharmacotherapeutics II

PAMA 5413 - Patient Care Skills I

3 credits

This course is designed to introduce the fundamental patient assessment skills. Focus is on critical thinking, problem-solving, and medical decision-making, through patient interviewing, performance of organ-specific and comprehensive physical examination, case presentation, and an introduction to medical documentation. This course series is part of the core curricular concentration schedule that will follow the organ system planner.

Prerequisite: Admission to the PA program

PAMA 5423 - Patient Care Skills II

3 credits

This course is designed to enhance the fundamental patient assessment skills. Focus is on critical thinking, problem-solving, and medical decision-making, through patient interviewing, performance of organ-specific and comprehensive physical examination, case presentation, and an introduction to medical documentation. This course series is part of the core curricular concentration schedule that will follow the organ system planner.

Prerequisite: PAMA 5413 Patient Care Skills I

PAMA 5433 - Patient Care Skills III

3 credits

This course is designed to master the fundamental patient assessment skills. Focus is on critical thinking, problem-solving, and medical decision-making, through patient interviewing, performance of organ-specific and comprehensive physical examination, case presentation, and an introduction to medical documentation. This course series is part of the core curricular concentration schedule that will follow the organ system planner.

Prerequisite: PAMA 5423 Patient Care Skills II

PAMA 5443 - Patient Care Skills IV

3 credits

This course is designed to master the techniques and procedures commonly performed by practicing PAs in the various health care specialties. A classroom component will provide instruction on the rationale for the procedure and the science application. This course will conclude by having PA students practice and perform each procedure on low fidelity task trainers.

PAMA 5501 - Introduction to Clinical Practice

1 credits

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

PAMA 5515 - Clinical Practicum I

5 credits

Section A: Family Medicine SCPE is a five-week clinical practice experience providing an opportunity to enhance learning and gain supervised experience in the principles and practice of Family Medicine.

PAMA 5525 - Clinical Practicum II

5 credits

Section B: Emergency Medicine SCPE is a five-week clinical practice experience providing an opportunity to enhance learning and gain supervised experience in the principles and practice of Emergency Medicine.

PAMA 5535 - Clinical Practicum III

5 credits

Section C: Internal Medicine SCPE is a five-week clinical practice experience providing an opportunity to enhance learning and gain supervised experience in the principles and practice of Internal Medicine.

PAMA 5545 - Clinical Practicum IV

5 credits

Section D: Surgical SCPE is a five-week clinical practice experience providing an opportunity to enhance learning and gain supervised experience in the principles and practice of Surgery.

PAMA 5555 - Clinical Practicum V

5 credits

Section E: Pediatrics SCPE is a five-week clinical practice experience providing an opportunity to enhance learning and gain supervised experience in the principles and practice of Pediatrics.

PAMA 5565 - Clinical Practicum VI

5 credits

Section F: Women's Health SCPE is a five-week clinical practice experience providing an opportunity to enhance learning and gain supervised experience in the principles and practice of Women's Health.

PAMA 5575 - Clinical Practicum VII

5 credits

Section G: Behavioral Health SCPE is a five-week clinical practice experience providing an opportunity to enhance learning and gain supervised experience in the principles and practice of Behavioral Health.

PAMA 5585 - Clinical Practicum VIII

5 credits

Section H: Cross-Cultural Elective SCPE is a five-week clinical practice experience providing an opportunity to enhance learning and gain supervised experience in the principles and practice of Behavioral Health.

PAMA 5595 - Clinical Practicum IX

5 credits

Section I: Elective SCPE is a five-week clinical practice experience providing an opportunity to enhance learning and gain supervised experience working in an elective specialty.

PAMA 5619 - Clinical Medicine I

10 credits

This course is the first in a series of three courses focusing on various conditions and disease states commonly evaluated in the practice of medicine. The student will master the genetic and molecular mechanisms of health and disease, underlying pathophysiology, clinical presentation, evaluation, diagnosis, treatment, and management of common diseases of patients across the lifespan. This course series is part of the core curriculum that will follow the organ systems in a modular fashion.

Prerequisite: Admission to the PA program.

PAMA 5629 - Clinical Medicine II

10 credits

This course is the second in a series of three courses focusing on various conditions and disease states commonly evaluated in the practice of medicine. The student will master the genetic and molecular mechanisms of health and disease, underlying pathophysiology, clinical presentation, evaluation, diagnosis, treatment, and management of common diseases of patients across the lifespan. This course series is part of the core curriculum that will follow the organ systems in a modular fashion.

Prerequisite: Admission to the PA program

PAMA 5639 - Clinical Medicine III

10 credits

This course is the third in a series of three courses focusing on various conditions and disease states commonly evaluated in the practice of medicine. The student will master the genetic and molecular mechanisms of health and disease, underlying pathophysiology, clinical presentation, evaluation, diagnosis, treatment, and management of common diseases of patients across the lifespan. This course series is part of the core curriculum that will follow the organ systems in a modular fashion.

