

**Seattle Pacific
University**

1996-97 Graduate

Catalog



Decidedly Academic

Distinctly Christian

Definitely Northwest

SPU Reference Guide

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Seattle Pacific University is operated under the auspices of the Free Methodist Church as a service to people, regardless of denomination, who desire a university education that is academically sound and distinctly Christian. Founded in 1891.

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About Seattle Pacific University

“As a community of learners, Seattle Pacific University seeks to educate and prepare students for service and leadership. We are committed to evangelical Christian faith and values, and to excellence in teaching and scholarship for the intellectual, personal and spiritual growth of students.”

*Mission Statement
Seattle Pacific University*

Founded in 1891 as an outreach of the Free Methodist Church of North America, Seattle Pacific University has served the Seattle community through Christian higher education for over 100 years. On-campus enrollment includes approximately 950 graduate students and 2,500 undergraduate students. Nearly 30,000 adults take part in the University's on- and off-campus continuing education programs. All of the University's programs have a single purpose. SPU seeks to balance learning with service - to educate people who will make a positive contribution to the world.

Accreditation and Affiliation

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 Association of Schools and Colleges. It is on the approved list of the American Council on Education and Board of Regents of the State of New York, and its credits are recognized by members of the various regional associations and by leading graduate schools throughout the country. The graduate nursing programs are accredited by the National League for Nursing and the graduate programs in the School of Education are accredited by the National Council for Accreditation of Teaching Education. The University is a member of the American Assembly of Collegiate Schools of Business and the Western Association of Graduate Schools. Seattle Pacific University is also a charter member of the Christian College Consortium. The University is approved by the United States Government for education of veterans and their dependents under the applicable public laws.

Our Resources for Learning

Seattle Pacific University students enjoy aesthetically pleasing physical learning spaces. Spread over the 35-acre Seattle campus, the buildings, recognized by their traditional brick or modern faces, are better known for the many ways in which they meet the student's educational needs.

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**Seattle Pacific
University**



The Library

Completed in 1994, the Library is a spacious four-level facility that serves as the center for academic endeavors outside the classroom. It provides collections, services, technology, and space for study and research, with approximately 200,000 volumes arranged on open shelves for easy access to readers. The collection grows by some 4,000 new titles each year, including over 1,400 current periodical titles and an ever expanding microfiche collection numbering more than 300,000 items. The collection is accessible on-line in the library and through the campus computer network via its automated catalog. In addition, fundamental library processes of circulation, reserves, acquisitions, cataloging and serials control are also facilitated through the same integrated automation system. Microfilm and microfiche reader-printers, low-cost duplicating facilities and audiovisual listening and viewing stations are available as well.

In addition to standard reference resources, over 20 subject-specific CD-ROM databases are accessible through a local area network. With support from a librarian, more than 400 databases through the DIALOG Information Retrieval Service and the Datatimes newspaper service are accessible via satellite connection.

An interlibrary borrowing service is available to students, faculty and staff. As a member of OCLC (On-line Computer Library Center) and the WLN (Western Library Network), the Learning Resources Center can provide access to library holdings throughout the Northwest, across the nation and beyond. In addition, students have library borrowing privileges at Seattle University, Northwest College, Pacific Lutheran University, St. Martin's College and the University of Puget Sound through a cooperative agreement. Graduate students are able, for a small fee, to use the libraries at the University of Washington. Call (206) 281-2228 for Library hours.

Student Computer Labs

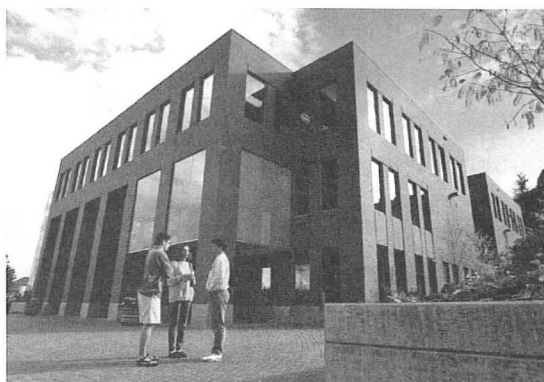
There are three computer labs in the Library: two instructional and one an open lab. Most of the computers provide a standard set of academic software tools that include word processing, spreadsheets, presentation software, statistical software, programming languages and database software. Most also provide full access to the Internet, electronic mail, gopher, World Wide Web and other local and remote networked resources. The Library also has a number of terminals for library catalog searches and 12 computer stations which are able to search CD-ROM databases.

Internet Access

On-campus network connectivity and access to the Internet is available throughout campus. Most students, faculty and staff use electronic mail and other electronic communication tools. Access to campus resources and databases through gopher and the World Wide Web is wide spread. The Internet also provides access to libraries, databases and information resources throughout the world. Nearly all faculty have late model computers and high speed network connections. Students can get access to the Internet from off-campus (via modem connections), from the student computer labs, or from their residence hall rooms.

The "SPU Home Page" on the World Wide Web - <http://www.spu.edu/>

Email access to the SPU Computer Services HelpDesk - help@spu.edu



Audiovisual Resources

The Archer Instructional Media Center is responsible for the circulation of audiovisual equipment, media production, satellite downlink, duplication services and the management of a multimedia laboratory. Circulating equipment includes: video camcorders; video players; video, slide, film, and opaque projectors; 16mm projectors; and audio cassette recorders and players. Multimedia lab equipment includes MS-Windows and Macintosh computers, CD-ROM units, scanners, video digitizers, color and laser printers and video editing systems.

Technology Instruction and Assistance

The use of computers and networked resources is an important part of the academic program at SPU. Assistance in learning how to use these resources is available in many forms. A 40-page booklet "SPUnet Systems and Internet User Guide" is available to students; there are many training sessions offered for help in using the campus resources; student assistants are available in all of the computer labs; and Computer and Information Systems provides a central computer HelpDesk. Call (206) 281-2982 for assistance.

University Calendar 1996-97

Autumn Quarter 1996

Holiday, Labor Day	Mon. September 2
First Payment Due on (and last day to apply for) the 3-Month Payment Plan	Tues. September 10
Registration	Mon. September 23
Class Instruction Begins	Tues. September 24
Last Day to Register or Add Courses*, to Register Without Late Fee, or to Apply for Audit	Mon. September 30
Last Day to Apply for Pass/No Credit, Independent Study and Internships	Mon. October 7
Second Payment Due on the 3-Month Payment Plan	Thurs. October 10
Last Day to Withdraw from Courses	Mon. November 4
Third Payment Due on the 3-Month Payment Plan	Mon. November 11
Winter Registration for Graduate or Non-Admitted Students Begins	Mon. November 25
Thanksgiving Recess Begins (with last class)	Wed. November 27
Evening Classes End	Thurs. December 5
Last Day for Final Examinations	Fri. December 6

Winter Quarter 1997

First Payment Due on (and last day to apply for) the 3-Month Payment Plan	Tues. December 10
Class Instruction Begins	Mon. January 6
Second Payment Due on the 3-Month Payment Plan	Fri. January 10
Last Day to Register or Add Courses*, to Register Without Late Fee, or to Apply for Audit	Fri. January 10
Last Day to Apply for Pass/No Credit, Independent Study and Internships	Fri. January 17
Holiday, Martin Luther King's Birthday	Mon. January 20
Third Payment Due on the 3-Month Payment Plan	Mon. February 10
Spring Registration for Admitted Students Currently in Attendance	February 11-18
Holiday, President's Day**	Mon. February 17
Last Day to Withdraw from Courses	Tues. February 18
Spring Registration for Graduate and Non-Admitted Students Begins	Mon. February 24
Evening Classes End	Fri. March 21
Last Day for Final Examinations	Fri. March 21
Spring Vacation	March 24-28

Spring Quarter 1997

First Payment Due on (and last day to apply for) the 3-Month Payment Plan	Mon. March 10
Class Instruction Begins	Mon. March 31
Last Day to Register or Add Courses*, to Register Without Late Fee, or to Apply for Audit	Fri. April 4
Second Payment Due on the 3-Month Payment Plan	Thurs. April 10
Last Day to Apply for Pass/No Pass Credit, Independent Study and Internships	Fri. April 11
Last Day to Withdraw from Courses	Mon. May 12
Third Payment Due on the 3-Month Payment Plan	Fri. May 9
Holiday, Memorial Day	Mon. May 26
Autumn Registration for Graduate and Non-Admitted Students Begins	Tues. May 27
Summer Registration Begins	Tues. April 1
Evening Classes End	Tues. June 10
Last Day for Final Examinations	Thurs. June 12
Commencement	Sat. June 14

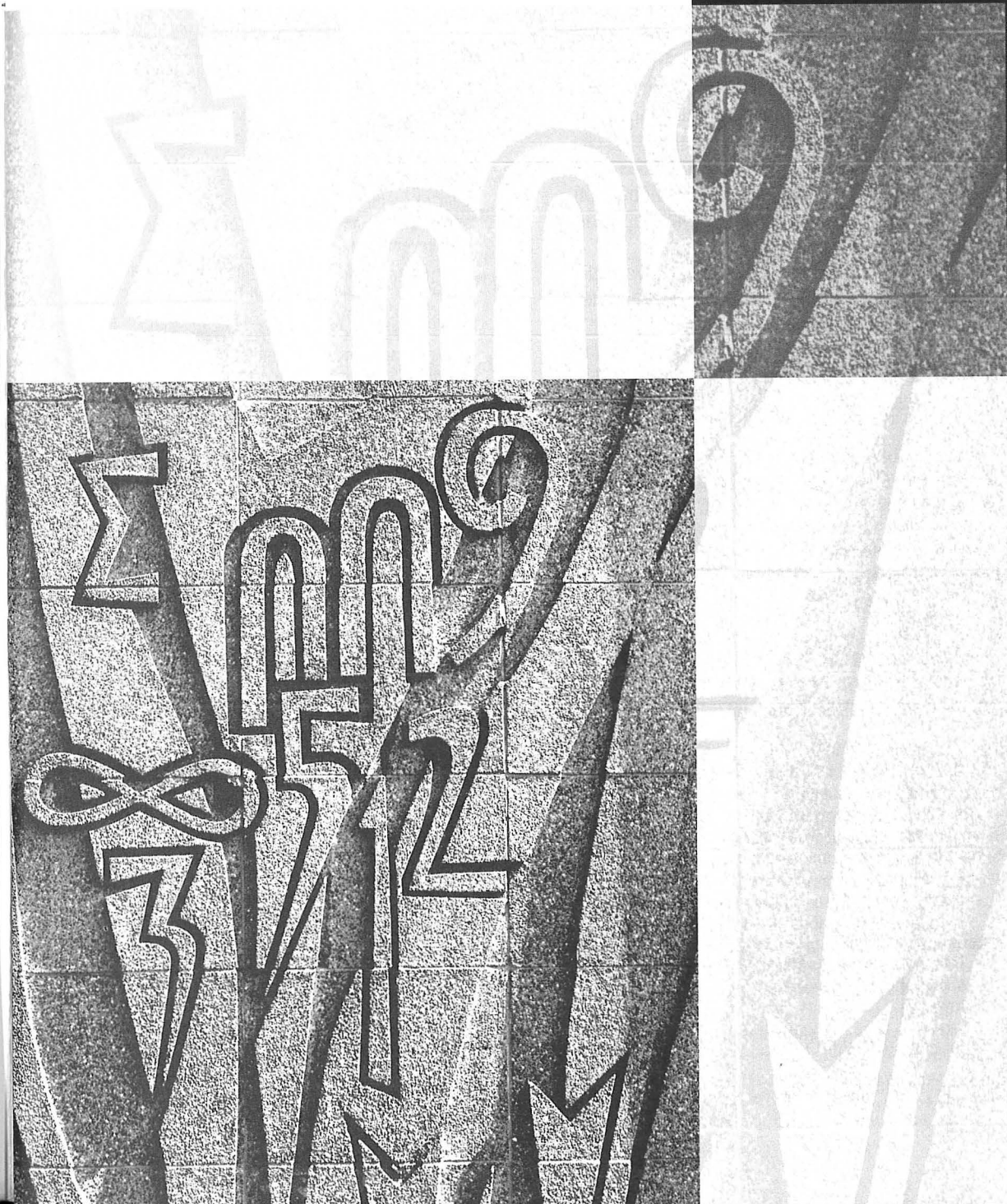
Summer Session 1997

Pre-Session Begins	Mon. June 16
First Four-Week Session Begins	Mon. June 30
Second Four-Week Session Begins	Mon. July 28
Post-Session Begins	Mon. August 25

**Evening/Weekend students may register through the first class session. Late registration may be allowed through the second class session with the instructor's permission. However, late fees will be charged if registration occurs after the first week of the instructional quarter.*

***Monday evening classes will meet on President's Day in order to have the required 10 class sessions.*

Graduate Program Information



Graduate Education at Seattle Pacific University

Graduate education at Seattle Pacific University extends the educational and spiritual mission of the University to post-baccalaureate students. The complexities of the contemporary world require that professionals in service and leadership roles continue learning and growing intellectually throughout their careers. SPU meets this need by providing opportunities for graduate study in a Christian environment where students can examine their faith in relation to their continued academic and professional study.

SPU's graduate programs approach knowledge from a Christian perspective, knowledge that can be disseminated to the larger academy as well as to the University community. Graduate education at the University is distinguished by an emphasis upon teaching supported by creative and competent practical experiences. An active and scholarly faculty provide research opportunities not only for students but also for other faculty colleagues. Regular, graduate-sponsored scholarly and intellectually stimulating symposia, colloquia and conferences are also goals of the overall program.

Responsibility for graduate studies is vested in the Graduate Policy and Evaluation Committee by the Faculty Senate.

Degrees Offered

Master of Arts (M.A.)

- Teaching
- Teaching English to Speakers of Other Languages (T.E.S.O.L.)

Master of Business Administration (M.B.A.)

Master of Education (M.Ed.)

- Curriculum and Instruction with specializations in:
 - Teaching and Reading
 - Reading and Language Arts
 - Early Childhood Education
 - Technology
- Educational Leadership
- School Counseling

Master of Science (M.S.)

- Information Systems Management
- Marriage and Family Therapy
- Nursing

Doctor of Education (Ed.D.)

Doctor of Clinical Family Psychology (Psy.D.)

Certificates

Nurse Practitioner Pathways Certification Program
Principal's Certification Program
School Counselor's Certification Program
Superintendent's Certification Program

General Admission Requirements for Master's Programs

Students who desire to study in SPU's master's programs may obtain an application from the appropriate school or department. In order to be fully admitted to a master's program at SPU, a student must meet the general requirements listed below. The student must also meet any additional admission requirements of the particular program in which he or she intends to study.

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 persons. 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 which 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 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 \$35 application fee.

If English is not the applicant's first language, he/she must submit a minimum score of 550 on the Test of English as a Foreign Language, regardless of previous coursework (575 for the MBA and ISM programs, 600 for the TESOL and Psy.D. programs).

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 4 or 5 above may be considered for admission to graduate education at the University on a *probational* 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 probational 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 probational or provisional status count toward a graduate degree program.

Students who are fully admitted or placed on probational status are eligible for up to \$8,500 of Stafford Loan provided all other eligibility requirements have been met. Students admitted on provisional status are only eligible for \$2,625 of Stafford Loan for one consecutive 12-month period.

Admission and Program Requirements for Doctoral Programs

SPU offers two doctoral programs; refer to the specific program for admission and program requirements.

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. Students will be notified in writing when they are entered into a class via the waitlist. Waitlist forms, available from Student Academic Services, outline the procedures to be followed.

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 student must:

1. Satisfactorily complete the approved program of studies.
2. Complete the minimum residence requirement of 33 credits required for the degree. The last 15 credits for the master's degree must be earned at SPU.
3. Complete no fewer than 27 credits on the master's degree after being admitted to a specific degree program.
4. Complete at least a 3 credit graduate course in Christian thought.
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 professional and personal standards expected of graduate students and stipulated for each program. Failure to maintain these standards may result in removal from the program of studies and degree status.
7. Apply for the master's degree no later than the second week of the quarter before one 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 in graduate offices. 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 recommendation to the Registrar.
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.
9. Pay the cost of binding the requested copies of the thesis/project (if applicable) to the appropriate graduate office.
10. (Optional) Participate in the University Commencement held at the end of spring quarter each year.

Note: Degrees are awarded and posted to academic records after all degree requirements have been completed, which 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 must meet the normal admission requirements for admission to the University and to the specific degree program.
2. The student shall meet 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 shall 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 shall be in 6000-level courses.
5. The specialization in the second master's degree program shall be different from that of the first master's degree.

The student may be working toward two master's degrees simultaneously.

Standards of Scholarship for Master's Degrees

1. No course for which a grade less than a C (2.0) is earned may be accepted toward a graduate degree.
2. All courses applied toward graduate degrees must be taken within the six-year period immediately preceding the granting of the degree.
3. No more than 9 credits taken at SPU before admission to a specific degree program will apply toward a master's degree.
4. No more than 12 credits taken at other accredited universities can be transferred toward a specific degree program (less for some programs). 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 which may be applied toward a graduate degree is determined by the individual graduate program, but in no case may more than 6 credits be applied toward the graduate degree. 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 master's degree.
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 master's degree.
10. Master's courses may not be taken for Pass/No Credit option with the exception of thesis, dissertation, research, and projects, to be determined at the discretion of the schools.

Academic Policies and Procedures

Academic Probation

Any graduate student whose cumulative GPA falls below 3.00 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 3.00 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 grade point average below 3.00.

Academic Load

Enrollment status for graduate degree and certificate students is determined by the following formulas:

8 or more credits	Full time
6-7 credits	Three-quarters time
4-5 credits	Half time
2-3 credits	Quarter time

A graduate student may, with prior permission, take courses concurrently elsewhere provided his/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.

A fully-employed student should take no more than 8 credits per quarter.

Financial aid recipients must carry a minimum of 4 regular on-campus credits to receive financial aid.

Financial aid recipients must carry a minimum of 4 regular on-campus credits to receive financial aid.

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 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 they are a student in good standing at that institution.

Non-Matriculated Graduate Students

Qualified individuals desiring 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 desired 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.

Graduation

All master's and doctoral degree students who wish to participate in spring Commencement must apply to graduate by March 1. The application is available from the graduate advisor. The form will be forwarded to Student Academic Services so that mailings regarding Commencement can be sent out during spring quarter. Degrees are awarded when the department notifies Student Academic Services that all requirements are complete. Diplomas will be mailed approximately three months after graduation 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 SPU by the end of summer term, have a cumulative GPA of 3.5 or above, and demonstrate outstanding scholarship, service to the community, leadership and future potential.

Transcripts

Transcripts contain the student's entire academic history while at SPU. This includes undergraduate work (0001-4999 courses), three levels of graduate work (doctoral 7000-7999, masters 6000-6999, professional development 5000-5999), and continuing education units (non-degree work). Undergraduate, graduate, and CEU's are segregated on separate pages of the SPU 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 Student Academic Services. The letter needs to include: name the student attended under; social security number; the last quarter and year the student attended; if the student is enrolled in a current quarter of instruction and number of classes enrolled in for that quarter; and the number of official or unofficial copies required.

Each official transcript costs \$3.00 and contains the student's entire record while at SPU. Official transcripts may be released to students. Students may request an unofficial copy of their transcript at no charge. If the student has an account, official transcripts are only released if the account is current.

SPU will resend a transcript to the originally requested

institution 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.

Under unusual circumstances, students may find that they require an official copy of the transcript on an immediate basis. For an additional \$25.00 special handling fee, Student Academic Services will provide students with an official copy of their transcript.

Registration

Dates for registration are published in the University Calendar found at the front of this Catalog and in the Time Schedule. Students may register for evening courses (courses beginning 4:30 p.m. and later) through the second class session with the instructor's permission. However, late fees will be charged if registration occurs after the first week of the quarter. Procedures for registration vary from program to program. Check with the graduate advisor regarding procedures for registration or registration staff in Student Academic Services. Each student is allowed one free change of registration per quarter as long as that change is submitted by the University deadline.

Grades and Grade Points

The quality of a student's performance in a course is recognized by a letter grade which is counted in points. Except in cases of clerical error, no instructor may change a grade which he or she has submitted to Student Academic Services. In addition, grade changes may only be made in the quarter following the course.

Grade	Points	Explanation
A	4.0	Excellent attainment
A-	3.7	
B+	3.3	
B	3.0	Satisfactory attainment
B-	2.7	
C+	2.3	
C	2.0*	Minimum attainment for credit
C-	1.7	
D+	1.3	
D	1.0	
E	0.0	

*Grades below 2.0 will not count toward a degree.

Au	Audit
I	Incomplete
G	Graduate In Progress (3 year limit)
N	In Progress (1 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 "I" grade can be given only with the approval of the graduate director upon written recommendation of the instructor. The authorization form must be presented to the instructor

before the final examination. The student must initiate the request for the "I" grade as well as its removal. Forms authorizing the grading and removal of "I" grades may be obtained from the student's advisor.

The "G" grade is used only in specified courses in which a "final" grade is dependent upon additional work and only applies to approved 6000 level courses which includes internships, thesis, and projects. Work must be completed within three calendar years or the "G" becomes permanent. Forms authorizing the removal of "G" grades may be obtained from the student's advisor or from Student Academic Services.

An "N" grade is used only in 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. Forms authorizing the removal of "N" grades may be obtained from the student's advisor or from Student Academic Services.

