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Educational Mission

Seattle Pacific University is committed to the entire learning community of resident faculty, students, and staff, as well as off-campus professionals who serve in agencies, schools, corporations, and other organizations.

**Graduate program instructors** model active scholarship and Christian perspectives through practice, publication, and presentations. They reinforce theoretical study by emphasizing projects, field-based activities, and public colloquia.

**Graduate students** develop critical-thinking skills in the context of mentoring relationships. They bring extensive knowledge and experience to the classroom, creating a rich environment of cooperative and reciprocal learning. They graduate equipped to address professional organizational issues, influence policy, and promote systemic change, serving as active leaders in their communities, and fulfilling Seattle Pacific University’s vision of engaging the culture and changing the world.

**The Wesleyan evangelical tradition** approaches questions of faith and practice from the perspectives of Scripture, history, reason, and experience. Hence, graduate programs are grounded in biblical narrative, a reasoned Christian worldview, and applied ethics. Graduate education seeks to foster an obedient disposition toward God and the service of others. The love of Christ mandates societal engagement as well as personal religious growth.

**Responsibility for graduate study policies** is vested in the Graduate Policy and Evaluation Committee (GPEC).

**Seattle Pacific University Mission Statement**
Seattle Pacific University seeks to be a premier Christian University fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.
Accreditation and Affiliations

The history of the growth of Seattle Pacific University is linked to the educational community of which it is a part. In successive steps from 1921 to 1937, the University was accredited by the Washington State Board of Education. Since 1936, the University has been fully accredited by the Northwest Commission on Colleges and Universities.

Seattle Pacific is included on the approved list of the American Council on Education and Board of Regents of the State of New York. The University is also a charter member of the Christian College Consortium and a member of the Council for Christian Colleges and Universities, and its credits are recognized by members of the various regional associations and by leading graduate schools throughout the country.

Seattle Pacific meets the requirements of the Commission on Christian Education of the Free Methodist Church for preparation of ministers and missionaries and is also approved by the Department of Christian Education of the Free Methodist Church and other denominations for the collegiate preparation of ministers.

The University is approved by the U.S. government for education of veterans and their dependents under the applicable public laws.

EDUCATION
Seattle Pacific's University’s education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) at both basic (undergraduate) and advanced (graduate) levels. The University is a member of the Association of American Colleges and of the American Association of Colleges for Teacher Education. It is fully accredited by the Washington State Board of Education for preparation of elementary and secondary teachers.

MARRIAGE AND FAMILY THERAPY
One of only two marriage and family therapy programs accredited in Washington state, Seattle Pacific’s Marriage and Family Therapy program is nationally recognized and accredited by the Commission on Accreditation for Marriage and Family Therapy Education.

NURSING
Seattle Pacific’s undergraduate nursing curriculum is approved by the Washington State Nursing Care Quality Assurance Commission, and both the undergraduate and graduate programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

BUSINESS AND ECONOMICS
The School of Business and Economics is accredited by AACSB International — the Association to Advance Collegiate Schools of Business.
Resources for Learning

SPU students enjoy aesthetically pleasing physical learning spaces. Spread over the 45-acre Seattle campus, the buildings, recognized by their traditional brick or modern faces, are also known for the many ways in which they meet students’ educational needs. Resources available to students include the following:

**THE LIBRARY**
This spacious four-level facility provides collections, services, technology, and space for study and research, with more than 190,000 volumes arranged on open shelves for easy access to readers. The collection grows by some 6,000 new titles each year, including more than 1,300 current print periodical titles and an ever-expanding microfiche collection numbering more than 500,000 items. The collection is accessible online in the Library and through the campus computer network via its automated catalog. An inter-library borrowing service is available to students, faculty, and staff. For more information on the Library’s resources, visit www.spu.edu/depts/library/ or call the Reference Desk at 206.281.2419.

**STUDENT COMPUTER LABS**
Located across campus, computer labs feature a standard set of academic software tools that includes word processing, spreadsheets, presentation software, statistical software, programming languages, and database software. All of the general-purpose computer labs also provide full access to the Internet, email, World Wide Web, laser printers, and other local and remote networked resources. Computer terminals are located in the SPU Library, the McKenna Lab, and Weter Hall.

**CLASSROOM TECHNOLOGY**
Faculty have a wide range of technology available in the classroom to enhance learning, from “low-tech” equipment such as TVs and VCRs (available in nearly all classrooms) to “high-tech” resources such as large-screen projectors and Windows-based PCs (installed in 12 classrooms) to fully equipped electronic classrooms (three on campus).

**INTERNET ACCESS/EMAIL**
On-campus network connectivity and access to the Internet is available throughout campus. Many courses make use of an online course management system (Blackboard) for document repository, electronic grade books, online discussion, and online assessments. Many routine student transactions (registration, class schedules, and access to grades) can be completed via the Web at the individual student’s time and convenience.

**INSTRUCTIONAL TECHNOLOGY SERVICES**
Located on the lower level of the Library, Instructional Technology Services (ITS) helps faculty produce Web-based and multimedia learning resources. It also manages the Library’s computer labs and satellite downlinks.

**TECHNOLOGY INSTRUCTION AND ASSISTANCE**
Assistance in learning how to use computers and networked resources is available through a booklet entitled *SPUnet Systems and Internet User Guide*, through training sessions, and through a central computer HelpDesk—Computer and Information Systems.
Admission and Graduate Education

GENERAL ADMISSION REQUIREMENTS FOR MASTER'S DEGREE PROGRAMS

Students are encouraged to apply online to Seattle Pacific master's degree programs by following the prompts at www.spu.edu/graduate. Hard copy application forms are also available in The Graduate Center and from the appropriate school or department. In order to be admitted to a master's degree program at SPU, a student must meet the following requirements:

1. Hold a bachelor's degree from a regionally accredited college or university or its equivalent.
2. Submit letters of recommendation from at least two people. The letters submitted must come from unrelated individuals familiar with the applicant's intended field of study.
3. Submit an official copy of transcripts from the college or university that granted the bachelor's degree and any institution attended since that time.
4. Present a grade point average of at least 3.0 (4.0=A) in the last 45 quarter credits of coursework completed before applying for admission or in all undergraduate work, whichever is higher.
5. Present an acceptable score on the appropriate entrance examination as required by the particular program of study.
6. Meet the specific entrance requirements given for the applicant's intended field of study.
7. Pay the appropriate application fee.

The student must also meet any additional admission requirements of the particular program in which he or she intends to study.

If English is not the applicant’s first language, he or she must submit a minimum score of 550 on the written version of the Test of English as a Foreign Language (TOEFL), regardless of previous coursework (575 for the MBA and ISM programs, 580 for the MSN program, and 600 for the TESOL program).

Applicants who are not citizens or permanent residents of the United States must provide an official confidential statement of financial support covering each year of intended enrollment.

PROBATIONAL AND PROVISIONAL ADMISSION TO MASTER'S DEGREE PROGRAMS

Applicants with exceptional qualifications and recommendations who meet all requirements except numbers four or five of the admissions requirements may be considered for admission to graduate education at the University on a probationary status.

Students who meet all of the admission requirements, but need to complete additional coursework before being admitted to a graduate program, may be admitted on a provisional status.

Students admitted on probationary or provisional status may enroll for up to 9 credits of graduate-level coursework approved by an advisor in the proposed field of study. If they complete the stipulated 9 credits within a 12-month period with grades of B or better in all courses, they may apply or reapply for full admission. In no case will more than 9 credits taken while on probationary or provisional status count toward a graduate degree program.

Students who are fully admitted or placed on probationary status are eligible for up to $18,500 of Stafford Loan, provided all other eligibility requirements have been met. Students admitted on provisional status are eligible for only $10,500 of Stafford Loan for one consecutive 12-month period.

In accordance with U.S. Government regulations, international students admitted on probationary or provisional status are not eligible for F-1 (student) visa status.

ADMISSION AND PROGRAM REQUIREMENTS FOR DOCTORAL PROGRAMS

Seattle Pacific University offers three doctoral programs. Refer to the specific program for admission and program requirements.
GENERAL REQUIREMENTS FOR A MASTER’S DEGREE

The following requirements apply to all master’s degree programs. (Specific degree requirements are described within each program section of this Catalog.) Each master’s degree student must:

1. Satisfactorily complete the approved program of study.
2. Complete the minimum master’s requirement of 33 credits required for the degree. The last 15 credits of the degree must be earned at SPU.
3. Complete no fewer than 27 credits on the master’s degree after being admitted to the specific degree program.
4. Complete at least a 3-credit graduate course in Christian faith and values.
5. Maintain a cumulative grade point average of 3.0 or higher. No course in which a grade below C (2.0) is earned may apply toward a master’s degree. If a student’s cumulative GPA falls below 3.0, he or she will be placed on academic probation.
6. Maintain the professional and personal standards expected of graduate students which are stipulated for each program. Failure to maintain these standards may result in removal from the program of study and degree status.
7. Apply for the master’s degree no later than the second week of the quarter before the student plans to graduate. For example, students expecting to graduate at the end of Winter Quarter should apply no later than the second week of Autumn Quarter. Application forms are available online or in graduate offices.
8. Make application for any required comprehensive examination at least four weeks before the examination is scheduled and pay the comprehensive examination fee at Student Financial Services (SFS).
9. Pay the cost of binding the requested copies of the thesis/project (if applicable) to the appropriate graduate office.
10. Students who may reasonably complete all graduation requirements by the start of the following Autumn Quarter may seek special permission to participate in spring Commencement. This requires that the director of graduate studies for the student’s program make such a recommendation to the registrar.

Participation in the University’s Commencement exercises, held at the end of Spring Quarter each year, is optional.

Note: Degrees are awarded and posted to academic records after all degree requirements have been completed. This occurs during the quarter following the last quarter of enrollment.

SECOND MASTER’S DEGREE

Students holding a master’s degree from an accredited institution may earn a second master’s degree at Seattle Pacific under the following conditions:

1. The student meets the normal admission requirements for admission to the University and to the specific degree program.
2. The student meets all degree requirements for the second degree.
3. Credits earned by the student while taking his or her first master’s degree may be used to meet the requirements of the second master’s degree, provided those credits were taken within seven years of admission to the second degree program.
4. Regardless of how many credits from the first master’s degree are counted toward the second master’s degree, the student will in any case complete a minimum of 27 credits on his or her approved program of study at SPU after being admitted for the second degree. Of these 27 credits, at least 15 will be in 6000-level courses.
5. The specialization in the second master’s degree program will be different from that of the first master’s degree. The student may work toward two master’s degrees simultaneously.
Standards of Scholarship for Graduate Degrees

1. No course for which a grade less than a C (2.0) is earned may be accepted toward a graduate degree. Higher standards may be required by specific programs.
2. All courses applied toward graduate degrees must be taken within the six-year period immediately preceding the granting of the degree. Each doctoral program’s length is noted in the specific program section.
3. No more than 9 credits taken at SPU before admission to a specific degree program will apply toward a graduate degree.
4. No more than 12 credits taken at other accredited universities can be transferred toward a specific degree program (see program section for specifics). The credits must be in classes that are functionally identical to courses required by the SPU program and are accepted at the discretion of the specific program.
5. The number of credit-by-examination courses, workshop, correspondence, extension, and media credits that may be applied toward a graduate degree are determined by the individual graduate program. But in no case may more than 6 credits be applied toward the graduate degree. In some doctoral degrees, 10 credits are allowed (see program section for specifics). Only admitted students are eligible for the credit-by-examination option and examinations may be taken only in quarters in which the student is enrolled.
6. No more than 15 credits in independent study and research, including thesis, practicum, or project credit, may apply toward a graduate degree. Doctoral programs do have different graduation requirements.
7. All graduate internship, thesis, and project courses must be completed within three years of initial enrollment in the course. Students enrolled in such courses will receive a graduate in-progress grade of “G” until the course is completed. After a lapse of three years the “G” becomes permanent.
8. No graduate work taken at another institution during the time a student is working on a graduate degree at SPU may apply toward an SPU degree, unless the student has the prior written approval of the graduate director.
9. One-credit courses are not transferable and may not be applied toward a graduate degree.

Graduate courses may not be taken for a pass/no-credit option with the exception of thesis, dissertation, research, practicum, internships, and projects. Any exceptions are determined at the discretion of the graduate programs.
Student Life

CAREER DEVELOPMENT CENTER
Although the Career Development Center’s (CDC) primary mission is to serve undergraduate students, many career resources are available that may be helpful to graduate students seeking positions. Visit www.spu.edu/depts/cdc; see both the “student” and “alumni” sections.

School of Education students may be eligible to establish a placement file at the CDC. The education placement file is designed to make the search for a position more efficient and expedient. It is often recommended that education students register for a placement file if they are planning to apply for a position as an educator now or in the future; school districts routinely request placement files as part of their hiring process. Call the CDC at 206.281.2018 for further information on education placement files.

DISABILITY SUPPORT SERVICES
SPU’s Center for Learning staff coordinate services for all students with learning, psychological, medical, and physical disabilities to promote curricular and co-curricular program support and accommodations. A student who wishes to receive services and accommodations due to a disability should do the following:

- Provide the Disability Support Services (DSS) program coordinator with current documentation that has been prepared by a qualified professional in the relevant field. (For specific guidelines for each disability, contact the DSS program coordinator.)
- Meet with the DSS program coordinator to discuss the particular needs and appropriate accommodations. Located in Lower Moyer, the Center for Learning is open from 8 a.m.–6 p.m. Monday through Thursday and 8 a.m.–5 p.m. on Fridays.

For information or to schedule an intake appointment, contact the program coordinator at 206.281.2272.

INTERNATIONAL STUDENT SERVICES
SPU welcomes and encourages enrollment of international students. Special educational and social programs are designed to enhance a student’s cross-cultural experiences. Counseling assistance is also provided for academic achievement, cultural adaptations, and financial and legal concerns.

The International Student Advisor serves as liaison with U.S. Department of Citizenship and Immigration Services regarding international students’ travel outside of the United States, permission to transfer, employment eligibility, or practical training options both before and after graduation. New international students, whether recent arrivals to the United States or transfer students from another educational institution, are required to have an interview with the director during their first week of attendance at Seattle Pacific University. Please call 206.281.2247 for an interview appointment.

REQUIREMENTS FOR F-1 INTERNATIONAL STUDENTS
F-1 non-immigrant status carries responsibilities as well as privileges. Failure to comply with requirements is considered a violation of U.S. law that invalidates F-1 status and cancels privileges. Seattle Pacific is required by law to make regular reports about F-1 students’ status to the U.S. government. The international student advisor (ISA) in the Office of Student Life provides services to assist international students in complying with the terms of their visa status, applying for benefits, and attempting to correct status violations when necessary. However, the student’s status is always considered his or her own responsibility, not that of SPU.

To maintain good F-1 status, you must:

1. Participate in an entry interview.
   Attend a New International Student Orientation session or schedule an appointment with the ISA no later than the fifth day of your first quarter.
2. Be a full-time student.
   Complete a full-time course load (6 credits for graduate students) during every quarter except summer, and maintain satisfactory academic progress. If it is not possible to be enrolled full-time, a “Request for Reduced Enrollment” form (available in the ISA’s office) signed by your academic
advisor must be submitted to the ISA no later than the first day of the quarter. Reduced enrollment will only be approved under exceptional circumstances defined by F-1 regulations. Following the tenth day of a quarter, F-1 students enrolled part-time without ISA approval will be reported “out of status.”

3. Do not work off-campus without authorization.
   All F-1 students (in good status) are authorized to work on-campus at SPU up to 20 hours per week during full-time study and up to 40 hours per week during vacation periods. Any off-campus employment (any type of work for any type of compensation) must be approved by the ISA and is only allowed within strict F-1 regulations.

4. Report any change of name or address.
   The U.S. government requires notification within 10 days of any name or address change. You must report the location of your physical residence (not a post office box) to both:
   - the U.S. government — using Form AR-11 (www.ins.usdoj.gov/graphics/formsfee/forms/ar-11.htm)
   - SPU — using a Change of Directory Information form.

5. Obey the laws of the United States of America.

6. Participate in an exit interview (in the event of departure):
   Schedule an appointment with the ISA if you will be graduating or otherwise ending your studies at SPU for any reason.

CHAPELS AND ASSEMBLIES
Graduate students are encouraged to attend chapels and assemblies and to use these opportunities to hear outstanding leaders in religion, education, and other professions. For a schedule, call the Office of Campus Ministries at 206.281.2966.

TRADITIONS
Graduate Hooding Ceremony
Seattle Pacific University's master’s degree recipients are invited to the Hooding Ceremony before the annual Ivy Cutting Ceremony. Master's degree students are recognized by the academic leadership for completion of their advanced degree and are hooded by their school dean and the graduate faculty. They then take their place behind the faculty for the Ivy Cutting procession. Doctoral students may attend but are hooded during Commencement.

Commencement
Commencement is a time-honored ceremony at Seattle Pacific that recognizes the scholarship, service, and Christian growth of graduating students. It is a celebratory service where students, faculty, staff, parents, relatives, and friends congratulate the graduates on their “new beginning.” Degrees are awarded to graduates who have successfully completed the requirements to obtain their baccalaureate or graduate diplomas. The number of SPU graduates has grown from five in 1915 to more than 900 in recent years.
Graduate Costs and Financial Aid

Seattle Pacific University is committed to providing high-quality Christian education at a reasonable price. This is achieved through a dedicated faculty that provides nationally recognized excellence without primary regard for personal remuneration; administrative staff who work continually to provide needed services with greater efficiency; and trustees, alumni, churches, and other friends of the University who provide necessary financial support.

All expenditures related to educational and support activities are carefully planned and budgeted. The trustees and administration are committed to a high level of stewardship in the handling of Seattle Pacific’s financial resources, with a goal of maintaining financial stability for both current and future students.

All programs and policies at the University are under continual review. Therefore, SPU reserves the right to change its financial policies or charges at any time without previous notice. After the beginning of a quarter, however, no change will be made that is effective within that quarter. Every student is presumed to be familiar with the payment schedules and other financial policies and procedures published in this Catalog.

While every effort has been made to provide helpful and understandable explanations of the University’s fees and financial policies, students may still have questions from time to time. Student Financial Services (SFS), located in Demaray Hall, is responsible for providing service to students regarding tuition and other fees, financial policies, financial aid, and payments on accounts. Staff are prepared to assist any student who has questions. The goal of the staff is to provide helpful, friendly service to all inquirers. It is the hope of Seattle Pacific University that students will not only have exceptional educational experiences, but they will also feel that same commitment to excellence and service throughout all of the support areas of the institution.

2005–2006 GRADUATE TUITION AND FEES
Summer 2005–Spring 2006 (per quarter for courses numbered 6000–7999)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration (M.B.A.) courses, per credit hour</td>
<td>$566</td>
</tr>
<tr>
<td>Education courses, per credit hour</td>
<td>$394</td>
</tr>
<tr>
<td>Education Administration courses, per credit hour</td>
<td>$458</td>
</tr>
<tr>
<td>Education Alternative Routes to Residency, per credit hour</td>
<td>$325</td>
</tr>
<tr>
<td>Education Curriculum and Instruction courses, per credit hour</td>
<td>$394</td>
</tr>
<tr>
<td>Education online courses, per credit hour</td>
<td>$394</td>
</tr>
<tr>
<td>Fine Arts (M.F.A.), per credit hour</td>
<td>$350</td>
</tr>
<tr>
<td>Information Systems Management courses, per credit hour</td>
<td>$566</td>
</tr>
<tr>
<td>Marriage and Family Therapy courses, per credit hour</td>
<td>$459</td>
</tr>
<tr>
<td>Nursing courses, per credit hour</td>
<td>$458</td>
</tr>
<tr>
<td>Organizational Psychology (Masters), per credit hour</td>
<td>$459</td>
</tr>
<tr>
<td>Organizational Psychology (Doctoral), per credit hour</td>
<td>$511</td>
</tr>
<tr>
<td>Physical Education courses, per credit hour</td>
<td>$399</td>
</tr>
<tr>
<td>TESOL courses, per credit hour</td>
<td>$399</td>
</tr>
<tr>
<td>Doctor of Education courses, per credit hour</td>
<td>$501</td>
</tr>
<tr>
<td>Doctor of Philosophy in Clinical Psychology courses, per credit hour</td>
<td>$511</td>
</tr>
</tbody>
</table>

Continuing Education courses and fees are published in a separate bulletin. Undergraduate courses and fees are published in the Undergraduate Catalog.

Students enrolled in a combination of undergraduate courses (numbered 0000–4999) and graduate courses (numbered 6000–7999) will be charged according to each category without aggregation of the total credits. In other words, the total credits taken in courses numbered 0000–4999 will be charged according to the undergraduate rate schedule without regard to the number of credits taken in 6000–7999 level courses.

In general, courses will be charged the rate associated with the discipline or school offering the course as listed above instead of being based on the degree program the student is pursuing. Doctoral students who take 6000-level courses within their school/department are charged at the doctoral rate. If doctoral students take 6000-level courses from other schools/departments they are charged at that program rate.
### SPECIAL INSTRUCTION, EXAMINATION, CERTIFICATION, AND OTHER CREDIT FEES

#### Teacher Education
- Internship fee, graduate, per quarter: $75

#### Special Examination Fees
- Credit-by-examination or challenge fees:
  - Per-course examination fee: $100
  - Per-credit-hour fee: Graduate 6000–7999 level courses: $60

#### Administrative and Special Fees
- Application fee (master’s): $50
- Application fee (M.S.N.): $55
- Application fee (Ed.D.): $50
- Application fee (Ph.D.): $75
- ARC Internship Fee, per quarter: $90
- Matriculation fee*: $50
- Change of registration fee†: $50
- Official transcript fee: $3
- Dissertation fee: varies program to program
- Thesis binding, per copy: varies program to program
- I.D. replacement card (for lost/stolen card): $20
- I.D. replacement card (for damaged card): $8
- Temporary I.D. replacement card: $3
- Parking fee, per quarter‡‡: $50

*A student who has been admitted to the University and subsequently registers for courses is considered a matriculated student. A matriculation fee of $50 is assessed only once, at the time of an admitted student’s initial registration. This fee covers the costs associated with maintaining students’ academic files over the duration of their stay at Seattle Pacific. A student’s academic file may contain admission records, transcripts, and evaluations of coursework from other institutions, academic appeals, and graduation check sheet, etc.

†Students may register for evening courses (courses beginning at 4:30 p.m. and later) through the first class session; however, a $50 change of registration fee is charged when registration is completed after the first week of the quarter. See the University Calendar for dates.

‡‡There is no charge for parking in commuter lots (C, N, NC, NW) after 4 p.m. weekdays or on weekends. See campus map for location of lots. If students wish, they may obtain parking permits through the Office of Safety and Security for $50 per quarter.

### STUDENT SERVICES/PLACEMENT FILE FEES

Teacher, school counseling, and administrative placement file fees are paid every placement year (November–October) in which a file is actively used.

Mailing credits for prepayment of first-class file mailings are as follows:
- Teaching/school counseling placement files, $6 per mailing. (Excludes fax or special handling, which will incur additional costs.)
- Administrative placement files, $11 per mailing. (Excludes fax or special handling, which will incur additional costs.)
- Re-activation fee: If a placement file is not used during any given placement year(s), a reactivation fee of $5 will be charged.
- Psychological testing (administration, interpretation, and counseling with regard to aptitude, skills, personality, analysis, and placement), based on actual costs of materials and scoring.
- Counseling Center services (per session, variable).
- Student Health Center services, residential students, included in room-and-board charges. Commuter students, faculty and staff, $15 per quarter on first visit.
- Tests and pharmaceuticals, based on actual costs of materials.
MEDICAL INSURANCE FEES
The University Student Health Center offers basic medical services for students. To provide complete health care coverage, the University recommends that all students review their current plan to determine if their current insurance will cover them out of their home area. The University offers information on a medical insurance plan for accidents and illness, which is available to all enrolled graduate students (and their families). The University recommends this medical coverage to cover unanticipated expenses, which could otherwise interrupt educational endeavors. Enrollment, benefit summary information, and applications for this voluntary plan are available in the Student Health Center and in SFS.

All international students are required to enroll in the University International Student Insurance plan. Any exceptions to this requirement are subject to the approval of the Health Center. Proof of comparable coverage meeting the following requirements is necessary for waiver approval:

(1) Provisions defined in English and premium rates in U.S. dollars.
(2) Coverage for all pre-existing conditions within a reasonable period. (The University plan has only a three-month waiting period.)
(3) Inpatient and outpatient coverage for both illness and injury.
(4) The deductible must not be in excess of $500 per person, per policy year.
(5) Maternity benefits. Maternity benefits should be the same as benefits for illness. If they are not the same, the maternity benefit should meet all applicable waiver standards (i.e., deductible, maximum benefit, etc.).
(6) Coverage for inpatient and outpatient treatment of mental and nervous disorders.
(7) Maximum benefit of not less than $50,000 per injury or per illness.
(8) Payment of benefits worldwide. (Exemption from coverage in an international student's home country is acceptable.)
(9) Benefit for medical evacuation to an international student's home country must not be less than $10,000.
(10) Benefit for repatriation of remains to an international student's home country must not be less than $7,500.
(11) Coverage for HIV infection, including acquired immune deficiency syndrome (AIDS), AIDS-related complex, and positive HIV test.
(12) Coverage effective dates matching the University's international-student health insurance plan.

Waivers may be obtained only in the Health Center and must be completed prior to the 10th day of the quarter to ensure appropriate coverage enrollment. Any changes in coverage (i.e., addition or deletion of spouse or child) must be submitted prior to the 10th day of the quarter.

FINANCIAL ARRANGEMENTS AND SERVICES

Registration
When a student has made a selection of preferred courses and accomplished the necessary preliminary steps of the enrollment process, registration materials are returned to the appropriate graduate office or Student Academic Services (SAS) for entry into the system. When the student's enrollment is accepted by SAS, the student is obligated to pay for the contracted services in accordance with the University's current schedule of charges. The registration contract between SPU and the student remains binding to both parties unless either party provides proper written notification (see also Refunds and Account Adjustments).

Student Account System
An electronic notification of an available online statement reflecting tuition and fee charges, payments, and past and current-due amounts will be sent to the student's SPU email address each month. Checks for the correct amount due should be made payable in U.S. dollars ($US) to SEATTLE PACIFIC UNIVERSITY, and should include the student's name and student identification number. Checks may be mailed to Seattle Pacific University, 3307 Third Avenue West, Suite 114, Seattle, Washington 98119-1122, or delivered in person to SFS.

In addition to checks, the University accepts automated payments via an e-check (automated payment directly from a checking or savings account) toward student accounts. Information related to utilizing the e-check payment mechanism can be found on the University's Web site at www.spu.edu/sfs/. The University does not directly accept any credit cards for payment of student account balances. Rather, it has arranged for a third-party provider to facilitate this type of payment if desired. Additional fees apply for this service. Information related to utilizing this service can be found on the University's Web site at www.spu.edu/sfs/.
PAYMENT POLICIES

Students may choose to meet their financial obligations in three ways: (1) payment in full by the payment-in-full due dates, (2) the Quarterly Payment Plan, or (3) the Combined Payment Plans.

Payment in Full

Students may meet their financial obligations and avoid any late charges by paying in full by October 10 for Autumn Quarter, January 10 for Winter Quarter and April 10 for Spring Quarter. If payment in full is not received by these dates, the account will be subject to late charges at 1.25 percent per month, 15 percent per annum.

Quarterly Payment Plan

If students choose this option, the total charges, after all financial aid* is applied to the account, will be divided into three payments. SFS will complete a payment plan worksheet and notify you of your monthly payment schedule. In order to participate in this plan, the student must return a completed application along with a $30 application fee each quarter to SFS according to the following schedule. Please see www.spu.edu/sfs for more details.

**Autumn Quarter 2005**

<table>
<thead>
<tr>
<th>Application and $30 fee</th>
<th>September 1, 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>First payment</td>
<td>September 12, 2005</td>
</tr>
<tr>
<td>Second payment</td>
<td>October 10, 2005</td>
</tr>
<tr>
<td>Final payment</td>
<td>November 10, 2005</td>
</tr>
</tbody>
</table>

**Winter Quarter 2006**

<table>
<thead>
<tr>
<th>Application and $30 fee</th>
<th>November 15, 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>First payment</td>
<td>December 12, 2005</td>
</tr>
<tr>
<td>Second payment</td>
<td>January 10, 2006</td>
</tr>
<tr>
<td>Final payment</td>
<td>February 10, 2006</td>
</tr>
</tbody>
</table>

**Spring Quarter 2006**

<table>
<thead>
<tr>
<th>Application and $30 fee</th>
<th>February 15, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>First payment</td>
<td>March 10, 2006</td>
</tr>
<tr>
<td>Second payment</td>
<td>April 10, 2006</td>
</tr>
<tr>
<td>Final payment</td>
<td>May 10, 2006</td>
</tr>
</tbody>
</table>

**Combined Payment Plans**

The Seattle Pacific University Combined Payment Plans combines Autumn, Winter, and Spring Quarterly Payment Plans into one application and agreement. Students who plan to attend Autumn, Winter, and Spring quarters may choose the Combined Payment Plans. The plan will divide the total quarterly costs (after financial aid* is applied to the account) over three payments instead of one for each quarter (Autumn, Winter, and Spring). SFS will complete a payment plan worksheet and notify you of your monthly payment schedule. In order to participate in this plan, the student must return a completed application along with a $70 application fee to SFS according to the following schedule (a new application and fee must be submitted each academic year). Please see www.spu.edu/sfs for more details.

**2005-2006 Academic Year**

<table>
<thead>
<tr>
<th>Application and $70 fee</th>
<th>September 1, 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Quarter 2005</td>
<td>September 12, 2005</td>
</tr>
<tr>
<td>First payment</td>
<td>September 12, 2005</td>
</tr>
<tr>
<td>Second payment</td>
<td>October 10, 2005</td>
</tr>
<tr>
<td>Third payment</td>
<td>November 10, 2005</td>
</tr>
<tr>
<td>Winter Quarter 2006</td>
<td>December 12, 2005</td>
</tr>
<tr>
<td>First payment</td>
<td>December 12, 2005</td>
</tr>
<tr>
<td>Second payment</td>
<td>January 10, 2006</td>
</tr>
<tr>
<td>Third payment</td>
<td>February 10, 2006</td>
</tr>
<tr>
<td>Spring Quarter 2006</td>
<td>March 10, 2006</td>
</tr>
<tr>
<td>First payment</td>
<td>March 10, 2006</td>
</tr>
<tr>
<td>Second payment</td>
<td>April 10, 2006</td>
</tr>
<tr>
<td>Third payment</td>
<td>May 10, 2006</td>
</tr>
</tbody>
</table>
Example of Payment Alternatives
An MBA student registers for 9 credits per quarter. The total balance per quarter is:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$5,094</td>
</tr>
<tr>
<td>Parking Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Subtotal</td>
<td>$5,144</td>
</tr>
<tr>
<td>Financial Aid*</td>
<td>-$2,750</td>
</tr>
<tr>
<td><strong>Balance Owed</strong></td>
<td><strong>$2,394</strong></td>
</tr>
</tbody>
</table>

Students and families have three options to meet their University cost obligation:

**Payment in Full**
$2,394 due October 10, 2005

**Quarterly Payment Plan (QPP) (Autumn Quarter Example)**
$30 Application Fee and Application due September 1, 2005
$2,394 ÷ 3 = **$798 is the monthly payment plan amount** and follows the QPP schedule for Autumn Quarter.

| First payment       | Due September 12, 2005 |
| Second payment      | Due October 10, 2006   |
| Final Payment       | Due November 10, 2006  |

**Combined Payment Plans (CPP)**
$70 Application Fee and Application due September 1, 2005
$2,394 balance owed for each quarter
$2,394 ÷ 3 = **$798 (due monthly in Autumn, Winter, and Spring Quarters.)**

**$798 is the monthly payment plan amount** and follows the CPP schedule:

<table>
<thead>
<tr>
<th>Payments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn Quarter 2005</strong></td>
<td></td>
</tr>
<tr>
<td>First payment</td>
<td>Due September 12, 2005</td>
</tr>
<tr>
<td>Second payment</td>
<td>Due October 10, 2005</td>
</tr>
<tr>
<td>Third payment</td>
<td>Due November 10, 2005</td>
</tr>
<tr>
<td><strong>Winter Quarter 2006</strong></td>
<td></td>
</tr>
<tr>
<td>First payment</td>
<td>Due December 10, 2005</td>
</tr>
<tr>
<td>Second payment</td>
<td>Due January 10, 2006</td>
</tr>
<tr>
<td>Third payment</td>
<td>Due February 10, 2006</td>
</tr>
<tr>
<td><strong>Spring Quarter 2006</strong></td>
<td></td>
</tr>
<tr>
<td>First payment</td>
<td>Due March 10, 2006</td>
</tr>
<tr>
<td>Second payment</td>
<td>Due April 10, 2006</td>
</tr>
<tr>
<td>Third payment</td>
<td>Due May 10, 2006</td>
</tr>
</tbody>
</table>

*Financial Aid includes SPU scholarships, outside scholarships and grants, and student loans. Work study cannot be used in the calculation of payments.

**Late Payments**
Students who are not able to pay their account in full and who do not enroll in the Quarterly Payment Plan will have a late fee assessed to their student account. The monthly late fee of 1.25 percent will be assessed on the balance owed after the payment in full due dates. Students with past due account balances will not be permitted to register for future quarters or obtain an official academic transcript.

**Employer Reimbursement Program/Third-Party Billing**
Students whose tuition is reimbursed by their employer or a third party (such as an embassy) may be eligible for this program. Documentation confirming enrollment in an employer-reimbursement program is required annually and allows deferment of tuition up to approximately 30 days after the quarter ends. If a third party is involved, the University will bill the third party directly, provided SFS has been given the appropriate documents. All other fees and charges are due when billed. Call SFS for more details.

Students participating in the Boeing Tuition Voucher Program are subject to approval by the Boeing Company. Once the employee is approved, Boeing will send a list of all approved students to SFS. This information authorizes Seattle Pacific University to bill the company for the student’s tuition and tuition-
related fees only. Until the student is approved by the Boeing Company for participation in their employee-
reimbursement program, the student will receive monthly account statements and be responsible for all
charges. Once the process has been completed, the tuition charges will be paid on the student’s account.
The student will continue to receive a monthly statement if they have incurred fees not covered by Boeing.

Fees not covered include, but are not limited to, change of registration, add/drop, entrance exams, room
and/or board, parking, books, tools, software, and activity fees.

For more information about this program, contact SFS at 206.281.2061.

Late Charges on Past-Due Accounts
A monthly late fee (15 percent per annum; 1.25 percent per month) will be assessed each month against
any owing balance shown on the student’s last statement of account.

Unpaid Student Charges
A student who has delinquent financial obligations will not be permitted to register for subsequent quarters,
attend classes or order official transcripts until such obligations have been satisfied. The University reserves
the right to deny enrollment to any student who does not meet past-due obligations or fulfill financial
commitments to the University.

A continued failure to meet financial obligations may result in the referral of the delinquent account to an
outside agency for collection of the total amount due, plus all collection costs applicable.

Change of Registration Charges
A change of registration fee of $50 is charged if a student changes his or her class schedule after the first
week of the quarter. Refer to the University Calendar for specific dates. Students may register for evening
courses (courses beginning 4:30 p.m. or later) through 5 p.m. on the fifth day of the quarter.

Registration Petitions
It is expected that all students adhere to registration deadlines. However, registration petitions are requests
for exceptions to regular policies and procedures. The petition process provides students and faculty with
the possibility of a response outside the normal bounds of policy when extenuating circumstances are
judged to warrant such a response. Extenuating circumstances include illness, injury, death in the family, or
problems with immigration. Registration holds unresolved by the deadline do not constitute extenuating
circumstances and are not grounds for petition. The petition must not only voice the request, but it must also
substantiate the validity of the request.

Petition forms are available on the forms rack in the Demaray Hall lobby (first floor) and on the Web at
www.spu.edu/depts/sas. Instructions for completing this process are listed on the back of the petition.

A student seeking late registration must seek permission from the instructor to sit in the class while the
petition is pending. In all cases, the final decision to approve or deny a petition will be made by SAS. SAS
reserves the right to deny any petition for any reason. Each approved petition will incur a $50 change of
registration fee.

Credit Balances
If financial aid overpays the student account, SFS will contact the student via their SPU email account when
the credit balance is available.

REFUNDS AND ACCOUNT ADJUSTMENTS
If a student decides to add or drop courses, withdraw from school, or delete other contracted services, an
official change of registration must be processed. This may be handled by filing the change of registration
form on the Seattle Pacific home page using the online BANNER Information System (through 5 p.m. on the
first week of the quarter), or by visiting SAS.

If a student does not provide proper written notification to the University or on the SPU home page using
BANNER, financial obligations will remain binding, regardless of whether or not classes were attended or
whether or not any of the contracted services were utilized.
Refunds or additional charges for courses are posted to a student’s account when the official change of registration form is received and processed or the transaction is completed using BANNER. Charges for added courses are made at the full quarter’s rate, regardless of when the course is added.

In the event that enrollment changes result in a refund, SPU will refund tuition according to the schedule that follows. If the refund results in a credit balance on the account, SFS will contact the student via their SPU email account when the check is available. If there is an owing balance on the account, the refund will first be applied against the owing balance. Any questions regarding tuition refunds should be referred to SFS.

Schedule of Tuition Refunds for Day and Evening Classes
(A week is defined as five business days beginning on the first day of the quarter. The summer refund policy and schedule is published in the Online Time Schedule.)

<table>
<thead>
<tr>
<th>Schedule Period</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week of the quarter</td>
<td>100%</td>
</tr>
<tr>
<td>Second week of the quarter</td>
<td>75%</td>
</tr>
<tr>
<td>Third week of the quarter</td>
<td>50%</td>
</tr>
<tr>
<td>Fourth and fifth week of the quarter</td>
<td>25%</td>
</tr>
<tr>
<td>Sixth and following weeks of the quarter</td>
<td>0%</td>
</tr>
</tbody>
</table>

Examples: Tuition Refunds and Adjustments
A student who was originally enrolled for 9 M.B.A. credits drops one 3-credit course the second week of class. The refund is as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (9 credits)</td>
<td>$5,094.00</td>
</tr>
<tr>
<td>Tuition for 6 credits ($566 x 6)</td>
<td>$3,396.00</td>
</tr>
<tr>
<td>Difference</td>
<td>$1,698.00</td>
</tr>
<tr>
<td>75 percent refund</td>
<td>$1,273.50</td>
</tr>
<tr>
<td>Tuition due for dropped course</td>
<td>$424.50</td>
</tr>
</tbody>
</table>

A student completely withdraws from all M.B.A. courses in the second week:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (9 credits)</td>
<td>$5,094.00</td>
</tr>
<tr>
<td>75 percent refund</td>
<td>$3,820.50</td>
</tr>
<tr>
<td>Student owes</td>
<td>$1,273.50</td>
</tr>
</tbody>
</table>

Effect on Financial Aid
Dropping courses may affect a student’s current and continued eligibility for financial aid. Please refer to the “Satisfactory Progress” section. It is recommended that a student discuss the impact of dropping credits with their SFS counselor prior to completing the drop or withdrawal process.

Complete Withdrawal
If, during a quarter, a student who receives financial aid completely withdraws from the University, the tuition refund is calculated as described above. However, if the student received, or was entitled to receive, any Title IV funds, the return of the Title IV funds will be calculated by determining the percentage earned and applying this percentage to the total amount of Title IV assistance disbursed (and that could have been disbursed) to the student for the period of enrollment as of the student’s withdrawal date. The percentage of Title IV funds earned is equal to the percentage of the period of enrollment that the student completed as of the withdrawal date if it occurs on or before the completion of 60 percent of the period of enrollment. The percentage of Title IV funds that have not been earned by the student is determined by taking the complement of the percentage of Title IV funds earned. The unearned Title IV funds will be returned to financial aid sources based on federal guidelines in the following order: unsubsidized federal Stafford Loan; subsidized federal Stafford Loan; other Title IV aid programs; other federal, state, private, or institutional aid; and the student.

Drop in Credits
If a student who receives financial aid drops courses during any given quarter to below the number of credits that were listed on the post-baccalaureate/graduate information sheet given to SFS, a reassessment of the financial aid award may be made for that quarter. This may affect the amount actually credited to the student account. Contact an SFS counselor for further information.
Financial Aid for Graduate Students

For need-based financial assistance, the contribution toward college costs expected from the student is calculated according to a federally mandated system called federal need analysis, which takes into account many factors representing the family’s financial situation. To receive financial aid, a student must be enrolled for a minimum of 3 credits per term in a program leading to a degree. Certification programs do not qualify for federal financial aid.

Application Process
To apply for need-based financial aid through Seattle Pacific University, the student must do the following:
1. Complete the admission process and be fully admitted to the graduate/doctoral program.
2. Submit a Free Application for Federal Student Aid (FAFSA) to the federal student aid processor. The FAFSA may be completed via paper (a form can be obtained at any college financial aid office) or via the Web at www.fafsa.ed.gov. SPU’s school code is 003788.
3. Submit additional documentation as requested to verify eligibility.

Application Deadlines
Seattle Pacific does not have a deadline for financial aid applications for graduate students. However, it is to their advantage to apply as early as possible.

Note: Summer financial aid requires an additional form that is available in SFS beginning in April.

The Financial Aid Offer
Students qualifying for financial aid receive a financial aid package containing information regarding their eligibility for various kinds of loans. The proportion and type of loan aid varies from student to student and from year to year depending upon the student’s eligibility and level of enrollment.

