

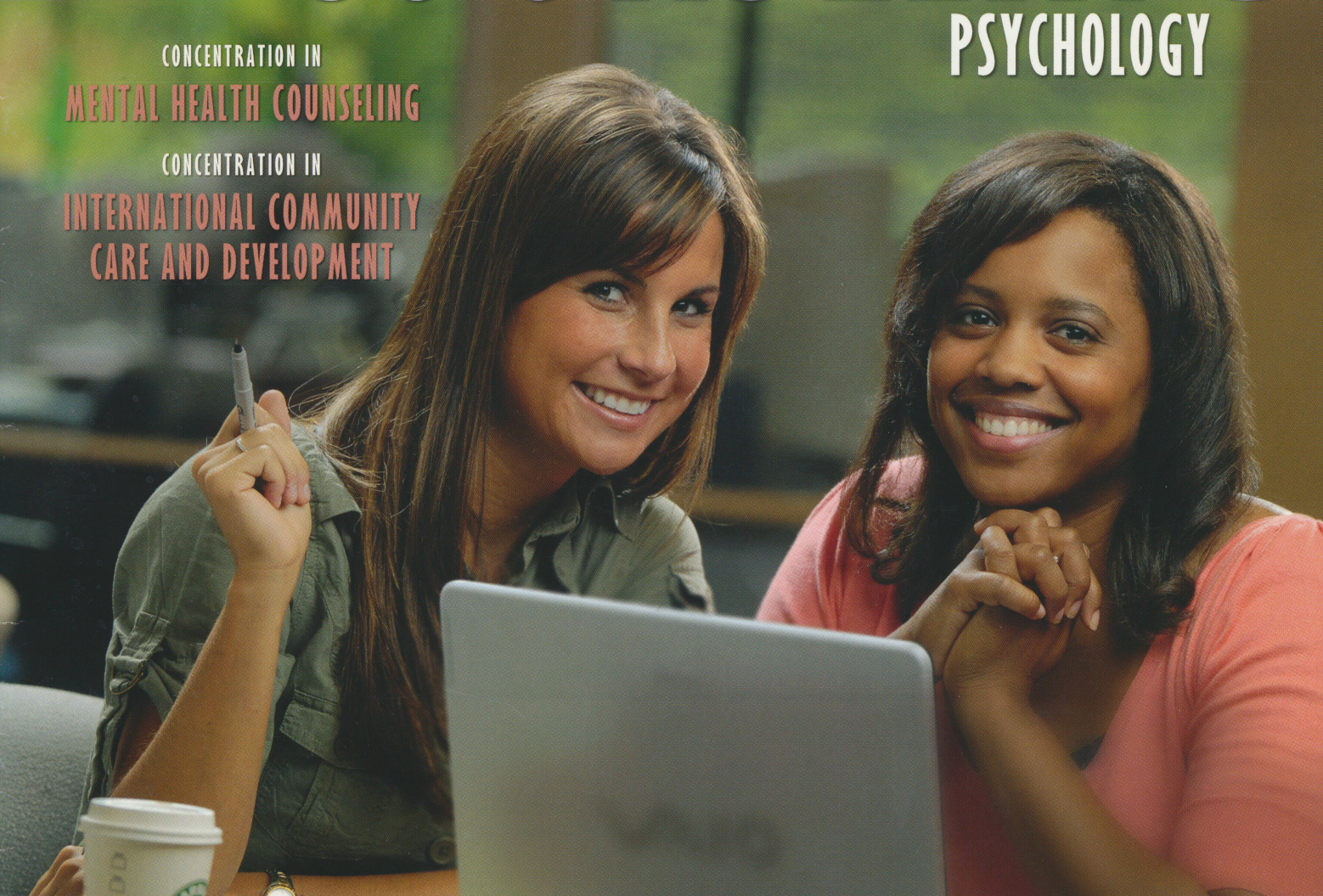
MASTER
OF ARTS

COUNSELING

PSYCHOLOGY

CONCENTRATION IN
MENTAL HEALTH COUNSELING

CONCENTRATION IN
INTERNATIONAL COMMUNITY
CARE AND DEVELOPMENT



SCHOOL OF GRADUATE PSYCHOLOGY
CATALOG 2007-2008

Northwest
UNIVERSITY

A Word from the Dean

Our graduate program in counseling psychology is one of few in the nation with a multicultural emphasis built upon the constructs of psychology, culture, and social justice from a distinctively Christian perspective.

As our society becomes increasingly global, it becomes all the more necessary to be able to understand and relate to people with a variety of heritages, values, and viewpoints. This is especially important for mental health practitioners and social program innovators, which is why we provide this very innovative education and training, comprised of classes with a distinct culture-aware curriculum and taught by excellent multicultural faculty.

Although our program is innovative, it still has a firm respect for the basics, which is why it has a strong foundation of traditional psychology and counseling courses.

Upon completion of our program, you will receive not only a degree that fulfills the educational requirements towards becoming a licensed counselor in Washington State, but also an awareness, compassion, and competency to work with persons from a variety of backgrounds.

In the classroom, you will work within a supportive cohort, which means that nearly each class will be with the same students, enabling you to develop valuable relationships as you learn and share together.

Furthermore, because our classes are offered on evenings and weekends, it may be possible to work while obtaining your degree.

Our program is designed to be completed in as little as two years! We want to keep things practical for you!



A handwritten signature in blue ink, appearing to read 'William R. Herkelrath'.

William R. Herkelrath, Ed.D.

Dean, School of Graduate Psychology

Psychology, Culture, and Social Justice...

...Through the Lens of Critical Thinking

Our School of Graduate Psychology embraces and heralds **Critical Thinking** in terms of **Psychology**, **Culture**, and **Social Justice** in order to truly make a difference in the lives of those who are suffering mentally, emotionally, physically and spiritually.

Culture connotes the differences between people throughout the world. Quite often these differences are healthy, reflect the intricacies of humanity, and illustrate the creativity of God. However, from an outsider's perspective, these differences can be difficult to appreciate or even understand. As mental health counselors and social program innovators, *Culture* is especially important to consider, for clients vary as they are differently shaped by their family, their community, and their world. Therefore, we need to be conscious of the fact that differences can be positive and should be respected, encouraged, and embraced. Unfortunately, very often not all sides of a society are positive. In fact, at times aspects within a society are unjust.

Social justice describes the call for change and the protection of victims that is needed when a society becomes blind to its own injustice and turns its head from the pain of its people. Unfortunately, no society is completely honorable or perfectly humane, as history has repeatedly demonstrated. Often, it takes an outsider's perspective to see such pain within a society and to offer a solution when a society has gone amiss. It takes an advocate to recognize and stand up for victims of injustice in order for righteousness to be served and for the wounded to be given care. As mental health counselors and social program innovators, we come face-to-face with such atrocities and are given the chance to do something about them. We must promote such *Social Justice*.

Critical thinking becomes necessary when situations are complicated in such a manner that it is not obvious whether one should be accepting of *Culture* or should advocate *Social Justice* in a particular instance. Through *Critical Thinking*, difficult questions can be addressed, perspectives can be considered, options can be weighed, and answers can be found. As mental health counselors and social program innovators we are faced with, and must deal with, controversial issues and complex situations as they concern our clients. However, we are better equipped, further prepared, and more confident to confront and resolve complicated issues through *Critical Thinking*. Nonetheless, our primary method of healing in which we are trained is *Psychology*.

Psychology is developing an understanding for people and having a means of making a difference in this world. Through understanding the rich history our predecessors have already contributed, we are competently equipped to offer strength to the downtrodden, peace to the tormented, and healing to the brokenhearted. Touching upon areas such as cognition, physiology, behavior, spirituality, and family, *Psychology* addresses all aspects of humanity. Join us in our journey of discovering the rich world of *Psychology*.