Withdrawal with official approval during weeks three through six will result in a "W" appearing on the transcript. (See Withdrawal from Courses section.)

Repeat/Substitute Courses

Students may repeat any course for the purpose of changing a grade and the latest grade received in a course will apply to the GPA. Courses noted as being "equivalent" may be substituted for one another. The credits earned in the repeated course will be deleted, however, the original grade will remain as a permanent part of the record. A symbol will be placed next to the earlier grade which will prevent the grade from being calculated in the GPA. Only courses taken at SPU will be used to change course grades.

Withdrawal From Courses

Withdrawal with official approval during the first and second week of the quarter will not result in any record of the class on the transcript. Withdrawal with official approval during weeks three through six will result in a "W" appearing on the transcript. If a student does not provide proper written notification to Student Academic Services, 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.

Withdrawals or course drop requests may be mailed, faxed (206) 281-2669, or delivered in person directly to Student Academic Services.

Complete Withdrawal From School

A student who desires to withdraw from school must secure an Add/Drop form from Student Academic Services or submit a letter requesting a complete withdrawal. Special instructions are printed on the form. Policies for refunds and adjustments to the student's account are outlined in the Costs and Financial Aid section of this catalog.

A student who registers but does not attend classes must notify their graduate program office in writing in order to cancel the registration and related charges. The date this notice is received will determine the amount of refund where applicable.

Change of Address/Personal Information

It is the student's responsibility to notify the University of any changes to their permanent mailing address. This will enable the University to forward grade reports, account statements, and registration materials to students. Students who wish to change their name or student identification number should contact Student Academic Services or their advisor to request a form.

Academic Appeals Process and Procedures

This section summarizes the students' academic appeals policy for Seattle Pacific students. If a student decides to appeal an academic decision, he/she should contact their 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 judgement 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 circumstance, 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:

1. Faculty member at the course level
2. Graduate Program Director
3. Dean
4. Provost
5. President

Academic petitions regarding general University matters such as decisions on graduation requirements or other Catalog academic regulations may be made in the following order:

1. Graduate Program Director or Student Academic Services. (Check with advisor for the appropriate venue for petition.)
2. Graduate Policy and Evaluation Committee
3. Dean
4. Provost
5. President

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

Guidelines

1. The 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 his/her 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 their own; committing plagiarism, that is, 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 school dean if graduate director is 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 Provost 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 Provost.

Student Services

Career Development Center

Although the Career Development Center's primary mission is to serve undergraduate students, some career services and all career resources are available to graduate students. The following items can be found on the second floor of the Student Union Building:

- Job opening notebooks (for full-time jobs)
- Internship opening notebooks
- Career library (career, job search, and company information are available)
- HOT JOBS – a weekly publication with information on job and internship openings.

Education students may be eligible to establish a placement file at the Center. The education placement file is designed to make the search for a position more efficient and expedient. Because school districts routinely request placement files as part of their hiring process, it is 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.

Call the Career Development Center at (206) 281-2018 for further information.

Chapel-Assembly Attendance

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.

International Student Services

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

The Assistant Director of the Center for Special Populations, Mr. Brian Bosse, serves as liaison with the Immigration and Naturalization Services regarding international students' travel outside of the United States, permission to transfer, employment eligibility, or practical training options both before and after graduation. Because of this, new international students, whether recent arrivals to the United States or transfer students from another educational institution, are required to have an interview with Mr. Bosse during their first 15 days of attendance at Seattle Pacific. Please call for an interview appointment at (206) 281-2475.

Costs and Financial Aid

The administration of Seattle Pacific is committed to providing high quality Christian education at a reasonable price. This is achieved through a dedicated faculty who provide 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 all of Seattle Pacific's financial resources, with a goal of maintaining the University's 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 which 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, 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 about fees and financial policies. The goal of the staff is to provide helpful, friendly service to all inquirers. It is the hope of Seattle Pacific that students will not only have exceptional educational experiences, but will also feel that same commitment to excellence and service throughout all of the support areas of the institution.

1996-97 Graduate Tuition and Fees (Summer 1996 - Spring 1997)*

(per credit hour for courses numbered 6000-7999)

Business Administration (MBA) courses	\$390.00
Education courses	\$254.00
Education Administration courses	\$289.00
Information Systems Management courses	\$390.00
Marriage and Family Therapy courses	\$315.00
Nursing courses, per credit hour	\$275.00
Nurse Practitioner courses	\$300.00
TESOL courses	\$245.00
Doctor of Education courses	\$328.00
Doctor of Psychology courses	\$350.00
All other graduate courses	\$286.00

Division of Continuing Studies 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 they take 6000-level courses from other schools/departments they are charged at that program rate.

*Summer 1997 graduate tuition rates will be published in the 1997-98 catalog.

Advance Payments

Resident students	\$200.00
\$100 (student account deposit)	
\$100 (room reservation deposit)	
Commuter students	\$100.00
\$100 (student account deposit)	

Graduate students registering for fewer than 8 credits have the option of paying an account deposit of \$100.00 or paying tuition in full at the time of registration. *If students are taking classes full time (8 or more graduate credits) the account deposit is required.* The account deposit will be held on the student's account for the duration of their stay at SPU and will be returned when they are no longer enrolled and all charges have been paid in full. To release an account deposit, students should submit their request in writing to Student Financial Services. Deposits are released three weeks after the last quarter of attendance. Contact Student Financial Services at (206) 281-2061 for further information.

Special Instruction, Examination, Certification, and Other Credit Fees**Teacher Education, Education Administration, School Counseling**

Internship fee, graduate, per quarter	\$150.00
Penalty for late changes of internship	\$70.00

Special Examination Fees

Rescheduled final exam fee, per course	\$60.00
Credit by examination or challenge fees:	
Per-course examination fee	\$100.00
Per-credit-hour fee:	
Graduate 6000-7999 level courses	\$60.00

Administrative and Special Fees

Application fee (master's)	\$ 35.00
Application fee (Ed.D.)	\$ 40.00
Application fee (Psy.D.)	\$ 75.00
Matriculation fee*	\$ 50.00
Late registration fee**	\$ 20.00
Change of registration fee	\$ 20.00
Official transcript fee	\$ 3.00
Special handling fee: official transcripts	\$ 25.00
Teacher certification fee	\$ 25.00
Masters comprehensive exam	\$ 50.00
Dissertation fee	\$110.00
Thesis binding, per copy varies from program to program	
I.D. replacement card	\$ 10.00
Parking fee, per quarter***	\$ 20.00

* A student who has been admitted to the University and subsequently registers for courses, is considered a matriculated student. A matriculation fee of \$50.00 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, graduation checksheet, etc.

** Students may register for evening courses (courses beginning at 4:30 p.m. and later) through the first class session; however, a \$20.00 late enrollment 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 4:00 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 \$20 per quarter.

Student Services Fees

Education placement files	
Establishing file (including 5 files mailed)	\$25.00
Each additional file	\$ 5.00
Alumni placement file	
Annual registration fee (including 1 file mailed) ..	\$10.00
Each additional file	\$ 5.00
Education vacancy bulletins (weekly, first-class mailings of job listings, from February through October, per three-month subscription)	\$15.00
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)	\$5.00
Student Health Center services	
Residential students	included in Room and Board charges
Commuter students	\$5.00 per quarter on first visit
Tests and pharmaceuticals	based on actual costs of materials

Medical Insurance Program

The University administers a health insurance program that is available for all matriculated students enrolled at the University for at least 9 credit hours.

All international students are required to enroll in the University student medical insurance plan unless proof of comparable coverage from a provider based in the United States or an acceptable reciprocal agreement is provided by the fifth day of the quarter.

Call Student Financial Services at (206) 281-2061 for further information.

Financial Arrangements

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 for entry into the system. *When the student's enrollment is accepted by Student Academic Services, 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 proper written notification is provided by either party (see also Refunds and Account Adjustments).

All students receive a statement of their charges from Student Financial Services following registration. Students who are to receive federal financial aid must sign and submit all the necessary documents to Student Financial Services before the federal aid can be credited to their

account. In addition, to receive loan funds, students must complete the loan application, and submit it to a lender of their choice. When the lender has processed the loan and sent the proceeds to SPU, the student will need to sign for the funds in Student Financial Services.

Student Account System

A statement reflecting tuition and fee charges, payments, past and current-due amounts and chosen payment plan will be sent to the student's local address each month. The University accepts checks, Master Card or Visa. Checks should be made payable in US dollars to Seattle Pacific University, and should include the student's name and identification number. Payments should be mailed to SPU, Student Financial Services, 3307 Third Avenue West, Seattle, WA 98119, or delivered in person to Demaray Hall 10.

Payment Policies

A student may choose to meet financial obligations for autumn, winter and spring quarters in one of two ways: (1) payment in full, or (2) use the three month payment option. For summer quarter payment options, refer to the Summer Bulletin. Students paying in full must submit payment to Student Financial Services on or before October 10 for autumn quarter, January 10 for winter quarter, and April 10 for spring quarter. No payment plan application is required for this option. The three month payment option allows students to divide the costs of tuition, less most financial aid, into three manageable installments. In order to participate in this plan, students must fill out a payment plan application and return it to Student Financial Services with their first payment and an application fee of \$20 according to the following schedule. A new application and fee must be submitted each quarter.

Autumn 1996

First Payment September 10, 1996
Second Payment October 10, 1996
Third Payment November 11, 1996

Winter 1997

First Payment December 10, 1996
Second Payment January 10, 1997
Third Payment February 10, 1997

Spring 1997

First Payment March 10, 1997
Second Payment April 10, 1997
Third Payment May 9, 1997

Third Party Payment Policy

If a third party is involved in payment of the student account (such as an Embassy), the University will bill the third party directly provided the student has filed a letter of guarantee with Student Financial Services. Contact (206) 281-2061 for more information on this program.

Employer Reimbursement Program

Students participating in the Employer Reimbursement Program must have a \$100 account deposit on file and are required to submit a letter from their employer to Student Financial Services with the following information (letter must be on company letterhead and bear authorized signatures):

- student's name and identification number (usually the social security number)
- time period and/or course of study for which the student is approved for reimbursement

- conditions or circumstances under which the student would forfeit reimbursement.

Only tuition charges are approved for deferment. Students will be responsible for payment of all miscellaneous fees and charges at the time they are applied to their account.

Each quarter's reimbursable tuition will be deferred for approximately one month following the completion of the quarter. This time period will allow sufficient time for students to receive their grades, submit the proper paperwork to their employers for reimbursement, and pay the owing charges on their account.

Students participating in the Boeing tuition voucher program should pay a \$100 account deposit prior to registering for the first quarter of attendance. The student is responsible for submitting the signed voucher, either to Student Academic Services at the time of registration or to Student Financial Services. The student will receive monthly account statements until the signed voucher is received. Once the voucher is received and class selection is verified and matched to the voucher, the tuition charges will be paid on the student's account. The student will receive a monthly statement if they have incurred additional fees not covered by Boeing. Fees not covered include, but are not limited to: late registration, add/drop, entrance exam, room/board, parking, books, tools, software and activity fees.

For questions about this program contact Student Financial Services at (206) 281-2061.

Late Registration Charges

A late registration fee of \$20.00 is charged if a student changes his/her class schedule after the first week of the quarter.

Interest Charges on Past Due Accounts

A monthly late fee (15% per annum) will be assessed each month against any past due portion of the balance shown on the student's last statement of account. To avoid late fees, payment must be made on or before stated due dates published above for the chosen payment option.

Refunds and Account Adjustments

If a student decides to add or drop a course, withdraw from school, or delete other contracted services, an official change of registration form must be filed with Student Academic Services. If a student does not provide proper written notification to the University, financial obligations will remain binding, regardless of whether classes were attended or any of the contracted services were utilized.

Refunds are made only for tuition and certain curriculum fees. *The date on which the official withdrawal form is received by Student Academic Services will determine the amount of the refund for such charges, using the schedule that follows, as applicable.* Please check the Time Schedule to determine if the curriculum fee is refundable. Those marked with an asterisk are non-refundable.

Refunds or additional charges for courses are posted to a student's account when the official change of registration form is received and processed. 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 credit balance on the account, the student may obtain a refund by submitting a written request to Student Financial Services. If there is an owing balance on the account, the refund will first be applied against the owing balance.

Schedule of Tuition Refunds

(The summer refund policy and schedule is published in the Summer Bulletin)

First week of the quarter	100%
Second week of the quarter	75%
Third week of the quarter	50%
Fourth and fifth week of the quarter	25%
Sixth and following weeks of the quarter	0%

Note: A week is defined as five business days.

Unpaid Student Charges

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

Financial Aid for Graduate Students**Guidelines**

To be eligible for financial assistance graduate students must:

1. submit a Free Application for Federal Student Aid (FAFSA) to the Federal Student Aid Processor.
2. be admitted to a graduate degree program.
3. carry a minimum of 4 regular on-campus credits each quarter during which financial aid is received.
4. submit additional documentation as requested to verify eligibility.

Application Deadlines

SPU does not have a deadline for financial aid applications for graduate students, however, it is to their advantage to apply as early as possible. See "Summer Financial Aid" available from Student Financial Services for procedures and deadlines for summer financial aid.

Financial Aid Programs

- Federal Stafford Loan: Up to \$8,500 maximum per year, depending on eligibility.
- Unsubsidized Federal Stafford Loan: Cannot exceed \$18,500 alone or in combination with the Federal Stafford Loan.
- 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 Student Financial Services.

Requirements to Maintain Financial Aid Eligibility

1. Continued enrollment of at least 4 regular on-campus credits each quarter.
2. Maintenance of satisfactory progress each quarter as determined by specific program in which student is enrolled.
3. Continued financial need as determined by processing the FAFSA each year.

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

Scholarship and grant directories are available at the campus library and in public libraries. Suggested resources include:

- Grants for Graduate Students, Peterson's Guide
- How to Find Out About Financial Aid: A Guide to Over 700 Directories . . . , Gail Schlachter, ed.
- Scholarships, Fellowships & Loans, Feingold & Feingold

Academic Structure

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 (T.E.S.O.L.)

Department of Family Psychology

Marriage and Family Therapy (M.S.)
Clinical Family Psychology (Psy.D.)

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.)

Principal's Certification

School Counselor's Certification

School Superintendent's Certification

School of Health Sciences

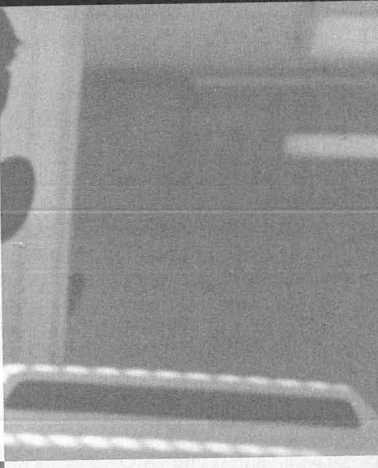
Nursing (M.S.)

Nurse Practitioner Pathways Certification

For a list of graduate directors, administrators and faculty, see page 53.

College of Arts and Sciences

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Teaching English to Speakers of Other Languages: T.E.S.O.L. (M.A.)

The ESL Profession

The world is in a period of widespread migration. Entire populations are moving across continents and oceans to seek new and better lives. The global economy is a reality; national boundaries are virtually meaningless to large corporations. In all parts of the world people of different language groups need to communicate with one another for a host of reasons, and the medium of that communication is more and more often English.

World-wide need and demand for well-trained professionals who can teach this valuable skill exists. Teaching environments range from lavishly appointed institutes for elite groups to marginally funded programs serving the dispossessed; reasons for joining the professions are similarly varied. Whatever the reasons for choosing a career in ESL or EFL, whatever the teaching environment, the importance of solid preparation that includes both practical training and a strong theoretical base cannot be over-emphasized, especially considering the unpredictability of career paths in this time of great change.

While there are many kinds of professional preparation programs, including a few weeks' orientation (clearly inadequate), and certification programs (appropriate for people with limited time, resources, or interest in theoretical background), the Master of Arts in TESOL is the premiere degree most highly valued by potential employers and virtually essential for advancement in the field.

Scheduling

Although students can be admitted and start the MA-TESOL program during any quarter, the assumption is made that the program "begins" autumn quarter; any other starting time may require special adjustments. Students are also free to take only one or two courses per quarter, as work and family obligations must be met, or to take up to 15 credits per quarter.

Three credit courses generally meet either three times per week for one hour or once a week for three hours. TESOL courses are usually held during afternoon and evening hours, Monday through Thursday, so full- or part-time employment is possible.

Admission Requirements

General University requirements are found on page 6. For specific admissions questions and application materials, call (206) 281-2670. Applications to the MA-TESOL program are accepted each quarter and must be completed at least one month before the start of the quarter in which the student intends to enroll.

Program Curriculum

The Seattle Pacific University MA-TESOL program offers an excellent balance of theory and practical training. Its 54 credits are spread among academic preparation (21 credits), pedagogy (18 credits), electives (6 credits) and practica (9 credits).

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 are required. 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.

Academic Preparation (21 credits)

COM 6180	Cultural Communication (3)
EDRD 6507	Language Development (3)
EDU 6085	Values and Ethics in Education (3)
or REL 6070	Comparative Religion (3)
LIN 6145	Phonology (3)
LIN 6150	Morphology (3)
LIN 6200	Second Language Acquisition (3)
LIN 6410	Syntax (3)

Pedagogy (18 credits)

LIN 6365	Methodology of Foreign Language Teaching (3)
TESL 6250	Testing and Curriculum Development (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)

LIN 6400	Comparative Syntax (3)
LIN 6430	Sociolinguistics (3)
LIN 6450	Pragmatics and Semantics (3)
LIN 6601	History of English Language (3)

For a list of additional approved electives, contact the MA-TESOL office at (206) 281-2670.

Practicum (9 credits)

TESL 6930	Language Learning (3)
TESL 6940	Teaching Practicum Phase I (2)
TESL 6941	Teaching Practicum Phase II (4)

Suggested Course Sequence

First quarter

LIN 6200	Second Language Acquisition
TESL 6400	Teaching ESL Grammar
TESL 6930	Learning Practicum

Second quarter

EdRd 6507	Language Development and Literacy
LIN 6410	Syntax
TESL 6500	Teaching Listening and Speaking

Third quarter

LIN 6145	Phonology
LIN 6365	Methodology of Foreign Language Teaching
TESL 6581	Teaching ESL Writing

Fourth quarter

LIN 6150	Morphology
TESL 6480	Teaching ESL Reading
EDU 6085	Values and Ethics in Education <i>or Elective</i>

Fifth quarter

TESL 6250	Testing and Curriculum Development
REL 6070	Comparative Religions <i>or Elective</i>
TESL 6940	Phase I Teaching Practicum

Sixth quarter

COM 6180 Cultural Communication

TESL 6941 Phase II Teaching Practicum Elective

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.

EDRD 6507 LANGUAGE DEVELOPMENT AND LITERACY (3) Explores children's acquisition of linguistic structures and communication abilities from birth through school entry in relation to cognitive and social development. Emphasis is placed on the connection between language development and development of literacy.

EDU 6085 VALUES AND ETHICS IN EDUCATION (3) Education faces multiple issues influenced by religious values and perspectives. The course offers educators an understanding of religious values and perspectives by examining basic elements of the Christian faith. Through studying the literature and theology of the Christian Scriptures, educators will explore relationships between Christian faith and educational theory and practice.

ENG 6380 AFRICAN LITERATURE (3) Examines the work of a variety of authors from the continent of Africa in the light of the social and cultural history. Includes works by such writers as Achebe, Coetzee, Dangarembga, Fugard, Gordimer, Ngugi and Soyinka. Offered alternate years.

ENG 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. Course Equivalent: LIN 6601.

LIN 6145 PHONOLOGY (3) A thorough study of sound systems and processes, with problem-solving experience in the analysis of English and other languages.

LIN 6150 MORPHOLOGY (3) A thorough study of word structures and processes, with problem-solving experience in the analysis of English and other languages.

LIN 6200 SECOND LANGUAGE ACQUISITION (3) Through an intensive study of the research literature, students will become familiar with recent findings on the acquisition of a second language, and with the research process.

LIN 6365 METHODOLOGY OF FOREIGN LANGUAGE TEACHING (3) An overview of 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; selection and development of instructional materials, including new technology.

LIN 6400 COMPARATIVE SYNTAX (3) Provides an intensive investigation into non-English sentence structure through the application of transformational syntax. Basic rule-making and rule-testing are examined in a variety of languages.

LIN 6410 SYNTAX (3) Provides an intensive investigation into contemporary English sentence structures through the application of transformational syntax. Basic rule-making and rule-testing are examined in the student's own language.

LIN 6430 SOCIOLINGUISTICS (3) An overview of the field of sociolinguistics, which examines language in its behavioral context. Students read and discuss prominent literature among the three branches of sociolinguistics: the ethnography of communication, linguistic variability, and the applied field known as language planning.

LIN 6450 PRAGMATICS AND SEMANTICS (3) Examines theories of meaning and reference, and the way context influences the meaning of discourse.

LIN 6601 HISTORY OF 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. Course Equivalent: ENG 6601.

REL 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. The particular focus of this overview will be to enable 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 traditions), readings from important and relevant scriptures, readings on current faith and practice, some use of video materials, lecture and discussion.

TESL 6250 TESTING AND CURRICULUM DEVELOPMENT (3) Explores approaches to curriculum development, the assessment of ESL proficiency and the development of instructional materials.