Financial Aid Programs
1. Federal Stafford Loan. Up to $8,500 maximum per year, depending on eligibility.
2. Unsubsidized Federal Stafford Loan. Cannot exceed $18,500 alone or in combination with the Federal Stafford Loan.
3. Federal or state work-study. Part-time employment opportunities for students.

Note: The combination of all sources of financial aid cannot exceed the cost of attendance as determined by SFS.

Disbursement of Financial Aid
Once a student has completed the financial aid application/award process, fulfilled all the requirements listed on the offer of financial assistance, and his or her enrollment matches the level of enrollment indicated on the post-baccalaureate/graduate information sheet he or she submitted to SFS, loan funds will be disbursed at the start of each term. Please note that if a loan is for one quarter, by federal regulation it will be disbursed in two payments: one-half at the beginning of the term, the second half at the mid-point of the term. These funds will be applied to the student’s tuition account in the following manner:

Federal Stafford Loan (subsidized and unsubsidized). Once the student has notified SFS of his or her preferred lender, and completed a Master Promissory Note (MPN), the bank will send the funds to SPU in one of two ways: If the bank participates in electronic funds transfer, the funds will be automatically applied to the student’s account; if the bank does not participate in electronic funds transfer, it will send a check each quarter, which the student will need to endorse in SFS. Continuing students who have already signed a master promissory note in a previous year will not need to complete another loan application. Instead, loan information will be automatically sent to the lender the student used previously. Loan funds will either be applied to the student’s account via electronic funds or a check will need to be endorsed by the student, depending on which process the student’s lender uses.

SATISFACTORY PROGRESS
To remain eligible for financial assistance, a student is expected to complete his or her degree within a specified period of time and maintain a minimum GPA. In addition, the student must complete a minimum number of credits each academic term.
Minimum Grade Point Average
A financial aid recipient must be in good academic standing at the University. At the completion of the second year of study, the student must have maintained a cumulative 2.0 GPA. Students who do not achieve a 2.0 cumulative GPA will be ineligible for further financial assistance until the minimum cumulative GPA is achieved.

Minimum Credit Requirement
First-time financial aid applicants will have their previous academic records measured for satisfactory completion of 80 percent of the credit hours attempted at Seattle Pacific University. Students averaging 80 percent satisfactory completion of credits attempted will be eligible to be considered for financial aid. Graduate students must complete a minimum of 3 credits per quarter or 80 percent of all attempted credits, whichever is greater. The calculated percentage will be rounded up to the nearest full credit hour. Completed credits are determined from coursework, which has received a grade of A, B, C, D, or P at the end of the academic term.

Maximum Time Frame
A student receiving financial aid must complete a degree within a reasonable time. Financial aid will be awarded to students pursuing a master’s or doctoral degree for a maximum of six years.

Consequences of Unsatisfactory Progress
A student who completed 3 or more credits each quarter, but less than 80 percent of attempted credits each academic year, will be placed on financial aid probation during the subsequent quarter of attendance. During the quarter of probation, the student will be eligible to receive financial aid and must complete all attempted credits to have the probation status removed. If the student does not complete all attempted credits, the student will be ineligible for further financial assistance until enough credits have been completed to bring the student back into compliance with SPU’s satisfactory-progress requirements.

A student who completes less than 3 credits in any quarter will be ineligible for further financial assistance. To regain eligibility for financial assistance, the student must complete a minimum of 3 credits in a term. These credits may be taken at another institution and transferred to Seattle Pacific or they may be taken at SPU without receiving aid.

Petitions for Reinstatement of Eligibility
Students have the right to appeal their eligibility for financial aid. Written appeals due to extenuating circumstances should be submitted to the appropriate SFS counselor.

Graduate Assistantships
Limited graduate assistantship funds are available each school year. These part-time employment positions are not considered a part of the student’s financial aid award. To be eligible, students must be currently taking at least 6 credits and must be making satisfactory progress toward degree completion, as determined by an advisor. Contact the appropriate graduate director regarding open positions and to obtain a Graduate Assistant Agreement (GAA) form.

Scholarships and Grants
SPU-Church Matching Scholarships are awarded to students who are chosen by a scholarship committee within an organized Christian church in the United States or Canada. Churches must be approved by Student Financial Services and must provide the office with a letter of confirmation for each scholarship awarded by October 1. Contact Student Financial Services (SFS) for further information.

Students may contact their respective graduate school coordinator to learn more about endowed gifts and scholarship opportunities that may be available. Scholarship and grant directories are available at the Seattle Pacific University Library and in public libraries. Suggested resources include:

- Grants for Graduate Students, Peterson’s Guide.
- Scholarships, Fellowships and Loans, Feingold and Feingold.
- Students may also search for scholarship resources on the Web at www.fastweb.com.
Graduate Academic Policies and Procedures

**Academic Load**
Enrollment status for graduate degree and certificate students is determined by the following:

- 6 or more credits  Full-time
- 4–5 credits  Three-quarters-time
- 3 credits  Half-time
- 1–2 credits  Quarter-time

A graduate student may, with prior permission, take courses concurrently elsewhere, provided his or her combined load does not total more than the number of credits permitted as a normal graduate load for the registration period. No more than 15 credits of 6000-level work may be taken in one quarter without permission of the University registrar. Unless granted permission in advance by the director of graduate studies of their degree program, master’s students may take no more than 12 credits during the Summer Quarter and no more than 6 credits in any four-week period.

Students employed full-time should take no more than 8 credits per quarter. Financial aid recipients must carry a minimum of 3 regular on-campus credits to receive financial aid.

**REGISTRATION**

**Class Registration**
Dates for registration are published in the University Calendar found in this Graduate Catalog and online at www.spu.edu. Matriculated graduate and doctoral students may register through the first week of the quarter. Here are four options available to students (procedures for registration vary from program to program):

1. In person in Student Academic Services (SAS).
2. Via fax at 206.281.2669.
3. Via mail to Student Academic Services, 3307 Third Avenue West, Suite 113, Seattle, Washington 98119.

Check with the program’s graduate coordinator regarding procedures for registration.

**Registration on the Web**
SPU offers undergraduate, post-baccalaureate, graduate, doctoral, and non-matriculated students the opportunity to register for classes online at www.spu.edu. On the Web, registration for the quarter begins around the eighth week of the previous quarter and ends on the fifth day of the quarter at 5 p.m. Once Web registration has ended, students must come to SAS, or mail or fax in their registration forms to withdraw from classes. The refund, if there is one, will be determined by the date the form is received.

**Changes in Registration**
Though choices made during the registration period are considered permanent, changes are permitted through the first week of each quarter. The deadline for adding courses is the fifth day of the quarter. The deadline for withdrawing from courses is the sixth week of the quarter. Specific dates for these registration deadlines are printed in the University Calendar located in this Graduate Catalog and online at www.spu.edu. Withdrawals must be submitted to SAS on the add/drop form after Web registration ends on the fifth day of the quarter at 5 p.m.

**Auditing**
A person who wishes to attend class but who does not desire credit is an auditor. With approval from the instructor concerned, auditors may register for audit in all undergraduate courses and most 6000-level courses. Students may change from audit to credit or vice versa during the quarterly add period published in the University Calendar. They may neither participate in class discussions nor take examinations. If they do daily assignments, the instructor is under no obligation to read or correct them. Students who are unable to
remain at the University because of low grades and new applicants who do not qualify for admission may not register as auditors. A student may receive credit for an audited course only by enrolling in it as a regular student in a subsequent quarter. Tuition rates for auditors will be equal to the tuition credit rate.

**Adding Classes**

Students are permitted to change their registration as long as the change is submitted by the fifth day of the quarter (refer to the University Calendar for specific dates). Students may not attend or sit in classes unless officially registered by the fifth day of the quarter. Graduate day and evening classes (classes beginning after 4:30 p.m.) must adhere to this deadline. Any class addition after this date will be considered a change of registration and will be subject to a $50 fee; these are handled via a registration petition.

**Registration Petitions**

It is expected that all students adhere to registration deadlines. However, registration petitions are requests for exceptions to regular policies and procedures. The petition process provides students and faculty with the possibility of a response outside the normal bounds of policy when extenuating circumstances are judged to warrant such a response. Extenuating circumstances include illness, injury, death in the family, or problems with immigration. Unresolved holds by the deadline does not constitute an extenuating circumstance, and is not grounds for petition. The petition must not only voice the request, but it must also substantiate the validity of the request. Petition forms are available on the forms rack in the Demaray Hall lobby (first floor) and online at www.spu.edu/depts/sas/sasforms.html. Instructions for completing this process are listed on the back of the petition. A student seeking late registration must obtain permission from the instructor to sit in the class while the petition is pending. In all cases, the final decision to approve or deny a petition will be made by SAS. SAS reserves the right to deny any petition for any reason. Each approved petition will incur a $50 change of registration fee.

**Waitlisting Closed Classes**

Students have the option of waitlisting any graduate classes that are closed. As space becomes available in closed classes, waitlisted students will be registered on a first-come basis. Students may waitlist only two classes per quarter. If the waitlisted class(es) create(s) a time conflict or exceed(s) the maximum credit load for the student, it (they) will not be added to the student’s schedule and the student will be dropped from the waitlist. Students will be notified in writing when they are entered into a class via the waitlist. Waitlist forms may be obtained from SAS, or students may waitlist a class via the Web. Directions are provided on these forms that outline the process students need to follow to waitlist a class. The waitlist program concludes at 11:59 p.m. on the second day of the quarter.

Students may choose to withdraw from the waitlist for a course by filling out an add/drop form in SAS or by dropping the waitlisted course via the Web.

**Independent Study**

Independent study agreements are courses in which a student does specific work independently with the instructor, as outlined in the official independent study agreement. Work for an independent study occurs outside the classroom setting. An independent study should be created only when a needed class is not available for a particular quarter, or when a student cannot accommodate a class into his or her schedule. A student should not attend a class being offered and use that as part of independent study credits. Only matriculated students at SPU may register for “independent study.” The form must be completed by the student and signed by the instructor and the dean or department chair. The instructor and student must meet on a regular basis for the number of consultations noted in the agreement.

Registration for an independent study must be submitted to SAS no later than the 10th day of the quarter (see the University Calendar for specific dates). SAS will create the course as noted on the agreement. Copies of the agreement will be forwarded to the instructor and the student.

**CREDIT BY EXAMINATION**

Currently enrolled matriculated students may take special examinations in approved academic subject matter offered by Seattle Pacific University to gain credit without being enrolled in specific courses. The procedures for obtaining permission and filling the request are to be obtained in SAS. The following limitations pertain to credit by examination:

1. A student may receive credit by examination for any coursework that has been completed following high school graduation for which he/she has no formal record.
2. A student may be tutored by a private instructor and challenge a course for credit by examination.
3. A student may not take credit by examination for a course in which he/she has been registered for credit at SPU and received a “D,” “E,” “NC,” “Audit,” or “Incomplete.”
4. Within a given program, no student may receive credit by examination in subject matter more elementary, as determined by the dean of the school, than that for which credit has been received previously.
5. A student may not repeat an examination for credit.
6. A student is entitled to only one consultation with the professor administering the test.
7. A student must pay for all special exam fees prior to scheduling and taking the exam.

WITHDRAWAL
Withdrawal From Courses
Withdrawal with official approval during the first week of the quarter will not result in any record of the class on the transcript.

Withdrawal with official approval during weeks two through six will result in a “W” appearing on the transcript. If a student does not provide proper written notification to SAS, financial obligations will remain binding, regardless of whether classes were attended or whether any of the contracted services were utilized. Whatever the situation, students should communicate their intent to their advisor and instructor. Before dropping a course, students should consider what percentage of refund they are eligible for and any impacts on the financial aid package, if applicable. If a student fails to withdraw through SAS by the end of the withdrawal period (see the University Calendar for specific dates), the instructor will issue a failing grade.

Withdrawals or course drop requests may be mailed or faxed to 206.281.2669, or delivered in person directly to SAS.

Complete Withdrawal From School
A student who desires to withdraw from school must obtain an official add/drop form from SAS, submit a letter requesting a complete withdrawal or withdraw via the Web. The Web withdrawal is available only through the fifth day of the quarter. Refunds and adjustments to the student’s account are governed by the financial policies printed in the Costs and Financial Aid section of this Catalog. Students who register but do not attend classes must notify SAS in writing in order to cancel their registration and related charges. The date this notice is received will determine the amount of refund where applicable.

If a student fails to withdraw through SAS by the end of the sixth week of the quarter, the instructor of the course will issue the grade earned for the student.

Administrative Withdrawals Requested by Instructors
If the instructor or advisor receives notification that a student will not be attending, the instructor may contact SAS and request that the student be administratively withdrawn from the course. Also, if a student does not attend class within the first two days of the quarter, an instructor may ask SAS to administratively withdraw a student from his or her class. If a student knows that he or she will miss the first class, it is best to notify the instructor to avoid being withdrawn from the class.

Administrative Withdrawals Requested by Student Financial Services (SFS)
SFS has the right to have a student completely withdrawn from classes due to an unpaid balance.

FINAL EXAMS
The final exam period is considered an instructional period; classes are expected to meet during the scheduled time whether or not a final exam is given.

An instructor may refuse a student’s request to reschedule a final examination. However, instructors may schedule an early final exam for a student under the following conditions:
1. The student is able to demonstrate appropriate mitigating circumstances that, in the judgment of the instructor, warrant rescheduling the final exam.
2. A rescheduled final exam is given no earlier than four working days prior to the last day of the final examination period.
3. The student’s request to reschedule a final exam is made at least two weeks before the regularly scheduled final exam period.
GRADING

Grades and Grade Points
The quality of a student’s performance in a course is recognized by a letter grade that is counted in points. Except in cases of clerical error, no instructor may change a grade that he or she has submitted to SAS. In addition, grade changes may be made in only the quarter following the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent attainment</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Satisfactory attainment</td>
</tr>
<tr>
<td>B-</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>*Minimum attainment for credit</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

*Grades below 2.0 will not count toward a degree.

Au        Audit Incomplete
G        Graduate in progress (three-year limit)
N        In progress (one-year limit)
NC       No credit — used only with the pass/no credit option
P        Pass — used only with the pass/no credit option
W        Withdrawal with official approval

Use of I, G, N, W Grades
The “I” grade (incomplete) indicates that the student did not complete the work assigned for a course because of absence from school during the quarter due to illness or an acceptable emergency. Work must be completed within one calendar year or the “I” becomes an “E.” The agreement between the instructor and student must be arranged prior to the final examination or last class session. The student must initiate the request for the “I” grade as well as its removal. Due to extenuating circumstances in a student’s life, a one-quarter extension may be requested. A student needs to make his/her request in writing to the instructor. If the request is supported by the instructor, it will be forwarded to SAS for approval.

The “G” grade is used in only specified courses in which a “final” grade is dependent upon additional work and applies only to approved 6000–7000 level courses, which include internships, theses, dissertation, and projects at the discretion of the graduate program. Work must be completed within three calendar years or the “G” becomes permanent.

An “N” grade is used in only specified courses in which a “final” grade is dependent upon additional work. The “N” grade indicates that work is satisfactory to date, but carries with it no credit or final grade until all work is completed. Work must be completed within one calendar year or the “N” becomes permanent.

Withdrawal with official approval during weeks two through six will result in a “W” appearing on the transcript. (See Withdrawal section.)

Pass/No Credit Option
1. A “P” grade in this option must be at least equivalent to a “C” grade (2.0).
2. 6000-level courses may not be taken for P/NC, with the exception of thesis, dissertation, research, and projects, to be determined at the discretion of the schools.
Repeat/Substitute Classes
Students may repeat any course for the purpose of changing a grade unless the course is designed to be repeated for additional credit. Courses noted as being “equivalent” may be substituted for one another. The latest grade received in a course will apply to the GPA. The credits earned in the repeated course will be removed from the credits earned. However, the original grade will remain as a permanent part of the record. A symbol will be placed next to the earlier grade that will prevent the grade from being calculated in the GPA. Only courses taken at Seattle Pacific will be used to change course grades.

Academic Probation
Any graduate student whose cumulative GPA falls below 3.0 shall be placed on academic probation. Students on probation may take up to 9 additional credits in the graduate program in which they have been admitted. Failure to bring the cumulative GPA to 3.0 or higher by the completion of the additional 9 credits will result in dismissal from the program and from SPU. In addition, a graduate student cannot graduate with a cumulative GPA below 3.0.

ACADEMIC APPEALS POLICY
If a student decides to appeal an academic decision, he or she should contact the advisor for more detailed information and assistance. The University provides a process whereby a student may appeal an academic decision, including, but not limited to, grades on course activities, evaluations, course grades, decisions on program admissions, and decisions on fulfillment of program and graduation requirements.

Academic appeals can be made only on grounds of unfair treatment against the stated standards, not against the professional judgment of the faculty member(s). The appeal process rarely goes beyond the first level and the intent is always to resolve the appeal at the most immediate level. Only in extraordinary circumstances, when a resolution cannot be obtained at the first level, is the process moved to the next level.

In each case, the student shall bring the appeal in writing to the person or committee who made the original decision. If a resolution is not obtained at that level the student may appeal to the next level in the school or University administrative structure.

For appeals on academic decisions such as grades on course activities, evaluations, course grades, and decisions on program admissions, the levels to be followed, in order, are as follows:
1. Faculty member at the course level
2. Graduate program director
3. Dean
4. Vice president for academic affairs
5. President

Academic petitions regarding general University matters such as decisions on registration policies, graduation requirements, or other Catalog academic regulations may be made in the following order:
1. Graduate program director or SAS (Check with advisor for the appropriate venue for petition.)
2. Graduate Policy and Evaluation Committee
3. Dean
4. Vice president for academic affairs
5. President

The decision of the president in any student appeal shall be final.

Guidelines
1. An appeal must be made in writing within five calendar days of receiving the decision from the faculty member or committee.
2. Every attempt shall be made at each level to resolve the issue according to ethical practices, accreditation standards and University policy.
3. The person making the appeal should provide the necessary supportive information to substantiate the appeal.
4. If, for any reason, a case is appealed beyond the faculty member or faculty committee, an appeal file shall be created. This file will contain written documentation related to the case including, but not limited to, the student’s written appeal and the faculty response. The appeal file shall be open to all principals in the case, including the student appellant.
**Academic Integrity**
A breach of academic integrity occurs when students receive academic benefits they did not earn through their own work. In its more blatant forms, academic dishonesty includes copying another’s work on an exam; preparing for an exam by using test questions from a stolen exam; bringing concealed answers to an exam; turning in another person’s work as his or her own; and committing plagiarism (i.e., copying portions of another’s words from a published or electronic source without acknowledging that source).

It is not dishonest to discuss possible answers to an exam question as part of a study group, to discuss ideas for a paper with other members of the class, or to ask a friend to read a draft of a paper for suggestions to improve it, unless the professor has prohibited these activities. It is not dishonest to summarize, paraphrase, or quote the words of others in a paper so long as the student acknowledges the sources with appropriate citations.

**Guidelines for Penalties Against Academic Dishonesty**
The penalties for breaches of academic integrity shall be clearly spelled out in a course syllabus; they may range from no credit for the work in question to no credit for the course. Both the students and the instructor have obligations to report and to prevent cheating, plagiarism, or other academic misconduct.

If the instructor suspects academic dishonesty, the following guidelines apply:

1. The instructor arranges a conference with the student to discuss the incident.
2. If following the conference the instructor is convinced that the student violated academic integrity, the instructor may propose appropriate action. If the student accepts such action as appropriate, both student and instructor will verify this in writing and no further penalty will be necessary.
3. If agreement is not reached between the instructor and the student, the instructor may propose a grade penalty against the student by notifying the appropriate graduate director (or the school dean, if the graduate director is the instructor) in writing with supporting evidence. The penalty imposed will be commensurate with the degree of offense, from loss of credit for the work involved in the infraction to loss of credit for the entire course, such penalty to be determined in consultation with the graduate director (or school dean as appropriate). The student may appeal this action by following the process and procedures previously outlined.
4. In the case of repeated offenses, or of flagrant dishonesty that warrant probation or dismissal from the University, charges will be made in writing by the instructor to the appropriate school dean. The student may appeal this action through the dean to the vice president for academic affairs and then to the president of the University.
5. If the act of dishonesty is associated with a criminal act (e.g., breaking into a faculty office) or with concerted group effort (all or part of a class), such cases will be immediately referred to the vice president for academic affairs.

**GRADUATION AND HONORS**

**Graduation**
All master’s and doctoral degree students who wish to participate in Commencement must apply to graduate by March 1. The application is available from the graduate advisor. The form will be forwarded to SAS so that mailings regarding Commencement can be sent out during Spring Quarter. Degrees are awarded when the department notifies SAS that all requirements are complete. Diplomas will be mailed approximately six weeks after the degree is posted.

**Honors**
The graduate faculty elect a number of master’s and doctoral students for recognition by Who’s Who Among Graduate Students in American Colleges and Universities each year. This honor is awarded to candidates who will graduate from Seattle Pacific by the end of Summer Session, have a cumulative GPA of 3.5 or above, and demonstrate outstanding scholarship, service to the community, leadership, and future potential.

**TRANSCRIPTS**
Official transcripts are released only on written authorization of the student whose records are requested. The University reserves the right to deny official transcript services for indebtedness to the institution.

Official transcripts may be released to students. Students may view unofficial copies of their transcript via the SPU website using the BANNER Information System. Each official transcript costs $3.
If the student has an account, official transcripts are released only if the account is paid in full. Students may request an unofficial copy of their transcript at no charge, or print a copy off the Web.

Transcripts contain the student’s entire academic history while at SPU. This includes undergraduate work (0001–4999 courses), professional advancement courses (5000–5999), graduate work (6000–7999), and continuing education units (CEU, or non-degree work). Undergraduate, graduate, and CEUs are segregated on separate pages of the Seattle Pacific University transcript. Although a copy of the transcript may be requested at any time, updated transcripts will be available after final grades have been submitted and recorded.

To receive a copy of the transcript, students must send a written request to SAS. The letter needs to include the name that the student attended under; social security number or SPU ID number; the last quarter and year the student attended; if the student is enrolled in a current quarter of instruction, the number of classes enrolled in for that quarter; transcript destination address; the number of official or unofficial copies required; and the student’s signature.

Seattle Pacific will resend a transcript to the originally requested destination provided the University made an error in processing. The University must, however, be contacted within three months of the original request. After the three-month grace period, a separate written request must be submitted. The University reserves the right to approve or deny any request for resending a transcript for any reason other than University error.

Student Records: FERPA Policy
The SPU Family Educational Rights and Privacy statement can be found on the Seattle Pacific University home page at www.spu.edu/depts/sas/ferpa.html. This University policy is also available in the Office of Student Life or SAS.

Student Records and Confidentiality
Certain items of information about individual students are fundamental to the educational process and must be recorded. This recorded data concerning students is used only for clearly defined purposes and is safeguarded and controlled to avoid violations of personal privacy. Seattle Pacific University has the responsibility to effectively supervise any access to and/or release of official information about its students. In this regard, the University is committed to protecting the right of privacy of all individuals about whom it holds information, records, and files. Access to such records is restricted to the student concerned, to parents of a dependent student, to others with the student’s written consent, to officials within the University, and to a court of competent legal jurisdiction.

The following policies have been established to comply with the Family Educational Rights and Privacy Act of 1974 (hereafter referred to as the “Act”):

Public Information
The Act provides that public “directory information” about a student may be made available to third parties without permission of the student. However, public notices must be given of intent to publish the information, so that those students wishing to withhold information from public access (such as an unlisted telephone number) may do so. For a listing of what constitutes directory information, consult the SPU Web page at www.spu.edu/depts/sas/ferpa.html.

Release of Information
With the exception of directory information, no information in any student file may be released to any individual or organization without prior written consent of the student. When disclosure of information is mandated by court order or subpoena, the staff member receiving such orders must immediately notify in writing the student concerned, prior to compliance with the legal order. Information from University records about students is released for approved research purposes only if the identity of the student involved is fully protected.

Student Access
With certain exceptions, official student information collected and maintained by the University is available for inspection and review at the written request of the student. Clarification of exceptions may be obtained by contacting the University registrar.
A request for general access to all official records maintained by the University must be made in writing to the University registrar. A request for access to information maintained by a particular office may be addressed to the administrative head of that office. When making such a request, the student must provide proper identification. The designated staff person must supervise the review of the contents of the record with the student. The student is free to make notes concerning the contents, but no material may be removed from the record. Student requests for access to appropriate information must be granted within 45 days of the written request.

If health reasons or extreme distance from the University prevent the student from inspecting the education record, then copies of specific education records will be made. The student must pay all copying expenses in advance of release of the record.

**Student Correction of Education Records**

Students who believe that information contained in their education records is inaccurate, misleading, or violates privacy or other rights, may request that the University amend the records. The first step is to contact the University registrar or records custodian.

The University will decide within a reasonable period of time whether or not to do so. If the University declines to amend the student’s records, it will inform him or her of the right to a hearing. Upon written request, the University will provide an opportunity for a hearing to deliberate the student’s case. However, a hearing may not be requested by a student to contest the assignment of a grade.

If the hearing panel determines that the student’s challenge is without merit, the student may place in his or her record a statement commenting upon the information and setting forth reasons for disagreeing with the University’s decision. A complete copy of the University’s FERPA policy may be obtained by contacting the dean of student life or SAS.

Students have the right to file complaints concerning alleged failures by the University to comply with the requirements of the Act. Such complaints should be addressed to the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 300 Independent Avenue SW, Washington, D.C. 20201.

For a complete listing of student policies and procedures, please refer to the SPU Web site at www.spu.edu/depts/studentlife.

**Change of Personal Information**

It is a student’s responsibility to notify the University of any changes to his or her permanent or mailing addresses. This will enable the University to forward account statements and registration materials to students. Change-of-address forms are available in SAS and SFS. Students who wish to change their names (e.g., due to change in marital status) or student identification number, need to provide SAS with the official documentation for the change (e.g., copy of marriage license, copy of social security card).

**Veterans’ Benefits**

Seattle Pacific University’s academic programs of study are approved by the Higher Education Coordinating Board’s State Approving Agency (SAA) for enrollment of people eligible to receive educational benefits under Title 38 and Title 10, U.S. Code. For information on education benefits, contact the veterans’ coordinator in SAS by calling 206.281.2031.

**CLASS STATUS**

**Visiting Graduate Students**

Students who have been admitted to a master’s degree program in another accredited institution may enroll for up to 9 credits at SPU, with the approval of the program from which courses are to be taken. To gain admission to Seattle Pacific as a visiting graduate student, the applicant must submit the standard graduate application form and a letter from the dean’s office of their home institution stating that the applicant is a student in good standing at that institution.
Non-Matriculated Students
In certain programs, qualified individuals who desire to take a particular 6000-level course but not planning to work toward a graduate degree or certificate may register for the course only with the advance approval of the director of graduate studies of the program from which the course is to be taken. Such students will be classified as graduate non-matriculated students.

Permission to register as a non-matriculated graduate student is always on a space-available basis. If a non-matriculated graduate student later applies and is accepted for admission to a graduate program, the credits earned in a course as a non-matriculated graduate student may be used in meeting master's degree requirements only if (1) a grade of B or better was achieved in the course, and (2) the course was taken within the three-year period prior to admission to the program. In no case may more than 9 credits taken before admission to a program be used toward master's degree requirements.

Student Transportation Policy
Academic courses usually do not require the transportation of SPU students from campus to another location unless so stated in the course syllabus. If the course or event is to be convened at a remote location, students will be required to provide their own transportation to the site. Unless specifically stated, the University assumes no responsibility for determining transportation of students to the site of a course or nonacademic activities, whether such activities occur on or off campus. Students will be responsible for their own transportation to such activities.

If transportation of SPU students is in University-owned or sponsored vehicles, drivers must have passed a defensive-driving course, possess a current driver's license and have authorized a check of their driving records. The Office of Safety and Security need not be notified of all officially sponsored travel. Any exception to this policy must be approved in advance and in writing by the vice president for business and planning.
Academic Structure of Graduate Programs

Graduate and post-graduate programs at Seattle Pacific University are organized as follows:

College of Arts and Sciences
- Teaching English to Speakers of Other Languages: TESOL (M.A.)
- Creative Writing (M.F.A.)

School of Business and Economics
- Business Administration (M.B.A.)
- Information Systems Management (M.S.)

School of Education
- Education (Ed.D.)
- Curriculum and Instruction (M.Ed.)
- Educational Leadership (M.Ed.)
- School Counseling (M.Ed.)
- Teaching (M.A.T.)
- Principal Certification
- School Counseling Certification
- Executive Leadership and Superintendent Certification

School of Health Sciences
- Nursing (M.S.)
- Nurse Practitioner Pathways Certification

School of Psychology, Family, and Community
- Clinical Psychology (Ph.D.)
- Marriage and Family Therapy (M.S.)
- Organizational Psychology (M.A. and Ph.D.)
Master of Fine Arts in Creative Writing (M.F.A.)

PHILOSOPHY
The low-residency M.F.A. at Seattle Pacific University is a creative writing program for apprentice writers — both Christians and those of other traditions — who not only want to pursue excellence in the craft of writing but also place their work within the larger context of the Judeo-Christian tradition of faith. The spiritual dimension of this program is not intended to produce didactic, sectarian, or sentimental literature. Nor is this M.F.A. intended to produce writers of “Christian fiction.” Far from it. Seattle Pacific’s program seeks to extend the tradition of Christian writing in which the highest standards of art, an open-eyed exploration of human experience, and a respect for transcendent mystery come together.

At the heart of any low-residency program is the ancient relationship between master and apprentice. Writing is ultimately a solitary experience, so the rhythm of students sending packets of completed material and receiving feedback from mentors is both appropriate and effective. The beauty of this type of program is that it allows students to maintain their current jobs and locations, while offering two stimulating and intensive residency periods at stunning locations in the American West — the high desert of New Mexico and an island off the coast of the Pacific Northwest.

RESIDENCIES
The residencies are intensive: they pack in a great deal, including workshops, classes on craft, lectures, and readings, as well as extended consultations with faculty mentors. Faculty at the residencies will consist of a group of current mentors along with a number of invited guest speakers, including some of America’s most celebrated writers. Students are required to attend a total of five residencies over the course of two academic years. The 10-day residencies will take place during the months of August and March. The residency dates for the 2005-06 academic year are July 27–August 7, 2005, and March 16–26, 2006.

The summer residencies will be held alongside the Glen Workshop, a program run by Image journal, the leading quarterly of arts and religion based here at Seattle Pacific. The Glen, held on the campus of St. John’s College in Santa Fe, New Mexico, features daily lectures, readings, concerts, and worship services with some of the leading artists and writers at work today. M.F.A. students will pursue their own activities, but will have the benefit of all the presentations at the Glen Workshop.

The spring residencies will be located amidst the beautiful waterfront surroundings of Whidbey Island at SPU’s Camp Casey Conference Center. M.F.A. students will have the opportunity to sample the many cultural and recreational possibilities in the area, including visits to nearby historic Coupeville as well as Port Townsend, just a short ferry ride away.

CORRESPONDENCE QUARTERS
The heart of the low-residency M.F.A. program involves the relationship between the student and his or her faculty mentors. Each student will have two responsibilities: the creative writing project in a chosen genre and the reading list.

THE CREATIVE PROJECT
During the academic quarter, the student will be responsible for generating three packets (at approximately three-week intervals). Each packet will consist of a cover letter, in which the student might share thoughts
about the creative challenges he or she is facing, and a segment of new or revised creative writing. Some packets will include critical papers that are due. Mentors will respond with detailed comments, pointing out strengths and weaknesses and suggesting fruitful avenues for further development. While the lion’s share of this communication will be handled through email or paper mail, the program will also utilize the Blackboard online course technology to allow for online workshops, manuscript exchanges, and discussion threads. The norm for low-residency M.F.A. courses is for students to spend 25 hours per week on their work.

READING LIST/CRITICAL ESSAYS
In close consultation with their faculty mentors, each student will formulate a course of reading. Readings will be chosen from two categories: classic works from the Judeo-Christian literary tradition and contemporary works that may serve as models and inspiration for students’ immediate creative needs and gifts. Special emphasis will be placed on gaining a deeper understanding of the classic works in the student’s chosen genre. By the end of the two-year program, students will have read between 50–60 books.

Students will write one short critical paper (approximately seven pages in length) per quarter in preparation for their long critical essay (20 pages), due at the end of the final quarter.

Among the classics that students will select for study are: the poetry of Chaucer, John Donne, John of the Cross, W.H. Auden, and Denise Levertov; the fiction of Cervantes, Sigrid Undset, and Walker Percy; and the creative nonfiction of Desiderius Erasmus, John Henry Newman, and Kathleen Norris.

GRADUATION REQUIREMENTS
1. Each student will choose a specialization in one of three genres — poetry, fiction, and creative nonfiction — and complete a thesis under the direction of a faculty mentor. Students may choose to study two genres during the course of the program, but this will require a third full year of study.
2. Students will work toward completion of a full-length manuscript in one of the following categories: collection of poems; collection of short stories; novel; book-length work of creative nonfiction.
3. In close consultation with his or her faculty mentor, the student will formulate a course of reading. By the end of the two-year program, students will have read between 50–60 books.
4. For the first four quarters, the student will complete a short critical paper on a subject relevant to the chosen course of study. In the fifth quarter of the program, the student will complete a long critical paper.
5. Recommendation for the degree can be made only after the successful completion of at least six quarters of work and five residencies (64 graduate credit hours) as well as the approval of the faculty.
6. During the final residency, the students will present a graduation lecture and give a public reading of their work.

ADMISSION INFORMATION
To qualify for admission consideration, turn in an application packet to The Graduate Center. Please bear in mind the following things:

1. Students may choose to begin the program during either of the 10-day residencies in March and August. The first residency will take place in August 2005.
2. The application deadline to begin the program during the August residency is March 1. The application deadline to begin the program during the March residency is October 1.
3. The creative manuscript will be given special emphasis. The applicant must submit 10 pages of poetry or 25 to 30 pages of prose, whether of fiction, creative nonfiction, in the student’s chosen genre. (In the case of prose, the applicant must decide whether to send an excerpt of a longer manuscript or stories or essays that fall within the page limit.) If an applicant wishes to study two genres, he or she must submit creative manuscripts in both genres (see above for page requirements). The application should include three manuscript copies; two-genre students should submit three manuscript copies in each genre. The manuscripts cannot be returned.
4. Applicants must also submit a three-to-four-page personal essay on their development as writers and as people of faith.
5. Three letters of recommendation must be submitted from three people familiar with the student’s writing and capacity to undertake a graduate program requiring independence and initiative.
6. A $50 nonrefundable application fee. This fee cannot be waived.
7. Though GRE scores are not required, the applicant must have a bachelor’s degree and must submit official transcripts from previous schools attended.

COURSE DESCRIPTIONS

ENG 6100 Art and Faith (3)
A theological and cultural overview of the relationship between the arts and religion, grounded in the tradition of Christian humanism. Class open to masters in fine arts majors.

ENG 6210 Workshop I (3)
The residency workshops will consist of intimate classes in which students engage in peer critique, guided by one or more faculty members. Class open to masters in fine arts majors.

ENG 6220 Workshop II (3)
The residency workshops will consist of intimate classes in which students engage in peer critique, guided by one or more faculty members. Class open to masters in fine arts majors.

ENG 6230 Workshop III (3)
The residency workshops will consist of intimate classes in which students engage in peer critique, guided by one or more faculty members. Class open to masters in fine arts majors.

ENG 6240 Workshop IV (3)
The residency workshops will consist of intimate classes in which students engage in peer critique, guided by one or more faculty members. Class open to masters in fine arts majors.

ENG 6250 Workshop V (3)
The residency workshops will consist of intimate classes in which students engage in peer critique, guided by one or more faculty members. Class open to masters in fine arts majors.

ENG 6310 Craft I (3)
At the residencies, students will be offered a class that focuses on craft issues in their chosen genre. Class open to masters in fine arts majors.

ENG 6320 Craft II (3)
At the residencies, students will be offered a class that focuses on craft issues in their chosen genre. Class open to masters in fine arts majors.

ENG 6330 Craft III (3)
At the residencies, students will be offered a class that focuses on craft issues in their chosen genre. Class open to masters in fine arts majors.

ENG 6410 Tutorial I (6)
Each quarter students will produce three packets of material: new or revised parts of their creative project, plus short critical responses to the literary readings they have selected. Class open to masters in fine arts majors.

ENG 6420 Tutorial II (6)
Three more packets of material are generated. Class open to masters in fine arts majors.

ENG 6430 Tutorial III (6)
Three more packets of material are generated. Class open to masters in fine arts majors.

ENG 6440 Tutorial IV (6)
Three more packets of material are generated. Class open to masters in fine arts majors.

ENG 6450 Tutorial V (6)
Three more packets of material are generated. Class open to masters in fine arts majors.

ENG 6460 Final Manuscript Tutorial (6)
Three more packets of material are generated. Class open to masters in fine arts majors.

**ENG 6500 Manuscript and Reading (3)**
The final manuscript is presented, publicly read, and discussed. Class open to masters in fine arts majors.

**ENG 6900 Independent Study (1–5)**
Registration approval: Independent Study Agreement. Student works with a faculty member on a mutually agreed upon topic. May be repeated for credit up to 15 credits.

**FACULTY**

Gregory Wolfe, the M.F.A. director, and writer-in-residence at SPU, will teach the introductory Art and Faith course that M.F.A. students attend during their first residency. Wolfe is publisher and editor of *Image* journal and author of *Intruding Upon the Timeless: Meditations on Art, Faith, and Mystery* and numerous other books.

Robert Clark is the author of three books of nonfiction and four novels, most recently the novel *Lives of the Artists*, forthcoming in 2005. His other novels include *Love Among the Ruins, Mr. White’s Confession* (which won the Edgar Award), and *In the Deep Midwinter*. A memoir, *My Grandfather’s House: A Genealogy of Doubt and Faith*, was published in 1999. He is currently a Guggenheim Fellow working on a collection of essays on art and belief.


Paul Mariani is one of America’s leading literary biographers and poets. His books include the poetry collections *Salvage Operations* and *The Great Wheel*, as well as biographies of William Carlos Williams (nominated for a National Book Award), John Berryman, Robert Lowell, and most recently Hart Crane. Three of his biographies were *New York Times* notable books. His most recent books are *Thirty Days: On Retreat with the Exercises of St. Ignatius*, winner of the Catholic Book Award, and *God and the Imagination: On Poets, Poetry, and the Ineffable*. 
Teaching English to Speakers of Other Languages: TESOL (M.A.)

Bringing together knowledge and skill from linguistics, education, humanities, and the social sciences, the Seattle Pacific University M.A.-TESOL program will prepare you for leadership and service in the field of teaching English as a second or foreign language. Close interaction with faculty committed to excellence in teaching and scholarship is integrated with active involvement in the ESL community. A low faculty-to-student ratio is a hallmark of the program, which offers the following:

- Theory made practical.
- Balance between academic preparation and teacher training.
- Strong emphasis on ethical and intercultural sensitivity.
- Practica to ensure your success and confidence in the classroom.

DEGREE DESCRIPTION

The M.A.-TESOL program, begun in 1993, is rooted in a four-strand approach. The first strand, academic preparation, includes courses in phonology, morphology, syntax, and second-language acquisition. The second strand, pedagogy, includes methods courses that serve as a bridge between theory and practice. The third strand, practica, includes a language-learning practicum in which students reflect on the frustrations and rewards of learning another language. This strand also includes a two-quarter teaching phase during which students near the end of their program are placed with seasoned "host teachers" for classroom observation and teaching experience. The fourth strand, electives, gives students a chance to explore individual interests in the TESOL field, including courses in technology. The M.A.-TESOL program is 54 credits.

SCHEDULING

The 3-credit courses generally meet once a week for three hours. TESOL courses are usually held during afternoon and evening hours, Monday through Thursday. This makes full- or part-time employment possible. Students are also free to take only one or two courses per quarter as other obligations must be met, or to take up to 9 credits per quarter. All coursework must be completed within six years.

ADMISSION REQUIREMENTS

1. Hold a bachelor’s degree from a regionally accredited college or university, or its equivalent.
2. Submit letters of recommendation from at least two people. The letters submitted must come from unrelated individuals familiar with the applicant’s intended field of study.
3. Submit an official copy of transcripts from the college or university that granted the bachelor’s degree and any institution attended since that time.
4. Present a GPA of at least 3.0 (4.0=A) in the last 45 quarter credits of coursework completed before applying for admission or in all undergraduate work, whichever is higher.
5. Present an acceptable score on the appropriate entrance examination (for GRE, a minimum score of 500 on the verbal portion and 3.5 on the analytical writing portion; for MAT, a minimum of 35).
6. Submit an essay in response to questions provided in the application packet.
7. Provide proof of English proficiency if English is not the first language (TOEFL paper-based score of at least 600 or 250 on the computer-based test.)
8. Provide an affidavit of support reflecting financial support covering each year of intended enrollment if the applicant is not a citizen or permanent resident of the United States.
9. Complete an application for the M.A.-TESOL program and include the $50 application fee.
Students may enter the program at the beginning of any quarter. The completed application packet must arrive in the M.A.-TESOL office by the applicable deadline below for admission to that quarter:

**QUARTER APPLICATION DEADLINE**

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<tr>
<th>Quarter</th>
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<tr>
<td>Autumn</td>
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<td>Winter</td>
<td>December 1</td>
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<td>Spring</td>
<td>March 1</td>
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<td>Summer</td>
<td>May 1</td>
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**PROGRAM CURRICULUM**

Our program prepares you to teach in colleges and universities, and in various language institutes within the United States and abroad. The program may be completed in six quarters of full-time coursework. Practica scheduling and other considerations may extend this period.

