

2011·2012 Academic Catalog

thesattleschool.edu

The Seattle School
OF THEOLOGY & PSYCHOLOGY

TABLE OF CONTENTS

President’s Greeting4

Mission Statement.....5

Our Community and Facilities5

 History5

 Doctrinal Commitment5

 Teaching Position.....6

 Scripture Statement6

 Philosophy of Education7

 Curriculum Diversity7

 Inclusive Language Policy8

 Campus Facilities8

 Library Services8

 Statement of Student Rights and Responsibilities.....9

Admission Standards for 2011-12 Academic Year11

 Provisional or Probationary Admission11

 Admission Requirements for 2012-13 Academic Year11

 Admission Deadlines during the 2011-12 Academic Year13

 Admission Processing13

Admission Categories14

 Degree Status14

 Non-degree Status.....14

Records Maintenance.....15

 Family Education Rights and Privacy Act (FERPA)15

 Student Records15

Orientation and Academic Policies.....16

 Orientation16

 Registration16

 Academic Policies16

 Academic and Financial Appeal Process.....16

 Auditing17

 Changing Degree Programs or Adding a Second Degree.....17

 Course Attendance17

 Course Changes17

 Credit Hours and Course Load18

 Enrichment and Continuing Education18

 General Graduation Requirements19

 Grading19

 Grading for Practical Classes.....19

 Grading Scale for Courses Receiving Letter Grades.....20

 Grade Appeals20

 Incompletes20

Independent Study	21
Individualized Research	21
Internships	21
Leave of Absence, Withdrawal and Readmission	21
Repeated Courses	22
Satisfactory Academic Progress (SAP) Academic Policy	22
Statute of Limitations for Completion of Degree	23
Transfer Credit Requirements	24
Transferability of Credits	24
Student Financial Services	25
Financial Aid.....	25
Federal Direct Student Loan Program and Eligibility Requirements	25
Financial Aid Application Deadlines.....	26
Application Process	26
NASFAA Code of Conduct for Institutional Financial Aid Professionals.....	26
Financial Aid Eligibility and Student Budget	27
Payment Plans	27
Tuition & Fees for 2011-12	28
Tuition Refund Policy.....	29
Financial Appeals	29
Student Academic Progress (SAP) Financial Policy	29
Degree Programs	30
Master of Arts in Christian Studies	30
Master of Arts in Counseling Psychology	34
Master of Divinity	39
Course Descriptions.....	42
Division of Bible Textual Interpretation (BTI)	42
Division of Counseling Studies (CSL).....	45
Division of Domestic Violence Advocacy (DVA).....	50
Division of Relational Leadership Ministry Practice (RLM).....	51
Division of Spiritual Formation/Direction Studies (SFD).....	53
Division of Theology and Cultural Engagement (TCE)	55
Faculty	58
Core Faculty	58
Adjunct Faculty	60
Instructional Staff	61
Board of Trustees, Administrators and Staff	62
2011-2012 Academic Calendar.....	63

Catalog
Academic Year 2011-2012
Volume Eleven

The Seattle School of Theology & Psychology
2501 Elliott Avenue
Seattle, Washington 98121 USA
206.876.6100--888.977.2002
theseattlschool.edu

The Seattle School of Theology & Psychology is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes The Seattle School of Theology & Psychology to offer the following degree programs: Master of Arts in Christian Studies, Master of Arts in Counseling Psychology and Master of Divinity. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

The Seattle School of Theology & Psychology is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [PO Box 328, Forest, VA 24551; Telephone 434.525.9539; e-mail info@tracs.org] having been awarded Accredited Status as a Category III Institution in 2003 and reaffirmed on November 4, 2008 for a period of ten years. TRACS is a member accrediting agency of the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

The Seattle School of Theology & Psychology became an Associate Member of the Association of Theological Schools in 2006 and in February 2011 became a Candidate for Accredited Membership.

The Department of Education has certified that The Seattle School of Theology & Psychology is eligible for Title IV student financial aid assistance under the Higher Education Act of 1965, as amended (HEA).

The Seattle School of Theology & Psychology actively subscribes to a policy of equal education and employment opportunity for all people and does not discriminate on the basis of race, national origin, sex, age, marital status or disability. This policy is in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Students have specific rights that are guaranteed by the Family Educational Rights and Privacy Act of 1974. The graduate school has a policy prohibiting sexual harassment. Inquiries regarding compliance with federal, state and local laws or accreditation standards should be directed to the Office of Student Services and Alumni.

While every effort is made to ensure the accuracy of the information in this catalog, The Seattle School of Theology & Psychology (hereafter referred to as The Seattle School) has the right to make changes at any time without prior notice. The Registrar, in conjunction with other appropriate staff and faculty, is responsible for the annual updating and revision of the catalog. The Board of Directors has final authority for approval of the catalog and approves changes annually.

The catalog is for purposes of information and does not constitute the irrevocable terms of a contract between the graduate school and current or prospective students. There are established procedures for making changes and procedures that protect the graduate school's integrity and the individual student's interest and welfare. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage and can be accommodated within the span of years normally required for graduation. If a student drops out of The Seattle School or becomes inactive and later returns, he/she falls under the jurisdiction of the policies and procedures of the catalog in effect at the time of return.

It is the school's expectation that students will follow school policies and procedures as presented in the catalog and student handbook. The student assumes personal responsibility for fulfilling their course of study and completing the graduation requirements of The Seattle School. A student's ignorance of a policy, which appears in published student documents, particularly the catalog or student handbook, is not a valid reason for granting an exception to any policy. The catalog and student handbook are available to view or print from The Seattle School website, theseattleschool.edu.

PRESIDENT'S GREETING

I met her first in her writings. She was a young French woman whose competence for profound thought made her one of the most important voices of her time. I read her words, learned her story, and was moved by her ideas. The first essay of hers I ever read was an innocuous sounding document, "Reflecting Upon the Right Use of School Studies with a View to the Love of God" which haunted me with her ideas about learning. She said once, "The most crucial task of teaching is to teach what it is to know" I wrestled with those words. What does knowing have to do with the great needs of people or with culture? What does it matter if we know deeply? What happens if I learn what it is to know? Simone Weil lived in the middle part of the 20th century as a young woman who found that study, love, and God had something to do with each other. She wasn't persuaded that Christians seemed moved by that, but she was. She lived a deeply passionate life committed to the poor she hoped to help by her life. She had a hunger to know that moved her to act on behalf of those she saw in pain. Her life forces me to ask: What moves you to think deeply? What moves you to passionate solidarity for the world? What moves you toward God?"

At The Seattle School of Theology & Psychology we believe that knowing isn't something you only do in isolation or detachment or in a classroom. It is what you bring from your own story, your own journey, your own questions and convictions. It happens when text.soul.culture are engaged in a fabric of information, formation, and transformation. We aren't much interested in telling you what to think but we want to walk with you as you learn to think well, to think deeply, to think passionately, and compassionately. To connect knowing with living, praying with doing, learning with caring; all in the narrative of one's own story.

The Academic Catalog is a document of information, policies, and guidelines but it is something more...it is one of the ways we embody that which we teach. Welcome to the community of learning called The Seattle School of Theology & Psychology.

Grace and Peace,

Keith R. Anderson, D.Min
President

MISSION STATEMENT

The mission of The Seattle School is to train people to be competent in the study of text, soul, and culture in order to serve God and neighbor through transforming relationships.

The Seattle School prepares people, who in obedience to Christ serve in pastoral ministries, counseling, the arts, spiritual direction and other various professions. Graduates will be able to:

- demonstrate a growing ability to form and maintain maturing relationships with God and others
- articulate a responsible process for approaching and interpreting the biblical text
- exhibit self-awareness and an ability to care for others in a helping relationship
- express a passionate love for Christ's church and a sound understanding of the church's realities
- demonstrate competency in self-expression through writing, conversation and other means

OUR COMMUNITY AND FACILITIES

History

The Seattle School of Theology & Psychology was established in 1997 under the auspices of Western Seminary in Portland, Oregon. In 2000, a Board of Directors of The Seattle School of Theology & Psychology was established and independence from Western Seminary was granted. The Seattle School is nationally accredited with Transnational Association of Christian Colleges and Schools (TRACS) as approved by the Council for Higher Education Accreditation. The Seattle School has degree authorization by the State of Washington, and Title IV authorization by the Federal Department of Education for federal student financial assistance. In 2006 The Seattle School of Theology & Psychology became an Associate Member of the Association of Theological Schools (ATS) and in February 2011 became a Candidate for Accredited Membership.

The Seattle School offers three degree programs: Master of Arts in Christian Studies, Master of Arts in Counseling Psychology and Master of Divinity.

The Seattle School is an institution dedicated to maintaining consistent quality through experienced faculty, curriculum diversity, and development of spiritual and emotional life.

Doctrinal Commitment

The Seattle School is an evangelical and progressive institution. The faculty consciously submits to the authority of Scripture and the model of a hermeneutical framework that interprets the Bible in light of its grammatical, historical, literary, and theological contexts. Relational hermeneutics is a full-bodied, soul-engaged, heart-transforming encounter that involves the subjective worldview of the interpreter as much as the process of interpretation.

Teaching Position

We believe in one God,
the Father, the Almighty,
maker of heaven and earth,
of all that is, seen and unseen.
We believe in one Lord, Jesus Christ,
the only Son of God,
eternally begotten of the Father,
God from God, Light from Light,
true God from true God,
begotten, not made,
of one Being with the Father;
through him all things were made.
For us and for our salvation
he came down from heaven,
by the power of the Holy Spirit
he became incarnate from the Virgin Mary
and was made man.
For our sake he was crucified
under Pontius Pilate;
he suffered death and was buried.

On the third day he rose again
in accordance with the Scriptures;
he ascended into heaven
and is seated at the right hand of the Father.
He will come again in glory to judge
the living and the dead,
and his kingdom will have no end.
We believe in the Holy Spirit, the Lord,
the giver of life,
who proceeds from the Father and the Son,
With the Father and the Son
is worshiped and glorified,
He has spoken through the prophets.
We believe in one holy catholic
and apostolic Church.
We acknowledge one baptism
for the forgiveness of sins.
We look for the resurrection of the dead,
and the life of the world to come.
Amen.

Matthew 22:37-40

Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it; Love your neighbor as yourself. All the Law and the Prophets hang on these two commandments."

Scripture Statement

We confess that the scriptures, both Old and New Testaments, are the Word of God. We give thanks for them as a gift from God, inspired by the Holy Spirit, written down by God's servants. We receive them in the tradition of the Christian church as entirely true and the supreme authority in all matters of faith and conduct and as the authoritative guide to our identity and vocation, bringing us to the fullness of life in Jesus Christ.

Philosophy of Education

The mission of The Seattle School is to train people to be competent in the study of text, soul, and culture in order to serve God and neighbor through transforming relationships.

We strive to create a Christian educational community where students will think critically and creatively, engage authentically and relationally, and embody a synthesis of text, soul and culture that moves us outward into the larger community, the church, and the world. Through an integrated and intentional process of formation, students are invited to pursue life-long learning, personal and spiritual growth, and effective service that reflects the presence and action of Christ in the world.

Foundational to our worldview is the understanding that God the Creator and Revealer is the source of all knowledge and insight. Though Scripture, the natural world, human history and inter-personal relationships, we come to apprehend and practice truth. Growth in knowing God and others is possible because humans have been made in God's image, with the capacity to learn and love.

We believe that all truth is God's truth, whatever its source, though with the Church of all ages, we confess that the scriptures, both Old and New Testaments, are the written word of God. We give thanks for them as God's gift, inspired by the Holy Spirit, transmitted by God's servants. We receive them as entirely true and the supreme authority in all matters of faith and conduct and as the authoritative guide to our identity and vocation, bringing us to the fullness of life in the living Word Jesus Christ.

The Seattle School is an evangelical and progressive institution. We gladly submit to the authority of Scripture and a hermeneutical framework that interprets the Bible in light of its literary, historical, theological, and cultural contexts. We practice relational hermeneutics in a fully human, incarnational, soul-engaged, and heart-transforming encounter that involves the personal worldview of the interpreter as much as the critical process of textual interpretation.

Education at The Seattle School encourages the holistic development of students, with their unique abilities and giftedness, to love and serve God and others with all their heart, soul and mind. The Seattle School students should be able to demonstrate their commitment to Christ, to think theologically and relationally about contemporary issues, respond practically and effectively to their sense of God's calling, live lives of holy love, and become transforming influences for God's kingdom in their diverse cultural settings.

At The Seattle School, students are valued as learners who are integral to our educational and spiritual community. We recognize and celebrate the diversity of our students' lives: their different gifts, abilities, experiences, cultures, and ways of learning. The Seattle School faculty not only teach, but through their education, expertise, and life-experience, they also serve as mentors, encouragers, and colleagues in life-long learning.

Curriculum Diversity

The Seattle School has designed its curriculum for life-long learners. The Master of Divinity degree is a professional ministerial curriculum designed to prepare a student for Christian ministry. The Master of Arts in Christian Studies degree is a curriculum designed for students who wish to enhance their Christian faith. The Master of Arts in Counseling Psychology degree is a professional counseling curriculum designed to prepare a student for licensure or certification. Although the educational requirements of many states can be met through the M.A. in Counseling Psychology program, it is the responsibility of each student to determine her/his state's requirements and plan an educational experience to meet the requirements.

Inclusive Language Policy

The Seattle School, we value the diversity of our community, confessing that God loves everyone equally. Inclusive language is important because it represents this diversity accurately and it facilitates a culture where difference is respected and valued.

The Seattle School expects members of its community to use inclusive language and to avoid the use of discriminatory language. This includes avoiding demeaning terms or expressions reinforcing demeaning attitudes about persons or groups based on age, disability, ethnicity, gender, race, or national origin; and avoiding using masculine terms to refer to persons who might be either male or female. Faculty, staff and students should strive to use anecdotes or examples, and bibliographic references that are representative of the whole population.

All syllabi, papers, or other written communications are covered by the terms of this policy. In exceptional circumstances, for example, in artistic expression, certain terms and/or language may be acceptable if the overall context is deemed respectful. For most circumstances the current edition of the style guides (APA Publication Manual and the Chicago Manual of Style) offer assistance to apply these guidelines.

Campus Facilities

The facility provides a comfortable learning environment for all learning activities. The campus is conveniently located, easily accessible and is in close proximity to food services. The facility is well equipped, including a spacious library. All areas are wheelchair accessible.

Library Services

The Library serves a vital educational role at The Seattle School, offering resources for student and faculty research and supporting the curricular and administrative information needs of the school. The Library's collection includes more than 22,000 books and audiovisuals, with approximately 1,000 items added to the collection each year. Materials are organized according to the Library of Congress classification system and holdings are accessed through a web-based catalog on the library's website.

The Library subscribes to the premier online databases in the fields of psychology, religion, and general studies; including PsycINFO, ATLA, and Academic Search Premier. Subscriptions to full-text journal packages such as PsycARTICLES and ATLAS provide students with more than 8,500 titles in full text. In addition to the on-site collection and online resources, students can request materials from libraries across North America through interlibrary loan. Every attempt is made to obtain requested material, either by buying it for the library collection, or borrowing it from another library.

The library maintains a class Reserves collection, with at least one copy of every required book for the current term. Class Reserves are for in-library use or overnight check out only. In addition, most recommended materials listed on course syllabi will be available in the general collection of the library.

Computer workstations and other audiovisual equipment are available for student use. The computers have a number of current software programs for applications such as Bible research, Bible languages, word processing, presentation, and desktop publishing; including Microsoft Word, PowerPoint, and Excel; LOGOS Bible Software; and Hermeneutica's Bible Works. A wireless network, available throughout the building, allows students to use their own laptops and print to the networked printer.

Printing and photocopying charges are \$.08/page.

Library staff is available to provide instruction in the use of the library's resources, in informal encounters, scheduled appointments, and classroom visits. Remote access to most of the library's online resources is available for current students, faculty and staff.

Statement of Student Rights and Responsibilities

The Seattle School of Theology & Psychology seeks to be a community which follows God, in the way of Jesus Christ, by the power of the Holy Spirit. All students enrolled at The Seattle School of Theology & Psychology assume an obligation to conduct themselves at all times as responsible members of the campus community, to respect the personal and property rights of others, and to support the educational mission of The Seattle School of Theology & Psychology. The Seattle School of Theology & Psychology insists that its students demonstrate personal and professional integrity in addition to academic excellence.

The Seattle School of Theology & Psychology's administrators, faculty, and staff encourage student involvement in decision making. Student participation and input on institutional committees are valued and encouraged at The Seattle School of Theology & Psychology.

The Seattle School of Theology & Psychology Ethical Code of Conduct

When on campus or at The Seattle School sponsored functions, students are held accountable to exhibit behavior consistent with the ethical code of conduct. Students are expected to conduct themselves in an ethical, professional, and civil manner. Unprofessional behavior includes, but is not limited to, hostile or careless uses of profanity or obscenities, physical displays of anger or aggressiveness, threatening gestures or comments, violence or harassment, insubordination or persistent, disrespectful arguing, or any other illegal or unethical conduct. Unprofessional behavior may be cause for disciplinary action.