TESL 6400 TEACHING ESL GRAMMAR (3) This course has a two-fold purpose: to help MA-TESOL students develop a better conscious understanding of the grammar of the language they have chosen to teach, and to help them effectively present grammatical points to their own future students. After a discussion of the basic elements of word classes, phrases and sentences, the focus is on elements of English grammar that are especially difficult for non-native speakers, including tenses, negation, interrogatives and modals.

TESL 6480 TEACHING ESL READING (3) Introduces recent research on second language reading. Explores a number of approaches which enable second language students to develop these modes of language. May be repeated for credit 1 time.

TESL 6500 TEACHING LISTENING AND SPEAKING (3) Historical and current perspectives on the theory and practice of teaching listening and speaking. Includes pronunciation, communicative strategies, and cross-cultural aspects.

TESL 6581 TEACHING ESL WRITING (3) Prerequisite: LIN 2100. Explanation and practice of a variety of approaches and strategies for teaching ESL writing.

TESL 6930 LANGUAGE LEARNING PRACTICUM (3) A native speaker has several advantages as a language teacher, including complete fluency and an intuitive grasp of what "sounds right." On the other hand, the native speaker of English lacks the experience of having learned English as a second language, the very task which she or he is trying to help the students accomplish. In the language learning practicum, students are members of an elementary class in a language they have never studied, responsible for all activities, homework and tests. In addition, they keep a journal and observe their learning experience per se: the radical vulnerability of being able to communicate as an adult, the cognitively challenging tasks of mastering vocabulary and structures, the physically challenging task of changing pronunciation habits, etc. 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. Non-native speakers of English may substitute a third elective if they so choose.

TESL 6940 TEACHING PRACTICUM PHASE I (2)

Registration Approval: Graduate Director. The purpose of Phase I is to 1) model teaching methods and techniques, so students can learn by observation, and 2) give the students a sense of the day-by-day-progress of classes—something quite different from micro-teaching a single point. Phase I students observe ESL classes for two hours each day. 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 also have the opportunity to attend ESL faculty meetings and observe discussions about class placement and other matters. They meet with host instructors and the practicum supervisor on a regular basis; these people make recommendations about students' readiness to proceed to Phase II.

TESL 6941 TEACHING PRACTICUM PHASE II (4)

Registration Approval: Graduate Director. Students are again in ESL classrooms for two hours each day, taking on increasing responsibility for teaching two different classes at two different levels. The host instructor, ideally the Phase I instructor most similar to the MA-TESOL student in style and approach, is initially about 90% responsible for teaching; by the last three weeks of the quarter, the Phase II student has taken over all responsibility for the class, including planning, correcting of papers, and grading. As in Phase I, students are encouraged to attend faculty meetings and begin to participate in decision making. During the quarter the supervisor observes both classes three times, meeting with the

student afterwards to discuss, debrief and make suggestions for improvement where needed. 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.

Marriage and Family Therapy (M.S.)

The marriage and family therapy program at Seattle Pacific University provides quality graduate level education and training, in a distinctly Christian context, for men and women who aspire to be effective providers of counseling and therapy services. This preparation is offered through academic coursework and supervised practicum leading to a Master of Science degree in Marriage and Family Therapy. The preparation students receive equips them to respond effectively to issues professionals typically encounter in counseling and therapy.

Scheduling

The degree can be completed in either a two-year (full-time) or three-year (part-time) sequence, but in exceptional circumstances students have up to six 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 director of counseling programs.

Four-credit courses usually meet once a week for three hours, while two-credit courses meet once a week for two hours. Marriage and family therapy courses are generally held during evening hours, Monday through Thursday, so full- or part-time employment is possible.

Admission Requirements

Listed below are University and program requirements for admission to MFT graduate studies. All application materials are to be received in a complete packet by the Department of Family Psychology before the final deadline date. For specific admissions questions call (206) 281-2987.

1. Applicants must have a bachelor's degree in any field from a regionally accredited institution. To verify education, submit one official copy of transcripts from the college or university which granted the bachelor's degree and any institution attended since that time. Candidates must have a minimum grade point average of 3.00 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 score of 950 for the Graduate Record Examination (GRE) or 35 for the Miller Analogies Test (MAT) is required. Either test must have been administered within five years of the deadline date for application to the program. Those who intend to complete the GRE are not required to complete the Psychology Subject Test. Only the quantitative and verbal segments are considered in the 950 score requirement of the GRE. If the candidate has an earned master's degree from a regionally accredited institution, he/she can submit an official

transcript on which the master's degree is posted and the graduate exam will be waived.

3. Applicants must also take the MMPI-2 test which is a personality inventory and is used as one of the screening tools in the admissions process. The MMPI-2 can be taken at Seattle Pacific University (\$9.00 fee) or elsewhere. If an applicant chooses to take the test at SPU, he/she must schedule the test before December 15, in the Department of Family Psychology. Tests will not be administered after December 20, to insure scoring results by the deadline date.
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, pastoral counselor, psychologist; and B) at least one from a person qualified to evaluate academic ability, e.g., educator. A third recommendation may include a reference from an employer and/or supervisor from a volunteer experience. Letters of recommendation (in sealed envelopes) should include insights on the applicant's A) specific duties of professional service while associated with the applicant; B) personal strengths and characteristics; C) past or current association with the applicant particularly as it relates to the mental health profession; and D) overall ability to function effectively in a mental health capacity.
5. Applicants will submit a typed personal statement. Please present a succinct statement which provides an accurate indication of writing and grammatical skills. Generally, statements are three to four pages in length. The personal statement will address A) career objectives; B) rationale for seeking the degree and choosing to attend SPU; C) personal interests 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 graduate program; and G) other insights as deemed appropriate by the applicant.
6. A minimum score of 550 is required on the Test of English as a Foreign Language for applicants who do not speak English as a first language.
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.

The Marriage and Family Therapy Graduate Admissions Committee will complete an initial applicant screening process. Finalists are invited to meet with members of the Committee for a personal interview. Final admission to the graduate program depends upon recommendation by the MFT faculty and approval from the Director of the Marriage and Family Therapy Program. The entire process is usually completed within eight weeks after the final deadline date for applications.

All application materials must be received in the Department of Family Psychology by February 1 to be guaranteed consideration.

Program Curriculum

The marriage and family therapy core curriculum and the electives are based on guidelines recommended by major accrediting bodies for master's degree programs in

marriage and family therapy. Graduates with post-master's degree experience are also eligible to apply for certification through the National Board for Certified Counselors and through the Washington State Department of Health.

The marriage and family therapy master's degree prepares individuals for supervised service in clinical and agency mental health organizations, educational settings and private practice. The curriculum includes valuable clinical and training opportunities. Marriage and family therapy 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.

Prerequisites

A minimum of 18 semester credits or 24 quarter credits in the social and behavioral sciences, including a course in applied statistics, must be completed prior to admittance to the program. It is highly recommended that applicants also complete courses in abnormal psychology and theories of counseling or personality as part of their prerequisite hours. Applicants who earn a score of 500 or higher on the Psychology Subject Test of the Graduate Record Examination may waive any unfinished prerequisite coursework with the exception of the statistics course. Students wishing to apply coursework completed prior to application must provide applicable transcript data. Courses may be taken at a community college with approval from an advisor. Each course must be at least 3 undergraduate or graduate quarter credits.

Program Requirements

A total of 70 credits are required to complete the program distributed as follows: Core 52, Practicum 14, and Electives 4.

Core (52 credits)

- MFT 6100 Life Cycle Development (2)
- MFT 6110 Human Sexuality (4)
- MFT 6200 Christian Foundations (4)
- MFT 6210 Multicultural Issues (4)
- MFT 6220 Gender Perspectives and Family Therapy (2)
- MFT 6300 Theories of Marriage and Family Therapy (4)
- MFT 6301 Cognition and Affect in Family Systems (4)
- MFT 6400 Theory and Practice of Group Psychotherapy (2)
- MFT 6600 Psychopathology and Family Systems (4)
- MFT 6610 Treatment of Abusive Systems (4)
- MFT 6620 Measurement and Assessment (4)
- MFT 6630 Physiological and Medical Issues (4)
- MFT 6631 Crisis Intervention (2)
- MFT 6700 Graduate Research (4)
- MFT 6810 Issues, Ethics and Law (4)

Approved Electives (4 credits)

(Elective courses must be approved by the student's advisor.)

- MFT 6302 Advanced Bowen Theory/Practive (2)
- MFT 6310 Brief Family Therapy (2)
- MFT 6320 Structural Family Therapy (2)
- MFT 6330 Object Relations Marital Therapy (2)
- MFT 6340 Experiential Family Therapy (2)
- MFT 6350 Narrative Family Therapy (2)
- MFT 6420 Advanced Group Psychotherapy (2)
- MFT 6641 Treatment of Children and Families (2)
- MFT 6642 Treatment of Adolescents and Families (2)
- MFT 6650 HIV/AIDS Training (2)
- MFT 6820 Private Practice (2)
- MFT 6995 Master's Thesis (minimum of 4)

Practicum (14 credits)

MFT 6933-6939 Practicum I-VII
500 hours of supervised, face-to-face, client contact taken in a seven-quarter sequence. This must include at least 250 hours of marital or family therapy.

Course Descriptions

MFT 6100 LIFE CYCLE DEVELOPMENT (2-4) Focuses on major models and current research pertaining to marriage and family developmental structures and interactions. Numerous theories and family organization will be presented within the unifying structure of pair-bonds and family units as interrelated developing systems.

MFT 6110 HUMAN SEXUALITY (3,4) Examines the place of sexuality in human life including cultural, psychological, biological and spiritual factors involved in the development of humans. Special attention is paid to the issues of gender, sexual functioning and sexual dysfunction from a psychotherapeutic perspective.

MFT 6200 CHRISTIAN FOUNDATIONS (3,4) An introduction to fundamental issues of human personhood from theological and Biblical perspectives. Examines how these issues affect the therapeutic process. This course fulfills the religion requirement for the University graduate marriage and family therapy degree.

MFT 6210 MULTICULTURAL ISSUES (3,4) Focuses on how ethnic, cross-cultural, multiracial and gender issues influence theories and practices of marriage and family therapy. Strengths and limitations of major modalities will be analyzed. Students will consider influences of their own cultural backgrounds upon their practice of counseling and family therapy.

MFT 6220 GENDER PERSPECTIVES AND FAMILY THERAPY (2) This course is designed to acquaint family therapy students with the literature pertaining to gender. Through readings, videos and class discussions students will learn the many ways that gender impacts self and relationships on the micro level as well as on a socio-cultural macro level. Implications for the therapeutic relationship will be a major focus.

MFT 6300 THEORIES OF MARRIAGE AND FAMILY THERAPY (4,5) This course is designed to acquaint students with the basic theories and methods guiding the practice of family therapy. It is intended to be the foundational theory course of the program and is to be taken the first quarter of enrollment. Students will be encouraged to begin to develop their own personal style of therapy in light of those theories studied. Class sessions will be divided between lectures and a practical application of theories.

MFT 6301 COGNITION AND AFFECT IN FAMILY SYSTEMS (4) Prerequisite: MFT 6300. This course 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. The emphasis is on defining the self of the therapist-in-training.

MFT 6302 ADVANCED BOWEN THEORY/PRACTICE (2) Registration Approval: Instructor. Prerequisite: MFT 6301. This course provides advanced knowledge and training in Bowen theory and its application.

MFT 6310 BRIEF FAMILY THERAPY (2) Effective psychotherapy may range in time from long-term to short-term. This course focuses on one model of brief therapy. By working through actual cases and other clinical examples, students will acquire the conceptual bases and primary methods of this model. This course particularly helps students assess how clients' attempted solutions of problems have been effective and ineffective, and how to plan interventions to enhance effectiveness.

MFT 6320 STRUCTURAL FAMILY THERAPY (2) One of the pillars of the systemic therapies has been structural therapy. Following the tenets of the model this is a course on family spatial and organizational metaphors. Students will learn conceptual bases and primary methods of structural therapy by working through actual cases and other clinical examples.

MFT 6330 OBJECT RELATIONS MARITAL THERAPY (2) This course introduces the student to the therapeutic modality of Object Relations therapy as exemplified in the works of Fairbairn, Winnicott, Hartmann and others. In particular the theory is applied to the process of therapy with couples including such relevant issues as transference, countertransference, introjection, projection and projective identification.

MFT 6340 EXPERIENTIAL FAMILY THERAPY (2)

Prerequisite: MFT 6300. This course is designed to provide an in-depth study and experience of experiential family therapy. The works of Whitaker, Kempler and Satir will be examined in the light of their similarities and differences in the treatment of families. This course emphasizes the development of the student's own self and style as a therapist.

MFT 6350 NARRATIVE FAMILY THERAPY (2) Registration Approval: Instructor. Prerequisite: MFT 6300. This course examines recent developments in social theory and the implications for clinical practice. The work of Michael White is a particular focus with an emphasis on developing consciousness of issues of power, forming collaborative relationships with people who consult us and with whom we consult, re-storying the lives of people who are considered to have chronic problems.

MFT 6400 THEORY AND PRACTICE OF GROUP PSYCHOTHERAPY (2,3) This course acquaints students with theoretical and practical applications of process-oriented groups. Participation in a group experience will enable students to increase knowledge and skill in the areas of group membership and group leadership. Instructors will facilitate a weekly group process and give mini-lectures on group process and lead group structures reflection upon the process of the group.

MFT 6420 ADVANCED GROUP PSYCHOTHERAPY (2) Prerequisite: MFT 6400, Theory and Practice of Group Psychotherapy. This course is designed for advanced students who wish further study and clinical experience in group psychotherapy. Emphasis will be on knowledge and roles of group leaders.

MFT 6600 PSYCHOPATHOLOGY AND FAMILY SYSTEMS (4-5) This course provides an introduction to the concepts of psychopathology with special attention paid to the role families play in the development of pathology. Uses the DSM III-R as the organizing format to the class with special attention paid to the understanding of etiology, diagnosis and the development of treatment plans using the DSM III nosology.

MFT 6610 TREATMENT OF ABUSIVE SYSTEMS (4) Examines the dynamics and treatment of abusive cycles and systems, with particular attention paid to alcohol and substance abuse and to domestic and family violence.

MFT 6620 MEASUREMENT AND ASSESSMENT (4,5) Prerequisite: Class in statistics. Surveys models and techniques of psychological measurement employed in marriage and family therapy, including the statistical underpinnings of validity and reliability. Examines marital and family assessment techniques as well as the use of other assessment devices useful in the practice of marriage and family therapy.

MFT 6630 PHYSIOLOGICAL AND MEDICAL ISSUES (4) Examines the most common physical and medical issues that surface in the practice of marriage and family therapy. Special attention is given to psychopharmacology, functioning of the endocrine system, urology and gynecology, especially as these physiological systems affect human sexual functioning. A four-hour workshop focusing upon the identification, treatment and prevention of HIV is required as part of the class.

MFT 6631 CRISIS INTERVENTION (2,3) Surveys the nature of and human responses to situational and psychological crises, including the causes and symptoms of post-traumatic stress disorder. Presents therapeutic techniques for use in cases of sexual assault, combat trauma, suicidal ideation or intent, relationship disruption, major illness, and other traumatic or personally catastrophic experiences.

MFT 6641 TREATMENT OF CHILDREN AND FAMILIES (2) This course provides a didactic and experiential format in which to explore issues around therapeutic work with children and their families. Play therapy will be presented as a particular method in family therapy. Developmental and family systems issues will be explored in the light of working with children and their families.

MFT 6642 TREATMENT OF ADOLESCENTS AND FAMILIES (2) This course provides an in-depth study of the issues involved with working with an adolescent population and their families. The assessment and treatment of childhood and adolescent disorders are studied through the lens of family systems and developmental theories.

MFT 6650 HIV/AIDS TRAINING (2) In this course students learn the etiology and epidemiology of HIV, the use of HIV antibody testing, current treatment modalities for PWA's, including

pharmacological intervention, considerations for working with unique populations and the psychosocial aspects of HIV infection. Outlined in the course are elements of HIV pre- and post-test counseling and common clinical manifestations of HIV infection. Students will identify the rationale for infection control measures based on universal precautions and discuss the ethical and legal implications of HIV infection on mental health care practice. This course meets state requirements for HIV/AIDS training for mental health counselors.

MFT 6810 ISSUES, ETHICS AND LAW (4,5) Considers major professional issues and practices in marriage and family therapy in the contexts of Christian perspectives and the ethical guidelines of the American Association of Marriage and Family Therapy, the American Counseling Association and the American Psychological Association. Students will examine the role of laws as well as societal and personal values.

MFT 6820 PRIVATE PRACTICE (2) It takes more than being an effective therapist to operate a private practice. Private practitioners have a wide range of tremendous responsibilities. These responsibilities involve therapeutic, ethical, legal, community network and business considerations. The overall focus of the course, then, is on equipping future private practitioners to be effective in their service delivery to their clients and to take care of themselves in the process.

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.

MFT 6933 CLINICAL PRACTICUM I-VII (2 each) This seven-quarter sequence is designed to assist students in the integration of self, theory and the practice of family therapy. It 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 her or his 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).

MFT 6995 MASTER'S THESIS (1-8) Registration Approval: Department faculty advisor. Conduct research, including study design, data collection, data analysis and drawing inferences from data. Research design is to be experiential, quasi-experiential or single subject. May be repeated for credit up to 25 credits.

Clinical Family Psychology (Psy.D.)

Preparation

The Clinical Family Psychology program (Psy.D.) at Seattle Pacific University provides quality doctoral level education and training, in a distinctly Christian context, for men and women who aspire to be more effective providers of relationship therapy, assessment, and evaluation in their professional practice. This preparation is offered as a three-year, 96 credit program through academic coursework, dissertation, and supervised clinical internship which lead to a doctorate of psychology (Psy.D.) degree in clinical family psychology.

The doctorate in psychology is designed to serve and to strengthen those who are leaders and program evaluators in the field of mental health care in the practitioner/evaluator tradition.

Scheduling

The degree is completed in a three-year sequence. Courses are typically held all-day Saturday in an eight-week on, two-week off sequence. Some elective classes are held on week-day evenings. Students must take 24 credit hours per year to remain active in the program.

Admission Requirements

Listed below are University and program requirements for admission to doctoral studies in clinical family psychology. All application materials (with the exception of graduate exam scores) are to be received in a complete packet by the Department of Family Psychology before the deadline date. For specific admissions questions, call (206) 281-2839.

1. Applicants must have a bachelor's degree and a 70 credit Master's degree in Marriage and Family Therapy (or its equivalent), both from regionally accredited institutions. To verify education, submit one official copy of transcripts from the colleges or universities which granted the bachelor's and master's degrees. Candidates must have a minimum grade point average of 3.25 in all graduate work or 3.5 in the last 45 quarter credits or 30 semester credits, whichever is higher.
2. A minimum score of 1100 for the Graduate Record Examination (GRE) is required. The test must have been administered within five years of the deadline date for application to the program. Those who intend to complete the GRE are not required to complete the Psychology Subject Test. Only the quantitative and verbal segments are considered in the 1100 score requirement of the GRE. The MAT may be substituted for the GRE. Call the number noted above for more information.
3. Applicants will submit three letters of recommendation, including A) one professional reference from a person professionally qualified to recommend for a field of this nature, e.g., clinical supervisor, program manager; B) one academic reference from a person qualified to evaluate academic ability, e.g., educator; and C) one personal reference (not to be completed by a member of the student's immediate family). Letter of recommendation forms are included in the application brochure and should be submitted in sealed envelopes with the complete application.
4. Applicants will submit a typed personal statement which will address A) career objectives; B) rationale for seeking the degree and choosing to attend SPU; C) professional and personal strengths as they apply to the mental health profession; D) related work experiences; E) the way in which personal and professional life experiences have converged to motivate application to the doctoral program; F) a statement of goals and interests which demonstrates and illustrates the applicant's personal value system; and G) other insights as deemed appropriate by the applicant.
5. A minimum score of 600 is required on the Test of English as a Foreign Language for applicants who do not speak English as a first language.
6. 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.

The Clinical Family Psychology (CFP) Doctoral Admissions Committee will complete an initial applicant

screening process. Finalists are invited to meet with members of the Committee for a personal interview. Final admission to the doctoral program depends upon recommendation by the CFP faculty and approval from the Director of Clinical Family Psychology. The entire process is usually completed within eight weeks after the deadline date for applications.

All application materials must be received in the Department of Family Psychology no later than March 31, 1997 to be guaranteed consideration for autumn 1997 admission.

Program Curriculum

The Doctor of Psychology (Psy.D.) in Clinical Family Psychology is a 96 credit program beyond the prerequisite 70 credit Master's degree in Marriage and Family Therapy (or its equivalent) for a total of 166 credits beyond the baccalaureate degree. The Psy.D., a professional degree in the practitioner/evaluator tradition, is designed to allow its graduates to meet the educational requirements for psychology licensure in the State of Washington.