Prerequisite: Admission to the PA program

PAMA 5923 - Capstone: Summative Evaluation and Scholarly Project

3 credits

The PA student will complete their educational experience at Northwest University by demonstrating in a summative fashion their ability to address a patient complaint in an Observed Supervised Clinical Experience (OSCE) format, ability to perform at a satisfactory level on the PAEA summative exam over material presented during the tenure in the PA program. The PA student will also present the capstone research project in the form of a research paper and a formal presentation to the class of the research findings. The PA student may elect to submit the research project for publication at the recommendation of the assigned PA faculty member.]

PAMA 5182 - Pharmacology and Pharmacotherapeutics I

2 credits

This course is the first in a series of three courses in pharmacology and therapeutic management of disease, emphasizing the PA's role in drug therapy. This course will include discussion of treatment guidelines, indications, contraindications, drug law, drug information resources and case studies. This course series is part of the core curricular concentration schedule that will follow the organ system planner.

Prerequisite: PAMA 5222 Basic Pharmacology

PSAD 5203 - Public Safety Administration

3 credits

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

3 credits

Course Description Pending

PSAD 5533 - Human Resource Management for Public Safety Administrators

3 credits

Course Description Pending

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: Instructors permission.

PSYC 680X - Individualized Study

[Offered for variable credit] 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.

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: Instructors permission.

PSYC 5053 - Introduction to Research and Statistics

3 credits

Provides an introduction to research methodologies and issues of validity and reliability. Students will explore SPSS and will learn to manage and organize SPSS data, conduct descriptive and frequency statistics, test requisites assumptions for parametric statistics, and learn basic difference testing.

PSYC 5063 - Qualitative Methods and Analysis

3 credits

Reviews the theory and practice of qualitative inquiry. Course topics include an overview of various qualitative methodologies, coding and data analysis techniques, and authenticity.

PSYC 5083 - Quantitative Research Designs

3 credits

Reviews quantitative research methods commonly used in the social science field. Attention will be given to the process of designing and evaluating quantitative investigations and the issues of validity and reliability.

PSYC 5101 - Grant Writing

1 credits

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

1 credits

An advanced course in 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

2 credits

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

2 credits

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 5223 - Cognition and Motivation

3 credits

Examines the role of cognitive processes and motivational systems on human behavior.

PSYC 5252 - Communication and Counseling Skills Within Multicultural Contexts

2 credits

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

2 credits

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

2 credits

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 5373 - Analysis of Variance

3 credits

Provides training in the various ANOVA statistical procedures including its test assumptions and interpretations. Factorial ANOVA, ANCOVA, MANOVA, and MANCOVA are included.

PSYC 5393 - Regression and Correlation Analysis

3 credits

Provides training in conducting correlational and regression procedures in SPSS with an introduction to hierarchical linear modeling.

PSYC 5403 - Psychotherapeutic Systems

3 credits

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

3 credits

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

2 credits

This course examines the differences in psychology and human behavior among various cultures.

PSYC 5552 - Psychology Law and Ethics

2 credits

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

2 credits

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

3 credits

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 5773 - Theology of Psychology

3 credits

This course presents a Christian theological perspective and encourages the student to think deeply about their own beliefs about the nature of humans in light of contemporary issues in the field of psychology.

PSYC 5941 - Practicum I

1 credits

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

1 credits

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.

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PSYC 5961 - Practicum III

1 credits

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

2 credits

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

2 credits

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

2 credits

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

2 credits

This course is a study of the theory and application of art therapy.

PSYC 6212 - Theory of Health Promotion and Disease Prevention

2 credits

This class focuses on the effects of health promotion and disease prevention relating to various health issues around the world.

PSYC 6293 - Psychometrics

3 credits

Reviews principles of measurement and statistical procedures in test construction. Procedures for factor analysis, reliability analysis, and internal consistency evaluation in SPSS will be covered.

PSYC 6293 - Psychometrics

3 credits

Reviews principles of measurement and statistical procedures in test contraction. Procedures for factor analysis, reliability analysis, and internal consistence evaluation is SPSS will be covered.

PSYC 6312 - Introduction to Clinical Medicine

2 credits

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.

228

PSYC 6323 - Data Science I: Introduction and Statistical Programs

Provides an introduction the field of data science and to statistical programming languages, such as R or Python.

PSYC 6343 - Data Science II: Analytics

3 credits

Provides an overview of and practice with common analytic methods used in the data science field such as learning machines, artificial intelligence, deep learning, and neural networks.

PSYC 6352 - Biological Basis of Behavior II Psychopharmacology

2 credits

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

2 credits

This course provides an understanding of the various aspects of career counseling.