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Graduate Psychology

Program Objectives

The Master of Arts in Counseling Psychology program at Northwest University offers two concentrations:

CONCENTRATION A:

Mental-Health Counseling

The objective of this concentration is to foster in each student the ability to:

- ❑ Understand people biologically, cognitively, psychologically, spiritually, and culturally;
- ❑ Think critically concerning issues relating to culture and social justice;
- ❑ Be equipped as a therapist to work with diverse populations and develop a corresponding professional identity;
- ❑ Acquire, refine, and demonstrate appropriate masters-level skills as a clinician, a researcher, and an academic;
- ❑ Become a licensed professional mental health counselor.

CONCENTRATION B:

International Community Care and Development

The objective of this concentration is to foster in each student the ability to:

- ❑ Understand people biologically, cognitively, psychologically, spiritually, and culturally;
- ❑ Think critically concerning issues relating to culture and social justice;
- ❑ Be equipped to work in a therapeutic role in the human services sector in international community settings and develop a corresponding professional identity;
- ❑ Acquire, refine, and demonstrate appropriate masters-level skills as a clinician, researcher, academic and social program innovator;
- ❑ Become an innovative leader serving in a therapeutic role in multi-national contexts.

Program Format

This M.A. in Counseling Psychology program uses a cohort system in which all entering students are grouped together and given nearly the same schedule of courses for the entire program. The advantage of this system is the support and openness it creates. The cohort becomes a valuable resource for several reasons. Students study together. They encourage and assist one another when needed. They also become comfortable with one another to the point of being able to discuss tough issues and share personal accounts. Since a higher level of openness is attainable, a higher level of learning can also be reached.

Course Format

It takes two years to complete this degree with courses scheduled across three annual terms of approximately 15 weeks each. Classes are in session from the first week of September to the last week of July. There are one- to two-week breaks between each term. Classes usually meet two evenings per week and two weekends per month. Weekend classes are comprised of a Friday evening and a Saturday morning through afternoon.

All courses will be completed during the first two years. Some students, especially those participating in international internships, may elect to postpone their internship to the third year. Each student enrolled in the M.A. in Counseling Psychology program will elect to enroll with either the Mental Health Counselor Concentration or the International Community Care and Development Concentration. It will not be possible to enroll in both concentrations simultaneously. However, it may be an option to enroll in the alternate concentration after completion and graduation from the program with the initially designated concentration. This will be determined on a case-by-case basis. All students, regardless of their designated concentration, will enroll in a set of core curriculum courses which will be taken together as a cohort over the length of the program. Students will also take the additional courses designated for their respective concentration.

Classes are scheduled in the evenings and on some weekends. However, this program is academically rigorous and requires considerable time outside the classroom devoted to assignments. Each applicant should carefully consider if he or she can successfully complete this program with his or her lifestyle and commitments.

Electives

Course electives may be offered when enough students express interest. A student may do so by submitting a request in writing to the Program Director at least one term before he or she desires to take the elective course.

Special Courses

Periodically, the School of Graduate Psychology offers students the opportunity to register for courses that do not meet in a traditional classroom format. Special topics may be offered in a variety of formats to enrich the curriculum. Other times, a student may desire to work with a faculty member through an independent or directed study in a specific discipline. In all cases, the professor will ensure the proper quantity and quality of work. The Program Director must approve the registration schedule, including special courses. Ultimately, the student is responsible to ensure that special courses satisfy degree requirements.

Admission Requirements

General Admission Requirements

- ❑ A Bachelor of Arts or Science (or an equivalent degree) from a regionally accredited college or university. Allowances may be made for degrees accredited by the Association for Biblical Higher Education (ABHE)
- ❑ A minimum of a 3.0 grade point average (GPA) on a 4.0 scale
- ❑ Completion of application process and acceptance into the M.A. in Counseling Psychology program

International Student Admission Requirements

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

- ❑ Fulfillment of General Admission Requirements
- ❑ A minimum score of 580 on the paper-based TOEFL exam, 237 on the computer-based TOEFL exam, or 92 on the internet-based TOEFL exam (for international students whose native language is not English)

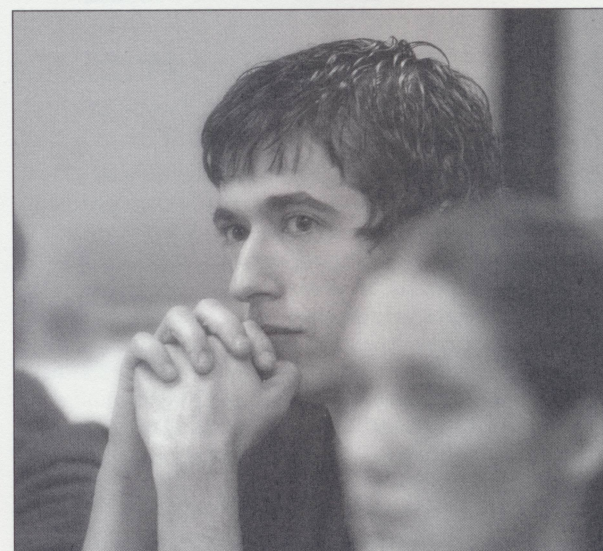
For international students who do not have a green card and will be operating on a student visa, and therefore need Northwest University to issue an I-20:

- ❑ Must have an adequate source of funds to cover all expenses and travel from and to home country
- ❑ Must have a sponsor who is a citizen of the United States and who will guarantee that all financial requirements can be met
- ❑ Are generally prohibited from working off-campus while studying in the United States
- ❑ Must have international medical insurance while studying at Northwest University

Application Deadlines

December 1, 2007 and April 1, 2008

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



Course Sequence*

CONCENTRATION A:

Mental-Health Counseling

Fall Semester 1: (11 Credits)

5111	Research Methods I-Introduction.....	1
5252	Communication and Counseling Skills within Multicultural Contexts.....	2
5453	Psychopathology.....	3
5502	Multicultural Issues in Psychology.....	2
5602	History of Psychology.....	2
5941	Practicum in Psychology I.....	1

Spring Semester 2: (11 Credits)

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

Summer Semester 3: (10 Credits)

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

Fall Semester 4: (10 Credits)

6453	Theories and Practice in Cultural Context.....	3
6462	Advanced Psychopathology.....	2
6552	Child and Adolescent Therapy.....	2
6943	Supervised Internship I or 6913 Thesis I.....	3

Spring Semester 5: (10 Credits)

6302	Perspectives of Human Sexuality.....	2
6352	Biological Basis of Behavior II- Psychopharmacology.....	2
6403	Psychodiagnostics.....	3
6953	Supervised Internship II or 6923 Thesis II.....	3

Summer Semester 6: (10 Credits)

5302	Group Counseling and Cultural Dynamics.....	2
6412	Marriage and Couple Therapy or 6362 Counseling and Career Development.....	2
6502	Substance Abuse Counseling.....	2
6701	Capstone: Integration of Psychology, Culture, and Social Justice.....	1
6963	Supervised Internship III or 6933 Supervised Thesis III.....	3

Total Credits:62

*SUBJECT TO CHANGE

CONCENTRATION B:

International Community Care and Development

Fall Semester 1: (11 Credits)

5111	Research Methods I-Introduction.....	1
5252	Communications and Counseling Skills within Multicultural Contexts.....	2
5453	Psychopathology.....	3
5502	Multicultural Issues in Psychology.....	2
5622	Historical Aspects of Culture and Health.....	2
5971	Practicum Seminar I: Understanding Community Development.....	1

Spring Semester 2: (11 Credits)

5152	Research Methods II-Quantitative.....	2
5202	Critical Thinking in Psychology, Culture, and Social Justice.....	2
5403	Psychotherapeutic Systems.....	3
6622	Developmental Issues for People at Risk.....	2
5701	Child, Spouse, and Elder Abuse.....	1
5981	Practicum Seminar II: Becoming a Social Entrepreneur.....	1

Summer Semester 3: (10 Credits)

6152	Research Methods III-Qualitative.....	2
5352	Biological Basis of Behavior I-Neuropsychology.....	2
5572	Psychology Law and Ethics B.....	2
5653	Systems of Family Therapy in Cultural Context.....	3
5991	Practicum Seminar III: Developing as an NGO Leader.....	1