Content Area	Number of Credits
Research Methods	10
Family Studies	14
Evaluation/Supervision	4
Christian Foundations	4
Clinical Family Psychology	28
Clinical Evaluation and Portfolio	4
Dissertation	16
Internship	16
Total:	96

Coursework (64 credits)

YEAR ONE

Autumn quarter

- CFP 7200 Family Studies I: Social Ecology of the Family (4)
CFP 7600 Clinical Family Psychology I: Assessment and Treatment of Children and Their Families (4)

Winter quarter

- CFP 7610 Clinical Family Psychology II: Assessment and Treatment of Adolescents and Their Families (4)
CFP 7700 Research Methods I: Advanced Quantitative Methods (4)

Spring quarter

- CFP 7620 Clinical Family Psychology III: Assessment and Treatment of Adults in Relationships (4)
CFP 7701 Research Methods II: Advanced Qualitative Methods (4)

Summer quarter

- CFP 7630 Clinical Family Psychology IV: Community and Organization Consultation (4)
CFP 7800 Christian Foundations I: Christian Foundations for Scientific and Professional Ethics (4)

YEAR TWO

Autumn quarter

- CFP 7300 Family Studies II: Advanced Psychopathology and Family Systems (2-6)
CFP 7310 Family Studies III: History and Systems of Clinical Family Psychology (2)

Clinical Family Psychology

CFP xxxx Clinical Family Psychology V-VI: Clinical Electives (2,2)

Winter quarter

CFP 7320 Family Studies IV: Advanced Cognition and Affect in Family Systems (2-6)
 CFP 7720 Evaluation/Supervision I: Program and Organizational Evaluation (2)
 CFP xxxx Clinical Family Psychology VII-VIII: Clinical Electives (2,2)

Spring quarter

CFP 7330 Family Studies IV: Advanced Medical Issues in Family Systems/Psychopharmacology (2-6)
 CFP 7702 Research Methods III: Research Colloquium (2)
 CFP xxxx Clinical Family Psychology IX-X: Clinical Electives (2,2)

Summer quarter

CFP 7340 Family Studies VI: Education, Prevention and the Family (2)
 CFP 7730 Evaluation/Supervision II: Supervision of Supervision (2)
 CFP 7740 Clinical Portfolio: Clinical Evaluation and Portfolio (4)

Dissertation and Clinical Internship (32 credits)

YEAR THREE

Autumn quarter

CFP 7940 Clinical Internship I (4)
 CFP 7995 Dissertation I (4)

Winter quarter

CFP 7941 Clinical Internship II (4)
 CFP 7996 Dissertation II (4)

Spring quarter

CFP 7942 Clinical Internship III (4)
 CFP 7997 Dissertation III (4)

Summer quarter

CFP 7943 Clinical Internship IV (4)
 CFP 7998 Dissertation IV (4)

Electives

The following electives are to be selected before year two of the program:

CFP 7641 Narrative Family Therapy
 CFP 7642 Brief Family Therapy
 CFP 7643 Object Relations Marital Therapy
 CFP 7644 Experiential Family Therapy

Course Descriptions

CFP 7200 FAMILY STUDIES I: SOCIAL ECOLOGY OF THE FAMILY (4) Families are nested within a complex network of interlocking systems reflecting significant issues such as gender and culture. Clinical Family Psychology conceptualizes families in these terms. This course traces the philosophy, history, theory and application of the systemic perspective.

CFP 7300 FAMILY STUDIES II: ADVANCED PSYCHOPATHOLOGY AND FAMILY SYSTEMS (2-6) Prerequisite: Master's-level psychotherapy course. Provides an in-depth exploration of the concepts of psychopathology with special attention paid to the role families play in the development of pathology. Uses the DSM IV as the organizing format for the class with special attention paid to the understanding of etiology, diagnosis and the development of treatment plans using DSM IV nosology.

CFP 7310 FAMILY STUDIES III: HISTORY AND SYSTEMS OF CLINICAL FAMILY PSYCHOLOGY (2) A course designed to trace the development of family psychology in terms of its general relationship to psychology as its host discipline as well as to general systems theory as an organizing paradigm.

CFP 7320 FAMILY STUDIES IV: ADVANCED COGNITION AND AFFECT IN FAMILY SYSTEMS (2-6) Prerequisite: Master's level course in cognition and affect. This course focuses upon how emotional processes in family systems affect the thinking and feeling of its individual members. Using Bowenian Natural Systems Theory as its organizing paradigm, the course emphasizes the effects of these emotional processes upon the dynamics of marital and family relationships.

CFP 7330 FAMILY STUDIES V: ADVANCED MEDICAL ISSUES IN FAMILY SYSTEMS/PSYCHOPHARMACOLOGY (2-6) Prerequisite: Master's level physiological psychology course. Provides an overview of human neuroscience as it relates to the foundations and principles of psychopharmacology.

CFP 7340 FAMILY STUDIES VI: EDUCATION, PREVENTION AND THE FAMILY (2) A course designed to focus upon family wellness. Students develop strategies to strengthen families both from within and institutionally.

CFP 7600 CLINICAL FAMILY PSYCHOLOGY I: ASSESSMENT AND TREATMENT OF CHILDREN AND THEIR FAMILIES (4) A course directed toward the development of clinical diagnostic skills in and strategies for assessment and treatment of children and their families.

CFP 7610 CLINICAL FAMILY PSYCHOLOGY II: ASSESSMENT AND TREATMENT OF ADOLESCENTS AND THEIR FAMILIES (4) A course directed toward the development of clinical diagnostic skills in and strategies for assessment and treatment of adolescents and their families.

CFP 7620 CLINICAL FAMILY PSYCHOLOGY III: ASSESSMENT AND TREATMENT OF ADULTS IN RELATIONSHIP (4) A course directed toward the development of clinical diagnostic skills in and strategies for assessment and treatment of adults in relationship.

CFP 7630 CLINICAL FAMILY PSYCHOLOGY IV: COMMUNITY AND ORGANIZATION CONSULTATION (4) A course designed to facilitate consultation within and between organizations. Strategies for intervention are explored and demonstrated.

CFP 7641 NARRATIVE FAMILY THERAPY (2) This course examines recent developments in social theory and the implications for clinical practice. The work of Michael White is a particular focus with an emphasis on developing consciousness of issues of power, forming collaborative relationships with people who consult us and with whom we consult, re-storying the lives of people who are considered to have chronic problems.

CFP 7642 BRIEF FAMILY THERAPY (2) Effective psychotherapy may range in time from long-term to short-term. This course focuses on one model of brief therapy. By working through actual cases and other clinical examples, students will acquire the conceptual bases and primary methods of this model. This course particularly helps students assess how clients' attempted solutions of problems have been effective and ineffective, and how to plan interventions to enhance effectiveness.

CFP 7643 OBJECT RELATIONS MARITAL THERAPY (2) This course introduces the student to the therapeutic modality of Object Relations therapy as exemplified in the works of Fairbairn, Winnicott, Hartmann and others. In particular the theory is applied to the process of therapy with couples including such relevant issues as transference, countertransference, introjection, projection and projective identification.

CFP 7644 EXPERIENTIAL FAMILY THERAPY (2) This course is designed to provide an in-depth study and experience of experiential family therapy. The works of Whitaker, Kempler and Satir will be examined in the light of their similarities and differences in the treatment of families. This course emphasizes the development of the student's own self and style as a therapist.

CFP 7700 RESEARCH METHODS I: ADVANCED

QUANTITATIVE METHODS (4) Prerequisite: Master's level course in research methods and statistics. This course involves an advanced exploration of quantitative research methodologies and statistical methods.

CFP 7701 RESEARCH METHODS II: ADVANCED

QUALITATIVE METHODS (4) This course involves the exploration of qualitative research methodologies and their applicability to the issues of complexity within family systems and between family systems and their social networks.

CFP 7702 RESEARCH METHODS III: RESEARCH

COLLOQUIUM (2) A seminar in which the student presents his/her dissertation or project proposal for faculty review.

CFP 7720 EVALUATION/SUPERVISION I: PROGRAM AND

ORGANIZATIONAL EVALUATION (2) This course covers the major models and methods of evaluating the effects of intervention packages or programs on groups and organizations. The emphasis is on procedures which the practicing psychologist may use to set goals and objectives, document services, evaluate outcomes, perform cost/benefit analyses and use available information to improve professional services.

CFP 7730 EVALUATION/SUPERVISION II: SUPERVISION OF SUPERVISION (2) This course is designed to provide senior therapists with theory and skills necessary to provide competent supervision and training of counseling and theory providers.

CFP 7740 CLINICAL PORTFOLIO: CLINICAL EVALUATION

AND PORTFOLIO (4) Demonstration of clinical competence through the completion of a clinical faculty evaluation and a clinical-professional multi-media presentation including written, audio and video examples of the student's clinical thinking and work.

CFP 7800 CHRISTIAN FOUNDATIONS I: CHRISTIAN FOUNDATIONS FOR SCIENTIFIC AND PROFESSIONAL

ETHICS (4-6) An exploration of the legal and ethical issues currently facing family psychologists. Examines how these issues affect the therapeutic and research process. An emphasis is placed upon the ethics of human subjects research including the theological and Biblical foundations for such research.

CFP 7940-7943 CLINICAL INTERNSHIP I-IV (4 each)

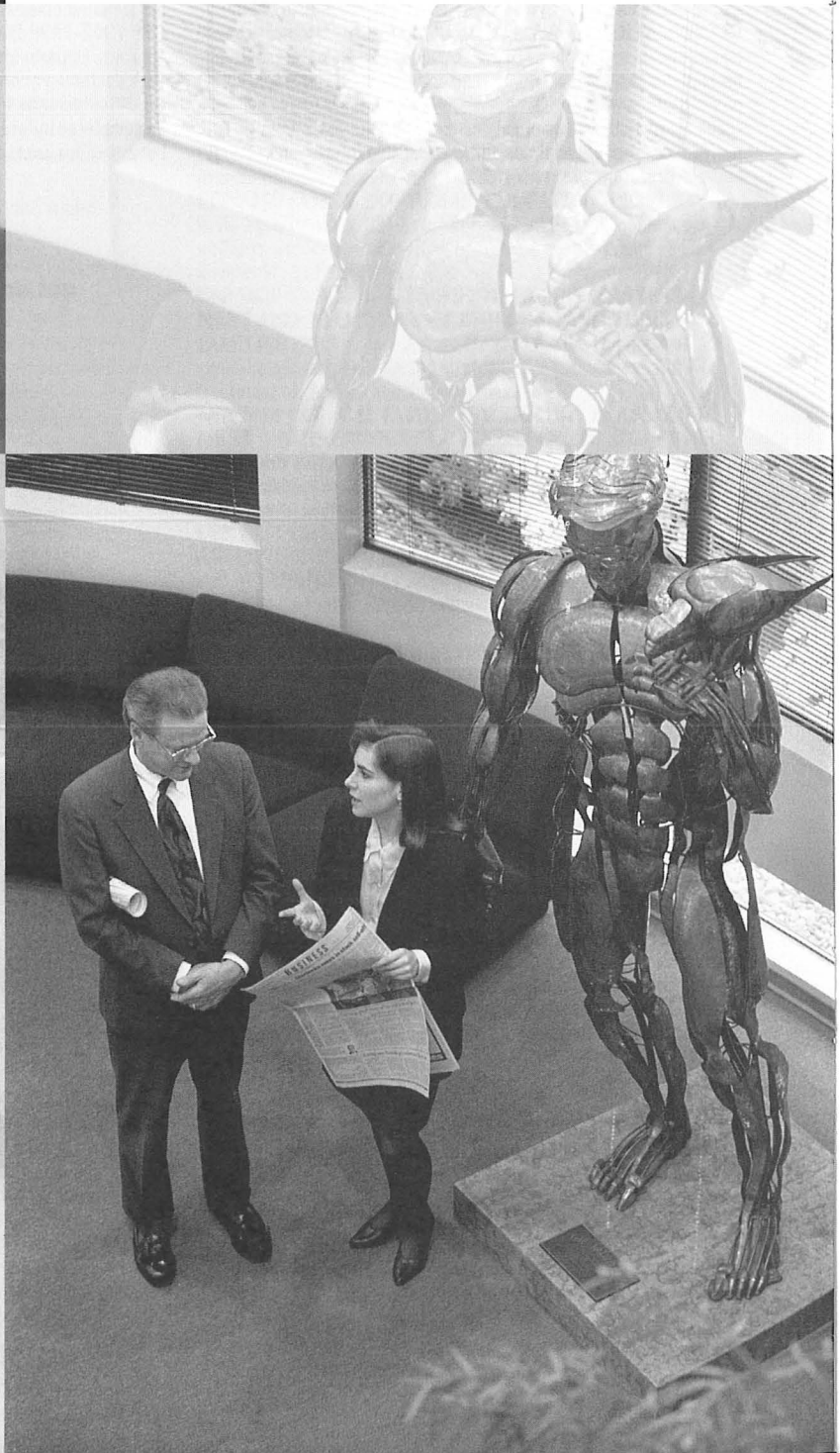
Registration Approval: Department Chair. A 12-month (four quarter) clinical internship, full-time, normally in an inpatient, residential, day treatment facility or mental health community organization.

CFP 7995-7998 DISSERTATION I-IV (4 each)

Registration Approval: Department Chair. The dissertation experience affords each doctoral psychology student an opportunity to make a unique contribution to the field and practice of psychology. The project may be completed individually or as part of a faculty-led research initiative. This course is offered in a four-quarter sequence.

School of Business and Economics

24



Business Administration (M.B.A.)

The MBA degree at Seattle Pacific University is a general management degree. By selecting specific sets of elective courses the degree may be tailored to meet individual needs. Current emphasis areas include general management, human resource management, information systems management, and entrepreneurship/ small business. This degree 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.

The MBA curriculum consists of 10 core courses, 10 advanced courses and five elective courses. All MBA courses are three quarter credits. A minimum of 36 credits (12 courses) must be completed at SPU.

Admission

Admission into the MBA program at Seattle Pacific University is administered by the School of Business and Economics. All correspondence and admission materials should be directed to the MBA Admissions Coordinator. Questions or requests for an admission application may be directed to the MBA Admissions Coordinator at (206) 281-2054, faxed to (206) 281-2733, or via the Internet at mba@spu.edu.

Graduate Non-matriculated Students

Qualified individuals desiring 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 advance approval. 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. No more than three courses may be completed under this student status.

Admission Requirements

In addition to general University requirements for admission on page 6, applicants must submit a three to four page personal essay and a current resume. Evidence of a minimum of two full years of work experience is a significant factor in the admission decision process.

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. The international student deadline is June 1.

Quarter/Starting Month	Application Deadline
Autumn/September	August 1
Winter/January	November 15
Spring/March	February 15
Summer/June	May 1

Program Curriculum

Core Courses (30 credits)

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 6160	Organizational Theory and Behavior (3)
BUS 6164	Operations Management (3)
BUS 6170	Information Systems Management (3)
BUS 6171	Quantitative Methods I (3)

Advanced Courses (30 credits)

BUS 6200	Ethical Decision Making (3)
BUS 6201	Foundations for Christian Ethics (3)
BUS 6210	Managerial Economics (3)
BUS 6220	Financial Analysis (3)
BUS 6250	Marketing Analysis (3)
BUS 6260	Managerial Communication (3)
BUS 6263	Organizational Theory and Design (3)
BUS 6280	Global Political Economics (3)
BUS 6281	Managing Cultural Diversity (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 6310	Quantitative Methods II (3)
BUS 6360	Organizational Development (3)
BUS 6361	Negotiating Skills (3)
BUS 6365	The High Technology Enterprise (3)
BUS 6381	Pacific Rim Enterprise (3)
BUS 6390	Entrepreneurial Management (3)
BUS 6916	Managerial Issues Seminar (3)
BUS 6939	Management Consulting Practicum (3)
BUS 6969	Practice of Business (3)

ISM courses may also be selected as MBA electives. (See Master of Science Information Systems Management courses listed on page 29.)

Advising for Course Selection

To progress through the MBA program in the most efficient manner, it is recommended that students complete the required 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.

Required courses are normally offered at least twice each academic year. Care should be taken when planning for elective courses since many of these may only be offered once each year, and a few are offered only every other year.

MBA students may take Information Systems Management (ISM) courses as MBA electives. Students should verify that they meet ISM course prerequisites with the ISM Coordinator.

Set 1

BUS 6200*	Ethical Decision Making (3)
BUS 6201*	Foundations for Christian Ethics (3)
BUS 6110	Macroeconomics for Management (3)
BUS 6130	Financial Accounting (3)
BUS 6140	Legal Environment of Business (3)
BUS 6150	Managerial Marketing (3)
BUS 6160	Organization Theory and Behavior (3)
BUS 6170	Information Systems Management (3)
BUS 6171	Quantitative Methods I (3)

Set 2

- BUS 6120** Managerial Finance (3)
 BUS 6132** Managerial Accounting (3)
 BUS 6164 Operations Management (3)
 BUS 6210 Managerial Economics (3)
 BUS 6260 Managerial Communication (3)

Set 3

- BUS 6263 Organization Theory and Design (3)
 BUS 6280 Global Political Economics (3)
 BUS 6281 Managing Cultural Diversity (3)

Set 4

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

**BUS 6200 and BUS 6201 must be completed as two of the first five courses taken in the MBA program - 6200 should precede 6201*

*** 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 autumn quarter at the Seattle campus and ends with Managerial Finance in spring quarter.

Core Course Waiver Policy

Core courses generally precede and are sometimes prerequisite to other core or advanced courses. The 10 core courses account for 30 of the 75 quarter credit hours in the complete program. They 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.

1. If the bachelor's degree was earned within seven years of admission to the MBA program, any courses completed as part of that degree which cover the same body of knowledge as core courses in the MBA program may be waived. To qualify, a minimum grade of B- (2.7) or better must have been received in the undergraduate course. Courses taken pass/no credit will not waive the MBA core 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- (2.7) but not below C (2.0), the student may take a competency examination in the subject. Any competency tests must be completed in the year following the student's date of admission to the SPU MBA program. If the competency examination is successfully completed, the applicable MBA course will be waived. If not, the student must take the MBA course or successfully complete the credit by examination (CBE) 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.

Course Descriptions

(See Information Systems Management for ISM course descriptions.)

BUS 6110 MACROECONOMICS FOR MANAGERS (3)

Registration Approval: Coordinator. Analyzes aggregate demand, income, employment and price level. 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.

BUS 6120 MANAGERIAL FINANCE (3) Registration Approval: Coordinator. Prerequisites: BUS 6130, 6132, 6171. Develops a working knowledge of basic corporate financial concepts and tools. These are organized around four key functional areas of the financial manager: valuation decisions, financial planning, asset structure decisions and ownership structure decisions. The course is oriented toward problem-solving and development of the ability to think and plan in a logical manner.

BUS 6130 FINANCIAL ACCOUNTING (3) Registration Approval: Coordinator. Covers the principles, concepts and procedures underlying the preparation and interpretation of general purpose external financial statements.

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. The course describes the development and use of accounting for management planning, control and decision making.

BUS 6140 LEGAL ENVIRONMENT OF BUSINESS (3)

Registration Approval: Coordinator. Studies the legal environment in which businesses operate. Specific topics include: corporate law, partnership law, agency law, federal regulation of business (e.g. anti-trust, consumer protection), and business torts and crimes.

BUS 6150 MANAGERIAL MARKETING (3) Registration Approval: Coordinator. Analysis of markets, institutions and the role of marketing in the economy.

BUS 6160 ORGANIZATION THEORY AND BEHAVIOR (3)

Registration Approval: Coordinator. Introduces theory and research directed at the problems of understanding, predicting and influencing individual and group behavior in organizations. Topics include: motivation communication, leadership and power, group dynamics, decision making, conflict and stress management.

BUS 6164 OPERATIONS MANAGEMENT (3)

Registration Approval: Coordinator. Prerequisites: BUS 6110, 6160, 6171 and computer skills. An orientation to methods of production and operations planning, scheduling and systems operation, with an applications approach to the topic.

BUS 6170 INFORMATION SYSTEMS MANAGEMENT (3)

Registration Approval: Coordinator. Introduces the basic framework and key concepts of information management. Primary focus is on the strategies and programs needed to manage information as a strategic resource. Explores impacts of managing information in an environment of constant technological and organizational change. Course Equivalent: ISM 6000.

BUS 6171 QUANTITATIVE METHODS I (3)

Registration Approval: Coordinator. Prerequisites: Computer skills and demonstrated math competency. 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.

BUS 6200 ETHICAL DECISION MAKING (3)

Registration Approval: Coordinator. Covers ethical reasoning as it applied to business situations. Specific topics include: corporate social responsibility, affirmative action, dispute resolution, consumer protection, employee rights, advertising ethics and economic justice. Must be completed as one of the first five courses in the program.

BUS 6201 FOUNDATIONS FOR CHRISTIAN ETHICS (3)

Registration Approval: Coordinator. Prerequisite: BUS 6200. 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.

BUS 6210 MANAGERIAL ECONOMICS (3) Registration Approval: Coordinator. Prerequisites: BUS 6110, 6171. Integrates and applies the principles of economics and statistics that are important to business decision making and policy planning. Topics include: demand and cost analysis and forecasting and marginal analysis and decision making, profit maximization produce pricing, risk analysis and capital budgeting. Case studies help integrate the theory and practice of economic decision making.

BUS 6220 FINANCIAL ANALYSIS (3) Registration Approval: Coordinator. Prerequisite: BUS 6120. Provides experience in using the tools and techniques of financial analysis in these two areas: evaluation of financial statements and valuation of a business.

BUS 6250 MARKETING ANALYSIS (3) Registration Approval: Coordinator. Prerequisites: BUS 6120, 6150, 6171, 6210. A course which applies qualitative and quantitative information generated by marketing research to marketing decisions through cases and simulations.