**PREREQUISITES**

Proficiency in a foreign language equivalent to at least one year’s study at the college level and one or more basic courses in linguistic theory (e.g., LIN 2100) are required. With the approval of the program director, these courses may be taken concurrently with the master’s coursework as the program is begun.

Students wishing to apply coursework completed prior to application must provide applicable transcript data; students may transfer up to 12 comparable graduate credits into the SPU program.

**M.A.-TESOL DEGREE (54 CREDITS)**

**Academic Preparation (18 credits)**
- LIN 6145 Phonology (3)
- LIN 6150 Morphology (3)
- LIN 6410 Syntax (3)
- LIN 6200 Second Language Acquisition (3)
- TESL 6650 Professional Issues and Ethics (3)
- TESL 6070 Comparative Religion (3)

**Pedagogy (21 credits)**
- LIN 6365 Methodology of Foreign Language Teaching (3)
- TESL 6250 Testing and Curriculum Development (3)
- TESL 6300 Technology in Language Teaching (3)
- TESL 6400 Teaching ESL Grammar (3)
- TESL 6480 Teaching ESL Reading (3)
- TESL 6500 Teaching Listening and Speaking (3)
- TESL 6581 Teaching ESL Writing (3)

**Electives (6 credits)**
Select from the following:
- COM 6180 Cultural Communication (3)
- LIN 6601 History of the English Language (3)
- LIN 6300 Historical Linguistics (3)
- LIN 6400 Comparative Syntax (3)
- TESL 6950 Intensive Grammar (3)
- EDU 6085 Values and Ethics in Education (3)

**Practicum (3 courses/9 credits)**
- TESL 6930 Language Learning Practicum
- TESL 6940 Teaching Practicum Phase I
- TESL 6941 Teaching Practicum Phase II
PRE-MA-TESOL LINGUISTICS COURSE WAIVER POLICY

The Academic Preparation required courses LIN 6145 Phonology, LIN 6150 Morphology, and LIN 6410 Syntax constitute the "common body of knowledge" foundational to the program. Students who have covered some or all of this subject matter in an undergraduate program may request a waiver. Waivers are granted for prior coursework if the content is equivalent, the bachelor's degree was earned within seven years, and the course grade was at least B. If the bachelor's degree is more than seven years old, or the grade was less than B but not less than C+, then students may take a competency test to waive the course.

Competency tests must be completed within the year following the student's date of admission to the program. If the competency examination is successfully completed, the applicable linguistics course will be waived. If not, the student must take the linguistics course or successfully complete a credit-by-examination test for which a fee is charged.

COURSE DESCRIPTIONS

COM 6180 Cultural Communication (3)
Examines theory and literature of the ethnography of communication, with direct application in the description and analysis of language in its social context. Class open to graduate students.

COM 6900 Independent Study (1–5)
Registration approval: Independent Study Agreement. Student works independently with a faculty member on a mutually agreed upon topic. May be repeated for credit up to 15 credits.

LIN 6145 Phonology (3)
Prerequisite: LIN 2100.
Provides a thorough study of sound systems and processes, with problem-solving experience in the analysis of English and other languages. This course is specifically geared to the needs of language teachers. Class not open to undergraduate students.

LIN 6150 Morphology (3)
Prerequisite: LIN 2100.
Features a thorough study of word structures and processes, with problem-solving experience in the analysis of English and other languages. Class not open to undergraduate students.

LIN 6200 Second Language Acquisition (3)
Prerequisite: LIN 2100.
Presents an intensive study of the research literature so that students will become familiar with recent findings on the acquisition of a second language and with the research process. Course equivalent: LIN 4200. Class not open to undergraduate students.

LIN 6300 Historical Linguistics (3)
Prerequisite: LIN 2100.
Studies the nature of language change, illustrated by the history of the Indo-European language family, especially English. Presents a diachronic study of phonology, morphology and syntax, with emphasis on reconstructed Indo-European, classical texts and modern European diversity. Offered alternate years.

LIN 6365 Methodologies of Foreign Language Teaching (3)
Prerequisite: LIN 2100.
Overviews the theoretical paradigms of second language learning and teaching; definition and evaluation of communicative competence; strategies for teaching skills of listening, speaking, reading and writing; and selection and development of instructional materials. Class not open to undergraduate students.

LIN 6400 Comparative Syntax (3)
Prerequisite: LIN 2100.
Provides an intensive investigation into non-English sentence structure. Examines basic rule-making and rule-testing in a variety of languages. Not offered every year. Class not open to undergraduate students.
LIN 6410 Syntax (3)
Prerequisite: LIN 2100.
Provides an intensive investigation into contemporary English sentence structures through the application of current syntactic theory. Examines basic rule-making and rule-testing in English. Class not open to undergraduate students.

LIN 6601 History of the English Language (3)
Examines Anglo-Saxon, middle and modern forms of English in historical development and individual language systems. Includes phonology, morphology, syntax and some of the relationships of each language stage to literary expression during its era. Offered alternate years.

LIN 6900 Independent Study (1–5)
Registration approval: Independent Study Agreement.
Student works with a faculty member on a mutually agreed upon topic. Class not open to undergraduate students.

LIN 6950 Special Topics (1–5)
Focuses on topics relating to linguistics. May be repeated for credit one time.

TESL 6070 Comparative Religion (3)
Offers students an introduction to the primary religions of the world, providing a basis from which to understand various worldviews in the context of their historical development and their contemporary setting. Focuses on enabling future ESL/EFL instructors to gain an understanding of the religious perspectives and ethical systems which have influenced their students. Windows to the worlds’ major faith traditions will be opened through readings in the history of the tradition (including an introduction to the key figures of that tradition), readings from important and relevant scriptures, readings on current faith and practice, some use of video materials, lecture and discussion. Course equivalent: THEO 6070.

TESL 6250 Testing and Curriculum Development (3)
Explores approaches to curriculum development, the assessment of ESL proficiency and the development of tests. Class not open to undergraduate students.

TESL 6300 Technology in Language Teaching (3)
Develops an understanding of how to effectively integrate technology such as audio, video, computer software, the Internet and e-mail into the communicative language classroom. Class not open to undergraduate students.

TESL 6400 Teaching ESL Grammar (3)
Helps MA-TESOL students develop a better conscious understanding of the grammar of the language they have chosen to teach, and allows them to effectively present grammatical points to their own future students. Discusses the basic elements of word classes, phrases and sentences, and focuses on elements of English grammar that are especially difficult for non-native speakers, including tenses, negation, interrogatives and modals. Class not open to undergraduate students.

TESL 6480 Teaching ESL Reading (3)
Introduces recent research on second language reading. Explores a number of approaches that enable second language students to develop these modes of language. Class not open to undergraduate students.

TESL 6500 Teaching Listening and Speaking (3)
Highlights historical and current perspectives on the theory and practice of teaching listening and speaking. Includes pronunciation, communicative strategies and cross-cultural aspects. Class not open to undergraduate students.

TESL 6581 Teaching ESL Writing (3)
Explores a variety of approaches and strategies for teaching ESL writing. Class not open to undergraduate students.
TESL 6650 Professional Issues and Ethics (3)
Examines the characteristics of ethical leaders and the influence of core values on teaching. Gives attention to the issues involved in being an effective teacher/leader and colleague in a work environment that is often challenging and unpredictable. Invites students to reflect on these issues in light of Christian faith and beliefs. Class not open to undergraduate students.

TESL 6900 Independent Study (1–5)
Registration approval: Independent Study Agreement.
Student works with a faculty member on a mutually agreed upon topic. May be repeated for credit up to 15 credits. Class not open to undergraduate students.

TESL 6930 Language Learning Practicum (3)
Provides students the opportunity to become members of an elementary class in a language they have never studied, responsible for all activities, home-work and tests. In addition, they keep a journal and observe their learning experience. Students in the practicum meet several times with one another and the practicum supervisor for discussion and debriefing, and write a brief summary at the end of the quarter. Class not open to undergraduate students.

TESL 6940 Teaching Practicum Phase I (3)
Registration approval: Graduate Director.
Allows students to observe professional teachers in the TESOL field model teaching methods and techniques in a classroom setting. Gives students a sense of the day-by-day progress of classes - something quite different from micro-teaching a single point. Students observe ESL classes eight hours per week. In order to give maximum exposure to different levels and teaching styles, the two classes are in different subjects, at different levels, and taught by two different instructors. Students meet with host instructors and the practicum supervisor on a regular basis; these people make recommendations about students' readiness to proceed to Phase II. Class not open to undergraduate students.

TESL 6941 Teaching Practicum Phase II (3)
Registration approval: Graduate Director.
Allows students to attend class two hours daily continuing with one of the Phase I teachers and gain actual teaching experience. Students teach about 15 hours during the quarter at the host teacher's discretion. Some of these hours are done consecutively, so the student can get the feel of implementing long-term instructional plans. Phase II gives students opportunities to teach and receive immediate feedback and reflection from the host teacher. Students are observed by the practicum coordinator about two to four hours for feedback. The decision as to whether the student is ready to leave Phase II or continue for one or more additional quarters is made by the MA-TESOL committee, guided by the recommendations of the practicum supervisor and the host instructor. Class not open to undergraduate students.

THEO 6070 Comparative Religion (3)
Offers students an introduction to the primary religions of the world, providing a basis from which to understand various worldviews in the context of their historical development and their contemporary setting. Focuses on enabling future ESL/EFL instructors to gain an understanding of the religious perspectives and ethical systems which have influenced their students. Windows to the world's major faith traditions will be opened through readings in the history of the tradition (including an introduction to the key figures of that tradition), readings from important and relevant scriptures, readings on current faith and practice, some use of video materials, lecture and discussion. Course equivalent: TESL 6070. Class open to TESOL majors.

FACULTY

Kathryn Bartholomew, Associate Professor of Foreign Languages and Linguistics; Director of Graduate TESOL; B.A., University of Washington, 1969; M.A., 1970; Ph.D., 1979. At SPU since 1989.
Katya Nemtchinova, Associate Professor of TESOL and Russian; D.A., State University of New York, Stony Brook, 1997. At SPU since 1997.
Business Administration (M.B.A.)

The M.B.A. program at Seattle Pacific University is a general management degree that provides students with the skills and knowledge necessary to excel in today’s complex and changing business environment. The M.B.A. program enhances the past academic work and professional experience of students, preparing them for higher levels of responsibility. It is intended primarily for the working professional who has achieved a meaningful level of career success following the baccalaureate degree. He or she now recognizes the need to develop and expand knowledge and expertise in the management area to become more effective in current responsibilities or to open opportunities for new responsibilities.

Seattle Pacific’s School of Business and Economics is committed to providing an applied, experiential and collaborative learning environment in which business and Christian faith, ethics, and character are integrated. The objectives of the program are to develop students’ abilities to do the following:

- Provide values-based leadership from a general-management perspective.
- Think and act strategically under conditions of rapid change and uncertainty.
- Effectively manage organizations through developing people and integrating business processes with information technology.
- Apply in-depth knowledge in one of the following areas: management of business processes, human resources management, finance, information systems management, or e-business.
- Communicate effectively, work in teams, use information technology, and self-assess personal abilities, strengths, and weaknesses.

ADMISSION

In addition to general University requirements for admission, applicants must submit a three- to four-page personal essay and a current résumé. Evidence of substantive work experience (a minimum of one full year; more preferred) is a significant factor in the admission decision process. Scores above 460 (20 verbal; 24 quantitative; 3.5 analytical writing) on the GMAT are preferred. A TOEFL score of more than 565 for the paper-based test or 225 for the computer-based test (or equivalent TOEIC scores) is preferred for international (ESL) applicants.

PRE-QUALIFIED STUDENTS

Qualified individuals may take up to three pre-M.B.A. core courses if they have an undergraduate degree (as evidenced by an official transcript from an accredited institution); a minimum cumulative undergraduate grade point average (GPA) of 3.0; and a minimum of one year full-time work experience (as evidenced by a current résumé). Pre-qualified students may not take advanced or elective courses. If they wish to continue in a graduate program after taking three core courses, they must apply for admission. Pre-qualified status does not guarantee full admission at a later date.

APPLICATION DEADLINES

SPU’s School of Business and Economics admits students for all four academic quarters. The application for admission, application fee, and personal statement (essay) must be received by the dates listed below. Recommendation letters, transcripts, and test scores must all arrive before an admission decision can be made.

Advanced Courses (30 credits)

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<th>Quarter/Starting Month</th>
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<td>Autumn/September</td>
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<td>Winter/January</td>
<td>November 1</td>
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</tbody>
</table>
Spring/March       February 1
Summer/June        May 1

Application Deadlines for International Students
Quarter/Starting Month  Application Deadline
Autumn/September      June 1
Winter/January        September 1
Spring/March          December 1
Summer/June           (Not open to international students)

CONTACT
Admission into the M.B.A. program at Seattle Pacific University is administered by the School of Business and Economics. All correspondence and admission materials should be directed to the associate graduate director. Questions or requests for an admission application may be directed to the associate graduate director at 206.281.2753, faxed to 206.281.2733, emailed to mba@spu.edu or requested over the Web at www.spu.edu/sbe.

PROGRAM CURRICULUM
The M.B.A. curriculum consists of nine pre-M.B.A. foundations courses, 10 advanced courses, and five elective courses. By selecting specific sets of elective courses the degree may be tailored to meet individual needs. Current emphasis areas include e-business, management, finance, human resource management, and information systems management. All M.B.A. courses are 3 quarter credits. A minimum of 36 credits (12 courses) must be completed at SPU.

Pre-M.B.A. Foundations Core Courses (27 credits)
Skills in word processing, spreadsheets, and databases are expected upon entry into the program.
BUS 6110 Macroeconomics for Managers (3)
BUS 6120 Managerial Finance (3)
BUS 6130 Financial Accounting (3)
BUS 6132 Managerial Accounting (3)
BUS 6140 Legal Environment of Business (3)
BUS 6150 Managerial Marketing (3)
BUS 6164 Operations Management (3)
BUS 6170 Information Systems Management (3)
BUS 6171 Quantitative Methods (3)

Advanced Courses (30 credits)
BUS 6201 Christian Values, Ethics, and the Marketplace (3)
BUS 6202 Business Ethics: Issues and Moral Leadership (3)
BUS 6210 Managerial Economics (3)
BUS 6220 Financial Analysis (3)
BUS 6250 Marketing Analysis (3)
BUS 6260 Managerial Communication (3)
BUS 6263 Designing Organizations (3)
BUS 6266 Leadership in Organizations (3)
BUS 6280 Global Political Economics (3)
BUS 6299 Strategic Policy and Planning (3)

Elective Courses (15 credits)
BUS 6300 Human Resource Management (3)
BUS 6301 Labor and Employee Relations (3)
BUS 6302 Performance Management (3)
BUS 6303 Compensation and Benefits (3)
BUS 6305 Managing Cultural Diversity (3)
BUS 6320 Investments and Portfolio (3)
BUS 6321 Futures, Options, and Risk Management (3)
BUS 6322 Advanced Problems in Corporate Finance (3)
BUS 6323 International Finance (3)
BUS 6360 Organizational Development (3)
BUS 6361 Advanced Negotiations (3)
BUS 6365 The High-Technology Enterprise (3)
BUS 6367 Project Management (3)
BUS 6381 Pacific Rim Enterprise (3)
BUS 6382 European Enterprise
BUS 6390 Entrepreneurial Management (3)
BUS 6916 Managerial Issues Seminar (3)
BUS 6939 Management Consulting Practicum (3)
BUS 6969 Practice of Business (3)
ISM 6212 Information Modeling and Database Management (3)
ISM 6313 E-Business Models and Strategy (3)
ISM 6245 Networks and E-business Infrastructure (3)

Other information systems management courses may also be selected as M.B.A. electives. (See “Master of Science in Information Systems Management” courses.)

PRE-M.B.A. CORE COURSE WAIVER POLICY
The nine pre-M.B.A. foundations core courses account for 27 of the 72 quarter credit hours in the complete program. They generally are prerequisite to other core or advanced courses and cover what is generally referred to as the “common body of knowledge” relating to business education. Many students have covered some or all of this subject matter in an undergraduate program. If so, it is possible to waive core courses on the following basis:

Waivers are granted for prior coursework if the content is equivalent, the bachelor’s degree was earned within seven years (or ongoing work experience assures currency), and the course grade was at least B. (Note: The information systems management course should have been taken within three years of admission. If it is more than three years old, a competency test must be taken to waive the course.)

If the bachelor’s degree is more than seven years old (and work experience does not assure ongoing currency), or the grade was less than B but not less than C+, then students may take a competency test to waive the course. Students presenting evidence of professional certification/licensure (e.g., CLU, CPA, CMA, CFP) by a recognized accrediting body may be granted waivers for M.B.A. core courses where the content of the professional certification examination corresponds to course content and adequate continuing education activity to maintain currency is demonstrated. Such waivers may be granted without requiring past academic coursework. Competency tests may be required if currency or content equivalency is not readily obvious.

Waivers are not granted for continuing professional education courses per se, or for certificates of completion offered through corporate, industry, trade, or other continuing education providers (including colleges and universities). Waivers based on such professional development activity depend on adequate verification of content and upon demonstrated mastery and currency through competency testing.

Competency tests must be completed within the year following the student’s date of admission to the program. If the competency examination is successfully completed, the applicable M.B.A. course will be waived. If not, the student must take the M.B.A. course or successfully complete a credit-by-examination test for which a fee is charged.

TRANSFERRING ADVANCED OR ELECTIVE COURSES
The 10 advanced and five elective courses total 45 quarter credit hours, (30 advanced and 15 elective). These courses may not be waived and transfer credit from other institutions will be given only for graduate level courses covering the same body of knowledge. Students may transfer a maximum of three courses (9 credits) from other institutions with the approval of the School of Business and Economics director of graduate studies.

ADVISING FOR COURSE SELECTION
To progress through the M.B.A. program in the most efficient manner, it is recommended that students
complete the required pre-M.B.A. foundations core and advanced courses in the following order. As a general rule students should try to complete the courses in each set before beginning the next set. Students should verify that they meet course prerequisites with the associate graduate director. Care should be taken when planning for elective courses, because many of these may only be offered once each year and a few are offered only every other year. M.B.A. students may take information systems management courses as M.B.A. electives.

Set One
BUS 6201* Christian Values, Ethics, and the Marketplace (3)
BUS 6202* Business Ethics: Issues and Moral Leadership (3)
BUS 6110 Macroeconomics for Management (3)
BUS 6140 Legal Environment of Business (3)
BUS 6171 Quantitative Methods (3)
BUS 6260 Managerial Communication (3)
BUS 6266 Leadership in Organizations (3)

Set Two
BUS 6130 Financial Accounting (3)
BUS 6132** Managerial Accounting (3)
BUS 6120** Managerial Finance (3)
BUS 6150 Managerial Marketing (3)
BUS 6164 Operations Management (3)
BUS 6170 Information Systems Management (3)

Set Three
BUS 6210 Managerial Economics (3)
BUS 6263 Designing Organizations (3)
BUS 6280 Global Political Economics (3)

Set Four
BUS 6220 Financial Analysis (3)
BUS 6250 Marketing Analysis (3)
BUS 6299 Strategic Policy and Planning (3)

*BUS 6201 and BUS 6202 must be completed as two of the first five courses taken in the M.B.A. program; 6201 should precede 6202.

**BUS 6132 should precede BUS 6120.

Note: Certain courses are scheduled to provide a logical progression through the subject matter. One such sequence starts with Financial Accounting during Autumn Quarter and ends with Managerial Finance in Spring Quarter.

COURSE DESCRIPTIONS
BUS 6110 Macroeconomics for Managers (3)
Registration approval: Coordinator.
Analyzes aggregate demand, national income, employment and price level, and describes fiscal and monetary policy. Particular emphasis is given to the application of macroeconomic theory to the analysis and forecasting of economic trends and cycles, business condition analysis and strategic planning in the firm. Examines current economic conditions. Class open to graduate students.

BUS 6120 Managerial Finance (3)
Registration approval: Coordinator.
Prerequisites: BUS 6132.
Develops a working knowledge of basic corporate financial concepts and tools, organized around four key functional areas of the financial manager: valuation decisions, financial planning, asset structure decisions and ownership structure decisions. Class open to graduate students.

BUS 6130 Financial Accounting (3)
Registration approval: Coordinator.
Covers the principles, concepts and procedures underlying the preparation and interpretation of financial statements. Class open to graduate students.

BUS 6132 Managerial Accounting (3)
Registration approval: Coordinator.
Prerequisite: BUS 6130.
Completes certain financial accounting topics not covered in BUS 6130 and introduces the principles of managerial accounting. Describes the development and use of accounting for management planning, control and decision making. Class open to graduate students.

BUS 6140 Legal Environment of Business (3)
Registration approval: Coordinator.
Studies the legal environment in which businesses operate. Includes topics such as corporate law, partnership law, agency law, federal regulation of business (e.g., anti-trust and consumer protection), and business torts and crimes. Class open to graduate students.

BUS 6150 Managerial Marketing (3)
Registration approval: Coordinator.
Explores the role of marketing in the economy and examines marketing concepts and their application in domestic, global marketing and e-business contexts. Students apply learning to cases and by preparing marketing plans. Class open to graduate students.

BUS 6164 Operations Management (3)
Registration approval: Coordinator.
Presents a systems-based orientation to production/operations processes and process improvement. Uses an application approach to developing understanding, analysis, and revision of operations activities. Applies project management and other analytical tools relevant to production/operations processes. Class open to graduate students.

BUS 6170 Information Systems Management (3)
Registration approval: Coordinator.
Introduces the basic framework and key concepts of information systems. Primary focus is on the strategies and programs needed to manage information as a strategic resource. Explores management and effects of information technology and the Internet on business in an environment of technological and organizational change. Reviews information technology skills needed by managers. Course equivalent: ISM 6211. Class open to graduate students.

BUS 6171 Quantitative Methods (3)
Registration approval: Coordinator.
Examines the basic tools and concepts of descriptive statistics and statistical inference including probability distributions, confidence intervals, hypothesis testing, and analysis of variance. Students will work with microcomputers to solve applied problems. Class open to graduate students.

BUS 6201 Christian Values, Ethics and the Marketplace (3)
Registration approval: Coordinator.
Surveys basic biblical and Christian concepts of morality with application to issues of the business community. Analyzes the elements of moral development and ethical decision making and their application to representative moral dilemmas. Must be completed as one of the first five courses in the program. Class open to graduate students.

BUS 6202 Business Ethics: Current Issues and Moral Leadership (3)
Registration approval: Coordinator.
Prerequisite: BUS 6201.
Covers ethical reasoning as it applies to business situations. Specific topics include corporate social responsibility, affirmative action, dispute resolution, consumer protection, employee rights, advertising ethics, and economic justice and issues arising from the use of information technology. Must be completed as one of the first five courses in the program. Class open to graduate students.

BUS 6210 Managerial Economics (3)
Registration approval: Coordinator.
Prerequisites: BUS 6110, 6171.
Integrates and applies principles of economics and statistics that are important to managerial decision making and policy planning. Topics include demand and cost analysis, profit maximization and production decisions, industry structures and competitive behavior, pricing strategies, and government intervention in the marketplace and the effects of information technology. Employs marginal analysis and regression analysis. Class open to graduate students.

BUS 6220 Financial Analysis (3)
Registration approval: Coordinator.
Prerequisite: BUS 6120.
Provides experience in applying concepts and tools of financial analysis to evaluate financial performance and value investment opportunities. Class open to graduate students.

BUS 6250 Marketing Analysis (3)
Registration approval: Coordinator.
Prerequisites: BUS 6120, 6150, 6210, 6260.
Provides experience in strategic marketing decision making and application of tools for evaluating market opportunities and marketing performance. Addresses various marketing contexts, including e-businesses and the use of information technology in marketing. Class open to graduate students.

BUS 6260 Managerial Communication (3)
Registration approval: Coordinator.
Considers the theoretical base from which to approach the effective structuring, transmission and reception of various forms of messages within the context of a complex organization. Applies basic communication theory, interpersonal dynamics, small group processes, communication networks, technology, and both oral and written forms of message transmission to various communication situations. Must be completed as one of the first six courses in the program. Class open to graduate students.

BUS 6263 Designing Organizations (3)
Registration approval: Coordinator.
Prerequisites: BUS 6170 or ISM 6211, 6266.
Examines organizational theories and relevant research as the basis for effective design of organizations, especially knowledge intensive organizations that depend on the development and deployment of intellectual resources. Explores the effectiveness of organizational structures and processes and the effects of information technology on organization design. Class open to graduate students.

BUS 6266 Leadership in Organizations (3)
Registration approval: Coordinator.
Introduces theory and research directed at the problems of understanding, predicting and influencing individual and group behavior in the context of a diverse workforce. Covers effectiveness in leading and stewarding the human capital in organizations. Includes topics such as leadership, motivation and behavioral change, decision making, strategic vision, group dynamics, team building, communication processes, power, conflict and stress management. Integrates self-assessment of leadership skills. Class open to graduate students.

BUS 6280 Global Political Economics (3)
Registration approval: Coordinator.
Prerequisite: BUS 6110.
Considers international economic relations, comparative national systems and global economy, with focus upon perspectives especially useful to management strategy in international business. Includes topics such as international trade and finance, major types of national political economies, multinational corporate structures and strategies, development processes and implications for business practices. Addresses the implications of the Internet on international business. Class open to graduate students.

BUS 6299 Strategic Policy and Planning (3)
Registration approval: Coordinator.
Prerequisites: BUS 6202, 6220, 6250, 6263, 6280.
Develops students' ability to think strategically. Gives experience in analyzing and solving complex strategic business issues, including the effects of information technology on business models and technology transfer. Blends functional and strategic management, and introduces students to the best new thinking in strategy. Integrates previous M.B.A. learning, and instills a broadened perspective. Class open to graduate students.
BUS 6300 Human Resource Management (3)
Registration approval: Coordinator.
Introduces students to principles of effective management of human capital in organizations. Examines theory, research and practice in the areas of strategic human resource planning, job analysis, recruiting and selection, training and development, performance management, compensation and benefits, as well as government regulation relating to these practices. This course is taught from a general management perspective. Class open to graduate students.

BUS 6301 Labor and Employee Relations (3)
Registration approval: Coordinator.
Prerequisite: BUS 6300.
Survey course designed to help students understand American Labor history, why employees join labor unions, the basics of collective bargaining, media relations, grievance handling, unfair labor practices, and negotiating techniques and strategies. Class open to graduate students.

BUS 6302 Performance Management (3)
Registration approval: Coordinator.
Addresses ways to improve employee performance through the development and implementation of strategic performance management systems. Covers the various kinds of systems used by organizations to evaluate and reward employee performance appraisal. Topics include goal setting, coaching, giving feedback and employee discipline. Class open to graduate students.

BUS 6303 Compensation and Benefits (3)
Registration approval: Coordinator.
Prerequisite: BUS 6300. Overview of employee compensation and benefit plans. Includes insurance and retirement plans, profit-sharing, pay administration, pay-base determination, market surveys, comparable worth and pay incentives. Class open to graduate students.

BUS 6305 Managing Cultural Diversity (3)
Registration approval: Coordinator.
Builds awareness and appreciation of cultural diversity in the workforce. Examines strategies for encouraging, accommodating and utilizing diversity as a competitive advantage domestically and globally. Introduces a model of change processes and applies it to diversity issues. Class open to graduate students.

BUS 6320 Investments and Portfolio Management (3)
Registration approval: SBE coordinator.
Prerequisite: BUS 6120.
Studies securities markets and the processes of risk analysis, valuing securities, selecting investments, and portfolio construction and management. Class open to graduate.

BUS 6321 Futures, Options and Risk Management (3)
Registration approval: SBE coordinator.
Prerequisite: BUS 6320.
Studies futures and options markets, pricing, and their use in asset allocation, hedging and risk management. Class open to graduate students.

BUS 6322 Advanced Problems in Finance (3)
Registration approval: SBE coordinator.
Prerequisite: BUS 6220.
Studies various corporate finance problems through projects and case studies. Class open to graduate students.

BUS 6323 International Finance (3)
Registration approval: SBE coordinator.
Prerequisites: BUS 6120 and 6280.
Studies the principles of finance in the international context, including the monetary system, financing of international trade, balance of payments, exchange rates and exchange risk, foreign security markets, international sources of capital, and analysis of foreign investments. Class open to graduate students.

BUS 6360 Organizational Development (3)
Registration approval: Coordinator.
Prerequisite: BUS 6263.
Examines principles and methods in organization development. Encourages a systems-based approach to organizational change and problem solving. Uses an action research model emphasizing a collaborative process of diagnosis, action planning, intervention and evaluation. Class open to graduate students.

BUS 6361 Advanced Negotiations (3)
Registration approval: Coordinator.
Study of principled negotiating skills with the goal of preparing managers to participate constructively in organizational politics, to develop personal values and to influence others in ways consistent with Christian ethics. SBE Mgt/IB Dept. Class open to graduate students.

BUS 6365 The High Technology Enterprise (3)
Registration approval: Coordinator.
Addresses the administrative and strategic issues specific to high-tech companies. Class open to graduate students.

BUS 6367 Project Management (3)
Registration approval: Coordinator.
Prerequisite: BUS 6164.
Management (evaluating, planning and scheduling) of complex projects. Topics include leadership of project teams, work breakdowns, planning models (PERT/CPM) and project management software, resource management, time-cost trade-offs, and managing project crises. Students will work in teams to develop a complete project plan. Class open to graduate students.

BUS 6381 Pacific Rim Enterprise (3)
Registration approval: Coordinator.
Prerequisites: BUS 6280.
Study of trading relations among Pacific Rim countries. Class open to graduate students.

BUS 6382 European Enterprise (3)
Registration approval: Coordinator.
Prerequisite: BUS 6280.
Study of trading relations among European nations. Class open to graduate students.

BUS 6390 Entrepreneurial Management (3)
Registration approval: Coordinator.
Prerequisites: BUS 6120, 6150.
Examines the characteristics of the entrepreneurial personality and the processes for the development of new ventures including e-business and technology-based ventures. Students prepare business plans and interact with entrepreneurs. Class open to graduate students.

BUS 6900 Independent Study (1-6)
Registration approval: Independent Study Agreement.
Provides the opportunity to study a topic of special interest under faculty supervision. May be repeated for credit up to 15 credits. Class open to graduate students.

BUS 6916 Managerial Issues Seminar (1-6)
Registration approval: Coordinator.
Discusses variable topics related to the effective management of organizations. May be repeated for credit up to 6 credits. Class open to graduate students.

BUS 6939 Management Consulting Practicum (1-6)
Registration approval: Coordinator.
Presents an application of academic scholarship to a "real life" enterprise case. May be repeated for credit up to 6 credits. Class open to graduate students.

BUS 6969 Practice of Business (1-6)
Registration approval: Coordinator.
Prerequisites: BUS 6220, 6250, 6263.
Allows students to apply the tools and concepts learned in other disciplines to a major strategic project of his or her own design such as a new business venture, an acquisition, a corporate reorganization or similar undertaking. A proposal/learning contract, signed by the student and sponsoring faculty member, must be
approved by the graduate program director. May be repeated for credit up to 6 credits. Class open to graduate students.

Information Systems Management (M.S.)

We live in a society that is increasingly dependent upon the exchange of information and information services. More and more organizations recognize that their information resources are high-value assets of strategic significance and they rely upon rapid access and evaluation of accurate information for their survival.

The application of information technology and information systems is changing not only the way organizations do business but also organizational structures. Competition and cooperation in our global, networked, and dynamic environment has created a need for people who can work together in teams and apply information technology and information systems to meet organizations’ information requirements.

This program serves managers who want to know how to apply information technology and information systems to solve important problems in organizations. It also serves systems analysts and designers with computer science backgrounds who need to understand the broader role of information systems in organizations. The program prepares a student to integrate information systems and business processes as a project manager, an information manager, and, ultimately, as a CIO.

Seattle Pacific University’s School of Business and Economics is committed to providing an applied, experiential, and collaborative learning environment in which information systems and Christian faith, ethics, and character are integrated. A team-centered educational approach provides students with opportunities for extensive group work and group interaction. Hands-on application of information technology is emphasized. The objectives of the information systems management (ISM) program are to develop students’ ability to do the following:

- Provide values-based leadership in the planning, development, and management of information systems.
- Effectively integrate information systems with business strategies, processes, and decision making.
- Evaluate the effects of information systems on organizations and personnel, and assist in managing the resultant transitions.
- Communicate effectively, work in teams, and self-assess personal abilities, strengths and weaknesses.

ADMISSION

In addition to general University requirements for admission, applicants must submit a three- to four-page personal essay and a current résumé. Evidence of a minimum of one full year of work experience is a significant factor in the admission decision process. GRE scores above 525 quantitative and 450 verbal minimum are preferred or GMAT scores above 460. A TOEFL score of more than 565 for the paper-based test or 225 for the computer-based test (or equivalent TOEIC scores) is preferred for international ESL applicants.

PRE-QUALIFIED STUDENTS

Qualified individuals may take up to two background courses if they have an undergraduate degree (as evidenced by an official transcript from an accredited institution); a minimum cumulative undergraduate GPA of 3.0; and a minimum of one year full-time work experience (as evidenced by a current résumé). Pre-qualified students may not take advanced or elective courses. If they wish to continue in a graduate program, they must apply for admission. Pre-qualified status does not guarantee full admission at a later date.

APPLICATION DEADLINES

The School of Business and Economics admits students for all four academic quarters. The application for admission, application fee, and personal statement (essay) must be received by the dates listed below.
Recommendation letters, transcripts, and test scores must all arrive before an admission decision can be made.

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<tr>
<th>Quarter/Starting Month</th>
<th>Application Deadline</th>
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<td>Autumn/September</td>
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<td>Winter/January</td>
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<td>Spring/March</td>
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<td>Summer/June</td>
<td>May 1</td>
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Application Deadlines for International Students

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<tr>
<th>Quarter/Starting Month</th>
<th>Application Deadline</th>
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<tr>
<td>Autumn/September</td>
<td>June 1</td>
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<td>Winter/January</td>
<td>September 1</td>
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<tr>
<td>Spring/March</td>
<td>December 1</td>
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<tr>
<td>Summer/June</td>
<td>(Not open to international students)</td>
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CONTACTS

Admission into the ISM program at Seattle Pacific University is administered by the School of Business and Economics. All correspondence and admission materials should be directed to the associate graduate director. Questions or requests for an admission application may be directed to the associate graduate director at 206.281.2753, faxed to 206.281.2733, or emailed to ism@spu.edu. For more information, visit www.spu.edu/sbe.

PREREQUISITES

Students must show familiarity with programming or Web development. Skills in word processing, spreadsheets, and databases are also prerequisite. Background courses generally precede and are sometimes prerequisite to other core or elective courses. Background courses (6 credit hours) cover basic business processes that must be understood to achieve the program’s objectives. Many students have covered some or all of this subject matter in an undergraduate program. If so, it is possible to waive background courses on the following basis:

1. If the student has a bachelor's degree that was earned within seven years of admission to the ISM program, any courses completed that cover the same body of knowledge as background courses in the ISM program may be waived. To qualify, a minimum grade of B or better must have been received in the undergraduate course. Courses taken pass/no credit will not waive the ISM background course requirement.
2. If the bachelor’s degree was completed more than seven years prior to admission, or if the grade in the undergraduate course is below B but not below C+, the student may take a competency examination in the subject. Competency tests must be completed within the year following the student's date of admission to the program. If the competency examination is successfully completed, the applicable ISM course will be waived. If not, the student must take the ISM course as a regular student or successfully complete a credit by examination test for which tuition and an examination fee are charged.

REQUIRED COURSES

Required courses total 36 credit hours. These courses may not be waived and transfer credit from other institutions will be given only for graduate-level courses covering the same body of knowledge. Students may transfer a maximum of three courses (9 credits) from other institutions with the approval of the School of Business and Economics director of graduate studies.

ELECTIVE COURSES

Elective course offerings will vary each year based on student interest and relevance of subject matter to the information systems community.
PROGRAM CURRICULUM
The curriculum consists of prerequisites and background courses (which may be waived by previous coursework), 12 required courses and three elective courses.

Background Courses (6 credits)
BUS 6130 Financial Accounting (3)
BUS 6164 Operations Management (3)

Required Courses (36 credits)
BUS 6201 Christian Values, Ethics, and the Marketplace (3)
BUS 6260 Managerial Communication (3)
BUS 6266 Leadership in Organizations (3)
SM 6211 Introduction to Information Systems Management (3)
ISM 6212 Information Modeling and Database Management (3)
ISM 6213 Enterprise Analysis and Integration (3)
ISM 6225 Ethical, Legal, and Social Environment of Information Management (3)
ISM 6231 Information Systems Project Management I (3)
ISM 6232 Information Systems Project Management II (3)
ISM 6245 Networking and E-Business Infrastructure (3)
ISM 6313 E-Business Models and Strategy (3)
ISM 6331 Information Systems Security (3)

Elective Courses (9 credits)
ISM 6255 Advanced Database (3)
ISM 6335 Software Engineering Management (3)
ISM 6345 Distributed Applications (3)
ISM 6348 End-User Computing (3)
ISM 6910 Seminar in ISM (3)
ISM 6930 ISM Consulting Practicum (3)
ISM 6960 Master’s Project (3)

(BUS 6365 and BUS 6390 may be taken.)

ADVISING FOR COURSE SELECTION
To progress through the ISM program in the most efficient manner it is recommended that students follow the curriculum flow model below. ISM students may take one M.B.A. course as an ISM elective. Students should verify that they meet the M.B.A. course prerequisites with their advisor.

Year One
BUS 6130 Financial Accounting (3)
BUS 6164 Operations Management (3)
ISM 6211 Introduction to Information Management (3)
ISM 6212 Information Modeling and Database Management (3)
BUS 6201 Christian Values, Ethics, and the Marketplace (3)
BUS 6266 Leadership in Organizations (3)
ISM 6313 E-Business Models and Strategy (3)
ISM 6245 Networking and E-Business Infrastructure (3)

Year Two
BUS 6260 Managerial Communication (3)
Elective (3)
ISM 6231 Information Systems Project Management I (3)
ISM 6312 Information Systems Security (3)
ISM 6225 Ethical, Legal, and Social Environment of Information Management (3)
ISM 6232 Information Systems Project Management II (3)
ISM 6213 Enterprise Analysis and Integration (3)
Elective (3)
COURSE DESCRIPTIONS

(See M.B.A. program for BUS course descriptions.)

ISM 6211 Introduction to Information Systems Management (3)
Registration approval: Coordinator.
Introduces the key concepts, components, strategies and programs needed to manage information as a strategic resource. Explores the impact of managing information in an environment of constant technological and organizational change. Course equivalent: BUS 6170. Class open to graduate students.

ISM 6212 Information Modeling and Database Management (3)
Registration approval: Coordinator.
Explores the various processes involved in the creation of logical representations of information. Discusses in detail semantic data models, entity-relationship models, relational data models, the object-oriented paradigm, normalization and data flow diagrams. Introduces the use of CASE tools to support modeling activities. Class open to graduate students.

ISM 6213 Enterprise Analysis and Integration (3)
Registration approval: Coordinator.
Prerequisite: ISM 6211, 6212, 6232 and BUS 6130, 6164.
Treats the enterprise as an integrated system. Investigates problems with traditional approaches, identifies issues and potential solutions. Explores techniques for developing information architectures and integrating information strategic and tactical plans with business plans. Addresses managing information systems and organizational changes brought about by information systems. Class open to graduate students.

ISM 6225 Ethical, Legal, and Social Environment of Information Management. (3)
Registration approval: Coordinator.
Prerequisite: ISM 6211 and BUS 6201.
Explores the moral and legal implications of information management issues. Includes topics such as security, privacy, transborder data flow, information ownership and responsibility, information as power, vendor relations, virtual organizations, employee relations, discrimination, behavior in and out of the work place, and other related issues. Class open to graduate students.

ISM 6231 Information Systems Project Management I (3)
Registration approval: Coordinator.
Prerequisite: ISM 6211, 6212 and BUS 6260, 6266.
Introduces the software development life cycle, techniques and tools used, and project management methods. Includes feasibility, analysis and requirements definition. Explores the provision of values-based leadership to IS project teams. Class open to graduate students.

ISM 6232 Information Systems Project Management II (3)
Registration approval: Coordinator.
Prerequisite: ISM 6231
Continues the system development and management practices begun in ISM 6231. Covers the techniques, tools, project management methods and leadership issues related to managing the activities of the design, development, test, implementation and maintenance stages of the software development life cycle. Compares other SDLC approaches including object-oriented and rapid application development. Class open to graduate students.

ISM 6245 Networking and E-Business Infrastructure (3)
Registration approval: Coordinator.
Prerequisite: ISM 6211.
Explores the technologies needed to design, implement and manage effective computer networks. Includes local area network, Internet, intranet, and extranet architectures and issues in e-business systems implementation. Class open to graduate students.

ISM 6255 Advanced Database and Information Management (3)
Registration approval: Coordinator.
Prerequisite: ISM 6211, 6212.
Introduces database concepts from a management perspective. Explores database management and implementation issues relative to technology and the enterprise information architecture and plan. Includes selecting, managing, and using tools to support the data management, functions (structures, standards, languages, dictionaries, measurement, integrity, security, privacy, etc.). Class open to graduate students.
ISM 6313 E-Business Models and Strategy (3)
Registration approval: Coordinator.
Prerequisite: ISM 6211 or BUS 6170.
Provides an overview of the e-business environment. Includes the competitive landscape of e-business, components and appraisal of e-business models, strategies and value configurations. Class open to graduate students.

ISM 6331 Information Systems Security (3)
Registration approval: Coordinator.
Prerequisite: ISM 6211.
Develops an understanding of information systems security issues. Addresses security policy creation, risk evaluation and implementation of security measures in organizations. Examines privacy and ethical issues and legal requirements. Class open to graduate students.

