The Seattle School

OF THEOLOGY & PSYCHOLOGY

Academic Catalog

2026-2027

theseattleschool.edu

Academic Catalog
Academic Year 2026-2027
Volume Twenty-Six
Version: 1.2
Last Updated: 8.21.2026

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The Seattle School of Theology & Psychology is authorized by the Washington Student Achievement Council 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 specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council 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 Council at P.O. Box 43430, Olympia, WA 98504-3430.

The Seattle School of Theology & Psychology is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS) in the United States and Canada, and the following degree programs are approved: Master of Divinity, Master of Arts in Counseling Psychology, and Master of Arts in Theology & Culture. The commission's contact information is: The Commission on Accrediting of the Association of Theological Schools in the United States & Canada - 10 Summit Park Drive, Pittsburgh, PA 15275. Telephone: 412-788-6505; Fax: 412-788-6510; www.ats.edu.

The Seattle School of Theology & Psychology is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact: Northwest Commission on Colleges and Universities 8060 165th Avenue NE Suite 100 Redmond, WA 98052. Phone: 425-558-4224. www.nwccu.org.

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 Seattle School of Theology & Psychology 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 Trustees 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 Seattle School and current or prospective students. There are established procedures for making changes and procedures that protect the 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, that student 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 and/or print from The Seattle School website: theseattleschool.edu.

PRESIDENT'S GREETING

This is a snapshot of the educational experience at The Seattle School. We place ourselves at the intersection of *text.soul.culture* to prepare you for wise, engaged service in the world. Yes, you will be reading many books, from the foundation of Scripture through the latest research in psychology, theology, critical social theory and the arts. We will also challenge you to explore aspects of your soul and story that may have been obscured before. And we do all of this in the context of culture and the complexity (and, sometimes, messiness) of community. Because increasingly, our national discourse is marked by division and fragmentation, we talk *to* each other more than *with* each other. Here, you will be invited to another way—to wrestle together with the big questions about living as relational beings amidst broken systems, and with our individual and collective callings in light of the wicked problems of our time.

Your work here will be full of deconstructing familiar ideas, participating in robust discourse, and building new imagination. It's a difficult but life-giving process. And know this: we are not doing our jobs if your learning is contained to the classroom. Your education at The Seattle School is about training and equipping you to serve God and neighbor. I pray that the change and healing you find here propels you toward the change and healing of our world, and that the Spirit continues drawing you—and all of us—into emboldened service.

Welcome to our community of lifelong learners.



J. Derek McNeil, PhD
President and Provost

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.

OUR COMMUNITY AND FACILITIES

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-engaging, 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. Through Scripture, the natural world, human history and interpersonal 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.

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 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.

Institutional Learning Outcomes

Institutional Learning Outcomes ***Upon completion, a learner at The Seattle School will be a(n):***		
Embodied Listener	**Meaning Maker**	**Community Healer**
Thoughtfully engages context and culture with a listening posture	Applies scholarship-informed learning toward the good of human flourishing in a complex world	Serves God and neighbor through transforming relationships
Demonstrates growth toward healthier self-awareness	Engages individual and collective stories with credibility & care	Pursues personal healing in service of collective wholeness
Cultivates healing relationships marked by observation, openness, and curiosity	Grows in theological awareness of God's work in the world	Responsibly stewards common resources
Attends to felt experience in the body and it impact	Analyzes assumptions, asks generative questions, and critiques to create	Cultivates more equitable, inclusive, and sustainable spaces and systems

Core Themes

The Seattle School's mission of becoming competent in the study of text, soul and culture to serve God and neighbor through transforming relationships is expressed through its core themes of formation, integration and sustainability.

Formation

We seek to form people through a holistic process that encompasses transformational learning methods, cross-disciplinary inquiry, personal and spiritual development, and experiential learning. Graduates are not only trained to be counselors, pastors, theologians, social and cultural entrepreneurs, but also to read *text* (scripture, literature, personal narratives), *soul* (self as psychological, social and spiritual), and *culture* (identity and contexts) in order to equip themselves to serve others in diverse and complex contexts.

Integration

We practice the exercise of integrating theology and psychology as a means to emphasize scholarship with a goal towards effective service and practice in a complex world. We utilize a pedagogy of collaborative learning activities with *multiple disciplines, discourse, mentoring, and capstone experiences* to support students in developing a frame for their practice. Students are immersed in various approaches towards learning (experiential, transformational, dialogical, relational, critical reflection, etc.) to support the development of their critical and creative capacity to engage real-world challenges.

Sustainability

Sustainability embodies the prudent and enduring *stewardship* of human, spiritual, social, intellectual and financial resources. We emphasize personal and relational development in preparation for service to the common good and the social and spiritual revitalization of the Christian Church. Within the institution it includes *ongoing* and *innovative* resource development endeavors to sustain a supportive learning, living and working environment for students, alumni, faculty and staff and a commitment to be a *sustaining* and *revitalizing* force in local and global communities. A spirituality that advocates self-awareness, interconnectedness and the construction of meaning is sustaining.

Curriculum Foci

The Seattle School has designed its curriculum for life-long learners. The Master of Arts in Theology & Culture degree is designed to broaden and enrich the Christian calling to serve God and neighbor via a variety of careers in the arts, community development, and ministry. 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 their state's requirements and plan an educational experience to meet the requirements.

Hospitable Language Policy

At The Seattle School, we value the diversity of our community, confessing that all people are image bearers of the divine, and that God loves everyone equally. Hospitable language is important because it reflects human dignity while fostering learning environments where difference is welcome, respected, and valued.

The Seattle School expects members of its community to use inclusive and generous language and avoid the use of demeaning terms or expressions reinforcing dehumanizing attitudes about persons or groups based on age, race, ethnicity, national origin, gender identity, sexual orientation, marital status, disability, and/or religion. We encourage the use of expansive language for both divine and human persons. Faculty, staff, and students should strive to use anecdotes or examples, and bibliographic references that are reflective of the diversity of the human experience.

All syllabi, papers, or other written communications are covered by the terms of this hospitable language policy. For further explanation of the expectations of this policy with regard to student creative work, please see the Artistic Expression Policy in the Student Handbook. For most circumstances, the current editions of the APA Publication Manual and Chicago Manual of Style offer assistance to apply these guidelines.

Campus Facilities
Please see the Student Handbook for a full explanation of our physical and online campus facilities.

Library Services
The Mike & Myra McCoy Library & Learning Center 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 a combined collection of more than 250,000 print and digital books and several hundred physical and streaming audiovisuals. The library catalog can be found on the library's website. Remote access to the library's online resources is available for current students, faculty, and staff.

The library subscribes to the premier online databases in the fields of psychology, religion and general studies; including APA PsycINFO, Atla Religion Database, and Academic Search Ultimate. Subscriptions to full-text journal packages such as APA PsycARTICLES and Atla Serials Plus provide students with more than 15,000 titles in full text. Library staff will work to obtain items not available in our collection through interlibrary loan (subject to cost and availability).

The library maintains a Reserves collection (either print or digital) of the current term's required books. Priority is given, when available and affordable to digital copies. Links to them are posted to the appropriate class page. Physical copies are intended for in-library use only. In addition, many recommended materials listed on course syllabi will be available in the library, either as physical or digital versions.

Computer workstations and a photocopier/scanner are available for student use. A wireless network, available throughout the building, allows students to use their own laptops and print to networked printers.

Library staff is available to provide instruction in the use of the library's resources, in informal encounters, scheduled on campus or Zoom appointments, and classroom visits.

Statement of Student Rights and Responsibilities
The Seattle School seeks to be a community which follows God, in the way of Jesus Christ, by the power of the Holy Spirit. In light of this commitment, and to honor the personhood and dignity of others, all students enrolled at The Seattle School assume an obligation to conduct themselves at all times as responsible members of the campus community (both on-campus and online), to respect the personal and property rights of others, and to support the educational mission of The Seattle School. The Seattle School insists that its students demonstrate personal and professional integrity in addition to academic excellence.

The Seattle School'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.

The Seattle School Ethical Code of Conduct
While on campus at The Seattle School, or at The Seattle School sponsored events, or interacting with The Seattle School faculty, staff, or fellow students, students are held accountable and 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 unlawful harassment, insubordination, persistent, or disrespectful arguing, or any other illegal or unethical conduct. Unprofessional behavior or violations of academic integrity may be cause for disciplinary action.

Please see the Student Handbook for the full policy, including information about the Student Conduct Committee and how to deal with Student Concerns.

GRADUATE ADMISSIONS STANDARDS

The Admissions process at The Seattle School is intentionally designed to:

- Provide a robust experience of The Seattle School's mission, ethos, curriculum and community.

- Invite the applicant to engage their own story and vocational direction.
- Discern the applicant's personal, vocational and theological resonance with the mission and ethos of The Seattle School.
- Assess whether the applicant is vocationally, academically and relationally positioned to succeed as a graduate student at The Seattle School.

Candidates are selected based on their vocational alignment, life experience, emotional and relational intelligence, aptitude for rigorous academic work, and resonance with the mission, culture and theology of The Seattle School. Decisions are made in community by the Admissions Review Committee.

The Seattle School seeks to create a place for discourse in the intersections of theology, psychology and culture. That means we are committed to diversity in every sphere of faith and life. We receive applications without discrimination on the basis of race, ethnicity, religion, gender, age, national origin, disability, marital status, sexual identity, sexual orientation, military status, or denomination.

As an interdenominational Christian school engaged in theological education, our courses utilize Christian theological frameworks in all of our degree programs. Students are invited to engage this work from their own contexts and commitments within the guidelines and learning outcomes of the courses and assignments.

Degree Application Process

The Seattle School accepts applications to our graduate programs three times a year - at our Priority, General and Final Deadline. These application deadlines correspond with group interview events, which are required to complete your application. Application deadlines and group interview dates are posted online at theseattleschool.edu/admissions.

Admissions reviews are dependent upon complete applications. Application materials required for admission to The Seattle School's graduate programs include the following:

1. Online Application for Graduate Admission.
2. $50 non-refundable application fee.
3. Curriculum vitae including a summary of the applicant's academic and vocational background, formative life experience, training, qualifications, honors, affiliations, and other noteworthy information.
4. Two essays demonstrating vocational calling, awareness of personal narrative, capacity for interdisciplinary engagement, understanding and resonance with the mission and ethos of The Seattle School, and preparedness for graduate study.
   Application essays are used for assessment and placement. Applicants may be required to attend the Writing Workshop and/or accepted under provisional admission if application essays are deemed unsatisfactory.
5. Two recommendations from individuals who are able to speak to the applicant's readiness for graduate level study, specifically the applicant's maturity and integrity, emotional and social awareness, capacity for self-reflection, theological engagement, and intellectual curiosity.
6. Official undergraduate and graduate transcripts (if applicable) from all postsecondary schools, institutes, universities and seminaries
7. Graduate Record Examination score.*
   **The test score requirement is waived if the applicant has previously completed graduate-level coursework with an average grade of a B or higher and/or if their undergraduate GPA is 3.0 or higher.*
8. Participation in a group interview.* We place a high value on gaining a holistic experience of our applicants and are intentional about creating an opportunity for each applicant to be seen and known. Our interviews are conducted in small groups and focus on dialogue and group dynamics. An individual interview may be granted on a case-by-case basis.
   **A second interview or follow up conversation may be required at the discretion of the Admissions Review Committee.*
9. Current TOEFL scores may be required for applicants whose primary language is not English and whose post-secondary coursework was conducted in a language other than English.
10. Applicants must be at least 18 years of age.

11. Applicants are not required to submit proof of vaccinations.

Enrollment

Accepted applicants must secure their seat by submitting a formal notice of intent and an advanced tuition deposit of $250. 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 non-refundable after June 15th of the enrollment year.

Previous Degree Requirements for Admission

The Seattle School does not require specific undergraduate degree(s) (e.g. Psychology, Theology, Biblical Studies) or prerequisite coursework or to be eligible for admission. However, applicants must have earned a four year baccalaureate degree or its full equivalent from a college or university accredited by a U.S. accreditation association holding membership in the Council for Higher Education Accreditation (CHEA), the Association of Universities and Colleges in Canada, or from an institution which maintains similar academic requirements and standards. General admission requirements include a cumulative grade point average of 3.0 or higher (on a 4.0 scale).

Although these prerequisite courses are *not required* for admission, undergraduate studies in the liberal arts and sciences are helpful. The Seattle School *recommends* that applicants complete 40 term hours in 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 Admission

An applicant may be accepted on a provisional basis if the applicant’s cumulative grade point average is below the 3.0 general admission requirement. The applicant may be required to take a graduate entrance exam (GRE) and must exhibit the ability for greater academic achievement. Applicants granted provisional acceptance will be admitted on Academic Probation which requires a minimum of a 3.0 GPA after the completion of the first trimester of study at The Seattle School, and may contain other recommendations such as participation in the Writing Workshop.

Life Experience

We highly value the whole of the life experience of each of our applicants. Each year, we are able to admit a limited number of students to our graduate programs who have not completed a traditional undergraduate degree, but whose life experience merits the ability to apply. Admission based on life experience is intended for those who have been prevented from accessing higher education due to extenuating circumstances or systemic barriers. Life Experience applicants granted acceptance will be admitted on Academic Probation which requires a minimum of a 3.0 GPA after the completion of the first trimester of study at The Seattle School, and may contain other recommendations such as participation in the Writing Workshop.

As a Life Experience candidate,the applicant will not have completed an undergraduate degree. Applicants will complete the same application as other applicants with 3 caveats:

- Must be at least 30+ years old
- Provide an additional essay
- Have one of the following:
    - An AA degree with at least a 3.0 grade point average from an accredited institution
    - 60 semester credits or 90 quarter credits with at least a 3.0 grade point average from an accredited institution
    - Or, submit results from the Graduate Record Examination (GRE)

*Life Experience Applications must be submitted by either the Priority Deadline (November 1) or the General Deadline (February 1).

Entrance Exam Requirement*

**Entrance exams may be required for applicants with a GPA below 3.0*
The Seattle School understands that a test score cannot evaluate an individual's character, emotional awareness, or depth of spirit, but considers entrance exams as a tool for assessing readiness for graduate level study.