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. Topics presented include: basic communication theory, interpersonal dynamics, small group processes, communication networks and both oral and written forms of message transmission.

BUS 6263 ORGANIZATIONAL THEORY AND DESIGN (3) Registration Approval: Coordinator. Prerequisite: BUS 6160. Examines organization theories and relevant research as the basis for effective design of organization structures (e.g. degree of differentiation, integration and control systems) and processes (e.g. strategy, power and politics, organizational culture, innovation and change, information processing). Emphasizes impact on organizational effectiveness of "fit" among the organization's environment, strategy, structure, process and people.

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. Subjects include: international trade and finance, major types of national political economies, multinational corporate structures and strategies, development processes and implications for business practices.

BUS 6281 MANAGING CULTURAL DIVERSITY (3) Registration Approval: Coordinator. Awareness and appreciation of cultural diversity in the workforce. Strategies for encouraging, accommodating and utilizing diversity as a competitive advantage domestically and globally.

BUS 6299 STRATEGIC POLICY AND PLANNING (3) Registration Approval: Coordinator. Prerequisites: Core, plus substantial portion of advanced classes. This course focuses on strategic policy as it affects the total company, dealing with the purpose, mission, goals and objectives of the firm. Also considers the planning and implementation of strategy and policy. Will take into consideration all segments of the firm's operations, including mergers and acquisitions. An overview of the firm and integration of concepts and principles previously studied.

BUS 6300 HUMAN RESOURCE MANAGEMENT (3) Registration Approval: Coordinator. Prerequisite: BUS 6160. Examines the development and implementation of decisions and policies affecting the relationship between an organization and its employees. Four policy areas are emphasized: employee influence, human resources flow, reward systems and work systems. The course is taught from a general management (as opposed to functional human resources management) perspective and is case-based.

BUS 6301 LABOR AND EMPLOYEE RELATIONS (3) Registration Approval: Coordinator. Survey course designed to help the student 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.

BUS 6302 PERFORMANCE MANAGEMENT (3) Registration Approval: Coordinator. Addresses the implementation of a systematic performance appraisal and improvement system. Covers different techniques for measuring performance (rating scales, production records, etc.) and managing performance. Provides practical methods for managing difficult employees and employee discipline and termination.

BUS 6303 COMPENSATION AND BENEFITS (3) Registration Approval: Coordinator. 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.

BUS 6310 QUANTITATIVE METHODS II (3) Registration Approval: Coordinator. Prerequisites: BUS 6171 and computer skills. Studies the application of regression analysis to study the relationships between observed variables.

BUS 6360 ORGANIZATIONAL DEVELOPMENT (3) Registration Approval: Coordinator. Prerequisite: BUS 6263. Examines principles and methods in organization development. Takes a long-range, systems-based approach to enhancing an organization's problem-solving and self-renewal processes through development of a more effective and collaborative organizational culture. Based on the "action research" model, which emphasizes a collaborative process of data collection, diagnosis, action planning, intervention and evaluation. Of special concern is the problem of leading and implementing successful change efforts in organizations.

BUS 6361 NEGOTIATING SKILLS (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.

BUS 6365 THE HIGH TECHNOLOGY ENTERPRISE (3) Registration Approval: Coordinator. Addresses the administrative and strategy issues specific to high-tech companies.

BUS 6381 PACIFIC RIM ENTERPRISE (3) Registration Approval: Coordinator. Study of trading relations among Pacific Rim countries.

BUS 6390 ENTREPRENEURIAL MANAGEMENT (3) Registration Approval: Coordinator. Prerequisite: Core, plus substantial portion of advanced courses. Considers the various elements of management characteristics and responsibilities in new enterprise formation and growth. Examines the characteristics and nature of the entrepreneurial personality and the application and development of such personalities in larger enterprises.

BUS 6916 MANAGERIAL ISSUES SEMINAR (3) Registration Approval: Coordinator. Variable topics related to the effective management of organizations. May be repeated for credit 1 time.

BUS 6939 MANAGEMENT CONSULTING PRACTICUM (3-6) Registration Approval: Coordinator. An application of academic scholarship to a "real life" enterprise case. May be repeated for credit up to 6 credits.

BUS 6969 PRACTICE OF BUSINESS (3-6) Registration Approval: Coordinator. Prerequisites: Core plus substantial portion of advanced classes. The student applies 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. May be repeated for credit up to 6 credits.

Information Systems Management (M.S.)

We live in a society which is increasingly dependent upon the exchange of information and information services. More and more organizations recognize that their information resources are an asset of strategic significance and high value and 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 the organizational structures. Competition and cooperation in our global, networked and dynamic environment has created a need for persons who can work together in teams and apply information technology and information systems to meet organizations' information requirements.

A team-centered educational approach provides students with opportunities for extensive group work and group interaction. The application of information technology is evident in the ISM program itself. It is expected that students will have their own personal computer with a modem.

The objectives of the ISM program are:

- to inform students as to the components, issues and impact of information systems,
- to help students apply information as a resource of strategic significance,
- to prepare students for positions in the planning, development and management of information technology and information systems in networked organizations, and thereby
- to help students become ISM professionals with good communication skills who can work in teams to build bridges between organizations and their application of information technology.

The ISM program attracts individuals from the following environments:

- Individuals who are systems analysts and designers, with a computer science background who seek further education to enable them to understand the broader role and impact of information and information systems in organizations.
- Individuals with a management role in an organization, who pursue a masters degree to prepare them for managing, controlling and coordinating the information requirements of their organization.

Admission

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 ISM Curriculum Coordinator. Questions or requests for an admission application may be directed to the ISM Curriculum Coordinator at (206) 281-2753 or via the Internet at ism@spu.edu.

Graduate Non-matriculated Students

Qualified individuals desiring 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 advance approval. 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. No more than three courses may be completed under this student status.

Admission Requirements

In addition to general University requirements for admission on page 6, applicants must submit a three to four page personal essay and a current resume. Evidence of a minimum of two full years of work experience is a significant factor in the admission decision process. An acceptable (GRE) Graduate Record Examination score (525 quantitative and 450 verbal minimum) is also required. International students must have a minimum TOEFL score of 575. Questions or requests for an admission application may be directed to the ISM Curriculum Coordinator at (206) 281-2753 or via the Internet at ism@spu.edu.

Program Curriculum

Prerequisite Courses

Students must present two programming languages* including algorithm development and programming techniques from an accredited institution. These courses may be waived by previous work. The curriculum consists of required background and core courses as well as a variety of electives.

*Courses meeting these requirements are BASIC, COBOL, Pascal and Programming techniques, FORTRAN, C, C++, Lisp, Ada and other approved languages.

Background Courses

Background courses generally precede and are sometimes prerequisite to other core or elective courses. Background course credit hours total 15 and cover what is generally referred to as the "common body of knowledge" relating to information systems education. 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 which was earned within seven years of admission to the ISM program, any courses completed which cover the same body of knowledge as background courses in the ISM program may be waived. To qualify, a minimum grade of B- (2.7) 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- (2.7) but not below C (2.0), the student may take a competency examination in the subject. 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 the credit by examination test for which tuition and an examination fee are charged.

Core Courses

Core courses total 42 credit hours (27 required 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.

Elective Courses

Elective course offerings will vary each year based on student interest and relevance of subject matter to the information systems community.

Background courses (15 credits)

- BUS 6110 Macroeconomics for Managers (3)
- BUS 6130 Financial Accounting (3)
- BUS 6132 Managerial Accounting (3)
- BUS 6160 Organization Theory and Behavior (3)
- BUS 6171 Quantitative Methods I (3)

Core courses (27 credits)

- BUS 6201 Foundations for Christian Ethics (3)
- BUS 6260 Managerial Communication (3)
- ISM 6000 Introduction to Information Management (3)
- ISM 6010 Information Modeling (3)
- ISM 6020 Enterprise Analysis and Information Planning (3)
- ISM 6160 System Design and Development I (3)
- ISM 6161 System Design and Development II (3)
- ISM 6180 Ethical, Legal and Social Environment of Information Management (3)
- ISM 6960 Master's Project (3)

Elective courses (15 credits)

- ISM 6200 Telecommunication and Networking (3)
- ISM 6205 Distributed Computing (3)
- ISM 6210 Database Management (3)
- ISM 6215 Knowledge Base Systems (3)
- ISM 6240 Office Systems Management (3)
- ISM 6250 End User Computing (3)
- ISM 6260 Modeling and Simulation for Managers (3)
- ISM 6270 Software Engineering (3)
- ISM 6290 Consulting in ISM (3)
- ISM 6910 Seminar in ISM (3)
- ISM 6930 ISM Practicum (3)

Course Descriptions

(See MBA program for BUS course descriptions.)

ISM 6000 INTRODUCTION TO INFORMATION MANAGEMENT (3) Registration Approval: Coordinator. Introduces the key concepts explored in the ISM program. Primary focus is on the components, strategies and programs needed to manage information as a strategic resource. Explores impact of managing information in an environment of constant technological and organizational change. Course Equivalent: BUS 6170.

ISM 6010 INFORMATION MODELING (3) Registration Approval: Coordinator. Prerequisite: ISM 6000. Explores the various processes involved in the creation of logical representations of information. Semantic data models, entity-relationship models, relational data models, the object-oriented paradigm, normalization and data flow diagrams are treated in detail. Introduces the use of CASE tools to support modeling activities. Course Equivalent: BUS 6370.

ISM 6020 ENTERPRISE ANALYSIS AND INFORMATION PLANNING (3) Registration Approval: Coordinator. Prerequisite: ISM 6010. 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. Introduces asset management of information systems. Course Equivalent: BUS 6374.

ISM 6160 SYSTEM DESIGN AND DEVELOPMENT I (3) Registration Approval: Coordinator. Prerequisite: ISM 6010. Introduces the first half of the traditional SDLC (software development life cycle), the techniques and tools used, and the project management methods for managing the activities of these stages. Includes feasibility, analysis, requirements and preliminary

design. Explores the impact of information systems architecture on these stages, as well as alternatives to the traditional SDLC. Course Equivalent: BUS 6373.

ISM 6161 SYSTEM DESIGN AND DEVELOPMENT II (3) Registration Approval: Coordinator. Prerequisite: ISM 6160. This course continues the system development and management practices begun in ISM 6160. Covers the techniques, tools, and the project management methods used in managing the activities of the design, development, test, implementation and maintenance stages.

ISM 6180 ETHICAL, LEGAL AND SOCIAL ENVIRONMENT OF INFORMATION MANAGEMENT (3) Registration Approval: Coordinator. Prerequisite: Two or more ISM courses. Explores the moral and legal implications of information management issues. Topics include security, privacy, transborder data flow, information ownership and responsibility, information as power, vendor relations, employee relations, discrimination, behavior in and out of the work place, and other related issues.

ISM 6200 TELECOMMUNICATION AND NETWORKING (3) Registration Approval: Coordinator. Prerequisite: ISM 6000. Provides an overview of transmission media, commercial communications channels and service, switching and networking, office systems design, local area networking, corporation-wide video/telecommunication. The management and implementation of telecommunication networks is explored.

ISM 6205 DISTRIBUTED COMPUTING (3) Registration Approval: Coordinator. Prerequisite: ISM 6200. Examines technical options in computer architectures, operating systems and networks, as well as management and performance issues related to distributed computing.

ISM 6210 DATABASE MANAGEMENT (3) Registration Approval: Coordinator. Prerequisite: ISM 6010. 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.). Course Equivalent: BUS 6371.

ISM 6215 KNOWLEDGE BASE SYSTEMS (3) Registration Approval: Coordinator. Prerequisite: ISM 6210. Focuses on knowledge base systems and their application to the development and management of information and information systems. Explores knowledge modeling, knowledge representation, knowledge engineering, search strategies, and related case studies. Also investigates the use of Artificial Intelligence to support modeling, database design, software engineering, end user computing and decision making.

ISM 6240 OFFICE SYSTEMS MANAGEMENT (3) Registration Approval: Coordinator. Prerequisite: ISM 6000. Explores the application of information technology in the office environment. Investigates issues of data management and sharing, work flow changes, technology introduction, and the proliferation of hardware and software and the resulting problems and opportunities. Training and education issues are included.

ISM 6250 END USER COMPUTING (3) Registration Approval: Coordinator. Prerequisite: ISM 6000. 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, information systems architecture, performance measurement, data sharing and work flow changes. Course Equivalent: BUS 6372.

ISM 6260 MODELING AND SIMULATION FOR MANAGERS (3) Registration Approval: Coordinator. Prerequisite: ISM 6010. Investigates modeling and simulation as tools for decision making. Explores formulation of information management problems for analysis and the use of automated analysis tools. Examines computer technology to support the decision making process.

ISM 6270 SOFTWARE ENGINEERING (3) Registration Approval: Coordinator. Prerequisite: ISM 6161. 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.

ISM 6290 CONSULTING IN INFORMATION SYSTEMS

MANAGEMENT (3) Registration Approval: Coordinator. Prerequisites: ISM 6020 and four or more ISM courses. In this course participants investigate how information systems managers function in the real world as guest speakers from various organizations present their own experiences in ISM. Students are then assigned to a project with one of these organizations in order to learn about the nature and requirements of a job in ISM.

ISM 6910 SEMINAR IN INFORMATION SYSTEMS

MANAGEMENT (3) Registration Approval: Coordinator. Offers an exploration of current and emerging trends in information systems and organizational management environment in a seminar format. Specific topics such as the role of information systems in virtual organizations, global environment, and impact on management structure may be covered. Further topics could include security management of information systems, forecasting the impact of current and future technology on information management and theoretical/academic topics in information management. May be repeated for credit 1 time. Course Equivalent: BUS 6910.

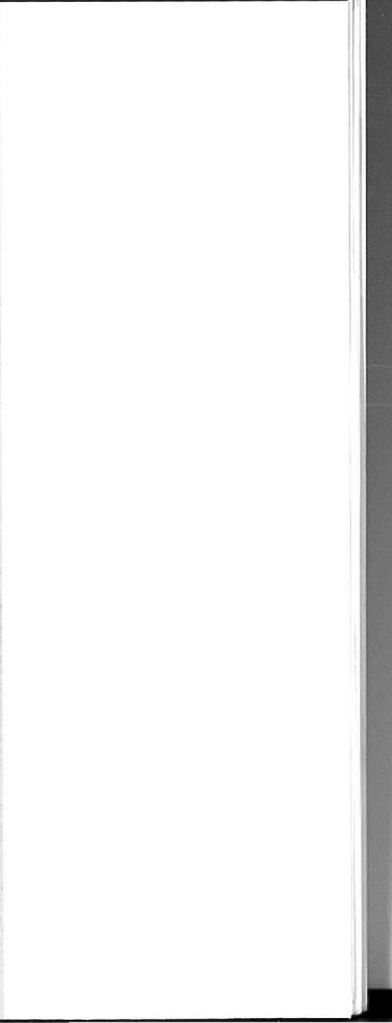
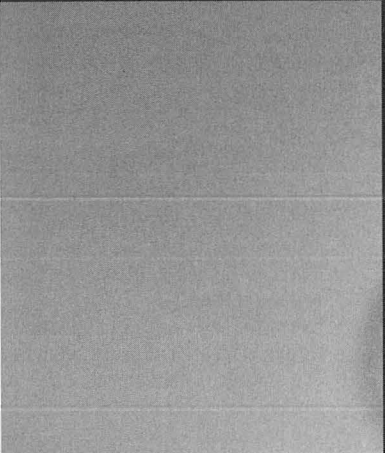
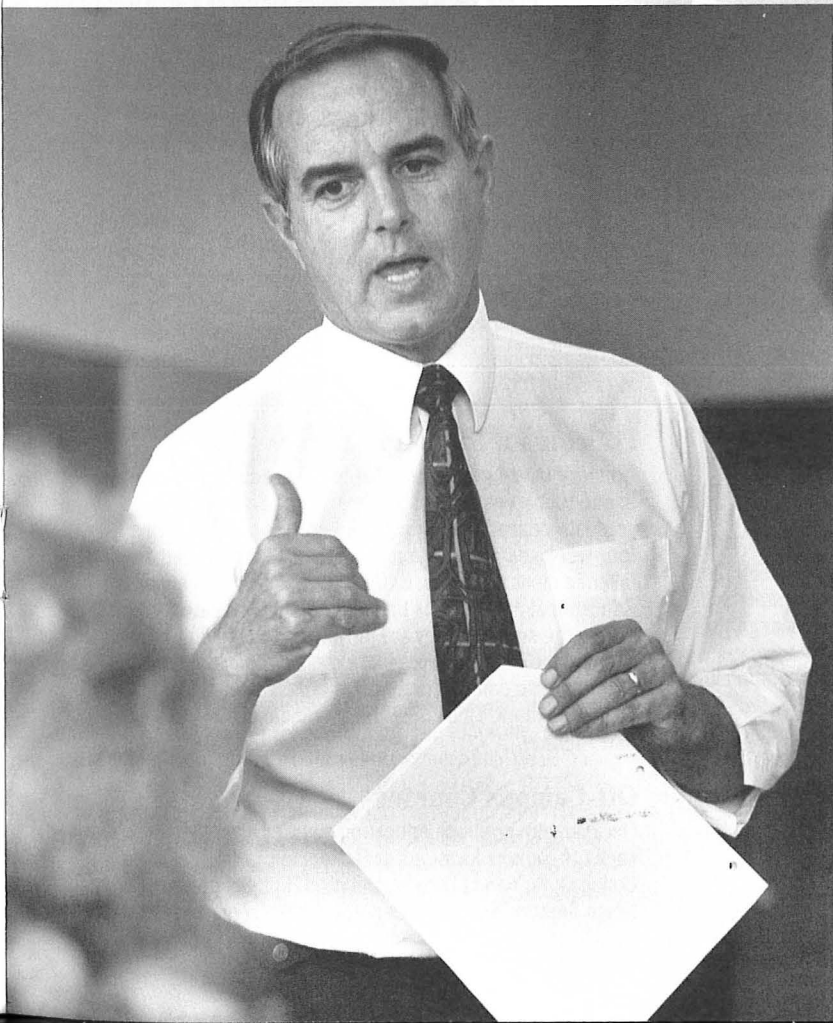
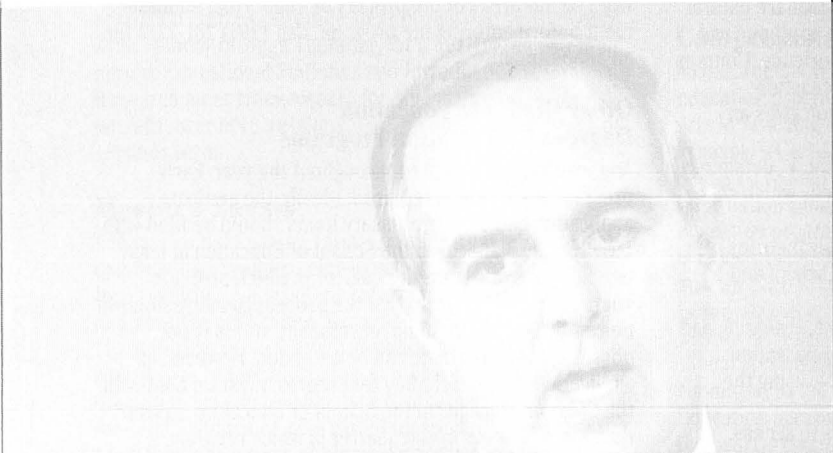
ISM 6930 INFORMATION SYSTEMS MANAGEMENT

PRACTICUM (3) Registration Approval: Instructor. Prerequisite: Four or more ISM courses. This course provides an opportunity for the advanced ISM student to gain practical experience in the information systems management field under the supervision of the instructor. May be repeated for credit 1 time.

ISM 6960 MASTER'S PROJECT (3) Registration Approval: Instructor. Prerequisite: ISM required courses. An independent or group 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 1 time.

School of Education

31



Master of Education

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, SPU has a master's degree and/or certificate program.

The master of education degree 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 SPU master's degree in education gives an individual:

- An understanding of the historical, social, economic, legal, political and technological forces which 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 Arts in Teaching (Secondary)

Master of Education

- Curriculum and Instruction with specializations in
 - Teaching and Learning
 - Reading and Language Arts
 - Early Childhood Education
 - Technology
- Educational Leadership
- School Counseling

Certificate "Only" Programs

(for those already holding master's degrees)

School Counselor's Educational Staff Associate (E.S.A.)

Certification

School Principal's Certification

School Superintendent's Certification

Admission Requirements

Master of Arts in Teaching (Graduate Secondary Teacher Education Program: G-STEP)

This program begins once a year during summer quarter. Application materials are generally submitted early winter

quarter so students may be informed of final decisions by spring quarter.

In addition to general requirements of the University on page 6, specific program admission requirements include the following: a score of at least 35 on the Miller's Analogy Test or at least 950 on the Graduate Record Exam (verbal + quantitative). Before submitting an application for this program, please request complete admission information and instructions from the School of Education at (206) 281-2210.

In addition to the above prerequisites for admission, each applicant must have completed most, if not all, of the requirements for a primary endorsement in the subject he or she plans to teach. (Endorsements are State-approved subject areas to be taught. A list of these is available in the School of Education.) Appointments are available for transcript evaluations so prospective students can begin work on any areas of the primary or supporting endorsement before entering the program. Call (206) 281-2214 for an appointment.