ISM 6335 Software Engineering Management (3)
Registration approval: Coordinator.
Prerequisite: ISM 6211.
Explores issues in software engineering such as programming methodologies, reusability, software quality assurance, CASE tools, software metrics and tools to evaluate, control and estimate the software life cycle. Class open to graduate students.

ISM 6345 Distributed Applications (3)
Registration approval: Coordinator.
Prerequisite: ISM 6245. Examines technical options in computer architectures, servers, operating systems, telecommunication and networks, as well as management and performance issues related to distributed client server, Web-based and mobile/wireless computing. Class open to graduate students.

ISM 6348 End-User Computing and Interface Design (3)
Registration approval: Coordinator.
Prerequisite: ISM 6211.
Explores the establishment of an effective end-user computing environment. Investigates issues of hardware and software acquisitions in light of rapid obsolescence, introduction of new technologies, information centers, communications connectivity, growth of the Internet, information systems architecture, performance measurement, data sharing and work-flow changes. Class open to graduate students.

ISM 6900 Independent Study (3-6)
Registration approval: Independent Study Agreement.
Provides the opportunity for a student to study a topic of special interest under faculty supervision. May be repeated for credit up to 15 credits. Class open to graduate students.

ISM 6910 Seminar in Information Systems Management (1-6)
Registration approval: Coordinator.
Prerequisite: ISM 6211. Explores variable topics related to effective management of information systems. May be repeated for credit up to 6 credits. Class open to graduate students.

ISM 6930 Information Systems Management Consulting Practicum (3-6)
Registration approval: Coordinator.
Prerequisite: ISM 6231.
Provides an opportunity for students to gain practical experience in the information systems management field under instructor supervision. May be repeated for credit up to 6 credits. Class open to information systems management majors. Class open to graduate students.

ISM 6960 Master's Project (3)
Registration approval: Coordinator.
Prerequisite: ISM 6231.
Allows students to complete an independent project designed and driven by the student(s) to demonstrate proficiency in completing an information management project or performing research to further the state of the art in a particular area of ISM. May be repeated for credit one time. Class open to information systems management majors. Class open to graduate students.
FACULTY
Nancy Christie, Associate Professor of Accounting; B.A., Marshall University; Master of Accountancy, Virginia Polytechnic Institute and State University, 1986; Ph. D., Virginia Polytechnic Institute and State University, 1990. At SPU since 2003.

Denise Daniels, Associate Professor of Management; B.A., Wheaton College, 1991; Ph.D., University of Washington, 1997. At SPU since 1996.

Douglas A. Downing, Associate Professor of Economics and Undergraduate Director; B.S., Yale University, 1979; M.A., 1982; Ph.D., 1987. At SPU since 1983.


Gary L. Karns, Associate Dean and Associate Professor of Marketing; M.B.A./ISM Graduate Director; B.B.A., University of Oklahoma, 1976; M.B.A., 1977; Ph.D., University of Washington, 1987. At SPU since 1979.

Herbert E. Kierulf, Donald Snellman Chair of Entrepreneurship; Professor of Finance and Entrepreneurship; B.A., Stanford University, 1959; M.B.A., University of Southern California, 1964; D.B.A., 1967. At SPU since 1980.

Kenneth E. Knight, Professor of Management and Information Systems; B.S., Yale University, 1959; M.S., Carnegie-Mellon University, 1961; Ph.D., 1964. At SPU since 1989.

Ryan C. LaBrie, Associate Professor of Management and Information Systems; B.S., Seattle Pacific University, 1993; M.S.-ISM, 1997; Ph.D., Arizona State University, 2004. At SPU since 2004.

Henry L. Petersen, Assistant Professor of Management; B.S., University of Calgary, 1993; M.S., 1999; Ph.D., 2003. At SPU since 2003.

Joanna K. Poznanska, Professor of International Business and Economics; M.A., University of Warsaw, 1970; Ph.D., Technical University of Warsaw, 1976; post-graduate studies at Cornell University; Researcher, Woodrow Wilson School of Public and International Affairs, Princeton University, 1980–1981. At SPU since 1988.

James F. Rand, Clinical Professor; B.S., Marquette University, 1963; LL.B., LaSalle University, 1972; Ph.D., California Western University, 1976. At SPU since 1993.

Regina P. Schlee, Associate Professor of Marketing; B.A., University of Nevada, 1976; M.A., Washington State University, 1978; Ph.D., 1981. At SPU since 1984.


Lisa Klein Surdyk, Associate Professor of Economics; B.A., Seattle Pacific University, 1987; Ph.D., University of Washington, 1991. At SPU since 1991.
Jeff Van Duzer, Dean; Associate Professor of Business Law and Ethics; B.A., University of California-Berkeley, 1976; J.D., Yale School of Law, 1979. At SPU part-time since 1998; full-time since 2001.

Kenman L. Wong, Associate Professor of Business Ethics; B.S., Biola University, 1986; M.B.A., University of Washington, 1987; Ph.D., University of Southern California, 1996. At SPU since 1997.
As a community of learners, Seattle Pacific University is committed to evangelical Christian faith and values, and to excellence in teaching and scholarship for the intellectual, personal, and spiritual growth of students. The mission of Seattle Pacific’s School of Education is to prepare educators for service and leadership in schools and communities by developing their professional competence and character within a framework of Christian faith and values.

The following conceptual framework has been adopted by the SPU School of Education to explain in more detail how we understand our mission. It describes the abilities, skills, and knowledge that we expect graduates of our program to be able to demonstrate.

1. **Foundational knowledge and skills.** Articulate key philosophies, theories, concepts, values, principles, and facts, and demonstrate the essential skills that underlie the content of the professional discipline and vocational goal for which you are being prepared.  
2. **Leadership.** Demonstrate the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, and to help teams achieve goals. Demonstrate the ability to manage goals to completion.  
3. **Communication.** Demonstrate the ability to listen, speak, read, and write with integrity, and effectively use traditional and new media. Make connections that create meaning between yourself and your audience.  
4. **Analysis and problem solving.** Demonstrate the ability to separate an idea or incident into its component parts. Individually, or as a part of a team, use values and the skills of the discipline for developing a theory or solution, and evaluate its effectiveness.  
5. **Professionalism.** Demonstrate a commitment to vocational integrity, the goals of the discipline, activity in the professional community, and continued professional development.  
6. **Impact on student learning.** Demonstrate the ability to design, implement, and evaluate programs, activities, or lessons appropriate to the professional role for which you are being prepared and that have a measurable direct or indirect positive impact on student learning.

**Master of Education (M.Ed.)**

It has been said that there is no medicine like hope; no incentive so great and no tonic so powerful as expectation of something better tomorrow. Education is a prime giver of hope. It brings light to dark places, reveals options never before considered, and equips individuals with precise tools for lifelong learning. To impart that hope as an educator is a high privilege.

The graduate programs in the School of Education will provide teachers with the opportunity to enhance their knowledge of the classroom. Should they desire to become a principal or school counselor, Seattle Pacific University offers a master’s degree and/or certificate program.

The Master of Education (M.Ed.) program represents a carefully articulated sequence of advanced courses that are natural extensions of the student’s undergraduate academic and professional coursework and teaching experience. Courses emphasize both theory and practice. A successfully completed Seattle Pacific master’s degree in education gives an individual the following:

- An understanding of the historical, social, economic, legal, political, and technological forces that shape the American educational system.  
- A knowledge of, and the ability to apply, theories of teaching and learning to classroom, school, and related settings.  
- Extensive knowledge of the literature, research, and trends in an area of professional specialization.  
- The ability to communicate effectively using the written and spoken word.  
- The necessary information and skills to access, interpret, apply, evaluate, and contribute to the research and related literature of education.  
- An appreciation of the diversity found in our culture and other cultures.
A view of education as a helping profession supported by the unique contribution of a Christian university helping to shape those views.

All degrees are accredited through the National Council for Accreditation of Teacher Education (NCATE) and the Washington State Board of Education.

GRADUATE EDUCATION PROGRAMS OFFERED

Master of Education Degree
- Curriculum and Instruction, with specializations in Teaching and Learning, Teaching and Learning (online), and Reading and Language Arts
- Educational Leadership
- School Counseling
- Master of Arts in Teaching Degree (secondary, elementary, and alternative route to certification)
- Doctor of Education Degree

Certificate-Only Programs (For those with a master’s degree)
- School Counselor Certification
- Principal Certification
- Superintendent Certification

APPLICATIONS

Applications are accepted throughout the year. Early program admission is required. Ideally, the graduate application and other necessary items should be filed with the graduate program manager in the School of Education one quarter before the quarter in which program coursework will begin, so that the process of admission will be completed before initial enrollment. However, all application items, including test scores, should be filed with the graduate program manager in the School of Education by the first week of the quarter in which program coursework is to begin. In addition to general requirements of the University, specific program admission requirements include verification that a program for teacher’s certification was completed. Applicants to degree programs should have obtained a score of 35 or better on the MAT, or 950 or better on the GRE (verbal plus quantitative). Applicants to “certification only” programs must have completed a master’s or other advanced degree. Admission and application materials may be obtained from The Graduate Center by calling 206.281.2091 or 800.601.0603.

Newly admitted students will be assessed a one-time e-folio assessment fee at the time that they enroll for their first course.

Note: The School Counseling, Doctoral, Master of Arts in Teaching, and the Executive Leadership and Superintendent Certification programs each have specific admission dates. Refer to each respective program’s information for its admission date.

POLICIES FOR SUMMER COURSES

No more than 6 graduate (6000-level) credits may be taken in one four-week Summer Session term. Since most graduate education courses are 3 credits and extend one four-week session only, a maximum of 12 credits can be taken in most summers.

Exception: If students enroll in EDU 6970 Interpreting and Applying Educational Research I or EDU 6971 Interpreting and Applying Educational Research II during the summer, they are permitted to take only one additional 3-credit graduate class per session because the courses, Interpreting and Applying Educational Research I and Interpreting and Applying Educational Research II, extend the full eight weeks of Summer Session. EDCO 6672 Organization and Administration of PK–12 Guidance Programs also extends the full eight weeks of Summer Session. This limits the maximum credits to 9 for that summer.

OFF-CAMPUS COURSES

Graduate education courses in school administration are offered at such off-campus locations as the Olympic Educational Service District in Bremerton, ESD #113 in Olympia, in Mt. Vernon/Burlington, and the Federal Way School District Administrative Office in Federal Way. Check the online schedule to determine when these occur.
COURSE SCHEDULING

**Academic year.** To accommodate working students, on-campus courses are scheduled in the evenings, either from 4:30–7:05 p.m. or from 7:10–9:45 p.m. Off-campus courses are usually scheduled from 4:30–7:05 p.m. Course schedules for the coming year are available online beginning in April for the subsequent academic year.

**Summer Session.** Summer Quarter (Summer Session) consists of two four-week sessions. Session One begins late June and ends mid-July. Session Two begins late July and ends mid-August. Graduate education classes generally meet during one session only, from Monday through Thursday, for a designated two-hour period. Interpreting and Applying Educational Research I, Interpreting and Applying Educational Research II, and Organization and Administration of PK–12 Guidance Programs meet twice weekly, for designated two-hour periods, over both sessions (i.e., the entire eight weeks of Summer Session).

MASTER'S THESIS

The master’s thesis is a formal investigation into a research question that involves original data and primary sources, thus resulting in a scholarly manuscript suitable for binding and possible publication. It is not a requirement for a master of education degree, but an elective only. Examples include the following: (1) empirical research with results of interest and importance to the profession as a whole; (2) action or evaluation research that uses qualitative or quantitative data and provides results useful for local or state purposes; (3) a thorough review of literature and research on a topic important to the profession; and (4) an historical or philosophical analysis of recurring themes and issues in education.

Thesis research is conducted under the direction of a three-person committee, with a chairperson (selected by the student) responsible for the majority of guidance given to the student. Mentoring of the student is a primary concern. A copy of the thesis will be bound and kept in the SPU Library. Students may, but are not required to, order one or more copies for their own use.

A thesis should be at least 6 credits, but may be as many as 15 and is strongly recommended for those intending to apply for doctoral studies in the future. Individuals wishing to complete a thesis should contact the graduate program manager well in advance for written procedures.

EDU 6970 Interpreting and Applying Educational Research I, EDU 6971 Interpreting and Applying Educational Research II, and EDU 6972 Accountability Research and Measurement are prerequisites to the master’s thesis.

MASTER'S PROJECT

The master’s project is a 3-credit activity involving the practical application of knowledge and skills resulting in a product usable in the individual’s professional or potential role. It is not a requirement for a master of education degree, but an elective only. Hence, it is not an option for some programs. Examples of projects include the following:

1. The development of district or school educational goals based upon needs assessment and literature review;
2. The development of a curriculum and curriculum materials for a given set of district or school educational goals;
3. The compilation of teaching resources and materials for a given curriculum; and
4. The design of a program development and evaluation model for use in a school or district setting. Projects are not bound or retained by the School of Education.

The master’s project is conducted under the direction of a faculty supervisor (selected by the student), who is responsible for the majority of guidance given to the student. Mentoring of the student is a primary concern.

A project should not exceed 3 credits. Individuals wishing to complete a project should contact the graduate program manager well in advance for written procedures.

EDU 6970 Interpreting and Applying Educational Research I and EDU 6971 Interpreting and Applying Educational Research II are prerequisites to the master’s project.
COMPREHENSIVE EXAMINATION
A comprehensive exam is required for most graduate education programs, with the exception of the master of arts in teaching and the non-degree program for school-principal certification. This examination process is designed to help the student synthesize and apply information gained throughout the course of the graduate education program in which he or she was enrolled. The exam is usually taken during the last quarter of coursework or the first quarter thereafter. In all cases it is written. The educational leadership degree also includes an oral defense of the written responses. An application for the comprehensive exam should be submitted to the graduate program manager in the School of Education two quarters before the test will be taken. After the application is received, a student is sent instructions regarding the writing of the exam in his or her program.

CERTIFICATION
Continuing Teacher’s Certificate
Any SPU master’s degree within the School of Education may be used to fulfill the academic requirement for the continuing teacher’s certificate. Applications for this credential can be requested from and processed by the ESD (Educational Service District) which served the individual’s school district.

Professional Teacher’s Certificate
The professional certificate will replace the continuing teacher’s certificate for those teachers who originally obtain the residency certificate and for those whose initial certificate renewals expire before completion of the continuing certificate. (See additional information in the Curriculum and Instruction master’s degree section.)

Other Washington State Certificates
Students who need to renew an initial teacher’s certificate during their course of study, or who complete a program resulting in a specific type of state certification (e.g., residency teacher, school counselor, or school administrator) must formally apply for the credential as follows:

- Residency teacher. (Applies to master of arts in teaching only.) Students pursuing the master of arts in teaching will apply as part of the completion of the “initial certification” portion of this degree.
- Initial teacher (renewal). Those who need to renew an initial teacher’s certificate apply while their graduate program is in progress, provided 15 quarter credits have been completed since the currently valid credential was issued.
- Initial school counselor. Students enrolled in a program meeting qualifications for school counselor’s certification (ESA) should apply soon after program completion for certification.
- Initial school principal. Students enrolled in a program meeting qualifications for school principal certification should apply soon after program completion for certification.

Request applications for these certificates from The Graduate Center by calling 206.281.2091 or 800.601.0603.

Curriculum and Instruction (M.Ed.)
Teacher-related graduate degrees requiring residency certification as a prerequisite are housed within one department at SPU — Curriculum and Instruction. The Curriculum and Instruction master’s program offers specialization in Teaching and Learning, and Reading and Language Arts. Courses are delivered both face-to-face and online, and a fully online master of education program with a specialization in Teaching and Learning is also available. Please note that even students outside the fully online program will likely need to take some online courses, and fully online students will be required to visit campus three times over the course of the program. When degree work is done, the transcript will verify the specific program completed as follows: Master of Education in Curriculum and Instruction. Specialization: [area of emphasis].

IMPORTANT: All of the coursework for Washington state’s Professional Certification can be completed at SPU and count toward the M.Ed. in Curriculum and Instruction. The only planning requirement is that no more than two courses (6 credits) can be at the 5000 level, generally the Pre-Assessment Seminar and the Culminating Seminar.

Those who complete the Reading and Language Arts specialization will, in addition to receiving a Curriculum and Instruction degree, be prepared to add a K–12 supporting Reading Endorsement to their
teaching certificate. Qualifications for adding this endorsement include passing the Praxis II (WEST-E) test in reading, and a successful pedagogy assessment.

Due to the focus of the Curriculum and Instruction degree on the K–12 school system, it is preferred that each applicant has completed an approved program for teacher certification prior to enrollment. Exceptions should be approved through the graduate program manager by calling 206.281.2378.

In addition to the course requirements listed below for the Teaching and Learning and Reading and Language Arts specializations, both specializations require students to create a portfolio over the course of their program, publicly present a solid piece of research in their interest area, and complete a comprehensive examination. However, these requirements will be integrated into students’ coursework as much as possible.

**SPECIALIZATION: TEACHING AND LEARNING (57 credits)**

**Foundations and Research (18 credits)**
- EDU 6085 Moral Issues in Education (3)
- EDU 6120 American Education: Past and Present (3)
- EDU 6655 Human Development and Principles of Learning (3)
- EDU 6970 Interpreting and Applying Educational Research I (3)
- EDU 6971 Interpreting and Applying Educational Research II (3)
- EDU 6972 Accountability Research and Measurement (3)

**Teaching and Learning (24 credits)**
- EDU 6524 Approaches to Curriculum Design (3)
- EDU 6525 Culturally Responsive Teaching (3)
- EDU 6526 Survey of Instructional Strategies (3)
- EDU 6613 Standards-based Assessment (3)
- EDU 6600 Communication and Collaboration: Parents, Colleagues, and Community (3)
- EDSP 6644 Educating Exceptional Students (3)
- EDRD 6641 Foundations of Reading Instruction (3)
- EDTC 6536 Instructional Technology and Information Management (3)

**Electives (15 credits)**

The 15 elective credits may be selected from the following areas: reading and language arts, special education, school counseling, math education, science education, school administration (principal certification), or other graduate courses from across the university. Please note the availability of important courses in instructional technology (IT). While SPU does not offer a distinct specialization in IT, several elective courses prepare teachers to become IT leaders in their schools.

The online curriculum and instruction program includes the following elective courses:
- EDTC 6431 Learning with Technology
- EDTC 6433 Teaching with Technology
- EDCO 6676 Students at Risk: Assessment and Intervention
- EDRD 6507 Language Development, Diversity, and Literacy
- EDRD 6533 Writing: Process to Product

**Pre-Approved Electives**

Possible electives for the teaching and learning specialization follow. These may be taken in any quantity or combination. Graduate degree offerings from other departments on campus are shown in the University Time Schedule, which is available through SAS by calling 206.281.2032.

Professional education (5000-level) courses are listed in the Spiral bulletin, available through the Continuing Education Department by calling 206.281.2214. A maximum of 6 credits of professional education courses may be taken.

**Instructional Technology**
- EDTC 6431 Learning With Technology (3)
- EDTC 6432 Computer Authoring and Production (3)
- EDTC 6433 Teaching With Technology (3)
EDTC 6434 Networking and Telecommunications in Education (3)
EDTC 6535 Issues and Advances in Educational Technology (3)

**Reading and Language Arts**
EDRD 6508 Vocabulary Development
EDRD 6506 Literacy Assessment and Standards (3)
EDRD 6507 Language Development, Diversity, and Literacy (3)
EDRD 6529 Teaching Reading: Strategies of Instruction (3)
EDRD 6530 Teaching Reading in the Content Areas (3)
EDRD 6531 Children’s/Young Adult Literature (3)
EDRD 6533 Writing: Process to Product (3)

**Special Education**
EDSP 6652 Seminar in Learning Disabilities and ADHD (3)
EDSP 6950 Topics in Special Education (3)

**School Counseling**
EDCO 6670 Introduction to School Counseling (3)
EDCO 6676 Students at Risk: Assessment and Intervention (3)
EDCO 6679 Career Counseling in the Schools (3)
EDCO 6680 Special Education and School Counseling (3)

**Math Education**
MAT 5251 Real World Applications (4)
MAT 5503 Problem Solving (4)
MAT 5504 Algebra and Trigonometry (4)
MAT 5505 Differential and Integral Calculus (4)
MAT 5530 Probability and Statistics (4)
MAT 5550 Euclidean and Non-Euclidean Geometry (4)

**Science Education**
NMS 5140 Ideal Science Activities (4)
NMS 5000 Human Health/Bioethics (4)
NMS 5001 User's Guide for Our Planet (4)
NMS 5403 Down to Earth Geology (4)
NMS 5430 Exploring the Universe in Time and Space (4)
NMS 5506 Clouds, Currents, Calamities (4)
NMS 5534 Ocean Environments (4)

**Educational Administration/Principal Certification (EDAD)**
Permission to take EDAD courses must be obtained from the chair of the Educational Leadership program prior to taking any of these courses.

**COMPREHENSIVE EXAMINATION**
The Comprehensive Examination is usually completed during the last quarter of coursework or the quarter thereafter. An application available from the School of Education should be submitted to the graduate program manager two quarters in advance.

**SPECIALIZATION: READING AND LANGUAGE ARTS (57 credits)**
**Foundations and Research (18 credits)**
EDU 6085 Moral Issues in Education (3)
EDU 6120 American Education: Past and Present (3)
EDU 6655 Human Development and Principles of Learning (3)
EDU 6970 Interpreting and Applying Educational Research I (3)
EDU 6971 Interpreting and Applying Educational Research II (3)
EDU 6972 Accountability Research and Measurement (3)
### Teaching and Learning (24 credits)
- EDU 6524 Approaches to Curriculum Design (3)
- EDU 6525 Culturally Responsive Teaching (3)
- EDRD 6641 Foundations of Reading Instruction (3)
- EDRD 6506 Literacy Assessment and Standards (3)
- EDRD 6529 Teaching Reading: Strategies of Instruction (3)
- EDU 6600 Communication and Collaboration: Parents, Colleagues, and Community (3)
- EDSP 6644 Educating Exceptional Students (3)
- EDTC 6536 Instructional Technology and Information Management (3)

### Additional Reading/Language Arts (12 credits)
- EDRD 6507 Language Development, Diversity, and Literacy (3)
- EDRD 6533 Writing: Process to Product (3)
- Any two of the following three courses:
  - EDRD 6530 Teaching Reading in the Content Areas (3)
  - EDRD 6531 Children’s/Young Adult Literature (3)
  - EDRD 6508 Vocabulary Development (3)

### Electives (3 credits)
Candidates may select from a list of approved Reading and Language Arts courses. Other graduate courses may be considered on an individual basis. (See list of approved electives.) It is also possible to use three credits of 5000-level courses, including the Pre-Assessment or Culminating Professional Certification courses.

### COMPREHENSIVE EXAMINATION
The Comprehensive Examination is usually completed during the last quarter of coursework or the quarter thereafter. An application available from the School of Education should be submitted to the graduate program manager two quarters in advance.

### Educational Leadership/School Principal Certification
The Master of Education in Educational Leadership program is designed to prepare an individual for a position as a school principal in the elementary or secondary school. This degree is nationally accredited by the National Council for the Accreditation of Teacher Education, and its successful completion will qualify the student for a Washington Initial PK–12 Certificate as a school principal.

A year-long (9-credit) internship is a part of the degree program in educational leadership. It is a vital, integrative experience in which students perform administrative activities while being supervised in a school setting. The primary objective is for the intern to acquire and practice the skills of effective management and leadership. Internship experiences will center on those competencies and skills defined in the Washington Administrative Code and the Interstate School Leaders Licensure Consortium (ISLLC).

Each applicant to the Educational Leadership program must have had a minimum of three years’ experience as a certified classroom teacher. Exceptions should be approved through Richard Smith, chair and associate professor of educational administration. Contact him at 206.281.2375 or rsmith@spu.edu.

### EDUCATIONAL LEADERSHIP REQUIREMENTS (51 credits) (Master’s Degree)

#### Foundations/Research Core (21 credits)
- EDU 6085 Moral Issues in Education in Education (3)
- EDU 6120 American Education: Past and Present (3)
- EDU 6524 Approaches to Curriculum Design (3)
- EDU 6655 Human Development and Principles of Learning (3)
- EDU 6970 Interpreting and Applying Educational Research I (3)
- EDU 6971 Interpreting and Applying Educational Research II (3)
EDU 6972 Accountability Research and Measurement (3)

Educational Leadership Certification Core (21 credits)
EDAD 6580 Educational Administration (3)
EDAD 6581 The Principalship (3)

or

EDAD 6582 Private School Leadership (3)
EDAD 6584 Washington School Finance (3)
EDAD 6585 Washington School Law (3)
EDAD 6586 Human Resources Administration (3)
EDAD 6588 Instructional Supervision (3)
EDAD 6589 Current Issues in Education (3)

Internship (9 credits)
EDAD 6940 Principal/Administrative Internship (3, 3, 3)
Note: The internship extends over an entire school year, for three quarters. Interns are required to register for 3 credits per quarter.

COMPREHENSIVE EXAMINATION FOR MASTER'S DEGREE
This two-part examination, consisting of a written essay and an oral defense of the answers to these questions, is usually completed at the end of the program. An application, available in the School of Education, should be submitted to the graduate program manager two quarters in School Counseling advance. The oral defense is arranged individually through the chair of the program. The written test is to be completed prior to the "oral defense."

SCHOOL PRINCIPAL'S "CERTIFICATE-ONLY" PROGRAM (30 CREDITS)
People who otherwise qualify to enter the Educational Leadership program and already have a master's or other advanced degree need not complete a second master's degree to obtain certification as a school principal. It is necessary only to complete the school principal certification courses (21 credits) and internship (9 credits). The same guidelines and procedures for program admission apply.

School Counseling
The Master of Education in School Counseling program is designed to prepare individuals for a school counseling position in the elementary, middle, or high school. This degree is nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE), and its successful completion will qualify the student for a Washington Initial Educational Staff Associate (ESA) PK–12 certificate as a school counselor.

A year-long (9-credit) internship comprises a part of the degree program in school counseling. This vital, integrative experience in which students conduct supervised counseling in a school setting, has as its primary objective the provision of practical experiences in the duties and activities of the school counselor. The internship includes a minimum of 450 hours participation in a variety of meaningful activities related to the competencies required by the state of Washington knowledge base for school counselors (WAC 180-78A-270) as well as those recommended by the School of Education.

It is recommended but not required for admission that applicants for this program have previously obtained official certification as a classroom teacher with two years’ teaching experience, or a bachelor’s degree in psychology, social work, or a related field with two years’ professional experience. Exceptions must be approved through the chair of school counseling by calling 206.281.2453.

SCHOOL COUNSELING — MASTER'S DEGREE WITH ESA CERTIFICATION

SCHOOL COUNSELING REQUIREMENTS (68 credits)
Professional Core (18 credits)
EDU 6085 Moral Issues in Education (3)
EDU 6120 American Education: Past and Present (3)
EDU 6655 Human Development and Principles of Learning (3)
EDU 6970 Interpreting and Applying Educational Research I (3)
EDU 6971 Interpreting and Applying Educational Research II (3)
EDU 6972 Accountability Research and Measurement (3)

Major Courses (41 credits)
EDCO 6600 Introduction to Systems Theory (1)
EDCO 6670 Introduction to School Counseling (4)
EDCO 6671 Counseling Theory and Practice I (3)
EDCO 6672 Organization and Administration of K–12 Guidance Programs (3)
EDCO 6930 Counseling Theory and Practice II (3)
EDCO 6931 Counseling Theory and Practice III (3)
EDCO 6673 Group Counseling in the Schools (3)
EDCO 6674 Introduction to Psychoeducational Assessment (3)
EDCO 6675 Legal and Ethical Issues for School Professionals (3)
EDCO 6676 Students at Risk: Assessment and Intervention (3)
EDCO 6677 Multicultural Counseling in the Schools (3)
EDCO 6678 Advanced Developmental Foundations (3)
EDCO 6679 Career Counseling in the Schools (3)
EDCO 6680 Special Education: Program and Methods (3)

Internship (9 credits)
EDCO 6940 School Counseling Internship (3,3,3)

Note: The internship requires a minimum of 450 hours spread over an entire school year (three quarters). Interns register for 3 credits per quarter.

SCHOOL COUNSELING “CERTIFICATE-ONLY” PROGRAM
People who otherwise qualify to enter the School Counseling program and already have a master’s or other advanced degree need not complete a second master’s degree in school counseling in order to obtain ESA (educational staff associate) certification as a school counselor. It is necessary to complete only the major courses (38 credits), elective (3 credits), internship (9 credits), and comprehensive exam. The same guidelines and procedures for program admission apply.

COMPREHENSIVE EXAMINATION
This two-hour essay examination is usually completed during the last quarter of coursework or the quarter thereafter. Comprehensive exams are scheduled once per quarter. An application (available from the School of Education) should be submitted to the graduate program manager two quarters in advance. To take the comprehensive exams, students must have completed all school counseling courses (except the internship).

EDUCATION BLOCK
School counseling students who do not have a valid teacher’s certificate may be required, at the discretion of the program chair, to complete the “Education Block.” The Education Block includes:
- 100 hours of work in one classroom.
- At least one 3-credit education course, including EDCO 6130 Classroom Management.

ADMISSION REQUIREMENTS
The following materials are to be submitted for admission into the program:
1. A graduate application. (Available online at www.spu.edu.)
2. A $50 processing fee. (Make checks payable to Seattle Pacific University.)
3. A transcript from each college/university where a degree was obtained, a professional certification program was completed, and where any graduate coursework was taken. These must be official transcripts and remain sealed in the original envelopes. Transcripts may be mailed directly to The Graduate Center at SPU.
4. Scores from either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE). Official results must be sent directly to The Graduate Center at SPU. Test scores must be less than five years old to be valid. Note: An alternative to submitting a GRE or MAT score may be available to certain applicants with permission of the chair of the school counseling program.
5. If certified as a teacher, school social worker, etc., submit a copy of the actual certificate. Washington state law does not require a school counselor to be certificated as a teacher.

6. A personal statement. Applicants are to submit a typed personal statement (300–500 words) on their academic and professional goals as related to school counseling.

7. Two letters of recommendation. These letters should provide a current assessment of qualifications relative to past and future service in the professional setting, and capability for graduate study. Recommendations should come from present principals, supervisors, former professors, pastors, or colleagues.

8. The Moral Character and Personal Fitness Policy (available from the School of Education Administration Office, Peterson 300).

9. The Character and Fitness Supplement (available from the School of Education Administration Office, Peterson 300).

The applicant must also have a personal interview with the school counseling faculty.

Master of Arts in Teaching (Elementary/Middle and Secondary)

The Master of Arts in Teaching (MAT) combines a program for elementary/middle-level and secondary teacher certification with a master of arts degree in the elements of teaching. The degree is designed to be completed on a part-time basis. The certification component is completed in two years; the master’s component may be done concurrently with the certification component, or it may be completed after the student has begun his or her teaching career.

The MAT is designed to prepare students who already have a bachelor’s degree to teach. Satisfactory completion of the certification component of the MAT will qualify an individual to apply for a Washington State Residency Teaching Certificate. An additional 15 credits of non-certification classes will complete the master’s degree portion of the MAT. **Students who already have a master’s degree when entering the program will need to complete only the certification component to receive a second master’s.**

Students receive a broad base of information about education, the nature of students, society, and the teaching profession as a whole. In addition, they gain skills and knowledge in the use of instructional and management strategies. Students will participate in various field experiences, culminating in an extended school-site teaching experience in the Spring Quarter of the second year.

**ADMISSION REQUIREMENTS**

The Master of Arts in Teaching program begins once a year during Autumn Quarter. Application materials should be submitted early during Winter Quarter, so students may be informed of final decisions by Spring Quarter.

The following items are required for application review:

1. **A graduate application.** (Available online at www.spu.edu.)
2. **A $50 processing fee.** (Make checks payable to Seattle Pacific University.)
3. **A transcript** from each college/university where a degree was obtained, a professional certification program was completed, and where any graduate coursework was taken. These must be official transcripts and remain sealed in the original envelopes. Transcripts may be mailed directly to The Graduate Center at SPU.
4. **Scores** from either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE). Official results must be sent directly to The Graduate Center at SPU. Test scores must be less than five years old to be valid.
5. **A personal statement.** This should be one to two pages, double-spaced, and address the following areas relative to you’re your decision to pursue a teaching career: personal strengths, knowledge of the subject matter, interest/experience in teaching, ability to be a positive role model for students and leadership skills. It should also summarize previous experience of working with children or adolescents in a school or other setting.
6. **Two letters of recommendation.**
7. **The Moral Character and Personal Fitness Policy** (available from the School of Education Administration Office, Peterson 300).
Administration Office, Peterson 300).

8. **The Character and Fitness Supplement** (available from the School of Education Administration Office, Peterson 300).

9. **Washington Educator Skills Test** – Basic (WEST-B) scores. (Passing scores on reading, writing, and mathematics subtests of Praxis I or CBEST may be substituted for the WEST-B.)

10. **Endorsement Exam.** You must pass the WEST-E (Praxis II) in your desired endorsement area before enrolling in MAT classes.

The applicant must also have a personal interview with the school of education faculty.

In addition to the general requirements of the University, specific program admission requirements include a score of 385 or better on the MAT, or 950 or better on the GRE (verbal plus quantitative). Applicants must pass the Washington Educator Skills Test-Endorsement (West E/Praxis II) for the subject area in which they desire to teach by Autumn Quarter when classes begin.

In addition to the above prerequisites for admission, each applicant must have completed the content requirements for an endorsement in a subject area approved by the state.

Admission and application information can be obtained from The Graduate Center at 206.281.2091 or 800.601.0603, or send an email request to gradadmissions@spu.edu. You may also apply online at www.spu.edu/graduate.

**MASTER'S IN TEACHING COURSE REQUIREMENTS** (15 credits)

EDU 6085 Moral Issues in Education (3)
EDU 6526 Survey of Instructional Strategies (3)
EDU 6982 Educational Inquiry (3)
EDU 6*** 6000-Level Elective (3)
(Any 6000-level tech course)

**RESIDENCY TEACHER’S CERTIFICATION COMPONENT**

**Secondary** (49 credits)

Foundations Element (11 credits)
EDU 6120 American Education: Past and Present (3)
EDU 6132 Students as Learners (3)
EDU 6133 Diversity in America (3)
EDU 6134 Professional Issues: Child Abuse/Others (2)

Application Element (13 credits)
EDU 6130 Classroom Management (3)
EDU 6135 Secondary Teaching Methods (4)
EDU 6613 Standards-based Assessment (3)
EDU **** Content Area Methods Course at 6000-level (3)
(EDMA 6357, EDSC 6359, EDU 6361, 6364, 6365)

Site Experiences Element (21 credits minimum)
EDU 6942 September Experience (1)
EDU 6949 MAT Secondary Internship (16)
EDU 6989 Field Experience (4)

Orientation Element (4 credits)
EDU 6139 Leadership in Secondary Teaching (3)
EDU 6918 Introduction to Secondary Teaching (1)

**Elementary** (51 credits)

Foundations Element (11 credits)
EDU 6120 American Education: Past and Present (3)
EDU 6132 Students as Learners (3)
EDU 6133 Diversity in America (3)
EDU 6134 Professional Issues: Child Abuse/Others (2)

Application Element (13 credits)
EDU 6130 Classroom Management (3)
EDU 6613 Standards-based Assessment (3)
EDU 6432 Elementary Math Methods (3)
EDU 6363 E-M LA/SS/Hum Methods (3)
EDU 6362 E-M Sci/Health/Math Methods (3)

Site Experience (21 credits)
EDU 6942 September Experience (1)
EDU 6989 Field Experience (9)
EDU 6949 Internship I (6)
EDU 6949 Internship II (10)

Orientation element (4 credits)
EDU 6918 Introduction to Teaching (1)
EDU 6319 Leadership in Teaching (3)

ALTERNATIVE ROUTE TO CERTIFICATION
An Alternative Route to Certification based on the Master of Arts in Teaching is also available. See the Web site for the most up-to-date information.

Executive Leadership and Superintendent Certification

The Executive Leadership and Superintendent Certification program emphasizes the knowledge and skills appropriate to district-level administrative assignments in the PK–12 setting such as superintendent, assistant superintendent, deputy superintendent, directors, and other similar roles. Those completing the superintendent program should be able to do the following:

- Identify student needs.
- Prescribe an appropriate instructional program.
- Create the political capital and collaboration needed to improve student learning.

Successful completion of this program will qualify an individual for the Washington Initial School Superintendent’s Certificate.

The program consists of a sequence of six 3-credit courses offered over a two-year period, and an internship consisting of at least 360 hours of field experience. Classes meet three times per quarter in a Friday-afternoon and Saturday-morning format. Readings and case studies are assigned in advance to maximize the amount of time for discussion, dialogue, and reflection. This program has three key components:

- **Team Building.** Participants go through the six-course sequence as a cohort. Monthly meetings with these same individuals also provide opportunities for networking and team building.
- **Weekend Coursework.** Classes meet three times per quarter, Friday afternoon to Saturday afternoon. Monthly sessions include (1) review of in-district internship work; (2) discussion of case studies; and (3) best-practice presentations by current practitioners. Participants are involved in selecting topics and planning the activities.
- **Field Experience.** Field experience is an integral part of the coursework and takes place over the same two-year period as the coursework. The goal of the internship is to develop the hands-on experience and skill needed to increase student learning through district-level leadership. The major focus of the internship is a meaningful, district-wide project that will make a difference in improving the district and address the portfolio criteria for the internship. In addition, shadowing, teamwork, and reflection are part of the internship process.

Each candidate for the executive leadership and school superintendent’s certification program should have completed the following: (1) a program for teacher certification, (2) three years of experience as a
school administrator, and (3) a master’s, doctoral, or other advanced degree. Exceptions to the above requirements should be approved through the program chair, Richard Smith, before application materials are submitted. Contact him at 206.281.2375 or rsmith@spu.edu.

GENERAL ADMISSION INFORMATION
About 15 applicants are admitted each year. Candidates are admitted as application materials are completed and reviewed. Candidates may begin the program during any quarter.

All items required for applicant evaluation are to be sent together in one packet. These materials should be directed to the following:
  The Graduate Center  
  Seattle Pacific University  
  3307 Third Avenue West, Suite 111  
  Seattle, Washington 98119-1922

Applicants are accepted throughout the school year. To facilitate timely evaluation, applicants should send the necessary items a quarter before planning to enroll.

International students are not generally admitted to the superintendent-preparation program. International students who would like more information on admission requirements should call the chair of the program at 206.281.2375.

ITEMS REQUIRED FOR ADMISSION
The following materials are to be submitted for admission into the program:
1. A graduate application. (Available online at www.spu.edu.)
2. A $50 processing fee.
3. Official transcripts from all institutions where a degree was conferred or where post-master’s graduate coursework was completed. (To maintain their official status, transcripts must remain sealed in their original envelopes.)
4. A copy of the applicant’s most recently earned professional certificate.
5. Two letters of recommendation. These must represent a current assessment of the applicant’s qualifications. It is preferred that one be from the applicant’s supervisor. The other recommendation may be from an instructor, another supervisor, pastor, or a colleague. Recommendations must remain sealed in their original envelopes.
6. A letter from the superintendent of the applicant’s district, indicating that the district will work with him or her to make an internship experience possible. (If no internship site is available, the applicant should include a note to this effect with the application.)

EVALUATION
Once all items have been received, the evaluation will be based on University standards for graduate admission. Individuals are notified by letter. Please call The Graduate Center at 206.281.2091 or 800.601.0603 if you have questions about this process.

PROGRAM REQUIREMENTS (24 credits)
One course will be offered each quarter. Participants who take one course every quarter, plus the internship, will finish in two years. Participants may take longer, but taking one course each quarter is highly recommended.

Courses (24 credits)
EDAD 7580 Professional Growth Planning (3)  
EDAD 7581 Systems Leadership (3)  
EDAD 7584 Resource Management (3)  
EDAD 7586 Interpersonal Relations (3)  
EDAD 7588 Improving Student Learning (3)  
EDAD 7589 Policy, Governance and Ethics (3)  
EDAD 7890 Superintendent Field Experience (6) (Usually taken as six one-credit courses along with the respective course for the quarter.)
The Executive Leadership and Superintendent Certification program is a self-contained program leading to state certification. It can also be an integral part of a doctor of education degree. Coursework from the Executive Leadership and Superintendent Program meets the elective requirements of the doctoral program.

Doctor of Education (Ed.D.)

The Doctor of Education (Ed.D.) program is a 90-quarter-credit (post-master’s) interdepartmental degree offered by Seattle Pacific University’s School of Education. It is designed and intended largely for educators from a variety of settings, including public and private schools, and institutions of higher education. The degree is for active professionals interested in leadership and teaching positions in education. It can be tailored to meet varied professional needs and interests.

The core requirements of the degree are designed to develop instructional leaders by focusing on knowledge applicable to all fields and levels of education.

The program uses a cohort approach for core doctoral classes because of the many educational benefits of collaborative and cooperative learning, and continued professional association. Students admitted to the program are expected to proceed though these cohort courses as a group on a defined schedule and sequence. Cohort courses are noted with an asterisk in the following listings.

This is an interdepartmental degree; thus, students select courses and learning experiences, with the assistance of the director of doctoral studies, from a variety of areas and opportunities in the School of Education. They may also select graduate courses from other schools within the University.

This component of the program is designed jointly by the student and the doctoral director, and is subject to approval by the School of Education Doctoral Committee.