PSYC 6403 - Psychodiagnostics

3 credits

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

PSYC 6412 - Marriage and Couple Therapy

2 credits

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

2 credits

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

3 credits

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

2 credits

This course presents the chance to learn to make differential diagnoses using the current Diagnostic and Statistical Manual of Mental Disorders (DSM).

PSYC 6483 - Data Visualization & Report Writing

3 credits

Provides training in the dissemination of research results with specific attention on the visual presentation of data and report writing. Student will examine various graphs and figure options for displaying findings and will practice report writing.

PSYC 6493 - Evaluation Theory and Practice

3 credits

Examines evaluation theories and practices which underpin the program evaluation. Evaluation practices such as evaluability assessments, need assessments, and strategic planning are discussed.

PSYC 6513 - User Experience Research

3 credits

Examines the specific methods and analytic procedures common in user experience research. Attention is given to the role of research in the UX design process.

PSYC 6552 - Child and Adolescent Therapy

2 credits

In this course, students learn and apply the basic therapeutic treatments available for children and adolescents.

PSYC 6602 - Advanced Lifespan Development in Psychology

2 credits

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 6656 - Capstone Project

6 credits

Under the guidance of a faculty member, the student will construct and complete a scholarly research project. This may be a program evaluation, literature review, direct application, or other scholarly project demonstrating the student's learning throughout the program.

PSYC 6701 - Capstone: Integration of Psychology, Culture and Social Justice

1 credits

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

2 credits

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 6872 - Thesis Continuation

2 credits

Continuation of thesis project.

PSYC 6882 - Capstone Project Continuation

2 credits

Continuation of capstone project.

PSYC 6903 - Advanced Internship

3 credits

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.

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 6913 - Thesis I

3 credits

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.

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 6916 - Thesis I

6 credits

This course represents part one of a two part series in which the student, under the guidance and supervision of a faculty, will design and proposed a research project.

PSYC 6923 - Thesis II

3 credits

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.

This course is a continuation of Thesis I.

PSYC 6926 - Thesis I

6 credits

This course represents part one of a two part series in which the student, under the guidance and supervision of a faculty, will design and proposed a research project.

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PSYC 6933 - Thesis III

3 credits

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.

This course is a continuation of Thesis II.

PSYC 6943 - Internship I

3 credits

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.

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

3 credits

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.

This course is a continuation of Internship I.

PSYC 6956 - Thesis II

6 credits

This course represents part two of a two part series in which the student, under the guidance and supervision of a faculty, will implement and defend a research project.

PSYC 6963 - Internship III

3 credits

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.

This course is a continuation of Internship II.

PSYC 6982 - Capstone Project Continuation

2 credits

Continuation of capstone project.

PSYC 6992 - Thesis Continuation

2 credits

Continuation of thesis project.

PSYC 7003 - Theories of Personality

3 credits

This advanced course builds on the students 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.

Prerequisite: Student must show APA writing proficiency before admission to any PSYC 7000 level course by passing the APA assessment test or providing verification of successful completion of the APA online course Basics in APA Style.

PSYC 7043 - Interprofessional Practice and Consultation

3 credits

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.

Prerequisite: Student must show APA writing proficiency before admission to any PSYC 7000 level course by passing the APA assessment test or providing verification of successful completion of the APA online course Basics in APA Style.

PSYC 7173 - Testing and Measurement

3 credits

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

2 credits

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.

Prerequisite: Student must show APA writing proficiency before admission to any PSYC 7000 level course by passing the APA assessment test or providing verification of successful completion of the APA online course Basics in APA Style.

PSYC 7263 - Research Methods I: Statistics

3 credits

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.

Prerequisite: Student must show APA writing proficiency before admission to any PSYC 7000 level course by passing the APA assessment test or providing verification of successful completion of the APA online course Basics in APA Style.

PSYC 7273 - Research Methods II: Design and Ethics

3 credits

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.

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PSYC 7283 - Research Methods III: Techniques of Data Analysis

3 credits

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 students 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

2 credits

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

2 credits

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

3 credits

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.

Prerequisite: Student must show APA writing proficiency before admission to any PSYC 7000 level course by passing the APA assessment test or providing verification of successful completion of the APA online course Basics in APA Style.

PSYC 7362 - Counseling and Career Development

2 credits

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

3 credits

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

3 credits

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.

234

PSYC 7443 - Social Psychology and Behavior

3 credits

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.

Prerequisite: Student must show APA writing proficiency before admission to any PSYC 7000 level course by passing the APA assessment test or providing verification of successful completion of the APA online course Basics in APA Style.

PSYC 7453 - Psychopathology

3 credits

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.

Prerequisite: Student must show APA writing proficiency before admission to any PSYC 7000 level course by passing the APA assessment test or providing verification of successful completion of the APA online course Basics in APA Style.