Other Graduate Education Degrees/Certification Programs

Applications are accepted throughout the year. Early program admission is required. Ideally, the graduate application and other necessary items should be filed with the Program Manager in the School of Education at least one full quarter before the quarter in which program coursework will begin so that the process of admission will be completed before initial enrollment. If this is not possible, the time frame can be extended. However, all application items, including test scores, must be filed with the Program Manager in the School of Education no later than the first week of the quarter in which program coursework is begun.

In addition to general requirements of the University found on page 6, specific program admission requirements include verification that a program for teacher's certification was completed. The School Counseling program is the only exception, with a teaching certificate being recommended but not required. Applicants to degree programs must have obtained a score of at least 35 on the Miller's Analogy Test or at least 950 on the Graduate Record Exam (verbal + quantitative). Applicants to "certification only" programs must have completed a master's or other advanced degree. Before submitting an application for any of these programs, please request complete admission information and instructions from the School of Education at (206) 281-2210.

Policies for Summer Courses

No more than 6 graduate (6000-level) credits may be taken in one four-week session summer 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 Educational Statistics or Introduction to Graduate Research during the summer, they are permitted to take only one additional three credit graduate class per session because both of these courses extend the full eight weeks of summer school. This limits the maximum credits to 9 for that summer.

Off-Campus Courses

Occasionally, graduate education courses are offered at such off-campus locations as Bremerton (Olympic College); Kirkland (Lake Washington High School); and North Seattle (Shoreline Center). Please request a yearly

time schedule from the School of Education at (206) 281-2210 to determine when these occur.

Course Scheduling

Academic Year: To accommodate teachers, 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 scheduled from 4:30 - 7:05 p.m. only. Copies of the projected schedule for graduate education courses are available through the School of Education the previous March. Students are encouraged to obtain one of these early for planning purposes. Schedules are updated each term. It is the student's responsibility to consult updated schedules.

Summer School: Summer term 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. Educational Statistics and Introduction to Graduate Research meet twice weekly, for designated two-hour periods, over both sessions, i.e., the entire eight weeks of summer term.

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. Examples include the following: (1) empirical research with results of interest and importance to the profession as a whole, (2) action or evaluation research which 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 Library. The student may, but is not required to, order one or more copies for his or her own use.

A thesis should be at least 6 credits (the norm), but may be as many as 12 or 15. It is not a requirement for a master of education degree, but an elective. A thesis is strongly recommended for persons intending to apply for doctoral studies in the future. Individuals wishing to complete a thesis should contact the Program Manager well in advance for written procedures.

Note: EDU 6970 Educational Statistics, EDU 6971 Introduction to Graduate Research and EDU 6972 Research Evaluation 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. 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) 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. It is not a requirement for a master of education degree, but an elective only. Hence, it is not even an option for some programs. Individuals wishing to complete a project should contact the Program Manager well in advance for written procedures.

Note: EDU 6970 Educational Statistics and EDU 6971 Introduction to Graduate Research 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's 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 they were enrolled. The exam is usually taken during the last quarter of coursework or the 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 must be submitted to the Program Manager in the School of Education approximately two to three quarters before the test will be taken. Please request this form from the School of Education. After the application is received, a student is sent instructions regarding the writing of the exam in his/her program.

Certification

Continuing Teacher's Certificate

Any SPU master's degree, completed satisfactorily, 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 School of Education provided (1) an SPU master's degree is used, (2) all other state requirements for the Continuing Certificate have been met, and (3) the certificate application and accompanying materials are submitted within six months of degree completion. It is wise for teachers to remain aware of current requirements for the Continuing Teacher's Certificate as they are subject to frequent change. This information is available through the School of Education.

Other 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., initial teacher, school counselor, or school administrator) must formally apply for the credential as follows:

- Initial Teacher (Applies to Master of Arts in Teaching only): Students pursuing the Master of Arts in Teaching will be required to apply after the "initial certification" portion of this degree is satisfactorily completed.
- Initial Teacher (Renewal): Persons needing 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) must apply within six months of program completion.
- Initial School Principal: Students enrolled in a program meeting qualifications for School Principal's certification must apply within six months of program completion.

Please request applications for these certificates from the School of Education at (206) 281-2214.

Curriculum and Instruction Program

Teacher-related graduate degrees requiring initial certification as a prerequisite have been consolidated within one department at SPU—Curriculum and Instruction. This is considered the “umbrella” master's program which provides the opportunity to select one of four specializations for intensive study: (1) Teaching and Learning, (2) Reading and Language Arts, (3) Early Childhood Development, and (4) Technology. 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]*.

In addition to receiving a Curriculum and Instruction degree, persons doing the Reading and Language Arts specialization will qualify to add a K-12 Reading endorsement to their teaching certificate upon successful program completion. Persons doing the Early Childhood Development specialization will qualify to add a P-3 Early Childhood endorsement to their teaching certificate upon successful program completion.

Overall, the Master of Education in Curriculum and Instruction is designed to help teachers strengthen their instructional skills while developing leadership abilities for such roles as department chair, staff development leader, or curriculum coordinator. Individual specializations within the degree allow persons to emphasize an area of particular interest.

Due to the focus of the Curriculum and Instruction degree on the K-12 school system, it is preferred that each applicant have completed an approved program for teacher certification prior to enrollment. Exceptions should be approved through the Program Manager at (206) 281-2378.

There are five sections to the Curriculum and Instruction degree: Foundations/Research Core, Curriculum/Instruction Core, Specialization Core, electives, and a comprehensive examination.

- Foundations/Research Core: Prepares individuals to understand basics of research in education so they become competent consumers of quantitative and qualitative research designs. In this way, students are enabled to effectively read and analyze studies presented in professional journals.
- Curriculum/Instruction Core: Provides the background, perspectives, and resources necessary for advanced study as a classroom teacher.
- Specialization Core: Provides advanced study in a specific area of emphasis.

- Electives: Provides an opportunity to explore an area of individual interest.
- Comprehensive Examination: Provides an opportunity for a written synthesis of overall concepts, principles, and perspectives gained during the course of study.

The Teaching and Learning specialization combines the Curriculum/Instruction Core and the Specialization Core into one section designated Teaching/Learning Core.

Depending upon the specialization selected, the structure of and course/credit requirements for the Curriculum and Instruction degree may vary significantly. Descriptions for each specialization follow.

Specialization: Teaching and Learning (51 Credits)

Program Requirements

Foundations/Research Core (12 credits)

- EDU 6085 Values and Ethics in Education (3)
- EDU 6120 Foundations: Issues and Ideas in American Education (3)
- EDU 6970 Educational Statistics (3)
- EDU 6971 Introduction to Graduate Research (3)

Teaching/Learning Core (15 credits)

- EDU 6524 School Curriculum (3)
- EDU 6525 The School: A Multicultural Approach (3)
- EDU 6526 Models of Teaching (3)
- EDU 6613 Educational Measurement and Evaluation (3)
- EdSp 6644 The Exceptional Student and Inclusion (3)

Electives (18 credits)

Electives may be selected from the following sources:

- *Graduate degree (6000-level) courses offered through SPU.* (Any amount permitted at this level). Non-education courses are also acceptable, however, be aware that some of these may require written permission from the department involved before enrollment will be permitted. Note: Courses from the math/earth science endorsement programs, offered during summer term, may also be taken in any number even though they are not 6000-level.
- *Professional education (5000-level) courses offered for SPU credit.* (A maximum of 6 credits permitted at this level.) These meet in school districts or may be taken via media. Per quarter listings are found in the SPIRAL and Momentum Bulletins available through SPU's Division of Continuing Studies at (206) 281-2121.

Pre-Approved Electives

Possible electives for the Teaching and Learning specialization are as follows. These may be taken in any quantity or combination, which would not be the case if a specialization other than Teaching and Learning were chosen. Graduate degree offerings from other departments on campus are shown in the University Time Schedule, available through the Office of Student Academic Services at (206) 281-2031. Professional education (5000-level) courses are listed in the SPIRAL catalog, available through the Division of Continuing Studies at (206) 281-2121. A maximum of 6 credits of professional education courses may be taken.

Educational Technology

- EdTc 6431 Learning with Technology (3)
- EdTc 6432 Computer Authoring and Production (3)
- EdTc 6433 Teaching with Technology (3)
- EdTc 6535 Issues and Advances in Educational Technology (3)

Early Childhood Education

- EDU 6511 Strategies in Early Childhood (3)
- EDU 6512 Current Issues in Early Childhood (3)
- EDU 6513 Early Childhood Curriculum (3)
- EDU 6950 Topics: Infants and Children (3)

Reading and Language Arts

- EdRd 6506 Literacy Assessment (3)
- EdRd 6507 Language Development and Literacy (3)
- EdRd 6529 Teaching Reading: Strategies of Instruction (3)
- EdRd 6530 Teaching Reading: Content Areas (3)
- EdRd 6531 Children's/Young Adult Literature (3)
- EdRd 6533 Writing: Process to Product (3)
- EdRd 6587 Nurturing Young Authors (3)
- EdRd 6641 Psychology of Reading (3)
- EdRd 6506 Literacy Assessment (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)

Other Electives

- EDU 6960 Master's Project (3 credits only)
Prerequisites: EDU 6970, 6971; special approval form required
- EDU 6995 Master's Thesis (6-9)
Prerequisites: EDU 6970, 6971; special approval form required

Comprehensive Examination

This take-home, essay examination is typically completed during the last quarter of coursework or the quarter thereafter. An application form (available from the School of Education) must be submitted to the Program Manager

at least two to three quarters in advance. The date for exam pick-up is arranged individually with the Program Manager. Students are given four weeks to complete the responses. Notes and texts *are* permitted.

Specialization: Reading and Language Arts (57 Credits)

Program Requirements

Foundations/Research Core (18 credits)

- EDU 6085 Values and Ethics in Education (3)
- EDU 6120 Foundations: Issues and Ideas in American Education (3)
- EDU 6655 Advanced Educational Psychology (3)
- EDU 6970 Educational Statistics (3)
- EDU 6971 Introduction to Graduate Research (3)
- EDU 6972 Research Evaluation (3)

Curriculum/Instruction Core (12 credits)

- EDU 6524 School Curriculum (3)
- EDU 6526 Models of Teaching (3)
- EDU 6613 Educational Measurement and Evaluation (3)
- EdSp 6644 The Exceptional Individual and Inclusion (3)

Reading/Language Arts Core (27 credits)

- EdRd 6506 Literacy Assessment (3)
- EdRd 6507 Language Development and Literacy (3)
- EdRd 6529 Teaching Reading: Strategies of Instruction (3)
- EdRd 6530 Teaching Reading: Content Areas (3)
- EdRd 6531 Children's/Young Adult Literature (3)
- EdRd 6533 Teaching Writing: Process to Product (3)
- EdRd 6641 Psychology of Reading (3)
- EdRd 6952 Topics in Language Arts (3)
- EdRd 6953 Topics in Reading (3)

Electives (6 credits)

Pre-approved electives for the Reading and Language Arts specialization follow. Approval for *unlisted* graduate courses may be considered on an individual basis.

Educational Technology

- EdTc 6431 Learning with Technology (3)
- EdTc 6432 Computer Authoring (3)
- EdTc 6433 Teaching with Technology (3)
- EdTc 6535 Issues and Advances in Educational Technology (3)

Early Childhood Education

- EDU 6511 Strategies in Early Childhood (3)
- EDU 6512 Current Issues in Early Childhood (3)
- EDU 6513 Early Childhood Curriculum (3)
- EDU 6950 Topics: Infants and Children (3)

Linguistics

- LIN 6601 History of the English Language (3)
- LIN 6430 Sociolinguistics (3)

School Counseling

- EdCo 6676 Students At Risk: Assessment and Intervention (3)

Teaching English as a Second Language

- TESL 6400 Teaching ESL Grammar (3)
- TESL 6480 Teaching ESL Reading (3)
- TESL 6581 Teaching ESL Writing (3)

Other Electives

- EDU 6960 Master's Project (3 cr only)
EDU 6995 Master's Thesis (6-9 cr)

Comprehensive Exam

This two-hour essay examination is typically completed during the last quarter of coursework or the quarter thereafter. An application form (available from the School of Education) must be submitted to the Program Manager at least two to three quarters in advance. Comprehensive exams are scheduled individually with the Program Manager. Since notes and/or texts are not permitted during the testing period, study questions and other explanatory information will be sent after the application form is received.

**Specialization: Technology
(51 Credits)****Program Requirements****Foundations/Research Core (18 credits)**

- EDU 6085 Values and Ethics in Education (3)
EDU 6120 Foundations: Issues and Ideas in American Education (3)
EDU 6655 Advanced Educational Psychology (3)
EDU 6970 Educational Statistics (3)
EDU 6971 Introduction to Graduate Research (3)
EDU 6972 Research Evaluation (3)

Curriculum/Instruction Core (15 credits)

- EDU 6524 School Curriculum (3)
EDU 6525 The School: A Multicultural Approach (3)
EDU 6526 Models of Teaching (3)
EdSp 6613 Educational Measurement and Evaluation (3)
EdSp 6644 The Exceptional Student and Inclusion (3)

Technology Core (12 credits)

- EdTc 6431 Learning with Technology (3)
EdTc 6432 Computer Authoring (3)
EdTc 6433 Teaching with Technology (3)
EdTc 6535 Issues and Advances in Educational Technology (3)

Electives (6 credits)

There is no pre-approved elective list at this time. Up to 6 credits of EdTc courses may be selected, without prior approval, from the SPIRAL or Momentum catalogs. A project (EDU 6960, 3 credits) or thesis (EDU 6995, 6-9 credits) is also an acceptable option. Other elective selections must be 6000-level, and their acceptability must be verified with the Program Manager at (206) 281-2378 prior to enrollment.

Comprehensive Exam

This take-home, essay examination is typically completed during the last quarter of coursework or the quarter thereafter. An application form (available from the School of Education) must be submitted to the Program Manager at least two to three quarters in advance. The date for exam pick-up is arranged individually with the Program Manager. Students are given four weeks to complete the responses. Notes and texts *are* permitted.

**Specialization: Early
Childhood Development
(51-Credits)****Program Requirements****Foundations/Research Core (18 credits)**

- EDU 6085 Values and Ethics in Education (3)
EDU 6120 Foundations: Issues and Ideas in American Education (3)
EDU 6655 Advanced Educational Psychology (3)
EDU 6970 Educational Statistics (3)
EDU 6971 Introduction to Graduate Research (3)
EDU 6972 Research Evaluation (3)

Curriculum/Instruction Core (15 credits)

- EDU 6524 School Curriculum (3)
EDU 6525 The School: A Multicultural Approach (3)
EDU 6526 Models of Teaching (3)
EdSp 6613 Educational Measurement and Evaluation (3)
EdSp 6644 The Exceptional Student and Inclusion (3)

Early Childhood Core (12 credits)

- EDU 6511 Strategies in Early Childhood (3)
EDU 6512 Issues in Early Childhood (3)
EDU 6513 Early Childhood Curriculum (3)
EDU 6950 Topics: Infants and Children (3)

Electives (6 credits)

There is no comprehensive, pre-approved elective list at this time. However, the following courses are strongly suggested: EdRd 6507 Language Development and Literacy and EdRd 6531 Children's/Young Adult Literature. A project (EDU 6960, 3 credits) or thesis (EDU 6995, 6-9 credits) is also an acceptable option. EdRd 6641 Psychology of Reading and EdRd 6529 Teaching Reading: Strategies are also possible choices, however, they may not be as directly applicable to the area of Early Childhood. Other elective selections must be 6000-level, and their acceptability must be verified with the Program Manager at (206) 281-2378 prior to enrollment.

Comprehensive Exam

This take-home, essay examination is typically completed during the last quarter of coursework or the quarter thereafter. An application form (available from the School of Education) must be submitted to the Program Manager at least two to three quarters in advance. The date for exam pick-up is arranged individually with the Program Manager. Students are given four weeks to complete the responses. Notes and texts *are* permitted.

**Educational
Leadership**

The Master of Education in Educational Leadership is designed to prepare an individual for a position as a school principal in the elementary or secondary school. This degree is accredited nationally by the National Council for the Accreditation of Teacher Education, and its successful

completion will qualify the student for a Washington Initial P-12 certificate as a school principal.

A year long (9 credit) internship comprises a part of the degree program in Educational Leadership. This vital, integrative experience in which students perform administrative activities while being supervised in a school setting, has as its primary objective the provision of practical experiences in the duties of the school administrator. The core of internship experiences will be centered around those competencies and skills defined in the Washington Administrative Code.

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 the Chair, Dr. Dick Smith, at (206) 281-2375.

School Principal's Certificate "Only" Program

Persons who otherwise qualify to enter the Educational Leadership degree program and already have a master's or other advanced degree need not do an entire master's to obtain certification as a school principal. It is only necessary to complete the major courses (21 credits) and internship (9 credits). The same guidelines and procedures for program admission apply.

Educational Leadership Requirements (51 Credits)

Professional Core (21 credits)

- EDU 6085 Values and Ethics in Education (3)
- EDU 6120 Foundations: Issues and Ideas in American Education (3)
- EDU 6524 School Curriculum (3)
- EDU 6655 Advanced Educational Psychology (3)
- EDU 6970 Educational Statistics (3)
- EDU 6971 Introduction to Graduate Research (3)
Prerequisite: EDU 6970
- EDU 6972 Research Evaluation (3)
Prerequisites: EDU 6970, 6971

Major Courses (21 credits)

- EdAd 6580 Educational Administration (3)
- EdAd 6581 The Principalship (3)
- EdAd 6584 Washington School Finance (3)
- EdAd 6585 Washington School Law (3)
- EdAd 6586 Human Resources Administration (3)
- EdAd 6588 Instructional Supervisor (3)
- EdAd 6589 Current Issues in Education (3)

Internship (9 credits)

The internship extends over an entire school year (3 quarters). Interns are required to register for 3 credits per quarter.

- EdAd 6940 Administrative Internship (3,3,3)

Comprehensive Examination

This two part examination (a written essay section and an oral defense of the answers to these questions) is typically completed at the end of the program. An application must be submitted to the School of Education at least two quarters in advance. The oral defense is arranged individually through Dr. Dick Smith. The written test must be completed prior to the "oral defense."

School Counseling

The Master of Education in School Counseling is designed to prepare an individual for a school counseling position in the elementary or secondary school. This degree is accredited nationally by the National Council for the Accreditation of Teacher Education, and its successful completion will qualify the student for a Washington Initial Educational Staff Associate (ESA) K-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 450 hours (minimum) of participation in a variety of meaningful activities related to the competencies required by the State of Washington knowledge base for school counselors (WAC 180-78-295) as well as those recommended by the School of Education.

It is strongly recommended that applicants for this program have previously obtained official certification as a classroom teacher with two years teaching experience, or a bachelors degree in psychology, social work, or a related field with two years professional experience. Exceptions must be approved through the Chair of School Counseling, Dr. Ginger MacDonald at (206) 281-2707.

School Counseling Certificate "Only" Program

Persons who otherwise qualify to enter the School Counseling degree program and already have a master's or other advanced degree need not do an entire master's in School Counseling to obtain ESA (Educational Staff Associate) certification as a school counselor. It is only necessary to complete the major courses (38 credits), elective (3 credits), internship (9 credits), and the comprehensive exam. The same guidelines and procedures for program admission apply.

School Counseling Requirements (68 Credits)

Professional Core (18 credits)

- EDU 6085 Values and Ethics in Education (3)
- EDU 6120 Foundations: Issues and Ideas in American Education (3)
- EDU 6655 Advanced Educational Psychology (3)
- EDU 6970 Educational Statistics (3)
- EDU 6971 Introduction to Graduate Research (3)
- EDU 6972 Research Evaluation (3)

Major Courses (38 credits)

- EdCo 6600 Introduction to Systems Theory (1)
- EdCo 6670 Introduction to School Counseling (4)
- EdCo 6671 Introduction to Counseling Theory (3)
- EdCo 6672 Organization and Administration of K-12 Guidance Programs (3)
- EdCo 6930 Practicum I (3)
- EdCo 6931 Practicum II (3)
- EdCo 6673 Group Counseling in the Schools (3)
- EdCo 6674 Assessment in School Counseling (3)
- EdCo 6675 Legal and Ethical Issues in School Counseling (3)
- EdCo 6676 Students at Risk: Assessment and Intervention (3)

- EdCo 6678 Advanced Developmental Foundations (3)
 EdCo 6679 Career Counseling in the Schools (3)
 EdCo 6680 Special Education and School Counseling (3)

Internship (9 credits)

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

- EdCo 6940 School Counseling Internship (3,3,3)

Elective (3 credits)

A minimum of 3 credits in this area must be completed. For a list of approved electives contact the School of Education at (206) 281-2210 or 281-2378.

Comprehensive Examination

This two-hour essay examination is typically completed during the last quarter of coursework or the quarter thereafter. An application (available from the School of Education) must be submitted to the School of Education at least two quarters in advance. Comprehensive exams are scheduled once per quarter. Contact the Program Manager at (206) 281-2378.

Teaching-Secondary

The Master of Arts in Teaching combines a program for teacher certification at the secondary level with a master of arts degree in the elements of teaching. The program is called Graduate Secondary Teacher Education Program (G-STEP). The degree is designed to be completed on a part-time basis, and theoretically can be finished within three years, i.e., two years for the certification component and one year for the master's component. 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. During the internship, students use their content and pedagogical knowledge/skills in a 10-week (minimum) school-site teaching experience.

