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## EDUCATION

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### About the School

The School of Education engages in the preparation and continuing development of competent professionals in education by building professional knowledge and skills, designing meaningful learning opportunities, and fostering collaborative relationships at the intersections of public schools, mental health agencies, and the university. The School of Education offers a minor in Education Studies for undergraduate students. The Education Studies minor is grounded in a social justice perspective and includes many courses that engage students in working in local public schools.

The School of Education offers two graduate programs; the Master of Arts in Teaching (M.A.T.) and the Masters of Education in Counseling (MEd). Graduate students engage in sustained experiences in public schools or mental health agencies; reflect on and consider connections between clinical experiences and university classroom learning, and receive support and mentoring by faculty members and mentors in public schools or mental health agencies, who have extensive experience working with youth and adults.

The Master of Arts in Teaching qualifies graduates for teacher certification. The Master of Education in Counseling qualifies graduates for the Educational Staff Associate Certificate in school counseling or work as a clinical mental health counselor in social service and mental health agencies. M.Ed. students will also meet the educational requirements for the Licensed Mental Health Counselor credential from the Washington State Department of Health. Programs leading to professional certification of teachers and school counselors are approved by the Professional Educator Standards Board.

### Partnership with African American Studies and the Race & Pedagogy Institute

The School of Education, Race and Pedagogy Institute, and African American Studies work together to prepare students for careers in teaching and counseling grounded in social justice. Our partnership and grounding are motivated by historical and demographic underrepresentation of people of color in these professions and the need for meaningful, cultural representation and cultural responsiveness in teacher and counselor education in the specific context of Tacoma's urban education environment as representative of national educational contexts. The mission of the Race and Pedagogy Institute is to educate students and teachers at all levels to think critically about race, to cultivate terms and practices for societal transformation, and to act to eliminate racism. By intentionally bringing together different assumptions and sharing goals, framing assumptions, and curriculum structures, we collectively interrogate curriculum and develop partnership and co-teaching opportunities.

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## EDUCATION STUDIES MINOR

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### About the Program

The Education Studies minor is grounded in social justice and teaches students to question their own biases and social location and inequities

that shape individuals, interpersonal interactions, and institutions, in order to acknowledge the full humanity of students, families, educational personnel and other stakeholders. Students experiencing the Education Studies minor use theory and experience to critically consider how educational policy and classroom practices materially impact the learning opportunities available to P-12 students. The Education Studies minor is appropriate for students who want to explore or pursue careers in teaching, counseling, social work, and/or community activism.

### Streamlined Admission Process to Master of Arts in Teaching (M.A.T.) Program

University of Puget Sound students in good standing who are Education Studies minors, Bachelor of Music in Education majors, and majors in other areas will be reviewed through a streamlined admission process. See the Graduate Admission to the University section of the *Bulletin* for more information.

### General Requirements for the Minor

General university degree requirements stipulate that 1) three units of the minor be taken in residence at the University of Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the minor; and 3) all courses taken for the minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the minor degree requirements listed below.

### Requirements for the Minor

Completion of at least 5.5 units to include:

1. Any two of EDUC 290, 292, 294, 295, 296, and 298 (0.5 units)
2. EDUC 419 and 420 (2.0 units)
3. EDUC 493\* (1 unit)
4. At least two units from among the following courses:
  - AFAM 101 Introduction to African American Studies
  - AFAM 201 Methods in African American Studies
  - AFAM 205 Survey of African American Literature
  - AFAM 346 African Americans and the Law/Constitution
  - AFAM/COMM 370 Communication and Diversity
  - AFAM 401 Narratives of Race
  - ENGL 248 Children's and Young Adult Literature
  - GQS 201 Introduction to Gender, Queer, and Feminist Studies
  - PG 304 Race and US Politics
  - PG 314 US Public Policy
  - PG 346 Race in the American Political Imagination
  - PSYC 220 Development Psychology: Prenatal through Childhood
  - PSYC 221 Development Psychology: Adolescence through the End of Life
  - PSYC 222 Lifespan Development (cannot be taken with PSYC 220 or 221)
  - PSYC 225 Social Psychology
  - REL 307 Prisons, Gender, and Education
  - REL 211 Islam in America
  - SOAN 301 Power and Inequality
  - SOAN 305 Heritage Language and Language Policies
  - SOAN 310 Critiquing Education
  - SOAN 370 Disability, Identity, and Power

### Notes

\*\*Prior to 2018–19, this course/requirement was offered as 491/492. For Requirement 4, students may choose to take both courses in the same department or select courses across departments. Students are

encouraged to take more than two courses from the list as a way of broadening their perspectives on educational issues.