Graduate Record Examination
The (GRE) measures verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills. The GRE verbal and quantitative sections are each scored on a range from 130 to 170, for the highest total of 340. The essays are scored on a scale of 0-6. The Seattle School is looking for verbal and quantitative scores ranging from 150-160 and essays scoring 4 or higher. Scores must be less than 2 years old. Applicants must request that The Educational Testing Service send original test scores to The Seattle School. The Seattle School's reporting code for the GRE is 4895. Testing centers local to the applicant can be found by visiting GRE online or calling 1-800-GRE-CALL.

Applicants from Non-Accredited Institutions

Applicants 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, providing context about the program of instruction, faculty credentials and learning resources must be submitted at the time of the application. Prerequisite coursework or additional information may be required at the discretion of the Admissions Review Committee to establish equivalency of the degree.

Reapplying to The Seattle School

Seattle School students who are in a withdrawn status or have been on a leave of absence for more than three terms; accepted applicants whose yearlong deferment has expired; or applicants who withdrew a completed application less than 2 years ago are eligible to *reapply* for admission.

Admissions reviews are dependent upon complete applications. Application materials required for readmission to The Seattle School degree programs include the following:

1. Online Application for Graduate Admission.
2. $50 non-refundable application fee.
3. Restatement of Statement of Purpose Essay.
4. Official transcripts from any postsecondary coursework completed post-enrollment at The Seattle School (if applicable).
5. An individual interview with a member of the Admissions Review Committee.

International Applicants

Applicants who are not U.S. citizens or permanent residents are encouraged to apply by the priority deadline and are required to apply by the General Deadline. See the admissions webpages for more information. International student applicants are responsible for pursuing and securing the appropriate student visa status through the U.S. government.

In addition to the degree program admissions requirements, applicants applying as international students must submit the following admissions materials:

1. Evidence of Financial support form and all required financial documents.
2. Qualify for and complete F1 Student Visa requirements.

If an applicant's primary language is not English and/or their post-secondary coursework was conducted in a language other than English the following admissions materials must be submitted:

1. Official Test of English as a Foreign Language (TOEFL) test results.
2. English language transcripts from all post-secondary education institutions.
   Applicants are responsible for any costs involved in translation services.

Non-Degree Seeking Students

Individuals interested in participating in a graduate course at The Seattle School may apply for non-degree seeking status. Non-degree students have the same rights and responsibilities as degree-seeking students and may take up to 12 graduate hours either for credit or audit, but are not eligible to receive Title IV student financial assistance. An official record and transcript of these courses will be provided upon official request and may be transferred into a graduate program at The Seattle School at a later date. For more information about transferring these credits to another institution, please see the Transfer Credit Policy in this Catalog. Some courses are not available for non-degree enrollment. The Registrar reserves the right to limit non-degree enrollment in any course.

Application materials required for admission as a non-degree student include the following:

1. Non-Degree Application.
2. $50 non-refundable application fee.
3. Undergraduate and graduate transcripts (unofficial or photocopied transcripts are acceptable for non-degree applicants only).
4. An individual interview with a member of the Admissions Review Committee.

Certificate Students

Applicants must have earned a four year baccalaureate degree or its full equivalent from a college or university accredited by a U.S. accreditation association holding membership in the Council for Higher Education Accreditation (CHEA), the Association of Universities and Colleges in Canada, or from an institution which maintains similar academic requirements and standards. General admission requirements include a cumulative grade point average of 3.0 or higher (on a 4.0 scale).

Application materials required for admission as a certificate student:

1. Our certificate application requires transcripts from completed undergraduate degree(s).
2. Short answers (<200 words) to five prompts.
3. $50 non-refundable application fee.
4. Create your online client portal to get access to all the information you need to submit your application.

Please Note:
Applications for credit-bearing certificates must submit official or unofficial transcripts from any post-secondary institutions where you received a degree or completed coursework. We accept both electronic and paper submissions. Students who wish to switch to a degree program must submit official transcripts.

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 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 an all or nothing basis) to non-institutional persons or organizations. A student maintains the option to protect their privacy and not have such information as addresses and telephone numbers released. Forms requesting the withholding of this information are available in the Academic 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 received by the Academic Office. Requests will be honored until revoked by the student.

In order to request access to records and/or to request an amendment, please contact the Registrar's Office.

Student Records

The Academic & Student Financial Services Offices retain a variety of records pertinent to the academic progress and financial records 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 their 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 their 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 via the National Student Clearinghouse, 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.

ACADEMIC POLICIES

Orientation

Orientation (for new students), (Re)Orientation (annually for all students), and First Year Frameworks at The Seattle School are both required and essential for incoming students. During these times of programming, students will have opportunities to address practical issues, such as getting student IDs, updating contact information, using the library, and other systems of support. They will have time to connect with fellow students, staff, faculty, and their Listening Lab Leaders to begin orienting to what it means to be a student at The Seattle School.

Registration

First year students are strongly encouraged to make advising appointments with the Academic Office during the registration period. Upper level students are welcome to make advising appointments with the Academic Advisor.

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 canceled and, if so, students will be informed. A student who needs a required canceled course for graduation may arrange for an Independent Study with assistance and approval from the Dean of the Graduate School.

When selecting required courses please be sure to choose the correct section for your modality. Low-residency students should select courses ending with an "O" (online) or "R" (residency). On-campus students should select courses ending with an "S" (Seattle). You may also see courses ending with "D" (dual). These classes are taught partly on-campus and partly online over the course of the term. Courses ending in "H" are hybrid. For these classes, on-campus students attend in the building, low-residency students attend online, and all students register for the same section. Courses ending with a "T" are travel residencies. Elective courses that are only offered in one format are open to all students regardless of modality provided that the student is able to attend the class in the modality it is offered in (i.e., accommodation will not be made for non-local students to take an on-campus section of an elective course remotely).

Academic Policies

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

Academic Accommodations

Please see the Student Handbook for full details on how to request academic accommodations.

Academic & Financial Petition 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 Student Financial Services Office, respectively. Academic and Financial Petition Forms can be obtained on the school's website at www.theseattleschool.edu.

An Academic Petition Form is submitted to the Academic Office. 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.
- 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 Dean of the Graduate School. A letter of appeal must be submitted to the Dean of the Graduate School within 30 days of the decision of the Academic Policies Committee, failing which, no appeal shall be considered. The 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 appeal 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 Dean of the Graduate School are final.

Academic Honesty

For full details on the Academic Honesty policy, please see the Student Handbook.

Auditing

An active student with degree seeking 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 Listening Lab, 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
- The Registrar
- For specific Concentration admissions please see the Registrar's office.

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 the following first year courses:

- IDS 501 Intersections: Interdisciplinary Inquiry & Psychological Frameworks
- IDS 502 Intersections: Biblical Traditions & Theological Formations
- IDS 520 Listening Lab Part I
- IDS 521 Listening Lab 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 MATC and MACP degrees, the student would need 86 credits. Students interested in completing more than one degree program at The Seattle School, can see the academic office for the list of required classes, residencies, and electives for combining degree programs.

Certificate students interested in applying to a Master's Degree program at The Seattle School should contact admissions@theseattleschool.edu for next steps.

Course Attendance & Presence Policy

The attendance policy at The Seattle School of Theology & Psychology is student centered and rooted in transformational learning. We believe learning happens in community. To be part of The Seattle School as a student or as a member of the instructional team means one is a vital contributor to our learning collective. Your membership in our co-created learning community invites active engagement, preparedness, collaboration, discussion, and faithful presence. Whether on-campus or online, active engagement necessitates personal and focused presence in scheduled synchronous classes and labs. Individual courses may also include participation and/or engagement in grading rubrics as it relates to course learning outcomes. Please see individual course syllabi for the specifics pertinent to each class.

*Please note that lab courses (i.e. IDS 520/521, IDS 503/504/505, CSL 530/531/532, CSL 553, etc.) have particular attendance policies.

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 Populi.

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.

Course Recordings

Recordings of online and on-campus lecture courses will be made available **only** to students who need them as part of an academic accommodation. Recordings of classes, regardless of modality, will not be made available to the general student population. This policy aligns with the Course Attendance & Presence policy which encourages "live" attendance at all courses with the exception of emergencies. Students may not record any class lectures or sessions without written permission from the course instructor(s).

This form may be used to request one time access to recordings of classes in the event that an emergency or crisis situation necessitated missing class. Emergency/crisis situations might include: medical emergencies for yourself or your immediate family, significant political unrest in proximity to your home, etc. *Please note that this only applies to classes that are already being recorded. Lab classes are never recorded.*

Credit Hours & Course Load

Rooted in our belief that learning happens in community, all courses across modalities include synchronous elements that bring instructors and learners together for live engagement. Each course, regardless of modality, provides a minimum 30%, up to 100%, of course instructional time through synchronous instructional time.

Courses at The Seattle School consist of both instructional time led by faculty and outside course work that learners do independently. Per accreditation requirements, we define instructional time as 15 hours per credit and outside coursework time as 30 hours per credit.

Instructional Time constitutes proactive interaction between instructors and learners, wherein information delivery, guided engagement, and dialogue are structured toward the achievement of course learning outcomes.

Outside Coursework Time constitutes the work learners do on their own to be prepared for instructional time and to complete assignments.

Guidelines for Instruction and Coursework Estimates

To support instructors' course design and to help frame student expectations, this list of course time-per-credit outlines the general guidelines for course workloads. Page counts stand in for estimated time spent as it correlates to project work/viewing time, etc. Writing is inclusive of papers, formal Discussion Board posts, presentations, final exams, etc. Reading is inclusive of assigned coursework media: course texts, films, podcasts, etc.

One credit hour

15 hours of instructional time; Minimum of 5 hours synchronous "live" instruction
30 hours of outside coursework time
Writing: 10-15 pages written
Reading: 500 – 700 pages

Two credit hours

30 hours of instructional time; Minimum of 10 hours synchronous "live" instruction
60 hours of outside coursework time
Writing: 15 -20 pages written
Reading: 750 – 1050 pages

Three credit hours

45 hours of instructional time; Minimum of 15 hours synchronous "live" instruction
90 hours of outside coursework time
Writing: 20-25 pages written
Reading: 1050 – 1400 pages

Courses are not able to be changed in credit load (i.e. a student may not request to take a 3 credit course for 2 credits etc.). Additionally, courses offered for credit are not able to be changed into Individualized Research courses in order to amend the credit load. Please also see the Individualized Research and Independent Study policies in this Academic Catalog for more information.

Community Audit & Continuing Education

Some credit courses and noncredit learning events (e.g. seminars, workshops, etc.) may be taken for personal enrichment (Community Audit) apart from graduate credit. Currently enrolled, degree-seeking or non-degree seeking students are not eligible for Community Audit courses. Some courses are space-limited and/or experiential, and are not available for Community Audit enrollment. The Registrar reserves the right to limit enrollment in any course.

The Seattle School also offers Continuing Education Units (CEU). 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.
- Non-credit certificate students must have an attendance rate of 80% or higher and successfully complete all assignments.
- Meet Residency attendance requirements (for Low-Residency students only)
- 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 an Intent to Graduate form with the Academic Office at least three months prior to their anticipated graduation date (Master's Degree students only).
- 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 Policy document available on the website.
- 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 an 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.

Generative AI

Statement of Intention

This policy serves as a guide unto wise and disciplined use of generative Artificial Intelligence (AI). This AI technology is evolving rapidly and will play an increasingly important role in scholarship and professional life. As such, disciplined learning to leverage and steward generative AI tools with integrity is an emergent skillset. Students are engaged in graduate studies to become people of wisdom, who can practice, embody, and inculcate their disciplined knowledge contextually with individuals, groups, and within the locale(s) they serve. Machine learning will not lead their groups, sit with clients, or expose oppression. Course assignments at The Seattle School are designed for students to develop ways of being (often described as the "the life of the mind"), equipping them to serve God and neighbor through transforming relationships. As such, a student's goal is never to simply complete an assignment but to participate in the holistic process of becoming the kind of person who can thoughtfully engage the learning prompts. The school's expectation is that students will employ the use of generative AI tools in service of their personal and professional development, not so that AI tools can complete their learning engagements.

Student Policy

Student use of ChatGPT and similar large language model AI content generators does not automatically equate to academic misconduct at The Seattle School. However, these technologies may not be used to generate content for assignments that is then presented as student work, without proper citation, under any circumstances. This is considered academic misconduct (i.e. plagiarism and/or cheating) on the part of the student. If generative AI is used for an assignment, it should be properly cited and the extent of its use should fall within the parameters stated in the course syllabus. With the exception of academic misconduct, the use or prohibition of generative AI tools is a course-level decision. It is the student's responsibility to read the syllabus for each course and understand the particular expectations of the instructor.

Grading

Student grades will be posted on Populi by faculty within ten days of the end of the term.

Grading for Practical Classes

Practical Classes are defined as Listening Lab, Pre-Internship, Counseling Internship, and Apprenticeship.

All practical courses are assigned a grade of CR (credit given) or NC (no credit given). If a student receives an NC grade in Listening Lab Part I or II, or Pre-Internship Counseling Practicum, they will need to repeat that course until they receive credit to advance to the next course.

Listening Lab Part I & II is one course that must be taken over two consecutive trimesters. At the conclusion of Part I, the Listening Lab Leader, in conjunction with the Faculty Director, will review the progress of all the Listening Lab 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 Listening Lab Part II for winter 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 will also receive a CR grade for Part II and one term credit each for fall and winter trimesters will be awarded on the student's transcript.

Since Listening Lab Part I & II is a 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 grading scale for all course assignments receiving letter grades is as follows:

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

B - Represents a competent and thorough response to the assignment.

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

The grading scale for all courses receiving letter grades is as follows:

A	95-100	4.0	Excellent – superior achievement of course objectives
A-	90-94	3.7	
B+	87-89	3.3	
B	83-86	3.0	Good – competent and commendable achievement of course objectives
B-	80-82	2.7	
C+	77-79	2.3	
C	73-76	2.0	Poor – less than competent achievement of course objectives
C-	70-72	1.7	
F	69 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.

Students must earn a grade of 2.7 (B-) or higher in each required course for their degree or for-credit certificate 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.

Grade Appeals

Concerns regarding grades (including pass/fail courses) are to be resolved between the student, assistant instructor (if applicable), and faculty member. Students should first seek resolution by contacting the faculty member to dispute the grade within 30 days of grades being posted. The instructor has 15 days to respond to the student. Students and instructors are encouraged to meet to discuss the grade concern. If resolution is not obtained through conversation, a student has 60 days from when the grade was posted to complete a formal grade appeal.