Initial Teacher's Certification Component (47 Credits)

Foundations Element (11 credits)

- EDU 6120 Foundations: Issues and Ideas in American Education (3)
 EDU 6132 Adolescents as Learners (3)
 EDU 6133 Diversity in America (3)
 EDU 6134 Professional Issues: Child Abuse/Others (2)

Application Element (12 credits)

- EDU 6130 Classroom Management (3)
 EDU 6135 Secondary Teaching Methods (3)
 EDU 6613 Measurement and Evaluation (3)
 EDU xxxx Content Area Methods Course @ 6000-level (3)
 (EdMa 6357, EdSc 6359, EDU 6361, 6364, 6365)

Site Experiences Element (19 credits minimum)

- EDU 6949 MAT Secondary Internship (17-30)
 EDU 6989 Field Experience (1-4)

Orientation Element (5 credits)

- EDU 6139 Leadership in Secondary Teaching (3)
 EDU 6918 Introduction to Secondary Teaching I (1)
 EDU 6919 Introduction to Secondary Teaching II (2)

Master's Degree Component (15 Credits)

- EDU 6085 Values and Ethics in Education (3)
 EDU 6526 Models of Teaching (3)
 EDU 6982 Educational Inquiry (3)
 EDU xxxx 6000-level elective (3)
 EdTc 6432 Computer Authoring (3)
 or EdTc 6535 Issues and Advances in Educational Technology (3)

Course Descriptions

EDAD 6580 EDUCATIONAL ADMINISTRATION (3) An exploration of the administrative process, role of leadership, theories related to administration and leadership, and an examination of 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.

EDAD 6581 THE PRINCIPALSHIP (3) This class is designed to prepare class members to effectively assume leadership positions as principals in schools and school districts that are educating students for living and working in our rapidly changing society. An off-campus retreat in the San Juan Islands is required in this course.

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.

EDAD 6585 WASHINGTON SCHOOL LAW (3) Examines the Washington Administrative Code and the Revised Code of Washington in relation to Common School Provisions in private and public sectors of the state of Washington. Focus is on legal implications to educators.

EDAD 6586 HUMAN RESOURCES ADMINISTRATION (3) This course concentrates on the personnel function in the school system and examines this function from the perspective of both the principal and the district office. Knowledge, skills, attitudes and abilities to function effectively are stressed. Assists in the improvement of skills in the administration of personnel policies and regulations in light of the complexities of today's climate in public education.

EDAD 6588 INSTRUCTIONAL SUPERVISION (3) This course examines the principles, practices and procedures applicable to the instructional supervisor's task and appropriate to the school principal.

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. A framework is presented for analyzing various recommendations.

EDAD 6940 ADMINISTRATIVE INTERNSHIP (1-9) Advanced internship for aspiring principals. Focuses on state educational competencies. May be repeated for credit up to 9 credits.

EDCO 6600 INTRODUCTION TO SYSTEMS THEORY (1) Registration Approval: Coordinator. This course introduces students to the philosophical base for the School Counseling Program, focusing on systemic understanding of individuals within their family, classroom, school and community.

EDCO 6670 INTRODUCTION TO SCHOOL COUNSELING (4) Presents an overview of the role of counseling in the K-12 school setting, covering topics such as program development and evaluation, referral and consultation, crisis teams, peer helpers, career development. Includes field observations of school counselors.

EDCO 6671 INTRODUCTION TO COUNSELING THEORY (3) Focuses on theories of counseling and the development of a personal counseling model for application in the schools.

EDCO 6672 ORGANIZATION AND ADMINISTRATION OF K-12 GUIDANCE PROGRAMS (3) Prerequisite: EDCO 6670 or instructor approval. The course will discuss the following aspects of a school counselor's work: (1) developing and implementing a comprehensive guidance and counseling program with emphasis on a balance of responsive services, systems support, individual planning, and guidance curriculum; (2) ancillary organizational responsibilities such as class scheduling, advising, and placement; (3) evaluation research and follow-up; (4) guidance curriculum development; and (5) planning and instructing large group guidance lessons.

EDCO 6673 GROUP COUNSELING IN THE SCHOOLS (3) Registration Approval: Instructor. Experiential and didactic exploration of group process and leadership applied to the school setting.

EDCO 6674 ASSESSMENT IN SCHOOL COUNSELING (3) Prerequisite: EDU 6970 or equivalent. Theory and practice of assessment for school counselors. Exposure to major tests and interpretation models used in area schools.

EDCO 6675 LEGAL AND ETHICAL ISSUES IN SCHOOL COUNSELING (3) Focuses on development of knowledge and skills in the application of Washington state and federal law and professional codes of ethics. Students will become familiar with standard procedures for dealing with issues such as abuse and discrimination.

EDCO 6676 STUDENTS AT RISK: ASSESSMENT AND INTERVENTION (3) Explores treatment issues related to students who experience personal or substance abuse, discrimination and/or who are dealing with stress and crises such as grief or suicide. Discusses preventative programs and ways to deal practically with students who may drop out due to social and family problems.

EDCO 6678 ADVANCED DEVELOPMENTAL FOUNDATIONS (3) Presents a lifespan approach to human growth and development, focusing on issues which relate to school counseling at each period. Addresses how to consult with parents on developmental issues and how social and cultural backgrounds influence development.

EDCO 6679 CAREER COUNSELING IN THE SCHOOLS (3) This course presents a K-12 approach to career counseling. It provides a model for educational and career decision making through career development theories, programs, inventories and information services.

EDCO 6680 SPECIAL EDUCATION AND SCHOOL COUNSELING (3) This course addresses the arenas in which school counselors and education teachers interact, including student populations such as: developmentally or learning disabled, gifted and behavior disordered. It also addresses working with parents, referral sources, legal issues and in-school staff collaboration.

EDCO 6930 PRACTICUM I (3) Prerequisite: EDCO 6671. Introduction to counseling skills and processes.

EDCO 6931 PRACTICUM II (3) Prerequisites: EDCO 6671, 6930. Advanced counseling skills and processes.

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. Practical experience designed to develop competencies necessary for the school counselor. Extra fee. May be repeated for credit up to 9 credits.

EDMA 6357 TEACHING SECONDARY MATHEMATICS (3) Registration Approval: School of Education. Overviews content methods and strategies appropriate to the teaching of secondary school mathematics. Attention is given to the NCTM Agenda for Action and emphasis is placed on problem solving.

EDRD 6506 LITERACY ASSESSMENT (3) Registration Approval: Coordinator. Prerequisites: EDRD 6507, 6529, 6533, 6641 or Instructor approval. Applies language-based focus to the diagnosis of reading difficulties; examines assessment procedures in reading (formal and informal); explores strategies to design and implement effective, efficient reading and writing instruction.

EDRD 6507 LANGUAGE DEVELOPMENT AND LITERACY (3) Explores children's acquisition of linguistic structures and communication abilities from birth through school entry in relation to cognitive and social development. Emphasis is placed on the connection between language development and development of literacy.

EDRD 6529 TEACHING READING: STRATEGIES OF INSTRUCTION (3) Surveys reading instruction; explores reading as power and discovery through communication; considers power to decode, interpret and comprehend; surveys different reading approaches, materials and methods; explores classroom design and design of teaching strategies.

EDRD 6530 TEACHING READING: CONTENT AREAS (3) Focuses on developing/improving reading/language comprehension strategies in the content areas of every discipline in elementary and secondary school; examines areas of diagnosing and personalizing instruction and learning.

EDRD 6531 CHILDREN'S/YOUNG ADULT'S LITERATURE (3) Explores books and materials written for children from preschool through adolescence and examines trends, issues and research in children's/young adult literature. Attention will be given to selection criteria and utilization of trade books in reading/language arts instruction.

EDRD 6533 WRITING: PROCESS TO PRODUCT (3) Prerequisite: EDRD 6507. Focuses on the ways children learn to write through examination of the various stages in the process of writing. Examines current issues in the teaching of writing and the development of effective teaching strategies.

EDRD 6587 NURTURING YOUNG AUTHORS (3) Offers insights into encouraging and promoting personal writing and authorship for children/adolescents; develops strategies to connect reading with writing; explores ways to implement procedures for revising and editing written work.

EDRD 6641 PSYCHOLOGY OF READING (3) Prerequisites: EDRD 6529 or 6530. Examines the psychological nature of the reading process and provides a deeper understanding of what is involved in the complex human act of reading and learning to read.

EDRD 6952 TOPICS IN LANGUAGE ARTS (3) Registration Approval: Coordinator. Prerequisites: EDRD 6506, 6507, 6531, 6533, 6529, 6641, EDU 6970, 6971. Explores problems, issues and recent developments in language arts instruction. Coursework includes group and individual analysis of language arts curricula and instruction relative to various theories and effective practice.

EDRD 6953 TOPICS IN READING (3) Registration Approval: Coordinator. Prerequisites: EDRD 6506, 6507, 6529, 6531, 6533, 6641, EDU 6970, 6971. Explores problems, issues and recent developments in reading instruction. Coursework includes group and individual analysis of reading curriculum and instruction relative to various theories, research and effective practice.

EDSC 6359 TEACHING SECONDARY SCIENCE (3) Registration Approval: School of Education. Designed to assist students in relating their understanding in various science disciplines to the practical problems of planning and implementing learning experiences for secondary students. The emphasis is on the use of inquiry/problem solving approaches to science learning.

EDSP 6644 THE EXCEPTIONAL STUDENT AND INCLUSION (3) Presents programs and assessment procedures appropriate for exceptional people, including those with mental retardation, orthopedic handicaps, behavior disorders, hearing and visual impairments, learning disabilities and giftedness; explores multicultural special education.

EDSP 6652 SEMINAR IN LEARNING DISABILITIES AND ADHD (3) Studies the characteristics and special problems associated with learning disabilities. Includes definition and characteristics, theoretical approaches to learning disabilities, available resources, etiologies and educational management of learning disabilities.

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.

EDTC 6432 COMPUTER AUTHORING (3) Covers development of skills in authoring computer learning materials, production of media materials and creation of interactive multimedia products.

EDTC 6433 TEACHING WITH TECHNOLOGY (3) Course provides a survey and analysis of current approaches to the planning, use and evaluation of media and computer learning materials.

EDTC 6535 ISSUES AND ADVANCES IN EDUCATIONAL TECHNOLOGY (3) Explores current issues in research and practice in educational technology. Covers recent trends in equipment, materials and educational practices in the field.

EDU 6085 VALUES AND ETHICS IN EDUCATION (3) Education faces multiple issues influenced by religious values and perspectives. The course offers educators an understanding of religious values and perspectives by examining basic elements of the Christian faith. Through studying the literature and theology of the Christian Scriptures, educators will explore relationships between Christian faith and educational theory and practice.

EDU 6120 FOUNDATIONS: ISSUES AND IDEAS IN AMERICAN EDUCATION (3) Advanced study of the history, philosophy, sociology and ethics of American education.

EDU 6130 CLASSROOM MANAGEMENT (3) Registration Approval: Instructor. 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.

EDU 6132 ADOLESCENTS AS LEARNERS (3) Registration Approval: Instructor. A study of adolescent psychology, sociology, developmental domains, learning theory, and learning styles as they apply to the secondary student in the classroom.

EDU 6133 DIVERSITY IN AMERICA (3) Registration Approval: Instructor. An examination of the diversity found in American classrooms and methods for dealing with this diversity in a positive and practical manner.

EDU 6134 PROFESSIONAL ISSUES: CHILD ABUSE/ OTHERS (2) Registration Approval: Instructor. An examination of professional ethics, legal rights and responsibilities of teachers, professional organizations, and extracurricular responsibilities.

EDU 6135 SECONDARY TEACHING METHODS (3) Registration Approval: Instructor. Instruction and practice in planning for instruction, teaching strategies, instructional technology and microteaching.

EDU 6139 LEADERSHIP IN SECONDARY TEACHING (3) Registration Approval: Instructor. A capstone experience which will provide the opportunity for class members to use coursework in foundations, research, applications and internship to develop tentative answers to questions developed throughout the internship. Activities will provide the opportunity to learn and practice cooperative leadership skills, such as case building, consensus building, decision making, conflict resolution, and outcome evaluation. Case studies will be drawn from tasks such as text book selection, curriculum modification, departmental decision making, and district committee work.

EDU 6361 SECONDARY ENGLISH METHODS (3) Registration Approval: School of Education. Explores teaching and planning methods and materials appropriate for junior/senior high students. Based on various learning styles, literary works and writing activities, the emphasis is on creating and sharing ideas and projects.

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.

EDU 6365 METHODOLOGY FOR FOREIGN LANGUAGE TEACHING (3) Registration Approval: School of Education. An overview of 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; selection and development of instructional materials, including new technology.

EDU 6511 STRATEGIES IN EARLY CHILDHOOD (3) Examines strategies, materials and model programs to aid preschool and primary teachers in classroom organization and teaching methods. Emphasizes individual needs, learning environments, behavior guidance strategies, integrating content areas and working with parents and paraprofessionals.

EDU 6512 CURRENT ISSUES IN EARLY CHILDHOOD (3) Examines current issues in the field of early childhood education. Explores topics such as teacher preparation and professional development, program evaluation, and the roles of schools, families, communities, and government in early education and childcare.

EDU 6513 EARLY CHILDHOOD CURRICULUM (3) Examines theory, research, and current trends in curriculum content/design for early childhood education. Guidelines for curriculum development will incorporate an integrated view of the young learner, the learning process, and the content to be learned.

EDU 6524 SCHOOL CURRICULUM (3) Examines trends in the design and development of school curricula, including models of the curriculum.

EDU 6525 THE SCHOOL: A MULTICULTURAL APPROACH (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.

EDU 6526 MODELS OF TEACHING (3) Examines four basic instructional models and their permutations. Models studied are information processing, personal development, social development and behavioral systems.

EDU 6613 EDUCATIONAL MEASUREMENT AND EVALUATION (3) Prerequisite: EDU 6970. Examines purposes for educational evaluation and develops concepts, skills and abilities needed to evaluate instruction and learning.

EDU 6655 ADVANCED EDUCATIONAL PSYCHOLOGY (3) Explores principles and research in human learning and their implications for curriculum and instruction. May be taken by media.

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 6 credits.

EDU 6918 INTRODUCTION TO SECONDARY TEACHING I (1) Registration Approval: Instructor. Students will register for this segment the first year of their program and will attend sessions as scheduled throughout. The purpose is to monitor mastery of program strands to assess portfolio building and to provide opportunity for observation, counseling, and screening.

EDU 6919 INTRODUCTION TO SECONDARY TEACHING II (1) Registration Approval: Instructor. Students will register for this segment the second year of their program, and will attend sessions as scheduled throughout. The purpose is to monitor mastery of program strands, to assess portfolio building and to provide opportunity for observation, counseling, and screening.

EDU 6949 MAT SECONDARY INTERNSHIP (1-20) Registration Approval: Instructor. A full-day 10 week supervised experience in a secondary classroom setting functioning as a classroom teacher.

EDU 6950 TOPICS IN EDUCATION (3) Examination of a current topic or issue. May be repeated for credit 4 times.

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 useable 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 2 times.

EDU 6970 EDUCATIONAL STATISTICS (3) Presents descriptive and inferential statistics for teachers and others who are preparing to take "Introduction to Graduate Research." Hand calculators will be used to compute statistical tests of significance, parametric and non parametric.

EDU 6971 INTRODUCTION TO GRADUATE RESEARCH (3) Prerequisite: EDU 6970. Investigates basic research approaches to problems in the behavioral sciences. Emphasizes a broad understanding of the research process and the opportunity to critique research in an area of study.

EDU 6972 RESEARCH EVALUATION (3) Prerequisites: EDU 6970, 6971. 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.

EDU 6982 EDUCATIONAL INQUIRY (3) Registration Approval: Instructor. Investigates basic inquiry approaches to problems in education, including quantitative, qualitative, and case study research paradigms.

EDU 6989 FIELD EXPERIENCE (1-4) Registration Approval: Instructor. An introductory field experience in the quarter preceding the internship designed to familiarize prospective teachers with classroom procedures, teaching and learning styles, and various educational and classroom settings. 1-4 credits required depending on previous experience in classrooms and other educational settings. May be repeated for credit up to 6 credits.

EDU 6995 MASTER'S THESIS (3,6) Registration Approval: Instructor and Graduate Director. Prerequisites: EDU 6970, 6971, 6972. 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 scholarly manuscript suitable for binding and possible publication. Requires demonstrated, acceptable progress on thesis study; periodic conferences with major advisor. May be repeated for credit up to 9 credits.

School Superintendent's Non-Degree Certification

The School Superintendent's certification program emphasizes the knowledge and skills appropriate to district-level administrative assignments in the K-12 setting such as superintendent, assistant superintendent, deputy superintendent, directors, and other similar roles. Those completing the superintendent program should be able to:

- identify student needs,
- prescribe an appropriate instructional program, and
- 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 weekend 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

The initial course - professional growth planning - provides an opportunity for candidates to become acquainted with faculty, learn about colleagues and gain a whole-picture overview of the program. Monthly meetings with these same individuals also provide opportunities for networking and team building. Participants are admitted to a "cohort" group which goes through the six course sequence together.

Weekend Coursework

Classes meet three times per quarter, Friday afternoon to Saturday evening. 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.

Internship

The internship 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 School Superintendent's certification program should have completed (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 director, Dr. Larry Nyland, before application materials are submitted. Dr. Nyland can be reached at (206) 281-2214 or via the Internet at lnyland@spu.edu.

Admission Requirements

General Information

All items required for applicant evaluation must be sent together, *in one packet*. These materials must be directed to: Superintendent Coordinator, School of Education, Seattle Pacific University, 3307 Third Ave West, Seattle, WA 98119.

International students are not generally admitted to the Superintendent Preparation Program. International students who would like more information on admission requirements should call Dr. Larry Nyland at (206) 281-2214.

Fifteen to 20 applicants will be admitted each year. Candidates are admitted as application materials are completed and reviewed. All participants begin the program together during autumn quarter.

Applicants will not be evaluated until *all* required items are on file in the School of Education. Program admission cannot be approved until these have been reviewed by the Program Director and have received a positive recommendation. Applicants are accepted throughout the school year. To facilitate timely evaluation, applicants should plan on having the necessary items sent a minimum of one full quarter before admission is desired. For admission autumn quarter, submit all materials no later than June 1. Planning ahead is imperative because the process of collecting necessary materials may take several weeks or more. *Note:* individuals who were previously admitted to SPU, or who applied in the past but did not complete the process, should contact the Superintendent Coordinator in the School of Education at (206) 281-2710 for information about which, if any, items may be waived.

Items Required for Applicant Evaluation

To be considered for this program, submit the following items *in one packet* to the Superintendent Coordinator at the address noted above:

1. A graduate application (form available from the School of Education).
2. A \$40.00 processing fee.
3. Official transcripts from any institution 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 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, other 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, 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. This should be sufficient to begin the program unassisted. If additional explanation is needed, please call the Superintendent Coordinator at (206) 281-2710.

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, however, taking one course each quarter is highly recommended, since courses are offered in a two-year sequence.

Course Sequence (18 credits)

YEAR ONE

Autumn quarter

EdAd 7580 Professional Growth Planning (3)

Winter quarter

EdAd 7581 Systems Leadership (3)

Spring quarter

EdAd 7586 Interpersonal Relations (3)

YEAR TWO

Autumn quarter

EdAd 7584 Resource Management (3)

Winter quarter

EdAd 7589 Policy, Governance and Ethics (3)

Spring quarter

EdAd 7588 Improving Student Learning (3)

Internship (6 credits)

The internship experience extends over the entire two year process (six quarters) and is concurrent with other coursework. Interns are required to register each quarter for 1 credit. The internship involves application, discussion, and reflection of the above content. Portfolios and a major district project are a part of the internship.

EdAd 7890 Field Experience (6)

Course Descriptions

The superintendent program is a self contained program leading to state certification. The superintendent program can also be an integral part of a Doctor of Education degree. Coursework from the superintendent program meets the elective requirements of the Doctoral program.

EDAD 7580 PROFESSIONAL GROWTH PLANNING (3)

Covers professional growth planning through data gathering and analysis of personal and professional styles; application of concepts to creating self directed 'learning' organizations.

EDAD 7581 SYSTEMS LEADERSHIP (3) Course 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, grants 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. Also 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 will deliver successful learning to students.

EDAD 7589 POLICY, GOVERNANCE AND ETHICS (3) Course 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 FIELD EXPERIENCE (1) The field experience runs parallel to the coursework and involves application, discussion and reflection of the above content. Portfolios and journals are a part of the field experience work. May be repeated for credit 5 times.

Doctor of Education (Ed.D.)

The doctor of education degree (Ed.D.) is an interdepartmental degree offered by Seattle Pacific University and the School of Education, and is designed and intended for educational personnel from a variety of settings, including the public and private schools and institutions of higher education. The degree is for individuals interested in leadership and teaching positions in education, and can be tailored to meet varied professional needs and interests.

Developing Instructional Leaders

The doctor of education degree at SPU is based on the belief that effective leadership in schools and all other educational institutions is best achieved by leaders being knowledgeable about teaching and learning, first and foremost. This view has been articulated by many others in the field of education. In the words of one recent national report on leadership preparation, "Leadership education should include much more emphasis upon the study of curriculum and instruction, learning, teaching, evaluation, assessment, philosophy, schools as institutions, issues of practice, social context and values in decision making." It is the goal of the doctor of education degree to develop leaders who are more than just managers; it is to develop instructional leadership in its broadest form.