The Seattle School of Theology & Psychology is dedicated to the advancement of knowledge and learning, as well as to the development of responsible personal and social conduct. Each student, by registering, assumes the responsibility of becoming familiar with and abiding by, the general standards of conduct expected by The Seattle School of Theology & Psychology. By way of example, each student is expected to refrain from engaging in the following:

- Academic dishonesty of any kind with respect to examinations or coursework. This includes any form of cheating and plagiarism.
- Falsification or alteration of The Seattle School of Theology & Psychology documents, records, or identification cards.
- Forgery, issuing bad checks, or not meeting financial obligations to The Seattle School of Theology & Psychology.
- Theft or the deliberate damaging or misusing of property belonging to others or the property of The Seattle School of Theology & Psychology.
- The manufacture, possession, use, or distribution of any form of alcoholic beverages or illegal drugs while on The Seattle School of Theology & Psychology property.
- Possession, display, or use of any dangerous instrument, weapon, or explosives (certified law enforcement officers required by their employer to carry a firearm are excluded).
- Disrupting the study of others or of The Seattle School of Theology & Psychology activities, or interfering with the freedom of movement of any member or guest of The Seattle School of Theology & Psychology community.
- Deliberate interference with academic freedom, freedom of speech, or movement of any member or guest of The Seattle School of Theology & Psychology community.
- Participation in any activity that disrupts or interferes with the education of others or the orderly operation of The Seattle School of Theology & Psychology.
- Physical abuse, threatening acts, or harassment toward others.

Students found guilty of violating The Seattle School of Theology & Psychology's Ethical Code of Conduct are subject to sanctions up to and including dismissal from The Seattle School of Theology & Psychology.

Student Conduct Committee

Any student suspected of violating The Seattle School of Theology & Psychology Ethical Code of Conduct may be referred to the Student Conduct Committee (the Academic Policies Committee, the Dean of Students and Alumni, and a student representative) which is responsible for investigating the allegations. Students found guilty of violating The Seattle School of Theology & Psychology Ethical Code of Conduct by the SCC shall be subject to disciplinary action.

Student Concerns

The Seattle School of Theology & Psychology created this standard process for students to resolve concerns or grievances that develop as we live together at 2501 Elliott Avenue. Exceptions to the standard process are delineated below.

The standard process is as follows:

1. Should a concern arise, first approach the other(s) involved to try to resolve the situation privately in accordance with Matthew 18.
2. If no resolution is reached, discuss the situation with the Dean of Students and Alumni to develop a plan for resolving the problem. To file a formal complaint, the student must submit the complaint in writing to the Dean of Students and Alumni using the Student Incident Report. No adverse action will be taken against a student for filing an incident report.
3. If there is still no resolution, or if a formal complaint is filed, the problem will be heard by the Student Conduct Committee after the incident report has been filled with the Dean of Students and Alumni. The Dean of Students and Alumni will serve as the chair of the SCC. The committee shall not be composed of individuals directly involved in the alleged problem. The committee hearing the case will be responsible to make a decision toward final resolution. Immediately following the SCC hearing, the Dean of Students and Alumni will notify the student of the final resolution. If the Dean of Students and Alumni is directly involved in the alleged problem, the President shall appoint a temporary chair of the committee who shall deliver the final determination in writing to the student.

Note: Since the full hearing of a problem may involve sharing legally confidential information, parties are not at liberty to engage in full discussion until the student making the complaint signs an information release allowing for discussion of such matters before the committee.

Other informal avenues of resolution may be pursued. Generally, concerns which are community-wide may be addressed to the Quad/Student Leadership through its representatives. They will be able to direct the student's concern through the appropriate channels.

Concerns with a faculty member may be addressed to the Academic Dean, assuming the student is unable first to resolve the issue privately with the faculty member.

Concerns with a staff member may be addressed to the Director of Human Resources, assuming the student is unable first to resolve the issue privately with the staff person.

For any other matters that are not covered by this process, the Dean of Students and Alumni is available for consultation.

ADMISSION STANDARDS FOR 2011-12 ACADEMIC YEAR

The Admissions process at The Seattle School of Theology & Psychology is holistically designed to:

- Discern an applicant's personal, philosophical and vocational resonance with the mission of The Seattle School.
- Assess whether an applicant is relationally and academically positioned to succeed as a graduate student at The Seattle School.

Applicants must have earned a four-year baccalaureate degree or its full educational equivalent from a college or university accredited by a U.S. accreditation association holding membership in the Council for Higher Education Accreditation, in the Association of Universities and Colleges in Canada, or from an institution which maintains similar academic requirements and standards. THE SEATTLE SCHOOL does not require particular undergraduate degrees (i.e. Psychology, Christian Leadership, Biblical Studies) in order to be eligible for admission to our programs, or proof of vaccinations.

General admission recommendations include a cumulative grade point average of 3.0 (on a 4.0 scale). The Seattle School does not require specific prerequisite coursework for admission eligibility, but *recommends* that an applicant's undergraduate degree contain a minimum of 40 term hours of the liberal arts and sciences, within the following areas:

6 credits: English (Composition and Literature)

2 credits: Philosophy

8 credits: Psychology (Growth and Development, Abnormal Psychology, Theories of Personality)

4 credits: History (Western Civilization)

2 credits: Speech

4 credits: Natural Science

4 credits: Social Science

4 credits: Foreign Language

7 credits: Additional Liberal Arts and Sciences

Provisional or Probationary Admission

An applicant may be accepted on a provisional or probationary basis if her/his previous academic record indicates a weakness (i.e. GPA is below 3.0 requirement and/or test score falls under recommended range) but with promise of greater achievement. Applicants granted provisional or probationary acceptance will be admitted with an academic warning (please see the Satisfactory Academic Progress Policy in this catalog for more information about Academic Warning), which requires enrollment in one section of the Writing Workshop and a minimum of a 3.0 GPA after the completion of the first semester of study at The Seattle School.

Additionally, an applicant with a degree from a non-accredited institution may be granted provisional acceptance with full admission based on satisfactory work in residence. A copy of the institution's catalog, setting forth the program of instruction, faculty credentials, and learning resources shall be submitted at the time of the application. The applicant may also be asked to provide additional information to establish the equivalency of the degree from the non-accredited institution with a similar degree from an accredited institution. The applicant may be asked to provide additional information and additional course work may be required.

Admission Requirements for 2012-13 Academic Year

Degree Program Requirements

Admission evaluations are dependent upon reliable and valid application materials. Admissions materials required for application to degree programs include the following:

- Fall 2012 Application for Admission
- Résumé including vocation, field-related, volunteer and research experience.
- Two narrative essays demonstrating vocational calling, awareness of self and others and preparedness for graduate study.

- Two letters of recommendation (on forms provided by The Seattle School) regarding the applicant's academic, relational, spiritual, and emotional readiness for graduate level studies.
- An on-site group interview (see deadlines for scheduling information)
- Official undergraduate and graduate transcripts from all postsecondary schools, institutes, universities, and seminaries
- Official Miller Analogies Test OR Graduate Record Examination score
(*The test score requirement is waived if the applicant has previously completed graduate-level coursework*)
- Photograph
- \$50 application fee (nonrefundable)

International Student Requirements

Applicants from outside the United States (including anyone who is not a citizen or permanent resident of the United States) should apply at least six months prior to Fall 2012 enrollment. International student applicants must meet both the degree program admission requirements and those outlined below. International student applicants are also responsible for pursuing and securing the appropriate student visa status through the US government. International student applicants must submit the following admissions materials:

- A Fall 2012 Application for Admission (all degree program requirements must be met)
- Demonstration of English language proficiency
 - Submit official Test of English as a Foreign Language (TOEFL) test results or a test score for the International English Language Testing System (IELTS).
 - This requirement may be waived if the applicant received education in the United States or Canada, or in an English-speaking institution.
- Translated and evaluated transcripts from all secondary education institutions
- A completed *International Student Evidence of Financial Support* form and all required financial ability documents

Non-Matriculated Student Requirements

A student may apply for non-matriculated, or non-degree seeking status at The Seattle School. These students have the same rights and responsibilities as a degree-seeking student and can take up to 12 graduate hours either for credit or audit. They would have an official record and transcript of these courses and could possibly transfer them into a degree program at The Seattle School later on.

Admissions materials required for application as a non-matriculated student include the following:

- Non-Matriculated Student Application
- Undergraduate and graduate transcripts (Unofficial or photocopied transcripts are acceptable for non-matriculated application.)
- \$50 application fee (nonrefundable)

Enrichment Student Requirements

Those individuals interested in attending a course at The Seattle School, without receiving graduate credit, may apply for enrichment status. In this status, the student would be able to attend lectures but not complete any work or participate in the class in any other ways.

Admissions materials required for application as an enrichment student include the following:

- Enrichment Application - *This application form is only for students desiring content or enrichment only, not Graduate Credit. If you desire credit, you should complete the application for admission into a degree program.*

Please include full payment for enrichment tuition. Payment MUST BE received before the first class session or attendance will be denied.

Admission Deadlines during the 2011-12 Academic Year

All application materials and forms should be completed and returned to the Office of Admissions as early as possible. The application deadlines are listed below by date of *postmark*.

On site interviews are mandatory for all degree applicants except by appeal. If you have extenuating circumstances that may prevent you from attending one of the group interview events listed above, please notify the Office of Admissions. Applicants are encouraged, but not required, to attend the interview date associated with their application deadline. Registration for all interview dates is available online. Applications received after the final review date may be considered as space is available, and will be assessed a \$25 late fee.

Deadlines for Fall 2012 Admission

Priority Consideration Applications Due: October 14
Group Interview Date: November 4 (Experience Weekend)
Notification by December 1

First Round Applications Due: December 2
Group Interview Date: January 23
Notification by February 24

Second Round Applications Due: February 13
Group Interview Date: March 2 (Experience Weekend)
Notification by April 6

Final Round Applications Due: April 13
Group Interview Date: May 14
Notification by June 8

Admission Processing

Once The Seattle School has received the completed application materials and complete an interview, the Admissions Review Committee will review the application and notify the applicant over the phone and in writing regarding admission status. If more information is needed, the applicant will be contacted either by telephone or in writing. Applicants may contact the Office of Admissions to verify the arrival of documents, such as transcripts and recommendations.

In order to confirm their intention to enroll at The Seattle School of Theology & Psychology, applicants who have been notified of their admission are required to submit an advance tuition deposit of \$200 within 6 weeks to secure a position for Fall 2012-2013 enrollment. Admitted students may not register for classes until the deposit is received. The deposit will be credited to the student's account for the first term of enrollment, and is not refundable after August 1 of the enrollment year.

ADMISSION CATEGORIES

Degree Status

A student has degree status at The Seattle School after they have been admitted into one of The Seattle School programs.

Non-degree Status

A student has non-degree status if they choose to enroll and are accepted to study at The Seattle School without specifying a particular program. A student with non-degree status is not considered as admitted to any degree program and is subject to the usual academic deadlines and fees. They are expected to complete the same course work as students enrolled for a degree. In this admission category students are limited to a maximum of 12 hours of course work taken for credit. This restriction does not apply to students who take courses for audit.

Non-degree status students admitted on academic probation must successfully complete eight credit hours before applying for acceptance into a degree program.

A student with non-degree status is not eligible to receive Title IV student financial assistance. A student with non-degree status cannot register in practicum sections or internships and the Registrar reserves the right to restrict registration for non-degree status students in other courses.

Enrichment Status

A student has enrichment status after submitting an enrichment application and appropriate tuition payment. In this status, the student may attend lectures, but will not have their work graded. Please be aware that credit cannot be granted after the fact; your decision to receive or not receive credit is final for each course once the course has begun. Enrichments admittance covers one attendee only. Enrichment students do not have the privilege of inviting guests. Some courses are space-limited and/or experiential and are not available for enrichment enrollment. The Registrar reserves the right to limit enrichment enrollment in any course.

RECORDS MAINTENANCE

Family Education Rights and Privacy Act (FERPA)

The Seattle School complies with the Family Education Rights and Privacy Act (FERPA) of 1974 concerning privacy and disclosure of a student's permanent educational record. Under FERPA, students are protected against improper disclosure of their records. This federal law affords students certain rights with respect to their educational records as follows:

- To inspect and review the student's educational records within 45 days of the day the graduate school receives a request for access.
- To request the amendment of a student's educational records that the student believes are inaccurate or misleading.
- The right to a hearing if the request to correct an alleged inaccuracy is denied.
- The right to consent to certain disclosures of information. The Seattle School policy is to confirm only dates of attendance, areas of study, and degrees/certificates earned unless the student signs a release form authorizing disclosure of additional information.
- To file a complaint with the U.S. Department of Education concerning alleged failures by The Seattle School to comply with the requirements of FERPA.
- FERPA applies to students upon matriculation at The Seattle School; matriculation occurs on the first day of the first term that a student is enrolled for graduate credit classes.
- Students may request a hard-copy version of the FERPA statement from the Academics Office.

The Seattle School designates the following items as Directory Information: student name, spouse name, address(es), telephone number(s), email address, photograph, enrollment status, date of birth, graduate degree study (degree/certificate program), participation in officially recognized activities, dates of attendance, degrees and awards received, most recent and previous educational institution attended by the student. It is institutional practice to use only the following information for the Student Directory: student name, address, telephone, email address and picture.

Annual notice is provided to students regarding the personally identifiable information that the institution utilizes for the Student Directory. If a student wishes to prohibit this information from being disclosed in the Student Directory, a nondisclosure form must be submitted to the Academic Office within 14 days after the start of the term.

Students may withhold free disclosure of Directory Information (on all or none basis) to non-institutional persons or organizations. A student maintains the option to protect her/his privacy and not have such information as addresses and telephone numbers released. Forms requesting the withholding of this information are available in the Registrar's Office. Otherwise, the institution assumes the approval of disclosure of directory information. Students must complete the form by the end of the second week of their entering term if they do not want directory information to be included in the Student Directory. Aside from the specific deadline that relates to the Student Directory in the fall, requests for non-disclosure may be filed anytime, but cannot be effective until filed. Requests will be honored until revoked by the student.

Student Records

The records office retains a variety of records pertinent to the academic progress of students. These records are available to faculty and staff as authorized and who have legitimate educational interest in the student. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility and/or to conduct educational or institutional effectiveness research. This may include support staff positions, members of the Board of Trustees or a student serving on an official committee or assisting another school official in performing his or her professional responsibilities for The Seattle School. Education records are released to other individuals or agencies only with the student's written authorization.

The Seattle School students and alumni are entitled to receive transcripts of their completed course work. Upon receipt of a signed Transcript Request Form and receipt of the transcript request fee, the Registrar's Office will issue an official transcript to appropriate institutions or individuals. Transcripts will not be issued for students who have financial obligations and/or for those who have not completed their debt counseling obligation if they received federal

student loan assistance while at The Seattle School. Transcripts from other institutions submitted to The Seattle School for admission or transfer credit evaluation will not be photocopied or forwarded elsewhere.

ORIENTATION AND ACADEMIC POLICIES

Orientation

A student orientation program is presented to incoming students in order to provide them with the information necessary for a smooth transition into graduate school life.

Orientation at The Seattle School is both required and essential for incoming students. During these two days, students will take care of practical issues, such as getting student IDs and learning about transportation options. They will be oriented to what it means to be a student at The Seattle School, including Practicum Orientation and meeting Teaching Assistants. Spouses are welcomed and encouraged to attend the entirety of orientation. During orientation, incoming students meet with faculty, staff and fellow students in both formal and informal settings and additional opportunities for course registration and advising are provided. Additionally, workshops providing assistance to students in the areas of writing are offered in August and over the Fall Trimester. Because the orientation programs have proven to be of such value for students and spouses, the graduate school asks incoming students to view it as mandatory.

Registration

First year students are strongly encouraged to make advising appointments to meet with the Registrar during the registration period. Upper level students are advised to see either the Registrar or a faculty member in their specific program or concentration.

A student who has not met their financial obligations to The Seattle School for previous classes by the registration date for the following term will be unable to register for courses. They will be able to register for courses once their financial obligations are met. If outstanding financial obligations are not met by the third week of the subsequent term, the student will be assigned to an inactive status.

Courses with enrollments of less than six students during open registration may be cancelled and, if so, students will be informed. A student who needs a cancelled course for graduation may arrange for an Independent Study with assistance and approval from the Academic Dean and Registrar.

Academic Policies

Students are responsible for knowing and understanding academic policies and procedures of The Seattle School of Theology & Psychology. Not knowing these policies as presented in The Seattle School publications is not a valid reason for granting any exceptions to established policies.

Academic and Financial Appeal Process

The Seattle School desires to be responsive to the needs of the student in all areas of their life. The school has established policies and procedures in both academic and financial areas, as well as personal, moral, ethical, and spiritual development as indicated in this catalog. These policies and procedures are intended to cover most circumstances that arise, but it is recognized that there are situations that warrant special individual consideration.