PSYC 7502 - Cultural and Diversity Issues in Psychology

2 credits

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 students 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.

Prerequisite: Student must show APA writing proficiency before admission to any PSYC 7000 level course by passing the APA assessment test or providing verification of successful completion of the APA online course Basics in APA Style.

PSYC 7552 - Child and Adolescent Therapy

2 credits

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

3 credits

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.

Prerequisite: Student must show APA writing proficiency before admission to any PSYC 7000 level course by passing the APA assessment test or providing verification of successful completion of the APA online course Basics in APA Style.

235

PSYC 7613 - History and Systems of Psychology

3 credits

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.

Prerequisite: Student must show APA writing proficiency before admission to any PSYC 7000 level course by passing the APA assessment test or providing verification of successful completion of the APA online course Basics in APA Style.

PSYC 7662 - International Field Study

2 credits

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

2 credits

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 7773 - Theology of Psychology

3 credits

This course presents a Christian theological perspective and encourages the student to think deeply about their own beliefs about the nature of humans in light of contemporary issues in the field of psychology.

PSYC 7812 - Special Topic in Psychology

2 credits

This course will focus on important topics in the field of Psychology. While not exclusively, attention will be placed on professional specializations, new/unique trends in the field, and/or different treatment populations.

PSYC 7862 - Pre-Practicum I: Counseling Skills I

2 credits

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.

PSYC 7872 - Pre-Practicum II: Advanced Counseling Skills

2 credits

This course has two major objectives: 1) to help students prepare for practicum and 2) train them in Motivational Interviewing. In preparation for applying to practicums the following semester, students will learn Washington State and APA standards for practicum as well as prepare CBs for their applications. Students will get advanced training in MI, which involves a collaborative, goal-oriented style of communication with particular attention to the language of change. Students will learn how to strengthen client motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion. (Grade Pass/No Credit)

Prerequisite: Student must show APA writing proficiency before admission to any PSYC 7000 level course by passing the APA assessment test or providing verification of successful completion of the APA online course Basics in APA Style.

PSYC 7883 - Pre-Practicum III: Systems and Modalities Of Therapy

3 credits

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 IV: Advanced Psychopathology

2 credits

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 7912 - Doctoral Practicum I

2 credits

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. (Grade Pass/No Credit)

PSYC 7922 - Doctoral Practicum II

2 credits

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. (Grade Pass/No Credit)

PSYC 7932 - Doctoral Practicum III

2 credits

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. (Grade Pass/No Credit)

237

PSYC 7942 - Doctoral Advanced Practicum I

2 credits

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. (Grade Pass/No Credit)

PSYC 7952 - Doctoral Advanced Practicum II

2 credits

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. (Grade Pass/No Credit)

PSYC 7962 - Doctoral Advanced Practicum III

2 credits

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. (Grade Pass/No Credit)

PSYC 7990 - Qualifying Exam

0 credits

The Qualifying Exam is designed to assess a student's mastery of the professional and program competencies. (Grade Pass/No Credit)

PSYC 7991-6 - Doctoral Practicum Continuation

1-6 credits

[Offered for variable credit] Continuing enrollment in Doctoral Practicum past Doctoral Practicum III. (Special Fee involved) (Grade Pass/No Credit)

PSYC 8001-6 - Pre-Internship Continuation

1-6 credits

[Offered for variable credit] Continuing enrollment in Pre-Internship past Pre- Internship III. (Special Fee involved) (Grade Pass/No Credit)

PSYC 8011-6 - Internship Continuation

1-6 credits

[Offered for variable credit] Continuing enrollment in Internship past Internship III (Special Fee involved) (Grade Pass/No Credit)

PSYC 8021-6 - Doctoral Dissertation in Psychology Continuation

1-6 credits

[Offered for variable credit] 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

3 credits

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

3 credits

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

3 credits

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 8132 - Interventions and Practice II: Population-Based Approaches

2 credits

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

2 credits

Students study the etiology and implementation of outcome measures in psychotherapy and will analyze and discuss emerging treatment modalities.

PSYC 8192 - Interventions and Practice IV: Advanced Counseling Practice

2 credits

In this seminar course, students will learn and apply selected therapy and intervention models to counseling practice. Attention will be given to practical skill development needed for successful application of theory to practice, with special emphasis on training students to work with individuals from various cultural backgrounds.