Fall Semester 4: (10 Credits)

6453	Theories and Practice in Cultural Context.....	3
6462	Advanced Psychopathology.....	2
6572	Creating Healing Environments for Women and Children at Risk.....	2
6973**	Global Community Internship I.....	3

Spring Semester 5: (10 Credits)

6322	Issues in Gender and Culture.....	2
6352	Biological Basis of Behavior II- Psychopharmacology.....	2
6403	Psychodiagnostics.....	3
6983**	Global Community Internship II.....	3

Summer Semester 6: (10 Credits)

5302	Group Counseling and Cultural Dynamics.....	2
6432	Cross-Cultural Trauma Counseling.....	2
6502	Substance Abuse Counseling.....	2
6701	Capstone: Integration of Psychology, Culture, and Social Justice.....	1
6993**	Global Community Internship III.....	3

Total Credits:62

**CAN BE COMPLETED DURING AN OPTIONAL THIRD YEAR

Course Descriptions

Required Courses

- 5111 Research Methods I—Introduction**
This course provides an introduction to graduate-level research and writing.
- 5152 Research Methods II—Quantitative**
This course is a comprehensive overview of research in the social sciences. This course is intended to impart an understanding of research methodology and quantitative statistical techniques.
- 5202 Critical Thinking in Psychology, Culture, and Social Justice**
This course encourages and initiates thought in the realms of psychology, culture, and social justice. Class sessions are composed of lecture and practice of critical thinking skills.
- 5252 Communication and Counseling Skills within Multicultural Contexts**
This course is a comprehensive overview of counseling skills, empathy training, and negotiation skills. It emphasizes the exploration of communication theory within diverse multicultural contexts.
- 5302 Group Counseling and Cultural Dynamics**
This course provides an overview of the theory and dynamics of group counseling. Special emphasis is given to therapeutic settings and differences which exist within multicultural groups.
- 5352 Biological Basis of Behavior I—Neuropsychology**
This advanced course helps students understand the role physiology plays in psychology and human functioning, as well as the issues pertaining to the brain and behavior.
- 5403 Psychotherapeutic Systems**
This course provides a historical overview of the various schools of psychotherapy: psychodynamic, behavioral, humanistic, cognitive, and cognitive-behavioral. Students are presented with the theories and aspects of treatments used in professional counseling.
- 5453 Psychopathology**
This course focuses on the diagnosis and treatment of the major psychopathologies and how those pathologies differ in various cultures. Emphasis is placed on the use of the DSM-IV-TR.
- 5502 Multicultural Issues in Psychology**
This course examines the differences in psychology and human behavior among various cultures.
- 5552 Psychology Law and Ethics A**
This course presents students with regulations, laws, and ethics relating to the professional practice of counseling and psychology. This course also helps students think legally, ethically, and with good judgment.
- 5572 Psychology Law and Ethics B**
This course provides a survey of state, national, and international ethics guidelines and other mandatory codes of conduct for international service care providers and aid workers, including mental health counselors. Challenges of working in typical developing world contexts that are characterized by poor governance, corruption, and unethical practices are examined. The course considers the assumption that effective service providers must consider matters of accountability, responsibility, and integrity in the work of relief and development.
- 5602 History of Psychology**
This course provides an advanced analysis of the development of clinical and counseling psychology and psychotherapy. Emphasis is given to the effects of specific historical antecedents on contemporary trends in psychology.
- 5622 Historical Aspects of Culture and Health**
This course considers issues of cultural studies from a healthcare perspective, and looks at a number of nonwestern case studies in which practical issues illustrate and problematize the theories examined. This course helps students to better understand the growing importance of cultural competence in light of globalization and to become sensitized to fundamentally different, culturally contextualized, understandings of mind, body, and spirit.
- 5653 Systems of Family Therapy in Cultural Context**
This course provides a review of the major family system theories, as well as the theoretical and practical knowledge necessary for practicing family therapy.
- 5701 Child, Spouse, and Elder Abuse**
This course provides an overview of the issues that surround child, spouse, and elder abuse. Emphasis is placed on the recognition and assessment of abuse, appropriate prevention and reporting procedures, and the differing views various cultures hold on this topic.
- 5941 Practicum in Psychology I**
This course represents the first of three semesters of practicum to be completed prior to internship or thesis. In a supervised small group experience, students explore vocational aspirations and consider how internship or thesis would complement their goals.
- 5951 Practicum in Psychology II**
This course represents the second of three semesters of practicum to be completed prior to internship or thesis. In a supervised small group experience students choose the internship or thesis track and take preliminary steps in the direction of their choice.
- 5961 Practicum in Psychology III**
This course represents the third of three semesters of practicum to be completed prior to internship or thesis. Students participate in a cultural immersion experience in a local, national, or international site.
- 5971 Practicum Seminar I: Understanding Community Development**
This course explores essential theoretical principles of international community development through a case-studies approach. Students gain expertise to

Course Descriptions

develop effective and culturally-sensitive responses to poverty. The course considers approaches to redeeming and empowering communities for transformation, and focuses on methods for evaluating and mobilizing resources to this end.

**5981 Practicum Seminar II:
Becoming a Social Entrepreneur**

The implementation of good business principles to help the poor, marginalized, and needy is a trend among global service organizations. This course explores and evaluates the practice of social entrepreneurship, including business activity that pursues both the generation of revenue and the enactment of social change. The course focuses on alternative business models and contemporary case studies. Topical themes include: community development through social enterprise; policy, politics, and free market forces; ethics and social responsibility; and globalization and the new economy.

**5991 Practicum Seminar III:
Developing as an NGO Leader**

This course examines the particular challenges of "third sector" leadership. Such topics as the risks and opportunities offered by globalization, the culture and structure of non-governmental organizations, and managing cultural diversity are considered. Throughout the course, focus is given to the evaluation, definition and development of personal leadership styles.

6152 Research Methods III—Qualitative

This course is a comprehensive overview of qualitative research in the social sciences. Various problems that arise while researching different cultural groups are examined.

6302 Perspectives of Human Sexuality

This course considers the psychological, physiological, and sociological perspectives of human sexuality. Sexual terms, behaviors, and disorders are reviewed.

**6352 Biological Basis of Behavior II—
Psychopharmacology**

This course presents an overview of basic psychopharmacology. Emphasis is placed on the interaction between neurophysiology and psychotropic medications, as well as on how such interactions influence psychotherapy, treatment planning, and interventions.

6362 Counseling and Career Development

This course provides an understanding of the various aspects of career counseling.

6403 Psychodiagnostics

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

6412 Marriage and Couple Therapy

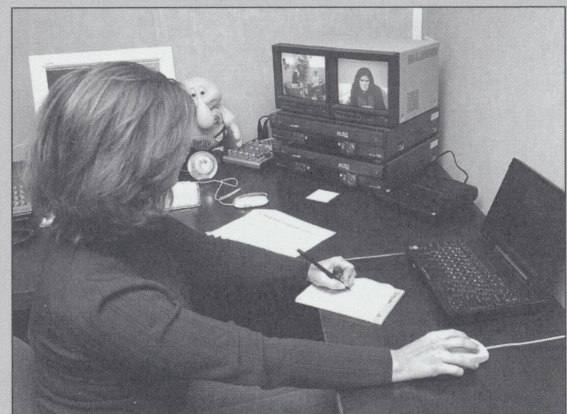
This course provides a study in the area of marriage and couple therapy. Emphasis is placed on the assessment and evaluation of couples and their interactions.

Clinical Training Laboratory

Two of the best ways to learn how to be an effective counselor are to view one's self in the counseling setting and to watch an expert doing therapy. Both of these are possible through our clinical training. In our state-of-the-art recording studio, students have the opportunity to record counseling sessions with clients,* view their sessions, and edit their recordings for easy viewing.** Our professors also use our recording studio to make videos of their counseling sessions and conduct live sessions which are broadcast in front of the class for demonstration purposes.** Our students consider their experiences with our clinical training laboratory professional, convenient, and valuable.