AREAS OF SPECIALIZATION

The specialization/elective component provides the opportunity to develop an area of expertise appropriate to the student’s professional and academic goals. Areas of specialization include curriculum and instruction, school counseling and school psychology, educational leadership (superintendent and principal), reading/literacy, educational technology, special education, and self-designed specialization.

Earning an ESA certification as a principal, superintendent, or school counselor is also possible while working on the doctorate degree.

COURSE REQUIREMENTS

(90 quarter credits, post-M.S./M.A. degree; 135 quarter credits post-B.A./B.S.)

Foundations (9 credits)

EDU 6085 Moral Issues in Education (3)
EDU 6120 American Education: Past and Present (3)
EDU 7910 Seminar in Educational Values (3)

Instructional Leadership (12 credits)

*EDU 7101 Instructional Theory (3)
*EDU 7102 Curriculum Design (3)
*EDU 7103 Organizational Theory (3)
*EDU 7990 Leadership Colloquium (3)

Research and Dissertation (30 credits)

(Prerequisites: Interpreting and Applying Educational Research I and Interpreting and Applying Educational Research II)

*EDU 7972 Research Design and Analysis I (3)
*EDU 7973 Research Design and Analysis II (3)
*EDU 7974 Research Design and Analysis III (3) or *EDU 7107 Program Evaluation (3)
*EDU 7991 Dissertation Orientation (1)
*EDU 7995 Dissertation (20)
*Cohort courses

**Specialization/Electives (39 credits)**
These courses are to be decided by the program advisor and approved by the director of doctoral studies. They may be comprised of the following:

1. Courses
2. Internship/Practicum
3. Independent Studies (EDU 7900)
4. Graduate Seminars (EDU 6950)

**Recommended Electives**
The three classes that are prerequisites to certain requirements for the doctoral degree are as follows:
EDU 6970 Interpreting and Applying Educational Research I
EDU 6971 Interpreting and Applying Educational Research II
EDU 6655 Human Development and Principles of Learning

For non-education majors, three additional courses may be required:
EDU 6524 Approaches to Curriculum Design
EDU 6526 Survey of Instructional Strategies
EDU 6613 Educational Measurement and Evaluation

**LEADERSHIP COLLOQUIUM AND COMPREHENSIVE EXAMS**
After approximately one year of coursework (24 credits), students may register for the leadership colloquium (EDU 7990). This requires the student to write a scholarly paper and present that paper in a formal setting to the educational community. Graduate faculty of the School of Education conduct the evaluation of the scholarship and colloquium. The leadership colloquium must be taken before the student can take the comprehensive exams.

Upon completion of all courses, the student must pass written comprehensive examinations. These examinations will cover the foundations, professional and research components of the core, and the student’s area of specialization. Successful completion of the comprehensive examination advances the student to the doctoral candidacy.

**THE DISSERTATION**
The doctoral dissertation is the culminating experience in the Doctor of Education degree. It is a scholarly inquiry into an area of professional and intellectual interest, and it is a highly individualized experience.

Working with faculty throughout the coursework and with a dissertation advisor, the student develops a research question and proposal. Using the expertise and knowledge developed in the research core courses (EDU 7972, 7973, 7974) and under the direction of a faculty dissertation advisor and committee, the student conducts the research and produces a quality report of the findings. As a final demonstration of scholarly competence, the student conducts an oral presentation and defense of the research.

While it is expected that the dissertation will follow standard accepted research methodologies and format, the topic of the research may vary depending on the professional goals and area of specialization of the student and the expertise of the faculty.

**SUGGESTED THREE-YEAR PROGRAM SEQUENCE**

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ADMISSION REQUIREMENTS

The doctoral program requires considerable faculty time and resources; thus, a limited number of students will be admitted to the program each year. It is expected that all applicants will have at least a bachelor's degree (135-credit doctorate) or a master's degree (90-credit doctorate) from a regionally accredited college or university. Admission decisions will be based on the following:

1. Previous academic preparation and areas of study.
2. Overall undergraduate and graduate GPA.
3. GRE or MAT scores.
4. Professional experience.
5. Future professional plans.
7. A formal interview with School of Education faculty.

APPLICATION PROCEDURE

Cohort classes begin each summer. Screening applicants for admission is an ongoing process, and students may be admitted to the program throughout the year so they can begin needed prerequisites, foundations, and elective courses.

The following items are to be submitted to The Graduate Center. Items two, three, and four listed below should be included in the packet with the graduate application. After they have been received, the applicant may be contacted to schedule a formal interview with faculty in the School of Education. When a decision is reached, students will be notified of their status by letter.

1. A doctoral application (available online at www.spu.edu/graduate).
2. A $50 processing fee.
3. Official transcripts from any institution where an academic degree was conferred, including any post-master's degree graduate coursework.
4. A personal statement discussing future professional plans and goals. This should not exceed 300 words and should also include the rationale for pursuing a doctoral degree.
5. Scores from the GRE or the MAT. Test scores must be less than five years old.
6. Four recent letters of recommendation. Two of these must be of an academic nature (from graduate professors, for example). Two must be of a professional nature, from supervisors.

PROGRAM AND ENROLLMENT POLICIES

At the time of admission, a student may transfer up to 15 post-master's degree credits into the doctoral program with the approval of the director of doctoral studies. Courses transferred must be graduate-level, from a regionally accredited institution, and relevant to the student's course of doctoral study. They must have been taken within the three years prior to admission, and must have been part of a planned program leading to a graduate degree or a professional certificate. Courses with grades below a 3.0 (“B”), or those receiving “pass” or “satisfactory” grades, cannot transfer into the program. Finally, transferred classes may be substituted for degree requirements if the student can document in writing that the transferred classes are comparable to required courses offered through Seattle Pacific University. Modifications to these transfer policies may be made at the discretion of the director of doctoral studies in consultation with the Doctoral Admissions Committee.
RESIDENCY REQUIREMENT
Students are expected to complete the required cohort courses (7000-level) in sequence during the first two years of the program. Once students begin their classes, continuous enrollment must be maintained throughout the program. Students who interrupt the residency requirement may be dropped from the program.

GRADE POINT AVERAGE
A 3.2 overall GPA is required for graduation.

DEGREE COMPLETION
All requirements for the doctoral degree must be completed within five years from the quarter the first post-admission course was taken. Students needing more than five years to complete the degree must file a time-extension petition with the director of doctoral studies.

COURSE DESCRIPTIONS
EDAD 6580 Educational Administration (3)
Explores the administrative process, role of leadership, theories related to administration and leadership, and the basic principles of leadership, work motivation, decision making and communication. The case study method is used for part of the second half of the course. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDAD 6581 The Principalship (3)
Prepares students to effectively assume leadership positions as principals in schools and school districts that are educating students for living and working in this rapidly changing society. An off-campus, one-night retreat is required in this course. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDAD 6582 Private School Principalship (3)
Registration approval: graduate director.
Discuss why the demands on and responsibilities of administrators in the private sector, while parallel to those of their public school counterparts, differ in significant ways. Addresses issues in leadership relevant in any organization, and those that are particularly critical in a market-driven — and often faith-based — school environment including strategic planning, marketing, student and faculty recruitment, retention and evaluation, finances, and curriculum and instruction. Substitutes only for EDAD 6581 The Principalship, open only to candidates for private school administration. Offered alternate summers beginning in Summer 2000.

EDAD 6584 Washington School Finance (3)
Surveys principles of finance, sources of revenue, distribution of monies, budget, financial accounting, and reporting practices in Washington state. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDAD 6585 Washington School Law (3)
Familiarizes educators, particularly aspiring and practicing administrators, with legal issues present in American public and private education, focusing special attention on the statutes, regulations, and cases which affect the common schools of Washington state. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDAD 6586 Human Resources Administration (3)
Concentrates on the human resources function in the school system and examines this function from the perspective of both the principal and the district office. Stresses knowledge, skills, attitudes, and abilities to function effectively, and assists in the improvement of skills in the administration of personnel policies and regulations in light of today’s complex climate in public education. Class not open to undergraduate students.

EDAD 6588 Instructional Supervision (3)
Examines principles, practices, and procedures needed for effective supervision of instruction within schools, emphasizing the principal’s role in the public and private schools of Washington state. Class open to doctoral, graduate, non-matriculated and post-baccalaureate students.
EDAD 6589 Current Issues in Educational Leadership (3)
Acquaints the student with major issues in American education and provides an avenue for exploring the controversies surrounding these issues. Presents a framework for analyzing various recommendations. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6600 Communication and Collaboration: Parents, Colleagues, and Community (3)
Enhances participants' communicative competence with K-12 students, colleagues, and the community. Addresses the practical applications of interpersonal and social communications through relationship development, effective listening techniques, small-group processes, collaborative learning activities, and instructional strategies.

EDAD 6900 Independent Study (1–5)
Registration approval: independent study agreement.
Allows student to work with a faculty member on an agreed-upon topic.

EDAD 6940 Principal/Administrative Internship (1–9)
Provides advanced internship for aspiring principals. Focuses on state educational and ISLLC competencies. May be repeated for credit up to 9 credits. Class open to doctoral and graduate students.

EDAD 7580 Professional Growth Planning (3)
Covers professional growth planning through data gathering and analysis of personal and professional styles. Applies concepts to create models of self-directed learning organizations. Class open to superintendent majors. Class open to doctoral students.

EDAD 7581 Systems Leadership (3)
Focuses on the ability to create shared ownership for a district-wide vision based on success for all students.

EDAD 7584 Resource Management (3)
Covers working with fiscal resources, facilities, and the personnel within the district to enhance achievement of the district vision and accountability for resources.

EDAD 7586 Interpersonal Relations (3)
Covers building positive interpersonal relations, monitoring climate, empowering employees and creating the teams necessary to achieve the district vision. Addresses working with the community, the media, parents, business, and the many related agencies to create additional partners in achieving the district vision.

EDAD 7588 Improving Student Learning (3)
Explores integrating teaching, learning, and assessment in an aligned curriculum model that supports successful student learning.

EDAD 7589 Policy, Governance and Ethics (3)
Focuses on the ability to work with the school board, the Legislature and other political entities to forge the necessary partnerships to achieve the district vision.

EDAD 7890 Superintendent Field Experience (1)
Field experience runs parallel to the coursework and involves application, discussion, and reflection of the above content in a two-year, six-quarter format. Portfolios and journals are a part of the field experience work. May be repeated for credit five times.

EDCO 6130 Classroom Management for Non-Teachers (3)
Registration approval: coordinator.
Presents class room management theory and strategies for the PK–12 school setting. Designed for school counselors, school psychologists, administrators and others who deliver classroom lessons but are not classroom teachers. Class open to doctoral and graduate students.

EDCO 6600 Introduction to Systems Theory (1)
Registration approval: department chair. Introduces students to the philosophical base for the school counseling and school psychology programs, focusing on a systemic understanding of individuals within their family, classroom, school, and community. Class open to doctoral and graduate students.
EDCO 6670 Introduction to School Counseling (4)
Overviews the history of the profession and the role of developmental school counseling in the PK–12 setting. Covers such relevant topics as consultation and referral, individual and group counseling, large group guidance, and coordination of guidance and counseling programs. Serves as an introduction to the codes, organizations and guidelines involved with the profession. Includes 20 hours of field observations of school counselors. Class open to doctoral, graduate and non-matriculated students.

EDCO 6671 Counseling Theory and Practice I (3)
Integrates theory and practice and provides students with a knowledge base in individual and family dynamics in terms of major counseling theories, principles, and techniques. Provides the opportunity to develop basic counseling skills, integrate theory and practice, and prepare for counseling students in PK–12 schools. Videotaped sessions with peers are evaluated by the professor, supervisors and peers. Class open to doctoral and graduate students.

EDCO 6672 Organization and Administration of K–12 Guidance Programs (3)
Prerequisite: EDCO 6600, 6670, 6678.
Discusses the following aspects of a school counselor’s work: developing and implementing a comprehensive guidance and counseling program with emphasis on a balance of responsive services, systems support, individual planning, and guidance curriculum; organizational responsibilities such as class scheduling, advising, and placement; program evaluation; guidance curriculum development; and planning and instructing large group guidance lessons. Class should be taken toward the end of the student's program. Class open to doctoral and graduate students.

EDCO 6673 Group Counseling in the Schools (3)
Registration approval: instructor.
Prerequisite: EDCO 6671, 6930 (either concurrent enrollment or completed). Focuses on the understanding of group theory and process, the development, implementation, and evaluation of small task groups in PK–12 schools, and participation as a group member. Class open to doctoral and graduate students.

EDCO 6674 Introduction to Psychoeducational Assessment (3)
Prerequisite: EDU 6970 and EDCO 6670.
Examines theory and practice of assessment for school counselors and school psychologists. Provides exposure to major tests and appraisal instruments, assessment guidelines and procedures, and interpretation models used in area schools. Covers the basics of psychometric theory and interpretation. Class open to doctoral and graduate students.

EDCO 6675 Legal and Ethical Issues for School Professionals (3)
Prerequisite: EDCO 6670.
Presents the knowledge and skills needed to apply Washington state and federal law in the PK–12 school setting. Explores school counseling and school psychology codes of ethics and standards of practice. Students become familiar with standard procedures for dealing with issues such as abuse and discrimination. Class open to doctoral and graduate students.

EDCO 6676 Students at Risk: Assessment and Intervention (3)
Prerequisite: EDCO 6670.
Explores significant topics related to students and their families: person abuse, substance abuse, discrimination, changes in family roles and structures, crisis intervention, consultation about grief, suicide prevention, drop-out prevention, and preventative programs which alleviate the unique needs of students in the above areas as they interfere with a student’s progress in school. Class open to doctoral and graduate students.

EDCO 6677 Multicultural Counseling in the Schools (3)
Focuses on multicultural competencies for school counselors working with diverse populations. The course is organized around three components: promoting awareness of students’ worldview; creating knowledge of various cultural groups; and learning cross-cultural counseling skills. Class open to doctoral and graduate students.

EDCO 6678 Advanced Developmental Foundations (3)
Focuses on promoting cultural competency for school counselors working with diverse populations. The course is organized around three components: promoting awareness of students' worldview; creating knowledge of various cultural groups; and learning cross-cultural counseling skills. Class open to doctoral and graduate students.
EDCO 6679 Career Counseling in the Schools (3)
Features a PK–12 approach to career counseling, focusing on how career counseling and guidance can be the context for students meeting the school’s overall learning goals. Provides a model for educational and career decision making through career developmental theories, programs, inventories, and information services. Class open to doctoral and graduate students.

EDCO 6680 Special Education: Programs and Methods (3)
Addresses the arenas in which school counselors and education teachers interact, including student populations such as developmentally or learning disabled, and gifted and behavior disordered. Discusses working with parents, referral sources, legal issues, and in-school staff collaboration. Class open to doctoral, graduate, and non-matriculated students.

EDCO 6900 Independent Study (1–5)
Registration approval: Independent study agreement.
Student works with a faculty member on an agreed-upon topic. May be repeated for credit up to 6 credits.

EDCO 6910 Peer Review (2)
Continuing certification class to meet OSPI requirement. Open to ESA certificated school counselors.

EDCO 6930 Counseling Theory and Practice II (3)
Prerequisite: EDCO 6671.
Provides students with a knowledge base in individual and family dynamics in terms of major counseling theories, principles, and techniques. Students refine basic counseling skills, learn advanced counseling skills, and strategies for assisting students in PK–12 schools. Videotaped sessions with peers are evaluated by professor, supervisors, and peers. This course is an extension of EDCO 6671. Class open to doctoral and graduate students.

EDCO 6931 Counseling Theory and Practice III (3)
Prerequisites: EDCO 6671, 6930.
Focuses on significant issues in counseling and advanced counseling skills and processes. Refines students’ counseling skills working with a student in a PK–12 school setting. Audio tapes of counseling sessions will be evaluated by professor, supervisors, and peers. Class open to doctoral and graduate students.

EDCO 6940 School Counseling Internship (1–9)
Registration approval: instructor.
Prerequisites: EDCO 6600, 6670, 6671, 6672, 6673, 6674, 6675, 6676, 6677, 6678, 6679, 6680, 6930, 6931, EDU 6970.
Develops competencies necessary for the school counselor. May be repeated for credit up to 9 credits. Class open to doctoral and graduate students.

EDCO 6951 Topics in School Counseling (3)
Examines a current topic or issue in school counseling. May be repeated for credit one time. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDMA 6357 Teaching Secondary Mathematics (3)
Registration approval: School of Education.
Overviews content methods and strategies appropriate for the teaching of secondary school mathematics. Emphasizes problem solving, and gives attention to the NCTM Standards and to the Washington State Essential Academic Learning requirements. Class open to master of arts in teaching majors. Class open to graduate students.

EDMA 6900 Independent Study (1–5)
Registration approval: Independent study agreement.
Student works with a faculty member on an agreed-upon topic.

EDRD 6506 Literacy Assessment (3)
Registration approval: coordinator.
Prerequisites: EDRD 6507, 6641 or instructor approval.
Examines current issues, trends, and research in assessment of reading and writing. Surveys various forms of assessment, both formal and informal — their purposes, value and limitations. Reviews criteria for constructing and implementing developmentally appropriate assessment procedures for PK–12 classrooms.
Class open to doctoral and graduate students.

EDRD 6507 Language Development and Literacy (3)
Explores children's language acquisition from birth through school entry in relation to cognitive and social development with an emphasis on the connection between language development and the development of literacy. Foundation course for the reading/language arts curriculum and instruction master’s degrees. Class not open to undergraduate students. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDRD 6529 Teaching Reading: Strategies of Instruction (3)
Prerequisites: EDRD 6507 and 6641, or permission of instructor.
Surveys a comprehensive approach to reading instruction for enhancing students’ ability to decode, comprehend, and interpret a variety of texts with the goal of increasing teachers’ effectiveness in instructional decisions for reading. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDRD 6530 Teaching Reading: Content Areas (3)
Prerequisites: EDRD 6507 and 6641, or permission of instructor.
Focuses on developing and improving reading comprehension of written material from various content areas. Examines research related to critical factors of expository text including relevant background, text structure, and vocabulary. Elective course for reading/language arts curriculum and instruction master’s degree. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDRD 6531 Children's/Young Adult's Literature (3)
Prerequisites: EDRD 6505 and 6641, or permission of instructor.
Examines trends, issues, and research in children’s and young adult literature. Considers the variety of literary genres appropriate for K–8 classrooms, and selection and effective strategies of utilization of these various forms of literature. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDRD 6533 Writing: Process to Product (3)
Examines current issues and research in the elements of and conditions for the writing process, and research in stages of development of writing ability. Provides strategies for effective instruction. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDRD 6641 Foundations of Reading Instruction (3)
Explores the nature of the psychological processes involved in the development of literacy from the children’s emergent understandings of print through skilled and strategic reading. Foundation course for the reading/language arts curriculum and instruction master’s degree. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDRD 6900 Independent Study (1–5)
Registration approval: Independent study agreement.
Student works with a faculty member on an agreed-upon topic.

EDRD 6950 Special Topics (1–5)
Registration approval: Instructor.
May be repeated for credit up to 5 credits.

EDRD 6952 Topics in Language Arts (3)
Registration approval: coordinator.
Prerequisites: EDRD 6506, 6507, 6529, 6531, 6533, 6641, EDU 6970, 6971.
Explores selected current issues in language arts from the perspective of research theory and pedagogical practice. Class open to doctoral and graduate students.

EDRD 6953 Topics in Reading (3)
Prerequisites: EDRD 6506, 6507, 6529, 6531, 6533, 6641, EDU 6970, 6971.
Registration approval: coordinator.
Explores issues, problems, and recent developments in reading instruction. Discusses selected current issues in reading from the perspective of research, theory, and pedagogical practice. Culminating course for the reading/language arts curriculum and instruction master’s degree. Class open to doctoral and graduate students.
EDSC 6359 Teaching Secondary Science (3)
Registration approval: School of Education.
Assists students in relating their understanding in various science disciplines to the practical problems of planning and implementing learning experiences for secondary students. Emphasizes the use of inquiry/problem-solving approaches to science learning and the Washington State Essential Academic Learning requirements. Class open to master of arts in teaching majors. Class open to graduate students.

EDSC 6900 Independent Study (1–5)
Registration approval: Independent study agreement.
Student works with a faculty member on an agreed-upon topic.

EDSP 6642 Individual Education Programs (3)
Prerequisite: EDSP 3107 or EDSP 6644.
Registration approval: School of Education.
Classroom presentation centers around the interaction of the disabled child with the school. Topics include federal and state regulations for the education of the disabled; procedures for referral, diagnosis, and placement; formation of individual education programs, service models, task analysis, and sequencing of skills; formation and evaluation of behavioral objectives; selection of instructional materials and methodology; and classroom organization. (Pre-service emphasis.) Course equivalent: EDSP 4642.

EDSP 6644 The Exceptional Student and Inclusion (3)
Prerequisite: EDSP 3107 or EDSP 6644.
Explores programs and assessment procedures appropriate for exceptional students including those with mental retardation, orthopedic disabilities, behavior disorders, hearing and visual impairments, learning disabilities, and giftedness. Explores multicultural special education. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDSP 6646 Severe Disabilities (3)
Prerequisite: EDSP 3107 or EDSP 6644.
Explores the issues surrounding the education of the developmentally disabled person. Includes definitions and classification systems, etiology, theoretical approaches, strategies for educational diagnosis and intervention, family problems, and other issues. Course equivalent: EDSP 4646.

EDSP 6648 Teaching Students With Emotional and Behavioral Disorders (3)
Prerequisite: EDSP 3107 or EDSP 6644.
Provides special educators with knowledge related to characteristics and inclusion strategies for children and youth with behavior disorders or emotional disturbance. Course equivalent: EDSP 4648.

EDSP 6652 Seminar in Learning Disabilities and ADHD (3)
Studies the characteristics and educational/social needs associated with learning disabilities. Includes definitions and characteristics, theoretical approaches to learning disabilities, available resources, etiologies, and educational approaches to learning disabilities. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDSP 6653 Teaching Reading to Exceptional Students (3)
Prerequisite: EDSP 3107 or EDSP 6644.
Focuses on diagnosis of reading strengths and weaknesses; of correlates of reading problems; and analysis and selection of methods and materials for reading instruction of special needs children, including children who speak English as their second language. Course equivalent: EDSP 4653. Class open to education majors. Class not open to undergraduate students.

EDSP 6658 Issues in Special Education (3)
Prerequisite: EDSP 3107 or EDSP 6644.
Explores major trends and issues affecting special education, including the rights of the disabled, emerging trends in educational services and major issues surrounding the quality of life of disabled individuals. Open to special education majors only. Course equivalent: EDSP 4658. Class open to education majors. Class not open to undergraduate students.

EDSP 6900 Independent Study (1–6)
Registration approval: Independent study agreement.
May be repeated for credit up to 9 credits. Class open to graduate students.
EDSP 6931 Practicum (3)
Registration approval: Instructor.
Provides an opportunity for students to use multiple programs learned in previous methods courses to create an efficient, effective learning environment. May be repeated for credit two times. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDSP 6950 Topics in Special Education (3)
Examination of a current topic or issue. May be repeated for credit two times. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDTC 6431 Learning With Technology (3)
Addresses strategies for promoting effective student use of educational technology through application of research and theory from social learning, cooperative learning, and learning styles. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDTC 6432 Essentials: Computer Authoring (3)
Covers development of skills in authoring computer learning materials, production of media materials, and creation of interactive multimedia products. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDTC 6433 Teaching with Technology (3)
Provides survey and analysis of current approaches to the planning, use, and evaluation of media and computer learning materials. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDTC 6434 Networking and Telecommunication for Education (3)
Examines basic local and wide area networking systems for schools. Explores information literacy, resources, and applications, with emphasis upon issues related to the design, delivery, and evaluation of instruction via networks.

EDTC 6535 Issues and Advances in Educational Technology (3)
Discusses current issues in research and practice in educational technology. Covers recent trends in equipment, materials, and educational practices in the field. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDTC 6536 Instructional Technology and Information Management (3)
Examines common and emerging uses of instructional technology with an emphasis on tools that enhance teaching, learning, and information management. Includes hands-on experience with a variety of technologies as well as discussions on technology’s role in school reform.

EDTC 6900 Independent Study (1–5)
Registration approval: Independent study agreement.
Student works with a faculty member on an agreed-upon topic. May be repeated for credit up to 6 credits.

EDTC 6930 Technology Practicum (1–5)
Registration approval: instructor.

EDU 6030 Educational Methods in Theatre (3)
Registration approval: School of Education.
Explores contemporary methods and trends in the teaching of high school theatre, emphasizing the following: management of a production program; critical response to artistic experiences; contexts of theatrical works; connections within the arts; and pedagogy. Attention is given to AATE standards and Washington State Essential Academic Learning Requirements in the Arts. Class open to master of arts in teaching majors. Class open to graduate students.

EDU 6085 Moral Issues in Education in Education (3)
Examines how Christian theology shapes the theory and practice of education, and helps educators develop a theologically, philosophically, historically, and politically informed framework for taking ethical leadership in both public and private schools. Attribute: Biblical Heritage Graduate. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.
EDU 6120 American Education: Past and Present (3)  
Explores how various educational theorists, from the founders of the Republic on forward, have made explicit connections between effective PK–12 schooling and American democracy, equality of opportunity, and other prized ideals. Examines past and present aims and challenges of popular education through historical documents and contemporary issues. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6125 Philosophy of Education (3)  
Presents a critical examination of selected readings in educational philosophy. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6130 Classroom Management (3)  
Registration approval: School of Education.  
Presents classroom management in the context of educational philosophy, law, and adolescent psychology. Provides an opportunity for pre- and in-service teachers to develop a coherent classroom management plan for use in their classrooms. Class open to master of arts in teaching majors.

EDU 6132 Students As Learners (3)  
Registration approval: School of Education.  
Studies adolescent psychology, sociology, developmental domains, and learning theory as they apply to the secondary student in the classroom. Class open to master of arts in teaching majors.

EDU 6133 Diversity in America (3)  
Registration approval: School of Education.  
Explores the diversity found in American classrooms. Discusses theoretical bases related to diversity and methods for dealing with this diversity in a positive and practical manner. Class open to master of arts in teaching majors.

EDU 6134 Professional Issues: Child Abuse/Others (2)  
Registration approval: School of Education.  
Examines professional ethics, legal rights and responsibilities of teachers, professional organizations, and extracurricular responsibilities. Class open to master of arts in teaching majors.

EDU 6135 Secondary Teaching Methods (4)  
Registration approval: School of Education.  
Presents instruction and practice in planning for instruction, teaching strategies, instructional technology, and microteaching. Class open to master of arts in teaching majors.

EDU 6136 Content Methods (3)  
Provides specific content methods pertaining to instructional theory, lesson planning, classroom management, and related topics designed to enhance and to be applied in an actual classroom setting.

EDU 6139 Leadership in Secondary Teaching (3)  
Registration approval: School of Education.  
A capstone experience that provides the opportunity to use coursework in foundations, research, pedagogy and internship to develop tentative answers to challenges encountered in teaching. Activities will provide the opportunity to learn and practice cooperative leadership skills, such as consensus building, decision making, conflict resolution, and outcome evaluation. Case studies will be drawn from internship experiences. Class open to master of arts in teaching majors.

EDU 6200 Professional Certificate Preassessment Seminar (1)  
Reviews standards and criteria for professional certification. The candidates, with assistance from their school and University team members, will use the State of Washington Professional Growth Plan format to develop their plans in accordance with the 17 criteria for Washington State Professional Certification. May be repeated for credit up to 3 credits.

EDU 6361 Secondary English Methods (3)  
Registration approval: School of Education.  
Provides a foundation for teaching in the language arts classroom. Explores appropriate methods for secondary education and examines recent trends in the field. Class open to master of arts in teaching majors. Class open to graduate students.
EDU 6364 Teaching Secondary Social Studies (3)  
Registration approval: School of Education.  
Examines recent trends, practices, and educational objectives of social studies programs in secondary education. Attention will be given to planning, teaching, and evaluation in social science courses. Class open to master of arts in teaching majors. Class open to graduate students.

EDU 6365 Methodology for Foreign Language Teaching (3)  
Registration approval: School of Education.  
Overviews the theoretical paradigms of second language learning and teaching; definition and evaluation of communicative competence; strategies for teaching skills of listening, speaking, reading, and writing; and selection and development of instructional materials, including new technology. Class open to master of arts in teaching majors. Class open to graduate students.

EDU 6524 Approaches to Curriculum Design (3)  
Examines trends in the design and development of school curricula including models of the curriculum. Class open to doctoral, graduate, non-matriculated and post-baccalaureate students. Provides an overview of the theoretical bases and practical implications of multicultural education. Examines cultural pluralism in our society and emphasizes strategies to reduce prejudice and bias in our schools. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6525 Culturally Responsive Teaching (3)  
Provides an overview of the theoretical bases and practical implications of multicultural education. Examines cultural pluralism in our society and emphasizes strategies to reduce prejudice and bias in our schools. Assist students in understanding and becoming aware of working with and teaching diverse groups within the educational setting. Examines the complex issues facing educational environments which include issues of race, class, gender, religion, ethnicity, and exceptionality.

EDU 6526 Survey of Instructional Strategies (3)  
Examines exemplary teaching models articulated by leading educational theorists whose ideas are widely practiced in education today. These, along with other models, provide strategies for planning lessons through the lenses of a particular construct. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6613 Standards Based Assessment (3)  
Discusses the role of measurement and assessment in teaching and learning. The focus is on the theory and practice in the construction, administration, interpretation, and evaluation of educational assessments. The course content will include development of skills in preparing teacher-made tests, informal assessment activities, and the use of assessment results in the planning and evaluation of curriculum and instruction. Class open to doctoral and graduate students.

EDU 6655 Human Development and Principles of Learning (3)  
Explores principles and research in human learning and their implications for curriculum and instruction. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6900 Independent Study (1–6)  
Registration approval: Independent study agreement.  
Independent study of approved topics with periodic conferences. May be repeated for credit up to 24 credits. Class open to doctoral and graduate students.

EDU 6918 Introduction to Secondary Teaching I (1–4)  
Registration approval: School of Education.  
Introduces the critical elements leading to successful secondary teaching. Provides opportunities to become familiar with the changing standards and expectations that result from Washington state’s educational reform movement. Students will register for this segment the first year of their program and will attend sessions as scheduled throughout. Class open to master of arts in teaching majors.

EDU 6942 September Experience (1)  
Registration approval: School of Education.  
Prerequisite: Admission to the School of Education.  
Requires three weeks of observation and assistance at the opening of a school year in a program that reflects the level and subject matter preferred by the pre-service teacher. Includes any faculty meetings, preparation days, and in-service workshops that take place prior to the students’ arrival at school. The intern
will then remain for the first two weeks of the school year. Course equivalent: EDU 3942. Class open to graduate students.

EDU 6946 TESOL Internship (1–17)
Registration approval: School of Education.
Provides an opportunity for observation and daily teaching in public or approved private schools under the direction of a master teacher. May be repeated for credit up to 34 credits. Class open to TESOL majors. Class open to graduate students.

EDU 6948 Secondary Internship (1–20)
A full-day, 10-week supervised experience in a secondary classroom setting functioning as a classroom teacher. May be repeated for credit up to 20 credits.

EDU 6949 MAT Secondary Internship (1–20)
Registration approval: School of Education.
A full-day, 14-week supervised experience in a secondary classroom setting functioning as a classroom teacher. Class open to master of arts in teaching majors.

EDU 6950 Topics in Education (1–6)
Examination of a current topic or issue. May be repeated for credit up to 24 credits. Class open to doctoral and graduate students.

EDU 6960 Master's Project (3)
Registration approval: Instructor.
Prerequisites: EDU 6970, 6971; approval of application and proposal by supporting professor and director of graduate studies.
Involves the practical application of knowledge and skills which results in a product usable in the individual's professional or potential role. This is approved and supervised by a faculty member with expertise in the selected area of study. May be repeated for credit two times. Class open to graduate students.

EDU 6970 Interpreting and Applying Educational Research I (3)
Introduces descriptive and inferential statistics for teachers and others and the first of a sequence in research methods in education. Covers descriptive statistics including measures of central tendency and variability, and correlation and regression. Introduces basic concepts in statistical inference, including sampling distributions, significance tests, confidence intervals, and tests of significance. Class open to doctoral, graduate, non-matriculated, and post-baccalaureate students.

EDU 6971 Interpreting and Applying Educational Research II (3)
Prerequisite: EDU 6970.
Provides an overview of social science research methodology. Emphasizes understanding the concepts, procedures, and vocabulary of quantitative educational research, preparing students to critically evaluate research articles and to develop an original research proposal. Class open to doctoral and graduate students.

EDU 6972 Accountability Research and Measurement (3)
Prerequisites: EDU 6970, 6971.
Studies research methods and research literature with an emphasis on critical analysis of research in the behavioral sciences. Uses the knowledge of statistical design and research methods to critique methods and findings of selected research. Class open to doctoral and graduate students.

EDU 6982 Educational Inquiry (3)
Registration approval: School of Education.
Investigates basic inquiry approaches to problems in education, including quantitative, qualitative, and case study research paradigms. Class open to master of arts in teaching majors.

EDU 6989 Field Experience (2, 4)
Registration approval: School of Education.
Introductory field experience designed to familiarize prospective teachers with classroom procedures, teaching methods, and learner needs. Two or 4 credits required depending on previous experience in classrooms and other educational settings. May be repeated for credit up to 6 credits. Class open to master of arts in teaching majors.
EDU 6995 Master’s Thesis (3,6)
Prerequisites: EDU 6970, 6971, 6972.
Registration approval: Instructor and graduate director.
Makes formal investigation, under the direction of a committee assigned by the director of graduate studies, into a research question that involves original data and primary sources and results in a scholarly manuscript suitable for binding and possible publication. Requires demonstrated, acceptable progress on thesis study; and periodic conferences with major advisor. May be repeated for credit up to 9 credits. Class open to graduate students.

EDU 7101 Instructional Theory (3)
Prerequisite: EDU 6526.
Studies teaching/learning theories with applications to instructional settings. Examines constructivism, developmentalism, behaviorism, cognitive science, and information processing. Students will be expected to articulate strengths and weaknesses of various theories and to make specific applications to their area of emphasis. Class open to doctoral students.

EDU 7102 Curriculum Design (3)
Prerequisite: EDU 6524.
Examines curriculum design based on an advanced study of theoretical constructs of the curriculum. Discusses the academic-centered, society-centered, and learner-centered models. Students will be expected to develop a curriculum design appropriate to their areas of emphasis that includes significant research findings as well as specific curricular applications. Class open to doctoral students.

EDU 7103 Organizational and Leadership Theory (1–3)
Seeks to describe, understand and predict human behavior in the educational setting. Focuses on major theories of leadership-trait theory, contingency theory, path-goal theory and transformational theory. May be repeated for credit up to 3 credits. Class open to doctoral students.

EDU 7105 Issues in Education (3)
Prerequisites: EDU 6120, 6085.
Studies emerging and controversial issues in education. Issues will be chosen on the basis of their present significance and their potential for fundamental change in the educational system. Students will be expected to study the issues in depth and to develop written and oral positions. Class open to doctoral students.

EDU 7107 Program Evaluation (3)
Examines the method and role of evaluation research in conducting formative and summative evaluations of educational programs. Emphasizes the use of evaluation results in the decision making process. Class open to doctoral students.

EDU 7900 Independent Study (1–6)
Registration approval: independent study agreement.
Student works with a faculty member on an agreed-upon topic. May be repeated for credit up to 24 credits.

EDU 7910 Seminar in Educational Values (3)
Prerequisite: EDU 6085.
Studies ethics and values as they affect educational decision making and policy. Class open to doctoral students.

EDU 7972 Doctoral Research Design and Analysis I (3)
Prerequisites: EDU 6970, 6971.
Focuses on social science research methodology including quantitative and qualitative research designs, descriptive statistics, and univariate and multivariate statistical analyses. The first in a sequence of three courses; the course must be taken in sequence and is designed to prepare the student for the production of a dissertation. Class open to doctoral students.

EDU 7973 Doctoral Research Design and Analysis II (3)
Prerequisites: EDU 6970, 6971, 7972 or equivalent within the last two years.
Focuses on social science research methodology including quantitative and qualitative research designs, descriptive statistics, and univariate and multivariate statistical analyses. The second in a sequence of three courses; the course must be taken in sequence and is designed to prepare the student for the production of a dissertation. Class open to doctoral students.
EDU 7974 Doctoral Research Design and Analysis III (3)
Prerequisites: EDU 6970, 6971, 7972, 7973. Focuses on social science research methodology with an emphasis on qualitative research designs. The third in a sequence of three courses; the course must be taken in sequence and is designed to prepare the student for the production of a dissertation. Class open to doctoral students.

EDU 7990 Leadership Colloquium (3)
Students write a scholarly paper and present it to the educational community. Evaluation of the scholarship and colloquium is conducted by the graduate faculty in the School of Education. Class open to doctoral students.

EDU 7995 Doctoral Dissertation (1–21)
Prerequisites: EDU 6970, 6971, 7972, 7973, 7974. Requires original research conducted under the guidance of a faculty advisor. Includes a dissertation orientation class. May be repeated for credit up to 21 credits. Class open to doctoral students.

FACULTY

Scott F. Beers, Assistant Professor of Education; B.A., Yale University, 1990; M.A., University of Colorado, 1996; Ph.D., University of Washington, 2004. At SPU since 2004.

Daniel Bishop, Director of Professional Development and Continuing Education; B.A., Pacific Lutheran University, 1980; M.A., Pacific Lutheran University, 1988. At SPU since 2002.


Suzanne S. Bond, Associate Professor of Educational Leadership; B.A., Western Washington University, 1971; M.Ed., Western Washington University, 1977; Ed.D, Seattle University, 1982. At SPU since 2000.

Rick Eigenbrood, Associate Professor of Education; Assistant Dean for Graduate Studies and Assessment; B.A., Dordt College, 1974; M.Ed., University of Washington, 1979; Ph.D., University of Iowa, 1988. At SPU since 2001.


Christie S. Eppler, Assistant Professor of Education; B.A., Wheaton College, 1994; M.A., University of Missouri, 1997; M.A., Michigan State University, 1999; Ph.D., Michigan State University, 2002. At SPU since 2003.

Gregory Fritzberg, Associate Professor of Education; B.A., Pacific Lutheran University, 1985; M.A., Fuller Theological Seminary, 1992; Ph.D., University of Washington, 1998. At SPU since 2001.

J. Ruth Givens, Associate Professor of Education; Director of MAT, and Curriculum and Instruction Masters Programs; B.S., University of Tulsa, 1971; MTA, 1980; Ed.D, Oklahoma State University, 1996. At SPU since 2002.

Sharon E. Hartnett, Assistant Professor of Education; B.A., Whitworth College, 1978; M.A.T., 1985; Ph.D., Gonzaga University, 1999. At SPU since 2000.

Cher N. Edwards, Assistant Professor of School Counseling; B.A., Bowling Green State University, 1994; M.S., University of Dayton, 1995; Ph.D., Ohio University, 2002. At SPU since 2002.

Frank M. Kline, Associate Professor of Education; Associate Dean for Teacher Education; B.S., Greenville College, 1978; M.Ed., Wichita State University, 1981; Ph.D., University of Kansas, 1989. At SPU since 1996.


Nyaradzo H. Mvududu, Associate Professor of Education; B.S., University of Zimbabwe, 1988; M.B.A., University of Washington, 1996; Ed.D., Seattle Pacific University, 2002. At SPU since 2003.

William E. Nagy, Professor of Education; B.A., Michigan State University, 1970; Ph.D., University of California-San Diego, 1974. At SPU since 1996.

Annette B. Robinson, Associate Professor of Special Education; B.A., University of Washington, 1966; M.Ed., 1969; Ph.D., 1976. At SPU since 1977.


Christopher A. Sink, Professor of School Counseling; B.A., University of California-Irvine, 1978; M.S., California State University-Fullerton, 1981; Ph.D., University of California-Riverside, 1988. At SPU since 1994.

Richard Scheuerman, Assistant Professor of Education; Director, Master’s in Teaching Program (Elementary/Middle); B.A., Washington State University, 1974; M.A., Pacific Lutheran University, 1977; Ph.D., Gonzaga University, 1992.


Sharon Young, Associate Professor of Mathematics; B.A., University of Redlands, 1966; M.A., University of Denver, 1976; Ph.D., University of Colorado, 1979. At SPU between 1995–1999 and since 2000.
Nursing (M.S.N.) and Certificate Programs

At a time of unprecedented change and challenges in health care, it is increasingly important that nurses provide the vision, talent, and leadership necessary to serve individuals, groups, and communities. The Master of Science in Nursing (M.S.N.) program, with emphasis in leadership and advanced practice pathways, prepares students to serve as leaders in nursing. The degree provides students with the opportunity to expand their career opportunities. At SPU, several advanced practice pathways may be incorporated into the master of science in nursing. Students who focus on roles in education, administration, clinical nurse specialties, the clinical nurse leader, or information systems management complete a 45–51-credit program designed to be completed in two to three years of study. Students who choose the adult/gerontological or family nurse practitioner pathway, complete a 59–62-credit program designed to be completed in two to three years of study.

Two certificate programs are available: 1) The Post-Master’s Nurse Practitioner Certificate program is available to individuals who have obtained a master’s degree in nursing. This program is 41–44 credits and is designed to take four quarters to complete. 2) The Post-Baccalaureate Nurse Education Preparation Certificate program is for students who have obtained their bachelor’s degree in nursing and plan to teach in clinical or academic settings. The nursing education courses may be applied as electives for the M.S.N. at Seattle Pacific University.

