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MASTER of ARTS Counseling Psychology

**A UNIQUE PROGRAM
WITH A MULTICULTURAL
EMPHASIS BUILT ON
THE CONSTRUCTS OF
PSYCHOLOGY,
CULTURE, AND
SOCIAL JUSTICE,
AND ALL FROM
A DISTINCTLY
CHRISTIAN
PERSPECTIVE**



SCHOOL OF GRADUATE PSYCHOLOGY
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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, 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 good 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, meaning that nearly each class will be with the same students, enabling you to develop valuable relationships as you learn and share together.

Since our classes are offered on evenings and weekends, it may be possible to keep your regular job while obtaining your degree.

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



A handwritten signature in blue ink, which appears 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 hurting.

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, **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 we come face-to-face with such atrocities and are given the chance to do something about them. We must promote such **Social Justice**. Nevertheless, it can be quite difficult to differentiate between a situation deserving approval and one requiring change.

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 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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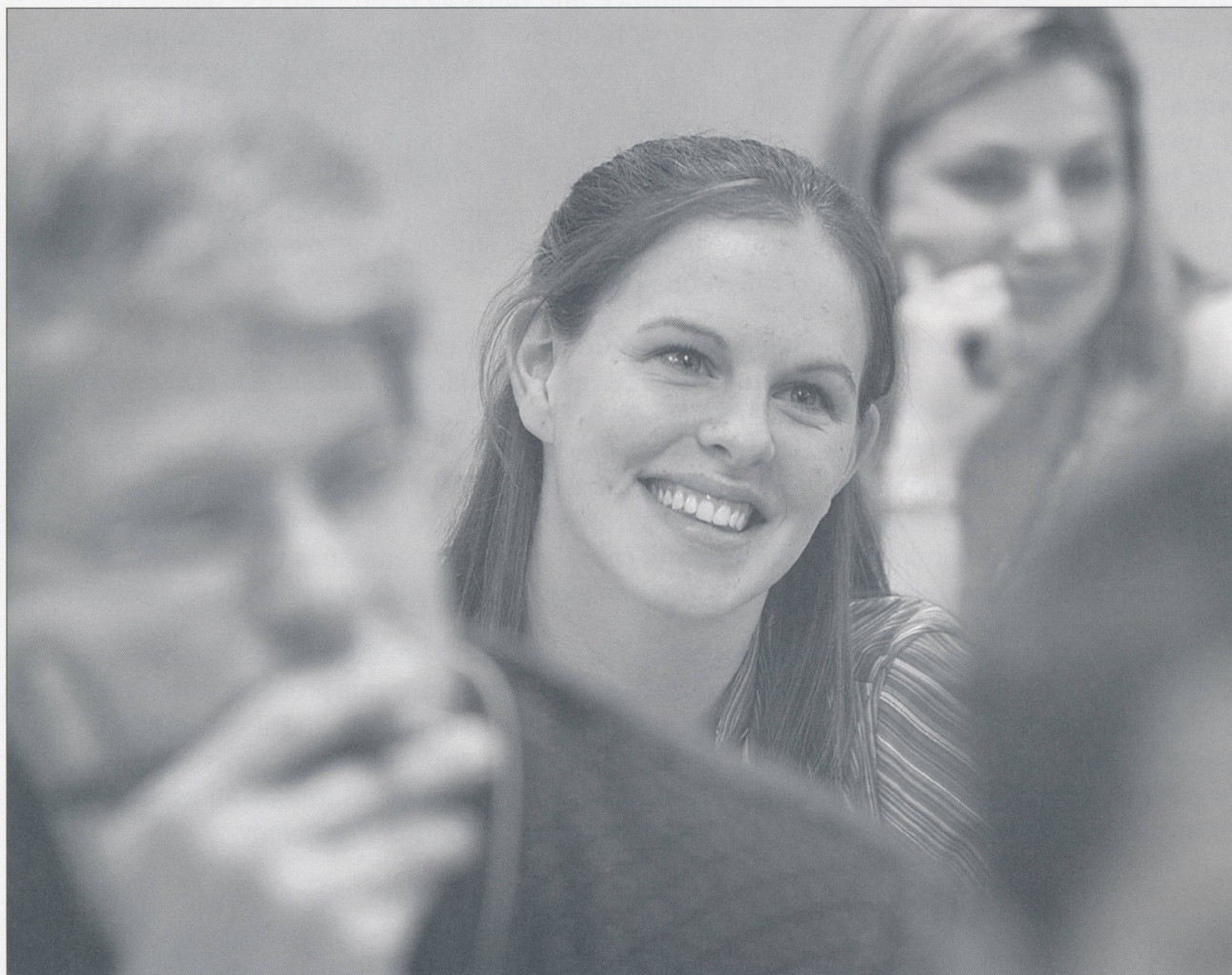