* This opportunity is offered in conjunction with course 5252 Communication and Counseling Skills Within Multicultural Context.

**This is done for educational purposes and occurs only in conjunction with the written consent of the client.



Course Descriptions

- 6453 Theories and Practice in Cultural Context**
This course examines the major schools, including, but not limited to, psychodynamic, behavioral, and cognitive-behavioral. This course covers treatment strategies and interventions from within the various schools that can be used in different cultural contexts.
- 6462 Advanced Psychopathology**
This course presents the chance to learn to make differential diagnoses using the DSM-IV-TR.
- 6502 Substance Abuse Counseling**
This course looks at the psychological, physiological, and sociological components of addictions, placing emphasis on appropriate interventions, treatments, and prevention techniques across different cultures.
- 6552 Child and Adolescent Therapy**
In this course, students learn and apply the basic therapeutic treatments available for children and adolescents.
- 6572 Creating Healing Environments for Women and Children at Risk**
This course deals with the general field of international social service called "aftercare." Victims of abuse and oppression are usually left with profound physical and emotional needs even after the traumatic situation has passed. This course looks at various approaches to the creation and maintenance of healing environments, and pays particular attention to the role of mental health services in such an environment.
- 6602 Advanced Lifespan Development in Psychology**
This course is a comprehensive survey of human development from conception through death. The interacting processes of physical, cognitive, social, emotional, and moral developments are examined.
- 6622 Developmental Issues for People at Risk**
Traditional Western child development theory is of limited use in nonwestern contexts, where exploitation, sexual abuse, disease, and poverty are commonplace. This course considers the main theoretical approaches in current developmental psychology and examines aspects of their professional application to the specific needs of people at risk in a non-Western context. The course will also look at approaches to creating environments and communities that promote healthy development.
- 6701 Capstone: Integration of Psychology, Culture, and Social Justice**
This course is designed to provide a final integration, as well as practical application, for the constructs of psychology, culture, and social justice from a Christian worldview.

The School of Graduate Psychology offers the option of either an internship or a thesis in the second year. Students will choose one of these two required options to complete their degree.

Internship

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

CONCENTRATION A Internships

6943 Supervised Internship I

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

6953 Supervised Internship II

This course is a continuation of Supervised Internship I.

6963 Supervised Internship III

This course is a continuation of Supervised Internship II.

CONCENTRATION B Internships

6973 Global Community Internship I

This course represents the first of three semesters in an international community internship setting. The student will combine classroom knowledge and practicum experience at his or her internship site. Students are strongly encouraged to find an internship in an international setting working with a non-profit or NGO (non-governmental organization). The student will have an internship advisor who will aid in securing an appropriate internship site. In addition to completing a designated number of internship hours, the student will also participate in a web-based consultation and collaboration learning experience.

6983 Global Community Internship II

This course is a continuation of Global Community Internship I.

6993 Global Community Internship III

This course is a continuation of Global Community Internship II.

Thesis

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

6913 Thesis I

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

Course Descriptions

- 6923 **Thesis II**
This course is a continuation of Thesis I.
- 6933 **Thesis III**
This course is a continuation of Thesis II.

Psychology Electives

- 5101 **Grant Writing**
This course teaches students how to write grants that apply to the field of mental health and culture.
- 6112 **Advanced Statistics**
This course is an advanced study of the fundamentals of statistical analysis as it applies to the social sciences.
- 6162 **Art Therapy**
This course is a study of the theory and application of art therapy.
- 6212 **Theory of Health Promotion and Disease Prevention**
This class focuses on the effects of health promotion and disease prevention relating to various health issues around the world.
- 6312 **Introduction to Clinical Medicine**
This course presents a basic understanding of the human physiological organ system, pathophysiology, course of illness, and current treatment of common chronic, traumatic, and/or life-threatening illnesses. The psychological and psychiatric aspects of medical illness are discussed. A special emphasis is placed on understanding pathophysiological systems as seen in other cultures.
- 6461 **Cross-Cultural Perspectives in the Workplace**
This course is for the management-level individual who desires to improve his or her skills and working relationships with people from various countries and cultures. Efficiency and organizational cooperation are stressed.
- 680x **Individualized Study**
This is a supervised one, two, or three credit course that can be used by the student to research or gain experience in a specific area of interest in the field of psychology. It is recommended for second year students.
- 6903 **Advanced Internship**
This course offers a supervised counseling experience complete with diagnosis, treatment plans, interventions, group feedback, and evaluations. Students must combine classroom knowledge and practicum experience to deliver psychological counseling services at his or her internship site.

A MENTORING EXPERIENCE

Core Groups

Graduate school can be difficult, but students do not go through it alone. Students attend all classes with the same cohort of approximately 30 students and learn and share together. Not only are students supported by their cohort, they are also given a mentoring experience in a smaller, more intimate core group.

Students are placed in a core group of seven to eight students for a few classes in their first year of the program. Each core group is led by an adjunct instructor who serves as the core leader and functions as a mentor. Core leaders facilitate the group experience, prepare students for the internship or thesis, and oversee students as they are learning and practicing counseling skills.



Course Descriptions

Language Lab

These labs are offered in a self-directed format. Students are encouraged to take these courses in terms I, II, or III, prior to their Cultural Immersion Experience. Students are also encouraged to gear their language electives toward the culture in which they plan to complete their Cultural Immersion Experience. Languages other than those listed below may be offered upon request. Special Language Lab fees apply.

Conversational Language I—Spanish

This course is for beginners. It emphasizes pronunciation, vocabulary, and grammar, building upon the four basic language skills: reading, writing, listening, and speaking.

Conversational Language II—Spanish

This course is for students who have successfully completed Conversational Language I – Spanish or have the instructor's approval. It focuses on advanced pronunciation, vocabulary, and grammar. It continues to build upon reading, writing, listening, and speaking skills.

Conversational Language III—Spanish

This course is for students who have successfully completed Conversational Language II – Spanish or have the instructor's approval. It focuses on advanced pronunciation, vocabulary, and grammar, and it continues to build upon reading, writing, listening, and speaking skills.

Conversational Language I—Portuguese

This course is for beginners. It stresses pronunciation, vocabulary, and grammar, and it builds upon the four basic language skills: reading, writing, listening, and speaking.

Conversational Language II—Portuguese

This course is for students who have successfully completed Conversational Language I – Portuguese or have the instructor's approval. It focuses on advanced pronunciation, vocabulary, and grammar, and it continues to build upon reading, writing, listening, and speaking skills.

Conversational Language III—Portuguese

This course is for students who have successfully completed Conversational Language II – Portuguese or have the instructor's approval. It focuses on advanced pronunciation, vocabulary, and grammar, and it continues to build upon reading, writing, listening, and speaking skills.

CULTURAL IMMERSION EXPERIENCE

The World Next Door

Practicum III focuses on student participation in a cultural immersion experience in a local or international setting. Students integrate the concepts of psychology, culture, and social justice in a new environment where they come face-to-face with people with different world views. Research and humanitarian service projects challenge students to shift their paradigm of western therapy and counseling. Students come away with a deeper understanding of providing care for the physically, psychologically, and spiritually broken people around the world. International placement sites such as Brazil, Hong Kong, Morocco, and Jamaica allow students opportunities to learn and discover the world outside of their classroom. This opportunity is offered in conjunction with course 5961 Practicum in Psychology III.



This picture was taken near one of the villages we visited in Brazil. All four boys shined shoes as a means to earn money. None of them attended school. My husband, son, and I all worked with the Rosa Azul Foundation, which is a nonprofit organization that offers training, education, and rehabilitation for children and adults who are impoverished and are mentally and/or physically handicapped.

– Julia Johnson
M.A. in Counseling Psychology Student

Faculty

William R. Herkelrath, Ed.D.