### Course Offerings

EDUC 290, 292, 294, 295, 296, and 298 rotate over a three-year period with one offered each semester. EDUC 419 and 420 are offered each semester of the academic year. The capstone sequence course EDUC 493 is offered in the Spring term only.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 18).*

### SSI 2 117 Coming Out! The Gay Liberation Movement

#### Education (EDUC)

**101/102 Local Loggers Workshop** 0.25 activity units. This course provides workshops and meetings focused on college transition, team building, leadership and self advocacy skills, and goal setting. *May be repeated for credit. Pass/Fail Required. Cannot be audited.*

**290 Making Men: Schools and Masculinities** 0.25 units. Schools teach students much more than academics. Schools also teach right from wrong, and they send messages about who students are and who they can be. This course examines the nature of schooling and the socializing power of schools, using masculinity as its lens. Through readings, writing, discussion, and time spent in schools, students examine the hidden and official curriculum schools use to teach about gender and what it means to be a man. Successful completion of this course requires a commitment to spend regular time in schools, participating in the formal curriculum and observing the hidden curriculum. *Offered every other year.*

**292 Literacy in Schools: An Introduction** 0.25 units. Teaching students to read is a fundamental task of teachers in every class and grade level. This course examines the nature of reading and provides an introduction to well balanced reading instruction in grades K-12. Through readings, writing, discussion, and time spent in schools, students are introduced to the nature of reading, how young people learn to read, and instruction that fosters lasting literacy. Successful completion of this course requires a commitment to spend regular time in schools, participating in the teaching of reading or writing. *Offered every other year.*

**294 Schools & Poverty** 0.25 units. Educating children living in poverty poses significant challenges to schools and teachers. This course is designed to allow individuals interested in schools to develop a greater understanding of poverty and to examine what teachers can do to provide the best possible education for students experiencing poverty. This course examines and confronts the American stories of rugged individualism and of the United States as a place where class and race are irrelevant, while maintaining a focus on what teachers can do for the children with whom they work and the society in which they live. Successful completion of this course requires a commitment to spend 14 hours outside of class interacting with students living in poverty. *Offered every other year.*

**295 White Teachers Teaching Children of Color** 0.25 units. The history of legislated and de facto everyday white supremacy in public schooling and social life has created a highly segregated teaching force. Most U.S. teachers are white, middle-class, monolingual females who grew up in predominantly white communities. Teachers of color are dramatically under-represented in the teaching force, and children of color have very limited representations of their racial identity throughout their schooling experience. White teachers are thus currently over-represent-

ed in public schools, often with little experience engaging in and among communities of color, as they work with an increasingly racially diverse student body. The central work of this course is to center race as a lens for understanding miseducation in American schooling. Through shared discussion, reading, and engagement in public school communities, students will confront the assumptions of whiteness in U.S. schooling and seek to unlearn socialized assumptions about race. Students will reflect on classroom and community learning, as well as personal experiences, to develop and apply strategies and action steps that promote equity in learning contexts. *Offered every other year.*

**296 Using Children’s and Young Adult Literature to Teach for Social Justice** 0.25 units. Teaching reading has never been politically neutral because reading instruction, when it is done well, requires that we read something. Underlying this course is an assumption that the selection of what students read should consider the promotion of American ideals of liberty and justice for everyone. Together students think about the messages children’s and young adult books send and how to select books that promote social justice. Students read children’s and young adult books that include people from different racial groups, and books that open up ideas of gender and sexuality. Successful completion of this course requires a commitment to spend regular time working with youth. *Offered every other year.*

**298 Using Primary Sources to Teach for Social Justice** 0.25 units. Teaching about the past tells us where we came from and provides a narrative that communicates who “we” are. Using primary sources with K-12 students is often touted as one of the best ways to shape inclusive narratives while developing reading, writing, and critical thinking. And yet, primary sources are rarely used at the pre-college level. This class is designed to introduce students to using primary documents to help K-12 students understand alternative perspectives of the past. While many perspectives are marginalized in K-12 classrooms, few experience the silence that surrounds LGBTQ people. By using the Archive of Sexuality and Gender, students learn about LGBTQ history, discover valuable primary sources for use with K-12 students, and create a plan for using these sources with K-12 students. Successful completion of this course requires a commitment to spend regular time working with youth in a volunteer setting. *Offered every other year.*

**400 Adventure Education: Mississippi River** An experiential education course, Adventure Education: Mississippi River develops students’ understanding of place through the examination of the Mississippi River through multiple lenses from history to literature, commerce to education, biology to culture. Students examine physical, biological, cultural, historical, and economic forces through time as they seek to understand how people today relate to the river, and natural and human history that preceded those relationships. This class provides students with the knowledge and skills necessary to embark upon and support a human-powered voyage of the Mississippi River that involves scientific data collection and education of K-12 students along the river route.