A student who feels that their situation warrants an exception to academic or financial policies or regulations is encouraged to file a petition with the Academic or Financial Aid Offices, respectively. Academic and Financial Appeal Forms can be obtained from the Academic or Financial Aid Office or on-line.

An Academic Appeal Form is submitted to the Registrar. The Registrar may request more information either in person or in writing. The Registrar will then submit the appeal to the Academic Policies Committee with recommendations for action. It is the responsibility of this committee to consider the following student issues:

- request for an extension beyond dates established by institution
- reasons for dropped courses which resulted in automatic failure
- suspension as a result of disciplinary action

- financial appeals
- exemptions from other institution policies as noted in the catalog

The student has the right to appeal the decision of the Academic Policies Committee in writing to the Academic Dean. A letter of appeal must be submitted to the Academic Dean within 30 days of the decision of the Academic Policies Committee, failing which, no appeal shall be entertained by the Academic Dean. The Academic Dean will consider the information that has been provided by the Academic Policies Committee and by the student, and any other information that may be relevant to the case, in deciding whether to uphold the decision of the Academic Policies Committee, to impose a different penalty, or not to impose a penalty at all. Decisions of the Academic Dean are final.

Auditing

An active student with degree status may enroll in courses for audit. An audit student is considered a participant in the class and must meet normal attendance requirements to receive transcript notation. Completion of assignments or examinations is at the professor's discretion. An audited course does not contribute toward degree requirements and any student who wishes thereafter to receive degree credit for the class must repeat the course with all work graded contemporaneously. A student may not audit practicums or internships, and the Registrar reserves the right to restrict registration for audit in other courses.

Changing Degree Programs or Adding a Second Degree

A student may change from one Master's Degree program to another Master's Degree program or apply to a second Master's Degree by completing the Change/Adding of Degree Program Form and obtaining the written recommendation of the following:

- A faculty member specific to the student's desired program
- Registrar

The student must be in good academic standing in their current degree program(s) with a cumulative GPA of at least 2.7. No students will be allowed to change degree programs or add another degree program before they have successfully completed all core first year courses. These are:

- BTI 501 Hermeneutics
- CSL 517 Marriage & Family
- CSL 527 Faith, Hope & Love
- CSL 528 Interpersonal Foundations
- CSL 551 First Year Practicum Part I
- CSL 552 First Year Practicum Part II

When adding a second degree program, only half of the credits from the shorter degree (the one with less total credits required for graduation) may be used to fulfill credits for the second degree program, regardless of which program the student was originally enrolled in. In order to complete the M.Div and MACP degrees, the student would need 123 credits for graduation and 90 credits for the MACP plus the MACS degree. If you are interested in completing more than one degree program at The Seattle School, please see the academic office for the list of required classes and electives for combining degree programs.

Course Attendance

The attendance policy for each class will be included in each course syllabus, and students are expected to adhere to the attendance policy and participate in all classroom activities as directed by the instructor, including any mandatory reading groups. Instructors are allowed to include attendance policies in their grading rubric, which could include, but is not limited to, grade penalties for missing hours of class time or the awarding of participation points. This policy will hold for all classes, including intensive style formats or practical, pass/fail classes including practicum and case conference.

Course Changes

A course change (adding and/or dropping a course) by a student after the completion of the second week of the term is assessed a \$25 fee per change. Courses dropped after the second week of the term will receive a grade of withdrawal (W), and require a completed drop request form available in the Academics Office. Courses dropped after the sixth week will receive a grade of withdrawal while failing (WF), and require a completed drop request form available in the Academics Office. Specific change dates for each academic term are outlined in the academic calendar.

It is the student's responsibility to drop a class(es) before the end of the add/drop period. Students will be financially and academically responsible for all courses they are registered for on MyCampus.

Course change deadlines for intensive courses differ and are listed below. All intensive course drops require a completed drop request form available in the Academics Office.

Two Day Intensives

A student may drop the course before the course begins with no academic record. A course dropped during the first class session receives a withdrawal (W) grade. A course dropped after the end of the first class session receives a withdrawal failing grade (WF).

Three or more Day Intensives

A student may drop the course before the course begins with no academic record. A course dropped during the first or second class session receives a grade of W. A course dropped after the end of the second class session receives a grade of WF.

Credit Hours and Course Load

Each credit hour is equivalent to 15 hours of contact/class time. For classroom format instruction, courses generally meet for 50 minutes of instruction per trimester credit hour per week excluding breaks. In addition, it is expected that each credit hour contains a minimum of two hours of out of class work each week.

For the Fall and Spring trimesters, in order to be classified as full-time, the student must be enrolled in eight (8) trimester credits, not including audit. In order to be classified as half-time, the student must be enrolled in four (4) trimester credits, not including audit. For the Summer Trimester, in order to be classified as full-time, the student must be enrolled in six (6) trimester credits, not including audit. In order to be classified as half-time, the student must be enrolled in three (3) trimester credits, not including audit.

The following guidelines designate the amount of reading and assignments in courses:

One credit hour:

Writing: 10 pages written (can be multiple assignments)
Examination: May include a midterm (oral or written, integrative project or paper) and/or a final exam
Reading: 2 books of 250-350 pages each (or 1 text and 4 articles)

Two credit hours:

Writing: 15 pages written (can be multiple assignments)
Examination: May include a midterm (oral or written, integrative project or paper) and/or a final exam
Reading: 2-3 texts of 250-350 pages each (or 2 texts and 4 articles)

Three credit hours:

Writing: 20 pages written (can be multiple assignments)
Examination: May include a midterm (oral or written, integrative project or paper) and/or a final exam
Reading: 3-4 texts of 250-350 pages each (or 3 texts and 4 articles)

Enrichment and Continuing Education

Some credit courses and noncredit learning events (e.g. seminars, workshops, etc.) may be taken for personal enrichment apart from graduate credit. No academic record is kept for a student taking a course for enrichment. Currently enrolled, degree-seeking or non-degree seeking students are not eligible for enrichment courses. Some courses are space-limited and/or experiential, and are not available for enrichment enrollment. The Registrar reserves the right to limit enrichment enrollment in any course.

The Seattle School also offers a Continuing Education Units (CEU) program. A student requesting CEU units must request the units at least one week before the class starts by using the CEU Request Form and paying \$30 per seat hour they want to have reported. A letter is provided to the student upon completion of the course or learning event. The student is also responsible for any other associated course fees and/or tuition charges.

General Graduation Requirements

In order to graduate from The Seattle School, a student must:

- Complete the prescribed course of study within the time limitation and achieve a cumulative grade point average of 2.7.
- Remove any admission provisions.
- Be enrolled as a current student.
- Settle all financial obligations including payment of the graduation fee. A student who has not paid their account in full will not have access to any student services including transcript, diploma, or enrollment for a second degree.
- File the Intent to Graduate form with the Academic Office at least three months prior to their anticipated graduation date.
- Receive the recommendation of the faculty and approval by the Board of Trustees for graduation.
- MACP students must complete 40 hours of individual Psychotherapy as noted in the Psychotherapy Requirement section of this catalog.
- Please note that participating in the commencement ceremony does not constitute conferral of a degree. The Registrar will complete degree audits after each academic term for those students who have filed the Intent to Graduate form. Students who have met all of the graduation requirements will be awarded degree posted transcripts and an official diploma.

Completed degrees are recorded each term. All degrees are conferred on the last day of the trimester in which the student completes their degree requirements. A degree is granted when the Registrar confirms the completion of all academic requirements, and the student receives the recommendation of the faculty and approval by the Board of Trustees for graduation.

Grading

Student grades will be posted on MyCampus within one week of receipt of grades from faculty. Grades will not be released over the phone or e-mail.

Grading for Practical Classes

Practical Classes are defined as Practicum and Counseling Internship.

All Practical courses are assigned a grade of CR (credit given) or NC (no credit given). If a student receives a NC grade in First Year Practicum Part I OR II, MACP or M.Div Practicum II, or MACP or M.Div Practicum III they will need to repeat that practicum course until they receive credit, CR, to advance to the next practicum course.

First Year Practicum Part I & II and Second Year Practicum Part I & II are each one course that must be taken over two consecutive trimesters. At the conclusion of Part I, the Practicum Leader (First and Second Year) and Practicum Facilitator (First Year only), in conjunction with the Faculty Practicum Coordinator, will review the progress of all the practicum students. Students who are in good standing in the course will receive a grade of IP (in progress) on their fall transcripts and be allowed to maintain registration in First or Second Year Practicum Part II for spring trimester. Those students who are not in good standing will receive a grade of NC (no credit) and will be required to repeat Part I and Part II the following year. At the successful conclusion of both Part I and Part II, the student's IP grade from Part I will be changed to a CR (credit) and the student will also receive a CR grade for Part II and one term credit each for fall and spring trimesters will be awarded on the student's transcript.

Since First Year Practicum Part I & II and Second Year Practicum Part I & II are each two trimester courses and must be taken consecutively, if a student completes Part I with good standing in the course but is unable to finish Part II due to any reason, academic related or not, they will receive an NC (no credit) for both Part I and Part II and will be required to repeat both parts the following year.

It should be noted that even though registration and payment for Part I and Part II are done separately in order to accommodate financial aid and billing requirements, it is considered one course to be completed over two trimesters and so grading and credit assignment are handled accordingly.

Grading Scale for Courses Receiving Letter Grades

The Grade Scale for all course assignments receiving letter grades is as follows:

A - The grade A represents an unusually competent paper that clearly makes its argument, contains extraordinary style, cleverness of argumentation, and/or thoroughness of research.

B - The grade B represents a competent and thorough response to the assignment.

C - The grade C represents a paper that is less than competent by a clear failure to communicate or to support arguments.

The Grade Scale for all courses receiving letter grades is as follows:

A	97-100	4.0	Excellent – superior achievement of course objectives
A-	94-96	3.7	
B+	91-93	3.3	
B	88-90	3.0	Good – competent and commendable achievement of course objectives
B-	85-87	2.7	
C+	82-84	2.3	
C	79-81	2.0	Poor – less than competent achievement of course objectives
C-	76-78	1.7	
F	75 or below		Failing – unacceptable achievement of course objectives

This grading scale is posted in all course syllabi and is used in the submission of final grades for a course (reflected on a student's transcript). All courses, unless noted otherwise, are required to give letter grades.

Grade Appeals

Concerns regarding grades (including pass/fail courses) are to be resolved between the student, teaching assistant (if applicable) and faculty member. Students must contact the faculty member to dispute their grade within 4 weeks of grades being posted. If resolution is not obtained through conversation, a student has until the end of the term following the one in which the grade was received to complete a formal grade appeal. To appeal a course grade formally:

1. The student submits the complaint directly to the faculty member, in writing, within 6 weeks of receiving the grade.
2. The faculty member has 30 days to respond to the appeal.
3. If resolution is not achieved, the student may bring the concern to the Academic Dean by submitting an appeal in writing, through the Registrar's office.
4. The Academic Dean has 30 days to respond to the appeal. The decision of the Academic Dean is final.

Incompletes

Each course syllabus indicates all due dates for required course work. Due dates are final and changes are only at the discretion of the instructor. In the case of serious illness, family emergency or other extenuating circumstances, the instructor may grant an extension of any portion of but not more than six weeks from the end of the term to complete course assignments. Extension requests must be submitted to the instructor in writing.

A student who requests and is granted an Incomplete must have the instructor file an Incomplete Form to accompany the grade roster. The Incomplete form includes the grade the student will receive if the work is not completed. A student must complete the required work within the deadline assigned by the instructor. A temporary grade of I (incomplete) is entered in the student academic record until a final grade is determined. When the student completes the coursework and submits it to the instructor, the instructor completes a Grade Change Form indicating the new grade. The Academic Office processes the new grade and the student will be able to view the grade change via MyCampus.

Independent Study

The Academic Dean, in consultation with the proposed course instructor, may grant permission for a student to enroll in a regular course through independent study. Independent study should not be undertaken solely for personal convenience, but only because of extenuating conflicts that prevent the student from taking the course when it is normally offered. Requests for independent study must be submitted to the Academic Office no later than 30 days prior to the first day of the term the student is applying for. Requests submitted after this date will be considered for the subsequent academic term.

For a 1 credit course, the student completes the assignments as required in the syllabus plus an additional 1 credit of work. 1 credit of work is equivalent to a 10 page paper and the reading of 2 books totaling 500 pages. The student receives one credit.

For a 2 credit course, the student completes the assignments as required in the syllabus plus an additional 1 credit of work. 1 credit of work is equivalent to a 10 page paper and the reading of 2 books totaling 500 pages. The student receives 2 credits.

For a 3 credit course, the student completes the assignments as required in the syllabus plus an additional 1 credit of work. 1 credit of work is equivalent to a 10 page paper and the reading of 2 books totaling 500 pages. The student receives 3 credits.

Individualized Research

The Academic Dean, in consultation with a proposed course instructor, may approve an individualized course of research. This elective permits students to design and pursue personalized courses. The course numbers for individualized research courses are generally listed on the transcript with a 580 numeration. No more than 2 individualized research credits will be granted for each degree program. To be eligible for approval, the study must not replicate a course normally offered in the regular program. The student must be maintaining an overall grade point average of at least 3.0 in the degree program.

Individualized research credit may be granted to a student with the following requirements:

- Student submits a proposal to an appropriate faculty member and the faculty member agrees to grant individualized research credit.
- A sample syllabus is developed by the faculty member and student and submitted to the Registrar.
- Final approval is granted through the Academic Dean
- Requests for individualized research must be submitted to the Academic Office no later than 30 days prior to the first day of the term the student is applying for. Requests submitted after this date will be considered for the subsequent academic term.

Internships

Some of the degree programs at The Seattle School have an internship and/or a practical course requirement. The student will be expected to follow the internship or practical course guidelines that are fully described in the internship handbook. This includes meeting all the prerequisites and course requirements. Please refer to the individual degree program internship handbooks for more information.

Leave of Absence, Withdrawal and Readmission

A student who does not intend to enroll in courses at The Seattle School in a given term may apply for a Leave of Absence (LOA) by completing a Withdrawal/Leave of Absence Request Form or notifying the Registrar in writing. Upon approval by the Registrar, the student is then considered to be on Leave of Absence. The maximum length of time allowed for a LOA is three consecutive terms. A student may request an extension to their LOA, in writing, to the Registrar.

A student may withdraw from all courses in a given term and retain their degree status, without academic penalty, up to six weeks into the term. Withdrawal from courses requires completing a Withdrawal/Leave of Absence Request Form or notifying the Registrar in writing. Upon approval by the Registrar the student is then considered to be on

Leave of Absence. The student is still responsible for tuition as outlined in the Tuition Refund Policy. Please also see the Withdrawal and Return of Title IV Funds policy in this catalog for financial aid implications of withdrawal.

A student will be automatically considered withdrawn if they have not registered for courses for the previous three terms and they have not been approved for an extension to their Leave of Absence by the Registrar.

For a withdrawn student to be reinstated in a degree program at The Seattle School, they must apply through the Admissions department for approval by the Academic Dean for reinstatement. If the student has been inactive for more than three academic terms, they must complete their degree under current admission and academic requirements.

When a student is suspended for any reason (financial or academic) they will receive notification stating the terms of the suspension from the Registrar. Unless the Registrar's notice documents a decision by the Academic Policies Committee, a student may file a petition to appeal a suspension decision, in writing, with the Academic Policies Committee within 30 days. An appeal of a suspension for failure to make satisfactory academic progress must show that there were exceptional circumstances involved and the student must provide evidence indicating that they can remove the grade point average deficiency within one term.

A student wishing to be readmitted after they have been suspended from The Seattle School must apply to the Admissions Department for approval by the Academic Dean. Application cannot be made within three terms of the suspension. The application should indicate how the student intends to finish their academic career successfully and should identify any activities completed during the student's absence from The Seattle School that will enable future success in the program. The student will be advised, in writing, of the decision of the Academic Dean; if the petition is denied, the letter will include suggestions for re-consideration.

Repeated Courses

Students must earn a grade of 2.7 (B-) or higher in each required course for their degree program (please see the individual degree program requirements located in this catalog). This requirement does not include courses that are counted as electives in the student's degree program. Required courses that are awarded grades below 2.7 must be repeated successfully (earning a 2.7 or higher) and will not count as having met any prerequisites for future courses until the successful grade has been earned.

The student will register and pay tuition for the course a second time. Both courses will appear on the transcript in the term in which they were taken (this applies to both elective and required course repeats); however credit will not be granted more than once and the highest grade achieved will be retained for GPA calculation. Only one repeat is permitted per course.

A student may choose to repeat an elective course, subject to regular restrictions and limitations, in an effort to achieve a higher grade when a grade of C+ or lower was earned.