ADMISSION REQUIREMENTS
1. Application and application fee — $50.00.
2. Personal statement of professional and leadership goals as related to the specific mission statement of the School of Health Sciences and a statement of the applicant’s expectations of graduate education. This includes a description of the applicant’s potential for success in a master’s level, leadership-focused program of study for advanced practice.
4. Undergraduate nursing degree with GPA 3.0 or better in the last 45 quarter nursing credits.
5. Proof of undergraduate statistics course with 2.0 or better.
6. Recommendation forms: one personal, two professional, one of which must be from a supervisor or instructor.
7. Acceptable Graduate Record Exam scores — combined verbal and quantitative scores of 950 and a 3.5 or higher analytical writing score.
8. A Washington State RN license with no practice restrictions.
9. No convictions for crimes against persons (Washington or resident state background check).
10. NP applicants only: documentation of active nursing practice within the last two years.
11. Graduate Admission interview.
12. Proof of RN liability insurance.
13. Professional résumé.

APPLICATION PROCESS
The School of Health Sciences admits students on a quarterly basis. Admission decisions are made on an individual basis throughout the year. It is recommended, however, that students complete application materials before February in order to be eligible for scholarships and grants. Students may enroll in courses with a non-matriculated status prior to acceptance to the program.

CONTACT INFORMATION
To request application materials, contact The Graduate Center by email at gradadmissions@spu.edu or by telephone at 206.281.2888, or call toll free at 800.601-0603. Applications are also available online at www.spu.edu.
ACADEMIC PROGRAM COURSEWORK
Students in the graduate program begin the sequence of core graduate nursing courses Autumn Quarter, although courses may be started throughout the year. All students take core courses the first year and separate into specialty areas the second or third year of the program. Internship experiences begin after the core courses are completed and continue during the final year of the program of studies.

CORE REQUIREMENTS
NUR 6101 Leadership in Advanced Nursing Practice: Individual and Small Group (3)
NUR 6102 Leadership in Advanced Nursing Practice: Organizations and Health Service Systems (4)
NUR 6103 Leadership in Advanced Nursing Practice: Health Policies and World Community (4)
NUR 6210 Advanced Health Promotion (2)
NUR 6301 Values, Faith, and Ethics (3)
NUR 6970 Research in Nursing: Methods and Applications (4)
NUR 6971 Research Utilization in Advanced Nursing Practice (3)

PROGRAM CONCENTRATIONS
Students choose to complete either a scholarly clinical project or a thesis. The scholarly clinical project is designed within the context of the two research courses. The project is completed in NUR 6103 under the guidance of a faculty preceptor. Those students not enrolled in NUR 6103, will complete the scholarly clinical project as a one credit Independent Study. A public presentation of the scholarly project is done during the quarter of its completion. Students selecting a thesis register for 3 additional thesis credits and work closely with a faculty member and thesis committee.

Master of Science in Nursing With a Concentration in Administration, Education, Clinical Nurse Specialist, or Informatics
NUR 6210 Advanced Health Promotion (2)
NUR 6921 Theoretical Foundations of Advanced Nursing Practice (5)
NUR 6922 Application of Concepts in Advanced Nursing Practice (5)
NUR 6923 Synthesis of Advanced Nursing Practice (5)

Additional coursework varies with area of concentration.

The Clinical Nurse Specialist Concentration may require:
NUR 6211 Advanced Nursing Assessment (3)
NUR 6951 Advanced Clinical Pathophysiology (3)
NUR 6952 Health Issues for Older Adults (3)
NUR 6958 Advanced Pharmacology (3)

The Concentrations in Administration and Informatics usually have courses in the School of Business and Economics.

Master of Science in Nursing With Nurse Practitioner Concentration (Family or Adult/Gerontological)
NUR 6211 Advanced Nursing Assessment (3)
NUR 6230 Advanced Practice Seminar I: Initial Diagnosis and Early Management (8)
NUR 6240 Advanced Practice Seminar II: Diagnosis and Management (8)
NUR 6250 Advanced Practice Seminar III: Synthesis (8)
NUR 6260 Legal and Entrepreneurial Issues (3)
NUR 6951 Advanced Clinical Pathophysiology (3)
NUR 6958 Advanced Pharmacology (3)

For Adult/Gerontological NP
NUR 6952 Health Issues of Older Adults (3)
or
NUR 6955 Special Topics (1–5)
Prior to completion of the nurse-practitioner, students must achieve a passing grade on the comprehensive exam. This exam is scheduled as part of the final nurse practitioner course. Students who do not achieve a passing grade on the comprehensive exam are required to do extended work until the passing grade is earned.

Post-Master's Nurse Practitioner Certificate Preparation
NUR 6210 Advanced Health Promotion (2)
NUR 6211 Advanced Nursing Assessment (3)
NUR 6230 Advanced Practice and Seminar I: Initial Diagnosis and Early Management (8)
NUR 6240 Nurse Practitioner: Advanced Practice and Seminar II: Diagnosis and Management (8)
NUR 6250 Seminar III: Synthesis of Practice (8)
NUR 6260 Legal and Entrepreneurial Issues (3)
NUR 6951 Advanced Clinical Pathophysiology (3)
NUR 6958 Advanced Pharmacology (3)

For Adult/Gerontology NP
NUR 6952 Health Issues of Older Adults (3)*

*If not taken in the M.S.N. program.

Prior to completion of the nurse-practitioner, students must achieve a passing grade on the comprehensive exam. This exam is scheduled as part of the final nurse practitioner course. Students who do not achieve a passing grade on the comprehensive exam are required to do extended work until the passing grade is earned.

Nurse Educator Certificate
NUR 6960 Course Development and Teaching Strategies (3)
NUR 6961 Nurse/Health Educator Internship (3)
NUR 6962 Role Development for Nurse/Health Educators (3)
*EDTC 6433 Teaching With Technology (3)

Application to the M.S.N. Program is not required, but proof of a bachelor's degree and RN license must be demonstrated by an official transcript.

*This course can be taken at Seattle Pacific University or transferred in from another college or university.

Electives
NUR 6220 Women's Health
NUR 6952 Health Issues of Older Adults
NUR 6955 Special Topics (1–5)
NUR 6960 Course Development and Teaching Strategies (3)
NUR 6961 Nurse/Health Educator Internship (3)
NUR 6962 Role Development for Nurse/Health Educators (3)
NUR 6900 Independent Study (1–5)
NUR 6999 Nursing Thesis (1–4)

Students may also select electives from business, education, physical education or another related field.

DEGREE REQUIREMENTS
The general requirements for a master's degree are consistent with those listed for the University. All courses must be completed within a six-year limit. Prior to completion of the nurse-practitioner pathway, students must achieve a passing grade on the comprehensive exam. The exam is scheduled as part of the final nurse practitioner course.
**COURSE DESCRIPTIONS**

NUR 6101 Leadership in Advanced Nursing Practice: Individual and Small Group (3)
Explores the concept of leadership, focusing on personal aspects of an effective leader and leadership in small groups. Considers theories of leadership; leadership values; characteristics, skills, and behaviors of an effective leader; selected concepts of leadership; learning/teaching; and group process and communication. Class open to health sciences majors. Class open to graduate students.

NUR 6102 Leadership in Advanced Nursing Practice: Organizations and Human Service System (4)
Prerequisite: NUR 6101.
Continues analysis, application, and evaluation of leadership concepts introduced in NUR 6101, expanding to consideration of organizational theory and other systems theories; conflict and change; informatics; strategic planning and management of resources; quality assurance and standards; sociopolitical influences; and governance models within health service systems. Class open to health sciences majors. Class open to graduate students.

NUR 6103 Leadership in Advanced Nursing Practice: Health Policies and World Community (4)
Prerequisites: NUR 6101 and 6102.
Promotes integration of concepts considered in NUR 6101 and 6102 toward development of a personal/professional nursing leadership praxis. Examines nursing leadership responsibilities in health policy, media interaction, intercultural and world communities, and health care systems of the future. Class open to health sciences majors. Class open to graduate students.

NUR 6210 Health Promotion (2)
Explores wellness, health promotion, and levels of prevention. Applies these concepts to diverse populations of individuals, families, and communities. Class open to health sciences majors. Class open to graduate students.

NUR 6211 Advanced Nursing Assessment (3)
Prerequisite: NUR 6210 (may be taken concurrently).
Provides students with the opportunity to develop advanced history taking and assessment skills, physical, psychosocial, family, cultural, and developmental assessment. Integrates supporting theory with practice skills. Introduces the process of differential diagnosis. Class open to health sciences majors. Class open to graduate students.

NUR 6220 Women's Health (3)
Takes an integrated multidisciplinary approach to women's health which integrates historical, sociocultural, biophysical, and psychosocial aspects of women's health and nursing practice with women and their families. Class open to health sciences majors. Class open to graduate students.

NUR 6230 Advanced Practice Seminar I: Initial Diagnosis and Early Management (8)
Prerequisites: NUR 6210, 6211 and 6951 or equivalent.
Provides study and case analysis of selected health conditions, with clinical experience for application of knowledge. Includes history taking, physical assessment, problem identification, therapeutics, and evaluation of common acute and chronic problems with integration of knowledge from prerequisites. Focuses on advanced assessment, diagnosing conditions with a straightforward presentation and beginning ability to determine therapeutic options across the life span. Content varies depending on student's desired emphasis. Clinical practice provides an opportunity for client care, peer review of client care, and testing of theory under supervision of an established advanced practitioner. Internship: 165 hours. Class open to health sciences majors. Class open to graduate students.

NUR 6240 Advanced Practice Seminar II: Advanced Diagnosis and Management (8)
Prerequisite: NUR 6230.
Provides study and case analysis of selected health conditions. Expands ability to critically analyze situations in which several conditions are present, prioritize diagnoses and problems, and select appropriate therapeutic interventions across the life span. Content varies depending upon student's desired emphasis. Clinical experiences continue to provide opportunity for client care, peer review of client care, and testing of theory under supervision of an established advanced practitioner. Integration of knowledge and practice gained from prerequisites is expected. Internships, 165 hours. Class open to health sciences majors. Class open to graduate students.
NUR 6250 Advanced Practice Seminar III: Synthesis of Practice (8)
Prerequisite: NUR 6240.
Provides study and case analysis of selected complex health conditions. Synthesis of prior coursework with emphasis on common acute and chronic conditions that involve multiple systems. Provides all aspects of assessment, problem identification, and therapeutic management. Integration of managing selected psychological and behavioral along with physiological problems across life span. Content varies depending on student's desired emphasis. Continues to provide clinical experiences for application of knowledge and practice learned in previous nurse practitioner courses. Internship activities include client care, peer review of client care, testing of theory under supervision of an advanced practitioner, and clinical readiness to write the advanced nurse practitioner certification exams. Internship, 170 hours. Class open to health sciences majors. Class open to graduate students.

NUR 6260 Legal and Entrepreneurial Issues (3)
Explores the nurse practitioner's role and responsibility in health care delivery and in shaping health policy. Examines trends in expanded roles and entrepreneurship pertinent to advanced nursing practice, especially nurse practitioners. Identifies sociopolitical influences on health care, analyzes ethical risk management and legal issues, and organizational values as they relate to personal and professional roles and health care delivery systems. Class open to health sciences majors. Class open to graduate students.

NUR 6301 Values, Faith and Ethics (3)
Examines ethical theories and decision making in the context of nursing, nursing leadership, and the health care environment. Explores the relationship between moral, faith, values development, and spiritual growth. Integrates a Biblical understanding of ethics and values. Provides opportunity for personal and professional synthesis by developing an aesthetic performance and a vocational position. Attribute: Biblical Heritage Graduate. Class open to health sciences majors. Class open to graduate students.

NUR 6900 Independent Study (1–5)
Registration approval: Independent Study Agreement. Emphasizes individual study of nursing, health care, or issues related to these major concepts planned within the scope and expertise of nursing faculty advisors. May be repeated for credit up to 15 credits. Class open to health sciences majors. Class open to graduate students.

NUR 6901 NP: Independent Study (1–5)
May be repeated for credit up to 15 credits. Class open to health sciences majors. Class open to graduate students.

NUR 6921 Theoretical Foundations of Advanced Practice Nursing (5)
Begins the systematic study of nursing and related concepts for advanced nursing practice, and development of a nursing design with a clinical focus for a selected aggregate. Students select clinical sites where they begin to develop advanced practice skills related to clinical problems of their selected aggregates, in a working relationship with a master's-prepared nurse mentor. Incorporates in-depth holistic assessment, health promotion, and care at all levels of prevention. Integrates group leadership principles in the seminar process, and begins the practice portion of the Advanced Nursing Practice Portfolio. Seminar 40 hours; Internship 165 hours. Class open to health sciences majors. Class open to graduate students.

NUR 6922 Application of Concepts in Advanced Nursing Practice (5)
Prerequisite: NUR 6921. Emphasizes continuing in-depth knowledge building for a selected aggregate and understanding of nursing design with integration of leadership, role function, and the theoretical basis of advanced nursing practice. Students' cognate courses are expected to undergird the development of skills and their application in a selected role function (e.g., clinical nurse specialist, researcher, educator). Seminar 40 hours; Internship 165 hours. Class open to health sciences majors. Class open to graduate students.

NUR 6923 Synthesis of Advanced Nursing Practice (5)
Prerequisite: NUR 6922. Continues the development of an advanced practice nursing role with the student's selected aggregate. Students synthesize leadership, nursing theory, ethics and values, teaching-learning, and research concepts with related cognate components. Students refine their nursing designs and complete the practice portion of their Advanced Practice Nursing Portfolios. Seminar 40 hours; Internship 170 hours. Class open to health sciences majors. Class open to graduate students.
NUR 6951 Advanced Clinical Pathophysiology (3)
Investigates human responses to stress and disease by analyzing selected clinical cases, comparing study findings with accepted health states and applying research based diagnostic methods. Studies pathophysiologic conditions selected by the student; enhances integration of concepts learned by presentation discussion and literature review. Class open to health sciences majors. Class open to graduate students.

NUR 6952 Health Issues of Older Adults (3)
Analyzes current theories of aging, and psychological, social, cultural, environmental, and spiritual factors that influence development in the second half of life. Discusses selected biological factors. Students choose related special topics to study in depth and present in class. Class open to health sciences majors. Class open to graduate students.

NUR 6955 Special Topics (1–5)
Registration approval: Instructor. Students will work on specialized areas of interest with faculty in advanced nursing coursework. May be repeated for credit up to 15 credits. Class open to health sciences majors. Class open to graduate students.

NUR 6958 Advanced Pharmacology (3)
Prepares students with a foundation in pharmacology and pharmacotherapeutics for advanced practice. Focuses on pharmacokinetics, pharmacodynamics, adverse drug reactions, drug interactions, drugs in special populations, prescription-writing, and the pharmacology and pharmacotherapeutics of selected drug groups. Class open to health sciences majors. Class open to graduate students.

NUR 6960 Course Development and Teaching Strategies (3)
Provides nurse educators in both academic and service settings with knowledge and practical skills to become an effective educator. Includes philosophy of teaching/learning, learning styles, critical thinking, course development, teaching strategies, evaluation, documentation, and integration of technology. Opportunity for developing and presenting a learning module is included. Class open to health sciences majors. Class open to graduate students.

NUR 6961 Nurse Educator Internship (3)
Prerequisite: NUR 6960 or instructor permission. Provides nurse educators in both academic and service settings with practice teaching experience in classroom and clinical settings under supervision of a faculty preceptor/mentor. Includes application of content from NUR 6960 plus modules on coaching, documentation, clinical evaluation, and management of learner issues. Class open to health sciences majors. Class open to graduate students.

NUR 6962 Role Development for Nurse Educators (3)
Includes philosophy of nursing education, curriculum design, research, publishing, grant writing, interpersonal dynamics and team-work in academic and practice settings, functioning within institutional expectations, developing a teaching portfolio, legal issues, and future directions in nursing education. Class open to health sciences majors. Class open to graduate students.

NUR 6963 Project (1–5)
Registration approval: Instructor. May be repeated for credit up to 5 credits.

NUR 6970 Research in Nursing: Methods and Application (4)
Focuses on research strategies as utilized in nursing research. Discusses qualitative and quantitative designs and measurement strategies with accompanying statistical analyses. Begins Scholarly Clinical Project. Class open to health sciences majors. Class open to graduate students.

NUR 6971 Research Utilization in Advanced Nursing Practice (3)
Prerequisite: NUR 6970. Focuses on the development of one's own nursing research, with an emphasis on clinical problems. Students' aggregates and clinical sites provide the context for research questions and methods. Explores issues related to evidence based practice. Class open to health sciences majors. Class open to graduate students.
NUR 6999 Thesis: Nursing (1–4)
Prerequisites: NUR 6970 and 6971.
Requires a research thesis designed to study nursing, health care practices or the arena that fosters interactions between these components. May be repeated for credit up to 4 credits. Class open to graduate students.

FACULTY
Sandra Affeldt-Cotton, Professor of Nursing; B.S.N., University of North Dakota, 1973; M.S., Texas Woman’s University, 1979; Ed.D., University of South Dakota, 1990. At SPU since 2005.

Mary E. Fry, Associate Professor of Nursing; B.S.N., University of Washington, 1966; M.N., 1972; Ph.D., Oregon Health Sciences, 1994. At SPU since 1969.


Christine M. Henshaw, Assistant Professor of Nursing; B.S.N., Washington State University, 1978; M.N., University of Washington, 1987; Ed.D., Seattle University, 2004. At SPU since 2000.

Emily A. Hitchens, Associate Dean; Professor of Nursing; B.S.N., University of Washington, 1965; M.N., 1967; Ed.D., Seattle University, 1988. At SPU since 1979.

Barbara S. Innes, Associate Professor of Nursing; Director of R.N.-to-B.S. Program; B.S.N., University of Washington, 1963; M.S., University of California-San Francisco, 1969; Ed.D., Seattle University, 1989. At SPU since 1976.

Lucille M. Kelley, Dean; Associate Professor of Nursing; B.S.N., University of Connecticut, 1969; M.N., University of Washington, 1973; Ph.D., 1990. At SPU since 1985.


Elizabeth Torrence, Associate Professor of Nursing; Director, MSN Program; B.S.N., Barry University, 1968; M.N., Louisiana State University Medical Center, 1976; Ed.D., Seattle University, 1997. At SPU since 2002.

Barbara West, Associate Professor of Nursing; B.S.N., San Diego State University, 1974; M.S.N., University of Tennessee-Memphis, 1985; Ed.D., Tennessee State University, 2005. At SPU since 2005.

Martha L. Worcester, Associate Professor of Nursing; Director, Nurse Practitioner Pathway; B.S.N., California State University-Chico, 1962; M.S., University of California-San Francisco, 1964; Ph.D., A.N.P., University of Washington, 1990. At SPU since 1989.
Clinical Psychology (Ph.D.)

MISSION STATEMENT
As a community of scholars and professionals who embrace a broad Christian worldview, we are committed to developing psychologists who accomplish the following:

- Integrate the findings of scientific psychology with the interpersonal skills and sensitivity necessary for effective clinical practice.
- Incorporate biopsychosocial and spiritual perspectives into the science and practice of the discipline.
- Appreciate and respect the inherent diversity that characterizes individuals and groups.
- Embrace a vocation of service to individuals, families, and their communities.

PROGRAM DISTINCTIVES
The doctorate of philosophy (Ph.D.) in clinical psychology is a full-time, five-year, integrated and organized sequence of studies and practice experiences based on the “local clinical-scientist” model of training. The “local clinical-scientist” embodies and expands upon the original scientist-practitioner model of clinical psychology. Research and clinical practice are balanced in the curriculum, and our graduates function in various roles as healthcare clinicians, university scholars, program directors, and supervisors.

Coursework is grounded in empirical literature that examines the interplay among biological, psychological, and social factors related to human adjustment; this biopsychosocial perspective infuses all aspects of the doctoral curriculum and training experiences. Perspectives on diversity are incorporated throughout the curriculum, addressing individual and group differences and the implications of diversity for the ethical and effective practice of clinical psychology. And, in our view, a full appreciation of diversity includes spiritual and religious factors as well. Additionally, both faculty and students are committed to a vocation of service to others.

SEQUENCE OF STUDY
In order to graduate with the Ph.D., each student must complete 204 quarter units of courses, which include 32 units of dissertation; two one-year, part-time practicum placements; and a full-time one-year internship. A master of arts in psychology (M.A.; the first two years of 77 quarter credits) is earned en route to the Ph.D. The following is the typical required sequence for completion of the Ph.D. degree within five years of admission.

FIRST YEAR
Autumn (12)
CPY 7200 Personality Theory and Research (5)
CPY 7400 Ethics and Laws in Clinical Psychology (5)
CPY 7927 Clinical Foundations I (2)
Winter (12)
CPY 7101 Neural Basis of Behavior I (5)
CPY 7210 Developmental Psychology (5)
CPY 7928 Clinical Foundations II (2)

Spring (10)
CPY 7102 Neural Basis of Behavior II (5)
CPY 7230 Cognition and Learning (5)

Summer (12)
CPY 7020 Introduction to Statistics (5)
CPY 7220 Psychopathology (5)
CPY 7995 Research and Dissertation (2)

SECOND YEAR
Autumn (13)
CPY 7031 Research Methods and Statistics I (5)
CPY 7310 Psychological Interventions I: Cognitive Behavioral Therapies (5)
CPY 7004 Faith, Meaning, and Professional Foundations: Epistemology (1)
CPY 7995 Research and Dissertation (2)

Winter (13)
CPY 7032 Research Methods and Statistics II (5)
CPY 7315 Psychological Interventions II: Psychodynamic Therapies (5)
CPY 7001 Faith, Meaning, and Professional Foundations: Personhood (1)
CPY 7995 Research and Dissertation (2)

Spring (15)
CPY 7033 Research Methods and Statistics III (5)
CPY 7300 Methods of Psychological Assessment: Intelligence and Achievement (5)
CPY 7002 Faith, Meaning, and Professional Foundations: Development (1)
CPY 7929 Pre-Practicum (2)
CPY 7995 Research and Dissertation (2)

Summer (15)
CPY 7240 Social Psychology (5)
CPY 7330 Methods of Psychological Assessment: Personality and Psychopathology (5)
CPY 7003 Faith, Meaning, and Professional Foundations: Dysfunction (1)
CPY 7930 Practicum (2)
CPY 7995 Research and Dissertation (2)

THIRD YEAR
Autumn (13)
CPY 7316 Psychological Interventions III: Family and Child Therapies (5)
CPY 7201 Addictive Behavior (4)
CPY 7930 Practicum (2)
CPY 7995 Research and Dissertation (2)

Winter (14)
CPY 7000 History and Systems of Psychology (5)
CPY 7130 Human Sexuality and Sex Therapy (5)
CPY 7930 Practicum (2)
CPY 7995 Research and Dissertation (2)

Spring (13)
CPY 7010 Psychometric Theory and Test Construction (5)
CPY 7411 Group Therapy (4)
CPY 7930 Practicum (2)
CPY 7995 Research and Dissertation (2)
Summer (16)
CPY 7110 Psychopharmacology (5)
CPY 7280 Diversity and Cultural Issues in Psychology (5)
CPY 7931 Advanced Practicum (2)
CPY 7995 Research and Dissertation (4)

FOURTH YEAR
Autumn (10)
CPY 7931 Advanced Practicum (2)
CPY **** Cognate Course (4)
CPY 7995 Research and Dissertation (4)

Winter (10)
CPY 7931 Advanced Practicum (2)
CPY **** Cognate Course (4)
CPY 7995 Research and Dissertation (4)

Spring (10)
CPY 7931 Advanced Practicum (2)
CPY **** Cognate Course (4)
CPY 7995 Research and Dissertation (4)

Summer (4)
CPY 7940 Internship (4)

FIFTH YEAR (12)
CPY 7940 Internship (4 each quarter) for a total of 16 units
As outlined in this plan, students are required to register for a minimum of 32 dissertation units (preferably before internship).

TOTAL UNITS (204)

GENERAL ADMISSIONS INFORMATION
The program begins in Autumn Quarter and admits students once a year. The application deadline is January 15. Listed below is a brief outline of University and program requirements for admission to clinical psychology doctoral studies. For detailed information on admission, please visit The Graduate Center Web site at www.spu.edu/graduate. You may also request an application packet by email at gradadmissions@spu.edu, or by phone at 206.281.2091 or 800.601.0603.

1. Applicants must have a bachelor’s degree* with a minimum grade-point average of 3.0. Clearly an undergraduate major in psychology is most preferable. All applicants should have successfully completed a statistics or tests and measurements course, as well as at least five other psychology courses prior to application from among the following: abnormal, developmental, experimental, physiological, social, learning, motivation, or personality.

   Applicants whose bachelor’s degrees are not in psychology may wish to take the Graduate Record Exam (GRE) Psychology Subject Test to further demonstrate adequate knowledge of general psychology.

   *From a regionally accredited institution and prior to admission.

2. The Graduate Record Exam (GRE) is required. A minimum score of 1100 for the combined verbal and quantitative sections of the GRE is preferred. The test must have been administered within five years of the deadline date for application to the program. The Psychology Subject Test of the GRE (PGRE) is not required, but (as explained above) may be advantageous for applicants without a psychology bachelor’s degree. Further information about the GRE can be obtained at www.gre.org.

   Applicants will submit three letters of recommendation, one professional reference from a person in a related field (e.g., clinical supervisor), one academic reference from a former professor or instructor, and one personal recommendation (e.g., any professional but not a member of the applicant’s family).

   Note: Please use the forms included in the application brochure, being sure to follow the instructions.

3. Applicants must submit a typed personal statement. Generally, statements should be three to four
pages in length. Please address career objectives, rationale for seeking a degree in clinical psychology and why you choose to attend SPU. Mention your professional and personal strengths as they apply to clinical psychology, related work experiences, research interests, personal values, religious ideals, and other information you deem appropriate.

Note: Preference is shown to those applicants who possess potential for both clinical and scientific work, as demonstrated by prior work or volunteer experiences.

4. Applicants for whom English is not their first language must take the Test of English as a Foreign Language (TOEFL), and obtain a minimum score of 600 on the paper-based test or 250 on the computer-based test.

5. Applicants who are not U.S. citizens or permanent residents must provide an official confidential statement of financial support covering each year of intended enrollment. This is necessary in order to issue the paperwork for an I-20 Immigration form. Documentation must be included in the application packet.

ADMISSIONS PROCESS
The Admissions Committee of the Department of Graduate Psychology (DGP) will conduct a preliminary screening process. Finalists will be invited to come to campus for personal interviews in late February or early March. Admission to the doctoral program depends upon recommendation by the DGP faculty and approval from the chair of the department.

TRANSFER OF CREDIT
Students with a master’s degree, or those who have taken other graduate coursework in psychology at a regionally accredited institution, may be allowed to transfer up to 20 quarter units. Students must submit syllabi of any courses for which they request transfer of credit. Courses accepted for transfer must have been passed at a grade of B or higher and completed within seven years of transfer. Any transfer credit petitions should be submitted only after formal admission to the program.

COURSE DESCRIPTIONS
CPY 7000 History and Systems of Psychology (5)
Focuses on an understanding of the historical and philosophical roots, cultural influences and basic scientific assumptions which underlie contemporary psychology in general, and clinical psychology in particular. The development of basic paradigms in psychology are considered as they have been informed by individually-oriented theories, systems-oriented theories, and field theory or transactional perspectives. Class open to clinical psychology and organizational psychology majors. Class open to doctoral students.

CPY 7001 Faith, Meaning and Professional Foundations: Personhood (1)
Explores the implications of a biblical anthropology, develops a theology of personhood, and encourages students in personal exploration of and engagement with these issues. Colloquium also addresses specific issues that arise out of the content of other courses concurrently being taken by the student. Course equivalent: CPY 6001. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7002 Faith, Meaning and Professional Foundations: Development (1) Examines the relationship between theological, existential and psychological perspectives on human development. Colloquium also addresses specific issues that arise out of the content of other courses concurrently being taken by the student. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7003 Faith, Meaning, and Professional Foundations: Dysfunction (1) Discusses the relationship between psychological/systems theories and theological perspectives on individual and relational dysfunction. Examines the interplay between psychological constructs such as neurosis and theological concepts of sin and evil. Colloquium also addresses specific issues that arise out of the content of other courses concurrently being taken by the student. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7004 Faith, Meaning and Professional Foundations: Epistemology (1) Considers theological and philosophical approaches to epistemology and explores the conceptual bases of the scientific method upon which much of the field of psychology rests. Colloquium also addresses specific issues that arise out of the content of other courses concurrently being taken by the student. Class open to
clinical psychology majors. Class open to doctoral students.

CPY 7010 Psychometric Theory and Test Construction (5)
Features topics including test design, norming, classical and generalizability theory, reliability, validity, item response theory and factor analysis. Applies psychometric theory to the evaluation of popular psychological and educational assessment instruments. Class open to clinical psychology and organizational psychology majors. Class open to doctoral students.

CPY 7020 Introduction to Statistics (5)
Introduces students to introductory statistical concepts such as descriptive statistics, probability, statistical inference including mean differences, analysis of variance, correlation, linear prediction and non-parametric statistics emphasizing their mathematical and theoretical derivations. Explores null hypothesis effect size, power analysis, statistical and clinical significance. Discusses defining research questions, applying appropriate statistics and interpreting results. Uses SPSS computer software for statistical analysis. Course equivalent: CPY 6700. Class open to clinical psychology and organizational psychology majors. Class open to doctoral students.

CPY 7031 Research Methods and Statistics I (5)
Prerequisite: CPY 7020.
Introduces students to the philosophy, structure and ethics related to qualitative research and applied/experimental quantitative research. Focuses on research pertaining to evidence-based clinical practice and case study design in light of the local clinical scientist model. Statistical training focuses on analysis of variance techniques including factorial ANOVA, planned comparisons, post-hoc analysis and repeated measures. Students will have the opportunity to write a research proposal including a proposed method section. Class open to clinical psychology and organizational psychology majors. Class open to doctoral students.

CPY 7032 Research Methods and Statistics II (5)
Prerequisite: CPY 7031.
Explores multiple regression techniques and their application to clinical research. Students complete ethical data collection methodology including writing research applications for an institutional review board. Class open to clinical psychology and organizational psychology majors. Class open to doctoral students.

CPY 7033 Research Methods and Statistics III (5)
Prerequisite: CPY 7032.
Introduces advanced statistical techniques such as meta analysis, exploratory and confirmatory factor analysis, structural equation modeling and multivariate statistical techniques including MANOVA, discriminate function analysis and logistic regression. Students also learn data analysis and interpretation strategies, as well as written and oral presentation skills. Class open to clinical psychology and organizational psychology majors. Class open to doctoral students.

CPY 7101 Neural Basis of Behavior I (5)
Provides a full overview of human peripheral and central nervous system functional anatomy, including developmental processes. Focuses on neural communication, including electrophysiology, neurotransmitter biosynthesis, and synaptic transmission. Regional specificity within the brain, as well as local network theories will be discussed. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7102 Neural Basis of Behavior II (5)
Prerequisite: CPY 7101.
Applies functional neural anatomy and scientific processes covered in Neural Basis of Behavior I to the human condition. Behavioral processes such as sleep, learning, memory, regulatory behavior, and sexual functioning will be explained in light of neural mechanisms. Discusses an overview of numerous neural pathological conditions including depression, schizophrenia, the anxiety disorders, and degenerative and traumatic brain diseases. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7110 Psychopharmacology (5)
Overviews psychotropic drugs and mainline psychiatric approaches to the understanding and treatment of emotional and behavioral problems. Emphasis will be given to the scientific evidence for, as well as
against, the use of these drugs for people with common psychiatric or psychological syndromes, such as depression, anxiety disorders, schizophrenia, attention deficit and hyperactivity disorder. The discussion of clinical applications will emphasize the importance of multidisciplinary cooperation as well as broader biopsychosocial models for understanding the effects and limitations of psychotropics. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7130 Human Sexuality and Sex Therapy (5)
Surveys biopsychosocial aspects of sexual development and behavior, sexual orientations, and the assessment and treatment of sexual dysfunction. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7141 Health and Neuropsychological Assessment (4)
Focuses on specific neuropsychological testing measures, along with methods to evaluate the psychological status and coping abilities of those with both acute and chronic medical conditions. Emphasizes the evaluation of brain-behavior relationships through flexible and fixed battery neuropsychological assessment approaches. Particular attention is paid to cultural and linguistic issues in assessment and the application of test findings in health care settings. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7143 Behavioral Health and Epidemiology (4)
Interventions from the public health concepts of primary, secondary, and tertiary prevention perspectives are presented with special attention paid to clinical health psychologists responsibilities in each of these areas. Prevention strategies are based on empirically derived principles in the fields of psychology and epidemiology. Covers the psychologists' role in the research and practice of behavioral health and wellness. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7145 Advanced Theory and Techniques of Health Psychology (4)
Provides the theoretical and empirical backbone for the practice of clinical health psychology in medical settings. Gives attention to the professional role of the clinical psychologists as health care providers, the scientific basis for psychological interventions in the treatment of medical conditions, and the practical issues related to post-doctoral fellowships, hospital privileges and advanced credentialing. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7146 Research Methods in Health Psychology (4)
Focuses on the integration and application of clinical bedside assessment, single-case and behavioral assessment, as well as inferential statistical analyses for use in research with medical patients. Gives special attention to the interactions between psychological and biological variables in the design and interpretation of health care research. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7147 Health Psychology and Behavioral Medicine (4)
Presents a variety of advanced topics in the scientific understanding of psychological and lifestyle factors in medical illness and injury, as well as clinical application of psychological assessment and intervention with medical patients. Gives attention to major medical conditions such as cancer and coronary artery disease, where emotional and behavioral factors are pertinent to prevention and treatment, as well as to chronic pain and other somatic symptoms commonly seen in both medical and mental health settings. Addresses issues of primary and secondary disease prevention, as well as some coverage for organizational and community-based approaches to health promotion. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7148 Advanced Psychological Interventions: Hypnosis, Biofeedback and Relaxation (4)
Describes the clinical procedures of hypnosis, biofeedback and relaxation training, all of which share an emphasis on psychophysiological processes and effects. Covers the historical background as well as the contemporary research literature, along with the clinical traditions of scientific evidence to specify which procedures are most helpful for which persons, with which symptoms or syndromes. Emphasis will also be given to the integration of these procedures within broader biopsychosocial and cognitive-behavioral models of clinical psychology. Class open to clinical psychology majors. Class open to doctoral students.
CPY 7200 Personality Theory and Research (5)
Explores contemporary evidence-based systems of studying human personality. Examines biological, psychological, interpersonal, and social contributors to normal and abnormal personality characteristics. Emphasizes dimensional models of personality and assessment. Discusses personality research in health, rehabilitation, and in diverse cultural populations. Class open to clinical psychology and organizational psychology majors. Class open to doctoral students.

CPY 7201 Addictive Behavior (5)
Examines biological, psychosocial, spiritual and developmental models of understanding substance use and addiction. Emphasizes the role of Clinical Psychologists in diagnosing and treating primary and co-morbid addictive behavior. In addition to a review of major evidence-based treatment approaches to addictive behavior, students will gain practiced exposure to Motivational Interviewing as an adjunctive and primary treatment for substance use and addiction. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7210 Developmental Psychology (5)
Provides information on theories, research, and issues in the area of human development. Although course material will introduce students to a number of topics related to development, particular emphasis will be placed on social and emotional development and processes during childhood and adolescence. Introduces topics and research in the area of developmental psychopathology, a field that bridges the gap between research on development and clinical issues. Class open to clinical psychology and organizational psychology majors. Class open to doctoral students.

CPY 7220 Psychopathology (5)
Provides an in-depth exploration of psychopathological disorders from a biopsychosocial perspective. Uses the DSM-IV as the organizing format for the course content, with special attention paid to the understanding of etiology, diagnosis and treatment, and cultural influences in the definition of pathology. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7230 Cognition and Learning (5)
Addresses major theories of human cognition and learning. Examines models that are based on individual perceptual and behavioral processes (such as social learning theory) and the role of cognition and learning in psychopathology. Class open to clinical psychology and organizational psychology majors. Class open to doctoral students.

CPY 7240 Social Psychology (5)
Examines the social bases of behavior, exploring the major theories, concepts and research topics in social psychology. Studies the social and interpersonal determinants and consequences of individual behavior, with special reference to social dynamics that shape attitudes, emotions, perception and behavior. Class open to clinical psychology and organizational psychology majors. Class open to doctoral students.

CPY 7241 Community and Organizational Systems (4)
Introduces the literature addressing human behavior in organizational and community contexts. Examines interactions between people and systems in which they function from individual, group, and organizational levels of analysis. Topics include: individual differences, leadership, work motivation, perception, communication, decision making, power and politics, group development, performance, individual and work team effectiveness, conflict, organizational culture, organizational systems theory, and managing diversity. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7242 Leadership and Team Development (4)
Introduces theoretical frameworks on leadership and team development. Highlights cutting edge tools and practices for selecting and developing leadership capacity within organizational settings as well as the interpersonal and structural dynamics that characterize effective groups. Explores systemic approaches to leadership in the context of organizational culture and interpersonal factors such as leadership ethics, purpose, motivation, power and communication. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7243 Organizational Development and Consultation (4)
Introduces major theories, models and methods for evaluating the effects of interventions on groups and
organizations. Explores the foundations in organizational development and the contributions made by other
disciplines, theorists and practitioners. Special focus on organizational entry, data collection, organizational
diagnosis, development of interventions, evaluation, and contract termination. Also explores the role of
psychologist as internal/external facilitator in the organizational change process. Class open to clinical
psychology majors. Class open to doctoral students.

CPY 7280 Diversity and Cultural Issues in Clinical Psychology (5)
Analyzes theoretical and empirical literature in psychology examining variables such as gender, age,
sexual orientation, ethnicity and religious preference. Issues of diversity will be examined from a
biopsychosocial and ecological perspective. Emphasizes implications for clinical diagnosis, assessment,
treatment and training in the clinical-scientist tradition. Class open to clinical psychology majors. Class
open to doctoral students.

CPY 7300 Methods of Psychological Assessment: Intelligence and Achievement (5)
Introduces students to the administration and interpretation of a variety of tests of cognitive functioning and
academic achievement, including but not limited to the WAIS III, WASI, WRIT, WMS III, PPVT, RPM,
WRAT 3, WIATT, WRAML, etc. Pays special attention to issues of ethnicity and culture in the interpretation
of these instruments. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7310 Psychological Interventions I: Cognitive Behavioral Therapies (5)
Provides doctoral students with the essential theoretical and conceptual background of cognitive and
behavioral approaches to psychotherapy along with practical exposure to specific application of cognitive
behavioral therapies. Gives students the opportunity to critically examine the evidence for the
effectiveness of cognitive behavioral approaches to psychopathology including cross cultural and
integrated applications. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7315 Psychological Interventions II: Psychodynamic Therapies (5)
Explores the theoretical bases and treatment approaches falling under the broader category of
psychodynamic and analytical interventions, including the perspectives of Freud, Jung, Adler and the Neo-
analytical and object relations theories. Considers the empirical evidence for the efficacy of psychodynamic
interventions for various forms of psychopathological disorders. Class open to clinical psychology majors.
Class open to doctoral students.

CPY 7316 Psychological Interventions III: Family and Child Therapies (5)
Examines the fundamentals of therapy with couples, families and children. Offers foundational teaching on
a systems orientation, with a focus on outcome research. Differing theoretical orientations for effective
intervention will be addressed, including play therapy for children, and a multicultural perspective on
therapeutic modalities. The focus of the course will be on the practical application of research and theory in
clinical work. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7319 Theory and Practice of Supervision (4)
Introduces students to the role of becoming clinical supervisors. Provides a technical and theoretical
framework for understanding and deepening the supervisory process. Discusses the nature of the
supervisory relationship, the goal of supervision and the nature and purpose of supervisory relations.
Students will be required to provide weekly supervision and to evaluate their supervision experience as
well as develop their own theoretical understanding of the supervisory relationship. Class open to clinical
psychology majors. Class open to doctoral students.

CPY 7320 Child Assessment (4) Examines the unique issues in clinical assessment, diagnosis and
treatment as applied to the population of children, adolescents and their families. Class open to clinical
psychology majors. Class open to doctoral students.