**419 American Schools Inside and Out** This course focuses on the ways in which educators, politicians, and the public view the state of American schools. Broad philosophies of education guide an analysis of schools, which include historical lenses as well as the current literature on classroom reforms. This course contrasts central issues of schooling as seen from the “outside” political domain and the “inside” experience of students. In particular, the course addresses how issues of race and social as well as economic inequality surround current debates over the best way to improve schools in the 21st century. This course is intended both for prospective teachers and for students interested in examining critically the policies that shape one of the key institutions in American

society. Required for the Education Studies minor and for admission to the MAT program. Satisfies the Knowledge, Identity, Power graduation requirement. Offered every semester.

### **420 Multiple Perspectives on Classroom Teaching and Learning**

The central topic of this course is the ways teachers view learning, instruction, classroom organization, and motivation. This course takes a micro-analytical approach focusing on classroom interactions and how a teacher plans for a range of student interests, experiences, strengths, and needs. Students in the course consider 1) how the teacher inquiry cycle of planning, teaching, and reflecting supports teacher identity development and improves instruction, and 2) how the interactions between teachers and students, and amongst students, are located at the intersections of issues of knowledge, identity, and power. Satisfies the Knowledge, Identity, Power graduation requirement. Offered every semester.

**493 Teacher Research Practicum** This is a required, school-based placement that students typically take in their senior year. Students are placed in classrooms with a teacher who is examining a “problem of practice”. Students assist the teacher by gathering data related to the teacher’s question(s), analyzing the data, and presenting what they find to the teacher. The School of Education builds off of decades of contacts with local districts to individually tailor placements. Students meet on a regular basis to discuss their placements and their work in the schools. Offered spring semester.

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## MASTER OF ARTS IN TEACHING PROGRAM

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### **Philosophy**

The University of Puget Sound’s Master of Arts in Teaching (M.A.T.) program is designed to prepare educators in the liberal arts tradition who are able to make knowledgeable decisions about their professional practice. Using a reflective, collaborative and justice-oriented approach we prepare teachers who create productive learning environments, critically reflect on their teaching and student learning, and interrogate their own biases and confront inequities in schools. M.A.T. candidates develop the capacity to consider teaching and learning from multiple perspectives, to build on the strengths and address the needs of diverse learners, and to navigate the complexity of schools. The requirement that entering candidates have devoted four years to a liberal arts course of study, including a specialized major, ensures that students bring strong academic backgrounds to their professional training, which will give perspective and flexibility to their teaching.

M.A.T. candidates engage in an ongoing inquiry cycle of planning, teaching, and assessing student learning and growth in local public schools, apply best professional practice with specific learners in local schools, and choose courses of action that are effective for the children and communities they serve. The program supports candidates to be critics of their own teaching so that they will continue to improve over the course of their career.

### **Professional Certification**

The University of Puget Sound has been approved by the Professional Educators Standards Board to offer programs leading to professional certification for teachers. Persons obtaining certification for the first time in the state of Washington are required to complete Pre-Residency Clearance as a part of the application for Washington certification. This application includes a Washington State Patrol and FBI fingerprint clearance in addition to competing a moral character and fitness ques-

tionnaire. Complete details on certification can be obtained through the certification office in the School of Education.

### **Teaching Endorsements**

Students interested in teaching should complete a major or 7.5 units of coursework in an endorsement area. Students are strongly encouraged to acquire a second endorsement through additional study of a minimum of 7.5 units of coursework in second endorsement area. All M.A.T. students must submit basic skills test scores in the areas of reading, math, and writing and must pass the state mandated NES assessment for an endorsement in the teaching area of their choice prior to admission to the program. Candidates planning to teach in grades 5-8 are encouraged to seek a major in a core subject area (English, History, Science, Math). Complete lists of the competencies for each endorsement are available from the School of Education. The following is a list of available endorsements offered by the University of Puget Sound and approved by the state of Washington. Students must have a cumulative grade point average of 2.5 or higher in each endorsement area.