Satisfactory Academic Progress (SAP) Academic Policy

Satisfactory academic progress is measured by both the quality and quantity of academic work at the end of each trimester. The Satisfactory Academic Progress (SAP) Academic policy requires a student to maintain a 2.7 grade point average (GPA), for both term and cumulative. In addition, the following policies apply:

- Students must successfully complete 70% of their attempted, non-repeated course load. Grades of Incomplete (I), Withdraw (W) or Withdraw Failing (WF) will be included in the course load and are not considered successfully completed courses. Students who are enrolled in approved transfer courses at another school concurrently with courses at The Seattle School will have all courses counted towards their attempted course load.
- A student not successfully completing 70% of their attempted coursework or receiving a term or cumulative GPA below a 2.7 during one term will receive an academic warning by the third week of the following term from the Academic Office stating that the student's GPA has fallen below a 2.7.

- If a student does not maintain a 2.7 cumulative or term GPA or successfully complete 70% of their attempted coursework for a second consecutive term, the student is placed on academic probation. A student placed on academic probation will be notified in writing by the Academic Office within three weeks of the start of the following term. Each student placed on probation will be required to meet with the Registrar to develop a plan to improve their GPA above the minimum required (e.g., retaking courses with low or failing grades, taking fewer courses each term, attending the writing workshop). If the student makes satisfactory academic progress during the subsequent term they will be removed from academic probation.
- A student who does not meet SAP for two consecutive terms may lose their Financial Aid eligibility. For Financial Aid implications please see the Financial Aid SAP policy located in this catalog.
- A student remaining on academic probation for two consecutive terms may be suspended. A decision to suspend a student will be communicated to the student within two weeks of the final submission of grades. If a student is suspended for failure to make satisfactory academic progress, they will not be allowed to enroll in classes for a minimum of three terms.
- The student may appeal a suspension decision by submitting a written letter of appeal to the Academic Dean within 30 days of receiving notice that they have been suspended from The Seattle School. The student must demonstrate to the Dean that exceptional circumstances were involved and provide evidence indicating that they can raise the grade point average within one term. If the Dean fails to approve the petition, the student is required to withdraw from classes for a minimum of three terms. The Dean may also request that the student fulfill other requirements while suspended.

Statute of Limitations for Completion of Degree

Course work for a degree offered by The Seattle School must be completed within the established time limit as measured from the date of entry to the degree program. A student is expected to complete the program requirements within the time limits given below. Students who attend The Seattle School on a part-time basis should be monitoring their progress towards degree completion. If a student requires additional time to meet the degree completion requirements, they must appeal to the Academic Policies Committee a minimum of two trimesters before the end of the statute of limitations in order to be awarded additional time. Additional course work may be required for students who exceed the time limit.

Master of Arts in Christian Studies	3 years
Master of Arts in Counseling Psychology	5 years
Master of Divinity	6 years

- Students who enroll in an additional degree program while enrolled in another degree program will be allowed the time limits for both degree programs.
- Students who complete one degree and then begin work on a subsequent degree will be judged to have begun a new degree.
- Students who change degrees prior to completing the previous degree will be judged to have begun their degree with their initial coursework.
- Approved leave of absences and withdrawals per the Leave of Absence and Withdrawal policy in this catalog do not count in calculation of the overall statute of limitations for degree completion. Students must complete the Withdrawal/Leave of Absence Request form located on the school website in order to have their absences approved. Students who do not complete this step are considered to be on unapproved absence and the time away will be counted towards their statute of limitations.

Transfer Credit Requirements

A student who has completed relevant graduate level studies prior to enrollment at The Seattle School may request consideration from the Registrar for the transfer of credit within two terms after admission into a degree program. The Seattle School will consider appropriate transfer credit from fully-accredited, graduate level institutions.

For credit to be granted the previous work must parallel course content (80 percent or higher equivalence), as judged by comparison of typical course syllabi. The official transcript must indicate a grade of B (3.0) or higher. Language courses can be transferred with a grade of B- (2.7) or higher. Course work must have been completed within five years of the application for transfer credit. An application is not complete unless an official transcript unopened by the student is provided to the Academic Office. The Registrar makes a final decision with input from appropriate faculty as needed.

A student enrolled in any of the degree programs may transfer in a maximum of 15 semester credit hours counting towards the required credits for graduation.

Please note that core first year courses at The Seattle School including, but not limited to, BTI 501 Introduction to the Hermeneutical Task, CSL 527 Faith, Hope Love, CSL 528 Interpersonal Foundations and CSL 517 Marriage and Family are especially unique to The Seattle School and transfer credits from other institutions replacing these courses are generally not accepted.

An active student who desires to take courses applicable to their degree program at another institution must have the approval of the Registrar prior to enrolling for such courses. The same transfer credit requirements apply to active students.

The total number of transfer credits approved is entered on The Seattle School transcript but are not considered in the grade point average computation.

Transferability of Credits

Students wishing to transfer The Seattle School credits to other schools prior to or after completion of a degree program at The Seattle School are responsible to ascertain the acceptance of credit by the receiving institution. Sometimes there is not an adequate fit in the curriculum or standards between two schools and credits will not transfer. Students should always contact the Registrar's office at the school in question to determine whether credits from The Seattle School will transfer to that institution. By working closely with advisors at The Seattle School and other institutions, the student can maximize the likelihood of receiving credit for The Seattle School courses at other institutions.

STUDENT FINANCIAL SERVICES

FINANCIAL AID

The Seattle School of Theology & Psychology is part of the Federal Direct Loan Program. Students may apply for Federal Direct loans to cover their educational expenses. Types of aid offered include: Direct Loans, Scholarships, Work-Study.

For student loan assistance, the contribution toward college costs expected from the student is calculated according to a federal mandated needs analysis system, which takes into account many factors representing the student's financial and family situation. Students must be enrolled halftime, a minimum of four (4) credit hours per trimester (in Fall and Spring terms and a minimum of three (3) credits in Summer trimester) in a program leading to a degree or academic certificate to receive financial aid. Please note that all Direct Loans are loan money, not student grants and must be repaid.

Some work-study positions are available for students who have eligibility for this program. Each fall a notice will be placed in the student newsletter requesting applications from interested students. For additional information about work-study opportunities and eligibility questions, please contact the Director of Student Financial Services.

Federal Direct Student Loan Program and Eligibility Requirements

The Seattle School participates in the Federal Direct Student Loan Program. Direct Loans are low-interest loans for students to help pay for the cost of a student's education. The lender is the U.S. Department of Education rather than a bank or other financial institution. These loans include Direct Subsidized and Unsubsidized Loans. Direct Subsidized Loans are for students with demonstrated financial need, as determined by federal regulations. No interest is charged while the student is in school at least half-time, during the grace period and during deferment periods for these loans. Direct Unsubsidized Loans are not based on financial need and interest is charged during all periods.

Eligibility Requirements

To be eligible to apply for and receive a student loan, a student must:

- Be a citizen of the United States or an eligible non-citizen
- Be admitted to a regular degree or certificate program: students classified as non-degree are not eligible for federal student loans
- Satisfy Selective Service requirements: see FAFSA for explanation
- Not have defaulted student loans
- File the Free Application for Federal Student Aid (FAFSA)
- Enroll halftime with a minimum of four credit hours: cannot include credits taken for enrichment or audit
- Maintain satisfactory academic progress

Students who do not maintain eligibility will be required to return all financial aid and may be required to start the repayment process on any federal student loan they have received.

Direct Subsidized Stafford Loan

Eligibility: Financial need as determined by the FAFSA
Amount: \$8,500 maximum per academic year
Interest Rate: 6.8% fixed [Note: No interest is charged while a student is in school at least half-time, during the grace period, and during deferment period.]
Repayment: Begins six months after graduation or student ceases to be enrolled at least part-time. Interest is deferred as long as the student is enrolled at least part-time.

Direct Unsubsidized Stafford Loan

Eligibility: Not need-based; must still file FAFSA
Amount: Combined subsidized and unsubsidized FFEL loans cannot exceed \$20,500 per academic year.
Interest Rate: 6.8% fixed
Repayment: Begins six months after graduation or student ceases to be enrolled at least part-time. Borrowers are responsible for interest while enrolled and during the repayment period.

However, interest payments can be deferred while the student is enrolled and during their grace period.

Financial Aid Application Deadlines

May 15th is the priority deadline for filing the federal financial aid application.

Application Process

Students are eligible to apply for Title IV Funds through the Direct Loan program. To apply, applicants must:

- Complete the admissions process and be fully admitted to The Seattle School of Theology & Psychology.
- Complete the Free Application for Federal Student Assistance (FAFSA) located online at www.fafsa.ed.gov; the federal code for The Seattle School is G34664.
- Submit additional documentation to verify eligibility as requested by Student Financial Services.

Process

Accepted students should file their FAFSA to begin the financial aid process. During the spring term, Student Financial Services will create award letters which will inform the student of their aid eligibility. Student award letters will be available to review and accept online on the student portal at MyCampus. Once an award letter has been accepted new students will have additional instructions to complete the aid process. These will be provided once the award letter has been processed. Please refer to the financial aid checklist.

Disbursement

Once the student has completed the financial aid application and award process, their loans will be scheduled for disbursement, generally done the first day of each term. These funds will be applied to the students account and any credit balance will be issued to the student within 14 days.

Borrowing Additional Funds

Students are encouraged to speak directly with Student Financial Services if needing to inquire about funds in addition to the already mentioned \$20,500 available in Federal Direct Stafford Loans.

Financial Aid Repayment Policy

Students receiving financial aid assistance through the Title IV Federal Direct Loan Program may be required to repay the loan should they withdraw or drop below half-time standing before 60% of the term has passed. Calculation of the amount to be repaid is based on the number of weeks the student was enrolled at least half-time (four credit hours) for that term.

Institutional Scholarships

The Seattle School has developed some institutional scholarship programs with the intent to invest funds in students who possess unique qualities important to be recognized. Students are invited to consider and apply for any of the appropriate scholarship programs offered by The Seattle School of Theology & Psychology. Applications are available to download from The Seattle School website on March 15th. Applications are due June 15th and awards announced on August 1st or sooner each year.

Family Aid Fee Waiver Assistance

Funds are available to assist first-year or continuing The Seattle School students who are married or single parents enrolled in degree programs who demonstrate financial need. Both members of the married couple must be enrolled full-time with at least eight credit hours each not including credits taken for audit or enrichment. The amounts of the awards vary according to need and number of applications received each year. Applications are available on The Seattle School website March 15th. Applications are due May 15th and awards announced on June 15th of each year.

NASFAA Code of Conduct for Institutional Financial Aid Professionals

The staff of The Seattle School Office of Student Financial Services is committed to the highest standards of professional conduct. We are members of the National Association of Student Financial Aid Administrators and follow their code of conduct. We invite you to contact us if you have any questions.

An institutional financial aid professional is expected to always maintain exemplary standards of professional conduct in all aspects of carrying out his or her responsibilities, specifically including all dealings with any entities involved in any manner in student financial aid, regardless of whether such entities are involved in a government sponsored, subsidized, or regulated activity. In doing so, a financial aid professional should:

- Refrain from taking any action for his or her personal benefit.
- Refrain from taking any action he or she believes is contrary to law, regulation, or the best interests of the students and parents he or she serves.
- Ensure that the information he or she provides is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain.
- Be objective in making decisions and advising his or her institution regarding relationships with any entity involved in any aspect of student financial aid.
- Refrain from soliciting or accepting anything of other than nominal value from any entity (other than an institution of higher education or a governmental entity such as the U.S. Department of Education) involved in the making, holding, consolidating or processing of any student loans, including anything of value (including reimbursement of expenses) for serving on an advisory body or as part of a training activity of or sponsored by any such entity.
- Disclose to his or her institution, in such manner as his or her institution may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid.

Financial Aid Eligibility and Student Budget

Financial aid is intended to cover more than your tuition expenses. Your tuition costs are just a part of the overall cost of education. We recognize that students may have expenses which may not be included in the standard student budget. Some costs incurred during the academic year, such as child care, expenses for a disability, etc. may be added within certain limits to the budget, with proper documentation.

Students with special circumstances may wish to discuss their particular financial needs with a financial aid counselor.

Payment schedules vary depending on the number of credits you take per term. Other non-tuition costs (books, room and board, transportation, and other living expenses) are estimated in the indirect costs table below.

The Student Financial Services office is available to meet with you to discuss your individual financial aid package and per term charges.

Payment Plans

Tuition and fees are due in full the first day of class. Tuition is paid per term, and determined by the number of credits you are taking. You may pay tuition charges with financial aid, personal resources, and/or employer benefits. If you chose not to use financial aid or have remaining charges after financial aid is applied to your account, you may arrange a payment plan directly with the Student Accounts Office.

Recognizing that many students are not able to pay full tuition and fees at the beginning of each term, students may utilize a monthly payment plan for a fee of \$50 (per term). This means students can make four equal payments throughout the term, each due by the 15th of each month. If payment is not received by the 15th of each month, a finance charge will be assessed on the entire balance due at the rate of one percent per month. If full payment is not received within the first week of the term, students will be subject to late fees. Late fees will accrue monthly. These fees can be avoided by making arrangements prior to the start of the term to cover your student account balances.

Any student with a balance remaining at the end of a term may not secure grade reports or attend classes in any subsequent term. Students will be placed on a business/student account hold which will also prevent registration for future terms. The Seattle School does not currently accept any credit cards as payment for tuition and fees.

Cost of Attendance

Financial aid is determined by need and cost of attendance. Your financial need is the difference between the cost of your education and your financial ability to pay for it. Your financial need is determined by an analysis of the information provided on your Free Application for Federal Student Aid (FAFSA). From this data, a federal calculation determines what you should be able to pay from your own resources. This amount is subtracted from your total cost of education. The difference is your financial need, and the amount we will try to help you meet with financial aid.

The cost of attendance includes tuition, books and supplies, room and board, transportation, and personal expenses while enrolled at The Seattle School of Theology & Psychology. A standard student budget is comprised of these components, as specified by the school, and financial aid cannot exceed the student budget amount. For 2011-2012, the cost of attendance, less tuition, fees and books, averages approximately \$18,966.00 for the nine-month academic year. Unfortunately, your financial lifestyle choices and personal expenses (such as credit card bills and car payments) cannot be included in the student budget. Many students save money by buying used books, sharing housing, and using public transportation.

If there are special financial circumstances (for example, child-care) we may be able to increase your cost of attendance, within certain limits. An increased student budget ordinarily provides more alternative credit-based loan eligibility.

Tuition & Fees for 2011-12

<u>Application Fee (non-refundable)</u>	
Degree or Non-degree	\$50
Late Application Fee	\$25
Advance Tuition Deposit	\$200
<u>Tuition per credit hour</u>	
Graduate Credit	\$550
Audit	\$275
Enrichment	\$175
<u>Fees per term</u>	
Practicum	\$210
Internship	\$155
Library	
1 credit	\$49
2 credits	\$83
3 credits	\$117
4 + credits	\$150
Student Services	\$60
<u>Miscellaneous Fees</u>	
Graduation	\$185
Late Registration	\$30
Course Change	\$25
Official Transcript	\$5
Payment Plan Fee (per term)	\$50

Tuition Refund Policy

All courses (including intensives and practicums) are subject to the same drop policy. Students may make changes to their registration until the end of business day (5:00pm) on the second Friday after weekly classes begin without penalty.

Students may make changes to their registration after the second Friday but will be subject to only a 50% refund of tuition until the third Friday at 5:00 pm.

All changes made after this time will be charged the full tuition rate. Students who have experienced hardship forcing them to change their registration may apply for a financial appeal if they wish to receive a tuition refund.

Intensive courses may be added until the day before the course begins.

Financial Appeals

Exceptions to financial aid policies may be appealed. Please see Appeals policy under the Academic Policies and Procedures section.

Student Academic Progress (SAP) Financial Policy

- To remain eligible for financial assistance including Direct Loans, students must have satisfactorily completed previous work and maintain satisfactory academic progress (SAP). Please see the Academic Satisfactory Progress policy in the Academic Catalog for more information.
- Students must be enrolled for at least half time status at The Seattle School to be eligible for loans or loan deferments.
- Students who change degrees will be eligible for Direct Loans for all courses required to complete the new degree. Please see the Statute of Limitations Policy in the Academic Catalog for more information on completing additional degrees or changing degree programs.
- Students who are not currently seeking federal financial aid will still be monitored to determine their eligibility for future possible financial aid awards.

Satisfactory Academic Progress Loss of Eligibility

- Students who fail to meet SAP for two consecutive terms will be placed on academic probation and will lose their financial aid eligibility for the next semester.
- Students wishing to appeal a financial aid eligibility ruling based on unsatisfactory academic progress may do so in writing to the Director of Student Financial Services based on extenuating circumstances such as death of a relative, injury or illness of the student and/or other special circumstances.
- If the appeal is approved, the student will be notified in writing, and will be allowed one additional semester of financial aid on Financial Aid Probation. Two conditions now apply.
 - If, during the next semester, satisfactory academic progress is maintained, the student is removed from probationary status and is eligible to receive financial aid for the succeeding semester.
 - If, during this semester of probation, satisfactory academic progress is not maintained, the student is ineligible to receive financial aid for the succeeding semester and must use his/her own resources to attend until satisfactory academic progress requirements are met, at which time reapplication for financial aid must take place.
- A student who has lost eligibility for Financial Aid does not automatically regain eligibility simply by paying for his/her own classes or passing his/her classes or by sitting out a term.