Dean of the School of Graduate Psychology; Professor of Graduate Psychology

Ed.D., Boston University, 1982

M.A., Gordon-Conwell Theological Seminary, 1978

B.A., Southern California College, 1974

Dr. Herkelrath has served as Dean within graduate education for over a decade. He developed and implemented the School of Graduate Psychology and the undergraduate psychology department at Northwest University and has over twenty years of clinical experience. As director of a professional counseling center in New Jersey and another in California, he specialized in treating patients with posttraumatic stress, chronic pain, and anxiety-related disorders. Dr. Herkelrath conducts ethnographic research in various cross-cultural settings. He has developed strategic relationships in Brazil, Hong Kong, China, Singapore, and Morocco. He is a noted international speaker on issues relating to psychology, culture, and social justice. Most recently he has presented in Sao Paulo, Brazil; Buenos Aires, Argentina; Casablanca, Morocco; New York City; and Honolulu, Hawaii.

Larry W. Bailey, Ph.D.

Clinical Psychologist; Educator; Adjunct Professor

Ph.D., Brigham Young University, 1971

M.S., Fort Hays Kansas State University, 1966

B.A., Pacific Christian College, 1964

Dr. Bailey has experience in a variety of clinical settings (private practice, state hospitals, military hospitals) and educational settings. He has made formal presentations at conferences sponsored by the Christian Association for Psychological Studies and the American Association of Christian Counselors. He was granted the Lifetime Achievement Award by the Military Psychology Division of the American Psychological Association.

Mary West Brandenburg, M.A.

Licensed, Ordained Minister; Adjunct Instructor; Core Leader; Teaching Assistant

M.A., Northwest University, 2004

B.A., Northwest University, 2002

Mary Brandenburg has 31 years of pastoral counseling experience. She has mentored women in various forms and stages of recovery, has facilitated mixed gender and women's groups, has done family mediation, has hospice experience, and has taught adult literacy. Mary Brandenburg has traveled extensively, ranging throughout the United States and South India, and has worked with street children in Bucharest, Romania.

Deborah S. Culver, M.A.

Clinician; Therapeutic Horseback-Riding Instructor; Core Leader; Adjunct Instructor; Teaching Assistant

M.A., Northwest University, 2003

B.A., University of Washington, 1996

Deborah Culver has a private mental health counseling practice in which she works with a variety of clients. She is especially interested in working with teens with Asperger's Syndrome. Deborah Culver is also active in developing

an equine-facilitated mental health program at a local nonprofit organization that promotes using equine-oriented activities for people with cognitive, physical, emotional, and social disabilities.

Sarah Drivdahl, Ph.D.

Researcher in Cognitive Psychology; Assistant Professor

Ph.D., Kent State University, 2000

M.A., Kent State University, 1997

B.A., Western Washington University, 1994

Dr. Drivdahl directed a cognitive psychology lab at Kent State University and presently conducts memory research at Northwest University. She has coauthored three professional papers and has contributed to presentations at meetings of the Psychonomics Society and the Midwestern Psychological Society. She taught at Kent State University and is in her fifth year at Northwest University.

Bethenece Engelsvold, M.A.

Director of Resident and Community Life; Adjunct Instructor; Group Facilitator

Ph.D., Texas A&M University (in progress)

M.A., Northwest University, 2005

Post Baccalaureate, University of Washington, 1986

B.A., University of Washington, 1984

Currently serving our undergraduate campus as the Director of Resident and Community Life, Bethenece has over 14 years of experience working with youth and families as a teacher, community educator and administrator and has written several articles for local publications. She has developed programming for groups dealing with grief and loss, speaks regularly across the nation on women's issues and resiliency after trauma, and has been selected to present at national conferences. Bethenece has served on the Board of Directors for the YMCA and the Home Foundation, an international relief effort aimed at the eradication of Human Trafficking. Her research into resiliency in human trafficking victims has lead to a recent appointment to the International Faith-Based Organization/Project Rescue Initiative, based in Washington, D.C. She is a member of the International Association for Cross-Cultural Psychology, the Christian Association for Psychological Studies, and Psi Chi, the National Honor Society of Psychology.

Jacqueline N. Gustafson, M.A.

Program Director, School of Graduate Psychology; Core Leader; Adjunct Instructor; Teaching Assistant

Ed.D., Seattle University (in progress)

M.A., Northwest University, 2003

B.A., Northwest University, 2000

Jacqueline Gustafson serves as Program Director, which entails program administration, academic planning, and curriculum development. Additionally, Jacqueline Gustafson is a training group facilitator and professor for independent study courses. For six years, she has been involved in qualitative research in South America, and for two years she has co-led cross-cultural immersion experiences to a practicum site in South America. She

Faculty

was a guest speaker at an international psychology conference in Sao Paulo, Brazil. She is a member of the American Psychological Association, Western Psychological Association, Christian Association of Psychological Studies, and Psi Chi, the National Honor Society in Psychology.

Joseph L. Hernandez, Ph.D.
Clinician and Educator; Adjunct Professor

Ph.D., California School of Professional Psychology, 1990
M.A., California School of Professional Psychology, 1996
M.A., University of Santa Clara, 1982
B.A., San Jose Christian College, 1971

Dr. Hernandez has over twenty years of experience in the fields of psychology and marriage and family therapy. As a bilingual therapist (in Spanish and English), he has a culturally rich history and has worked largely with the Hispanic community. He has received the California State Graduate Fellowship, the California School of Professional Psychology Scholarship, and the Sustained Superior Accomplishment Award.

L. Forrest Inslee, Ph.D.
Associate Professor

Ph.D., Northwestern University, 1992
M.A., Northwestern University, 1988
M.C.S., Regent University, 1998
B.A., Northwestern University, 1984

Dr. Inslee has earned a masters and a Ph.D. in communication and a second masters in theological education, all with an intercultural focus. His Doctoral dissertation examined the culture of poverty, and was based on ethnographic fieldwork among Chicago's homeless population. As part of his fieldwork, Dr. Inslee served as a rehabilitation counselor in a men's recovery program, and directed operations for the largest homeless shelter in Chicago. In 1999, he accepted a position as a Mission Specialist in Istanbul, Turkey. In that position, he helped a team of Turkish believers to plant a church in that Muslim context. Dr. Inslee also taught for an underground Bible school, served in camps that housed refugees from the devastating 1999 Turkish earthquake, and worked with a team of nationals and expats serving homeless children in Istanbul. Dr. Inslee's overarching vision is to see Christians from the West equipped for service to the poor in the developing world.

Sam Bing Leong, Ph.D.
Clinician and Specialist in Chinese Culture;
Adjunct Professor

Ph.D., California Graduate School of Family Psychology, 1990
M.A., United States International University, 1982
B.A., Point Loma Nazarene College, 1975

Dr. Leong has over twenty years experience as a clinical psychologist and marriage and family therapist in private practice. He is affiliated with Christian Psychotherapy Services in San Francisco. He has a broad range of experience in working with the Asian-American population in various settings such as in community-based

agencies, in the public school, and in churches. He has taught as an adjunct professor in the Counseling Studies Graduate Program at Western Seminary, San Jose campus. His clinical interest include working with family of origin issues, missionary care, men, and couples therapy. He is a clinical member of the American Association for Marriage and Family Therapy and the Christian Association of Psychological Studies. He is also an associate member of the American Psychological Association.