- Biology
- Chemistry
- Elementary Education
- English/Language Arts
- History
- Mathematics
- Music-Choral
- Music-General
- Music-Instrumental
- Science
- Social Studies

### **Streamlined Admission Process to Master of Arts in Teaching (M.A.T.)**

University of Puget Sound students in good standing who are Education Studies minors or Bachelor of Music in Education majors will be reviewed through a streamlined admission process. These applicants should submit only the application (leave essay questions blank) and supplemental testing requirements. Additional admission materials may be requested by the School of Education admission committee at its discretion.

### **Degree Requirements**

Degree requirements are established by the faculty on recommendation from the School of Education and the Dean of Graduate Studies. All graduate programs in the School of Education require a minimum of eight (8) units of graduate credit which must be taken for letter grades. No P/F grades are permitted, unless a course is mandatory P/F. Unless otherwise noted in the course description, graduate courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours. Up to 2 units of independent study may be applied toward the degree.

No more than two courses with C grades, or a maximum of 2 units of C grades, may be counted toward a degree, subject to School approval. Grades of D and F are not used in meeting graduate degree requirements but are computed in the cumulative grade average.

A candidate falling below a 3.0 grade average or receiving a grade lower than C will be removed from candidacy or be placed on probation. When candidacy is removed for any reason, the student may not register for additional degree work without the prior approval of the Academic Standards Committee.

Students who violate the ethical standards observed by the academic and professional community may be removed from candidacy. Such

standards are delineated in the codes of the National Association of Secondary School Principals, the National Association of Elementary School Principals, the American Counseling Association, and chapter 181-87 of the Washington Administrative Code.

### Title II Reporting

Institutional information required by Section (f)(2) of Title II of the Higher Education Act is available from the School of Education.

### Course of Study

#### Fall Semester\*\*

##### Elementary

- 613 (1.0 unit) School Practicum
- 614 (0.5 unit) Introductory Professional Issues
- 616 (2.5 units) Elementary Curriculum and Instruction

##### Secondary

- 613 (1.0 unit) School Practicum
- 614 (0.5 unit) Introductory Professional Issues
- 618 (1.5 units) Learning and Teaching in the Subject Areas
- 620 (1.0 unit) Adolescent Identities, Literacies, and Communities

##### Spring Semester

- 615 (1.5 units) Professional Issues Seminar: Documenting and Differentiating Instruction
- 622 (2.0 units) Student Teaching

##### Summer

- 628 (0.5 unit) Centering Race and Unlearning Racism
- 629 (1.0 unit) Engaging Teaching Dilemmas to Foster Culturally Responsive Practice

##### Notes

\*\*EDUC 419 American Schools Inside and Out and EDUC 420 Multiple Perspectives on Classroom Teaching and Learning are required prerequisites for admission into the M.A.T. Program.

### Program Goals

The intent of the Master of Arts in Teaching program is to prepare teachers who are reflective, collaborative and justice oriented, who

1. cultivate active critical reflection and questioning—to learn from practice, to improve practice, and to support teacher learning as a life-long process of growth;
2. create productive and challenging learning environments—to support and assess student intellectual, social and emotional growth, active engagement, and sense of belonging;
3. interrogate their own biases and social location—to actively pursue culturally responsive practice and to contribute collaboratively to the ongoing work of equity.

### Learning, Teaching, and Leadership Master's Program 8-8.5 units

A student admitted to the M.A.T. program, who later decides not to complete the preparation for classroom teaching, may consider completion of the Learning, Teaching, and Leadership Master of Education degree. A decision to undertake the Learning, Teaching, and Leadership program is made in consultation with the School of Education faculty and is generally made in the spring semester of the M.A.T. program. The program of study blends the fall semester M.A.T. courses with the core of the Master of Education program and other specially selected courses:

- 601 (1.0 unit) Program Evaluation and Assessment
- 632 (0.5 unit) Introduction to Counseling and Interpersonal Communication  
(another course could be substituted for EDUC 632 with advisor approval)

*or*

- 628 (0.5 unit) Centering Race and Unlearning Racism
- 695 (0.5 to 1 unit) Independent Study
- 697 (0.5 to 2 units) Master's Project

### Master of Arts in Teaching Course Offerings

Unless otherwise noted, each course is equivalent to 1 unit of credit.