A formal grade appeal may be appropriate if students have evidence (or believe evidence exists) that the instructor's grading was arbitrary and capricious, and that they graded in ways that were not applied when assigning grades for other students in the class. Formal grade appeals may only be made for final course grades and if the student and instructor cannot come to an agreement about the grade dispute. To appeal a course grade formally:

1. The student may submit a formal grade appeal to the Dean of the Graduate School. The written statement should describe
    a. the action being appealed
    b. the grounds upon which the appeal is based, and any evidence
    c. the resolution being sought
    d. any background information that the student deems pertinent to the case, including previous attempts to resolve the disputed grade with the instructor
2. The Dean of the Graduate School will review the appeal and consult with the instructor to determine whether the evaluation of the student's performance was fair and reasonable, or if the instructor's conduct in assigning the grade was arbitrary or capricious. The Dean will inform the student of the decision in writing within 30 days of the appeal. The decision of the Dean is final.

For guidance through the process or resources on crafting a formal appeal letter, please contact the Registrar. Alternatively, please complete the Grade Appeal Form. This is equivalent to a letter submission.

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 via the Incomplete Contract form on Populi no later than the last day of the term.

A temporary grade of I (incomplete) is entered in the student's 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 Populi. Students who are requesting Incomplete grades should also be aware of the Satisfactory Academic Progress (SAP) implications outlined in this catalog.

Independent Study

The Dean of the Graduate School, 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 reading 2 books totaling 500 pages.

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 reading 2 books totaling 500 pages.

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 reading 2 books totaling 500 pages.

When approved as a course of study by the Dean of the Graduate School, each student may not exceed the following number of Independent Study AND/OR Individualized Research credits in their chosen program of study:

- MATC – 2
- MACP – 4

This is also to be inclusive of transfer courses (independent study courses PLUS transfer courses cannot exceed the limit of 15 credits. Please see the Credit Transfer policy outlined in this catalog for more information.) Independent Study courses also cannot include all courses in a required series, (i.e., CSL 544 & 545; CSL 542 & 543, etc.)

Individualized Research

The Dean of the Graduate School, 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 Dean of the Graduate School.
- 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.
- Please use the IR/IS form to present a proposal.

Integrative Portfolio

Please see the Integrative Portfolio Handbook for all policies and details.

Internships/Apprenticeships

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

Leave of Absence

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/LOA Request Form or notifying the Registrar in writing. Upon approval by the Registrar, the student is then considered to be on LOA. 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.

Standard Withdrawal

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/LOA Request Form. Upon approval by the Registrar the student is then considered to be on LOA. 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 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 LOA 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 reinstatement. If the student has been inactive for more than three academic terms, they must complete their degree under current admission and academic requirements.

Hardship Withdrawal
Hardship is considered to be an incapacitating illness or injury requiring extensive recuperation or a significant personal emergency such as a death in the immediate family. Verification of the hardship is required. Hardship withdrawals may be considered for individual classes or all classes in a given term.

Petitions for hardship withdrawal should be made directly to the Registrar via the Academic Petition form. The Registrar will confer with the Academic Policies Committee (APC) for a decision on the petition. Approved petitions will be granted "W" grades for any withdrawn classes; however, submission or approval of the petition does not equate to an automatic approval for financial accommodation (i.e. tuition refunds). When reviewing the petitions, the Registrar and APC will consider all pertinent information for decision-making, such as course participation (attendance, online activity, coursework submission, exam, etc.), meeting with advisors, notes from the medical provider (if applicable), etc. Students will be notified of the petition decision within 21 days from the date of submission via their official school email.

Please note that students will still be subject to Department of Education rules in regards to Satisfactory Academic Progress (SAP) and Title IV funding per the policies in the Academic Catalog. Granting of hardship withdrawals affects internal policy penalties only.

Students experiencing medical hardship are also encouraged to seek advising regarding potential academic accommodations with the Director of Student & Academic Services.

Suspension
When a student is suspended for any reason (financial, conduct or academic) they will receive written notification stating the terms of the suspension from the Registrar. If the suspension decision was not related to failure to make satisfactory academic progress, the student may appeal the suspension decision per the academic appeals policy in this catalog.

Readmission
A student wishing to be readmitted after they have been suspended for Code of Conduct or Academic Integrity violations from The Seattle School must apply to the Admissions Department for approval by the Dean of the Graduate School. 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 Dean of the Graduate School. If the petition is denied, the letter will include suggestions for reconsideration.

Modality Changes (MACP students only)

The MACP degree is offered in two modalities: on-campus and low-residency. Students who experience significant changes in life-circumstances (e.g., cross-country moves, acute illness, etc.) may request a change in modality ONCE during their time in the program using this MACP Modality Change Request form.

The low-residency program is space-limited and seats are not guaranteed. Requests will be assessed on a first-come, first-served basis as space permits. To make a request students must be in good academic standing in their current degree program, with a cumulative GPA of at least 2.7. No students will be allowed to request a modality change until they have successfully completed the following first year courses:

- IDS 501 Intersections: Interdisciplinary Inquiry & Psychological Frameworks
- IDS 502 Intersections: Biblical Traditions & Theological Formations
- IDS 520 Listening Lab Part I
- IDS 521 Listening Lab Part II

Please note that any change in modality is comprehensive and persistent: the change impacts ALL of the student's required courses for the remainder of their time in the program. If a student requests a change of modality while a term is currently in progress, and their request is approved, the change will take effect for the following term. In other words, changes in modality will not change a student's course enrollment for the current term.

If a student has already changed modalities once and feel that they need to switch again, they MUST submit an Academic Petition in order to do so.

Repeated Courses

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

This policy applies to degree-seeking students only. 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 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 within two weeks of the final submission final grades from the Academic Office stating that the student has failed Satisfactory Academic Progress.
- If a student does not maintain a 2.7 cumulative or term GPA or successfully complete 70% of their attempted coursework for a second term, the student is placed on academic probation. A student placed on academic probation will be notified in writing by the Academic Office within two weeks of the final submission of grades. 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 may lose their Financial Aid eligibility. For Financial Aid implications please see the Financial Aid SAP policy located in this catalog.
- Upon a third SAP failure, a student 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 Dean of the Graduate School 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 of the Graduate School 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.
- A student wishing to be readmitted after they have been suspended for failure to meet Satisfactory Academic Progress must apply to the Admissions Department for approval by the Dean of the Graduate School. Application cannot be made within three terms of the suspension. Decision letters

will be sent by the office of the Dean of the Graduate School. If the application is denied, the letter will include suggestions for reconsideration. The process for readmission is as follows:

- The student should complete a new enrollment application.
- As part of the Statement of Purpose Essay, the student should address the following questions:
- Describe plans for successful program completion.
- Identify any activities completed during absence from The Seattle School that will enable future success in the program.
- The student should complete the Previous Education section but may disregard the option to upload unofficial transcripts (unless courses have been taken since attending TSS - those would be required). Transcripts already on file will be used as part of the application.

Religious Accommodation

The Seattle School will make good faith efforts to provide reasonable religious accommodations to students who have sincerely held religious practices or beliefs that conflict with a scheduled course or program requirement. Students requesting religious accommodation should submit a written request to their instructor with at least three (3) weeks notice. Any absence resulting from a religious accommodation does not excuse students from course requirements or information reviewed during missed classes. Students are responsible for obtaining materials and information provided during any missed class. The student shall work with the instructor to determine a schedule for making up missed work.

Residency Requirements for Low-Residency Students

The Seattle School offers two degree programs in a Low-Residency model, which involves periodic in-person intensive instruction, along with independent or remote coursework in between those residential intensives. In other words, students attend weekly courses online, then, two times per year they come to campus for retreat-like weekends. These retreats consist of formation, disciplinary and interdisciplinary teaching, and community building with other low-residency students.

Low-Residency MACP students are required to attend a total of four (4) residencies. All MATC students are required to attend a total of four (4) residencies. Dual-degree students enrolled in both degree programs are required to attend a total of six (6) residencies.

If a student needs to miss a residency for an extenuating circumstances (death in the family, acute illness, etc.), they may file an academic petition using Academic Petition Form the to request two (2) things:

- To reduce the number of residencies required for graduation AND
- To still be allowed to enroll in the course even though they will miss the associated residency.

Students who register for a residency course (those that end in “R”) and do not attend the residency in full, will be withdrawn from the course immediately following the residency and will need to register for and engage the course and associated residency in a future term.

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 coursework may be required for students who exceed the time limit.

Master of Arts in Theology & Culture	3 years
Master of Arts in Counseling Psychology	5 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 Withdrawal/Leave of Absence policy in this catalog do not count in the 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's Office 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 Registrar's 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. The total number of transfer credits approved is entered on The Seattle School transcript but are not considered in the grade point average computation. Transfer credits may not be applied to certificates.

Please note that core first year courses at The Seattle School are especially unique to The Seattle School and transfer credits from other institutions replacing these courses are not accepted.

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

Note for Low-Residency students seeking transfer credit: residency related courses (i.e., those ending in "R") that otherwise meet the transfer credit requirements named above may only be transferred in if they are completed prior to the student's enrollment in The Seattle School. If a low-residency student wishes to take a residency related course elsewhere during their degree program (i.e. after enrollment), they must both request for the transfer credit approval as noted above, and also petition to be exempt from the associated residency prior to enrolling in the course elsewhere. Please see the Residency Requirements for Low-Residency students policy in this Catalog for further details.

Students who successfully complete Unit 1 CPE training at a hospital in a program accredited by the Association for Clinical Pastoral Education (ACPE) will be eligible to receive general elective credit. Students will be awarded:

- 4 elective credits if the student completes the CPE training *in addition* to their internship/field experience.
- 2 elective credits if the student completes CPE training *in conjunction with* their internship/field experience.

These credits will be awarded upon:

- The review and approval of the student's final synthesis paper by the Professor of Practical Theology.
- Letter of successful completion from the supervising chaplain.

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.

Waitlist Policy

Students are guaranteed seats in required courses, in their declared modality. Other courses may have a limited number of seats, and access to these courses is only available first come, first served through this waitlist policy and process. Courses with a limited number of seats will have a waitlist available via populi. Students may add themselves to the waitlist at any point prior to the waitlist closing date:

- The waitlist close date for regular weekly courses will be sent out by the Registrar's Office following registration opening. Waitlists will close no later than the end of the add/drop period for the upcoming term as noted on the Academic Calendar.
- Waitlists for travel courses close one month prior to the start of the term or the travel date (whichever is earlier).

While the waitlist is open, students will be added as seats become available. After waitlists close (per the schedule noted above) students will be notified by the Registrar's office that no seats are currently available. Please note that being on a waitlist does not guarantee a seat in a class.

STUDENT FINANCIAL SERVICES

Financial Aid

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 is part of the Federal Direct Loan Program. Students may apply for Federal Direct loans to cover their educational expenses. Types of aid include: Direct Loans, Scholarships, Work-Study and Veteran Affairs Funding.

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 half-time (a minimum of four credits per trimester in Fall and Winter terms and a minimum of three credits in Spring trimester) in a program leading to a degree 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 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. As of July 1, 2012, graduate/professional students are only eligible for Direct Unsubsidized Loans and Graduate Plus Loans. The Unsubsidized Loan is not based on financial need, while the Plus loan requires a credit check to determine eligibility. Interest is charged during all periods, upon disbursement. Students can borrow up to $20,500 in Direct Unsubsidized Loans per year and may also apply for Graduate Plus Loans, the total of which may not exceed the yearly Cost of Attendance, which is based on enrollment status.

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 program. Students classified as non-degree (this includes certificate students) are not eligible for federal student loans.
- Satisfy Selective Service requirements; all men ages 18-25 must register at www.sss.gov.
- Not have defaulted student loans.
- File the Free Application for Federal Student Aid (FAFSA); available at www.fafsa.gov.
- Enroll halftime with a minimum of four credits (Fall/Winter; 3 in Spring): cannot include audit credits.
- Maintain satisfactory academic progress.

Students who do not maintain eligibility may 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 Unsubsidized Loan

Eligibility:	Not need-based; must still file FAFSA.
Amount:	Cannot exceed $20,500 per academic year. There is a non-professional graduate degree limit of $100,000 and the lifetime federal student loan limit of $257,500
lInterest Rate:	To view current interest rate go to: https://studentaid.gov/understand-aid/types/loans/interest-rates
Repayment:	Begins six months after graduation or student ceases to be enrolled at least half-time for six consecutive months. Borrowers are responsible for interest as long as there is a balance owing on their Direct Unsubsidized or Graduate Plus loans.

Graduate Plus Loan

Eligibility: Need-based; it is an additional loan after the Unsubsidized Loan has been maxed.

You may be eligible to borrow a Direct PLUS Loan under these limited exceptions:

- were enrolled at The Seattle School **prior** to June 30, 2026;
- borrowed a Direct Loan at The Seattle School **prior** to July 1, 2026;
- are currently enrolled at The Seattle School; and
- haven't had any break in your enrollment in the same program and the same school at any time as of July 1, 2026. [An approved leave of absence isn't considered a break in your enrollment.]

Amount: Varies based on enrollment status, maximum can be up to $30K per school year, upon approval. A credit check is required. See here for more details:

Interest Rate: Typically higher than the Unsubsidized Loan, view current interest rate: https://studentaid.gov/understand-aid/types/loans/interest-rates

Repayment: Same as Unsubsidized Loan, see above.

Application: https://studentaid.gov/plus-app/

Financial Aid Application Deadlines

August 15th is the priority deadline for filing the federal financial aid application. This deadline is in place to secure funding availability within the first week of classes. If you do not successfully complete a financial aid application on or before August 15th you may still be eligible but funding may not be available the first week of classes.

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.
- Complete the Free Application for Federal Student Aid (FAFSA) located online at https://studentaid.gov/h/apply-for-aid/fafsa. The federal code for The Seattle School is G34664.
- Complete the Entrance Counseling and Master Promissory Note.
- Submit additional documentation to verify eligibility as requested by the office of Student Financial Services.

Process

Accepted students should file their FAFSA to begin the financial aid process. Student Financial Services will create financial aid offer letters which will inform the student of their aid eligibility. Student offer letters will be available to review and accept online on the student portal, Populi starting in mid-August.

Once an offer letter has been accepted the loan will be originated with The Department of Education and new students will have additional instructions to complete the aid process. Please refer to the financial aid checklist for more information.