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PSYC 8353 - Psychopharmacology

3 credits

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

2 credits

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

2 credits

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

3 credits

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

3 credits

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

3 credits

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 8891 - Dissertation Preparation

1 credits

Initial work toward selection of a dissertation research topic, such as a literature review, development of an annotated bibliography, and formulation of research objectives. (Graded Pass/No Credit)

PSYC 8902 - Dissertation I

2 credits

Selection of a desired topic related to the profession of psychology and use research methodologies to explore the issue, collect and analyze data, and disseminate results. (Grade Pass/No Credit)

PSYC 8912 - Doctoral Pre-Internship I

2 credits

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)

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PSYC 8922 - Doctoral Pre-Internship II

2 credits

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

2 credits

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 8942 - Dissertation II

2 credits

A continuation of PSYC 8902 - Dissertation I (Grade Pass/No Credit)

PSYC 8952 - Dissertation III

2 credits

A continuation of PSYC 8942 - Dissertation II (Grade Pass/No Credit)

PSYC 8962 - Dissertation IV

2 credits

A continuation of PSYC 8952 - Dissertation III (Grade Pass/No Credit)

PSYC 8972 - Doctoral Internship in Psychology I

2 credits

This is the first of three consecutive semesters of an internship experience in a professional psychology setting. (Grade Pass/No Credit)

PSYC 8982 - Doctoral Internship in Psychology II

2 credits

This is the second of three consecutive semesters of an internship experience in a professional psychology setting. (Grade Pass/No Credit)

PSYC 8992 - Doctoral Internship in Psychology III

2 credits

This is the third of three consecutive semesters of an internship experience in a professional psychology setting. (Grade Pass/No Credit)

THEO 5163 - Discipleship in the New Testament

3 credits

One of the distinctive features of Jesus' ministry is that he called others to follow him. This calling includes learning the teaching of Jesus, but more importantly it means learning Jesus himself and following his example. This course will explore the context, character, and challenge of discipleship as these topics are introduced in the Gospel accounts, which present Jesus' instruction and example to his first followers, and then further developed in other writings of the New Testament. To place discipleship within a larger biblical framework, attention is also directed to the relevant antecedents of calling and prophetic vocation articulated in the Old Testament. (Same as BIBL 5163)

THEO 5173 - Fasting, Prayer, and Spiritual Warfare

3 credits

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.

THEO 5213 - Christian Theology: An Introduction

3 credits

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 5243 - Systematic Theology I: First and Last Things

3 credits

Grounded in the biblical witness, this course focuses on the doctrines of God, Creation, the Kingdom of God, and the eschatological hope.

THEO 5253 - Systematic Theology II: Life in Christ, Life in the Spirit

3 credits

Grounded in the biblical witness, this course focuses on the person and redemptive work of Christ, the person, witness and empowerment of the Spirit, and the identity and purposes of the Church.

THEO 5473 - Cultural Understanding and Theological Engagement

3 credits

[Meets the Core Curriculum Writing Practice Requirement] The purpose of this course is to assist the student to better understand the cultural environment in which they live and to learn beneficial tools of theological engagement to best communicate the life and truth of the Christian message. It has always been important for Christians to understand the intellectual and cultural environment in which they live in order to articulate the gospel message in faithful and creative ways. This is especially true in the post-Christian, increasingly secularized, Western societies of today. A proper approach to culture is necessary for transformation within the Church and vigorous witness to the world.

THEO 5533 - A Theology of Vocation

3 credits

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 - Historical Theology

3 credits

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. (Same as CHIS 6423)

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THEO 6990 - Thesis Continuation

0 credits

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

THEO 7563 - A Theology of Christian Organizations

3 credits

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.

Personnel

Administration

Joseph Castleberry (2007)

B.A., Evangel University 1983
M.Div., Princeton Theological Seminary (1988)
Ed.D. Teachers College, Columbia University (1999)

President

Sarah Drivdahl (2002)

B.A., Western Washington University, 1994
M.A., Kent State University, 1997
Ph.D., Kent State University, 2000

Provost

Rick Engstrom (2022)

B.A., Point Loma Nazarene University, 2005
M.A., Fuller Theological Seminary, 2010
Ed.D., Seattle University, 2020

Vice President, Student Development

Ryan Porter (2022)

B.A., Pomona College, 1999
M.B.A., University of North Carolina at Chapel Hill, 2005

Chief Financial Officer

Vickie Rekow (2020)

B.A., Northwest University, 1992

Vice President, Enrollment Services

Ben Sigman (2023)

B.A., University of Washington, 1988
M.Div., Fuller Theological Seminary, 1992
D.Min., Fuller Theological Seminary, 2004

Chief Advancement Officer

244

Administrative Directors & Coordinators

Academic Success and Advising, Director
Admissions, Director for Undergraduate Operations
Admissions, Senior Director
Admissions, Director for Online Admissions
Advancement, Executive Director
Alumni and Parent Relations, Director
Athletics, Director
Campus Facilities, Director
Career Development, Director
Center for English Language Education, Director
Center for Leadership Studies, Director
Center for Online and Extended Education (COEE), Director
College of Social & Behavioral Science, Student Services Director
Conference and Event Services, Director