CPY 7330 Methods of Psychological Assessment: Personality and Psychopathology (5)
Introduces student to the administration and interpretation of a variety of objective tests of personality and
pathology, including but not limited to the MMPI, MCMI, PAI, MBTI, 16PF, CPI, BDI, GDS. Surveys the
principles underlying projective tests of personality. Pays special attention to issues of ethnicity and culture
in the interpretation of these instruments. Class open to clinical psychology majors. Class open to doctoral
students.
CPY 7400 Ethics and Laws in Clinical Psychology (5)
Introduces students to the APA's Ethical Principles of Psychologists and Code of Conduct, the laws of practice in the State of Washington and the licensing laws of most states, in the context of philosophical approaches to ethics and moral standards. Explores in depth a variety of ethical dilemmas confronted in clinical practice and research. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7411 Group Therapy (5)
Presents major theoretical approaches as well as practical training and techniques for conducting group psychotherapy. Includes empirical evidence for the efficacy of certain types of group treatment for specific problems in particular patient populations. Students may be required to participate in group experiences or role plays within class and/or for their homework assignments to facilitate a better understanding of group processes. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7500 Advanced Theory and Techniques of Family Psychology (4)
Integrates fully the biopsychosocial perspective from a systems epistemology. Explores contemporary research issues and clinical applications in the tradition of the clinical-scientist model. Examines family and conjoint theoretical models, assessment and evaluation, and treatment interventions unique to family psychology. Focuses on both the nuclear family and dyadic relationships within the family, including the integration of faith and practice from a systems perspective and multi-cultural issues related to family psychology. Incorporates experiential components, such as role-play and modeling into the learning experience. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7501 Research Methods in Child and Family Psychology (4)
Exposes students to basic and advanced research designs and methodology commonly used in children and family research. Provides opportunities to critique research and professional writing in an area of study. Prepares students to conduct their own independent research projects with children and families. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7502 Child Psychopathology and Interventions (4)
Exposes students to advanced research on child psychopathology and clinical interventions. Uses a developmental psychopathological perspective (i.e., bridging the gap between research with clinical and normative populations) to aid understanding normal development and child psychopathology. Presents information on interventions for a number of common child psychopathologies. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7510 Developmental Psychology II: Family Life Cycle (4)
Addresses the interlocking processes of development found within individual family members as well as in the family unit itself. Explores clinically relevant aspects of child, adolescent, adult and geriatric development, as well as unique issues confronting multicultural, blended and single-parent families. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7520 Marital and Conjoint Interventions: Theory and Technique (4)
Explores special areas and research of interest in family psychology such as pre-marital issues, infidelity, divorce, blended families, child custody issues, gender distinctives, multi-cultural issues, family violence and family systems consultation. Considers evaluation, assessment and relevant research as well as treatment protocol unique to particular issues. Blends the distinctives of a biopsychosocial perspective with a family systems model within the clinical-scientist tradition. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7540 Education, Prevention and the Family (4)
Focuses on wellness from a biopsychosocial perspective. Individual, family, community and cultural wellness will be examined as students consider basic prevention strategies to strengthen systems from within as well as institutionally. Covers methods of evaluating the effects of clinical intervention and psychoeducational programs on marital and familial well-being. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7550 Relationship Development and Intervention (4)
Addresses psychological theory and methods of assessment in pre-marital and neo-marital development and intervention. Evaluates the strengths of pre-marital vs. neo-marital training, and will evaluate
communication skills oriented programs vs. behavioral skills oriented programs. Assessment of outcome, and critique of outcome assessment itself will be a major component of the course. Students will have the opportunity to create a unique pre-marital or neo-marital program. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7901 Independent Study (1-6)
Provides opportunity for the student to study a topic of special interest under faculty supervision. May be repeated for credit up to 12 credits. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7912 Special Topics Seminar (2-4)
Provides a lecture-discussion format related to a biopsychosocial aspect of clinical psychology. Emphasis of discussion is upon a clinical-scientist model of case conceptualization and service delivery. May be repeated for credit up to 8 credits. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7927 Clinical Foundations I (2)
Provides an introduction to clinical psychology. Involves the development of interviewing skills and methods of counseling and psychotherapy using evidence-based approaches. Requires active student participation in psychotherapy role-plays along with class discussions of topical readings. This course begins the sequence of courses that are required for clinical students in preparation for their health-care placements in clinical practicum at medical and mental health centers. Course equivalent: CPY 6930. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7928 Clinical Foundations II (2)
Focuses on the development of the therapist within clinical-scientist and biopsychosocial models of training for clinical psychology. This second course in the sequence introduces a systemic model for treatment of individuals, couples and families. Course equivalent: CPY 6931. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7929 Pre-Practicum (2)
Prerequisite: CPY 7400.
Allows students to begin learning and broadening their clinical knowledge and skills in psychological assessment, neuropsychological assessment, and psychological intervention skills in preparation for their subsequent practicum placement experiences. Emphasizes the development of students toward becoming professional local clinical scientist practitioners. Explains standards and procedures for the completion of the pre-practicum in the Clinical Training Guidelines. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7930 Practicum (2)
Allows students to apply their clinical knowledge and skills in psychological and cognitive assessment, diagnosis, psychotherapy and psychological consultation, as supervised by licensed psychologists. Standards and procedures for the completion of practicum are explained in the Clinical Training Guidelines. May be repeated for credit up to 16 credits. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7931 Advanced Practicum (1-2)
Allows students to apply their clinical knowledge and skills in psychological and cognitive assessment, diagnosis, psychotherapy and psychological consultation, at a more advanced level of skills and responsibility, as supervised by licensed psychologists. Standards and procedures for the completion of advanced practicum are explained in the Clinical Training Guidelines. May be repeated for credit up to 8 credits. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7940 Internship (2,4)
Registration approval: Department Chair.
Allows students in clinical psychology to apply the clinical knowledge and skills they have obtained through their practicum experience and academic training in a formal, structured one year full-time placement (2000 hours) in a professional setting. Standards and procedures for the completion of the internship are explained in the Clinical Training Guidelines. Students' participation and completion of the pre-doctoral
internship experience prepares the student for eventual licensure and post-doctoral training experiences. May be repeated for credit up to 16 credits. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7944 Extended Clinical Internship (1)
Registration Approval: Program Chair.
Allows a student to continue internship after exhausting original sixteen quarter credits. Required to maintain active student status in the clinical psychology program. May be repeated up to 8 credits. May be repeated for credit up to 8 credits. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7950 Special Topics in Family Psychology (4)
Explores special areas of interest in child and family psychology such as advanced child assessment, pre-marital issues, infidelity, divorce, reconstituted families, child custody issues, gender distinctives, multicultural issues, family violence, family medical therapy and family systems consultation. Considers evaluation, assessment and relevant research as well as treatment protocol unique to particular issues. Blends the distinctives of a biopsychosocial perspective with a family systems model, within the clinical-scientist tradition. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7951 Special Topics in Clinical Psychology (4)
Explores special areas of interest in clinical psychology. Considers evaluation, assessment and relevant research as well as treatment protocol unique to particular issues. Blends the distinctives of a biopsychosocial perspective with model of clinical practice, within the clinical-scientist tradition. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7995 Research and Dissertation (2,4)
Registration approval: Department Chair. Involves conducting research related to graduate projects, including the development and completion of the doctoral dissertation. Standards and procedures for the completion of the dissertation are explained in the Dissertation and Research Guidelines. May be repeated for credit up to 32 credits. Class open to clinical psychology majors. Class open to doctoral students.

CPY 7999 Extended Dissertation (1)
Registration approval: Department Chair. Continues dissertation activities beyond required program credits. Standards and procedures for the completion of the dissertation are explained in the dissertation and research guidelines. May be repeated for credit up to 8 credits. Class open to clinical psychology majors. Class open to doctoral students.
Marriage and Family Therapy (M.S.)

MISSION STATEMENT
The mission of the Marriage and Family Therapy (MFT) program at Seattle Pacific University is to provide the highest quality education and training in marriage and family therapy in a distinctly Christian context. The program focuses on the development of the self of the therapist through the integration of theory, research, and practice — all within a social-ecology perspective and guided by foundational Christian principles. People are viewed holistically, and training is guided by the values of openness, respect, curiosity, and accountability.

PROGRAM DISTINCTIVES
Our training is offered through academic coursework and supervised clinical practice, leading to a master of science degree in marriage and family therapy. The program provides a seven-quarter practicum sequence that delivers fundamental and comprehensive clinical training. Graduates are equipped to provide professional services as marriage and family therapists and to be effective participants in the ever-changing health care environment.

This degree can be completed in either a two-year (full-time) or three-year (part-time) sequence. In exceptional circumstances students may also have up to four years to complete degree requirements. In order to maintain active status in the program, students are expected to complete 24 credit hours per year. Exceptions are to be approved by the chair of the marriage and family therapy program. Courses are generally held during mid-afternoon and evening hours, Monday through Thursday, for 10 weeks. A typical full-time schedule is as follows:

First year: Monday and Wednesday, 2–8:30 p.m. Second year: Tuesday and Thursday, 2–8:30 p.m. Full-time employment is discouraged for those who intend to pursue the two-year program. Full-time employment may be possible for those pursuing the three-year program. However, part-time employment is preferable.

PROGRAM CURRICULUM
The American Association for Marriage and Family Therapy (AAMFT) is the national professional organization dedicated to the practice of marriage and family therapy. The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) is the national accrediting agency for MFT training programs. The COAMFTE has set educational requirements and graduates of these COAMFTE accredited programs are considered to have completed all educational requirements for AAMFT Clinical Membership. The MFT Program at Seattle Pacific University is regionally accredited by the Northwest Commission on Colleges and Universities and holds secondary accreditation through COAMFTE. Graduates with post-master’s degree experience are eligible to apply for certification or licensure through Washington state’s Department of Health. Five hundred (500) hours of clinical practice and 100 hours of supervision may be applied toward Washington state MFT licensure if an applicant graduates from a COAMFTE-accredited program.

The MFT degree prepares individuals for supervised service in clinical and agency mental health organizations, educational settings and private psychotherapy. Other professional opportunities include educator, consultant, mediator, administrator and medical family therapist. Marriage and Family Therapy program graduates work with individuals, couples, families and groups. Students will become skilled in providing professional therapeutic techniques in the treatment of family and individual issues based on a systems/relational understanding of people’s lives.

The program provides a seven-quarter practicum sequence that focuses on the development of the self of the therapist and provides fundamental and comprehensive clinical training. This includes the following:

- Supervised internship at an approved site (500 hours of face-to-face client contact, of which at least 250 hours must be couples or family therapy).
- On-campus small-group supervision and individual/group supervision at an internship placement.
site. One hundred (100) total hours of supervision is required, which will include at least 50 hours of live, video, or audio supervision.

- A clinical portfolio, presented in the seventh quarter. This is an in-depth application of a theory to clinical practice and the integration of the self of the therapist with his or her clinical work. Supervisors and clinical practicum supervision group members attend the final presentation.

Seattle Pacific University also offers a certificate in medical family therapy that can be incorporated into the standard MFT curriculum. Post-master’s students may also obtain a certificate in medical family therapy.

AAMFT/COAMFTE GUIDELINES
Area I: Theoretical Knowledge (11 credits)
6200, 6300, and 6303 required; 6310, 6340, 6350, 6360, and 6370 (choose at least one).

Area II: Clinical Knowledge (23 credits)
6110, 6210, 6220, 6410, 6600, 6610, 6620, and 6630 required.

Area III: Individual Development and Family Relations (6 credits)
6100, 6641, 6642, and 6643 required and life span prerequisite.

Area IV: Professional Identity and Ethics (8 credits)
6301, 6810, and 6811 required.

Area V: Research (4 credits)
6700 and 6710 required, and statistics prerequisite.

Area VI: Additional Learning (5–6 credits)
6400 required; 6201, 6351, 6411, 6640, 6670, 6820, and 6912 (choose at least one), or another approved elective.

The marriage and family therapy core curriculum and electives are based on the AAMFT/COAMFTE guidelines.

COURSE SEQUENCE FOR FULL-TIME PROGRAM
(70 credits)
A typical two-year course sequence is as follows:

Autumn One (12 credits)
MFT 6100 Social Ecology of Family (3)
MFT 6200 History, Systems, and Christian Perspectives (3)
MFT 6300 Theories of MFT I (3)
MFT 6631 Ethical Issues and Crisis Intervention (2)
MFT 6933 Clinical Practicum I (1)

Winter One (11 credits)
MFT 6600 Psychopathology and Family Therapy (3)
MFT 6301 Becoming a Systems Therapist (3)
MFT 6303 Theories of MFT II (3)
MFT 6934 Clinical Practicum II (2)

Spring One (11 credits)
MFT 6220 Gender Perspectives and Family Therapy (3)
MFT 6620 Measurement and Assessment (3)
MFT 6810 Issues, Ethics, and Law (3)
MFT 6935 Clinical Practicum III (2)

Summer One (7 credits)
MFT 6641 Treatment of Young Children and Families (1)
MFT 6642 Treatment of Adolescents and Families (1)
MFT 6643 Parenting and the Treatment of Families (1)
MFT 6936 Clinical Practicum IV (2)
Plus one of the following:
MFT 6310 Brief Therapy (2)
MFT 6340 Experiential Therapy (2)
MFT 6350 Narrative Family Therapy (2)
MFT 6360 Bowen Therapy (2)
MFT 6370 Internal Family Systems (2)

Autumn Two (10 credits)
MFT 6210 Multicultural Issues in Family Therapy (2)
MFT 6610 Treatment of Abusive Systems (3)
MFT 6630 Psychopharmacology, Physiology, and Medical Issues (3)
MFT 6937 Clinical Practicum V (2)

Winter Two (11 credits)
MFT 6400 Group Therapy (3)
MFT 6410 Treatment of Couples (3)
MFT 6700 Graduate Research I (3)
MFT 6938 Clinical Practicum VI (2)

Spring Two (8 credits)
MFT 6110 Human Sexuality (3)
MFT 6939 Clinical Practicum VII (2)
MFT 6710 Graduate Research II (1)
Plus one of the following:
MFT 6201 Christian Perspectives on Psychotherapy (2)
MFT 6411 Premarital Education (2)
MFT 6640 Medical Family Therapy (3) (offered Winter Quarter only)
MFT 6670 Grief, Death, and Culture (2)
MFT 6820 Current Trends in MFT (2)

Applicants may elect to take the psychology subject test of the GRE. Those who earn a score of 500 or higher may waive any unfinished prerequisite coursework, with the exception of the statistics course and the individual life-span development course.

GENERAL ADMISSIONS INFORMATION
The program begins in Autumn Quarter and admits students once a year. The application deadline is February 1. Listed below is a brief outline of University and program requirements for admission to MFT students. For detailed information on admission, please visit The Graduate Center Web site at www.spu.edu/graduate. You may also request an application packet by email at gradadmissions@spu.edu, or by phone at 206.281.2091 or 800.601.0603.

1. Applicants must have a bachelor's degree from a regionally accredited institution in any field. Candidates will have a minimum grade-point average of 3.0 in the last 45 quarter credits (30 semester credits) of coursework completed before applying for admission, or in all undergraduate work, whichever is higher.

2. A minimum of 18 semester credits or 24 quarter credits in the social and behavioral sciences, including a course in applied statistics and a course in individual life-span development, must be completed (at a regionally accredited institution) prior to full admission to the program. Students who have not already taken sufficient courses in this area are encouraged to take courses from the following areas: theories of personality, theories of counseling, abnormal psychology, and developmental psychology or family studies.

   Applicants may elect to take the psychology subject test of the GRE. Those who earn a score of 500 or higher may waive any unfinished prerequisite coursework, with the exception of the statistics course and individual life-span development courses.

3. A minimum score of 950 (only verbal and quantitative) for the Graduate Record Examination (GRE) or 430 scaled score (35 raw score) for the Miller Analogies Test (MAT) is required. The test must have been administered within five years of the deadline date for application to the program. Further information on these tests can be obtained by calling the numbers listed below:

   Graduate Record Exam
If the candidate has earned a master's degree from a regionally accredited institution, he or she can submit an official transcript on which the master's degree is posted and the GRE/MAT will be waived.

Note: Candidates with significant qualifications and exceptional recommendations who fail to meet the GPA or GRE/MAT minimum scores may still be considered for admission to the MFT program, because the program admits all students on a probationary status (see “Admission Procedures”).

4. Applicants will submit three letters of recommendation, including (a) at least one from a person professionally qualified to recommend for a field of this nature (e.g., mental health counselor, marriage and family therapist, pastoral counselor, psychologist); and (b) at least one from a person qualified to evaluate academic ability (e.g., educator). A third personal recommendation may include a reference from an employer and/or supervisor from a volunteer experience. Recommendation forms are included in the application brochure. Recommendations must be submitted on the forms provided. Forms should be sent to the applicant in sealed and signed envelopes to be included with the application package.

5. Applicants will submit a typed personal statement. Please present a succinct statement that provides an accurate indication of writing and grammatical skills. Generally, statements should be three to four pages in length.
   The personal statement should address (a) career objectives; (b) rationale for seeking the degree and choosing to attend Seattle Pacific University; (c) personal interest in marriage and family therapy; (d) professional and personal strengths as they apply to the mental health profession; (e) related volunteer or work experiences; (f) the way in which personal and professional life experiences have converged to motivate application to the MFT program; and (g) other insights as deemed appropriate by the applicant.

6. Those for whom English is not their first language must take the Test of English as a Foreign Language (TOEFL), and present a minimum score of 550 on the paper-based test or 213 on the computer-based test.

7. Those who are not citizens or permanent residents of the United States must provide an official confidential statement of financial support covering each year of intended enrollment.

8. Those interested in the Medical Family Therapy Certificate need to request application materials for this program also.

ADMISSION PROCEDURES
The Marriage and Family Therapy Graduate Admissions Committee will complete an initial applicant screening process based upon the application materials only. Finalists are invited to meet with members of the committee for an all-day group interview process in early April. It is highly recommended that applicants participate in the group interview process. Telephone interviews are also permissible, but only in exceptional circumstances.

Admission to the graduate program depends upon recommendation by the MFT faculty and approval from the chair of marriage and family therapy. The entire process is usually completed within 10 weeks after the final deadline date for applications.

All students are admitted on a probational status in order to allow faculty to be certain students are fully prepared for placement in an internship site. Full admission is required in order for placement in an internship site to occur. To be considered for full admission, students must complete a minimum of 11 units in the MFT program, with average GPA of 3.0 or better in all courses, and must be recommended for continuance by MFT faculty.
TRANSFER OF CREDIT
Students wishing to apply master’s degree level coursework completed at a regionally accredited institution prior to application must provide applicable transcripts and/or syllabi. Each course must be at least three graduate quarter credits and be equivalent to courses taught in the MFT program at Seattle Pacific University. A minimum grade of B will be needed for transferred work, and a maximum of 9 quarter credits may be transferred.

COURSE DESCRIPTIONS
MDFT 6630 Psychopharmacology, Physiology, and Medical Issues (3)
Examines the most common physical and medical issues that surface in the practice of marriage and family therapy. Special attention is given to psychopharmacology, neurophysiology, and general medical conditions that affect emotional and interpersonal health of clients/families. Introduces students to the field of collaborative medicine. Family therapy will be examined in relation to current trends in medical and mental health care. Gives special attention to the biopsychosocial and spiritual implications of physical, emotional and relational suffering. Class open to marriage and family therapy and medical family therapy majors.

MDFT 6640 Medical Family Therapy (3)
Examines the emerging field and practice of medical family therapy. Emphasizes a medical perspective using a biopsychosocial model of health and illness. Students will learn methods and techniques to assess and intervene with psychosocial problems experienced by patients and families around health issues. Students will also become familiar with the operating constructs of medical culture and how to develop an on-site, successful collaborative relationship with medical practitioners. Class open to marriage and family therapy and medical family therapy majors.

MDFT 6645 Beliefs, Spirituality, and Health (3)
Explores the impact of individual, family and cultural beliefs/meanings on the illness experience. Examines family concerns regarding treatment, suffering, healing and death. Gives particular focus to eliciting patient/family/cultural beliefs around internal resources and faith practices, as well as external resources such as family, church and community. Reviews how to work with family belief systems and construct healing beliefs and behaviors, how to negotiate with other treatment providers and/or family who have conflicting beliefs, and how to strengthen a culturally sensitive provider/patient/family relationship. Course equivalents: CEU 2011 and MFT 6645. Class open to marriage and family therapy and medical family therapy majors.

MDFT 6646 Applied Medical Family Therapy (3)
Prerequisites: MDFT/MFT 6630 and MDFT/MFT 6640.
Builds on the theoretical and clinical knowledge of MFT 6640, Medical Family Therapy. Focuses on developing a broad knowledge base of the biopsychosocial and spiritual implications of common chronic illnesses. Examines the biological (etiology, diagnosis and treatment), pharmacological, emotional, relational and spiritual effects of heart disease, cancer, diabetes, infertility, lung disease and chronic pain. Studies current treatment protocols including medication and complementary treatments. Students will become familiar with multidisciplinary treatment practices that have been successful in reducing suffering, improving quality of life, and reducing morbidity and mortality. Course equivalents: CEU 2012 and MFT 6646. Class open to marriage and family therapy and medical family therapy majors.

MDFT 6900 Independent Study (1-5)
Registration approval: Independent Study Agreement.
May be repeated for credit up to 5 credits.

MDFT 6933 Clinical Practicum I (2)
Recommended prerequisites: MDFT 6630, 6640, 6645, 6646.
Places students in a bio-medical outpatient setting (such as Medical Oncology or Family Practice) where they will provide, in collaboration with an attending health care provider, medical family therapy (i.e., individual, couple, family and group medical therapy) to patients and their families. These services will be provided under the supervision of a program faculty member. Training will take place in supervision groups as supervisors provide feedback on live and videotaped sessions. Medical clinics associated with the Department of Marriage and Family Therapy will be used as practicum sites for our students. Class open to marriage and family therapy and medical family therapy majors.
MDFT 6934 Clinical Practicum II (2)
Recommended Prerequisites: MDFT 6630, 6640, 6645, 6646.
Places students in a bio-medical outpatient setting (such as a Medical Oncology or Family Practice) where they will provide, in collaboration with an attending health care provider, medical family therapy (i.e., individual, couple, family and group medical therapy) to patients and their families. These services will be provided under the supervision of a program faculty and attending physician. Training will take place in supervision groups as supervisors provide feedback on live and videotaped sessions. Medical clinics associated with the Department of Marriage and Family Therapy will be used as practicum sites for our students. Class open to marriage and family therapy and medical family therapy majors.

MDFT 6935 Clinical Practicum III (2)
Recommended Prerequisites: MDFT 6630, 6640, 6645, 6646.
Places students in a bio-medical outpatient setting (such as Medical Oncology or Family Practice) where they will provide, in collaboration with an attending health care provider, medical family therapy (i.e., individual, couple, family and group medical therapy) to patients and their families. These services will be provided under the supervision of a program faculty member. Training will take place in supervision groups as supervisors provide feedback on live and videotaped sessions. Medical clinics associated with the Department of Marriage and Family Therapy will be used as practicum sites for our students. Class open to marriage and family therapy and medical family therapy majors.

MDFT 6936 Clinical Practicum IV (2)
Recommended Prerequisites: MDFT 6630, 6640, 6645, 6646.
Places students in a bio-medical outpatient setting (such as Medical Oncology or Family Practice) where they will provide, in collaboration with an attending health care provider, medical family therapy (i.e., individual, couple, family and group medical therapy) to patients and their families. These services will be provided under the supervision of a program faculty member. Training will take place in supervision groups as supervisors provide feedback on live and videotaped sessions. Medical clinics associated with the Department of Marriage and Family Therapy will be used as practicum sites for our students. Class open to marriage and family therapy and medical family therapy majors.

MFT 6100 Social Ecology of Family (3)
Develops a broad knowledge base of the dynamics and functioning of different family forms: single parent, nuclear, post-divorce, remarriage, and intergenerational families and alternative family groups. Covers the life cycle of the family and the process and modification of family structures over time (e.g., birth of the first child, adolescent development, leaving home). Integrates findings regarding individual development from birth to death. Contextual issues (e.g., culture, gender, socioeconomics) will inform discussions of the family as well. Class open to marriage and family therapy, nursing and school counseling majors. Class open to graduate students.

MFT 6110 Human Sexuality (3)
Examines the place of sexuality in human life including developmental, cultural, psychological, biological, relational, and spiritual factors. Pays special attention to the issues of gender, intimacy, sexual functioning and sexual dysfunction from a psychotherapeutic perspective. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6200 History, Systems, and Christian Perspectives (3)
Traces historical developments in formal and informal human services, historical developments in Christian thought, and how the two interrelate. Particularly important are theological and epistemological bases for human services vis-a-vis social ecology and systems thinking. Class open to marriage and family therapy, nursing and school counseling majors. Class open to graduate students.

MFT 6201 Christian Perspectives of Psychotherapy (2)
Recommended Prerequisite: MFT 6200.
Focuses on the dynamic relationship between Christianity and the art and science of psychotherapy. Consider how various Christian perspectives relate to clinical practices, ethics, treatment models, and social issues which particularly influence psychotherapy. Class open to marriage and family therapy majors. Class open to graduate students.
MFT 6210  Multicultural Issues in Family Therapy (2)
Focuses on how ethnic, cross-cultural, multiracial and socioeconomic issues influence theories and practices of marriage and family therapy. Analyzes strengths and limitations of major modalities. Students will consider influences of their own cultural backgrounds upon their practice of marriage and family therapy. Class open to marriage and family therapy, nursing and school counseling majors. Class open to graduate students.

MFT 6220 Gender Perspectives and Family Therapy (3)
Acquaints family therapy students with the MFT literature pertaining to gender. Through readings, videos, and class discussions, students will learn the many ways that gender impacts self and relationships on the personal as well as socio-cultural levels. Implications for therapeutic practice will be a major focus. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6300 Theories of Marriage and Family Therapy I (3)
Acquaints students with the basic theories and methods guiding the practice of family therapy, and the research basis for their use. Students will be encouraged to begin to develop their own personal style of therapy in light of those theories studied. Examines theoretical limitations and strengths in relationship to gender and to culturally diverse case studies. Students will be asked to critique and explore the limitations of each model presented. Class sessions will be divided between lectures and a practical application of theories. With MFT 6303, this course is intended to be the foundational theory course of the program and is taken in the first quarter of enrollment. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6301 Becoming a systems Therapist (3)
Recommended Prerequisite: MFT 6300.
Builds upon MFT 6300 in the basics of learning to think and work systematically with individuals, couples and families. Bowen theory is the central organizing framework for the course and students will apply these theoretical constructs to their own family systems. Emphasizes defining the self of the therapist-in-training. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6303 Theories of Marriage and Family Therapy II (3)
Recommended Prerequisite: MFT 6300. Continues to provide students with a comprehensive survey and substantive understanding of basic theories and methods guiding the practice of family therapy, and the research basis for their use. Encourages students to begin to develop their own personal style of therapy in light of those theories studied. Examines theoretical limitations and strengths in relationship to gender and to culturally diverse case studies. Students will be asked to critique and explore the limitations of each model presented. With MFT 6300, this course is intended to be the foundational theory course of the program and is taken in the second quarter of enrollment. Class sessions will be divided between lectures and a practical application of theories. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6310 Brief Family Therapy (2)
Examines primary models of brief therapy. Includes relevant research and clinical data. By working through actual cases and other clinical examples, students acquire the conceptual bases and primary methods of these models. Helps students assess how clients' attempted solutions of problems have been effective and ineffective, and how to plan interventions to enhance effectiveness. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6320 Structural Family Therapy (2)
Examines a pillar of the systemic therapies. Following the tenets of the model, this is a course on family spatial and organizational metaphors. Students will learn the conceptual bases, primary methods and research regarding structural therapy. Class interaction includes working through actual cases and other clinical examples. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6340 Experiential Theory and Family Therapy (2)
Provides an in-depth study and exploration of experiential family therapy. Examines the works of Whitaker and Satir in the light of their similarities and differences in the treatment of families. Presents research pertinent to experiential therapy. Emphasizes the development of the student's own self and style as a therapist. Class open to marriage and family therapy majors. Class open to graduate students.
MFT 6350 Narrative Family Therapy (2)
Examines developments in narrative therapy and the implications for clinical practice. Focuses primarily on the works of Michael White and David Epston with an emphasis on developing consciousness of issues of power, forming collaborative relationships with people, and re-storying the lives of people who have problems. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6360 Advanced Bowen Theory and Therapy (2)
Provides advanced knowledge, training, experience, and research in Bowen Theory and its applications. Gives students opportunities to explore clinical applications of the theory for their own work. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6370 Internal Family System Therapy (1)
Provides an in depth study and exploration of Internal Family Systems Therapy. Develops clinical skills particularly relevant to working with trauma survivors and their families, as well as the development of self leadership within the clinician. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6400 Group Therapy (3)
Examines the theoretical and practical applications of process-oriented groups. Pays particular attention to the development and implementation of family and couple groups. Additionally, participation in a group experience will enable students to increase knowledge and skill in the areas of group membership and group leadership. Research regarding participation in group processes will be reviewed. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6410 Treatment of Couples (3)
Recommended Prerequisite: MFT 6300. Reviews various models of couple interaction, couple evaluation and couple therapy. Provides students with the skills to help couples change and the ability to conceptualize and carry out interventions in complex marital, family, sexual dysfunction, divorce and remarriage situations consistent with major models of family and marital therapy. Examines ethnicity and cultural implications. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6411 Premarital Education (2)
Provides a practical overview of the theory, research, and practice of premarital and remarital therapy. Reviews goals, topics, and formats of premarital therapy within various contexts and settings. Examines issues related to culture, gender, diversity and special populations. Class sessions will be divided between lectures, discussions and practical applications. Students will be able to design a premarital program in a setting of interest to them. Course equivalent: CEU 1801. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6600 Psychopathology and Family Systems (3)
Introduces the concepts of psychopathology from a systems perspective with special attention paid to the role families play in the development and treatment of pathology. Uses the DSM-IV-TR as the organizing format for the class with special attention paid to the understanding of etiology, diagnosis and treatment using the DSM nosology in a family systems context. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6610 Treatment of Abusive Systems (3)
Examines the dynamics and treatment of abusive cycles and systems, with particular focus on substance abuse, sexual abuse, child abuse, domestic violence, and eating disorders. This didactic and experiential course highlights the effects of abuse on recipients, abusers and others within the contexts of culture, gender and spirituality. Class open to marriage and family therapy, nursing and school counseling majors. Class open to graduate students.

MFT 6620 Measurement and Assessment (3)
Surveys models and instruments of family, couple, and individual assessment employed in marriage and family therapy, including the statistical underpinnings of validity and reliability. Students will learn to diagnose both dysfunctional relationship patterns and common mental health disorders within the context
MFT 6630 Psychopharmacology, Physiology, and Medical Issues (3)
Examines the most common physical and medical issues that surface in the practice of marriage and family therapy. Special attention is given to psychopharmacology, neurophysiology, and general medical conditions that affect emotional and interpersonal health of clients/families. Introduces students to the field of medical family therapy and collaborative medicine. Family therapy will be examined in relation to current trends in medical and mental health care. Gives special attention to the biopsychosocial and spiritual implications of physical, emotional and relational suffering. Class open to marriage and family therapy, nursing and school counseling majors. Class open to graduate students.

MFT 6640 Medical Family Therapy (3)
Examines the emerging field and practice of medical family therapy. Emphasizes the medical perspective using a biopsychosocial model of health and illness. Students will learn methods and techniques to assess and intervene with psychosocial problems experienced by patients and families around health issues, and become familiar with the operating constructs of medical culture and how to develop an on-site, successful relationship with medical practitioners. Class open to marriage and family therapy, nursing and school counseling majors. Class open to graduate students.

MFT 6641 Treatment of Young Children and their Families (1)
Provides a didactic and experiential format in which to explore issues around therapeutic work with young children and their families. Explores developmental and family systems issues in the light of working with young children and their families. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6642 Treatment of Adolescents and Families (1)
Provides a didactic and experiential format in which to explore issues around therapeutic work with adolescents and their families. Explores developmental and family systems issues in the light of working with adolescents and their families. Class open to community counseling, counseling and family therapy and marriage and family therapy majors.

MFT 6643 Parenting and the Treatment of Families (1)
Provides a didactic and experiential format in which to explore issues around therapeutic work with children, adolescents and their families. Explores parenting, developmental and family systems issues in the light of working with children, adolescents and their families in various therapeutic contexts. Class open to marriage and family therapy majors.

MFT 6645 Beliefs, Spirituality, and Health (3)
Explores the impact of individual, family and cultural beliefs/meanings on the illness experience. Examines family concerns regarding treatment, suffering, healing, and death. Gives particular focus to eliciting patient/family/cultural beliefs around internal resources and faith practices, as well as external resources such as family, church and community. Reviews how to work with family belief systems and construct healing beliefs and behaviors, how to negotiate with other treatment providers and/or family who have conflicting beliefs, and how to strengthen a culturally sensitive provider/patient/family relationship. Course equivalents: CEU 2011 and MDFT 6645. Class open to marriage and family therapy majors.

MFT 6646 Applied Medical Family Therapy (3)
Builds on the theoretical and clinical knowledge of MFT 6640, Medical Family Therapy. Focuses on developing a broad knowledge base of the biopsychosocial and spiritual implications of common chronic illnesses. Examines the biological (etiology, diagnosis and treatment), pharmacological, emotional, relational and spiritual effects of heart disease, cancer, diabetes, neurological disorders, infertility and chronic pain. Studies current treatment protocols including medication and complementary treatments. Students will become familiar with multidisciplinary treatment practices that have been successful in reducing suffering, improving quality of life, and reducing morbidity and mortality. Course equivalents: CEU 2012 and MDFT 6646. Class open to marriage and family therapy majors.

MFT 6670 Grief, Death, and Culture (2)
Allows students to examine their own beliefs and philosophies about loss and death through exploring the
cultural narratives of grief and death that students bring to their clinical work. Discusses developmental issues relating to children's understanding of loss, as well as death and bereavement across the life cycle. Addresses traumatic and stigmatized loss. Knowledge will be enhanced through examining the manner in which other cultures create meaningful rituals for life and death. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6700 Graduate Research (3)
Introduces graduate level statistics and research methods. Includes methods such as quantitative and qualitative designs in researching marriage and family therapy processes and outcomes. Develops skills in reviewing current research articles. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6710 Graduate Research II (1)
Assists the student in the integration of clinical work and research practice, bridging the gap between researcher and clinician. Students will be expected to examine their practicum case studies and/or clinical theory from a qualitative research perspective. Class open to marriage and family therapy, nursing and school counseling majors. Class open to graduate students.

MFT 6810 Issues, Ethics, and Law (3)
Considers major professional issues and practices in marriage and family therapy in the contexts of Christian perspectives, the ethical guidelines of the American Association for Marriage and Family Therapy, and other professional organizations. Examines the role of national and local laws, research findings and cultural/personal values. Class open to marriage and family therapy, nursing and school counseling majors.

MFT 6811 Ethical Issues and Crisis Intervention (2)
Focuses mainly on ethical issues and crisis interventions relevant to MFT clinicians and interns (e.g., harm to self and others). Provides initial preparation for student's placement in an internship site. Course is taken in conjunction with Clinical Practicum I (MFT 6933) Corequisite: MFT 6933. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6820 Current Trends in MFT (2)
Focuses on the entry into the "real world" of therapeutic practice and setting up the "business" of therapy. Addresses current changes in the practice of couple and family therapy, and broadens career alternatives beyond the scope of private practice to include consultant, researcher, educator, trainer, and mediator. Class open to marriage and family therapy, nursing and school counseling majors. Class open to graduate students.

MFT 6900 Independent Study (1-6)
Registration approval: Independent Study Agreement. Provides opportunity for the student to study a topic of special interest under faculty supervision. May be repeated for credit up to 12 credits. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6912 Seminar in Special Topics (1-4)
Registration approval: Instructor. Provides a lecture-discussion format for deliberation of significant matters in marriage and family therapy, mental health delivery or mental health topic. Credits vary according to complexity and depth of study for each topic. May be repeated for credit up to 12 credits. Class open to marriage and family therapy majors. Class open to graduate students.

MFT 6933-6937 Clinical Practicum I-VII (1-2)
Assists students in the integration of self, theory and the practice of family therapy. This seven-quarter sequence is designed to build step-wise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VII). Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment). Class open to marriage and family therapy majors. Class open to graduate students.
MFT 6941 Advanced Clinical Practicum (1-4)
Provides continued supervision for students who have completed the clinical practicum sequence, but have not fulfilled the 500 client contact hour requirement. May be repeated for credit up to 8 credits. Class open to marriage and family therapy majors. Class open to graduate students.
Organizational Psychology (M.A., Ph.D.)

MISSION STATEMENT
The Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) in Organizational Psychology (OP) programs seek to develop scholars, professional practitioners and leaders who will actively engage the community and businesses around them, improving organizations and developing people as part of their jobs. Graduates of the Organizational Psychology programs become scholars who possess the necessary tools, theoretical knowledge, and analytical skills to launch their academic or consulting careers; practitioners who apply their knowledge and skills, managing change, applying scientific methodologies, and improving the organizations around them; and leaders who guide organizations, motivate and build teams, and develop future leaders.

PROGRAM DISTINCTIVES
Both programs are designed with a focus on the science and rigor associated with quality degrees in this field along with an equal emphasis on the practice of organizational psychology. The program curriculum provides students with a strong theoretical foundation for meeting real-world challenges. Field practicum experiences allow them to design and deliver interventions, conduct research and develop leaders. A wide variety of electives encourages students to tailor their coursework to meet their individual vocational and professional goals.

The curricula for the master’s and doctoral programs have been structured according to the guidelines for graduate training in industrial/organizational psychology published by the Society for Industrial and Organizational Psychology (SIOP), a division of the American Psychological Association. The curriculum in each of SPU’s Organizational Psychology programs satisfies the suggested areas of competence for graduates in organizational psychology, ensuring that our graduates are fulfilling not only the expectations for master’s- and doctoral-level education, but also the expectations of experts working in the field.

THE MASTER OF ARTS (M.A.) IN ORGANIZATIONAL PSYCHOLOGY
The master of arts degree in organizational psychology provides a theoretical foundation for addressing a broad range of behavioral issues in the workplace. It develops professionals within human resources, organizational development, and training fields, and provides organizational leaders with a graduate education that relates directly to their practice as leaders.

M.A. PROGRAM CURRICULUM
The M.A. is a 65-credit program (56 credits required plus 9 elective credits) and is designed to be taken over a two-year/seven-quarter or three-year/eleven-quarter sequence. The program is designed for the working professional who can devote late afternoons/evenings to taking program coursework. Master’s students may take any of the approved graduate courses to fulfill their elective requirements. A full-time student will typically take 8 credits a quarter (two classes) in his or her first year and 8–11 credits in the second year. Students will complete the equivalent of a master’s level thesis in the two-course research sequence of the program. Outside of the required coursework, students may complete electives from a variety of disciplines (marriage and family therapy, clinical psychology, business administration, and education). Below is a sample two-year course sequence for the program.

COURSE SEQUENCE

FIRST YEAR
AUTUMN (8)
ORG 6100 Community and Organizational Systems (4)
<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>WINTER (8)</td>
<td>ORG 6610 Research Methods and Statistics II (4)</td>
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<tr>
<td></td>
<td>ORG 6300 Leadership and Team Development (4)</td>
</tr>
<tr>
<td></td>
<td>ORG**** Elective (3-5)</td>
</tr>
<tr>
<td>SPRING (8)</td>
<td>ORG 6101 Organizational Development and Consultation (4)</td>
</tr>
<tr>
<td></td>
<td>ORG 6201 Organizational Diversity and Globalization (4)</td>
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<tr>
<td></td>
<td>ORG**** Elective (3-5)</td>
</tr>
<tr>
<td>SUMMER (8)</td>
<td>ORG 6240 Social Psychology (4)</td>
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<tr>
<td></td>
<td>ORG 6000 History and Systems of Psychology (4)</td>
</tr>
<tr>
<td></td>
<td>ORG**** Elective (3-5)</td>
</tr>
<tr>
<td>SECOND YEAR</td>
<td></td>
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<tr>
<td>AUTUMN (11)</td>
<td>ORG 6110 Organizational Development and Consultation II (4)</td>
</tr>
<tr>
<td></td>
<td>ORG 6910 Topical Seminar in Organizational Psychology (4) or ORG 6912 Topical Seminar in Organizational Development (4)</td>
</tr>
<tr>
<td></td>
<td>ORG**** Elective (3-5)</td>
</tr>
<tr>
<td>WINTER (11)</td>
<td>ORG 6010 Selection and Performance Management (4)</td>
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<tr>
<td></td>
<td>ORG 6210 Program and Organizational Evaluation (4)</td>
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<tr>
<td></td>
<td>ORG**** Elective (3-5)</td>
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<tr>
<td>SPRING (11)</td>
<td>ORG 6001 Master’s Seminar: Leadership, Vocation, and Faith Integration (4)</td>
</tr>
<tr>
<td></td>
<td>ORG 6230 Learning Systems and on the Job Development (4)</td>
</tr>
<tr>
<td></td>
<td>ORG**** Elective (3-5)</td>
</tr>
</tbody>
</table>

Total Units (65)

GENERAL ADMISSIONS INFORMATION
The program begins in Autumn Quarter and admits students once a year. The application deadline is February 15. Listed below is a brief outline of University and program requirements for admission to the Master of Arts in Organizational Psychology program. For detailed information on admission, please visit The Graduate Center Web site at www.spu.edu/graduate. You may also request an application packet from them by email at gradadmissions@spu.edu, or by phone at 206.281.2091 or 800.601.0603.

1. Applicants must have a minimum of a bachelor’s degree from a regionally accredited institution. Candidates must have a minimum grade-point average of 3.0 in all undergraduate work. Preference is for applicants to have completed a major or minor in psychology, and possibly a major or minor in business administration. A minimum of one business or social science statistics course and two courses in psychology must be completed (at a regionally accredited institution) prior to admission to the program.
2. The GRE must be taken, and the test must have been administered within five years of the deadline date for application to the program. A combined score of 950 on the verbal and quantitative sections of the GRE is preferred.
3. Applicants must submit a typed personal statement, presenting who they are as a person as well as an accurate indication of writing and grammatical skills. Generally, statements should be three to four pages in length. The personal statement should address (a) career objectives, (b) rationale for seeking the degree and choosing to attend SPU, (c) personal interest in organizational psychology, (d) professional and personal strengths as they apply to the organizational psychology profession, (e) related volunteer or work experiences, (f) the way in which personal and
professional life experiences have converged to motivate application to the OP program, (g) and other insights as deemed appropriate by the applicant.

4. Applicants must submit three letters of recommendation: (a) one from a person who has experienced the applicant in a professional setting (i.e., a current or former employer); (b) one academic reference from a former professor or instructor, and (c) one personal recommendation (not a member of the applicant’s family).

NOTE: Recommendations must be submitted on the forms provided in the application brochure. Recommendation forms should be sent to the applicant in a sealed envelope, signed across the flap, and included with the application package.

5. Those for whom English is not their first language must take the Test of English as a Foreign Language (TOEFL) and present a minimum score of 550 on the paper-based test or 213 on the computer-based test.