Brooke Lundquist, M.A.
Internship Coordinator; Core Leader;
Adjunct Instructor

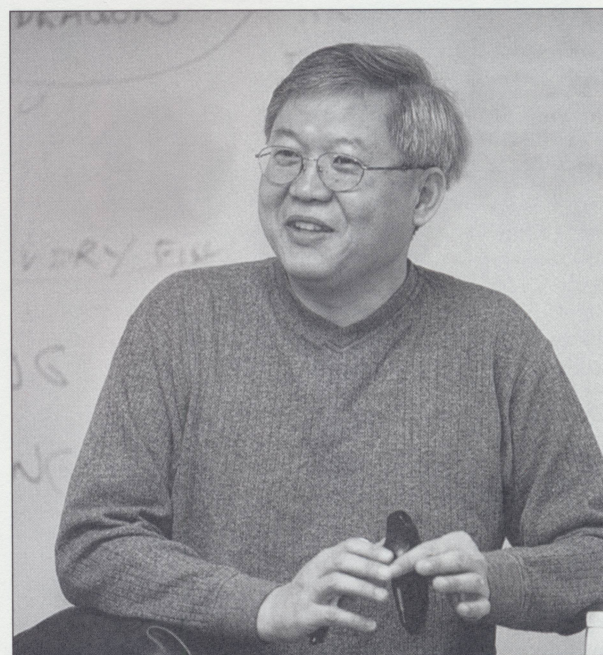
M.A., Northwest University, 2007
B.A., Seattle Pacific University, 2002

Brooke Lundquist is the Internship Coordinator and an adjunct instructor for the School of Graduate Psychology. Brooke is active in grief and loss counseling. She is the cofacilitator for a monthly support group for bereaved teens and children and is a counselor at Camp Erin, a summer retreat for kids who have experienced the loss of a loved one. She is working to develop a crisis intervention counseling program for fire departments in the Seattle area. Brooke is a member of Psi Chi Honor Society and the American Psychological Association.

Heidi Messner, M.A.
Clinician; Pastor; Teaching Assistant;
Adjunct Instructor

M.A., Northwest University, 2003
B.A., L.I.F.E. Bible College, 1991

Heidi Messner is an adjunct instructor for the School of Graduate Psychology. She is involved in a 10-year project in the Philippines where the educational, vocational, and physical needs of thousands in the ghettos of Manila are being met. Heidi has traveled extensively throughout



Faculty

Europe, Asia, and South America serving the poor and needy. She is a member of Psi Chi.

Matthew Nelson, Ph.D.

Professor of Psychology and Business

Ph.D., University of Southern California, 1995

M.A., Pepperdine University, 1985

B.A., Vanguard University, 1982

Dr. Nelson has a professional background that blends the fields of Industrial Psychology, Counseling Psychology and Higher Education. In Industrial Psychology, Dr. Nelson spent eleven years working with several Fortune 100 corporations addressing issues of individual and group productivity, effective management and supervision, and successful career development. Concurrent to his Industrial Psychology activities, Dr. Nelson spent twelve years maintaining a professional counseling practice that addressed individual, couple, and family problems that hindered personal and relational growth and development. Since 1995, Dr. Nelson has worked in Higher Education as an administrator and faculty member in Psychology and Business at the undergraduate and graduate levels.

Gary C. Newbill, J.D., Ed.D.

Attorney; Dean of the School of Education; Adjunct Professor

Ed.D., Seattle Pacific University, 1999

J.D., University of Washington, 1973

M.Ed., Seattle Pacific University, 1970

B.A., Seattle Pacific University, 1964

A.A., Olympic College, 1962

Dr. Newbill's professional experience includes service as a Marine Corps officer, high school teacher, attorney, school administrator, graduate professor of educational leadership, and dean of teacher preparation. In 1998 he completed his public school career after serving six Washington districts as history teacher, general counsel, personnel director, assistant superintendent, and superintendent of schools. He has taught education law for Seattle University, University of Washington, Seattle Pacific University, and Northwest University and psychology law and ethics for Northwest University. He presents at regional and national conferences on the application of brain research to teaching and learning.

Melvin W. Wong, Ph.D.

Clinician and Specialist in Chinese Culture; Adjunct Professor

Ph.D., Center for Psychological Studies, 1986

B.A., University of California, Berkeley, 1975

Dr. Wong is a licensed clinical psychologist with over fifteen years experience. He has a private practice of marriage and family counseling, forensic psychology, and neuropsychology. He is bilingual and has published more than ten articles and research reports about mental health in English and Mandarin. He also translated the MMPI, MMPI-2, MCMI, MCMI-II, and 16PF into Mandarin. He has lectured extensively to the Chinese community throughout California, Seattle, and Vancouver, Canada.

LEADERSHIP, COMMUNITY, AND MINISTRY INVOLVEMENT

Extracurricular Opportunities

International Justice Mission

International Justice Mission (IJM) is a human rights agency that rescues victims of violence, sexual exploitation, slavery, and oppression. The Northwest University IJM Campus Chapter leadership team meets to pray for justice and to plan ways to raise awareness of injustice. To learn more about what IJM Campus Chapter is all about, visit www.ijm.org.

Graduate Student Committee

The Graduate Student Committee (GSC) provides support to cohort students. The committee plans events and projects based on the needs of the cohort. Students who are interested in supporting students by implementing special social events or prayer meetings are encouraged to become involved.

Psi Chi National Honor Society

Psi Chi, the National Honor Society in Psychology, promotes advancing the science of psychology through research and high scholarship in its members. The Northwest University Chapter is made up of outstanding undergraduate and graduate students, and is led by four elected student officers. Various social events and service projects are sponsored by the chapter throughout each academic year.

American Psychological Association

The American Psychological Association of Graduate Students (APAGS) is the graduate student branch of the American Psychological Association. APAGS serves to promote excellence in psychological research, provide advocacy in public policy for psychology-related matters, and communicate APA student members' concerns to the organization. An elected Campus Representative disseminates crucial APA information to psychology students at Northwest University and recruits new APAGS members.

Grading

Grading Scale with Grade Points

A	Excellent Attainment	4.0
A-	Above Average Attainment	3.7
B+	Above Average Attainment	3.3
B	Above Average Attainment	3.0
B-	Satisfactory Attainment	2.7
C+	Unsatisfactory Attainment	2.3
C	Unsatisfactory Attainment	2.0
C-	Unsatisfactory Attainment	1.7
D	Unsatisfactory Attainment	1.0
F	Unsatisfactory Attainment	0.0
W	Withdrawal	NA
I	Incomplete	NA
S	Satisfactory	NA
P	Pass	NA
R	Repeated Course	NA
NC	No Credit	NA

Grade Points

Grade points are the numerical equivalent of letter grades and are assigned for each credit earned according to the scale indicated above. For example, an "A" in a two-credit course would give the student eight points. These points express the quality of a student's performance in numerical terms for the purpose of determining scholastic achievement.

Grade Point Averages

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

Incomplete Grades

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

Grade Reports

Grade reports are made available to all students following the close of each term via IQ Web on the Northwest University web site.

Academic Probation

Students must earn a grade of B- or above on all courses taken from the M.A. in Counseling Psychology program, including electives. Should a student earn a grade of C+ or below in any class during the course of the program, the student will be placed on academic probation and will remain on academic probation until the grade has been replaced with a grade of B- or above. In order to replace a grade of C+ or below the student will be responsible to pay again for tuition and all associated course fees and will be responsible to pay all applicable independent study fees. (See Course Repeat policy below.) If a student's academic history prior to attending the School of Graduate Psychology at Northwest University reflects a GPA below 3.0 ("B" level), yet the application review board deems him or her a worthy candidate for the M.A. in Counseling Psychology program, he or she may be admitted to the program on academic probation. Such students will remain on academic probation until all grade reports for the program reflect no grades of C+ or below. Probationary students are under the supervision of the School of Graduate Psychology. Probation is not intended as a punitive measure but as a warning and a time for necessary improvement. Probation, however, could lead to further academic penalties as deemed suitable by the Program Director.

Course Repeat

Should a student desire to repeat a course for the purpose of raising his or her grade, the student must obtain prior permission from the Program Director, and the course will usually be provided in an independent study format with the associated independent study fee in addition to applicable tuition charges. However, ultimately the format in which the student will retake the course(s) is determined by the Program Director. The latest completed course grade is considered the grade of record as it pertains to credit toward graduation and to the official transcript. (A grade of "W" is not considered a completed course grade.) An "R" replaces the earlier grade, and the credit value is not considered toward graduation or in GPA computations. The student will not be eligible for graduation with a CGPA below 3.0.

Graduation Requirements

Credit Hours

Candidates must complete each required course and the total minimum 62 prescribed credit hours in order to graduate with an M.A. in Counseling Psychology.