Chrystal Helmcke
Heather Lewis
Jorine Johnson
Lise Mowery
Justin Kawabori
Development Office
Gary McIntosh
Brian Chance
Peter Carlson
Li Lowry
DeLonn and Valerie Rance
Jessica Herbison
Daniela Steinkamp
Conference and Event Services

Controller
 Development, Senior Director
 Housing Coordinator
 Human Resources, Director
 Information Technology, Director
 International Student Services, Director
 Library, Director
 Marketing, Director
 Multicultural Life, Director
 NU Foundation, Executive Director
 Office of the President
 Office of the Provost, Assistant Provost
 Registrar
 Safety / Security, Director
 Student Development, Vice President
 Student Financial Services, Vice President

Bernie Rundquist
 Mollie Bond
 Housing
 Amanda Bowman
 David Bazan
 Li Lowry
 Abigail Dour
 Steve Bostrom
 Director
 Justin Kawabori
 Office of the President
 Ben Thomas
 Sandy Hendrickson
 Roy Steigerwait
 Rick Engstrom
 Vickie Rekow

How to Contact

**Email
Contact:**

Personnel at Northwest can be contacted by email or phone, as listed in the Employee Directory [<https://eagle.northwestu.edu/directory/>]. The University Receptionist can provide general answers and directory assistance, and can be reached at 425.822.8266 or info@northwestu.edu. (*We cannot accept collect phone calls.*)

Northwest email addresses generally follow the convention of firstname.lastname@northwestu.edu (employees) or firstname.lastnameYY@northwestu.edu (students, including their 2-digit entrance year YY).

**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

Austin Alexander (2022)

Assistant Professor, Doctor of Physical Therapy Program
 B.S., University of Oklahoma, 2011
 D.P.T., Hardin-Simmons University, 2014

Erin-Joy Bjorge (2017)

Mark and Huldah Buntain School of Nursing, Dean
Associate Professor, Nursing
 B.S.N., Seattle Pacific University, 1987
 M.S.N., Seattle Pacific University, 1991
 D.N.P., American Sentinel University, 2018

Robert Campbell (2015)

College of Social and Behavioral Science, Dean
Associate Professor, Psychology
 B.A., Northwest University, 2010
 M.A., Northwest University, 2012
 PsyD Northwest University, 2015

Rowlanda Cawthon (2015)	<i>College of Professional Studies, Dean</i> <i>School of Business, School of Education, Center for Leadership Studies</i> <i>Associate Professor, Business</i> B.A., University of Puget Sound, 1999 M.A., Brandman University, 2006 Ed. D., Brandman University, 2014
Craig Chapman (2019)	<i>Center for Technology, Media and Design, Dean</i> <i>Assistant Professor, Computer Science</i> B.A., Occidental College, 1976
Heather Deibler (2023)	<i>School of Physician Assistant Medicine, Interim Dean</i> <i>Associate Professor, Physician Assistant Studies</i> B.A., Furman University, 1999 Pre-Med Studies, Furman University, 1999 M.S.P.A.S., Arcadia University, 2003
Samuel Gales (2021)	<i>Associate Professor, Psychology</i> B.S. Washington State University, 2012 M.A. Northwest University, 2016 PsyD Northwest University, 2018
Genee' Glascoe (2022)	<i>Assistant Professor, Psychology</i> B.S., University of Central Florida, 2012 M.A., University of Central Florida, 2015 Ph.D., University of South Carolina, 2023
Jenny Harris (2017, 2022)	<i>Associate Professor, Psychology</i> B.A., Eastern Washington University, 2006 Ph.D., Seattle Pacific University, 2012
Elizabeth Irwin (2021)	<i>Associate Professor, Clinical Psychology</i> B.A., Northwest University, 2001 M.A., Seattle Pacific University, 2003 Ph.D., Seattle Pacific University, 2007
Nikki Liu Johnson (2016)	<i>Associate Professor, Psychology</i> B.A., Azusa Pacific University, 2010 M.A., Azusa Pacific University, 2013 PsyD Azusa Pacific University, 2016
Rachel Kerrigan (2021)	<i>Associate Professor, Counseling</i> B.A., Western Washington University, 2000 M.A., Wheaton College, 2002 Ph.D. Regent University, 2022