**495 Independent Study** Variable credit up to 1.00 unit. *May be repeated for credit up to 4.00 units. Cannot be audited.*

**498 Internship Seminar** Variable credit up to 1.00 unit. *May be repeated for credit up to 2.00 units. Cannot be audited.*

**613 School Practicum** This school-based field experience accompanies the elementary and secondary curriculum and instruction courses. MAT students observe and participate in elementary and/or secondary classroom teaching and learning experiences. *May be repeated for credit. Pass/Fail Required. Cannot be audited. Offered fall semester.*

**614 Introductory Professional Issues** 0.50 units. This seminar involves weekly meetings in which students examine a range of issues emanating from school-based experiences. In addition, the course fulfills specific Washington Administrative Code (WAC) requirements for teacher preparation. Students hear selected speakers on professional topics related to sexual harassment, appropriate relationships and touch in school, school contract law, IEP/504 students, and child neglect/abuse. *May be repeated for credit. Pass/Fail Required. Offered fall semester.*

**615 Documenting Instruction** Variable credit up to 1.50 units. Students focus on the continuous link among planning, instruction, and various forms of ongoing assessment. Students explore specific techniques for modifying instruction, various ways of documenting student growth, and using student artifacts as a source of assessment and shaping of instruction. *May be repeated for credit. Offered spring semester.*

**616 Elementary Curriculum and Instruction** Variable credit up to 2.50 units. This 2.5-unit course focuses on learning and teaching in elementary classrooms and becoming an elementary teacher. Students consider the tension between giving full attention to each subject area, integrating across subject areas, and meeting students' developmental needs. Through an analysis of current research, theories of learning, and informed classroom practices, students prepare lesson and unit plans, teach, assess, and reflect on student learning. An integrated course structure is used; students study adjacent subject areas examining similarities and differences. In this course students study writing, reading, social science, mathematics, science, music, visual arts, physical education and health. *May be repeated for credit up to 2.50 units. Offered fall semester.*

**618 Learning and Teaching in the Subject Areas** Variable credit up to 1.50 units. In this course students develop knowledge and a reflective stance toward teaching in the secondary content area. Focusing on understanding the various ways in which adolescents engage with content area learning, students plan, teach, assess and think reflectively about curriculum. *Prerequisite: EDUC 419, 420. Offered fall semester.*

**620 Adolescent Identities, Literacies, and Communities** This course aims to prepare secondary teacher candidates to better understand adolescent experiences within and beyond school, using a variety of

critical lenses and perspectives. The course emphasizes engagement with diverse student communities, and seeks to interrogate common assumptions surrounding student abilities, motivations, and literacies. Participants work with adolescents throughout the term, engage readings, complete case studies, and work toward curriculum and instruction that more consciously includes every learner. *May be repeated for credit. Offered fall semester.*

**622 Student Teaching in Elementary/Secondary** Variable credit up to 4.00 units. This course provides students the opportunity to assume the role of an elementary/secondary teacher for a 15-week period during the Spring semester. Students work cooperatively with a selected mentor teacher, with supervisory support from the University. Pass/fail only. *Prerequisite: Must be taken concurrently with EDUC 615. May be repeated for credit up to 4.00 units. Pass/Fail Required. Cannot be audited. Offered spring semester.*

**628 Centering Race and Unlearning Racism** 0.50 units. The central work of this course is to center race as a lens for understanding education and miseducation in American schooling. Students engage the ongoing process of confronting and unlearning socialized assumptions about race and how these manifest in classrooms and in their own racialized identities. Students reflect on classroom teaching and learning experiences to develop and apply strategies and action steps that promote racial equity in learning contexts, engaging the following questions: How do I define my racialized identity? What does it mean to name and unlearn socialized assumptions, beliefs, and practices about race? How does individual, interpersonal, and systemic racism manifest in classrooms and schools? *Offered summer term.*

**629 Engaging Teaching Dilemmas to Foster Culturally Responsive Practice** This masters project seminar uses reflective analysis to reconsider pedagogical dilemmas emerging from student teaching. In professional collaboration, students explore questions relating to culturally responsive teaching: What does it mean to be a culturally responsive and antiracist practitioner? How do my experiences and intersectional identities impact my cultural responsiveness? What actions can I take to interrogate my biases and social location and to contribute collaboratively to the ongoing work of equity? As a result of their exploration, students develop projects and consider implications and action steps for future practice. *May be repeated for credit. Offered summer term.*

**695 Independent Study** Variable credit up to 1.00 unit. Independent study is available to those students who wish to continue their learning in an area after completing the regularly offered courses in that area. *May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

**697 Master's Project** Variable credit up to 2.00 units. *May be repeated for credit up to 2.00 units. Cannot be taken Credit/No Credit.*

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## MASTER OF EDUCATION PROGRAM

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### Philosophy

The M.Ed. program in Counseling is designed for individuals seeking to assume professional roles as school and clinical mental health counselors. The M.Ed. program provides skills and knowledge that will enable students to adjust to changing circumstances that will affect their professional practice in the future. The program is intentionally designed to prepare mental health generalists. Program design is informed by the idea that all counselors, regardless of context (e.g., school building, mental health agency), benefit from developing a shared skill set related

to active listening, understanding the behavior of others, developing interventions, and working with individuals, families, and larger systems.