Disbursement

Once the student has completed the financial aid application and award process, their loans will be scheduled for disbursement. These funds will be applied to the student's account to cover the amount due in their student account, and any unused funds will be issued to the student within 3 business days of the start of term classes in the form of a stipend check. Students may then use these stipend funds to cover other school-rated expenses as discussed in the Cost of Attendance section, below. Students can also opt out of any extra funding by contacting Student Financial Services, staff can assist with returning funds back to the lender, to help reduce their loan amount.

Borrowing Additional Funds

Students are encouraged to speak directly with Student Financial Services if needing to inquire about applying for

Direct Graduate Plus 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 credits in Fall & Winter terms and three credits in Spring 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. Applications, deadlines and award dates will be posted on The Seattle School website during the Spring term of each academic year. All scholarship recipients must maintain Satisfactory Academic Progress as outlined in this catalog.

Family Aid Fee Waiver Assistance
Funds are available to assist first-year or continuing students who are married (to another student) or single parents enrolled in degree programs who demonstrate financial need. Both members of the married couple must be enrolled at least half-time with at least four credits in Fall & Winter terms and three credits in Spring term, not including credits taken for audit. The amounts of the awards vary according to need and number of applications received each year. Applications, deadlines and award dates will be posted on The Seattle School website during the Spring term of each academic year. All Family Fee Waiver Assistance recipients must maintain Satisfactory Academic Progress as outlined in this catalog.

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 follow the National Association of Student Financial Aid Administrators 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 their 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 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 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.

Students with special circumstances may wish to discuss their particular financial needs with the Student Financial Services Manager. 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 Manager 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 by the 25th of the first month of the term. 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 choose 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 Financial Services 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 three equal payments throughout the term, each due by the 25th of each month. If payment is not received by the 25th of each month, a finance charge will be assessed on the entire balance due at the rate of one percent per month. If the student does not utilize the monthly payment plan and their full payment is not received by the 25th of the first month of the term, they 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.

Failure to Pay

Students who fail to pay their full student account balance within a reasonable timeframe will be assessed administrative fees associated with the costs of collection for the account. Account balances that are sent to collections will also be reflected on a student's credit report and could adversely affect their credit profile. The Seattle School will make all best efforts to work with students around payment plans and notices around payments due before accounts are sent to collections.

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, utilities, transportation, personal expenses, mandatory fees and required psychotherapy (for MACP students) while enrolled at The Seattle School. A standard student budget is comprised of these components, as specified by the school, and financial aid cannot exceed the student budget amount. 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.

Tuition & Fees for 2026-2027

<u>Application Fee (non-refundable)</u>	
Degree or Non-degree	$50
Late Application Fee	$25
Advance Tuition Deposit	$250
<u>Tuition per credit</u>	
Graduate Credit	$778

Audit	$389
Community Audit	$325
Alumni tuition rate*	$500

**Please see Academic Office for full policy*

Fees per term

Practical Training Lab Fee	$255
Student Services & Programming Fee	$150
Registration & Information Technologies Fees	$225
Certificate Student Fee*	$325

**This is the only per term fee for certificate students.*

Miscellaneous Fees

Graduation*	$230
Alumni Services Fee*	$175
Writing Workshop	$350
Integrative Project Continuation (see policy)	$150
Licensure Test Preparation (MACP students)	$50
Late Registration	$30
Course Change	$25
Official Transcript (plus NSC surcharges)	$5
Payment Plan Fee (per term)	$50

**Degree program students only.*

Tuition Refund Policy

All courses (including intensives and Listening Lab) are subject to the same drop policy. Students may make changes to their registration until the end of business day (5:00 pm) 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.

Financial Appeals

Exceptions to financial aid policies may be appealed. Financial Appeals are handled by the Academic Services Committee (ASC). 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, Scholarship, Veteran Affairs Funding and Work Study, 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 at least half-time 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 may still be monitored to determine their eligibility for future possible financial aid awards.

If a student receives Direct Loans and fails SAP for a specific term but successfully completes at least half of what they registered for in that term they will be placed on Financial Aid Warning. Warning is not a status that will affect the next term disbursement. After completion of the subsequent term the SAP will be evaluated again. If the student passes, the warning status will be recorded and removed. If the student fails to meet SAP that subsequent term, they will be subject to Loss of Eligibility (Suspension) as described below.

SAP Loss of Eligibility

The following events will result in immediate Financial Aid Suspension and loss of eligibility:

- Failure to meet SAP for two consecutive terms
- Failure to meet SAP for three non-consecutive terms

Make Satisfactory Academic Progress: Meet All 3 Standards to be Eligible for Financial Aid

Grade Point Average	Maintain a term AND cumulative 2.7 GPA
Course Completion	Successfully complete 70% of attempted credits each term
Degree Progress	Master of Arts in Theology and Culture: 3 years Master of Arts in Counseling Psychology: 5 years

SAP Appeals

We understand that circumstances sometimes prevent students from making satisfactory academic progress towards their degree. If you are ineligible for financial aid because you are not meeting SAP requirements, and extenuating circumstances have hindered your academic performance, you may submit a SAP Appeal to have your eligibility reconsidered.

Examples of extenuating circumstances include:

- Death of an immediate family member (spouse, parent, guardian, sibling, child)
- Major medical issue (i.e. requires hospitalization) experienced by the student or an immediate family member of the student (as designated above)
- Domestic violence
- Involuntary call to active military duty
- Other extreme circumstances (case by case basis)

Students are limited to a maximum of two approved appeals during their program of study and a second repeat appeal must be for reasons different from the previous appeal to be considered for approval. Please be aware that submission of an appeal is not a guarantee of approval. We strongly encourage you to submit your SAP Appeal immediately after you receive notification that you are not meeting SAP requirements so that you may receive a decision on your appeal in a timely manner. SAP Appeals need to be received within 30 days of notification.

- **If your SAP Appeal is approved**, you will be responsible for following specific conditions each term in order to maintain your financial aid eligibility. We will notify you via email of the conditions you are required to meet to maintain eligibility, and we will review your progress before we disburse any additional aid to you each term.
- **If your SAP Appeal is denied**, you will be responsible for all costs associated with your enrollment during the academic year.

A student who has lost eligibility for Financial Aid must meet SAP requirements. A student does not automatically regain eligibility simply by paying for their own classes or passing their classes or by sitting out a term. Notices regarding loss of eligibility will be sent to all students who fail to meet SAP standards within two weeks of the final submission of grades.

COMMON CURRICULUM

At The Seattle School, all students, regardless of degree program, take a common set of courses referred to as the common curriculum. In addition to the degree program's specific descriptions and objectives on the following pages, the common curriculum coursework is designed to provide an innovative, embodied, and formational education experience.

Common Curriculum Description

The Common Curriculum at The Seattle School of Theology & Psychology is the cross-disciplinary intersection where "text, soul, and culture" are brought together for all degree programs in a critical first year of study. Students explore the central questions within, and interplay between, the disciplines of theology and psychology, and they begin to cultivate deep listening skills in service of understanding text, self, others, and the Divine. Throughout the Common Curriculum, students will develop a foundational self-understanding of what it means to be an intentional presence in the world and form a compelling vision and praxis for human flourishing, a foundation which will undergird students' vocational development and their ongoing work in service of God and neighbor.

Common Curriculum Outcomes

Students will be able to:

- Form a foundational self-understanding of what it means to be an intentional presence in the world.
- Explore the central questions which guide the disciplines of theology and psychology and the way they mutually influence both personal and societal well-being.
- Develop and apply deep listening skills in service of understanding text, self, others, and the Divine.
- Articulate a vision of human flourishing informed by cross-disciplinary inquiry and self-reflection.

DEGREE PROGRAMS

Master of Arts in Theology & Culture

The Master of Arts in Theology & Culture (MATC) program is a 39-credit degree designed to prepare students to engage traditional and alternative ministry settings with robust theological thinking skills, contextual understandings of the Scriptures and the world, and a hopeful imagination for serving God and neighbor through transforming relationships. The degree covers a broad range of theological disciplines, prepares students professionally for leadership in religious and non-profit organizations, and attends to the intellectual, human, spiritual, and vocational dimensions of student learning and formation. The degree is academically rigorous, interculturally competent, and globally aware and engaged, preparing students for lifelong learning. The degree emphasizes contextual learning and allows flexibility for the exploration of a diversity of student interests. It includes an apprenticeship experience and a capstone Integrative Portfolio that prepares students to engage in collaborative leadership upon graduation. Students will select a specialization from three choices: The Arts; Community Development, and Ministry.

MATC with an Interdisciplinary Studies Emphasis

- Students can choose to add six credits of electives to any of the MATC degrees named above and subsequently graduate with a 45 credit degree with an Interdisciplinary Studies Emphasis. This option allows students to take elective classes for credit, have them reported on an official transcript, and graduate with this additional distinction.

Specialization: The Arts

An artist may be a maker, a dancer, a musician, a visual artist, and/or a person with creative energy, voice, and spirit who wants to articulate the problems of a community through artistic expression and imagination. This specialization will integrate the practices of art and the biblical pursuit of social justice so that artists may use their gifts to build communities of vision and hope. The goal of this specialization is to allow artists to weave together faith and artistic practice so that they may be people who are attuned to the workings of God's Spirit in the world. Artists in this specialization will learn to be attentive to issues around societal justice, revealing and giving voice to that which is too often ignored or unseen. Students will find new language and artistic forms in the midst of sorrow and the experience of trauma, providing tools to nurture resilience and sustain hope.

Program Learning Outcomes

Upon successful completion of the Master of Arts in Theology & Culture program, graduates will be able to:

1. Articulate insight into one's formative stories in the context of identities, cultures, places, and people, in order to embody a way of being and vocation as an expression of their understanding of God, self, and neighbor.
2. Develop, cultivate, and apply approaches to scripture and theology that attend to a diversity of possible perspectives and that lead to courage, imagination, and action.
3. Listen deeply, appreciatively, and with cultural responsiveness to the ecological and human communities they seek to serve, to discern the ongoing movement of God in those settings.

In addition to the MATC Program Learning Outcomes (listed above), graduates of The Arts specialization will be able to

4. Understand and critically engage art as revelatory of God's presence in the midst of human suffering in order to enable personal and communal responses that cultivate joy, goodness, peace, hope, love, and justice.
5. Cultivate improvisation by embodying an adaptive capacity for several modes of integration of faith and artistic or creative practice in response to various contexts.

Degree Requirements

The M.A. in Theology & Culture 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 Theology & Culture curriculum with a minimum grade point average of 2.7.
- Attend the two (2) required residencies, and IP Symposium/Graduation Weekend.

M.A. in Theology & Culture: The Arts Low-Residency Curriculum (39 credit hours)

Course Number	Course Name	Credit Hours
Spiritual Formation Studies		3
SFD 517O	Service & Sustainability: Action, Reflection, and Resilience (RESIDENCY)	3
Bible & Textual Interpretation		6
BTI 515O	Engaging the Bible: Genre, History, and Context (RESIDENCY)	3
BTI 525O	Interpreting the Bible: Exegesis, Hermeneutics, and Community	3
Interdisciplinary Studies		9
IDS 501O	Intersections: Interdisciplinary Inquiry & Psychological Frameworks	2
IDS 502O	Intersections: Biblical Traditions & Theological Formations	2
IDS 503O	Intersections: Textual Integrations	1
IDS 504O	Critical Reading Lab	1
IDS 505O	Contextual Learning Lab	1
IDS 520R/521R	Listening Lab Part I & II (RESIDENCY)	2
Theology & Cultural Engagement		9
TCE 533O	Theories of Change: Community Leadership	3
TCE 534O	Practices of Change: Apprenticeship in the Arts	3
TCE 537O	Christology in Historical Context	3
TCE 538O	Mission & Faithful Presence	3
TCE 546O	Constructive Theology: Issues, Critiques, and Doctrine	3
Capstone/Vocational Development		6
TCE 551O	Studio & Seminar: The Arts (TRAVEL RESIDENCY)	3
TCE 552O	Special Topics in Social Engagement & the Arts (RESIDENCY)	3
	TOTAL CREDITS FOR MATC DEGREE	**39**

Specialization: Community Development

This specialization prepares students to engage in the practices of community development and helps them to define theological and ethical foundations for the promotion of well-being in the communities they are called to love. Through practices of deep listening, participants gain the skills and nurture character qualities necessary to work in partnership with community members to foster organic, contextualized community change. Students gain a working knowledge of community development from diverse global perspectives, and apply their new understanding to their own local contexts—assuring that their vocational development is both culturally credible and contextually relevant. While some students in this specialization focus their vocational development on goals of collaborative development work in international settings, and others focus on community engagement in North American contexts, each student will gain the skills to be a credible agent of healing and change in the places they serve.

Program Learning Outcomes

Upon successful completion of the Master of Arts in Theology & Culture program, graduates will be able to:

1. Articulate insight into one's formative stories in the context of identities, cultures, places, and people, in order to embody a way of being and vocation as an expression of their understanding of God, self, and neighbor.
2. Develop, cultivate, and apply approaches to scripture and theology that attend to a diversity of possible perspectives and that lead to courage, imagination, and action.
3. Listen deeply, appreciatively, and with cultural responsiveness to the ecological and human communities they seek to serve, to discern the ongoing movement of God in those settings.

In addition to the MATC Program Learning Outcomes (listed above), graduates of the Community Development specialization will be able to

4. Articulate the theological and ethical foundations of their particular approaches to community development.
5. Discern the strengths, needs, aspirations, and inherent resources of a community as a foundation for contextualized approaches to development.
6. Guide processes of collaborative innovation, social enterprise, and social change at systemic and grassroots levels in order to foster communities that exemplify beauty, justice, and shared sense of belonging.

Degree Requirements

The M.A. in Theology & Culture 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 Theology & Culture curriculum with a minimum grade point average of 2.7.
- Attend the two (2) required residencies, the required travel course, and IP Symposium/Graduation Weekend.