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Graduate Psychology

Program Objectives

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 counselor.

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 or 237 on the computer-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: Fall 2006

December 1, 2005; February 1, 2006; April 1, 2006

Priority is given to earliest applicants. Applications received by the first two application deadlines will be processed and either accepted, denied, or rolled

over to the following application review board meeting. Following the final deadline, applicants will be accepted as space is available.

International students are encouraged to make one of the first two application deadlines for the sake of the time it takes to issue an I-20 and receive a student visa.

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 into which students can tap. 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 approximately the last week in August to the last week in July with 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.

Classes are scheduled in the evenings and weekends so that students may utilize their days as need be. However, this program is academically rigorous and requires considerable time outside the classroom devoted to homework. 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 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.

Course Sequence*

Fall Semester 1: (11 Credits)

5111 Research Methods I—Introduction	1
5252 Communications and Counseling Skills within Multicultural Contexts	2
5352 Biological Basis of Behavior I— Neuropsychology	2
5603 History of Psychology	3
6602 Advanced Lifespan Development	2
5941 Practicum in Psychology I	1

Spring Semester 2: (11 Credits)

5152 Research Methods II—Quantitative	2
5403 Psychotherapeutic Systems	3
5453 Psychopathology	3
5502 Multicultural Issues in Psychology	2
5951 Practicum in Psychology II	1

Summer Semester 3: (11 Credits)

5653 Systems of Family Therapy in Cultural Context	3
5202 Critical Thinking in Psychology, Culture, and Social Justice	2
5302 Group Counseling and Cultural Dynamics	2
5552 Psychology Law and Ethics	2
5701 Child, Spouse, and Elder Abuse	1
5961 Practicum in Psychology III	1

Fall Semester 4: (10 Credits)

6352 Biological Basis of Behavior II— Psychopharmacology	2
6453 Theories and Practice in Cultural Context	3
6552 Child and Adolescent Therapy	2
6943 Supervised Internship I or 6913 Thesis I	3

Spring Semester 5: (10 Credits)

6152 Research Methods III—Qualitative	2
6403 Psychodiagnostics	3
6302 Perspectives of Human Sexuality	2
6953 Supervised Internship II or 6923 Thesis II	3

Summer Semester 6: (9 Credits)

6412 Marriage and Couple Therapy or 6362 Counseling and Career Development	2
6462 Advanced Psychopathology	2
6502 Substance Abuse Counseling	2
6963 Supervised Internship III or 6933 Supervised Thesis III	3

Total Credits: 62

*subject to change

Internship or Thesis

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 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.

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.

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 in-depth research paper and/or project. The purpose of this course is to demonstrate one's detailed knowledge and research competence.

6923 Thesis II:

This course is a continuation of Thesis I.

6933 Thesis III:

This course is a continuation of Thesis II.