### Counseling Program Goals

The Master of Education in Counseling program prepares counselors who are reflective, collaborative, and justice-oriented practitioners, who

1. Engage in multiple contexts to promote the social emotional growth and development of individuals, groups, families, and organizations.
2. Critically and intentionally utilize multiple theories of counseling and human development and multiple sources of evidence to inform and develop their own practice and to promote growth and positive change.
3. Interrogate their own biases and social location to actively pursue culturally responsive practice and to contribute collaboratively to the ongoing work of equity.

### Professional Certification

The University of Puget Sound has been approved by the Professional Educators Standards Board to offer programs leading to professional certification for school counselors. Persons obtaining certification for the first time in the state of Washington are required to complete PreResidency Clearance as a part of the application for Washington certification. This application includes a Washington State Patrol and FBI fingerprint clearance in addition to completing a moral character and fitness questionnaire. Complete details on certification can be obtained through the certification office in the School of Education.

### Accreditation

The University of Puget Sound is currently seeking accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP's web address is [www.cacrep.org](http://www.cacrep.org). Pending approval of the accreditation process, candidates who graduate within 18 months from the time the first CACREP compliant cohort completes the program will be recognized as completing a CACREP program.

### Degree Requirements

Degree requirements are established by the faculty on recommendation from the School of Education, the Dean of Graduate Studies, and the Academic Standards Committee. The program requires a minimum of fifteen (15) units of graduate credit. No P/F grades are permitted unless a course is mandatory P/F. Unless otherwise noted in the course description, courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours. Up to two (2) units of independent study may be applied toward the degree. Professional dispositions and expectations must be met in addition to course requirements.

Up to five (5) previously completed relevant graduate transfer units may be applied toward a degree if requested and approved at the time of application for acceptance as a degree candidate. Requests are reviewed and approved by the counseling faculty based on the extent to which the transfer courses are equivalent to those required in the Puget Sound counseling program. Applicants may be asked to provide evidence such as syllabi to demonstrate equivalency. Applicants receiving transfer credit may be required to complete additional competency assessments in order to meet CACREP standards. All students must take COUN 620, 621, 660 and 661 or 662 and 663 in residence.

### Academic Standing

No more than two courses with C grades, or a maximum of two (2) units of C grades, may be counted toward a degree, subject to School approval. Grades of D and F are not used in meeting graduate degree

requirements but are computed in the cumulative grade average.

A candidate falling below a 3.0 grade average or receiving a grade lower than C may be removed from candidacy or be placed on probation. When candidacy is removed for any reason, the student may not register for additional degree work without the prior approval of the Academic Standards Committee.

Students who violate the professional and ethical standards observed by the academic and professional community may be removed from candidacy. Such standards are delineated in the codes of the American Counseling Association, American School Counseling Association, and chapters 181-87 of the Washington Administrative Code.

### Degree Completion

Once degree candidacy has been granted, a student is expected to complete all degree requirements within six (6) years. All courses to be counted in the degree, including graduate transfer credit, must be taken within the six-year period prior to granting the degree; hence, courses may go out of date even though candidacy is still valid.

#### Program Requirements

- 605 Professional Orientation and Ethical Practice (1 unit)
- 610 Cognitive Behavior Theories and Techniques (1 unit)
- 615 Humanistic Theories and Techniques (1 unit)
- 620 Counseling Pre-Practicum (0.5 unit)
- 621 Practicum in Counseling (0.5 unit)
- 630 Research and Program Evaluation (1 unit)
- 635 Conceptualization, Diagnosis, and Treatment Planning (1 unit)
- 640 Group Counseling (1 unit)
- 645 School Counseling (0.5 unit)
- 646 Developmental Counseling (0.5 unit)
- 650 Promoting Social Justice through Culturally Sensitive Counseling (1 unit)
- 655 Assessment in Counseling (0.5 unit)
- 656 Career Development (0.5)
- 660 Internship in School Counseling (1.5 units) or 662 Internship in Mental Health Counseling (1.5 units)
- 661 Internship in School Counseling (1.5 units) or 663 Internship in Mental Health Counseling (1.5 units)
- 670 Counseling Leadership and Advocacy (0.5 unit)
- 675 Family Counseling (1 unit)
- 680 Capstone Seminar (0.5 unit)

### Candidates for Certification Only Master of Education Course Offerings

Candidates who already hold master's degrees from CACREP-approved counseling programs may pursue school counselor certification. These applicants must meet all admission requirements for degree candidacy and are admitted on a space-available basis. Individual programs of study are developed at the time the applicant is admitted, and the applicant must provide evidence of prior coursework and its equivalency to courses at Puget Sound. Most plans of study require a substantial number of courses and include a 600-hour internship in a K-12 setting.