Suzan Kobashigawa (1995)	<i>Professor, Education, TESOL</i> B.A., Northwest College, 1987 TESL Certificate, Seattle University, 1990 M.A., School for International Training, 1995 Ph.D., Indiana University of Pennsylvania, 2006
Kim Lampson (2010)	<i>Professor, Psychology</i> B.S., University of New Hampshire, 1974 M.E., University of Georgia, 1977 Ph.D., University of Washington, 1984
Thomas Longbottom (2024)	<i>Associate Professor, Doctor of Physical Therapy Program</i> DPT, University of Montana, 2011 MS, Texas Woman's University, 1992 BA, Baylor University, 1987
Esther McCartney (2021)	<i>Assistant Professor, Clinical Mental Health Counseling</i> B.S., North Greenville University, 2012 M.Ed., William and Mary, 2015 Ph.D., University of South Carolina, 2021
Matt Nelson (1997)	<i>Professor, Psychology</i> B.A., Vanguard University, 1982 M.A., Pepperdine University, 1985 Ph.D., University of Southern California, 1995
Todd Nelson (2014)	<i>Associate Professor, Management</i> B.A., Whitman College, 1984 J.D., University of Notre Dame, 1988 M.Div., Fuller Theological Seminary, 2013
William Oliverio (2020)	<i>Associate Professor, Theology</i> B.A., North Central University, 1999 M.A., Bethel Theological Seminary, 2003 Ph.D., Marquette University, 2009
Rachel Partsch (2021)	<i>Assistant Professor, Research Psychology</i> B.A., Northwest University, 2011 M.A., Northwest University, 2014 Ed.S., Regent University, 2018 Ph.D., Regent University, 2021
Tony Pizelo (2017)	<i>Professor, Business</i> B.A., Gonzaga University, 1990 M.A., Washington State University, 1993 Ph.D., Seattle Pacific University, (2019)
Alisha Plummer (2024)	<i>Associate Professor, Physician Assistant Studies</i> MS, Bethel University, 2015 BS, Charter Oak State College, 2010

DeLonn Rance (2022)	<i>Center for Leadership Studies, Co-Director/Associate Dean; Missionary in Residence</i>
	<i>Professor, Center for Leadership Studies</i>
	B.S., Bethany University of the Assemblies of God, 1982
	M.A., Assemblies of God Theological Seminary, 1983
	M.S., Vanguard University, 1993
Valerie Rance (2022)	Ph.D., Fuller Theological Seminary, 2004
	<i>Center for Leadership Studies, Co-Director/Associate Dean</i>
	<i>Associate Professor, Center for Leadership Studies</i>
	B.S., Bethany University of the Assemblies of God, 1980
	M.A., Assemblies of God Theological Seminary, 2008
Leanne Schamp (2020)	Ph.D., Assemblies of God Theological Seminary, 2017
	<i>Associate Professor, Counseling</i>
	B.A., California State University, 1978
	M.A. George Fox University, 2000
	Ph.D. Oregon State University, 2010
Cherri Seese (2016)	<i>Assistant Professor, Psychology</i>
	B.S., Florida State University, 1987
	M.S., Florida State University, 1991
	Ph.D. Florida State University, 1997
Eric Steinkamp (1998)	<i>Professor, Global Studies</i>
	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
Tania Tablinksy (2022)	<i>Assistant Professor, Doctor of Physical Therapy Program</i>
	B.S., Florida International University, 2003
	M.P.T., Nova Southeastern University, 2005
	D.P.T., Nova Southeastern University, 2010
Ben Thomas (2002)	<i>Associate Provost</i>
	B.A., Northwest University, 1999
	M.A., Fuller Theological Seminary, 2005
	M.B.A., Northwest University, 2007
	Ph.D., Azusa Pacific University, 2016
David Troupe (2022)	<i>Assistant Professor, Business</i>
	B.S., University of Washington, 1974
	M.Ed., Western Washington University, 1996
	Ph.D., Walden University, 2010
Clea Tucker (2023)	<i>Associate Professor, Doctor of Physical Therapy Program</i>
	B.A., University of Tampa, 1999
	B.S., University of Tampa, 1999
	D.P.T., Azusa Pacific University, 2010

Danielle Vitalo (2023)	<i>Assistant Professor and Principal Didactic Faculty, Physician Assistant Studies</i> B.S., Cornell University, 2012 M.S.P.A.S., Albany Medical College, 2017
Matthew Vraa (2021)	<i>School of Physical Therapy, Dean</i> <i>Professor, Doctor of Physical Therapy Program</i> B.A., Carroll University, 2001 M.P.T., Carroll University, 2002 M.B.A., Argosy University, 2009 Ph.D., Nova Southeastern University, 2018
Jack Wisemore (1994, 2001)	<i>Professor, Theology, Philosophy</i> B.A., University of Washington, 1987 M.Div., Mennonite Brethren Biblical Sem., 1991 Ph.D., University of St. Andrews, 2001
Joshua Ziefle (2011)	<i>College of Ministry, Dean</i> <i>Professor, History</i> 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.