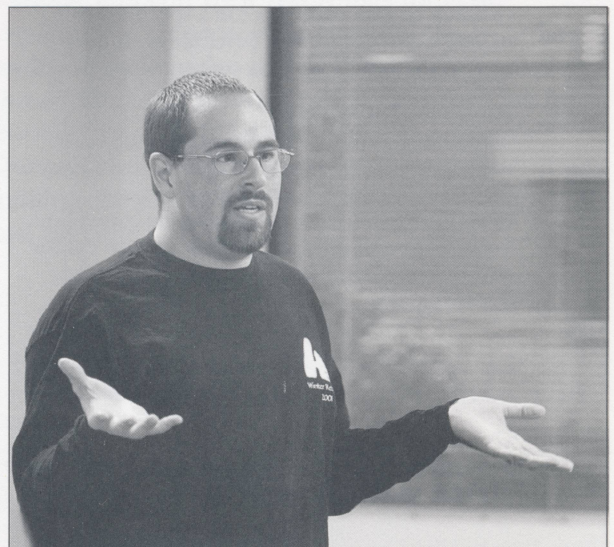
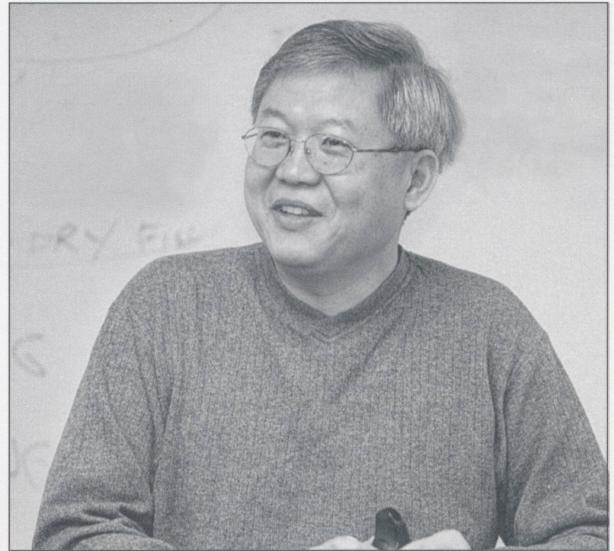
Course Descriptions

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:**
This course presents students with the 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.
- 5603 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.
- 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. This course is designed to prepare students for 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. This course is designed to prepare students for internship or thesis. In a supervised small group experience students choose the internship or thesis track and take preliminary steps in the direction of their choice.
- 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.
- 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.

Course Descriptions

- 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 students with 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.
- 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 opportunity 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.
- 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.



Course Descriptions (cont.)

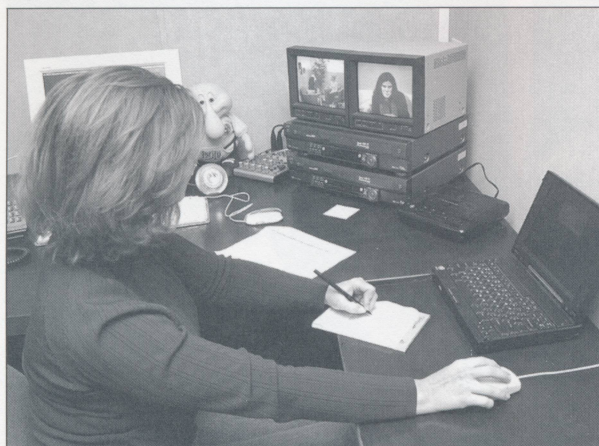
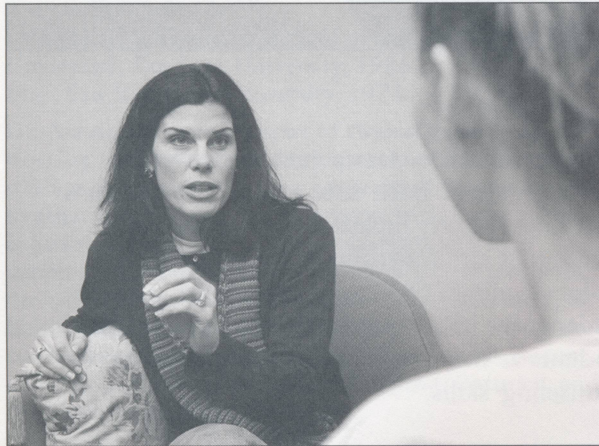
Psychology Electives

- 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.
- 6973 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.