M.A. in Theology & Culture: Community Development Low-Residency Curriculum (39 credit hours)

Course Number	Course Name	Credit Hours
Spiritual Formation Studies		3
SFD 517O	Service & Sustainability: Action, Reflection, and Resilience (RESIDENCY)	3
Bible & Textual Interpretation		6
BTI 515O	Engaging the Bible: Genre, History, and Context (RESIDENCY)	3
BTI 525O	Interpreting the Bible: Exegesis, Hermeneutics, and Community	3
Interdisciplinary Studies		9
IDS 501O	Intersections: Interdisciplinary Inquiry & Psychological Frameworks	2
IDS 502O	Intersections: Biblical Traditions & Theological Formations	2
IDS 503O	Intersections: Textual Integrations	1
IDS 504O	Critical Reading Lab	1
IDS 505O	Contextual Learning Lab	1
IDS 520R/521R	Listening Lab Part I & II (RESIDENCY)	2
Theology & Cultural Engagement		9
TCE 533O	Theories of Change: Community Leadership	3
TCE 535O	Practices of Change: Apprenticeship in Community Development	3
TCE 537O	Christology in Historical Context	3
TCE 538O	Mission & Faithful Presence	3
TCE 546O	Constructive Theology: Issues, Critiques, and Doctrine	3
Capstone/Vocational Development		6
TCE 553T	Collaborative Community Development (TRAVEL RESIDENCY)	3
TCE 554O	Contextual Conversations for Community Transformation (RESIDENCY)	3
	TOTAL CREDITS FOR MATC DEGREE	**39**

Specialization: Ministry

With a broad understanding of the church as the people of God, this specialization prepares students for new expressions of missional, formational, and worshiping communities. The: Ministry specialization is designed to guide students into responsive, contextual, and courageous approaches to ministry at a time when faith practices are being redefined and expressions of church are being reimagined for the future. This specialization focuses on gathering within local contexts to discover God's liberative hope for their place and all its inhabitants. Students study, explore, and practice convening expressions of church in everyday spaces and realms. Students will learn practical tools for deep listening to the particular needs and laments of place and community and discerning the formative work of convening missional groups unto the ultimate goal of flourishing for all. This educational experience is profoundly formative, preparing and daring leaders to attend to God's active presence in their own lives and the work of God in their local communities and contexts.

Program Learning Outcomes

Upon successful completion of the Master of Arts in Theology & Culture program, graduates will be able to:

1. Articulate insight into one's formative stories in the context of identities, cultures, places, and people, in order to embody a way of being and vocation as an expression of their understanding of God, self, and neighbor.
2. Develop, cultivate, and apply approaches to scripture and theology that attend to a diversity of possible perspectives and that lead to courage, imagination, and action.
3. Listen deeply, appreciatively, and with cultural responsiveness to the ecological and human communities they seek to serve, to discern the ongoing movement of God in those settings.

In addition to the MATC Program Learning Outcomes (listed above), graduates of the Ministry specialization will be able to

4. Discern and assess the particularities of ministry settings in the development of contextualized initiatives for convening, forming, and sustaining faith-based communities as local expressions of Christ's presence.
5. Cultivate collaborative and adaptive leadership capacity for guiding their local faith community into faithful collective practice for the flourishing of their place and all its inhabitants.

Degree Requirements

The M.A. in Theology & Culture 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 Theology & Culture curriculum with a minimum grade point average of 2.7.
- Attend the two (2) required residencies, and IP Symposium/Graduation Weekend.

M.A. in Theology & Culture: Ministry Low-Residency Curriculum (39 credit hours)

Course Number	Course Name	Credit Hours
Spiritual Formation Studies		3
SFD 517O	Service & Sustainability: Action, Reflection, and Resilience (RESIDENCY)	3
Bible & Textual Interpretation		6
BTI 515O	Engaging the Bible: Genre, History, and Context (RESIDENCY)	3
BTI 525O	Interpreting the Bible: Exegesis, Hermeneutics, and Community	3
Interdisciplinary Studies		9
IDS 501O	Intersections: Interdisciplinary Inquiry & Psychological Frameworks	2
IDS 502O	Intersections: Biblical Traditions & Theological Formations	2
IDS 503O	Intersections: Textual Integrations	1
IDS 504O	Critical Reading Lab	1
IDS 505O	Contextual Learning Lab	1
IDS 520R/521R	Listening Lab Part I & II (RESIDENCY)	2
Theology & Cultural Engagement		9
TCE 533O	Theories of Change: Community Leadership	3
TCE 536O	Practices of Change: Apprenticeship in Ministry	3
TCE 537O	Christology in Historical Context	3
TCE 538O	Mission & Faithful Presence	3
TCE 546O	Constructive Theology: Issues, Critiques, and Doctrine	3
Capstone/Vocational Development		6
TCE 555O	Gathering & Becoming: The Gathering of Christian Communities (TRAVEL RESIDENCY)	3
TCE 556O	Listening & Leading: The Spiritual Care of Christian Communities (RESIDENCY)	3
	TOTAL CREDITS FOR MATC DEGREE	**39**

Master of Arts in Counseling Psychology

The Seattle School of Psychology & Theology approaches the human condition rooted in the belief that we are created, known, wounded, and healed in the context of relationship. Given that, a relational hermeneutic informs our theoretical approaches to psychotherapy. Our theories are informed by the wisdom of trinitarian theology and are primarily psychodynamic in nature, with an emphasis on British Object Relations, Contemporary Relational Psychoanalysis, Interpersonal Neurobiology, Systems Theory, and Trauma Theory. Each of these theories find places of intersection and contrast, but all concur with the latest research that change in psychotherapy is predicated on the quality and responsiveness of the therapeutic relationship.

We consider the therapeutic relationship as being the foundational space where persons can engage and reflect on their most formative experiences and begin to re-imagine them into greater complexity, imagination, deeper meaning and a greater capacity to serve God and neighbor through transforming relationships. Given our relational treatment approach, the program distinguishes itself through a curriculum deeply committed to the development of the self of the therapist. The program provides and nourishes opportunities for self-growth and transformation by engaging the mind, body, and soul towards a deeper personal awareness needed to facilitate healing and transformation alongside others.

The MACP degree prepares graduates for counseling vocations with diverse populations in counseling centers, community mental health clinics, private practice, family services, residential and outpatient treatment programs, churches and other Christian ministry contexts.

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.

Program Learning Outcomes

1. Demonstrate the skills necessary for mental health licensure and practice, including:
    a. knowledge and capacity to counsel individuals, families and groups
    b. knowledge and practice of professional counseling ethical codes
    c. assessment, diagnosis, counseling theory, practice skills and interventions
    d. awareness of diversities in individual, communal, and systemic categories; particularly issues of power and privilege.
2. Demonstrate the capacity for life-long personal and professional formation, spiritually, psychologically and culturally, through a growing capacity to
    a. critically examine one's own story, intrapsychic and interpersonal patterns, and the impact of cultural locatedness.
    b. engage in effective dialogue in service of working with others in a professional counseling capacity.
    c. critically reflect on and respond to one's professional moral and social responsibilities within contexts, cultures, and systems of power.
3. Demonstrate the ability to integrate theology and psychology towards reconciling and transformative relationships.

Degree Requirements

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

- Complete all courses in the prescribed MACP curriculum with a minimum grade point average of 2.7.
- Fulfill a minimum 40 hours of psychotherapy (session should be a minimum of 45-50 minutes each) per the Required Psychotherapy Policy.
- Attend the four (4) required residencies (this requirement applies to low-residency students only).
- Give evidence of a level of personal maturity and stability that is consistent with counseling-related vocations. The MACP program uses a common measure and rubric across the degree program to assess students' critical knowledge, skills, and dispositions and tend to students' vocational development throughout the program. Students are assessed throughout their degree program; starting with a self-assessment in IDS 520 Listening Lab Part I, then by instructors or supervisors

starting in IDS 521 Listening Lab Part II, CSL 553 Pre-Internship, and CSL 530/531 Internship I & II. Full details are available in associate course syllabi. The mid-point CSL 553 assessment is a milestone which students must pass in order to progress to the counseling internship phase (CSL 530). Students who do not meet the identified milestone at this juncture will be provided with additional training or remediation in order to reach a passing score. In order to pass a student must earn an average score of three and above, along with scores of 2 or above on each measure.

Rubric:

5 - Exceeds Expectations: demonstrates consistent and advanced competency and capacity
4 - Meets Expectations: demonstrates competency and capacity
3 - Near Expectations: developing toward competency and capacity
2 - Below Expectations: demonstrates insufficient and/or unacceptable competency and capacity
1 - Harmful:

Assessment Measures:

Category	**Description** *When assessing in IDS 520/521 & CSL 553, change "clients" to "others"*	**Assessed in the course(s):**		
		IDS 520/521	**CSL 553**	**CSL 530/531**
Facilitation of Therapeutic Environment	Expresses appropriate empathy, care, respect, and compassion for clients; is "present" and open to clients.			X
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC.			X
Professional Behavior	Behaves in a professional manner towards supervisors, peers, and clients (e.g., emotional regulation); is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others	X	X	X
Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, and clients.	X	X	X
Knowledge of & Adherence to Site Policies	Demonstrates an understanding and appreciation for all counseling site policies and procedures, including completing all weekly record keeping and tasks correctly and promptly (e.g., case management, case notes, psychosocial reports, assessments, treatment plans, supervisory reports, etc.)		X	X
Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.	X	X	X
Emotional Stability & Self-Control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with clients.	X	X	X
Motivated to Learn & Grow	Demonstrates engagement in learning and development of counseling (listening for IDS 551/552) competencies	X	X	X
Openness to Feedback	Responds thoughtfully and alters behavior in accordance with supervisory, collegial, and/or faculty feedback.	X	X	X
Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.	X	X	X
Congruence & Genuineness	Demonstrates awareness of self and others' experience and ability to register and reflect on those experiences.	X	X	X

MACP Curriculum - On-campus (66 credit hours)

Course Number	Course Name	Credit Hours
Counseling Studies		**36**
CSL 502	History & Systems	3
CSL 503	Professional Ethics & Law	3
CSL 509	Social & Cultural Diversities	3
CSL 510	Human Growth & Development	3
CSL 516	Research & Statistics	3
CSL 517	Family Systems	3
CSL 518	Group Therapy	3
CSL 542	Helping Relationships I	3
CSL 543	Helping Relationships II	3
CSL 544	Assessment, Appraisal, & Diagnosis	3
CSL 545	Psychopathology	3
CSL 553	Pre-Internship Counseling Practicum	3
Interdisciplinary Studies		**9**
IDS 501	Intersections: Interdisciplinary Inquiry & Psychological Frameworks	2
IDS 502	Intersections: Biblical Traditions & Theological Formations	2
IDS 503	Intersections: Textual Integrations	1
IDS 504	Critical Reading Lab	1
IDS 505	Contextual Learning Lab	1
IDS 520/521	Listening Lab Part I & II	2
Theology & Cultural Engagement - *CHOOSE 4 credits from the following:*		**4**
TCE 540	God & Persons	2
TCE 541	Spirit & Trauma	2
TCE 542	Christ & Hospitality	2
TCE 543	God, Gender, & Sexuality	2
TCE 544	The Triune God & Creation	2
TCE 545	Beauty, Brokenness, & the Cross	2
Bible & Textual Interpretation		**3**
BTI 507	Biblical Survey	3
Capstone/Vocational Development		**4**
CSL 530	Internship I	2
CSL 531	Internship II	2
General Electives		**8**
Non-counseling related elective		**2**
	TOTAL CREDITS FOR MACP DEGREE	**66**

MACP Curriculum - Low-residency (66 credit hours)

Course Number	Course Name	Credit Hours
Counseling Studies		**36**
CSL 502R	History & Systems (RESIDENCY)	3
CSL 503O	Professional Ethics & Law	3
CSL 509R	Social & Cultural Diversities (RESIDENCY)	3
CSL 510R	Human Growth & Development (RESIDENCY)	3
CSL 516O	Research & Statistics	3
CSL 517O	Family Systems (RESIDENCY)	3
CSL 518O	Group Therapy	3
CSL 542O	Helping Relationships I	3
CSL 543O	Helping Relationships II (RESIDENCY)	3
CSL 544O	Assessment, Appraisal, & Diagnosis	3
CSL 545O	Psychopathology	3
CSL 553R	Pre-Internship Counseling Practicum (RESIDENCY)	3
Interdisciplinary Studies		**9**
IDS 501O	Intersections: Interdisciplinary Inquiry & Psychological Frameworks	2
IDS 502O	Intersections: Biblical Traditions & Theological Formations	2
IDS 503O	Intersections: Textual Integrations	1
IDS 504O	Critical Reading Lab	1
IDS 505O	Contextual Learning Lab	1
IDS 520R/521R	Listening Lab Part I & II (RESIDENCY)	2
Theology & Cultural Engagement - *CHOOSE 4 credits from the following:*		**4**
TCE 540	God & Persons	2
TCE 541	Spirit & Trauma	2
TCE 542	Christ & Hospitality	2
TCE 543	God, Gender, & Sexuality	2
TCE 544	The Triune God & Creation	2
TCE 545	Beauty, Brokenness, & the Cross	2
Bible & Textual Interpretation		**3**
BTI 507	Biblical Survey	3
Capstone/Vocational Development		**4**
CSL 530	Internship I	2
CSL 531	Internship II	2
General Electives		**8**
Non-counseling related elective		**2**
	TOTAL CREDITS FOR MACP DEGREE	**66**

MACP + Concentration in Narrative Focused Trauma Care

On-campus or Low-residency (66 credit hours)

See above for Residency requirements for Low-Residency students

Course Number	Course Name	Credit Hours
Counseling Studies		**36**
CSL 502	History & Systems	3
CSL 503	Professional Ethics & Law	3
CSL 509	Social & Cultural Diversities	3
CSL 510	Human Growth & Development	3
CSL 516	Research & Statistics	3
CSL 517	Family Systems	3
CSL 518	Group Therapy	3
CSL 542	Helping Relationships I	3
CSL 543	Helping Relationships II	3
CSL 544	Assessment, Appraisal, & Diagnosis	3
CSL 545	Psychopathology	3
CSL 553	Pre-Internship Counseling Practicum	3
Interdisciplinary Studies		**9**
IDS 501	Intersections: Interdisciplinary Inquiry & Psychological Frameworks	2
IDS 502	Intersections: Biblical Traditions & Theological Formations	2
IDS 503	Intersections: Textual Integrations	1
IDS 504	Critical Reading Lab	1
IDS 505	Contextual Learning Lab	1
IDS 520/521	Listening Lab Part I & II	2
Theology & Cultural Engagement - *CHOOSE 4 credits from the following:*		**4**
TCE 540	God & Persons	2
TCE 541	Spirit & Trauma	2
TCE 542	Christ & Hospitality	2
TCE 543	God, Gender, & Sexuality	2
TCE 544	The Triune God & Creation	2
TCE 545	Beauty, Brokenness, & the Cross	2
Bible & Textual Interpretation		**3**
BTI 507	Biblical Survey	3
Capstone/Vocational Development		**4**
CSL 530	Internship I	2
CSL 531	Internship II	2
General Electives		**8**
	General Electives	6
CSL 564	Assessment & Treatment of Trauma & Abuse	2
Non-counseling related elective		**2**
Required Allender Center Trainings		**0**
Narrative Focused Trauma Care Level I		0
Narrative Focused Trauma Care Level II		0
	TOTAL CREDITS FOR MACP DEGREE	**66**