Letters regarding loss of eligibility or risk of losing eligibility will be sent to all students who fail to meet SAP standards by the 3rd week of the following term and will also be posted under the documents tab on MyCampus.

DEGREE PROGRAMS

Master of Arts in Christian Studies

Program Description

The Master of Arts in Christian Studies (MACS) degree program at The Seattle School of Theology & Psychology is a 48-credit curriculum designed as an introduction to understanding the biblical text, the soul, and listening and speaking to the culture. This degree offers a worldview that brings the beauty of the human face, the truth of the scriptures, and the complexity of culture into a transforming conversation.

Program Objectives

Upon completion of the M.A. in Christian Studies degree the graduate should be able to

- Begin the life-long process of developing:
 - A foundational perspective on their unique gifts and weaknesses;
 - A reading of the biblical text in a manner relevant to the human condition.
- Read the human soul for the purpose of healing and soul care.
- Understand the impact of an informed theological and psychological perspective as a vital function of Christian community.
- Become relevant within contemporary culture and learn the importance of God-at-work in the culture.

Program Goals

The M.A. in Christian Studies invites people to think beyond—to experience the beauty and mystery of God through what is visible and unpredictable. The program, informed by theological, philosophical, biblical and psychological paradigms, prepares persons to become articulators of faith, facilitators of change and engaged in transformational conversations in whatever vocation they have been called to serve. The program serves persons who wish to expand their theological thinking and bring that thinking into the marketplace.

The M.A. in Christian Studies program offers students improved skills in interpersonal relationships and an enhancement of the biblical and theological categories that undergird the framework of relationships. Possible vocations of this type include, but are not limited to, community, church and world leaders, administrators, managers and career professionals. This degree offers general training for ministry in the church, though it is not as extensive as the Masters in Divinity (MDIV) degree, and is not viewed as the standard degree for ordination. We invite students who seek to experience God through an approach that involves an encounter with the traditions of faith, the risk of trust and becoming faithful people to the passion God has written into our life.

In addition to the graduate schools goals, the M.A. in Christian Studies program has been designed to achieve the following specific goals:

- Equip persons to understand and develop a global perspective with consideration of divergent and opposing theologies, philosophies and lifestyles.
- Promote personal spiritual growth demonstrated through more effective interpersonal relationships.
- Integrate an opportunity for personal reflection, preparing students to work with people in a broad range of settings.
- Develop a paradigm of relating that is dialogical in its intent.

In the classroom, students in the M.A. in Christian Studies program explore biblical, theological, psychological and philosophical perspectives. In addition to these classroom experiences, the student may expect personal reflection that takes place in small group practicums and focused peer interaction. This includes an experiential approach that calls forth a dialogue between disciplines and with other learners to deepen both our hunger to know and our knowledge of what we don't yet know in order to be lifelong learners. Through these experiences, the student is given the opportunity to reflect on the practical and personal significance of theoretical constructs for himself/herself personally and professionally.

Degree Requirements

The M.A. in Christian Studies degree is conferred upon the attainment of certain academic and personal requirements. In addition to the graduate school requirements, degree candidates must:

- Give evidence of a level of personal maturity and stability that is consistent with ministry vocations.
- Complete all courses in the prescribed M.A. in Christian Studies curriculum with a minimum grade point average of 2.7.

M.A. in Christian Studies – Creative Arts & Theology Track Curriculum (48 credit hours)

Course Number	Course Name	Credit Hours
Spiritual Formation Studies: Choose 2 credit hours from the following		
SFD 501	Prayer I	1
TCE 510	Theology of Spiritual Formation	2
SFD 526	Celtic Spirituality	1
SFD 601	Spiritual Formation: Prayer, Presence and Practice	2
	Total	2
Bible and Textual Interpretation: 8 credit hours		
BTI 501	Introduction to the Hermeneutical Task	2
BTI 503	Old Testament Genre	3
BTI 504	New Testament Genre	3
	Total	8
Theology and Cultural Engagement: Choose 8 credit hours from the following		
TCE 508	Theology I: God, Humanity, Christ	2/3
TCE 509	Theology II: Spirit, Church, Last Things	2/3
TCE 504	Philosophy I: Plato to Kant	2
TCE 505	Philosophy II: Hegel and Beyond	2
	Total	8
Counseling Studies: 10 credit hours		
CSL 509	Multicultural Issues	2
CSL 527	Faith, Hope and Love	2
CSL 528	Interpersonal Foundations	2
CSL 551	First-Year Practicum Part I	1
CSL 552	First-Year Practicum Part II	1
Choose 2 credits from the following:		
CSL 510	Human Growth & Development	2
CSL 517	Marriage & Family	2
	Total	10
Vocational Development: 4 credit hours		
BTI 534 or TCE 513	Selected Readings: Seminar in Creative Arts & Theology field	2
BTI 570	Integrative Project	2
	Total	4
Creative Arts & Theology Track Electives: Choose 10 credit hours from the following		
TCE 510	Theories of Culture	2
TCE 511	Theology and the Artistic Impulse	2
TCE 515	Beauty, Brokenness and the Cross	2
SFD 521	The Artist's Way	2
SFD 522	C.S. Lewis: Theological Perspectives for Spiritual Formation	2
SFD 523	Spirituality and the Arts	2
SFD 504	Spirituality and Sabbath	2
TCE 528	Biblical Theology	3
	Total	10
General Electives: 6 credit hours		
	Total	6
TOTAL CREDITS FOR MACS DEGREE		48

M.A. in Christian Studies – Social & Global Partnership Track Curriculum (48 credit hours)

Course Number	Course Name	Credit Hours
Spiritual Formation Studies: Choose 2 credit hours from the following		
SFD 501	Prayer I	1
TCE 510	Theology of Spiritual Formation	2
SFD 526	Celtic Spirituality	1
SFD 601	Spiritual Formation: Prayer, Presence and Practice	2
	Total	2
Bible and Textual Interpretation: 8 credit hours		
BTI 501	Introduction to the Hermeneutical Task	2
BTI 503	Old Testament Genre	3
BTI 504	New Testament Genre	3
	Total	8
Theology and Cultural Engagement: Choose 8 credit hours from the following		
TCE 508	Theology I: God, Humanity, Christ	2/3
TCE 509	Theology II: Spirit, Church, Last Things	2/3
TCE 504	Philosophy I: Plato to Kant	2
TCE 505	Philosophy II: Hegel and Beyond	2
	Total	8
Counseling Studies: 10 credit hours		
CSL 509	Multicultural Issues	2
CSL 527	Faith, Hope and Love	2
CSL 528	Interpersonal Foundations	2
CSL 551	First-Year Practicum Part I	1
CSL 552	First-Year Practicum Part II	1
Choose 2 credits from the following:		
CSL 510	Human Growth & Development	2
CSL 517	Marriage & Family	2
	Total	10
Vocational Development: 4 credit hours		
BTI 534 or TCE 513	Selected Readings: Seminar in Social & Global Partnership field	2
BTI 570	Integrative Project	2
	Total	4
Social & Global Partnership Track Electives: Choose 10 credit hours from the following		
BTI 521	Using the Bible in Social Injustice and Transformation	2
DVA 503	Advocacy for Victims of Domestic Violence	2
RLM 510	Leadership I	2
RLM 511	Leadership II	2
RLM 512	Leadership III	2
RLM 520	Developing Intercultural Competency	2
SFD 513	Care of the Soul and Call to Sacred Activism	1
TCE 501	Theories of Culture and the Engagement of Postmodernity	2
TCE 502	Mission in a Global Context	2
TCE 503	Our Religious Impulse: Encountering Religious Otherness in a Multi-faith Context	2
TCE 512	Essential Community	2
	Total	10
General Electives: 6 credit hours		
	Total	6
TOTAL CREDITS FOR MACS DEGREE		48

M.A. in Christian Studies – Interdisciplinary Studies Track Curriculum (48 credit hours)

Course Number	Course Name	Credit Hours
Spiritual Formation Studies: Choose 2 credit hours from the following		
SFD 501	Prayer I	1
TCE 510	Theology of Spiritual Formation	2
SFD 526	Celtic Spirituality	1
SFD 601	Spiritual Formation: Prayer, Presence and Practice	2
	Total	2
Bible and Textual Interpretation: 8 credit hours		
BTI 501	Introduction to the Hermeneutical Task	2
BTI 503	Old Testament Genre	3
BTI 504	New Testament Genre	3
	Total	8
Theology and Cultural Engagement: Choose 10 credit hours from the following		
TCE 508	Theology I: God, Humanity, Christ	3
TCE 509	Theology II: Spirit, Church, Last Things	3
TCE 504	Philosophy I: Plato to Kant	2
TCE 505	Philosophy II: Hegel and Beyond	2
	Total	10
Counseling Studies: 12 credit hours		
CSL 509	Multicultural Issues	2
CSL 510	Human Growth & Development	2
CSL 517	Marriage & Family	2
CSL 527	Faith, Hope and Love	2
CSL 528	Interpersonal Foundations	2
CSL 551	First-Year Practicum Part I	1
CSL 552	First-Year Practicum Part II	1
	Total	12
Vocational Development: 4 credit hours		
BTI 534 or TCE 513	Selected Readings	2
BTI 570	Integrative Project	2
	Total	4
General Electives: 12 credit hours		
	Total	12
TOTAL CREDITS FOR MACS DEGREE		48

Master of Arts in Counseling Psychology

Program Description

The Seattle School of Theology & Psychology offers the M.A. in Counseling Psychology (MACP) degree for students seeking graduate education in the area of counseling. As a learning community informed by incarnational theology, we believe that our Triune God is continually made known through relationship. As persons created in the image of God we seek to honor the other as sacred and adopt a way of thinking and being that is filled with awe, gratitude and hope. Our calling is to face our fallenness and embrace suffering as we move toward reconciliation and restoration. Our purpose is to unite Christian theology with philosophy and interpersonal psychology. We teach and practice the art of psychotherapy as a discipline insistent upon finding meaning in the nature and purpose of the human encounter.

Program Objectives

Upon receiving the M.A. in Counseling Psychology degree, the graduate will be prepared for counseling vocations in private practice, family services, counseling centers, mental health clinics, and residential and outpatient treatment programs.

The program is designed to meet the educational requirements for licensure as a mental health counselor in the state of Washington. It is the responsibility of the individual applicant to be aware of the educational content requirements leading to licensure or certification in her or his intended state of residence.

Upon completion of the degree, the graduate should be able to:

- Demonstrate the assimilation of the core theoretical principles of therapeutic counseling through articulating the principles and employing them in practice.
- Distinguish between the practice of individual and group therapeutic intervention and demonstrate skills needed for both.
- Evidence an awareness of multicultural issues in the therapeutic environment.
- Demonstrate an understanding of the stages of human development and a coherent theory of human personality as necessary for professional competence.
- Compare and contrast the core theoretical principles with other major approaches to counseling, and demonstrate knowledge of the convictions of major theorists.
- Evidence the skills necessary to assess psychopathologies according to the current DSM-IV taxonomy and understand professional strengths and limitations in working with particular psychopathologies. This understanding includes the knowledge of when to refer to other professionals and how to do so.
- Demonstrate psychological and therapeutic assessment knowledge and skills.
- Evidence interpersonal skills needed for effective work with clients.
- Assimilate the codes of professional counseling ethics.
- Identify and articulate aims and objectives for life-long personal and professional development in the field of counseling.

Program Goals

In addition to the school's general educational goals, the M.A. in Counseling Psychology program endeavors to achieve the following goals:

- Prepare students for a professional counseling career. Many states offer certification or licensure for the counseling profession. Although the educational requirements of many states can be met through the M.A. in Counseling Psychology program, it is the responsibility of each student to determine her/his state's requirements and plan an educational experience to meet the requirements.
- Prepare those students who intend to go into the mental health field to impact others and their cultures with relational purpose.
- Promote personal growth through understanding unique giftedness as well as considering any hindrance to caring for others.
- Inter-relate biblical, theological, philosophical, and cultural studies with the fields of psychology and counseling.

In addition to classroom experiences, the student will participate in practicum training. We believe that the strongest tool that a person brings to a counseling or helping relationship is herself or himself. Therefore, our practicum experiences offer counseling training as well as an opportunity to look at personal matters that impact the student's ability to counsel effectively. A student is never required to disclose personal matters, however the practicum courses do call for a look at one's relational style and any matters that impede or enhance the process of counseling. This is accomplished through small group practicum led by faculty which includes faculty feedback, peer interactions, and individual conversations with practicum facilitators. Through these experiences, the student can place theoretical counseling constructs into practice.

Degree Requirements

The M.A. in Counseling Psychology is conferred upon the attainment of certain academic and personal requirements. In addition to the general graduate school requirements, degree candidates must:

- Give evidence of a level of personal maturity and stability that is consistent with counseling-related vocations
- Complete all courses in the prescribed M.A. in Counseling Psychology curriculum with a minimum grade point average of 2.7.
- Students are expected to fulfill a minimum 40 hours of psychotherapy (session should be a minimum of 45-50 minutes each).

M.A. in Counseling Psychology Curriculum (66 credit hours)

Course Number	Course Name	Credit Hours
Counseling Studies: 44 credit hours		
CSL 502	History of Therapeutic Perspectives	3
CSL 503	Professional Ethics	3
CSL 509	Multicultural Issues	2
CSL 510	Human Growth and Development	2
CSL 513	Sexual Disorders	2
CSL 516	Research: The Dialogical Context of Knowledge	2
CSL 517	Marriage and Family	2
CSL 524	Introduction to Counseling Children & Adolescents	2
CSL 527	Faith, Hope and Love	2
CSL 528	Interpersonal Foundations	2
CSL 534	Selected Readings	2
CSL 542	Therapy I: Interpersonal Theory and the Practice of Therapy	2
CSL 543	Therapy II: Psychotherapy in Clinical Practice	2
CSL 544	Psychopathology I: Destructive Styles	3
CSL 545	Psychopathology II: Assessment and Diagnosis	3
CSL 551	First-Year Practicum Part I	1
CSL 552	First-Year Practicum Part II	1
CSL 554	Second-Year Practicum Part I	1
CSL 555	Second-Year Practicum Part II	1
CSL 538	MACP Practicum III	2
CSL 530	Internship I	2
CSL 531	Internship II	2
	Total	44
Theology and Cultural Engagement: 6 credit hours		
TCE 508	Theology I: God, Humanity, Christ	2
TCE 509	Theology II: Spirit, Church, Last Things	2
BTI, RLM, SFD OR TCE	Elective	2
	Total	6
Bible and Textual Interpretation: 8 credit hours		
BTI 501	Introduction to the Hermeneutical Task	2
BTI 503	Old Testament Genre	3
BTI 504	New Testament Genre	3
	Total	8
Spiritual Formation Studies: 2 credit hours		
SFD 501	Prayer I	1
SFD xxx	Elective	1
	Total	2
Electives: 6 credit hours		
	Total	6
TOTAL CREDITS FOR MACP DEGREE		66

Psychotherapy Requirement

At The Seattle School of Theology & Psychology, we believe that continual self-understanding and sensitivity are required as a part of a student's training in the field of counseling. Therefore, students participating in The Seattle School of Theology & Psychology Counseling Psychology program must satisfy the psychotherapy requirement. Students must provide The Seattle School a signed acknowledgement and release form before the student may begin psychotherapy. Each student must complete a minimum of 40 sessions (45-50 minutes each) of psychotherapy.

The guidelines are as follows:

- All 40 sessions must be completed within a twelve month period.
- Except as otherwise approved in writing by the MACP Committee, for students starting in Fall 2011, the twelve month period must begin by December 16, 2011. It is recommended that psychotherapy begin when the student participates in Practicum I (which begins Fall Trimester).
- The psychotherapy must be individual, couples or family psychotherapy.
- The psychotherapy must be provided by a licensed therapist who satisfies the requirements set forth in the section below.
- Therapy must be completed with one therapist, except as may be otherwise permitted with the written consent of the MACP Committee. Such consent will be given only in those circumstances when it is difficult or impossible for the student to continue with the therapist (for example, in the case of the death of the therapist, lack of therapist/client fit, breach of the therapist's ethical duties, or the loss of the therapist's license to engage in counseling).

The therapist must:

- Hold a Master's or Doctoral Degree in a mental health field or a degree as a Doctor of Medicine (M.D., in the case of a psychiatrist);
- Be licensed by the State of Washington as a Psychologist, Marriage & Family Therapist, Mental Health Counselor, Clinical Social Worker, Advanced Clinical Social Worker or Psychologist, or licensed to practice medicine in the State of Washington, in the case of a psychiatrist. (Or actively similarly licensed in another state if student is requesting a waiver based on prior psychotherapy. Please see the full policy at theseattleschool.edu for full details.)
- Not be a The Seattle School faculty member, adjunct faculty member, employee or member of The Seattle School Board of Directors, unless approved by the MACP committee.