Language Electives

- 5162 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.
- 5172 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.
- 5182 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.
- 5262 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.
- 5272 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.
- 5282 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.

Clinical Training Laboratory



Clinical Training Laboratory

Two of the best ways to learn how to be an effective counselor are to view oneself 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 call their experiences with our clinical training laboratory professional, convenient, and valuable.

* This opportunity is 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.

Core Groups



Core Groups: A Mentoring Experience

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

students for a few classes in their first year of the program. Each core group is led by an M.A.-level faculty member who serves as the core leader and functions as a mentor. Core leaders facilitate the group experience, prepare students for internship or thesis, and oversee students as they are learning and practicing counseling skills.



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.

Katy B. Araujo, Ph.D.
Clinician and Researcher;
Assistant Professor

Ph.D., Pacific Graduate School of Psychology, 2005
Credential, San Jose University, 1986
B.A., San Jose State University, 1971

Dr. Araujo has over 10 years of clinical experience working with adolescents in high school and private settings. In recent years she has worked in intensive treatment and outpatient treatment with Meier Clinics in Seattle. She specializes in adolescents and their families. Dr. Araujo has over a decade of research with the Department of Child and Adolescent Psychiatry in Behavioral Medicine at Stanford University, where she continues to collaborate with colleagues in adolescent research. Dr. Araujo has lived in England, Portugal, and Brazil and is fluent in Portuguese.

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 research at Northwest University on memory. 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.

Julia Getsch, M.A.
Director of Student Services, School of Graduate
Psychology; Adjunct Instructor; Teaching Assistant
M.A., Northwest University, 2004
B.A., Northwest University, 2002

Julia Getsch served as the Director of Student Services for the School of Graduate Psychology at Northwest University, which entailed working closely with prospective and current students, overseeing the admissions process, and facilitating the internship process. Julia Getsch has traveled extensively including throughout much of the United States as well as Mexico, Brazil, Morocco, Portugal, and Belgium.

Faculty (cont.)

Jacqueline N. Gustafson, M.A.
Program Director, School of Graduate Psychology;
Core Leader; Adjunct Instructor; Teaching Assistant
 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, Jacqueline Gustafson has been involved in qualitative research in South America, and for two years she has co-lead cross-cultural immersion experiences to a practicum site in South America. She 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.

Marty L. Harris, Ph.D.
Adjunct Professor

Ph.D., Washington State University
 M.S., Washington State University
 B.A., University of California, Irvine

Dr. Harris ran the M.A. in Clinical Psychology program at Vanguard University. Dr. Harris has vast research experience in examining the utility of the Diagnostic and Statistical Manual IV-TR with the Latino population. He has conducted research through Cornell University and the University of California, Los Angeles. He is a pastor of a homeless church in the San Francisco Bay area.

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.

Kevin Leach, Ph.D.
Educator and Researcher; Professor
 Ph.D., State University of New York at Stony Brook, 1985
 M.A., State University of New York, 1982
 M.Ed., Georgia State University, 1977
 B.A., Eastern Nazarene College, 1975

Dr. Leach has over eight years of clinical experience. He has three years of post-doctoral research

experience. He has spent many years full-time teaching at the undergraduate and graduate level. He has coauthored two professional papers – one was an MMPI study, and the other was a memory study.

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.