6. Applicants who are not citizens or permanent residents of the United States must provide an official confidential statement of financial support covering each year of intended enrollment. This is necessary in order to issue the paperwork for an I-20 immigration form.

ADMISSIONS PROCESS
The Admissions Committee of the Organizational Psychology program will conduct a preliminary screening process. Finalists will be invited to come to campus for personal interviews in late March or early April. Admission to the master’s program depends upon recommendation by the OP faculty and approval from the OP chair. The entire process is usually completed within eight weeks after the final deadline date for applications.

TRANSFER OF CREDIT
Students who wish to apply graduate level coursework completed at a regionally accredited university must provide applicable transcripts and/or syllabi. In order to receive transfer credit, each course must be at least 3 graduate quarter credits and be equivalent to core courses or approved electives in the OP programs at Seattle Pacific University. A minimum grade of B will be needed for transferred work. All courses applied toward the graduate degree must be taken within seven (7) years of admission. A maximum of 12 credits may be transferred toward a master’s degree.

DOCTOR OF PHILOSOPHY (PH.D.) IN ORGANIZATIONAL PSYCHOLOGY
The doctor of philosophy degree in organizational psychology provides graduates with the training to occupy the same positions as master’s graduates. The distinctiveness of the doctoral program is in its additional emphasis on theory, methodology, and research. The Ph.D. in organizational psychology prepares graduates to take on higher level academic, consulting, and leadership positions.

PH.D. PROGRAM CURRICULUM
The doctoral program is a 168-unit program (138 credits of required coursework and 30 credits of electives) and is designed to be taken over four years/16 quarters, with an integrated research and dissertation sequence. A full-time doctoral student will take 8–14 credits each quarter. Outside of the required coursework, students may complete electives from a variety of disciplines (marriage and family therapy, clinical psychology, business administration, and education).

The doctoral program begins in summer with an introductory course in statistics. By the summer of year three, doctoral students are working full time on their dissertation. The fourth year in the program includes full-time dissertation work and professional placement credits. Doctoral students will also complete a master’s level project and be awarded a master’s degree upon completion of the M.A. requirements. Below is a sample four-year course sequence for the program.

COURSE SEQUENCE

FIRST YEAR
SUMMER (5)
CPY 7020 Introduction to Statistics (5)

AUTUMN (12)
ORG 7100 Community and Organizational Systems (DGP Cognate) (4)
CPY 7031 Statistics and Research Methods I (5)
ORG**** Elective (3-5)

WINTER (12)
CPY 7032 Statistics and Research Methods II (5)
ORG 7300 Leadership and Team Development (DGP Cognate) (4)
ORG**** Elective (3-5)

SPRING (13)
CPY 7033 Statistics and Research Methods III (5)
ORG 7101 Organizational Development and Consultation (DGP Cognate) (4)
ORG 7201 Organizational Diversity and Globalization (4)

SUMMER (11)
ORG 7000 History and Systems of Psychology (4)
ORG 7240 Social Psychology (4)
ORG**** Elective (3–5)

SECOND YEAR
AUTUMN (11)
CPY 7200 Personality Theory and Research (5)
ORG 7110 Organizational Development and Consultation II (4)
ORG 7995 Research and Dissertation (RVT) (2)

WINTER (12)
ORG 7210 Program and Organizational Evaluation (4)
ORG 7001 Faith, Meaning, and Professional Foundations: Ethics and Integrity (2)
ORG 6010 Selection and Performance Management (4)
ORG 7995 Research and Dissertation (RVT) (2)

SPRING (13)
CPY 7010 Psychometrics (5)
ORG 7230 Learning Systems and on the Job Development (4)
ORG 7002 Faith, Meaning, and Professional Foundations: Authenticity and Vocation (2)
ORG 7995 Research and Dissertation (RVT) (2)

SUMMER (11)
ORG 7034 Qualitative Research Methods (4)
ORG 7003 Faith, Meaning, and Professional Foundations: Work and Meaning (2)
ORG 7995 Research and Dissertation (RVT) 2
ORG**** Elective (3-5)

THIRD YEAR
AUTUMN (11)
ORG 7004 Faith, Meaning, and Professional Foundations: Sabbath Culture (2)
ORG 7200 Theoretical Perspectives on Organizations (4)
ORG 7995 Research and Dissertation (RVT) (2)
ORG**** Elective (3-5)

WINTER (11)
ORG 7995 Research and Dissertation (RVT) (2)
ORG**** Elective (9)

SPRING (11)
ORG 7120 Practice of Organizational Psychology (4)
ORG 7995 Research and Dissertation (4)
ORG**** Elective (3-5)
SUMMER (11)
ORG 7995 Research and Dissertation (4)
ORG 7940 Placement (4)
ORG**** Elective (3-5)

FOURTH YEAR
AUTUMN, WINTER, SPRING (8 each quarter)
ORG 7940 Placement (12 units total)
ORG 7995 Research and Dissertation (12 units total)

Total Units (168)

GENERAL ADMISSIONS INFORMATION
The program begins in Summer Quarter and admits students once a year. The application deadline is January 15. Listed below is a brief outline of University and program requirements for admission to the Doctor of Philosophy in Organizational Psychology program. For detailed information on admission, please visit The Graduate Center Web site at www.spu.edu/graduate. You may also request an application packet from them by email at gradadmissions@spu.edu, or by phone at 206.281.2091 or 800.601.0603.

1. Applicants must have a minimum of a bachelor's degree from a regionally accredited institution. Candidates must have a minimum grade-point average of 3.0 in all undergraduate work. Preference is for applicants to have completed a major or minor in psychology, and possibly a major or minor in business administration. A minimum of one business or social science statistics course and three courses in psychology must be completed (at a regionally accredited institution) prior to admission to the program.

Those who have already been granted the M.A. in organizational psychology at Seattle Pacific University and wish to pursue their Ph.D. must apply to the organizational psychology doctoral program.

2. The GRE must be taken, and the test must have been administered within five years of the deadline date for application to the program. A combined score of 1100 on the verbal and quantitative sections of the GRE is preferred.

NOTE: Candidates with significant qualifications and exceptional recommendations who fail to meet the GPA or GRE minimum scores may still be considered for admission to the doctoral program.

3. Applicants must submit a typed personal statement, presenting who they are as a person as well as an accurate indication of writing and grammatical skills. Generally, statements should be three to four pages in length. The personal statement should address (a) career objectives, (b) rationale for seeking the degree and choosing to attend SPU, (c) personal interest in organizational psychology, (d) professional and personal strengths as they apply to the organizational psychology profession, (e) related volunteer or work experiences, (f) the way in which personal and professional life experiences have converged to motivate application to the OP program, (g) and other insights as deemed appropriate by the applicant.

4. Applicants must submit three letters of recommendation: (a) one from a person who has experienced the applicant in a professional setting, i.e., a current or former employer; (b) one academic reference from a former professor or instructor, and (c) one personal recommendation (not a member of the applicant's family).

NOTE: Recommendations must be submitted on the forms provided in the application brochure. Recommendation forms should be sent to the applicant in a sealed envelope, signed across the flap, and included with the application package.

5. Those for whom English is not their first language must take the Test of English as a Foreign Language (TOEFL) and present a minimum score of 600 on the paper-based test or 250 on the computer-based test.

6. Applicants who are not citizens or permanent residents of the United States must provide an official confidential statement of financial support covering each year of intended enrollment. This is necessary in order to issue the paperwork for an I-20 immigration form.
ADMISSIONS PROCESS
The Admissions Committee of the Organizational Psychology program will conduct a preliminary screening process. Finalists will be invited to come to campus for personal interviews in March. Admission to the doctoral program depends upon recommendation by the OP faculty and approval from the OP program director. The entire process is usually completed within eight weeks after the final deadline date for applications.

TRANSFER OF CREDIT
Students who have not completed a master’s degree but wish to apply graduate level coursework completed at a regionally accredited university must provide applicable transcripts and/or syllabi. In order to receive transfer credit, each course must be at least 3 graduate quarter credits and be equivalent to core courses or approved electives in the OP programs at Seattle Pacific University. A minimum grade of B will be needed for transferred work. All courses applied toward the graduate degree must be taken within seven (7) years of admission. A maximum of 12 credits may be transferred towards a doctoral degree.

Those who have been granted a master’s degree from another regionally accredited university in psychology, organizational psychology, business administration, or a related field will have their transcripts evaluated at the time of admission. Students who wish to apply such coursework must provide applicable transcripts and/or syllabi. Each course must be at least 3 graduate quarter credits and be equivalent to core courses or approved electives in the OP programs at Seattle Pacific University. A minimum grade of B will be needed for transferred work, and a maximum of 30 credits may be transferred (with a maximum of 20 credits being applied toward elective requirements).

COURSE DESCRIPTIONS
NOTE: Following are course descriptions for the Organizational Psychology (ORG) program courses required to complete the either the M.A. or Ph.D. degrees. Please see the Clinical Psychology (CPY) program course listings for the CPY courses also required to complete the Ph.D. degree. In addition, electives may be taken in the following graduate programs: Business Administration, Marriage and Family Therapy, and Clinical Psychology. A list of approved elective courses is printed in the Organizational Psychology Graduate Student Handbook. This list will be updated as other courses are approved as elective options.

ORG 6000 History and Systems of Psychology (4)
Focuses on an understanding of the historical and philosophical roots, cultural influences and basic scientific assumptions which underlie contemporary psychology in general, and organizational psychology in particular. The development of basic paradigms in psychology are considered as they have been informed by individually-oriented theories, systems-oriented theories, and field theory or transactional perspectives. Course equivalents: CPY 7000 and ORG 7000. Class open to doctoral and graduate students.

ORG 6001 Faith, Meaning and Professional Foundations: Leadership, Vocation and Faith Integration (4)
Examines the concepts of leadership, work, vocation and faith from a biblical perspective. Also addresses issues that arise out of the content of other courses being taken concurrently by the student. Class open to doctoral and graduate students.

ORG 6010 Selection and Performance Management (4)
Introduces students to job evaluation, selection systems, and their accompanying mathematical models to test for validity, fairness, and utility. Introduces performance management, including the measurement of performance, methods of feedback, and compensation systems that reflect an integrated performance management system. Also includes topics such as legal considerations, 360 feedback, benefits, and cutting-edge incentive systems. Course equivalent: ORG 7010. Class open to doctoral and graduate students.

ORG 6020 Survey Research (4)
Prepares students to conduct survey research in applied settings. Explores challenges and opportunities for survey research methodologies. Includes topics such as questionnaire generation, sampling, data interpretation and analysis, and the communication of results. Course equivalent: ORG 7020. Class open to doctoral and graduate students.
ORG 6034 Qualitative Research Methods (4)
Examines the strengths and implications of using qualitative methods in the study of organizations, and strategies for enhancing the quality and credibility of qualitative findings. Investigates the complexities of mixed methods and triangulation along with interviewing strategies, content analysis, focus groups, and narratives. Course equivalent: ORG 7034. Class open to doctoral and graduate students.

ORG 6100 Community and Organizational Systems (4)
Introduces the literature addressing human behavior in organizational and community contexts. Examines interactions between people and systems in which they function from individual, group, and organizational levels of analysis. Topics include: individual differences, leadership, work motivation, perception, communication, decision making, power and politics, group development, performance, individual and work team effectiveness, conflict, organizational culture, organizational systems theory, and managing diversity. Course equivalent: ORG 7100. Class open to doctoral and graduate students.

ORG 6101 Organizational Development and Consultation I (4)
Introduces major theories, models, and methods for evaluating the effects of interventions on groups and organizations. Explores the foundations in organizational development and the contributions made by other disciplines, theorists, and practitioners. Special focus on organizational entry, data collection, organizational diagnosis, development of interventions, evaluation, and contract termination. Also explores the role of consultant as internal/external facilitator in the organizational change process. Course equivalent: ORG 7101. Class open to doctoral and graduate students.

ORG 6110 Organizational Development and Consultation II (4)
Prerequisite: ORG 6100.
Continues study in the practice of organizational development dealing with planned changes in organization design, strategy, and other large-scale organizational systems. Introduces diagnostic models and methods for the planning of strategic change interventions in complex organizational systems. Explores the influence of politics, power, organizational culture, and leadership. Also includes topics such as quality management, organizational learning, and self-managed work groups. Course equivalent: ORG 7110. Class open to doctoral and graduate students.

ORG 6201 Organizational Diversity and Globalization (4)
Examines the opportunities and challenges associated with a diversified workforce and organizational culture as they relate to gender, race, personality, nationality, religion, and other differentiating factors. Investigates the realities of organizational strategy, power, politics, communication, and leadership in the context of a global environment. Course equivalent: ORG 7201. Class open to doctoral and graduate students.

ORG 6210 Program and Organizational Evaluation (4)
Covers the major models and methods for evaluating the effects of intervention packages or programs on groups and organizations. Emphasizes procedures that the consulting psychologist may use to set goals and objectives, document services, evaluate outcomes, perform cost/benefit analysis, and strategically improve organizational process and/or product. Course equivalent: ORG 7210. Class open to doctoral and graduate students.

ORG 6230 Learning Systems and on the Job Development (4)
Introduces tools and methods used to develop effective learning systems within organizational contexts. Also covers foundational theory in learning and training, curriculum and course development, and impact assessment. Explores strategies for utilizing on-the-job experiences as rich development opportunities along with strategic implications of leadership development for the organization. Course equivalent: ORG 7230. Class open to doctoral and graduate students.

ORG 6240 Social Psychology (4)
Examines the social bases of behavior, exploring the major theories, concepts, and research topics in social psychology. Studies the social and interpersonal determinants and consequences of individual behavior, with special reference to social dynamics that shape attitudes, emotions, perception, and behavior. Course equivalent: ORG 7240. Class open to doctoral and graduate students.
ORG 6300 Leadership and Team Development (4)
Introduces theoretical frameworks on leadership and team development. Highlights cutting edge tools and practices for selecting and developing leadership capacity within organizational settings as well as the interpersonal and structural dynamics that characterize effective groups. Explores systemic approaches to leadership in the context of organizational culture and interpersonal factors such as leadership ethics, purpose, motivation, power, and communication. Course equivalent: ORG 7300. Class open to doctoral and graduate students.

ORG 6310 Human Service Organizations (4)
Examines the unique opportunities and challenges of working with and changing human service, non-profit, and community-based organizations such as social service agencies, hospitals, schools, family service agencies, local governments, and faith based organizations. Explores issues related to board governance, leadership of a volunteer workforce, burnout, vocational calling, and sense of purpose along with theoretical models for change in human service organizations. Course equivalent: ORG 7310. Class open to doctoral and graduate students.

ORG 6600 Research Methods and Statistics I (4)
Part one of a two-course sequence that introduces students to applied research methodology and statistics through the development and execution of an applied organization based research project. Introduces students to methods of inquiry, hypothesis testing, and research design. Examines the use of statistics as a critical thinking tool and reliability and validity coefficients in the evaluation of testing instruments. Class open to doctoral and graduate students.

ORG 6610 Research Methods and Statistics II (4)
Part two of a two-course sequence that introduces students to applied research methodology and statistics through the development and execution of an applied organization based research project. Introduces students to descriptive statistics and inferential statistics including t-test, ANOVA, and correlation. Also examines data analysis techniques and the communication of results to a non-scientific audience. Class open to doctoral and graduate students.

ORG 6910 Topical Seminar in Organizational Psychology (1–5)
Provides lecture/discussion in a seminar-style format of a special topic related to the theory and practice of organizational psychology. May be repeated for credit two times. Course equivalent: ORG 7910. Class open to doctoral and graduate students.

ORG 6912 Topical Seminar in Organizational Development (1–5)
Provides lecture/discussion in a seminar-style format of a special topic related to the theory and practice of organizational development. May be repeated for credit two times. Course equivalent: ORG 7912. Class open to doctoral and graduate students.

ORG 7000 History and Systems of Psychology (4)
Focuses on an understanding of the historical and philosophical roots, cultural influences and basic scientific assumptions which underlie contemporary psychology in general, and organizational psychology in particular. The development of basic paradigms in psychology are considered as they have been informed by individually-oriented theories, systems-oriented theories, and field theory or transactional perspectives. Course equivalent: ORG 6000. Class open to doctoral and graduate students.

ORG 7001 Faith, Meaning, and Professional Foundations: Ethics and Integrity (2)
Examines the concepts of ethics and integrity from a biblical basis as they relate to the practice of organizational psychology and change management. Also investigates the bases of moral development and ethical decision-making. Class open to doctoral and graduate students.

ORG 7002 Faith, Meaning, and Professional Foundations: Authenticity and Vocation (2)
Introduces the concept of vocation as a whole life model by reclaiming the meaning of work in the pre-industrial concept of one's entire life as a calling to God. Reviews research on the spirituality inherent in work, the historic perspective on the religious implication of work, the nature of work vis-à-vis other life realms, definitions of vocation, and the integrated whole-life model of vocation. Class open to doctoral and graduate students.
ORG 7003 Faith, Meaning, and Professional Foundations: Work and Meaning (2)
Prerequisites: ORG 7001, 7002.
Explores the implications of a biblical anthropology, develops a theology of personhood, and encourages students in personal exploration of and engagement with these issues. Also addresses specific issues that arise out of the content of other courses concurrently being taken by the student. Class open to doctoral and graduate students.

ORG 7004 Faith, Meaning, and Professional Foundations: Sabbath Culture (2)
Prerequisites: ORG 7001, 7002, 7003.
Introduces students to the characteristics of rest, reflection, and relationships found in the biblical narrative regarding Sabbath. Presents models of Sabbath observance and Sabbath culture and examines their implications for personal wellness and managing organizations. Reviews the organizational development practices of organizations who embrace some or all of the principles underlying Sabbath culture reflecting a spectrum of companies with Christian and non-Christian worldviews. Class open to doctoral and graduate students.

ORG 7010 Selection and Performance Management (4)
Introduces students to job evaluation, selection systems and their accompanying mathematical models to test for validity, fairness, and utility. Introduces performance management including the measurement of performance, methods of feedback, and compensation systems that reflect an integrated performance management system. Also includes legal considerations, 360 feedback, benefits and cutting edge incentive systems. Course equivalent: ORG 6010. Class open to doctoral and graduate students.

ORG 7020 Survey Research (4)
Prepares students to conduct survey research in applied settings. Explores challenges and opportunities for survey research methodologies. Includes topics such as questionnaire generation, sampling, data interpretation and analysis, and communication of results. Course equivalent: ORG 6020. Class open to doctoral and graduate students.

ORG 7034 Qualitative Research Methods (4)
Examines the strengths and implications of using qualitative methods in the study of organizations, and strategies for enhancing the quality and credibility of qualitative findings. Investigates the complexities of mixed methods and triangulation along with interviewing strategies, content analysis, focus groups, and narratives. Course equivalent: ORG 6034. Class open to doctoral and graduate students.

ORG 7100 Community and Organizational Systems (4)
Introduces the literature addressing human behavior in organizational and community contexts. Examines interactions between people and systems in which they function from individual, group, and organizational levels of analysis. Topics include: individual differences, leadership, work motivation, perception, communication, decision making, power, and politics, group development, performance, individual and work team effectiveness, conflict, organizational culture, organizational systems theory, and managing diversity. Course equivalent: ORG 6100.

ORG 7101 Organizational Development and Consultation I (4)
Introduces major theories, models and methods for evaluating the effects of interventions on groups and organizations. Explores the foundations in organizational development and the contributions made by other disciplines, theorists, and practitioners. Special focus on organizational entry, data collection, organizational diagnosis, development of interventions, evaluation, and contract termination. Also explores the role of the consultant as internal/external facilitator in the organizational change process. Course equivalent: ORG 6101.

ORG 7110 Organizational Development and Consultation II (4)
Prerequisite: ORG 7100.
Continues study in the practice of organizational development dealing with planned changes in organization design, strategy, and other large-scale organizational systems. Introduces diagnostic models and methods for the planning of strategic change interventions in complex organizational systems. Explores the influence of politics, power, organizational culture, and leadership. Also includes topics such as quality management, organizational learning, and self-managed work groups. Course equivalent: ORG 6110. Class open to doctoral and graduate students.
ORG 7120 The Practice of Organizational Psychology (4)
Examines the practice of organizational psychology and issues related to professional standards, ethical practice, relationship to clients, contracting, and careers in the field. Pays special attention to the student as a developing professional and instrument of organizational change. Class open to doctoral and graduate students.

ORG 7200 Theoretical Perspectives on Organizations (4)
Examines selected organizational theorists, models, and systems. Tracks the shifts from top-down, hierarchically driven, tightly coupled organizational strategies to loosely coupled, adaptive, and employee-driven structures. Presents selected readings in organizational theory and behavior. Also explores future directions for organizational theory. Class open to doctoral and graduate students.

ORG 7201 Organizational Diversity and Globalization (4)
Examines the opportunities and challenges associated with a diversified workforce and organizational culture as they relate to gender, race, personality, nationality, religion, and other differentiating factors. Investigates the realities of organizational strategy, power, politics, communication, and leadership in the context of a global environment. Course equivalent: ORG 6201. Class open to doctoral and graduate students.

ORG 7210 Program and Organizational Evaluation (4)
Covers the major models and methods for evaluating the effects of intervention packages or programs on groups and organizations. Emphasizes procedures that the consulting psychologist may use to set goals and objectives, document services, evaluate outcomes, perform cost/benefit analysis, and strategically improve organizational process and/or product. Course equivalent: ORG 6210. Class open to doctoral and graduate students.

ORG 7230 Learning Systems and on-the-Job Development (4)
Introduces tools and methods used to develop effective learning systems within organizational contexts. Also covers foundational theory in learning and training, curriculum and course development, and impact assessment. Explores strategies for utilizing on-the-job experiences as rich development opportunities along with strategic implications of leadership development for the organization. Course equivalent: ORG 6230. Class open to doctoral and graduate students.

ORG 7240 Social Psychology (4)
Examines the social bases of behavior, exploring the major theories, concepts, and research topics in social psychology. Studies the social and interpersonal determinants and consequences of individual behavior, with special reference to social dynamics that shape attitudes, emotions, perception, and behavior. Course equivalent: ORG 6240. Class open to doctoral and graduate students.

ORG 7300 Leadership and Team Development (4)
Introduces theoretical frameworks on leadership and team development. Highlights cutting edge tools and practices for selecting and developing leadership capacity within organizational settings as well as the interpersonal and structural dynamics that characterize effective groups. Explores systemic approaches to leadership in the context of organizational culture and interpersonal factors such as leadership ethics, purpose, motivation, power and communication. Course equivalent: ORG 6300. Class open to doctoral and graduate students.

ORG 7310 Human Service Organizations (4)
Examines the unique opportunities and challenges of working with and changing human service, non-profit, and community-based organizations such as social service agencies, hospitals, schools, family service agencies, local governments, and faith based organizations. Explores issues related to board governance, leadership of a volunteer workforce, burnout, vocational calling, and sense of purpose along with theoretical models for change in human service organizations. Course equivalent: ORG 6310. Class open to doctoral and graduate students.

ORG 7400 Course Development and Teaching Strategies (4)
Provides practitioners of organizational psychology in both academic and service settings with knowledge and practical skills to become effective educators. Includes philosophy of teaching/learning, learning styles, critical thinking, course development, teaching strategies, evaluation, documentation, and integration of
technology. Also incorporates an opportunity for developing and presenting a learning module. Class open
to doctoral and graduate students.

ORG 7900 Independent Study (1–5)
Registration approval: Independent Study Agreement.
Provides an opportunity for a student to study a topic of special interest under faculty supervision. May be
repeated for credit up to 12 credits. Class open to doctoral and graduate students.

ORG 7910 Topical Seminar in Organizational Psychology (1–5)
Provides lecture/discussion in a seminar-style format of a special topic related to the theory and practice of
organizational psychology. May be repeated for credit two times. Course equivalent: ORG 6910. Class
open to doctoral and graduate students.

ORG 7912 Topical Seminar in Organizational Development (1–5)
Provides lecture/discussion in a seminar-style format of a special topic related to the theory and practice of
organizational development. May be repeated for credit two times. Course equivalent: ORG 6912. Class
open to doctoral and graduate students.

ORG 7930 Master Teaching Mentoring Practicum (1–5)
Prepares students for careers as college level professors by pairing them with a faculty member who
serves as their teaching mentor, providing feedback, advice, and resources as they prepare for careers as
educators in higher education. May be repeated for credit three times. Class open to doctoral and graduate
students.

ORG 7940 Placement (1–5)
Provides the practical organizational experience required for doctoral students in organizational
psychology. May be repeated for credit up to 16 credits. Class open to doctoral and graduate students.

ORG 7995 Research and Dissertation (2-4)
Registration approval: Department Chair.
Standards and procedures for the completion of the dissertation are explained in the Dissertation and
Research Guidelines. May be repeated for credit up to 32 credits. Class open to doctoral and graduate
students.

FACULTY
Joey Collins, Ph.D., Assistant Professor of Organizational Psychology; B.A., Western Washington
University 1989; MS, Western Washington University, 1996; MA., Rosemead School of Psychology, Biola
University, 1998; Psy.D., Rosemead School of Psychology, Biola University, 2001. At SPU since 2005.

Margaret Diddams, Associate Professor of Graduate Psychology; Director of Research; B.A., Wheaton

Scott Edwards, Assistant Professor of Marriage and Family Therapy; Director of Internships; B.A., Cornell
University, 1991; M.S., Auburn University, 1996; Ph.D., Virginia Polytechnic Institute and State University,

Claudia Grauf-Grounds, Chair and Associate Professor of Marriage and Family Therapy; B.A., Stanford
University, 1976; M.A., Fuller Theological Seminary, 1978; M.A., University of Southern California, 1981;
Ph.D., University of Southern California, 1988. At SPU since 2000.

M. Kathleen B. Lustyk, Associate Professor of Psychology; B.S., University of Washington, 1988; Ph.D.,

Don J. MacDonald, Professor of Graduate Psychology and Marriage and Family Therapy; B.A., University
of Texas, 1972; M.S., Indiana University, 1973; Ph.D., Michigan State University, 1984. At SPU since 1980.

Margaret Marshall, Assistant Professor of Psychology; B.S., University of Washington, 1998; M.S., 2001;
Robert B. McKenna, Chair and Associate Professor of Psychology; B.A., Seattle Pacific University, 1990; M.B.A., 1992; Ph.D., Claremont Graduate University, 1998. At SPU since 1999.

Karen Mui-Teng Quek, Ph.D., Assistant Professor of Marriage and Family Therapy, Director of Clinical Training; B.Th., Far Eastern Bible College, 1983; M.A., Biola University (Talbot Graduate School), 1990; M.S., California State University — Fullerton, 1993; Ph.D., Loma Linda University; 2004. At SPU since 2005.

Micheál D. Roe, Dean of the School of Psychology, Family, and Community; Professor of Psychology; B.A., Revelle College, University of California, 1973; M.Ed., University of Washington, 1975; Ph.D., 1981. At SPU since 1988.

Tina Schermer Sellers, Instructor of Marriage and Family Therapy; Director of Medical Family Therapy Program; B.A., San Diego State University, 1982; M.S., Seattle Pacific University, 1991. At SPU since 1992.

Jay R. Skidmore, Chair and Professor of Graduate Psychology; B.A., Azusa Pacific University, 1976; M.A., California State University, 1981; Ph.D., Virginia Polytechnic Institute and State University, 1988. At SPU since 2001.

David G. Stewart, Associate Professor of Graduate Psychology; B.A., California State Polytechnic University, 1992; Ph.D., San Diego State University/University of California-San Diego, 1998. At SPU since 2004.

John Thoburn, Associate Professor of Graduate Psychology and Marriage and Family Therapy; Director of Clinical Services; B.A., University of Kansas, 1976; M.Div., Fuller Theological Seminary, 1984; Ph.D., Fuller Graduate School of Psychology, 1991. At SPU since 1996.

Jay M. Uomoto, Professor of Graduate Psychology, Director of Clinical Training; B.S., University of Washington, 1979; M.A., Fuller Theological Seminary, 1983; Ph.D., Fuller Graduate School of Psychology, 1985. At SPU since 1997.

Marcia Webb, Assistant Professor of Graduate Psychology; B.A., Wheaton College, 1985; M.A., Wheaton Graduate School, 1986; M.Div., Fuller Theological Seminary, 1995; Ph.D., Fuller Graduate School of Psychology, 1995. At SPU since 1996.

Beverly Jo Wilson, Assistant Professor of Graduate Psychology; B.A., California State University-Fresno, 1985; M.A., 1987; Ph.D., University of Washington, 1994. At SPU since 1998.

Paul Yost, Ph.D., Associate Professor of Organizational Psychology; B.A., Seattle Pacific University, 1987; M.A., University of Maryland, 1994; Ph.D., University of Maryland, 1996. At SPU since 1999.

PART-TIME LECTURERS


Ruby Takushi, Graduate Psychology; B.A., University of Hawaii at Manoa, 1984; M.A., Fuller Theological Seminary, 1989; Ph.D., Fuller Graduate School of Psychology, 1990. At SPU since 1998.

Tom Tsagalaskis, Marriage and Family Therapy; B.S., San Jose State University, 1982; M.Div., Holy Cross School of Theology, 1986; M.S., Seattle Pacific University, 1990. At SPU since 1993.

Administration

General Administration

PHILIP W. EATON, Ph.D.
President

LES L. STEELE, Ph.D.
Vice President for Academic Affairs
Professor of Christian Formation

MARJORIE R. JOHNSON, M.A.
Vice President for Administration and University Relations

DONALD W. MORTENSON, M.B.A., CPA
Vice President for Business and Planning

ROBERT D. MCINTOSH
Vice President for University Advancement

Ruth L. Adams, M.S.
Director of Student Academic Services
University Registrar

Jordan L. Grant, M.P.A.
Director of Student Financial Services

Janet L. Ward, M.P.A.
Associate Vice President for Information and Data Management

Graduate Deans

Bruce D. Congdon, Ph.D.
Dean, College of Arts and Sciences, Professor of Biology
B.S., University of the Ozarks, 1979; M.S., Colorado State University, 1981; Ph.D., University of California-Riverside, 1985. At SPU since 1985.

Lucille M. Kelley, Ph.D.
Dean, School of Health Sciences Associate Professor of Nursing

Mícheál Roe, Ph.D.
Dean, School of Psychology, Family and Community

William J. Rowley, Ed.D.
Dean, School of Education; Associate Professor of School Counseling
B.A., Pasadena College, 1962; M.A., San Jose State College, 1967; Ed.D., University of Northern Colorado,

Jeff Van Duzer, J.D.
Dean, School of Business and Economics Associate Professor of Law and Ethics

Graduate Program Chairs and Directors

Kathryn Bartholomew, Ph.D.
Director of Graduate TESOL; Associate Professor of Foreign Languages and Linguistics

Rick Eigenbrood, Ph.D.
Director, Doctoral Studies and Graduate Programs; Chair, Special Education; Associate Professor of Doctoral Education

Greg Fritzberg, Ph.D.
Chair, Curriculum and Instruction; Associate Professor of Education

Claudia Grauf-Grounds, Ph.D.
Chair and Associate Professor of Marriage and Family Therapy

Robert McKenna, Ph.D.
Chair, Psychology; Associate Professor of Psychology

Dick Scheuerman, Ph.D.
Chair, MAT Program; Assistant Professor of Curriculum and Instruction

Chris Sink, Ph.D.
Chair, School Counseling; Professor of Education

Jay Skidmore, Ph.D.
Chair and Professor of Graduate Psychology; Director of Clinical Training

Dick Smith, Ph.D.
Chair, Educational Leadership and P.E.A.B.; Professor of Education

Elizabeth Torrence, Ed.D.
Director of Graduate Studies; Associate Professor of Nursing

Dan Tripps, Ph.D.
Director, Sport and Exercise Leadership Program; Professor of Physical Education
Greg Wolfe, M.A.
Director, Master of Fine Arts in Creative Writing

Graduate Program Coordinators

Joyce Bhang, B.S.
Graduate Programs Assistant

Al Blomquist, M.A.
Graduate Program Manager, School of Education
B.A., Pacific Lutheran University, 1962; M.A., Michigan State University, 1968. At SPU since 1998

Pam Christensen, B.A.
Graduate Program Administrative Assistant, Health Sciences; Lydia Green Nursing Program

Carrie Dickison, B.A.
Program Coordinator, Departments of Psychology and Organizational Psychology

Amanda Hataway, B.A.
Program Coordinator, Marriage and Family Therapy Program

Grace Peterson, B.A.
Program Coordinator, Master of Fine Arts in Creative Writing Program

Kelly Unger, B.A.
Program and Budget Manager, School of Psychology, Family and Community

Marie Van Norman
Program Coordinator, Graduate Psychology
At SPU since 2001.

Debbie Wysomierski, B.A.
Associate Graduate Director, School of Business and Economics

The Graduate Center

John L. Glancy, Ed.D.
Director of Graduate Admissions and Marketing

Ted Hiemstra, M.Ed.
Associate Director of Graduate Admissions

Kandace Ralph, M.B.A.
Associate Director of Graduate Marketing
Marilyn Moorhouse, R.N.; M.S.N.; F.N.E.; L.N.C.
Graduate Admissions Counselor, School of Health Sciences; Adjunct Faculty

Janine Geho
Office Coordinator for Graduate Admissions and Marketing
At SPU since 2004.

Andy Martin, B.A.
Graduate Records Coordinator

Ket Vasiknanon, B.A.
Computer Services Manager, The Graduate Center
University Calendar 2005–2006

**AUTUMN QUARTER 2005**
- Labor Day (Holiday) Monday, September 5
- Class Instruction Begins Monday, September 26
- Waitlist Ends Tuesday, September 27
- Last Day to Register or Add Courses*, to Register Without Late Fee, or to Apply for Audit Friday, September 30
- Last Day to Apply for Pass/No Credit, Independent Study, Internships and Individual Instruction Friday, October 7
- Student Reading/Faculty In-Service Day Wednesday, October 19
- Last Day to Withdraw From Courses Friday, November 4
- Veterans Day (Holiday) Friday, November 11
- Winter Registration for Admitted Students Currently in Attendance Begins Monday, November 14
- Winter Registration for Graduate or New Admits Begins Monday, November 21
- Thanksgiving (Holiday) Thu–Fri, November 24–25
- Winter Registration for Non-Admitted Students Begins Monday, November 28
- Last Class for Day Classes Tuesday, December 6
- Final Examinations or Last Class for All Evening Classes Mon–Thu, December 5–8
- Final Examination for All Day Classes Wed–Fri, December 7–9
- Grades Due Monday, December 19

**WINTER QUARTER 2006**
- Class Instruction Begins Wednesday, January 4
- Waitlist Ends Thursday, January 5
- Last Day to Register or Add Courses*, to Register Without Late Fee or to Apply for Audit Tuesday, January 10
- Martin Luther King Jr. Day (Holiday) Monday, January 16
- Last Day to Apply for Pass/No Credit, Independent Study, Internships and Individual Instruction Wednesday, January 18
- Last Day to Withdraw From Courses Friday, February 10
- Spring Registration for Admitted Students Currently in Attendance Begins Monday, February 13
- Presidents Day (Holiday) Monday, February 20
- Spring Registration for Graduate or New Admits Begins Monday, February 27
- Spring Registration for Non-Admitted Students Begins Monday, March 6
- Last Class for Day Classes Friday, March 10
- Final Examinations or Last Class for All Evening Classes Mon–Wed, March 13–15
- Final Examination for All Day Classes Mon–Wed, March 13–15
- Spring Vacation March 16–28
- Grades Due Monday, March 27
SPRING QUARTER 2006

- Class Instruction Begins: Wednesday, March 29
- Waitlist Ends: Thursday, March 30
- Last Day to Register or Add Courses*, to Register Without Late Fee or to Apply for Audit: Tuesday, April 4
- Last Day to Apply for Pass/No Credit, Independent Study, Internships and Individual Instruction: Tuesday, April 11
- Good Friday (Half-Day Holiday): Friday, April 14
- Summer Registration Begins: Monday, April 17
- Last Day to Withdraw From Courses: Friday, May 5
- Autumn Registration for Admitted Students Currently in Attendance Begins: Thursday, May 15
- Autumn Registration for New Admits Begins: Saturday, May 20
- Autumn Registration for Graduate Students Begins: Monday, May 22
- Memorial Day (Holiday): Monday, May 29
- Autumn Registration for Non-Admitted Students Begins: Tuesday, May 30
- Last Class for Day Classes: Friday, June 2
- Student Reading/Faculty In-Service Day: Monday, June 5
- Final Examinations or Last Class for All Evening Classes: Mon–Thu, June 5–8
- Final Examination for All Day Classes: Tue–Thu, June 6–8
- Ivy Cutting: Friday, June 9
- Commencement: Saturday, June 10
- Grades Due: Monday, June 19

SUMMER QUARTER 2006

- First Four-Week Session Begins: Monday, June 12
- First Four-Week Graduate Session Begins: Monday, June 26
- Independence Day (Holiday): Tuesday, July 4
- Second Four-Week Session Begins: Monday, July 10
- Second Four-Week Graduate Session Begins: Monday, July 24
- Grades Due: Thursday, September 14

*Evening/weekend students may register through the first class session or through the fifth day (whichever is later). Late fees will be charged if registration occurs after the fifth day of the instructional quarter. Students must process a registration petition to be considered for later registration with supporting statements from each instructor.

**Monday evening classes will meet on Martin Luther King Jr. Day and Presidents Day in order to have the required class sessions.

Evening classes include all classes that begin after 4:30 p.m. The last day of class is the week prior to the scheduled final.
SEATTLE PACIFIC UNIVERSITY NONDISCRIMINATION POLICY

It is the policy of Seattle Pacific University not to discriminate on the basis of race, color, national origin, sex, age, or disability in its programs or activities, as required by applicable laws and regulations.

As a religious educational institution operating under the auspices of the Free Methodist Church of North America, Seattle Pacific University is permitted and reserves the right to prefer employees or prospective employees on the basis of religion.

If you have any questions regarding this policy, please contact either of the following persons:

Associate VP for Academic Affairs/Dean of Student Life
206.281.2481 Campus Location: Room 209, Student Union Building
Seattle Pacific University
3307 Third Avenue West, Suite 205
Seattle, Washington 98119-1950

Executive Director of Human Resources
206.281.2809 Campus Location: 330 West Nickerson Street
Seattle Pacific University
3307 Third Avenue West, Suite 302
Seattle, Washington 98119-1957

If you believe you may have been discriminated against in violation of this policy, please immediately contact one of the individuals designated above. Copies of the University’s grievance procedures may be obtained from the above designated individuals, the Office of Student Life, or the Office of Human Resources. Copies of the University’s grievance procedures are also posted on the University’s Web site at www.spu.edu.
# Reference Guide for SPU

**General Information**

<table>
<thead>
<tr>
<th>Service</th>
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<tbody>
<tr>
<td>General University Fax</td>
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<tr>
<td>General Information</td>
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**Academic Programs (Undergraduate)**

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<tr>
<td>College of Arts and Sciences</td>
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<td>School of Business and Economics</td>
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**Admissions**

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**Campus Ministries**

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**Computer and Information Systems**

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<td>Online Help Resources</td>
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**Library**

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**Office of Academic Affairs**

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**Safety and Security**

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**Student Academic Services**

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<td>Graduation/Transfer Student Services</td>
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<td>Registration</td>
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<tr>
<td>Transcripts</td>
<td>281.2669</td>
</tr>
<tr>
<td>Fax</td>
<td><a href="mailto:sasinfo@spu.edu">sasinfo@spu.edu</a></td>
</tr>
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<td>Email</td>
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**Student Counseling Center**

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**Student Financial Services**

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<td>Financial Aid</td>
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<td>Student Account Statements</td>
<td>281.2061</td>
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<tr>
<td>Student Employment</td>
<td>281.2047</td>
</tr>
<tr>
<td>Toll Free Number</td>
<td>(800)737.8826</td>
</tr>
<tr>
<td>Fax</td>
<td>281.2835</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:sfs-info@spu.edu">sfs-info@spu.edu</a></td>
</tr>
</tbody>
</table>
University Services
Bookstore  281.2137
Campus Housing  281.2188
Email  housing@spu.edu
Campus ID Card  281.2188
Casey Conference Center  (866) 661.6604
Conference Services  281.2187
Meal Plan  281.2188
Email  mealplan@spu.edu

Mailing and Copying Services
Copying Center  281.2622
Mailing Services  281.2077

The Graduate Center
Graduate Applications and Information  281.2091
Toll Free Number  800.601.0603
Email  gradadmissions@spu.edu

Academic Programs (Graduate)
Business Administration (M.B.A.)  281.2753
Clinical Psychology (Ph.D.)  281.2839
Curriculum and Instruction (M.Ed.):
  Reading and Language Arts  281.2373
  Teaching and Learning  281.2373
Doctor of Education (Ed.D.)  281.2373
Educational Leadership (M.Ed.)  281.2373
Information Systems Management (M.S.)  281.2753
Marriage and Family Therapy (M.S.)  281.2762
Medical Family Therapy Certification (Post-Master’s)  281.2616
Nursing (M.S.N.)  281.2616
  Nursing Educator Preparation Certificate (Post-Baccalaureate)  281.2616
  Nursing Practitioner Certification (Post-Master’s)  281.2616
  Principal, Superintendent Certification  281.2373
School Counseling (M.Ed.)  281.2373
School Psychology (Ed.S.)  281.2373
Sport and Exercise Leadership (M.A.)  281.2391
Teaching English to Speakers of Other Languages — TESOL (M.A.)  281.2670
Teaching — Secondary (M.A.T.)  281.2373

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SPU events calendar is located on the SPU home page.

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