Upon completion of the required psychotherapy, the student must submit a Psychotherapy Verification Form to the Registrar with all the information completed. Please review the Psychotherapy Verification Form located on theseattleschool.edu website for completion due dates. The Seattle School recommends that its students provide a copy of the full Psychotherapy Requirement Policy available to prospective therapists to be sure the therapy and the therapists satisfy the requirements of the Policy.

Licensure

Currently, The Seattle School meets licensure requirements for Mental Health Counselors in the state of Washington. It is the responsibility of the student to determine how to meet the mental health licensure requirements for any other state, territory or country in which they will seek mental health licensure. The Seattle School library can assist students in locating information on out-of-state, territory or country mental health licensures. For specific requirements within Washington State, it is recommended for students to start at the Washington State Department of Health (www.doh.wa.gov/) and click on the Licensing/Certification link.

Below is a list of courses at The Seattle School that fulfill certain subject content areas that are required by the state of Washington (courses followed with an * are required for the degree). Please note that not all of these content areas are required for Washington State Licensure. This list is provided as a reference only and students should refer to the complete licensing requirements at www.doh.wa.gov.

Assessment/ diagnosis	CSL 544* , 545* 538*
Ethics/Law	CSL 503*
Counseling Individuals	CSL 542* 543*
Counseling Couples and Families	CSL 517* 524*
Developmental Psych (may be child, adolescent, adult or life span)	CSL 510* 524*
Abnormal Psychology/Psychopathology	CSL 544* 545*
Research and Evaluation	CSL 516*
Career Developmental Counseling	CSL 511
Multicultural Concerns	CSL 509*
Substance/Chemical Abuse	CSL 512
Abusive Relationships	CSL 514, DVA 503 506
Chronically Mentally Ill	CSL 544* 545*

Master of Divinity

Mission Statement

The Seattle School of Theology & Psychology Master of Divinity degree (MDIV) emerges from the belief that theology is alive only as it is lived in community. Through an exploration of the interplay of text, soul, and culture, the degree embodies the tensions and paradoxes of Christian faith as we engage in the world. Committed to academic excellence and relational integrity, we seek to be a healing presence within the global community, developing innovative leaders in the service of the body of Christ.

Program Description

The Master of Divinity degree program is intended to prepare students with the knowledge, insight, passion, and skills needed for ministry in a variety of settings that include churches, hospitals, service organizations, art studios, music recording houses, and the various secular positions that our graduates may pursue as part of their ministries. At The Seattle School we believe that Christians are beginning to think of ministry in broader terms. The Seattle School asks its students to consider these questions: What does it mean for the church to be present in the world, to be involved in the arts? How can the church engage society with the truth and beauty of the gospel? What does it mean for the church to bring a creative imagination and a compelling message to our cultures in this new century, this new millennium? The Seattle School believes that an effective Master of Divinity degree should prepare the student to interweave an understanding of the Biblical text, the human soul, and culture. The Seattle School Master of Divinity program asserts an integrated approach allowing students to form Christian worldviews from the interplay of spiritual, cultural, and psychological studies. This program emphasizes theological reflection as well as relational and spiritual growth.

The heart of the program is the applied training that accompanies the classroom experience. Students participate in a minimum of three practicums in which they explore personal and professional issues under the guidance of faculty and trained mentors serving as facilitators.

Program Objectives

The educational content of the degree program is designed to meet the ordination/licensure requirements for many denominations. When specific courses other than those already listed in the course offerings are required for ordination/licensure in particular traditions, The Seattle School will approve those courses for individualized research or as electives. It is the responsibility of each student to be aware of the educational requirements leading to ordination/licensure in her/his intended church/denominational setting.

Upon completion of the Master of Divinity degree, the graduate should be able to:

- Demonstrate the assimilation of the core theological principles of her/his tradition and of the evangelical, reformed position.
- Demonstrate a proficiency in exegeting and interpreting the texts of both the Hebrew and Greek Bibles.
- Demonstrate an ability to present the biblical text with accuracy and passion.
- Articulate an awareness of multicultural issues within a specific context.
- Introduce others to the mystery of speaking the truth and the implications of speaking it in a postmodern context.
- Compare and contrast the core theological and hermeneutical issues within diverse traditions and differing theological perspectives.
- Evidence the skills necessary to effectively care for the spiritual needs of future congregants, counselees, students, etc. (This will be assessed after completion of the Mentored Ministry internship).
- Evidence interpersonal skills needed for effective ministry or community service.
- Identify and articulate aims and objectives for life-long personal and professional development in ministry.

Program Goals

The Seattle School offers the Master of Divinity (MDIV.) degree for students seeking graduate education in ministry. In addition to the school's general educational goals, the Master of Divinity program endeavors to achieve the following goals:

- Prepare students to pursue intercultural service, pastoral counseling, Christian education, chaplaincy, and related areas of service.
- Prepare students who intend to further their postgraduate education by pursuing terminal degrees in the fields of theology or biblical studies.
- Promote students' personal growth through understanding their own relational dynamics.
- Inter-relate biblical, theological, and cultural studies with the fields of ministerial training, pastoral counseling, and practical courses designed to help students relate to cultural paradigm shifts.
- Prepare students for ordination/licensure as ministers of the Word and Sacrament in various denominations and church settings.

Degree Requirements

The Master of Divinity degree is conferred upon the attainment of academic and personal requirements. In addition to the graduate school requirements, degree candidates must give evidence of a level of personal maturity and stability that is consistent with ministry vocations; and complete all courses in the prescribed Master of Divinity curriculum with a minimum GPA of 2.7.

Master of Divinity Curriculum (90 credit hours)

Course Number	Course Name	Credit Hours
Theology and Cultural Engagement: 26 credit hours		
TCE 501	Theories of Culture and the Engagement of Postmodernity	2
TCE 502	Mission in a Global Context	2
TCE 503	Our Religious Impulse	2
TCE 504	Philosophy I: Plato to Kant	2
TCE 505	Philosophy II: Hegel and Beyond	2
TCE 506	Church History I: From Jesus to Renaissance	3
TCE 507	Church History II: Enlightenment to the Present	3
TCE 508	Theology I	3
TCE 509	Theology II	3
TCE 510	Theology of Spiritual Formation	2
TCE 511	Theology and the Artistic Impulse	2
	Total	26
Bible and Textual Interpretation: 24 credit hours		
BTI 501	Introduction to the Hermeneutical Task	2
BTI 502	Reading Practices: Engaging the Biblical Text	2
BTI 503	Old Testament Genre	3
BTI 504	New Testament Genre	3
BTI 511	Intro to Biblical Languages I: Opening the Hebrew Text	3
BTI 512	Intro to Biblical Languages II: Opening the Greek Text	2
BTI 530	Textual Synthesis I: Book of Ruth	2
BTI 540	Textual Synthesis II: Book of Romans	2
BTI 570	Integrative Project: Exploring the Future	2
TCE 528	Biblical Theology, Narrative and Social Ethics	3
	Total	24
Relational Leadership & Ministry Practice: 26 credit hours		
CSL 517	Marriage and Family	2
CSL 527	Faith, Hope and Love	2
CSL 528	Interpersonal Foundations	2
RLM 503	Life Together I: Ancient-Future Focus	2
RLM 504	Life Together II: Relational Ethics	2
RLM 505	Homiletics: Crafting Transformational Moments	2
RLM 510	Leadership in Organizations I: Personal Influence	2
RLM 511	Leadership in Organizations II: Leveraging Teams & Conflict	2
RLM 520	Developing Inter-Cultural Competency	2
SFD 601	Spiritual Formation: Prayer, Presence and Practice	2
TCE 512	Essential Community	2
CSL 551	First-Year Practicum Part I	1
CSL 552	First-Year Practicum Part II	1
RLM 530	MDIV Practicum II	1
RLM 531	MDIV Practicum III	1
	Total	26
Electives: 14 credit hours		
	Total	14
TOTAL CREDITS FOR M.Div. DEGREE		90

COURSE DESCRIPTIONS

Division of Bible Textual Interpretation (BTI)

BTI 501 - Introduction to the Hermeneutical Task: The Art of Reading Beyond the Page

2 Credits

This initial course in biblical interpretation lays a foundation for the study of texts, particularly the Bible, as they relate to soul and culture. Students examine the history of Biblical interpretation, the task of finding meaning in the text and philosophy's impact on what it means to be a reader. Students explore the theological, linguistic, literary, historical, sociological and personal aspects of interpretation. Students consider the literal-grammatical-historical method of reading the text, as well as current issues in contemporary hermeneutics. Interpretation in the course introduces the art of reading and how this new way of reading can make a significant difference in the lives of readers and those with whom they relate.

BTI 502 - Reading Practices: Engaging the Biblical Text

2 Credits

Prerequisite: BTI 501

This course is an introduction to practices of theological interpretation. Different critical approaches and their historical development, contributions and limitations are discussed. Students gain experience using the biblical story as a norm to reflect on culture and life. The Sermon on the Mount (Matthew 5-7) is studied.

BTI 503 - Old Testament Genre

3 Credits

This course is an introduction to Old Testament scripture from the perspective of its literary genres. Students examine six major genres: theological history, law, poetry, wisdom, prophecy, and apocalyptic writing. The characteristics of these genres are discussed and students are exposed to extra-biblical examples of each type. Application of the insights from this approach to the study of the Old Testament, to contemporary life, ministry and mission will be included.

BTI 504 – Tell Me The Stories of Jesus: A New Testament Survey

3 Credits

This course is a survey of selected books of the New Testament considering them as narrative witnesses to the identity of Jesus and the formation of the church. The Gospel of Luke, the Acts of the Apostles, selected Pauline and general epistles, and the Apocalypse to John are studied, attending to both their content and their literary form.

BTI 511 - Introduction to Biblical Languages I: Opening the Hebrew Text

3 Credits

Prerequisites: BTI 501, BTI 502

This course (with BTI 512) introduces students to the Greek and Hebrew languages so that they are prepared to use the wealth of computer-based resources available for study of the biblical text. The student is introduced to the linguistic structures used to describe languages (phonology, grammar, morphology and syntax, and semantics). In BTI 511 the student learns the Hebrew alphabet, basic Hebrew vocabulary and morphemes, and is introduced to Hebrew syntax in order to make intelligent use of available Bible software. The use of scholarly Hebrew language study tools is introduced.

BTI 512 - Introduction to Biblical Languages II: Opening the Greek Text

2 Credits

Prerequisites: BTI 501, BTI 502, BTI 511

In this course, the student learns the Greek alphabet, basic Greek vocabulary and morphemes, and is introduced to Greek syntax in order to make intelligent use of available Bible software. Scholarly Greek language study tools are used.

BTI 521 - Using the Bible in Social Injustice & Transformation

2 Credits

In this course, students practice lectio divina, ignatian reading, memorizing and meditating on Scripture, creating Biblical art, and other devotional uses of the Bible, with the goal of learning to teach and lead these methods in the context of churches, groups, classes, retreats, and individual mentoring.

BTI 528 - Gospel of Mark

2 Credits

Prerequisite: BTI 504

The Gospel of Mark bears witness to a God who has invaded the cosmos, but in an enigmatic way. This course will use narrative critical approaches to study Mark's gospel as a particularly apt witness for Christian faith in a post-modern world. [This class is offered in even years.]

BTI 530 - Textual Synthesis I: Examination of the Book of Ruth

2 Credits

Prerequisites: BTI 501, BTI 502, BTI 511

An exegetical and interpretive study of the book of Ruth based on the Hebrew text and computer-based resources for study of the Biblical text. Various textual and hermeneutical strategies are used to understand the book of Ruth. The depiction of the book of Ruth in art and culture is considered. Students prepare a final project that synthesizes both the church's historic engagement and their own personal engagement with the biblical text.

BTI 532 – Isaiah

2 Credits

Prerequisites: BTI 503

This course will provide an overview of the themes, theology and historical background of book of Isaiah as well as detailed exploration of select texts through lectures, discussion, and readings. Special emphasis will also be given to looking at how our social context affects interpretation.

BTI 533 – Genesis

2 Credits

The book of Genesis tells the story of the origins of the people of God, and the people's account of God's mysterious presence to create, save, call and guide. Learning to read Genesis is a training ground for reading God's presence in our lives and times. This course will provide an overview of the themes, theology and historical background of book of Genesis as well as detailed exploration of select texts through lectures, discussion, and readings. Special emphasis will also be given to looking at how our social context affects interpretation. Special emphasis will be placed on developing an approach to the Scriptures that is intellectually responsible and contemplative while at the same time being engaged with the world outside the comfortable confines of church and academy.

BTI 534 – Selected Readings

2 Credits

Prerequisites: BTI 501, BTI 504

Students read and discuss biblical texts and/or writings on particular issues in hermeneutics. This second year advanced course allows students to develop their understanding of selected biblical texts and Christian reading strategies in current social and ethical issues.

BTI 540 - Textual Synthesis II: The Epistle to the Philippians

2 Credits

Prerequisites: BTI 501, BTI 502, BTI 511, BTI 512

An exegetical and interpretive study of the book of Philippians based on the Greek text and computer-based resources for study of the Biblical text. Various textual and hermeneutical strategies are used to understand the meanings of the Epistle to the Philippians. The history of the interpretation of the Epistle to the Philippians is considered. Students prepare a final project that synthesizes both the church's historic engagement and their own personal engagement with the biblical text.

BTI 541 – Paul’s Corinthian Correspondence

2 Credits

Prerequisites: BTI 501, BTI 504

This course explores the complex relationship between Paul and the Christian community at Corinth. The history, literature and theology of the letters are examined to provide insight into the shape and dynamics of that relationship. These dynamics are probed further to seek connections between the complex relationship of Paul and the ancient church at Corinth, and the complexity of Christian relationships in a postmodern world.

BTI 570 - Integrative Project: Exploring the Future

2 Cumulative Credits

Prerequisite: Taken in last year of MDIV degree program

An individualized learning experience that creates space for students to draw from their entire The Seattle School experience as they look to their post-graduation ministry and their unique embodiment of text, soul and culture. Blending research methodology with the personal supervision of their advisor (at The Seattle School), students complete the writing of their final integrative project for the MDIV during their final year. This course is taught consecutively over two trimesters, with one credit earned in each of those terms.

Division of Counseling Studies (CSL)

CSL 502 - History and Therapeutic Perspectives: Contextualizing the Interpersonal

3 Credits

This course is designed to give students a historical and theoretical grounding in the major counseling theories and theorists. Current interpersonal theory is placed both historically and theoretically. The student will explore relational dynamic theory from both a psychological and theological vantage point.

CSL 503 - Professional Ethics: Honoring the Other

3 Credits

Prerequisites: CSL 528, CSL 551, CSL 552 and CSL 542

The student receives an overview of professional ethics and Washington State law as applied to counseling. Students are encouraged to examine their ethical decision-making processes in light of the difficult decisions facing the professional counselor. The course provides instruction regarding widely accepted ethical norms as well as common legal regulations. Additional topics will include professionalism, licensure, and common practice issues.

CSL 509 - Multicultural Issues: Seen By and Seeing the Other

2 Credits

This course is designed to provoke, challenge, and engage the student in the compelling call to live and face the other. Students, through learning and experience, will gain an understanding and appreciation of diversity among individuals and groups and how such differences impact the theory and clinical practice of counseling.

CSL 510 - Human Growth: The Interpersonal and Narrative Journey

2 Credits

This course covers human development theories from an interpersonal perspective, which includes biological, psychological, sociological, cognitive, and faith development across the life span. Particular emphasis is placed on the existential design such as suffering, loss, meaning, and finitudes as it relates to development and is lived out in the human narrative.

CSL 511 - Vocational and Occupational Direction

2 Credits

The course will examine theories of career selection and development. The course is also a consideration of the necessary tension between vocation and occupation and introduces several assessment tools as it explores lifestyle and career decision-making issues. Career counseling models and techniques will also be examined as the student considers their career choice as a vocational call.

CSL 512 - Substance Abuse: The Nature of Addictions

2 Credits

Prerequisites: CSL 527, CSL 528, CSL 544, and CSL 551

This course is designed to provide foundational concepts to understand addictive processes and provide appropriate therapy. The course explores existential, theological, and biological foundations and provides instruction in assessment and treatment of those who are drug or alcohol addicted. Individual, family, and community issues surrounding addictions and abuse are covered.

CSL 513 - Sexual Disorders

2 Credits

Prerequisite: CSL 517, CSL 527, CSL 544, CSL 551, CSL 552

The student will receive an overview of the theological, physiological, psychological, and sociological perspectives on human sexuality and consider how these perspectives impact sexual identity, sexual behavior, and sexual disorders.

CSL 514 - Issues of Abuse: Sexual Harm and Its Consequences

2 Credits

Prerequisites: CSL 513, CSL 544

This course provides a dynamic and interpersonal overview of the consequences of sexual abuse as well as instruction in working therapeutically with an abuse victim. The course will aid the student in recognition and assessment of various abuse contexts, reporting procedures, and prevention programs.

CSL 516 – Research: The Dialogical Context of Knowledge

2 Credits

This course is an introduction to psychological research. The student is introduced to quantitative and qualitative research designs and statistical methodologies. Research is studied in its dialogical context: researcher to subject, researcher to interpretation, and researcher to the community within which the research is relevant. Students will also receive guidance and practice in the use of research to inform their therapeutic work.