MACP + Concentration in Psychoanalytic Psychology: British Object Relations
On-campus (72 credit hours)

Course Number	Course Name	Credit Hours
Counseling Studies		**42**
CSL 502	History & Systems	3
CSL 503	Professional Ethics & Law	3
CSL 509	Social & Cultural Diversities	3
CSL 510	Human Growth & Development	3
CSL 516	Research & Statistics	3
CSL 517	Family Systems	3
CSL 518	Group Therapy	3
CSL 542	Helping Relationships I	3
CSL 543	Helping Relationships II	3
CSL 544	Assessment, Appraisal, & Diagnosis	3
CSL 545	Psychopathology	3
CSL 553	Pre-Internship Counseling Practicum	3
CSL 570	Infant Observation	1
CSL 571	Infant Observation	2
CSL 572	Infant Observation	1
CSL 573	Elements of British Object Relations I	1
CSL 574	Elements of British Object Relations II	1
Interdisciplinary Studies		**9**
IDS 501	Intersections: Interdisciplinary Inquiry & Psychological Frameworks	2
IDS 502	Intersections: Biblical Traditions & Theological Formations	2
IDS 503	Intersections: Textual Integrations	1
IDS 504	Critical Reading Lab	1
IDS 505	Contextual Learning Lab	1
IDS 520/521	Listening Lab Part I & II	2
Theology & Cultural Engagement - *CHOOSE 4 credits from the following:*		**4**
TCE 540	God & Persons	2
TCE 541	Spirit & Trauma	2
TCE 542	Christ & Hospitality	2
TCE 543	God, Gender, & Sexuality	2
TCE 544	The Triune God & Creation	2
TCE 545	Beauty, Brokenness, & the Cross	2
Bible & Textual Interpretation		**3**
BTI 507	Biblical Survey	3
Capstone/Vocational Development		**4**
CSL 530	Internship I	2
CSL 531	Internship II	2
General Electives		**8**
Non-counseling related elective		**2**
	TOTAL CREDITS FOR MACP+BOR DEGREE	**72**

Psychotherapy Requirement

At The Seattle School, 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's 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 an eighteen month period.
    - If qualified, 20 hours of this may be counted prior to enrollment in the MACP program. Please see the full policy document for details.
- The psychotherapy must be individual, couples or family psychotherapy.
    - Students may split hours 30/10 between individual and couples therapists. Group Therapy is not allowed.
- 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 Director of Practicum. 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 fully licensed by the state in which services are rendered 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 case of a psychiatrist. Therapy can be provided either in-state or across state lines where it is legal for the provider to do so. It is the responsibility of the provider to determine their eligibility to provide services across state-lines.
- The student may see an Associate (or other state term for a pre-license credential) licensed provider in the following conditions:
    - The psychotherapist is licensed as an associate (or equivalent) for over 24 months since the 40 required hours begins AND the therapist's supervisor signs the Initial Hours form along with the therapist indicating their agreement and understanding of the policy.
- Not be a Seattle School faculty member, adjunct faculty member, employee or member of The Seattle School Board of Directors.

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 and forms. 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 Director of Student & Academic Services can assist students in locating information on out-of-state mental health licensure. 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. For students seeking licensure in other states, this State Licensing Requirements webpage is a good starting point.

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*
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 545*
Research and Evaluation	CSL 516*
Career Developmental Counseling	CSL 511
Multicultural Concerns	CSL 509*
Substance/Chemical Abuse	CSL 512
Chronically Mentally Ill	CSL 544* 545*
Group Therapy	CSL 518*

CERTIFICATE PROGRAMS

Scripture & Society

The Certificate in Scripture & Society is a one-year course of study inviting learners into practices of deep listening to sacred text, self, and others in their everyday lives. This certificate provides an overview of biblical literature and interpretive methods with special attention to how hermeneutical frameworks and cultural context impact our readings of scripture and thus our understanding of self, others, and all of creation. This course of study invites students to explore the literary forms, themes, and history of the reception of the Bible. Students will be introduced to interpretive tools to help them engage in all kinds of listening with a posture of curiosity and humility, opening them towards faithful presence in their service in the world.

Certificate Learning Outcomes

Upon completion of this certificate, students will be able to …

1. Competently identify biblical genres, including an appreciation for their relevant contexts (canonical, historical, literary, and theological).
2. Articulate a personal and culturally located understanding of why scripture matters and what is at stake for particular interpretations within lived communities.
3. Engage with theory and praxis related to deep listening and cultivate a relational stance marked by observation, openness, and curiosity.
4. Explicate biblical themes and practices that sustain the soul and inform contextually relevant, collaborative community change.

Certificate in Scripture & Society (CSS): Online for-credit (11 credit hours)

Course Number	Course Name	Credit Hours
Spiritual Formation Studies		3
SFD 517O	Service & Sustainability: Action, Reflection, and Resilience	3
Bible & Textual Interpretation		6
BTI 515O	Engaging the Bible: Genre, History, and Context	3
BTI 525O	Interpreting the Bible: Exegesis, Hermeneutics, and Community	3
Interdisciplinary Studies		2
IDS 520O/521O	Listening Lab Part I & II	2
	TOTAL CREDITS FOR CERTIFICATE	**11**

Living Theology

The Certificate in Living Theology is a one-year course of study inviting learners into practices of deep listening: to sacred text, to self, and to others in their everyday lives. This course of study provides learners with an introduction to historical and contemporary theologies with specific attention to the context and communities in which theological imaginations take shape. Learners will be introduced to interpretive tools enabling them to listen attentively with curiosity and humility, for the sake of personal and collective faithful presence, and in service of God as neighbor.

Certificate Learning Outcomes

Upon completion of this certificate, students will be able to …

1. Analyze key doctrinal developments in Christology and critically examine the related critiques of how the church has constructed and lived this theology in the world throughout Christian history. (TCE 537)

2. Identify and evaluate the histories, theologies, frameworks, social constructs, and critiques of Christian mission in order to articulate their philosophy for discerning and joining God's liberative mission rooted in an understanding of the Triune God revealed as Emmanuel. (TCE 538)
3. Engage with interdisciplinary theory and praxis related to deep listening and cultivate a relational stance marked by observation, discipline, and curiosity. (IDS 520/521)
4. Explore and evaluate interdisciplinary, intersectional, and critical social methodologies in order to develop a constructive and generative theology for the sake of love for God and neighbor. (TCE 546O)

Certificate in Living Theology (CLT): Online for-credit (11 credit hours)

Course Number	Course Name	Credit Hours
Theology & Cultural Engagement		9
TCE 537O	Christology in Historical Context	3
TCE 538O	Mission & Faithful Presence	3
TCE 546O	Constructive Theology	3
Interdisciplinary Studies		2
IDS 520O/521O	Listening Lab Part I & II	2
	TOTAL CREDITS FOR CERTIFICATE	**11**

COURSE DESCRIPTIONS

Course Suffixes

In the registration system, course suffixes identify the modality in which each course is offered. Low-residency students should select courses ending with an "O" (online) or "R" (residency). On-campus students should select courses ending with an "S" (Seattle). You may also see courses ending with "D" (dual). These classes are taught partly on-campus and partly online over the course of the term. Courses ending with a "T" are travel residencies. Courses ending in "H" are hybrid. For these classes, on-campus students attend in the building, low-residency students attend online, and all students register for the same section. Elective courses that are only offered in one format are open to all students regardless of modality. Most lab-type courses such as listening lab or practicums will allow for cross-registration in either modality-type.

Course Offerings

Required courses are offered on a regular basis. See the Course Rotations webpage for the current rotation of required classes for your degree program. Please note that because we are a small school, not every class is offered every term. Electives are offered on a rotating schedule based on instructor availability. Courses are labeled by type (required or elective) in the lists below.

Writing Workshop (optional - open to first year students only)
0 credit
The Writing Workshop provides a foundational understanding of the writing process and of The Seattle School of Theology & Psychology's academic writing standards. This seminar-style class is an opportunity to become familiar with different types of writing required at The Seattle School, learn the appropriate use of academic sources, and receive feedback about your writing. In addition, you'll review the basics of thesis statements, evidence, paper organization, revision, library research, citation style, and sentence style and grammar. Peer review and small- and large-group discussion will be used extensively in this workshop; thus, the Writing Workshop is appropriate both for the novice academic writer as well as the experienced one.

Division of Bible Textual Interpretation (BTI)

BTI 507 - Biblical Survey (MACP required)
3 Credits
Prerequisite: enrollment in MACP program

This course is a survey of biblical literature that focuses on its genres, literary forms, cultural contexts, and history of reception. Students will confront the risks and rewards of reading ancient texts, the role the reader's social location plays in the act of reading, and wrestle with how these texts can remain in living conversation with contemporary questions and crises. Special attention will be paid throughout to the voices and experiences of marginal figures in the text.

BTI 515 - Engaging the Bible: Genre, History, and Context (MATC and CSS required)
3 credits
This course provides an overview of biblical literature and interpretive methods to help students cultivate attuned and faithful practices for engaging scripture. By exploring the literary forms, thematics, cultural contexts, and history of reception of both Testaments, learners will examine why scripture matters. This course prepares people to listen well and wisely to the biblical text and how it functions dynamically within communities of faith.

BTI 521 – Love in Public: Using the Bible in Social Justice & Transformation (elective)
2 Credits
This course will explore the use of the Bible in relation to contemporary social issues. Participants will examine issues such as racism, poverty, sexism, gender violence, sexual orientation in light of a Christocentric Theological Anthropology. Students will identify how a Biblical story of Abundance, embodiment and peacemaking, can do justice in the world.

BTI 522 - Contextual Hermeneutics (elective)
This semi-seminar course studies feminist and womanist theories and their applications to biblical interpretation. We will examine feminist theoretical works with special attention to complex relationship between sexism and other binary modes of "isms" such as racism, heterosexism, and (neo)colonialism and then explore various strategies for applying theoretical insights to ethical biblical interpretation.

BTI 525 - Interpreting the Bible: Exegesis, Hermeneutics, and Community (MATC and CSS required)
3 credits
Prerequisite: BTI 515 recommended
This course guides learners to identify and employ interpretive methods for engaging the biblical text within local contexts. Learners will distinguish, locate, and critically assess the interpretive and meaning-making lenses undergirding readings of scripture and of the place/peoples they serve. The course will equip learners with exegetical tools to draw text and lived context into conversation.

BTI 575 – Special Topics (offered as needed based on faculty interest)
1 or 2 Credits
A full course description is available on individual course syllabi and is particular to each course.

Division of Counseling Studies (CSL)

CSL 502 - History & Systems (MACP required)
3 Credits
This course offers students a survey of the historical counseling theories and practices. Each theoretical model is evaluated through the lens of psychodynamic methodology and its efficacy in working with diverse populations and settings. Students will increase their awareness of the lineage that precedes the "birth" of Western psychology, and examine emerging spiritual, relational, and community practices that offer an alternative to Western psychology.

CSL 503 - Professional Ethics & Law (MACP required)
3 Credits
Prerequisites: CSL 544; CSL 553
Corequisite: CSL 543
This course provides an overview of professional ethics and Washington State law in the practice of counseling. Students will become familiar with professional ethical norms as well as common legal regulations. Additional topics include professionalism, licensure, moral responsibility in responding to the violation of human dignity, and issues of power and privilege. Students examine the impact of their cultural locatedness on the ethical decision-making processes in light of the difficult decisions facing the professional counselor.

CSL 509 - Social & Cultural Diversities (MACP required)
3 Credits
Prerequisites: IDS 501; IDS 521
In this course, students will be introduced to theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. By gaining a deeper understanding of power, privilege, and oppression, students will examine their own experiences and develop strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in mental health counseling. Through deeply engaging a central theme related to counseling in diverse contexts, the course provides a framework for thinking about the effects of power and privilege for counselors and clients in ways that can be applied to topics such as aging, culture disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, and socioeconomic status.

CSL 510 - Human Growth & Development (MACP required)
3 Credits
Prerequisite: CSL 502 (recommended)
This course provides an overview of major developmental theories that include cognitive, moral/spiritual, psychological, interpersonal, and social perspectives across the lifespan from conception to death. It is understood that development does not take place in isolation. Human development is deeply embedded within and is inseparable from the context of family, social networks/traditions, race/ethnicity, and culture. Particular emphasis is placed upon the integrative and interactive functions of the self-in-relation. Formation of the self is dynamic as it is being formed, informed, and transformed within the complexities of personal and systemic influences.

CSL 511 - Vocational & Occupational Direction (elective)
3 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 Use Disorders (elective)
3 Credits
Prerequisites: IDS 520, IDS 521
This course is designed to provide an introduction to foundational theories of addictive processes, principles of prevention, diagnosis and assessment, and evidenced-based treatments. Attention will be given to the full continuum of care (including: prevention, assessment, diagnosis, treatment, and recovery), as well as how sociocultural context impacts the development and implementation of treatment for substance use disorders in diverse populations and communities.

CSL 516 – Research & Statistics (MACP required)
3 Credits
This course provides a conceptual framework for understanding common psychological research methodologies, including various types of both quantitative and qualitative methods. Students will be equipped to formulate research questions as well as interpret and apply psychological research to their counseling practice.

CSL 517 - Family Systems (MACP required)
3 Credits
Prerequisites: CSL 510 (recommended)
This course utilizes a didactic and experiential format in which to explore therapeutic work with family and other systems. Theoretical foundations and developments of systems theory will be explored to introduce the student to the field of couples and family therapy. Clinical work with couples and families will be considered from an ecological/systemic perspective with specific emphasis on the following family factors and dynamics: life cycle, development, attachment, and systemic issues as relevant to contemporary family cultures.

CSL 518 - Group Therapy: The Healing Context of Community (MACP required)
3 Credits
Prerequisites: CSL 544, CSL 553
The Group Counseling course is designed to provide students preparing to enter a helping profession with an understanding of the theory and practice of group counseling. In the course students will explore different theoretical approaches to counseling groups; basic principles of group dynamics, which include leadership tasks, group developmental stages, and member roles; and basic group counseling skills including establishing, leading, and evaluating various types of counseling groups. Consideration will be given to ethical, legal, and professional issues, and each student will have the experience of being a member in a peer-led practice group.