Irene López Ph.D.
Clinical Research Psychologist; Adjunct Professor
 Ph.D., Kent State University, 2005
 M.A., Kent State University, 1998
 B.A., Vassar College, 1991

Dr. López is currently an NIMH post doctoral scholar and visiting scholar at Rutgers University. As a cross-cultural clinical psychologist her areas of specialization lie in the intersection between psychology and anthropology. Specifically, she is interested in understanding the interplay of culture, gender, and socioeconomic status in psychological functioning and adjustment, particularly among Latinos. Other areas of interest are racial/ethnic identity, cross-cultural psychopathology, and women's issues in ethnic minority and international communities, which she seeks to understand within the tradition of liberation psychology. She has coauthored four publications, two book chapters, and numerous presentations and posters at various national and regional conferences.

W. Alex Mason, Ph.D.
Researcher and Educator;
Adjunct Professor

Ph.D., University of Nevada-Reno, 1998
 M.A., University of Northern Colorado, 1993
 B.S., Southwest Baptist University, 1990

Dr. Mason has research and teaching interests in adolescent development, substance abuse and mental

illness, prevention intervention, and longitudinal research methods. He has over six years of experience in research settings, including postdoctoral training at the University of Alabama at Birmingham and current work at the University of Washington. Dr. Mason is a member of the American Psychological Association and the Society for Prevention Research.

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 works for a local mental health agency and is producing a seminar titled "Moving Beyond Depression." 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 Europe, Asia, and South America serving the poor and needy. She is a member of Psi Chi.

Matthew Nelson, Ph.D.

**Department Chair, School of Business;
Adjunct Professor**

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 areas of industrial psychology, counseling psychology, and higher education. In industrial psychology, Dr. Nelson spent 11 years working for 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 12 years maintaining a professional counseling practice that addressed among other things, personal problems that hindered individual growth and development. Since 1995, Dr. Nelson has worked in higher education as an administrator and faculty member in business and psychology at the undergraduate and graduate levels. His research interests include organizational behavior, professional ethics, and human development.

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 College, 1970
B.A., Seattle Pacific College, 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. Dr. Newbill 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.

Robert Wills, M.D.

Psychiatrist; Adjunct Professor

M.D., University of Michigan, 1962
B.S., University of Michigan, 1958

Dr. Mills had a private practice in general and geriatric psychiatry in the greater Seattle area for almost 20 years. Dr. Wills served as professor for the University of Washington's School of Medicine and is currently professor for its School of Nursing. In addition, Dr. Wills is presently a consultant to several community mental health programs. Dr. Wills has lectured throughout Vietnam and is an Adjunct Professor of Psychiatry at Hue Medical College in Vietnam. Dr. Wills has taught in Indonesia, Cambodia, and Thailand. He is the Medical Director and Vice President of MEDRIX, a nonprofit NGO in Vietnam, which was formed to provide medical and English teaching, safe water, and international exchange.

Stacy Wilson, M.A.

**Clinician in Multicultural Services; Core Leader;
Adjunct Instructor; Teaching Assistant**

M.A., Northwest University, 2003
B.A., Northwest University, 2000

Stacy Wilson is currently a clinician for the multicultural division of one of the largest nonprofit mental health organizations in the Seattle area. Stacy Wilson works with clients from all over the world who are African American, Middle Eastern, and Asian and are dealing with PTSD, depression, and bipolar disorders. She has traveled extensively, including Brazil, China, Tibet, North Africa, and Europe and has examined the differences in culture and psychiatric methods.

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.

Grading

Grading Scale with Grade Points

A	Excellent Attainment	4.0
A-	3.7
B+	3.3
B	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
WS	Withdrawal Satisfactory	NA
WU	Withdrawal Unsatisfactory	NA
I	Incomplete	NA
S	Satisfactory	NA
P	Pass	NA
R	Repeated Course	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 most likely 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 up to the determination of 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. (Grades of "W," "WU," and "WS" are not considered completed course grades.) 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 class and the total minimum 62 prescribed credit hours in order to graduate with a M.A. in Counseling Psychology from the School of Graduate 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.