Correspondence Register

Mail contact may be addressed to Northwest University
P.O. Box 579, Kirkland, WA 98083-0579
Telephone contact: 425.822.8266 Fax: 425.827.0148
Street address: 5520 - 108th Ave. NE -- Kirkland, WA 98033

Questions or matters of business should be directed to the following offices

Academic Information	<i>Provost</i>
Admissions Matters	<i>Enrollment Management</i>
Alumni Information	<i>University Advancement</i>
Deferred Payments	<i>Student Financial Services</i>
Employment	<i>Administrative Services</i>
Faculty, Curriculum, and Academic Policies	<i>Provost</i>
Financial Aid	<i>Student Financial Services</i>
Programs and degrees offered (including campus tours)	<i>Enrollment Management</i>
Prospective Student Information and Applications	<i>Enrollment Management</i>
Scholarships	<i>Student Financial Services</i>
Student Housing	
Non-commuting single students	<i>Campus Housing</i>
On-campus family students	<i>Campus Housing</i>
Off-campus family students	<i>Campus Housing</i>
Transfer of Credit	<i>Registrar</i>
Veterans Matters	<i>Veterans School Certifying Official</i>

Contact Information

Physical and Mailing Address:

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

Graduate General Admissions: gpse@northwestu.edu

Toll-free phone	877.453.5327
Toll-free fax	866.329.5327

Online Program Representative: online@northwestu.edu

Toll-free phone	888.690.2635
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Information Technology: help@northwestu.edu

Help Desk	425.889.5310
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Student Financial Services Office: studentfinancialservices@northwestu.edu

Senior Director of Student Financial Services	425.889.5297
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Registrar's Office: registrarsoffice@northwestu.edu

Registrar	425.889.5228
Veterans Matters	425.889.5263

Center for Leadership Studies: cfls@northwestu.edu

Program Director	425.889.6316
------------------	--------------

School of Business: mba@northwestu.edu

Graduate Enrollment Counselor	425.889.5213
Program Coordinator	425.889.5735

School of Education: coe@northwestu.edu

Graduate Enrollment Counselor	425.889.7794
Office Coordinator	425.889.5299

College of Ministry: comgrad@northwestu.edu

Graduate Enrollment Counselor	425.889.7795
Program Coordinator	425.889.5253

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

Coordinator of CMHC Programs	425.889.5328
Coordinator of PsyD Program	425.889.5320

Catalog Addendums

7/24/2024

International Students – A \$1,500 cancellation fee will be charged to international students who are admitted but, upon entering the U.S. or approval of change of status, reinstatement, immediately request to transfer to another institution (without attending any NU classes).

12/10/2024

International Students – A \$5,500 cancellation fee will be charged to international students who are admitted but, upon entering the U.S. or approval of change of status, immediately request to transfer to another institution (without attending any NU classes).

9/11/2024

Updated Personnel: Security/Safety, Director...Roy Steigerwait

Updated title/course description: COUN 5303 - Group Counseling

Center for Leadership Studies

Ph.D/Ed.D Graduation Requirement update:

- To walk in commencement, must have passed the dissertation defense with “Approved,” or “Approved with minor modifications” by March 31 of the commencement year.

9/18/2024 - Updated Tuition Rates

- MBA (*Online, per credit hour*).....\$836
- MSN (*Online, per credit hour*).....\$595
- MA-Community Economic Development (*Campus, per credit hour*).....\$738
- MA-Community Economic Development (*Online, per credit hour*).....\$738
- MA-International Community Development (*Campus, per credit hour*).....\$738
- MA-International Community Development (*Campus and Global Hybrid, per credit hour*)..\$738
- MS-Data Analysis and Research Psychology (*Online, per credit hour*).....\$598

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10/2/2024 - MS in Physician Studies, change of course sequence

10/2/2024 - MS in Information Technology Management, change of delivery modality from Hybrid to Hyflex.

12/13/2024 - Updated Special Fee

- THEO 6843 - Contemporary Pentecostal Studies.....\$150

11/7/2024 - Identify ACBSP accredited and non-accredited undergraduate programs

Catalog Home Page

Accreditation and Affiliations

The Master of Business Administration program at the School of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), located at 8101 College Blvd, Overland Park, KS 66213, with a contact number of 913-339-9356. ACBSP accredits business, accounting, and related programs at the associate, bachelor’s, master’s, and doctorate levels globally. In 2011, the Council for Higher Education Accreditation ([CHEA](#)) determined that ACBSP meets its standards and that its accreditation process aligns with the quality, improvement, and accountability expectations set by CHEA.

School of Business

Accreditation

The following graduate program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP):

- Master of Business Administration

As required by ACBSP, the Master of Science in Information Technology Management program will be considered for accreditation after the first cohort of students has successfully completed the program. The Doctor of Philosophy in

Organizational Leadership and the Doctor of Education programs with a business concentration are offered through the Center for Leadership Studies and do not have ACBSP accreditation.

Accreditation standards are based 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.