CSL 524 – Introduction to Counseling Children & Adolescents (elective; MACP required for students entering Fall 2020 and earlier)
2 Credits
Prerequisite: CSL 510
This course is designed to engage students in exploring therapeutic work with children and adolescents. Through reading, research, class-time, and role play, this course will provide a foundation to facilitate growth and development in clinical work with children and adolescents.

CSL 529 - Early Start Internship (offered pre-Fall based on student need)
Audit
Students who wish to start seeing clients at their internship site prior to the start of Fall term may register for Early Start Internship. Note that internship credits beyond the required Internship I and II do not count toward the total credits required within the degree.

CSL 530/531 - Internship I and Internship II (MACP required)
2 Credits
Prerequisites: CSL 502, CSL 503, CSL 510, CSL 517, IDS 521, CSL 553, CSL 543, CSL 545 (Recommended: CSL 509)
The purpose of the counseling Internship is to provide a professional setting for interns to gather experience and to receive supervision regarding their clinical work. This setting will provide the intern with supervised experiences in preparation for professional practice as a counselor. The Intern will have an opportunity to develop and practice these skills in a variety of clinical settings under the guidance of an on-site supervisor.

Concurrent with a student's Internship experience, the Internship I & II courses provides a setting for students to observe, explore and learn from their clinical experiences, specifically, what arises within the clinical hour, including pre-session and post-session. This setting allows each student the opportunity to discuss and learn from their Internship experiences.

CSL 532 - Internship III (offered in the Spring based on student need)
2 credits

Prerequisites: CSL 530, CSL 531
Students who wish to continue seeing clients at their internship site during Spring term (and are still enrolled as active students) OR have not completed their required hours of internship may register for Internship III. Note that internship credits beyond the required Internship I and II do not count toward the total credits required within the degree.

CSL 542 - Helping Relationships I (MACP required)
3 Credits
Prerequisites: CSL 502, CSL 544, CSL 553, IDS 520/521
This course is the first in a two-part series that builds on the competencies, deep listening skills, and self-reflection practices introduced in the common curriculum and Pre-Internship CSL 553. The course continues to cultivate students' grasp of therapeutic processes, skills, and techniques crucial for effective psychotherapy treatments across the lifespan from a relational posture. The course helps students apply their clinical knowledge and theory as they begin to inhabit the role of therapist. Students will engage course content through a combination of supervised role-play experiences, reflections, and didactic teaching methods as they prepare for their internship experience.

CSL 543 - Helping Relationships II (MACP required)
3 Credits
Prerequisites: CSL 502, CSL 544, CSL 545, CSL 553, IDS 520/521, CSL 542
This course is the second in a two-part series that builds on the competencies, deep listening skills, and self-reflection practices introduced in the common curriculum and Pre-Internship CSL 553. The course continues to cultivate students' grasp of therapeutic processes, skills, and techniques crucial for effective psychotherapy treatments across the lifespan from a relational posture. The course helps students apply their clinical knowledge and theory as they begin to inhabit the role of therapist. Students will engage course content through a combination of supervised role-play experiences, reflections, and didactic teaching methods as they prepare for their internship experience.

CSL 544 - Assessment, Appraisal, and Diagnosis (MACP required)
3 Credits
Prerequisites: CSL 510, IDS 520, IDS 521
This course is part of a two-course sequence that covers Assessment, Appraisal, and Diagnosis and Psychopathology. The CSL 544 course focuses on an introductory overview of the process of assessment, appraisal, diagnosis, and treatment, while the CSL 545 course focuses on the application of assessment, appraisal, diagnosis, and treatment of personality disorders/disorders of self and co-occurring disorders. Both courses include the following, with different respective emphases.

PART A: Assessment, Appraisal: This part focuses on the principles of assessment, appraisal, and diagnosis in a multicultural society as related to diagnosis and current DSM, various assessment instruments: achievement, aptitude, intelligence, interest, and personality will be addressed as well as supervision in administering, scoring, and interpreting assessment tools. Here students examine the principles of educational, psychological, and vocational assessment in a counseling context, including concepts necessary for the selection, administration, scoring and interpretation of individual and group tests.

Part B: Diagnosis: This part focuses on the major mental disorders as defined by the current DSM including an introduction to the etiology, diagnosis, treatment, appropriate psychopharmacological interventions, biological bases of behavior, and spiritual dimensions of these disorders. Here students explore the impact of culture and emerging technologies on the treatment of individuals and groups.

CSL 545 - Psychopathology (MACP required)
3 Credits
Prerequisite: CSL 544
This course is part of a two-course sequence that covers Assessment, Appraisal, and Diagnosis and Psychopathology. The CSL 544 course focuses on an introductory overview of the process of assessment, appraisal, diagnosis, and treatment, while the CSL 545 course focuses on the application of assessment and diagnosis of personality disorders/disorders of self and co-occurring disorders with an emphasis on psychological development.

The goal of the CSL 545 course is for the student to gain an understanding of the nomenclature and application of diagnosis of character disorders/personality disorders, assessment, evaluation, and treatment modalities. Both courses include the following, with different respective emphases.

PART A: Assessment, Appraisal: This part continues to focus on the principles of assessment, appraisal, and diagnosis, specifically psychopathology, in a multicultural society as related to diagnosis of clinical syndromes and personality disorders. The course utilizes the most current DSM and various assessment instruments.

Part B: Diagnosis: This part focuses on the clinical syndromes and personality disorders as defined by the current DSM: an introduction to the etiology, diagnosis, treatment, appropriate psychopharmacological interventions, biological bases of behavior, and spiritual dimensions of these disorders. Here students explore the impacts of culture and emerging technologies on the treatment of individuals and groups.

CSL 553 - Pre-Internship Counseling Practicum (MACP required)
3 Credits
Prerequisites: IDS 520, IDS 521
Corequisite: CSL 544
The purpose of the course is to introduce students to clinical training and prepare them for their upcoming internship experience. This lab course combines field experience and observation with competency-based instruction and small group learning. Students will complete a total of 25 hours of observation of mental health services. Students will deepen and apply the stance and skills developed in IDS 520 and IDS 521 in order to gain familiarity with mental health systems and the counseling profession.

CSL 560 – Psychopharmacology (elective)
1 Credit
Prerequisite: CSL 544
This overview course in psychopharmacology includes the biological, psychological (intrapsychic and interpersonal conflicts and anxieties), and the social model. This course covers the pharmacokinetics, pharmacodynamics, pharmacology of medications of abuse, pharmacology for special populations (child, adolescent, geriatric patients as well as suicidal, and violent patients), and a synthesis of psychopharmacology and psychological therapies in the care of the patient. From a biopsychosocial model, there is an emphasis on understanding of how the ethnic and cultural background of patients influence development, disease expression, the patient-therapist relationship, diagnosis and treatment variations across the globe. Each class of medication will be explored, specifically: the history, mechanism of action, pharmacology, indications with specific clinical syndromes, effects on symptoms, adverse effects, drug interactions, medication compliance and future directions of the particular classes of medications. Through a representative selection of clinical scenarios, cases will be used to illustrate how to apply the concepts in clinical practice settings.

CSL 561 – Interpersonal Neurobiology (elective)
2 Credits
Prerequisite: IDS 520, IDS 521
This course allows the student to further integrate theory and practice. The course will introduce and explore the expanding data from Neuroscience and Interpersonal Neurobiology and address how this information can be used to enhance the practice of psychotherapy and the movement toward wholeness and integration that can only take place within the context of relationship. The course will also provide experiential learning and practice opportunities in a pro-seminar format.

CSL 564 Assessment & Treatment of Trauma & Abuse (elective; CNFTC required)
2 or 3 Credits
Prerequisites: CSL 544
The purpose of this class is to discuss topics related to the treatment of victims/survivors of interpersonal violence (e.g., childhood sexual abuse, sexual assault, intimate partner/domestic violence). This class provides a foundation for understanding complex trauma, and trauma recovery, with a focus on trauma-informed treatment with various populations. Also included in this class, is the exploration of the professional's response to trauma, vicarious traumatization, grief, and crisis intervention. Finally, students have the chance to review evidence-based practices in the trauma field.

CSL 565 Human Sexuality (elective)
2 Credits
Human Sexuality is designed to ask questions about the nature of biological sexuality, sexual preference, sexual identity, and desire. The course will seek to explore multiple perspectives to attempt to understand such questions from scientific research, developmental theory, cultural influences, and relational experience. Contemporary scholarship from psychoanalytic literature will be assigned to formulate the bases for class discussion. Students will consider several ways of understanding and working with sexuality in their personal lives and in clinical settings, equipping them to think critically and work effectively in various cultures and systems.

CSL 570 Infant Observation I (BOR required)
1 Credit
Course is limited to students enrolled in the Concentration in British Object Relations.
This course introduces the experience of early formation, development in the infant, and the infant in relationship to their mothering figure, other primary caretakers, as well as ultimately to the birthing of the infant's mind. Infant observation focuses on the primary relationships, primitive anxieties, defenses, which later inform clinical work with children, adolescents, and adult patients in psychotherapy. This in vivo learning experience takes place through a weekly observation of the infant with their mothering figure, primary caregiver in their home environment.

CSL 571 Infant Observation II (BOR required)
2 Credits
Course is limited to students enrolled in the Concentration in British Object Relations.
This course introduces the experience of early formation, development in the infant, and the infant in relationship to their mothering figure, other primary caretakers, as well as ultimately to the birthing of the infant's mind. Infant observation focuses on the primary relationships, primitive anxieties, defenses, which later inform clinical work with children, adolescents, and adult patients in psychotherapy. This in vivo learning experience takes place through a weekly observation of the infant with their mothering figure, primary caregiver in their home environment.

CSL 572 Infant Observation III (BOR required)
1 Credit
Course is limited to students enrolled in the Concentration in British Object Relations.
This course introduces the experience of early formation, development in the infant, and the infant in relationship to their mothering figure, other primary caretakers, as well as ultimately to the birthing of the infant's mind. Infant observation focuses on the primary relationships, primitive anxieties, defenses, which later inform clinical work with children, adolescents, and adult patients in psychotherapy. This in vivo learning experience takes place through a weekly observation of the infant with their mothering figure, primary caregiver in their home environment.

CSL 573 Elements of British Object Relations I (BOR required)
1 credit
Course is limited to students enrolled in the Concentration in British Object Relations.
This course introduces British Object Relations theory and fundamental concepts of British Object Relations. This course builds from the experiences in Infant Observation; i.e. the experience of early formation, development in the infant, and the infant in relationship to their mothering figure, other primary caretakers, as well as ultimately to the birthing of the infant's mind.

CSL 574 Elements of British Object Relations II (BOR required)
1 Credit
Course is limited to students enrolled in the Concentration in British Object Relations.
This course continues the examination of British Object Relations theory from BOR I with particular focus on the application of fundamental concepts to clinical practice. This course builds as well from the experiences in Infant Observation; i.e. the experience of early formation, development in the infant, and the infant in relationship to their mothering figure, other primary caretakers, as well as ultimately to the birthing of the infant's mind.

CSL 575 – Special Topics (elective)
1 or 2 Credits
A full course description is available on individual course syllabi and is particular to each course.

Division of Integration Studies (IDS)

IDS 501 Intersections: Interdisciplinary Inquiry & Psychological Frameworks (required)
2 credits
Corequisite: IDS 504
This course introduces students to the realm of interdisciplinary inquiry with psychology as the primary lens. Students will explore and articulate conceptions of personhood and the self, drawing from psychological theories, personal histories, and social location. Through reflective exercises, students will examine the nature of the self in their own lived experiences. Additionally, the course emphasizes the development of skills necessary for constructing well-organized, coherent, and scholarly written works, while adhering to APA style guidelines.

IDS 502 Intersections: Biblical Traditions & Theological Formations (required)
2 credits
Prerequisites: IDS 501, IDS 504
Corequisite: IDS 505
This course introduces students to the realm of interdisciplinary inquiry with Christian theology as the primary lens. It will attend to the ways cultural contexts influence interpretive traditions and theological formations. Real-world implications of the doctrine of God, the incarnation of God in Jesus Christ, and the Holy Spirit will be engaged from an interdisciplinary framework of theology, psychology, and biblical studies. Additionally, the course emphasizes the development of skills necessary for constructing well-organized, coherent, and scholarly written works, while adhering to Chicago Turabian style guidelines.

IDS 503 Intersections: Textual Integrations (required)
1 credit
Prerequisites: IDS 501, IDS 502
This third Intersections course guides students in the synthesis of the first two Intersections courses. With faculty advising, students will develop a working draft of a theological and psychological anthropology (spanning issues such as economics, politics, culture, etc.) that will serve as an important contribution to the portfolio particular to the student's program of study and as a basis for their vocation.

IDS 504 Critical Reading Lab (required)
1 credit
Corequisite: IDS 501
Critical Reading Lab is a companion class to the first term Common Curriculum classes. In this course, students explore what it means to know and to learn within the graduate curriculum, particularly as it relates to interdisciplinary and integrative work. Students will explore various ways of knowing as part of a journey of discovery in a smaller group format with other students.

IDS 505 Contextual Learning Lab (required)
1 credit
Corequisite: IDS 502
This course grounds interdisciplinary inquiry within the reality of students' everyday lives. It equips students to listen as storied, located, and bodied creatures, providing skills for ways of loving God and neighbor within their place's ecosystem unto the common good.

IDS 520 and 521 - Listening Lab (required)
2 Credits (given over 2 terms)
This lab provides opportunities for students to engage with interdisciplinary theory and praxis related to deep listening. By tending to the data of experience at three levels (intrapsychic, interpersonal, and group as a whole), students will cultivate a relational stance marked by observation, openness, and curiosity. The frame of Listening Lab is designed to foster a getting-to-know posture rather than a knowing posture, working within the frame of the lab to explore and express one's own realities, internal and external, past and present, personal and collective.

FI - First Year Frameworks (required - orientation)
0 Credits

This course is intended to provide incoming students with context for learning methods employed at The Seattle School, academic resources, and other information to help them be successful in the classroom.