Candidates may be required to complete additional assessments in order to meet CACREP requirements. Candidates must take COUN 660 and COUN 661 in residence.

### Master of Education Course Offerings

Unless otherwise noted, each course is equivalent to 1 unit of credit.

**605 Professional Orientation and Ethical Practice** This course is designed to ground M.Ed. students in their professional counseling

identity by examining the multiple professional roles and functions of counselors in a variety of settings and specialty areas. Legal and ethical standards of the profession are applied as students learn skills and characteristics of effective counseling considering levels of risk/crisis, developmental level and cultural context. Increased awareness of personal beliefs and values are integral to each student's development as a counselor. *May be repeated for credit. Offered fall semester.*

**610 Cognitive Behavior Theories and Techniques** A range of intervention strategies, both cognitive and behavioral, are studied and practiced. These include contingency management, desensitization, modeling, reality therapy, motivational interviewing, and various types of cognitive therapy. *Prerequisite: COUN 605 or concurrent enrollment. May be repeated for credit. Offered fall semester.*

**615 Humanistic Theories and Techniques** Foundational affect-oriented theories are compared and built upon: Person-Centered and Gestalt Therapies with additional focus on Transactional Analysis, Narrative Therapy, Solution-Focused, and emerging approaches emphasizing mindfulness. These theories are philosophically rooted in the Humanistic-Existential school of thought and provide experience in major modes of therapeutic intervention: reflection, confrontation, interpretation, awareness and experiment *Prerequisite: COUN 605 or concurrent enrollment. Offered fall semester.*

**620 Counseling Pre-Practicum** 0.50 units. This course provides students with the foundation for all practicum and internship experiences. Through course content, case conceptualization, and focused practice, students develop and demonstrate core communication and interpersonal skills essential for the counseling field: building relationships, conducting initial assessments, setting goals, implementing interventions, and evaluating outcomes. Students examine attitudes, values, and beliefs that enhance the helping process and acclimate to their future practicum sites. *In progress pass/fail grading. Cannot be audited. Offered fall semester.*

**621 Counseling Practicum** 0.50 units. This course is structured as a 100-hour clinical experience that offers students introductory exposure to and supervised practice in the broad scope of activities engaged in by counselors. Students work with clients and hone their basic counseling and case conceptualization skills developed in COUN 620. Weekly supervision is provided by site supervisors and program faculty. Students present and review recordings and give and receive feedback on counseling skills. Successful completion of COUN 620 AND 621 is required in order to advance to internship placements. *In progress pass/fail grading. Prerequisite: COUN 620. Cannot be audited. Offered spring semester.*

**630 Research and Evaluation** This course is designed to provide a foundation in basic social science research methods, particularly as they pertain to counseling. Issues in research design, basic statistics, qualitative interviewing, and systematic evaluation are stressed. Students will learn how to read and understand research studies in order to develop an evidence-based practice and how to gather and use data in their own practices. *Offered spring semester.*

**635 Conceptualization, Diagnosis and Treatment Planning** This course assists counselors in making accurate diagnoses and developing treatment and planning skills. The Diagnostic and Statistical Manual of the American Psychiatric Association provides the framework of study. *Offered spring semester.*

**640 Group Counseling** Students learn the theory and practice of group leadership by participating in and leading a growth-oriented group. Students practice skills and receive feedback on performance. *Prerequisite: COUN 605 and COUN 615. Offered spring semester.*

**645 School Counseling** 0.50 units. This course orients students to the school setting by building competence in and understanding of the varied roles counselors take in K-12 comprehensive counseling and guidance programs. *Prerequisite: COUN 605. Offered spring semester.*

**646 Developmental Counseling** 0.50 units. This course examines the psycho-bio-social tasks in human developmental stages through the life span from a culturally responsive counseling perspective. Developmental counseling recognizes there are normative patterns of human development that can be impacted by a range of contextual variables—for example, abuse and neglect. Understanding development is important when assessing client functioning and in designing developmentally appropriate helping strategies. *Prerequisite: COUN 605. May be repeated for credit. Offered summer term.*