Course Completion

Each graduating student must complete all required coursework and must meet and maintain all GPA requirements prior to graduation. It is the student's responsibility to manage this. Since the awarding of a degree certifies that the student has met all requirements, students who have not met these requirements will be reclassified as graduating the following year, provided the requirements are met by that time.

Comprehensive Exams

Each student is required to complete four Comprehensive Exams which evaluate the student's general mastery of major theoretical and practical concepts taught in the M.A. in Counseling Psychology Program. These are the exam categories: Foundations of Psychology, Counseling Theory and Practice, Culture and Social Justice in Theory and Practice, and Professional Development.

A student must pass each exam with a minimum grade of 80%. If the student fails to pass an exam, he or she may retake each exam once. All four exams must be completed with a passing score prior to receiving a grade and before the student will be eligible to receive his or her diploma.

Study materials for the exams will be made available prior to the conclusion of each course in the program. The student is strongly advised to study for these exams throughout the duration of the program as material is made available.

Commencement Participation

No one will be presented as graduating at a public commencement ceremony who has not satisfied each of the above requirements. The Dean of the School of Graduate Psychology is the only one who can make exceptions or allowances for this.

Degree Requirements

- All requirements must be completed prior to graduation.
- The student must pass the Comprehensive Exams.
- Incomplete courses are not considered completed. Candidates who receive an incomplete grade in a course required for graduation will have their application reclassified to the next term.

The catalog requirements in effect during the term in which the student first enrolled are applicable, provided graduation is within four years from the end of that term.

Grade Point Average

Candidates must earn a grade of B- or above on all courses taken from the School of Graduate Psychology, including electives, in order to graduate.

Residency

Residency refers to the coursework completed in the M.A. in Counseling Psychology program. The following are required:

- No more than six graduate semester hours can be transferred from another accredited college or university.
- All graduates at the time of graduation must be enrolled or eligible to be enrolled for the term in which they graduate.

Graduation Application Deadline

Students must submit a Graduation Application to the Registrar's Office no later than the end of the first week of the term before they wish to graduate.

Graduation Fee

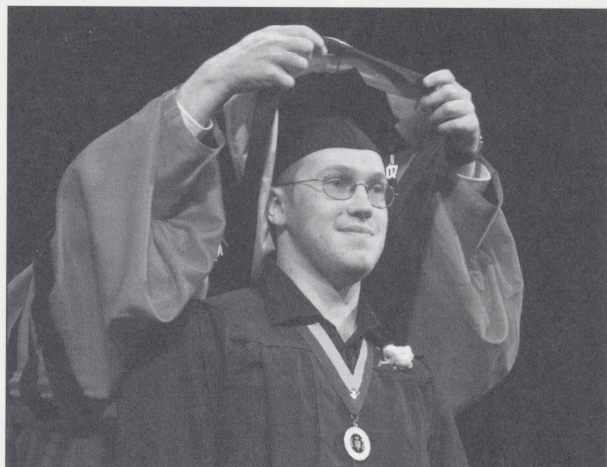
All applicants for graduation must pay at the time of application a fixed, nonrefundable graduation fee to cover the cost of the diploma and commencement. If the student cancels the application for graduation or if graduation is denied the fee is retained and used when the student graduates.

Graduation Audit

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

Student Responsibility

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



Student Policies

Full-Time/Part-Time Status

For the M.A. in Counseling Psychology program, nine credits or more is considered full time. The School of Graduate Psychology is based on a cohort system, and attending part time is not a readily available option. For this reason, a student is responsible for all complications (concerning the availability of required courses or the ability to meet graduation requirements, for example) that may occur should, for emergency reasons, he or she need to attend less than full time.

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

Postponing, Dropping, and Withdrawing from Courses

Because of the cohort model, students are expected to enroll in every predetermined course scheduled each term. Electives are extra, optional, and made available only with a sufficient number of requests. In an emergency situation, a student may be allowed to postpone, drop, or withdraw from one or more courses. However, in order to preserve all cohorts, the student will most likely be required to make up all missed mandatory courses in an independent study format and to pay the associated independent study fee in addition to the cost of tuition. A student will very seldom be integrated into another cohort. In every situation the format in which the student will make up the course(s) is up to the determination of the Program Director. In addition, should a student decide in conjunction with the Program Director to take fewer courses per semester than the required course sequence entails, the student must complete the entire program within four years from the date of his or her start, or he or she may no longer be allowed to continue in the program to completion. The student is completely responsible to complete the program within the allotted four years. Another consideration when deferring courses is that complications arise when the deferred class is a prerequisite for a subsequent course. Courses cannot be taken unless all prerequisites are fulfilled, and it is the student's complete responsibility to verify that all prerequisites are met before enrolling in any course. Also, any complications that may occur should he or she postpone, drop, or withdraw from a mandatory course are the student's complete responsibility. The student must confer with the Program Director when deciding to postpone, drop, or withdraw from a mandatory course. Should a student defer enough courses to put him or her below the number of credits required to meet full-time equivalency, financial aid eligibility may be affected. See the section on Full-Time/Part-Time Status.

Dropping

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

Withdrawing from a Course

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

Withdrawing from the Program

In order to withdraw from the M.A. in Counseling Psychology program, one must submit a Cancellation/Withdrawal Form to the Registrar's Office. If it is impossible to follow this procedure due to some emergency, the Registrar must be notified within one week of the student leaving.

Class Attendance

Classes are conducted to help students develop their skills and knowledge in the field of counseling psychology. Students' attendance is assumed. If absences occur, the student is responsible for missed work. Because classes differ, individual instructors state their specific attendance policies and define the consequences of absence, tardiness, and early exiting in the course syllabus. Appeals relating to attendance are addressed first to the instructor and second to the Program Director. Class absence due to required participation in Graduate Psychology related activities is excused.

Auditing Courses

An auditor is a person who attends a class but is not held responsible for the course work. Out of courtesy, the auditor should not participate in discussions except as allowed in consultation with the professor. An audited class requires the prior permission of the Program Director and a Request to Audit form completed and submitted to the Registrar's Office.

Transcripts

An official transcript is a copy of a student's academic record at Northwest University that bears the official seal of the University and the signature of the Registrar. Requests for transcripts must be accompanied by the student's signature and by a \$2.00 fee per copy. Therefore,

Student Policies

phone orders for transcripts cannot be accepted.

NOTE: Financial indebtedness to the University will prevent the release of a student's transcript. If a student is delinquent in his or her Federal Perkins Loan or NDSL payment (as determined by the Promissory Note), he or she will not be eligible to receive deferment, cancellation provisions, or academic transcripts.

Transferring Credits from Another Institution

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

In order for the transfer of credits to occur it is the student's responsibility to contact the Program Director in order for this process to be initiated. The student's transcript must be analyzed by the Program Director, and all transfers of credit must be approved by the Dean. This must be done prior to registering for any courses in the program. Due to all the factors considered while transferring credits, there may be more than one way to apply transferred credits towards the M.A. in Counseling Psychology course requirements. The student should be mindful of this and in conjunction with the Program Director should give careful thought to how he or she wants the transferred credits distributed. Once credits are transferred, such actions may be final. Should a student transfer enough courses in one semester to put him or her below the number of registered credits required to meet full-time equivalency, financial aid eligibility may be affected.

Masters Level Counseling State Licensure

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

Academic Honesty

The School of Graduate Psychology expects honesty from students in all areas, including their academic lives.

Academic dishonesty may result in students receiving an "F" in the course, being dismissed from the course, or possibly being dismissed from the School of Graduate Psychology. Academic dishonesty includes cheating on assignments or examinations, submitting the same (or essentially the same) paper in more than one course without prior consent of the current professor(s), sabotaging another student's work, and plagiarizing. Plagiarism is "using someone else's ideas or phrasing and representing those ideas as our own, either on purpose or through carelessness" (MLA). Any student disciplined by a faculty member for alleged academic dishonesty has the right to appeal the disciplinary action to the Dean of the School of Graduate Psychology.

Academic Appeals

Student Responsibility and Expectations: A student is expected to relate to the School of Graduate Psychology's standards and to the individual professor's classroom regulations and course expectations in a positive way. Students must be courteous toward the professor and refrain from conduct which disrupts the learning process.