Division of Spiritual Formation/Direction Studies (SFD)

SFD 517 - Service and Sustainability: Action, Reflection, and Resilience (MATC and CSS required)
3 credits
This course invites students to integrate spiritual care, sustainability, theology, in their work for service and change in God's world. Service & Sustainability means illuminating how action and contemplation work together to inform the health and sustainability of one's vocational call in order to imagine a lifelong commitment to beauty and justice in community. The question explored in this course is how the Christ call of self-denial does not become a self-deprecating denial of self in this sacred service in the world.

SFD 518 - Way of Life (elective)
1 credit
As we grow, learn and change, it is important to pay attention to how we want to be formed. The rhythms, relationships and practices of our lives can contribute to the ways that we are formed, integrated and sustained. We will experiment with practices of body, mind, and soul to craft unique Ways of Life for each person at this moment of their life and moments beyond. [Description pending faculty approval]

SFD 521 - The Artist's Way (elective)
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 spiritual being and how the practice of creativity unblocks spirituality in our lives and can inspire and transform humanity's relationship to God, community and culture. We will also discover how creativity can enliven our academic study and vocational practice.

This course begins with an artist's retreat; students then continue coursework asynchronously throughout the term, including regular engagement with previously established reading groups.

SFD 528 - Practicing Pilgrimage (elective)
1 credit
Pilgrimage has historically been understood as sacred travel that integrates body, mind, and soul. How might pilgrimage also provide a formative model for our everyday lives and the lives of those whom we serve? The practice of pilgrimage invites us as seekers to become agents of change on our journeys of transformation. In this course, students will learn about pilgrimage through study, reflection, local practice, and shared experience and develop an understanding of how the archetypes of pilgrimage - whether to distant lands or right outside the student's door - can be applied in everyday life.

SFD 575 – Special Topics (elective)
1 or 2 Credits
A full course description is available on individual course syllabi and is particular to each course.

Division of Theology and Cultural Engagement (TCE)

TCE 501 – Critical Social Theory (elective)
2 Credits
Prerequisites: IDS 520, IDS 521
The class is designed for mid-year to advanced students who are in need of a solid and deeper background in the theoretical understandings of professional critical social theorists. We will examine critical theory, postmodern philosophies, feminist theory, multiculturalism, queer theory, masculinity studies, cultural studies, critical race social theories, and religion. We will compare critical theories, critical social theories, and religion. We will compare critical theories, critical social theories, and their responses in the context of the current religious nationalism occurring in the United States. What are the strengths and weaknesses of the discussed approaches in respect to textual interpretation, social analysis, and the development of social movements? What are (or should be) the community church's response to questions raised in these conversations?

TCE 511 - Theology and the Artistic Impulse (elective)
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 'texts' – 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 533 - Theories of Change: Community Leadership (MATC required)
3 credits
This course will explore how business for the common good and innovation are used in creative ways of service to communities in a variety of contexts. Students will examine how innovative practices, philanthropy, entrepreneurial leadership can be used to heal the heart of a community. A field research component will allow the student to begin to identify and construct the competencies and dimensions of their MATC apprenticeship.

TCE 534 - Practices of Change: Apprenticeship in the Arts
TCE 535 - Practices of Change: Apprenticeship in Community Development
TCE 536 - Practices of Change: Apprenticeship in Ministry
3 credits (MATC required)
The MATC Apprenticeship is a faculty supervised community-based learning opportunity that forms the foundation of the capstone Integrative Project. Students will self-select a community development, ministry, or artistic organization that can help them fine tune their creative, entrepreneurial, and service skills. Based on the mission of the selected community service organizations, students will establish an applicable learning contract with an on-site supervisor.

TCE 537 - Christology in Historical Context (MATC & CLT required)
3 credits
This course will explore the implications of particular Christologies on the global church, mission, and culture, with special reference to Church history. This course will cover the early development of trinitarian theology, the debates about the identity of Jesus Christ, and creeds. This course will also include explorations of more contemporary critiques about how Christology is formed and practiced in the church and world, engaging diverse theological perspectives. The goal of this class is to understand the historical formations and critiques of Christology, Soteriology, and Ecclesiology, so that the student might be able to design and construct life-giving theologies within the context of their vocational call and the communities in which they will serve.

TCE 538 - Mission & Faithful Presence (MATC & CLT required)
3 credits
This course surveys the ongoing evolution of the theology and practice of mission. The course explores the history of theologies, frameworks, social constructs, and critiques of Christian mission, better enabling students to engage in mission without colonizing or harming. This course equips learners to personally participate, and guide others into joining the Triune God in God's liberative mission within the particularity of their context. Students are invited to explore the implications of Emmanuel (God is with us), as the heart of missional presence and practice.

TCE 540 - God & Persons (core theology)
2 Credits
This course explores the theological concept of persons, both divine and human. The goal of this class is to survey, compare and contrast, and evaluate various perspectives on personhood from the depth and breadth of the Christian tradition. This class will start with the doctrine of God, engage with the doctrine of creation (and eco theology), and end with theological anthropology (including the imago Dei and the imago Christi). This is a more doctrinally oriented class, but with an eye to the reality that all theology is contextual.

TCE 541 - Spirit & Trauma (core theology)
2 Credits
This course explores the intersection of theology and trauma studies/traumatology. In this class, students will read and compare theologies of the cross and theologies of the Holy Spirit to investigate how different theological approaches impact one's views on trauma, suffering, healing, redemption, witness, resilience, community, etc. This class is primarily focused on theological questions, but will purposefully seek out ways to bring together and find various modes of integrating theology and psychology (i.e., traumatology) throughout the class. Though the disciplines of theology and psychology utilize different vocabularies and methodologies, both seek out the wholeness and well-being of the human person, particularly in the wake of suffering, abuse, and trauma. Theology in this frame, should lead people toward liberation and shalom, especially when life and death are closely experienced and related.

TCE 542 - Christ & Hospitality (core theology)
2 Credits
This course looks at the relationship between the Christian Church (ecclesiology) and Jesus Christ (Christology). At stake in this conversation, is how our doctrines about the person and work of Christ impacts how people are formed in the practice of the Church and its liturgy. Doctrine, in this context, is not just an abstract exploration of proper belief about sin, atonement, soteriology, or ecclesiology, but, instead, the location of questioning, and sometimes reforming, how theory (theoria) and practice (praxis) are related to one another in the daily life of the body of Christ. The aim of this class is to show that all study of theology should lead to doxology (worship) and all doxology should lead to the fullness of life in Jesus Christ.

TCE 543 - God, Gender & Sexuality (core theology)
2 Credits
This course explores the interaction between the theological concepts of God, gender and sexuality. The goal of this class is to survey, compare and contrast, and evaluate various perspectives on God, gender, and sexuality from the depth and breadth of the Christian tradition, with special reference to critical social theory around gender and sexual identity. This class will examine the doctrine of God and Theological Anthropology, while engaging with how to critically examine doctrine through such lenses as feminist theology, queer theology and liberation theology. This is a contextually oriented class that seeks to articulate and re-contextualize the various loci of theology such as prolegomena, the Triune God, sin, human persons, sexuality, and gender.

TCE 544 - The Triune God & Creation (core theology)
2 Credits
This course will explore the work and being of the Triune Creator (with special reference to the work of the Holy Spirit) and how understanding the Triune Creator helps to shape a dynamic eco-theology. The goal in this class is to survey the growing theological literature around the care of the earth. The lens of eco-theology intersects with the Doctrine of God and creation, Pneumatology, feminist theory, creation care, theology of place, agrarian theology, food, liberation theology, poverty and justice issues, etc. This class will weave context and doctrine together, moving back and forth between the Missio Dei to love and perfect all persons and things in the world and attending to the call of the earth toward love, justice, mercy, and humility for all of the created order.

TCE 545 - Beauty, Brokenness & The Cross (core theology)
2 Credits
This class will explore the concept of beauty. This exploration will be shaped by a theology of the cross (which encompasses 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 546 - Constructive Theology: Issues, Critiques, and Doctrine (MATC & CLT required)
3 credits
This course prepares students to think critically about the task of doing constructive theology. The goal of this course is to survey, compare and contrast, and evaluate various contextual, constructive, and interdisciplinary perspectives on the doctrines of God, Creation, Theological Anthropology, and Pneumatology from the depth and breadth of the Christian tradition. Students will be able to articulate an understanding of what God is doing in the world, with implications for how they think, listen, live, and lead.

TCE 550 - Engaging Global Partnerships (elective)
2 Credits
The cross cultural course will be hosted by Guatemalan leaders serving Guatemala City communities impacted by poverty, lack of education, homelessness, addiction and gang violence. Students will participate in pre-trip readings and film study focused on Latin American theology, history and culture and a one week cross cultural dialogue in Guatemala. Students will meet with local leaders to discuss Gang Chaplaincy, street kids and human trafficking interventions, gender violence advocacy, education, trauma informed care and community development.

TCE 551R - Studio & Seminar: The Arts (MATC required)
3 credits
Prerequisites: TCE 534O; open to MATC students only
This course explores the intersection of Christian theologies and artistic practice by asking how theological thinking informs acts of creation and the life of the artist. Students will explore the capacities of art as revelatory, transformational, and liberative. The course guides students in the articulation of their theological understanding of aesthetics in the practice of their vocation with art, while attending to the multifaceted ways art functions in the world.

TCE 552 - Special Topics in Social Engagement & the Arts (MATC required)
3 credits
Prerequisites: TCE 551; open to MATC students only
This studio course creates opportunities for students to engage in artistic practice integrated with theological thinking. Students will employ experimentation and adaptive approaches toward creative practices and explore an understanding of the artist's role within society and Christian community. The course culminates in a project in which students demonstrate their integration of theology and art.

TCE 553 - Collaborative Community Development: Foundations & Methods for Community Change (MATC required)
3 credits
Prerequisites: TCE 535
This course prepares students to engage in the practices of community development, and helps them to define theological and ethical foundations for the promotion of well-being in the communities they are called to love. Through practices of deep listening, participants will gain the skills and character qualities necessary to work in partnership with community members to foster organic, contextualized community change.

TCE 554 - Contextual Conversations for Community Transformation (MATC required)
3 credits
Prerequisites: TCE 553
These cross cultural courses hosted by local Subject Matter Experts will explore the hurt, hope and heart of the communities in which they serve. This hurt, hope, and heart methodology shapes a credible and collaborative approach to community development. Listening deeply to the context as a collective learning community while making application to participants' own place of ministry. Pre-trip readings and film study will establish foundational knowledge regarding the places, spirituality, theology, history and culture.

For particular context description, please see the course syllabus.

TCE 555 - Gathering & Becoming: The Gathering of Christian Communities (MATC required)
3 credits
What does it mean to gather? The history of the local church is a story of people convening in the Way of Jesus unto liberation, belonging, and service within particular contexts. The Greek word for church – ekklesia – means "gathering"; the reimagination of gathering is vital for communities of faith emerging in the wake of Christendom's collusion of religion with political and economic powers. This course prepares leaders to convene groups as prophetic witness, formative community, and missional service unto becoming faithful communal expressions of love of God, neighbor, creation, and self. Students will be prepared as leaders to adaptively reimagine Christian gathering practices to serve the current and future needs of their particular place and all its inhabitants.

TCE 556 - Listening & Leading: The Spiritual Care of Christian Communities (MATC required)
3 credits
Prerequisites: TCE 555
How does a leader, through their presence, convene groups serving the common good as a faithful expression of personal and collective love of God? This course equips spiritual leaders with tools for attending deeply to the invitation of God's Shalom, to the particularity of their groups, to the complexity of their places, to their personal journeys, and to the systems of oppression warring against liberation and flourishing for all and everything. Students will be prepared as leaders with the practical knowledge, skills, and tools necessary for convening followers of Christ to serve the common good as a faithful expression of their love of God, love of neighbor, love of creation, and love of self.

TCE 575 - Special Topics (elective)
1 or 2 Credits
A full course description is available on individual course syllabi and is particular to each course.

FACULTY & INSTRUCTIONAL STAFF

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For Affiliate and Adjunct Faculty and other members of the Instructional Team please visit our website directory at https://theseattleschool.edu/directory/category/faculty-instructional-staff/

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A full list of Administrators and Staff of The Seattle School, including The Allender Center and the Center for Transforming Engagement, can be found on our website directory at:
https://theseattleschool.edu/directory/category/administrative-staff/

2026-2027 ACADEMIC CALENDAR	
Fall Trimester 2026 - September 4-December 11	
Sacred Assembly	September 2
Labor Day Observed - School is Closed	September 7
New Student Orientation & (Re) Orientation	September 4
Fall Term Residency - NEW STUDENTS - Wed. Attendance Required	September 9-12
Fall Term Residency - RETURNING STUDENTS	September 10-12
Convocation	September 12
WEEKLY CLASSES START (low-residency and on-campus)	September 14
Last day to drop a weekly class without a "W"	September 25
Last day to receive a 100% refund for any class	September 25
Last day to receive a 50% refund for any class	October 2
Last day to drop a weekly class with a "W"	October 23
Online registration opens for Winter Term	November 11
Thanksgiving Break - School is closed	November 25-27
Last Day of Classes - Grades Due for Graduates	December 11
Christmas Break	December 14-January 3
Grades Due for Continuing Students	Friday, December 18
Winter Trimester 2027 - January 11-April 9	
WEEKLY CLASSES START (low-residency and on-campus)	January 11
Winter Term Residency	January 14-16
Stanley J. Grenz Lecture Series	January 15
Martin Luther King Jr. Holiday - School is Closed	January 18
Last day to drop a weekly class without a "W"	January 22
Last day to receive a 100% refund for any class	January 29
Last day to receive a 50% refund for any class	February 5
Last day to drop a weekly class with a "W"	February 19
Online registration opens for Spring Term	March 17
Good Friday Observed - School is Closed	March 26
Last Day of Classes - Grades Due for Graduates	April 9
Grades Due for Continuing Students	April 19
Spring Trimester 2027 - April 12-June 25	
Theology Travel Courses	April 12-25
WEEKLY CLASSES START (low-residency and on-campus)	April 26
Last day to drop a weekly class without a "W"	May 7
Last day to receive a 100% refund for any class	May 7
Last day to receive a 50% refund for any class	May 14
Memorial Day Observed - School is Closed	May 31
Last day to drop a weekly class with a "W"	June 4
Juneteenth Observed - School is Closed	June 18
Grad Friday | Integrative Project Symposium	June 25
Last Day of Classes - Grades Due for Graduates	June 25
Commencement	June 26
Grades Due for Continuing Students	July 5