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.
- ☐ 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 6 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.

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

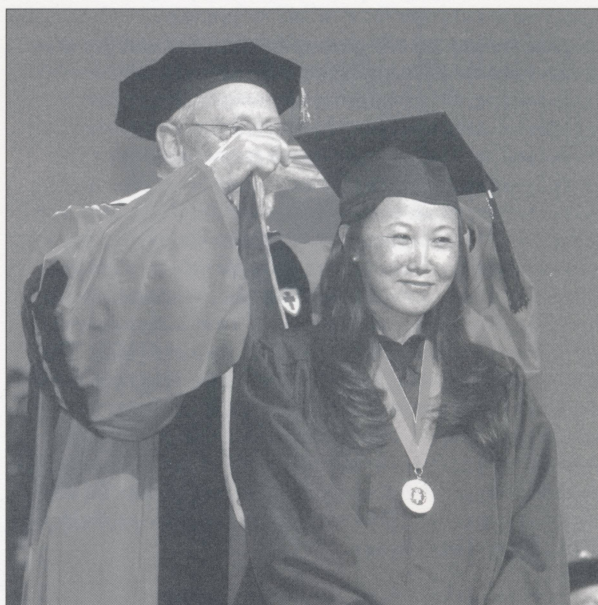
All applicants for graduation must pay at the time of application a fixed, nonrefundable graduation fee to cover the cost of the diploma and commencement. If the student cancels the application for graduation or if graduation is denied the fee is retained and used when the student graduates.

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 for 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. Students are not intended to enroll in the program part time, 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 needs 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 due to 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 with enough requests only. 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, 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 his or her 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 the 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.

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)	\$520
Tuition Deposit (nonrefundable)	\$350
**Auditing Tuition (per credit hour)	\$260

Special Fees

Student Activity Fee (per semester)	\$25
Technology Fee (per credit)	\$14
Graduation Fee (one time)	\$100
**Independent Study Fee (per course plus the cost of tuition)	\$150
Lab Fee (per semester)	\$35
6403 Psychodiagnostics Lab Fee (one time)	\$100

Library Fees

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

*Fees listed above are for 2005 - 2006 academic year. All fees are subject to change without notice and may not be refundable.

**Does not apply to everyone

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 the start of class each term.

Monthly Payment Plan:

Tuition Management System (TMS)

Students wishing to make monthly payments based upon the annual cost of tuition and fees can enroll with 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 on the web (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 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.

Finance Charge

For student balances which are not paid in full by the end of the month, a finance charge of 12% APR (or 1% monthly) will be added to student account balances at the end of the following month. Those paying through TMS will have this charge waived from the amount budgeted to be paid by TMS according to the scheduled payment period.

Missed Payments, Late Financial Aid, and Late Fees

For accounts which are not paid in full by 5 p.m. on the last business day of the month it is due, a \$50 late fee may be assessed with additional late fees assessed at the end of each subsequent month until payment is made in full.

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 \$50 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 \$50.00 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:

2.5%	Per day during the 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 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.

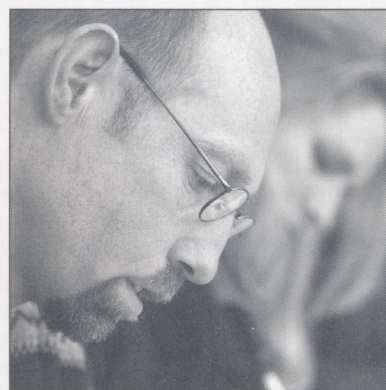
This catalog is published for information purposes only. Although every effort is made to ensure accuracy at the time of publication, this catalog shall not be construed to be an irrevocable contract between the student and the University. Northwest University reserves the right to make any changes in 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 Fifty-Eighth Academic Catalog
Date of Publication: June 2005



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

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