If a student has a grievance against a professor with regard to a grade received, a discipline received for academic dishonesty, or other teacher action affecting the student's standing, the student shall first respectfully speak to the professor concerning the situation.

The Academic Appeals Process: If an acceptable resolution is not reached between the student and the professor, or if the student finds the professor unapproachable, the student should speak to the Program Director and the Dean of the School of Graduate Psychology.

Again, if an acceptable resolution is not reached or if the professor is the Dean, the student may appeal to the Provost. A form for this purpose (Student Petition for General Academic Matters) is available on the web site of the Office of the Provost.

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

Solicitation and Confidentiality

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

Student Policies (cont.)

FERPA

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

The Right to Prevent Disclosure

You have the right to prevent disclosure of educational records to third parties with certain limited exceptions. It is the intent of this institution to limit the disclosure of information contained in your educational records to those instances when prior written consent has been given to the disclosure, as an item of directory information of which you have been refused to permit disclosure, or under the provisions of FERPA which allow disclosure without prior written consent.

The Right to File a Complaint with the U.S. Department of Education

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

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

The Right to Inspect

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

The Right to Obtain Policy

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

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

The Right to Request Amendment

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

Financial Policies

Tuition and Fees*

Processing Fees

Application Fee.....	\$25
Registration Fee (per semester).....	\$25

Tuition

Course Tuition (per credit hour).....	\$593
Tuition Deposit (nonrefundable).....	\$350
Auditing Tuition (per credit hour)**.....	\$297

Special Fees

Student Activity Fee (per semester).....	\$25
Graduation Fee (one time).....	\$100
Independent Study Fee** (per course plus the cost of tuition).....	\$150
Counseling/Research Lab Fee (per semester).....	\$35
6403 Psychodiagnostics Lab Fee (one time).....	\$100
Language Lab Course Fee***.....	\$100

Library Fees

University of Washington (per year).....	\$90
Northwest University (per year).....	\$100

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

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

*Fees listed above are for 2007 - 2008 academic year. All fees are subject to change without notice and may not be refundable.

**Does not apply to everyone

***Refer to Language Lab information on page 10.

Payment Policies

Payment of Accounts

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

Pay In Full Plan

Tuition and fees are to be paid in full before the first day of class each term unless prior arrangements have been made with the Student Accounts Office. All students must

sign a contract/promissory note agreeing to the payment conditions prior to program enrollment.

Monthly Payment Plan:

Tuition Management System (TMS)

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

Past Due Accounts

A balance owing is considered past due if:

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

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

Missed Payments, Late Financial Aid, and Late Fees

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

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

OUTSTANDING BALANCE	FEE
\$25-\$199.99.....	\$50
\$200 or greater.....	\$100

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

Cancellation of Registration

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

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

If classes were attended, see the following policy.

Withdrawal from the University

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

- The student must have officially withdrawn from the University.
- Fees are nonrefundable.
- Tuition is charged based upon the highest number of credits during the term and will be charged according to the chart below based upon the date the withdrawal paperwork is submitted:

12.5%	During first week of classes
25.0%	During second week of classes
37.5%	During third week of classes
50.0%	During fourth week of classes
62.5%	During fifth week of classes
75.0%	During sixth week of classes
87.5%	During seventh week of classes
100.0%	After seventh week of classes

Accreditation, Addendum & Emergencies

Accreditation and Addendum

Northwest University is accredited by the Northwest Commission on Colleges and Universities (since 1973). The University is endorsed by the Commission on Christian Higher Education of the Assemblies of God and the Association of Christian Schools International.

The University is approved by the Federal and State Governments for student aid programs and for the training of international students. It is also approved by the State Approving Agency for the training of veterans under U.S. Code, Title 38, Chapters 30, 31, 32, 34, 35, and Title 10, Chapter 1606 and by Washington State for training in Vocational Rehabilitation. It is listed in the current bulletin, "Accredited Higher Education Institutions," published by the U.S. Office of Education.

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

This catalog is published for information purposes only. Although every effort is made to ensure accuracy at the time of publication, this catalog shall not be construed to be an irrevocable contract between the student and the University. Northwest University reserves the right to make any changes in the content and provisions of the catalog without notice.

Northwest University reserves the right to change the rules regulating admission to, instruction in, and graduation from the University, and to change any other regulations affecting the student body which shall apply not only to prospective students, but also to those presently matriculated in the University.

Veterans: Information contained in this publication is hereby certified as true and correct in content and policy as of the date of publication, in compliance with the Veterans Administration DVB Circular 20-76-84 and Public Law 94-502.

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

Addendum to the Sixtieth Academic Catalog
Date of Publication: March 2007

Campus Emergencies

Since an emergency is sudden and without warning, these procedures are designed to be flexible in order to accommodate contingencies of type and magnitude.

Minor Emergency: Any incident, potential or actual, which will not seriously affect the overall functional capacity of the University. Report incidents immediately to Security at extensions 5500, 222 or 425.864.1552.

Major Emergency: Any incident, potential or actual, which affects an entire building(s), and will disrupt the overall operations of the University. Outside emergency services will probably be required, as well as major efforts from campus support services. Major policy considerations and decisions will be required from the University administration. Report incident to Security personnel.

Disaster: Any event that seriously impairs or halts the operations of the University. Mass personal casualties and severe property damage may be sustained. A coordinated effort of all campus-wide resources will be required. Outside emergency services will be essential. In all cases of disaster, an Emergency Control Center will be activated, and the appropriate support and operational plans will be executed. Any incident should be promptly reported to the Executive Vice President of Finance, the Vice President for Student Development and the Director of Campus Security.

Declaration of Campus State of Emergency: The authority to declare a campus state of emergency rests with the University President, his designate, or representative, as follows: During the period of any major campus emergency, the Security Department, as required, shall place into immediate effect the appropriate procedures necessary in order to meet the emergency (safeguarding persons and property, and maintain educational facilities). The Plant Manager and the Director of Campus Security shall immediately consult with the President or his designate regarding the emergency and the possible need for a declaration of a campus state of emergency.

When this declaration is made, only registered students, faculty, staff and affiliates; (i.e. persons required by employment), are authorized to be present on campus. Those who cannot present proper identification (registration or identification card, or other ID) showing their legitimate business on campus will be asked to leave the campus. In addition, only those faculty and staff members who have been assigned emergency resource team duties or issued an emergency pass by the Campus Security Department will be allowed to enter the immediate disaster site. In the event of fires, storms, major disasters occurring (about the campus) or which involve University property; Security Officers may be dispatched to determine the extent of any damage to University property.

Emergency Closure Notification Procedures: When the daily class schedule is jeopardized by weather or natural disasters, the Provost shall confer with the President for the purpose of deciding the course of action. If the Provost is not available for conference, the Registrar shall be responsible for emergency decision-making on behalf of the Provost.

To check your evening class schedule, please go to the Northwest University Eagle web site at eagle.northwestu.edu or call the main Northwest University phone line at 425.822.2266.

Our Vision and Commitment

The School of Graduate Psychology's passion for Psychology, Culture, and Social Justice complements and aligns with the vision of Northwest University to *Carry the Call...*

To *Carry the Call with the Heart* involves understanding various ways of life. It entails appreciating and valuing those who are different, and it requires connecting with people in ways that are meaningful to them. To touch the heart one must understand *culture*, for the heart is entwined with *culture*.

To *Carry the Call with the Head* suggests having a solid grasp on an area of expertise. In the field of *psychology*, it includes thinking critically, making decisions with authority, and accumulating a plentiful and available reservoir of knowledge. There is a strong foundation upon which to build in *psychology*.

To *Carry the Call with the Hand* is turning knowledge into power and living with conviction. With a passion for action, it is improving society, it is helping those who cannot help themselves, it is having compassion, and it is being Christ-like. To truly minister and offer healing, one must champion justice and embrace the disadvantaged through loving acts of *social justice*.

Carry
the
Call

Northwest
UNIVERSITY



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