CSL 517 - Marriage and Family

2 Credits

Prerequisites: CSL 527, CSL 528, CSL 551

Students study the imprint of the primary relational context. The course provides discussion of the impact of these formative relationships and it covers a range of marital and familial issues that bear upon the work of counseling.

CSL 518 - Group Therapy: The Healing Context of Community

2 Credits

This course considers group psychotherapy from relationally based theoretical and theological perspectives and is informed by theological paradigms. The course covers group development and common group dynamics as well as techniques of intervention and leadership principles appropriate to various group stages.

CSL 519 – Evil, Abuse & Spiritual Warfare

2 Credits

This course addresses egregious intentional psychological and physical harm of another (evil) and the resultant effects on personality, relationships, and encounter with God. The class will consider interventions that engage the trauma of evil through spiritual warfare.

CSL 520 – Dialectical Behavioral Therapy

1 Credit

Prerequisites: Concurrent with Internship

This clinical course exposes the student to a popular and alternative model to the Relational Model of Psychotherapy. Dialectical Behavior Therapy (DBT) is a widely used model in agencies and private practice. This course offers the student a basic course in the fundamentals of the model.

CEL 521 - Mothers: Seeking the Mind of Her and Pathologies of Today (Narcissistic Disturbances and Superego Pathologies)

1 Credit

The principle objective of this course is to provide clinical resources on the subject of the maternal object and the counterpart seen in the analyst's reverie. The course will provide an overview of the nature of the internal maternal object and how it may perpetuate an atmosphere of mental pain. As a result, self-attacks may develop. Students will have an opportunity to explore specific disorders as well as develop an integrated approach to W.R. Bion's understanding of maternal reverie. Specifically, students will explore the mother's capacity to hold, contain, and elaborate her infant's unspoken thoughts and affects into thought. Classes will be in seminar format and will include lectures, readings, film, and discussion.

CSL 524 – Introduction to Counseling Children & Adolescents

2 Credits

This course utilizes a didactic and experiential format in which to explore therapeutic work with adolescents. Through reading, class-time, and role-play, this course provides a foundation to facilitate the growth and development of the student's clinical work with adolescents. Clinical work with adolescents will be considered from a bio-psychosocial perspective with special emphasis on developmental, attachment, and systemic issues as relevant to the adolescent culture.

CSL 527 - Faith, Hope, and Love Ultimate Relational Concerns

2 Credits

This course considers the pursuit of meaning in the development of identity. The student will address the concept of maturity from a theological and psychological viewpoint especially in light of the New Testament letters of Paul. The course seeks to link mission and identity as a framework for considering ones calling and life.

CSL 528 - Interpersonal Foundations Dialogue and Presence

2 Credits

Prerequisites: Concurrent with CSL 551

This course considers the incarnational relationship and what it means to be present in the face of the other. It seeks to develop a paradigm of listening and relating that is dialogical in its intent. The course will focus on theological and psychological paradigms of relationship.

CSL 530 - Internship I: Entering the Professional Context

2 Credits

Prerequisites: CSL 502, CSL 503, CSL 524, CSL 528, CSL 551, CSL 552, CSL 553, CSL 542, CSL 544, CSL 545, concurrent with CSL 543 (Recommended: CSL 509, CSL 510)

The intern will gain counseling experience under the guidance of an on-site supervisor. Internships are tailored to the individual student. Each student will achieve 250 hours of internship experience. This includes 125 hours of direct counseling experience, a minimum of 15 hours of on-site supervision, and 120 hours of other work in the counseling setting. In addition, the student will participate in a case supervision group at THE SEATTLE SCHOOL in order to receive feedback regarding the internship experience as well as give feedback to other students in their settings. If the 250 hour requirement cannot be achieved in two terms then additional terms will be required. Note that the additional terms do not count toward the total credits required within the degree.

CSL 531 - Internship II

2 Credits

Prerequisites: CSL 530

The course is a continuation of the internship experience.

CSL 532 - Internship III

2 Credits

Prerequisites: CSL 530, CSL 531

Students who have not completed their required hours of internship may register for internship until the hours are completed. Note that internship credits beyond the required Internship I and II do not count toward the total credits required within the degree.

CSL 533 – Counseling African Americans

2 Credits

Prerequisites: CSL 509

This course will provide students with the opportunity to increase their cultural competence in working with African Americans by gaining a more in-depth understanding of issues related to counseling African Americans. Students will increase their awareness of self in relation to stereotypes, bias, values, beliefs and other ways we are socialized to think and behave towards African Americans; enhance their knowledge of specific issues related to this population; develop appropriate multicultural counseling skills; and identify ways to advocate for social change. The history of African Americans, social, economic, political and psychological issues affecting African Americans, and approaches to cultural assessment, diagnosis and treatment of African Americans will be explored.

CSL 534 - Selected Readings

2 Credits

Prerequisites: BTI 501, CSL 502, CSL 517, CSL 527, CSL 528, CSL 551, CSL 552

Students read and discuss selected texts related to the topics of philosophy, theology and psychology. This second year advanced course allows the student to further develop and integrate theory and praxis.

CSL 538 - MACP Practicum III: Psychotherapy in the Professional Setting

2 Credits

Prerequisites: CSL 542, CSL 544, CSL 545, CSL 551, 552, CSL 553 (can be taken concurrent with CSL 530)

This practicum functions as a synthesis of the Master of Arts in Counseling Psychology. It provides an observed therapeutic experience with a senior therapist followed by class and faculty feedback and evaluation. The student interacts with issues of interviewing, assessment, diagnosing and treatment, as well as the use of therapeutic relationship to address client concerns. The course draws on the theoretical categories presented throughout the degree as well as the training experiences in practica and internships.

CSL 542 - Therapy I: Interpersonal Theory and the Practice of Therapy

2 Credits

Prerequisites: BTI 501, CSL 502, CSL 517, CSL 527, CSL 528, CSL 551, CSL 552

Students are provided an introduction to theological, philosophical, and psychological categories as they inform the practice of counseling as an essentially interpersonal pursuit. There is an emphasis on anthropology (human design), etiology (the development of problems), and treatment strategy. The course explores fundamental therapeutic categories such as transference and counter-transference and the use of such categories in the therapeutic process.

CSL 543 - Therapy II Psychotherapy in Clinical Practice

2 Credits

Prerequisites: CSL 542, CSL 544, CSL 551, CSL 552, and CSL 553; concurrent with CSL 530

This advanced course follows Therapy I and continues to explore the use of the self in the interpersonal aspect of therapeutic work. Focus is given to the clinical process by learning to develop treatment strategies and interventions.

CSL 544 - Psychopathology I: Destructive Styles

3 Credits

Prerequisites: CSL 527, CSL 528, and CSL 551

This course provides a theoretical foundation for understanding matters of brokenness in the human condition. The class addresses developmental and biological categories of mental disorder and theological categories of dedication to self over the other. The student will explore theoretical material regarding clinical disorders and disorders of the self.

CSL 545 - Psychopathology II: Assessment and Diagnosis

3 Credits

Prerequisite: CSL 544

This second course in psychopathology builds upon the theoretical foundation in Psychopathology I, which includes both the biological and interpersonal disruptions that lead to human dysfunction. This course covers the use of the current Diagnostic and Statistical Manual of Mental Disorders, assessment tools, diagnosis, and an introduction to building treatment plans with an emphasis on the treatment of the disorders of the self.

CSL 551, 552 - First Year Practicum Part I: Story and Foundations of Interpersonal Dialogue and First Year Practicum Part II: Therapy as an Interpersonal Art
2 Credits (given over 2 terms, Fall and Spring)

Prerequisite: Concurrent with CSL 528 for Part I; CSL 528, CSL 551 for Part II

This introductory practicum provides the foundation for counseling training by means of group interaction with a faculty supervisor. The practicum provides training in listening and feedback skills. It also presents the opportunity for each student to consider personal matters that may impede or enhance their work as a counselor, pastor or ministry leader. During fall term, the student meets six times per semester with a practicum facilitator.

Spring term builds upon these experiences, and adds supervised counseling experience with another student. Students receive feedback from the group and a faculty supervisor. This portion of practicum requires that the student apply classroom knowledge to the practice of counseling, emphasizes therapeutic conversations and personal exploration. The student meets six times per semester with a practicum facilitator and with a student triad.

CSL 554, 555 – Second Year Practicum Part I & Part II

2 Credits (given over 2 terms, Fall and Spring)

Prerequisites: CSL 551 & 552

Concurrently taken with: CSL 542 and CSL 544

Practicum II provides advanced counseling training and builds upon the training experiences of First Year Practicum. It provides a supervised-counseling practice with another student, with feedback from the group and a faculty supervisor. Particular emphasis is placed on skills necessary to make use of the interpersonal environment in order to create an opportunity for growth. Additionally, Practicum II continues to emphasize personal exploration as it relates to the practice of counseling.

CSL 582 – Sabbath: An Integrated Approach to the Development of a Theologically Informed Model of Therapy

2 Credits

How do we engage in a dialogue of theology and psychology that forms a view of life, humanity, and the process of transformation that can be called faith-based, or Christian? The task of integration has seldom worked whether it has to do with busing children from one end of town to another or forming from two apparently disparate fields a unified approach. Are we then to forsake the difficult task of dialogue and interdisciplinary conversation? This course will be a praxis shaping inter-play of soul, text, and culture in light of the concept of Sabbath in order to see how an ancient biblical concept intersects and shapes our therapeutic world-view.

Division of Domestic Violence Advocacy (DVA)

DVA 503 - Advocacy for Victims of Domestic Violence

2 Credits

This course is designed to introduce the basic principles of advocacy counseling that involve a client with an advocate counselor in an individual, family, or group session with the primary focus on safety planning and on empowerment of the client through reinforcing the client's autonomy and self-determination. Advocacy-based counseling uses problem solving methods and includes identifying the barriers to safety, developing safety checking, planning skills, clarifying issues, solving problems, increasing self-esteem and self-awareness and improving and implementing skills in decision making, parenting, self-help and self-care.

DVA 506 - Impact of Abuse

2 Credits

Exploring, thinking through and addressing the nature and impact of abuse and oppression in order to care for those who have experienced-devastating consequences, this course will draw its theoretical constructs from the Human Ecology model, hermeneutical principles of Narrative Therapy and anti-oppression resources from Judeo-Christian traditions. Following systemic systems of oppression that would allow the damage of abuse into internal and interpersonal realms will reveal the far reaching consequences of harm and the necessity to address the trauma on a therapeutic level that exceeds the initial period of care-giving, protection, and skill building.

Division of Relational Leadership Ministry Practice (RLM)

RLM 503 - Life Together I: Ancient-Future Focus for Church and Worship

2 Credits

Prerequisites: Concurrent with RLM 530

This course considers missional leadership for church and worship by surveying the Church's past and continuing story through lenses of both struggle and strength. The interanimation of text, church, and culture in the ongoing process of God's people incarnating Christ is highlighted. Praxis-focused field experience (i.e. preaching, pastoral care, worship, chaplaincy, etc) and classroom instruction are integrated with an intentional community setting. Students will develop a practical ecclesiology.

RLM 504 - Life Together II: Relational Ethics for Church and Leadership

2 Credits

Prerequisites: RLM 503, concurrent with RLM 531

As the second of a two-part course combining praxis-focused field experience, classroom instruction, and intentional community, this course considers applied relationality for church and leadership with a focus on pastoral ethics and intentional, creative care for the faith community. Students will be expected to develop a personal philosophy of ministry.

RLM 505 – Homiletics: Crafting Transformational Moments

2 Credits

Prerequisites: BTI 501, BTI 502

This course explores the nuances of preaching and public communication. By combining theory, preparation and practice, the course places emphasis on the art of listening well to the text, soul and culture to craft moments where transformation has space to occur. Students are given opportunity to develop consistent and excellent communication skills in a variety of settings.

RLM 506 – Developing a Sacramental Imagination

2 Credits

People communicate. Whether in words, symbols, sounds, or pictures, people communicate. This course is a consideration of the “how” we communicate God’s message to God’s people, and methods to enhance our Story telling. Using a mixture of lecture, small group exercises, and textual interaction, students will further explore the hermeneutics with which they live and read the world, and develop methods for translating that hermeneutic into an homiletical story. Special focus will be given to the particulars of note-taking and sermon-crafting, and the art of telling engaging stories.

RLM 510 - Leadership in Organizations I: Personal Influence in the Service of Transformation

2 Credits

This course focuses on the personal influence gained by understanding dynamics of style and preference as the leader seeks to build relationships. It explores the theological influence on personal and interpersonal dynamics of leadership and on the concept of self as instrument.

RLM 511 - Leadership in Organizations II: Leveraging Teams and Conflict

2 Credits

Prerequisites: RLM 510

This course focuses on the team and group dynamics of leadership, how to build effective teams and deals with issues of interpersonal and organizational conflicts in church and ministry organizations. The course looks at the process and stages of group and team development, and the predictable issues associated with inter- and intra- team interactions.

RLM 512 - Leadership in Organizations III: Leading Institutions

2 Credits

Prerequisites: RLM 510, RLM 511

This course looks at the dynamics of organizations as systems, delving into systems theory and various organizational models. Students explore organizational ethos, the critical elements of organizational change, managing change and the unique dynamics of socio-technical systems in church, para-church and ministry organizations. Students will be expected to develop a theology of work.

RLM 520 - Developing Inter-Cultural Competency: Being the Word on the Street

2 Credits

Prerequisites: TCE 502, CSL 528, TCE 512

This course prepares the student to engage and embrace another culture through class lecture, reading, and experience in an unfamiliar culture (likely non-English speaking/non-European). Students select communities in which they will be immersed for a period of no less than four weeks. The opportunities to experience another culture can be regional, national, or international. The goal is to live with and learn from rather than primarily to serve in the traditional missionary sense. Each student is responsible for developing rudimentary language skills, understanding of cultural anthropology, and relational sensitivity to the unique interpersonal dynamics of the setting.

RLM 530 - MDIV Practicum II: Embodying Christ

1 Credit

Prerequisites: CSL 551, CSL 552, concurrent with RLM 503

The goal of this practicum is to fulfill the MDIV experience and what it means to live and minister incarnationally. Students will explore--through intentional community, reflection and interaction--discernment in their unique calls to ministry.

RLM 531 - MDIV Practicum III: Embodying Christ

1 Credit

Prerequisites: CSL 551, CSL 552, RLM 530, concurrent with RLM 504

Students will be expected to demonstrate their understanding of ethics, pastoral care and their own philosophy of ministry. Students will present in oral and written form their theory as lived in practice.

Division of Spiritual Formation/Direction Studies (SFD)

SFD 501 - Prayer I

1 Credit

To provide a solid foundation for spiritual enrichment, this course examines the theological and practical dynamics of prayer. (MACP students only)

SFD 503 - The Art of Spiritual Direction I

1 Credit

This is an introductory course to the field of spiritual direction, which entails assisting persons in their devotion to and relationship with God. This course utilizes practical experiences, selected readings, guest speakers, and a student's written work to facilitate a deeper understanding of being a soul friend.

SFD 504 – Spirituality and Sabbath

2 Credits

This course examines the biblical and theological understanding of the Sabbath, consulting both Jewish and Christian thinkers. Students consider the benefits of integrating Sabbath-living into faith practice.

SFD 505 – Biblical Spirituality

2 Credits

An introduction to the various spiritualities found in biblical texts and genre. This course assists students to read scripture for spiritual formation and catechesis, as well as for its exegetical purposes. Students will learn to read biblical texts through the lens of the listening communities who first heard and assimilated text into their cultural settings.

SFD 513 - Care of the Soul and the Call to Sacred Activism

1 Credit

Prepared through biblical story and contemplative readings, this course takes place in the city streets and centers where learners encounter the least of these during a Street Retreat. Care of the soul has to do with continually cultivating a richly expressive, imaginative, and meaningful life that concerns itself with attending to God's presence in everyday life; organizing and shaping our lives for the good of our own souls that are inseparable from the world's soul, calling us to work for change in God's world.

SFD 521 - The Artist's Way

2 Credits

This course is about discovering and recovering your creative self. It is for anyone interested in practicing the art of creative living. It is about both being creative and putting that creativity into practice. We will explore what it means to BE an artist and a Christian and how the arts can inspire and transform humanity's relationship to God, community and scripture. We will also discover how creativity can enliven our understanding and communication of Counseling, Theology and Scripture.

SFD 522 - C.S. Lewis: Theological Perspectives for Spiritual Formation

2 Credits

This course will examine the literary legacy of one of the twentieth century's foremost Christian authors. More specifically, it will explore the theological perspectives of C. S. Lewis, perspectives that speak of God, humanity, nature, love, heaven, hell, prayer, pain and suffering, and ethics. Students will critically reflect on how these insights might inform, nourish, challenge and support their own relationship with God and God's work in the world.