**650 Promoting Social Justice Through Culturally Sensitive Counseling** This course orients counselors to the complexities of working with clients from diverse backgrounds and considers race, ethnicity, gender identity, sexual orientation, and religious/spiritual affiliation as well as discrimination related to age, poverty, gender, and disability. Students will have opportunities to reflect on the development of personal beliefs and attitudes and to develop skills for providing culturally competent communication and interventions. *Prerequisite: COUN 605. Cannot be taken Credit/No Credit. Offered summer term.*

**655 Assessment in Counseling** 0.50 units. The critical evaluation and selection of psychological and educational instruments are studied. Psychometric theory is emphasized and major representative instruments are surveyed. *Offered fall semester.*

**656 Career Development** 0.50 units. This course examines the ways in which counselors and other helping professionals assist people of all ages in their career development. Emphasis is on understanding and applying theories and related assessments, activities, and techniques to foster career awareness, exploration, decision-making, and preparation. Historical and emerging career theories are covered. The intersectionality of multicultural perspectives and identities with work, family, and other life roles are examined. *Offered fall semester.*

**660 Internship in School Counseling** Variable credit up to 1.50 units. This course is the first part of a fall-through-spring, 600-hour internship in a school setting. Interns apply their clinical skills under the supervision of an on-site mentor from whom they receive guidance and feedback. Interns meet weekly for group supervision on campus and discuss professional issues that they are encountering. They review recordings and give and receive feedback on counseling skills and activities. Interns are expected to demonstrate professional conduct at all times. In progress pass/fail grading. *Prerequisite: COUN 620 and 621 and permission of instructor. May be repeated for credit. Cannot be audited. Offered fall semester.*

**661 Internship in School Counseling** Variable credit up to 1.50 units. This course is the spring semester continuation of the 600-hour internship experience (COUN 660). Interns apply their clinical skills under the supervision of an on-site mentor from whom they receive guidance and feedback. Interns meet weekly for group supervision on campus and discuss professional issues that they are encountering. They review recordings and give and receive feedback on counseling skills and activities. Interns are expected to demonstrate professional conduct at all times. In progress pass/fail grading. *Prerequisite: COUN 660 and instructor permission. May be repeated for credit. Cannot be audited. Offered spring semester.*

**662 Internship in Mental Health Counseling** Variable credit up to 1.50 units. This course is the first part of a fall-through-spring, 600-hour in-

ternship in a mental health setting. Interns apply their clinical skills under the supervision of an on-site mentor from whom they receive guidance and feedback. Interns meet weekly for group supervision on campus and discuss professional issues that they are encountering. They review recordings and give and receive feedback on counseling skills and activities. Interns are expected to demonstrate professional conduct at all times. In progress pass/fail grading. *Prerequisite: COUN 620, and 621, and permission of instructor. May be repeated for credit. Cannot be audited. Offered fall semester.*

**663 Internship in Mental Health Counseling** Variable credit up to 1.50 units. This course is the spring semester continuation of the 600-hour internship experience (COUN 662) in a mental health setting. Interns apply their clinical skills under the supervision of an on-site mentor from whom they receive guidance and feedback. Interns meet weekly for group supervision on campus and discuss professional issues that they are encountering. They review recordings and give and receive feedback on counseling skills and activities. Interns are expected to demonstrate professional conduct at all times. In progress pass/fail grading. *Prerequisite: COUN 662 and permission of instructor. May be repeated for credit. Cannot be audited. Offered spring semester.*

**670 Counseling Leadership and Advocacy** 0.50 units. This course is designed to build an understanding of (1) the complex processes of deliberate normative change in schools, (2) the expanded definitions of leadership within the roles of principal, counselor, and teacher in regard to school transformation and (3) the nature of 'interactive professionalism' among educators that is inherent in the emerging definitions of effective school leadership. Research on and examples of effective strategies and school transformations models are examined. *Prerequisite: Must be taken concurrently with COUN 660 or COUN 662. Offered fall semester.*

**675 Family Counseling** This course offers an introduction to the understanding and clinical practice of family counseling. It also provides insights for school counselors into how family dynamics affect student learning, performance, behavior, and classroom management. *Prerequisite: COUN 605, 610, and 615. Offered spring semester.*

**680 Capstone Seminar** 0.50 units. In this capstone course in the counseling program, students prepare for and pass a comprehensive examination and complete a summative e-portfolio demonstrating their ability to synthesize and reflect their professional counseling identity and achievement of key performance indicators. *Offered spring semester.*