SFD 523 – Spirituality & the Arts

2 Credits

This course provides an overview of contemporary art worldview and examines its implications for a Christian's engagement with culture. Each participant will be encouraged to examine his/her role in being God's masterpieces (poiema) given cultural stewardship over all of culture.

SFD 526 - Celtic Spirituality

1 Credit

This is an introduction to a period of history in which Christianity developed somewhat differently in the British Isles and somewhat independently from the Church on the Continent. The Golden Age of Saints and Scholars which characterized the 5th-8th centuries in Ireland, Wales, Scotland, Brittany, Cornwall and Isle of Man continues to have impact on the Church today. We will examine the ethos, worldview, and values of the Christian culture of that era.

SFD 601 - Spiritual Formation Prayer, Presence and Practice

2 Credits

This course emphasizes a contemplative approach to living as in an intentional way of maintaining and nurturing soul-life in ministry. Students explore spiritual enrichment through theological and practical dynamics of prayer; different faith practices of individuals and groups and the role within spiritual leadership of accountability, support, and ongoing restoration. (MDIV and MACS students only)

Division of Theology and Cultural Engagement (TCE)

TCE 501 - Theories of Culture and the Engagement of Post-modernity

2 Credits

The course examines the interplay of philosophical, theological, sociological, historical, and cutting-edge theories of culture that affect what is commonly known as postmodernist thought and professional practice. Students will understand what culture is and why it must be engaged in all dimensions of both theology and ministry. Topics include digital technology, cyber-culture, music, and the global consumer economy. Figures considered may include Marx, H.R. Niebuhr, Baudrillard, Derrida, Taylor, Deleuze, Zizek, Virilio, and Kristeva.

TCE 502 - Mission in a Global Context

2 Credits

This course explores Christian mission and ministry (its skills, priorities, challenges, and rewards) in the global context. To this end, the course introduces students to the concept of epochal transition in church history and in our current modern/postmodern context. Students will consider ways in which post-modernity affects church life, ministry, and mission, both practically and theologically. The ultimate goal of the course is to lead students to determine how they, as agents of Christian mission, ought to engage with culture around the world.

TCE 503 - Our Religious Impulse: Encountering Religious Otherness in a Multi-faith Context

2 Credits

Prerequisites: BTI 501, TCE 508, TCE 509

The goal of this course is to assist students in understanding the challenge of ministering and engaging in theological reflection in a multi-religious environment, domestic as well as global, that is often unreceptive, indifferent, or even hostile to the Christian faith. The course focuses on textual sources, theological models, forms of authority, ethical visions, and ritual practices of several of the most vital religious traditions present in the world today. Students will also explore and develop a cogent Christian theology of the religions, as well as strategies and methods for fostering meaningful conversations with adherents of other religions.

TCE 504 - Philosophy 1: Plato to Kant

2 Credits

This course surveys and synthesizes the classical and early modern legacy of Western philosophy as a preface to postmodernism. Rather than following an historical chronology of philosophical ideas, the course focuses on the close reading of seminal texts, including: Plato's *Symposium*, Augustine's *Confessions*, Aquinas *Summa Contra Gentiles*, Descartes *Meditations*, and Kant's *Prolegomena to Any Future Metaphysics*. The course will highlight the interplay between the history of philosophy and the theological tradition.

TCE 505 - Philosophy 2: Hegel and Beyond

2 Credits

This course examines the themes, issues, and threads in the development of philosophical postmodernism through a close reading of, and reflective engagement with, key texts by Hegel, Kierkegaard, Nietzsche, Heidegger, Derrida, and Deleuze. The course will also explore the impact of postmodern philosophy on contemporary theological thought.

TCE 506 - Church History I: From Jesus to the Renaissance

3 Credits

This course examines the unfolding narrative of Christianity from its beginnings through the Renaissance, along with the history of Christian mission and the part Christians and Christianity played in the larger social history of each era. It seeks to integrate doctrinal, intellectual, liturgical, and ecclesiastical history with an understanding of how Christians lived their daily lives.

TCE 507 - Church History II: From the Enlightenment to the Present

3 Credits

This course examines the unfolding narrative of Christianity from the Enlightenment, through present-day church history, noting the impact of modernity on Western Christianity. The course integrates doctrinal, intellectual, liturgical, and ecclesiastic history with an understanding of how Christians lived their daily lives, emphasizing the history of Christian mission and the part Christians and Christianity played in the larger social history of each era.

TCE 508 - Theology I: Constructing the Theological Mosaic - God, Humanity, Christ

2 Credits

TCE 508R – Theology I Reading Group

1 Credit

This course is the first of a two-part exploration in constructing, confessing and affirming anew the central doctrinal vision of the Christian faith. We refer to this as the theological mosaic because in essence this is not a monochrome belief system but a rich tapestry of different historical, cultural and biblical insights that show us how to integrate text, soul and culture. In this way we hope to appropriate the great traditions of the Christian church and construct a faith that is equally meaningful and resourceful to Christian vocation, ministry and discipleship in our contemporary global contexts.

TCE 509 - Theology II: Constructing the Theological Mosaic - Spirit, Church, Last Things

2 Credits

TCE 509R – Theology II Reading Group

1 Credit

Prerequisites: TCE 508

As the second of a two-part exploration of the Christian theological mosaic, this course advances the conversation involving Scripture and the theological heritage of the church, including voices from contemporary culture and theology (such as Narrative, Feminist and Liberation theologies). The focus of the course is the construction and affirmation of the Christian vision of our destiny as participants in the new creation, the Christian faith community as sacramental people anticipating God's telos for creation, and the Holy Spirit as the agent of the renewal of creation. The Christian theological mosaic informs how we live and minister with desire to be transformed by the Spirit and to be agents of the Spirit's transformation for the sake of God's glory.

TCE 510 - Theology of Spiritual Formation: Foundations, Forms, Functions

2 Credits

This course provides the historical, theological and biblical foundation of Christian spiritual theology its form and function as it is practiced in pastoral care, individual, group, and institutional settings.

TCE 511 - Theology and the Artistic Impulse

2 Credits

This course will explore a theology of creativity as understood through our identity as persons made in the image of God. In the process, we will look at the vocational call of the artist as well as the more general call to create in and engage with the created order at large. This class will use a variety of 'tests' – e.g., literature, music and visual art – in order to search out the least inadequate 'language' in which to both describe and praise God.

TCE 512 - Essential Community

2 Credits

This course considers the core relational categories that must be engaged to become a community. It addresses one's own personal/interpersonal life and the development of a global perspective with consideration of divergent and opposing theologies, philosophies and lifestyles. The course focuses on forgiveness, authenticity, redemption, gender, reconciliation, and relational integrity.

TCE 513 - Selected Readings

2 Credits

Students read and discuss texts related to the topics of philosophy, theology, and psychology. This second year advanced course allows the student to further develop and integrate theory and praxis.

TCE 514 – The Road to Nicaea and Beyond: A Historical Look at a Developing Theology

2 Credits

In 325 CE, Emperor Constantine I called together the first ecumenical council of the Christian church. This event gathered bishops and theologians from throughout the Roman Empire in order to discuss doctrine and to refute specific challenges to the Christian faith. This was the first attempt to formalize and achieve consensus around central tenets of the Christian faith in the history of the church. This class will trace the theological road to Nicaea as well as the continuing path to the Council of Chalcedon in 451. This monumental theological development will be explored in seminar style as we examine together the historical context, the primary documents and the key players in this theological drama.

TCE 515 – Beauty, Brokenness, and the Cross

2 Credits

This class will explore the concept of beauty. This exploration will be shaped by a theology of the cross (which encompasses the whole of the life, death, resurrection and ascension of Jesus) that not only leads us to a Christian understanding of beauty but to an understanding that beauty, to be true beauty, must have the power to identify, confront and redeem that which is most ugly—even death itself. It is in this redemptive motion that we are brought to worship, which emerges from our acknowledgment of God’s redemptive power within our lives.

TCE 527 – The Kingdom of God and The New Sciences

2 Credits

This course in practical theology integrates biblical images and metaphors of the Kingdom of God and emerging metaphors from the new sciences applying them to ecclesial structures and leadership. Kingdom of God & the New Sciences will explore practical implications for the metaphors which shape church life, missional leadership and the changing role of the pastor.

TCE 528 - Biblical Theology, Narrative and Social Ethics

3 Credits

Biblical Theology is an integrative and unitive discipline that seeks to bridge the gap between biblical exegesis and interpretation and theological, practical and ethical application of the Bible in the context of contemporary cultures. While remaining alive to the differences and discontinuities between both Testaments, Biblical Theology also endeavors to look for continuities and connections between them as these apply to the life of scholarship, the life of faith and discipleship and the mission of the church.

FACULTY

Core Faculty

Dan B. Allender, Ph.D.

Professor of Counseling Psychology, Founding President

B.A., Ohio Wesleyan College

M.Div., Westminster Theological Seminary

M.S. Barry College

Ph.D., Michigan State University

Jo-Ann Badley, Ph.D.

Professor of Biblical Studies

B.A., University of Regina

M.A.C., Regent College

Ph.D., Toronto School of Theology

Roy Barsness, Ph.D.

Professor of Counseling Psychology

B.A., Minot State University

M.A., Fuller Theological Seminary

Ph.D., California School of Professional Psychology, Los Angeles

Steve Call, Ph.D.

Associate Professor of Counseling Psychology

Director of Counseling Internships

B.A., University of Washington

M.A., Fuller Theological Seminary

M.S., Seattle Pacific University

Ph.D., Seattle Pacific University

O'Donnell Day, Ph.D.

Associate Professor of Counseling Psychology

B.A., Mississippi State University

M.A., California Graduate Psychoanalytic Institute

Ph.D., Seattle Pacific University

Robert Ekblad, Th.D.

Assistant Professor of Biblical Studies

B.A., Seattle Pacific University

M.A., Institut Protestant de Theologie

Th.D., Institut Protestant de Theologie

Dwight Friesen, D.Min

Associate Professor of Practical Theology

Cert., Biblical Studies Capernwray Hall

B.S., Alliance University College

M.A., Trinity International University

D.Min., George Fox Evangelical Seminary

Cheryl Goodwin, M.L.S.

Director of Library Services

Director of Institutional Assessment

B.A., University of California, San Diego

M.L.S., University of Washington

Caprice Hollins, Psy.D.
Assistant Professor of Counseling Psychology
B.A., Seattle University
M.A. California School of Professional Psychology
Psy.D., California School of Professional Psychology

Christie Lynk, M.A.
Assistant Professor of Counseling Psychology;
B.A., William Carey College
M.A., Seattle University

Stephanie Neill, Psy.D.
Assistant Academic Dean
Associate Professor of Counseling Psychology
A.A., Cottey College
B.S., Montana State University
M.A., Biola University
Psy.D., Rosemead School of Psychology

Michelle Stearns, Ph.D.
Assistant Professor of Theology
B.M.A., Pacific Lutheran University
M.C.S., Regent College
Ph.D., University of St. Andrews

Adjunct Faculty

Craig Barnes, Ph.D.
Adjunct, Church History
B.A., Kings College
M.Div., Princeton Theological Seminary
Ph.D., University of Chicago

Tom Cashman
Adjunct, Spiritual Formation
B.S., Lios/City University

Enika Cocoli, Ph.D.
Adjunct, Counseling Psychology
Ph.D. Seattle Pacific University

Doug Hansen, MSW
Adjunct, Counseling Psychology
B.A., Whitworth College
MSW, University of Washington

Elizabeth Hayes, Ph.D.
B.A., Northwest College
M.A., Fuller Theological Seminary
Ph.D. University of Oxford

Nancy Murphy, D.Min.
Adjunct, Domestic Violence Advocacy
A.A., Trinity Western University
B.A., Seattle Pacific University
M.A., City University
D.Min., Northwest Graduate School

Rita Nussli, MSW
Adjunct, Spiritual Formation
MSW, University of Washington

Carl Raschke, Ph.D.
Adjunct, Philosophy
B.A., Pomona College
M.A., Graduate Theological Union
Ph.D., Harvard University

Beth Shields, M.A.
Adjunct, Counseling Psychology
M.A., New York University

Jacqui Smith-Bates, D. Ed.
Adjunct, Counseling Psychology
B.A., M.A., Azusa Pacific University
D.Ed., Seattle Pacific University

Rev. Melissa Skelton, M.A.
Adjunct, Homiletics
B.A., University of Georgia
M.A., University of South Carolina
M.B.A., University of Chicago
M.Div., Virginia Theological Seminary

Rose Swetman, D.Min.
Adjunct, Leadership
D.Min., Bakke Graduate University

Gina Waggoner, M.A.
Director of Practicums
Adjunct, Counseling Psychology
A.A. Ventura College
B.A. Western Washington University
M.A. The Seattle School of Theology & Psychology

Instructional Staff

Practicum Facilitators

Andrew Bauman, M.A.
Tracy Blackburn, M.A.
Talitha Bullock, M.A.
David Johns Bowling, M.A.
David Fulton, M.A.
Bethany Gardner, M.A.
Wendell Moss, M.A.
Linda Royster, M.A.
Heather Stringer, M.A.
Jim Williams, M.A.

Teaching Assistants

Smruti Desai, M.A.
Jeremy Dew, M.A.
Dena Johnson, M.A.
Jamelyn Keatts, M.A.
Tim Reber, M.A.
Tom Ryan, M.Div
Kj Swanson, M.Div
Carin Taylor, M.A.
Daniel Tidwell, M.A.
Campbell White, M.A.

BOARD OF TRUSTEES, ADMINISTRATORS AND STAFF

Board of Trustees

Deborah Mott, Chair
Spokane, WA

Dave Brandt
Mechanicsburg, PA

Rich Gathro
Washington D.C.

Dan Allender
Bainbridge Island, WA

Brian Canlis
Seattle, WA

Romanita Hairston
Seattle, WA

Mike Anderson
Seattle, WA

Tim Conder
Chapel Hill, NC

Lisa Kruse
Richardson, TX

Office of Administration

Keith Anderson, D.Min, President
Philip Bishop, Senior Vice President of Finance & Administration
J. Derek McNeil, Ph.D., Sr. Vice President of Academics
Cathy Loerzel, Vice President of Advancement

Academic Office

J. Derek McNeil, Ph.D., Sr. Vice President of Academics; Academic Dean
Kristen Houston, Registrar & Director of Academic Services
Isabelle Mora, Director of Student Financial Services
Cheryl Goodwin M.L.S., Director of Library Services & Director of Institutional Assessment
Mary Rainwater, Library Specialist
Amie Armstrong, Library Assistant
Molly Kenzler, Front Desk
Chris Keller, Editor of The Other Journal

Information Technology

Jason Best, Director of Media Technology
Matt Summy, Technology Specialist

Office of Students and Alumni

Paul Steinke, Dean of Students and Alumni
Lacy Clark, Office of Students and Alumni Assistant
Quad: Hilary Ann Golden, Ashlee Knight, Jonathan Merker, Charlie Scoma

Office of Admissions, Advancement & Development

Cathy Loerzel, Vice President of Advancement
Jeanette White, Manager of Conferences and Events
Terry Bohn, Conferences Assistant
Jordan Rickard, Manager of Donor Development
Nicholas Cox, Financial Development Assistant
Nicole Greenwald, Director of Admissions
Rachael Clinton, Admissions Counselor
Jacquie Baergen, Admissions Student Rep

Office of Finance

Philip Bishop, Senior Vice President of Finance Administration
Jeff Houston, Senior Accountant
Daniel Tidwell, Facilities Manager

2011-2012 ACADEMIC CALENDAR

Fall Trimester 2011	August 22 - December 9
Fall Interterm Intensive Classes (for continuing students only)	Aug 22 - Aug 26
Weekly Classes Begin	August 29
New Student Orientation	August 29 - 30
Convocation	September 3
Labor Day Holiday	September 5
Last day to drop a weekly class without a "W"	September 9
Last day to receive a 100% refund for any class	September 9
Last day to receive a 50% refund for any class	September 16
Last day to drop a weekly class with a "W"	October 7
Reading Week	October 17-21
Thanksgiving Holiday	November 23-25
Last Day of Classes	December 9
Christmas Holidays	Dec. 10-Jan. 1
Fall term grades available on MyCampus	December 29
Spring Trimester 2012	January 2 - April 13
Weekly Classes Begin	January 2
Last day to drop a weekly class without a "W"	January 13
Last day to receive a 100% refund for any class	January 13
Martin Luther King Holiday	January 16
Last day to receive a 50% refund for any class	January 20
Last day to drop a weekly class with a "W"	February 10
Reading Week	February 20-24
Easter Sunday	April 8
Last Day of Class	April 13
Inter-term Break	April 16-29
Spring term grades available on MyCampus	May 2
Summer Trimester 2012	April 30 - June 22
Classes Begins	April 30
Last day to drop a weekly class without a "W"	May 11
Last day to receive a 100% refund for any class	May 11
Last day to receive a 50% refund for any class	May 18
Memorial Day Holiday	May 28
Last day to drop a weekly class with a "W"	June 8
Last Day of Classes	June 22
Commencement	June 23
Summer term grades available on MyCampus	July 11