Individualized to Meet Student Needs

A core of foundations, research and professional courses are required of all students, but the program design allows for considerable individualization to meet professional needs and interests. Selecting from a variety of graduate offerings in education and related fields, each student may design an area of emphasis or specialization such as educational leadership and administration, curriculum and instruction, or reading and language arts.

Ideally suited for the person seeking career advancement as a school or district administrator, or superintendent, coursework and practicum leading to a State of Washington principal's and superintendent's certificate may be included in the design of the program. Students interested in leadership roles in community colleges and other institutions of higher education may

choose to focus on educational leadership and administration, or to develop an individualized sequence of classes and learning experiences based on professional goals.

International Opportunities

The International Center for Curriculum Studies (ICCS) was established by the School of Education for the specific purpose of enhancing faculty and doctoral student opportunities for professional writing, research and travel. The Center maintains on-going research projects, inservice programs and curricula development activities in Hong Kong, China, Taiwan, Russia, Australia and England. ICCS also sponsors visiting lectures at SPU by scholars from various countries. Through grants and gifts received by the Center, subsidized travel and research opportunities are made available to doctoral students who desire an international focus to their program. Elective courses in comparative education are also available through the Center.

Designed for the Successful Professional

The doctor of education degree can be completed while maintaining employment by utilizing SPU's extensive evening and summer classes. The program requires a minimum of 90 quarter credits past the master's degree (or 135 credits past the bachelor's degree). For many students, the program can be completed in three years, consisting of approximately two years of coursework, followed by comprehensive exams and dissertation.

Admission Requirements

Because a doctoral program requires considerable faculty time and resources, a limited number of students will be admitted to the program each year. It is expected that all applicants will have a master's degree from a regionally accredited college or university. Admissions decisions will be based on the following:

1. previous academic preparation and areas of study;
2. overall undergraduate and graduate GPA;
3. Graduate Record Exam (GRE) or Miller's Analogy Test (MAT) scores;
4. professional experience;
5. future professional plans;
6. letters of recommendation; and
7. a formal interview with School of Education faculty.

Application Procedure and Dates

Cohort classes begin each summer. Screening applicants for admission is an ongoing process throughout the year with final admission decisions made by April. Students may be admitted to the program outside of the regular admissions timeline so that they can begin needed prerequisites, foundations, and elective courses throughout the year.

The items below must be submitted to the SPU School of Education. Items 2, 3 and 4 must 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 informed by letter.

1. A graduate application (form available from the School of Education).
2. A \$40 processing fee.
3. Official transcripts from any institution where a degree was conferred or where post-master's graduate coursework was completed. To maintain their official status, do not open transcripts.

4. A personal statement discussing future professional plans. This should not exceed 300 words and should include the rationale for pursuing a doctoral degree.
5. Scores from the Graduate Record Exam (GRE) or the Miller's Analogy Test (MAT). Test scores must be less than five years old. Please contact the University of Washington Testing Center at (206) 543-1170 for information on exam dates and required fees.
6. Four letters of recommendation. Two of these must be of an academic nature, i.e., from graduate professors. Two must be of a professional nature, i.e., from supervisors. Appropriate forms are provided in the admission packet.

If further clarification is required regarding aspects of the program or standards for admission, advising appointments with the director of doctoral studies may be scheduled by calling the School of Education at (206) 281-2710.

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 and from a regionally accredited institution. They must have been taken within the three years prior to admission and must have been part of a planned program leading to a degree or a professional certificate. Transferred classes may be substituted for degree requirements if the student can demonstrate that they are comparable to required courses offered through SPU.

1. Courses consisting of less than 3 quarter credits cannot transfer into the program.
2. Coursework taken from other universities after admission is complete cannot transfer into the program.
3. Courses with grades below a 3.0 ("B"), or those receiving "pass" or "satisfactory" grades, cannot transfer into the program.

Residency Requirement

A student must complete the required "cohort" courses (7000 level) in sequence during the first two years of the program. Once the program is begun, continuous enrollment must be maintained as follows: 1) 12 credits must be completed each summer for the first two summers, and 2) at least one required course must be completed each quarter for the two academic years. Students who interrupt the residency requirement may be dropped from the program.

Grade Point Average

A 3.2 overall GPA must be maintained in all degree coursework.

Degree Completion

All requirements for the doctoral degree must be completed within five years from the quarter the first post-admission course was taken.

Program of Study

The core requirements for the degree are designed to develop instructional leadership by focusing on knowledge applicable to all fields and levels of education. A student with previous graduate courses comparable to core

requirements may request a waiver of core courses and thereby increase the credits in the specialization/elective category.

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

The specialization/elective component provides the opportunity to develop an area of expertise appropriate for the student's professional goals. Because this is an interdepartmental degree, the student selects courses and learning experiences from a variety of areas and opportunities in the School of Education, or he/she may choose graduate courses from other schools within the University. This component of the program is designed jointly by the student and his/her advisor, and is subject to approval by the School of Education Doctoral Committee.

There are three classes that are prerequisites to certain requirements in the doctoral degree. They are (1) EDU 6970 - Educational Statistics; (2) EDU 6971 - Introduction to Graduate Research; and (3) EDU 6655 - Advanced Educational Psychology. Students who have not completed these at the outset, may do so early in their program, and use the courses to help fulfill the 24 credits of electives.

Core (66 credits) (required of all students)

Foundations (15 credits)

- EDU 6085 Values and Ethics (3)
 EDU 6120 Foundations: Issues and Ideas in American Education (3)
 EDU 6524 School Curriculum (3)
 EDU 6526 Models of Teaching (3)
 *EDU 7910 Seminar in Educational Values (3)

Instructional Leadership (21 credits)

- *EDU 7101 Instructional Theory (3)
 *EDU 7102 Curriculum Design (3)
 *EDU 7103 Educational Organizational Theory (3)
 *EDU 7104 Educational Leadership Theory (3)
 *EDU 7105 Issues in Education (3)
 *EDU 7107 Program Evaluation (3)
 *EDU 7990 Leadership Colloquium (3)

Research and Dissertation (30 credits)

(Prerequisites: Educational Statistics and Intro to Grad Research)

- *EDU 7972 Research Design I (3)
 *EDU 7973 Research Design II (3)
 *EDU 7974 Research Design III (3)
 EDU 7995 Dissertation (21)

*Cohort courses

Specialization/Electives (24 credits)

These courses are to be decided by the program advisor and approved by the Doctoral Committee. They may be comprised of the following:

1. Courses
2. Internship/practicum
3. Independent studies

For a list of approved electives contact the Doctoral Studies Office at (206) 281-2710.

Qualifying and Comprehensive Exams

After approximately one year of coursework (24 credits), students must pass a qualifying exam for continuation in the program. This requirement is part of EDU 7990 Leadership Colloquium, and requires the student to write a scholarly paper and to present that paper in a formal setting to the educational community. Evaluation of the scholarship and colloquium is conducted by the graduate faculty of the School of Education.

Upon the completion of all courses, the student must pass a comprehensive written examination. This examination 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 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 is a highly individualized experience. Working with an advisor early in the program and with faculty throughout the course of study, 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 expertise of the faculty.

Three Year Program Sequence

It is recommended that the following schedule be followed; however, a student may opt to complete only the required courses and utilize a fourth year to finish elective requirements.

YEAR ONE

Summer quarter

- EDU 6524 School Curriculum
 EDU 6526 Models of Teaching
 EDU 7101 Instructional Theory
 EDU 7102 Curriculum Design

Autumn quarter

- EDU 6085 Values and Ethics
 EDU 7103 Educational Organizational Theory

Winter quarter

- EDU 6120 Foundations: Issues and Ideas
 EDU 7104 Leadership Theory

Spring quarter

- EDU 7972 Research Design I
 Elective

YEAR TWO

Summer quarter

- EDU 7107 Program Evaluation
 EDU 7990 Leadership Colloquium
 Electives

Autumn quarter

EDU 7973 Research Design II
Elective

Winter quarter

EDU 7974 Research Design III
Elective

Spring quarter

EDU 7995 Dissertation
Elective

YEAR THREE

Summer quarter

EDU 7105 Issues in Education
EDU 7910 Seminar in Educational Values
Electives

Autumn quarter

Dissertation

Winter quarter

Dissertation

Spring quarter

Dissertation

Course Descriptions

(For 6000-level course descriptions see pages 38-41.)

EDU 7101 INSTRUCTIONAL THEORY (3) Prerequisite: EDU 6526. A study of teaching/learning theories with applications to instructional settings. Theories examined will include 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.

EDU 7102 CURRICULUM DESIGN (3) Prerequisite: EDU 6524. A course in curriculum design based on an advanced study of theoretical constructs of the curriculum. Those constructs include academic centered, society centered, and learner centered models. Students will be expected to develop a curriculum design appropriate to their areas of emphasis. The design will include significant research findings as well as specific curricular applications.

EDU 7103 EDUCATIONAL ORGANIZATIONAL THEORY (3)

This course seeks to describe, understand, and predict human behavior in the environment of the formal educational setting. Emphasis is placed on both the internal and external contextual settings in which education institutions operate.

EDU 7104 EDUCATIONAL LEADERSHIP THEORY (3) This course focuses on the study of the major theories of leadership-trait theory, contingency theory, path-goal theory and transformational theory. Case studies are used to apply various theories and to gain an understanding of the complex relationship of leader-follower interactions.

EDU 7105 ISSUES IN EDUCATION (3) Prerequisites: EDU 6120, EDU 6085. A study of 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.

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.

EDU 7910 SEMINAR IN EDUCATIONAL VALUES (3) Prerequisite: EDU 6085. An advanced study of ethics and values as they affect educational decision making and policy.

EDU 7972 DOCTORAL RESEARCH DESIGN I (3)

Prerequisites: EDU 6970, 6971. The first in a sequence of three courses focusing on social science research methodology including quantitative and qualitative research designs, descriptive statistics, and univariate and multivariate statistical analyses. These courses must be taken in sequence and are designed to prepare the student for the production of a dissertation.

EDU 7973 DOCTORAL RESEARCH DESIGN II (3)

Prerequisites: EDU 6071, 6970, 7972. The second in a sequence of three courses focusing on social science research methodology including quantitative and qualitative research designs, descriptive statistics, and univariate and multivariate statistical analyses. These three courses must be taken in a sequence and are designed to prepare the student for the production of a dissertation.

EDU 7974 DOCTORAL RESEARCH DESIGN III (3)

Prerequisites: EDU 6970, 6971, 7972, 7973. The third in a sequence of three courses focusing on social science research methodology including quantitative and qualitative research designs, descriptive statistics, and univariate and multivariate statistical analyses. These three courses must be taken in sequence and are designed to prepare the student for the production of a dissertation.

EDU 7990 LEADERSHIP COLLOQUIUM (3) Requires the student to 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.

EDU 7995 DOCTORAL DISSERTATION (1-21) Prerequisites: EDU 6970, 6971, 7972, 7973, 7974. Original research conducted under the guidance of a faculty advisor. May be repeated for credit up to 21 credits.

School of Health Sciences

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Nursing (M.S.N.)

Where can students find an academic environment designed to develop their nursing leadership skills? Where will they receive the individual support and cohort networking necessary to build their strength in a personally selected clinical practice? Where is the guided study of nursing theories and research methods available? Where are the nursing leader models who not only show students how but help them understand why?

Seattle Pacific University's master of science in nursing degree program (MSN) provides the place and the people. Students study and practice with colleagues in leadership and faculty who are nationally and internationally respected. They have personal and professional access to top nursing leaders as frequent guest speakers. They learn from internship mentors who are more than scholars and expert advanced nurse practitioners. These are compassionate, perceptive individuals well able to make theory practical. What students learn will be immediately applicable, not only to contemporary issues but in setting the pace for tomorrow's health care practices.

Adult, Gerontology and Family Nurse Practitioner pathways may begin during the MSN program or start as a post-master's option.

Whether a role in advanced clinical practice, teaching or nursing administration is the goal, SPU is the place where students learn to make a significant impact on the professional world with a critical need for quality nursing leadership.

Program Features

The MSN degree program at SPU develops effective nursing leadership through a comprehensive advanced nursing practice and focused role function. The program is specifically designed for:

- **Flexibility.** Students are co-designers of the course of study best tailored to their advanced nursing practice interests and role function selection.
- **Cohort Emphasis.** Students and their colleagues together form a support network with other nursing leaders.
- **Individual Mentors.** Faculty advisors provide one-to-one direction and expertise. Professionals of national and international reputation are the teachers.
- **Custom Internships.** Clinical internships are individually arranged on-site with an experienced mentor in the student's particular area of interest and role function.
- **Enhancement of Professional Status.** Students will heighten their own leadership abilities through direct involvement with other disciplines on campus. Whatever their specific role — administration, education, counseling, or other — their interaction with clients will be significantly broadened by many contacts beyond nursing.
- **Self-Marketing.** The opportunities and professional relationships resulting from the study of health service systems will prove valuable in the marketplace. The degree from SPU identifies graduates as an asset to the nursing profession.
- **Convenient Course Scheduling.** Convenient hours during evenings (4:00-8:30 p.m.) and weekends (Saturdays) for the graduate courses means students can complete their MSN degree in

approximately two years. Those able to attend full-time can complete the degree in one year.

Admission Requirements

Students who desire to be admitted to the MSN degree program must meet both the general requirements of the University and the specific requirements of the School of Health Sciences. Call (206) 281-2888 or 1-800-899-1769 to request an application or send an email to msninfo@spu.edu. The MSN program specifically requires students to:

1. hold a bachelor's degree in nursing from a program accredited by the National League of Nursing or equivalent;
2. present an appropriate score on the Graduate Record Examination;
3. 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;
4. hold an RN license or be licensable in the state of Washington. A copy of a valid Washington state RN license must be presented;
5. provide three letters of reference: two from professional colleagues and one from a person who can vouch for their character;
6. submit a one-page essay identifying their goals for graduate study and professional growth, their expectations of the MSN program and faculty, and a definition of leadership with both personal and professional nursing viewpoints;
7. have successfully completed a statistics course; if the course is more than five years old, they will be asked to update their knowledge.

Leadership experience in clinical practice, education or management is highly recommended.

Entering students are expected to have basic computer literacy including word processing. Students will be asked to obtain an email account through SPU, and to participate in computer assisted instruction and on-line literature searches.

Program Requirements

The 45 total credits required for the MSN degree are divided into four coursework sections: Leadership Core Series (17 credits); Advanced Nursing Practice Series (12 credits); Cognate Elective Series (9 credits); and Thesis Series (7 credits). Definitions follow.

Core Series

Courses that are taken with the cohort group of colleagues. Classes are offered in groups of two, packaged for one evening each week and a maximum of three Saturdays per quarter (see the Curriculum Plan for schedule and sequence of Core Series courses). Some of the core series courses will have email and Internet use as well as on-line searches.

Advanced Nursing Practice Series

Seminars and internships in which structure is provided for students to pursue individual clinical interest areas, and an advanced practice focus. Students may choose to take Seminar I and Internship I concurrently or in separate quarters. Seminar II and Internship II must be taken concurrently. The two advanced nursing practice seminars are structured to enhance an in-depth investigation of

selected diverse aggregates, and the integration of nursing leadership, nursing research and nursing design.

Internships provide experiential learning opportunities in advanced nursing practice knowledge, performance and evaluation. Goals and a written plan for implementing advanced nursing theory into the internships are developed by each student, approved by internship faculty and mutually arranged by the student, faculty and mentor(s).

Internships of 90 hours per 3 credits are spent in a variety of local, national and international sites, with faculty and mentors who are experts in the health care delivery system of that environment/culture/country. Summer quarters are open for an international internship either in Costa Rica or Taiwan. Students plan for a concentrated three to four week experience when traveling overseas.

Other internships may be organized for flexible spending of the 90 hours, depending upon the student's needs, mentor(s) and site expectations, and faculty availability.

Cognate Series

Elective courses within a focus of role function, such as education, business, counseling, nursing, etc. Independent study may be one in the Cognate Series. A minimum of 9 elective credits is directed toward developing a knowledge base for the selected role function. Master's level courses from a variety of disciplines provide a springboard for the MSN student interested in teaching, administration, information management, clinical practitioner or a variety of role applications.

The academic advisor or director of graduate studies helps the student to identify appropriate cognate courses and the best sequencing of these course within the individual curricular plan. Students may transfer 3 credits of graduate course work toward the Cognate Series requirements after written approval by the School of Health Sciences Director of Graduate Studies.

The majority of cognate requirements should be completed prior to a student's final advanced nursing practice courses since the internship activities include integration of the role function theory.

Thesis

Process that begins with Thesis Seminar (after completion of NUR 6970). Comprises 7 credits of individual research activities. Proposal development for conducting the thesis research is facilitated by group process and faculty guidance in the Thesis Seminar. Selection of a thesis advisor and committee as a course assignment creates the bridge into thesis research activity.

When the thesis study is in progress, credits may be distributed over a few quarters. A final grade is granted after a written thesis has been signed by the designated committee and faculty.

Required Courses (45 credits)

Core Courses (17 credits)

- NUR 6101 Leadership in Advanced Nursing Practice: Individual and Small Group (3)
- NUR 6102 Leadership in Advanced Nursing Practice: Organizations and Health Service Systems (3)
- NUR 6103 Leadership in Advanced Nursing Practice: Health Policies and World Community (3)
- NUR 6301 Ethics, Faith and Values (3)
- NUR 6970 Research in Nursing: Methods and Applications (3)
- NUR 6995 Thesis Seminar (3)

Advanced Practice Courses (12 credits)

- NUR 6910 Advanced Nursing Seminar I (3)
- NUR 6915 Advanced Nursing Seminar II (3)
- NUR 6940 Advanced Nursing Internship I (3)
- NUR 6945 Advanced Nursing Internship II (3)

Electives (9 credits)

- NUR 6900 Independent Study (3)
- NUR 6950 Curriculum Development in Nursing (3)
- NUR 6951 Clinical Pathophysiology (3)
- NUR 6952 Health Issues of the Older Adult (3)
- NUR 6953 Developing Effective Interpersonal Dynamics (3)

To broaden the specific advanced role function in nursing, electives from other graduate programs may be taken. For a list of approved electives contact the advisor at (206) 281-2888 or make an appointment for curriculum planning.

Thesis (7 credits)

- NUR 6995 Thesis Seminar (3)
- NUR 6999 Thesis (1-4)

Program Completion (1-9 credits)

- NUR 6919 Program Completion 3-Year Plus (for students who have been in the program three years)

Sample Full-Time Curriculum Plan

(to be completed in four quarters)

Autumn quarter

- Leadership in Advanced Nursing Practice: Individual and Small Group (3)
- Research in Nursing: Methods and Applications (4)
- Cognate Electives (6)

Winter quarter

- Leadership in Advanced Nursing Practice: Organizations and Health Service Systems (4)
- Ethics/Faith/Values (3)
- Advanced Nursing Seminar I (3)
- Advanced Nursing Internship I (3)

Spring quarter

- Leadership in Advanced Nursing Practice: Health Policy/World Community (3)
- Thesis Seminar (3)
- Advanced Nursing Seminar II (3)
- Advanced Nursing Internship II (3)

Summer quarter

- Cognate Electives (3)
- Thesis (4)

Sample Part-Time Curriculum Plan

(to be completed in seven quarters)

Autumn quarter

- Leadership in Advanced Nursing Practice: Individual and Small Group (3)
- Research in Nursing: Methods and Applications (4)

Winter quarter

- Leadership in Advanced Nursing Practice: Organizations and Health Service Systems (4)
- Ethics/Faith/Values (3)

Spring quarter

Leadership in Advanced Nursing Practice: Health Policy/
World Community (3)
Thesis Seminar (3)

May add either or both of the following:
Advanced Nursing Practice Seminar I (3)
Cognate Elective (3)

Summer quarter

Advanced Nursing Internship I (3) (if Seminar I completed)
Cognate Electives (3-6)
Thesis (1-4)

Autumn quarter

Cognate Electives (3-6)
Thesis (1-4) *or* Advanced Nursing Seminar II (3)
Advanced Nursing Internship II (3)

Winter quarter

Cognate Electives (3)
Thesis (1-4) *or* Advanced Nursing Seminar I (3)
Advanced Nursing Internship I (3)

Spring quarter

Thesis (1-4)
Advanced Nursing Seminar II (3)
Advanced Nursing Internship II (3)

Internships are 90 hours, individually focused and arranged. Thesis Seminar (3 credits) is offered spring quarter. It must be taken before beginning thesis proposal and thesis research. Thesis credits may be threaded throughout the program. Seminar I is offered winter and spring quarters, and may be taken separately from Internship I, but must be taken before Internship I. Internship I is offered winter and summer quarters. Seminar II and Internship II must be taken together and are offered autumn and spring quarters.

Course Descriptions

NUR 6101 LEADERSHIP IN ADVANCED NURSING PRACTICE: INDIVIDUAL AND SMALL GROUP (3)

Registration Approval: Coordinator. 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.

NUR 6102 LEADERSHIP IN ADVANCED NURSING PRACTICE: ORGANIZATIONS AND HUMAN SERVICE SYSTEMS (4)

Registration Approval: Coordinator. 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 system.

NUR 6103 LEADERSHIP IN ADVANCED NURSING PRACTICE: HEALTH POLICIES AND WORLD COMMUNITY (3)

Registration Approval: Coordinator. 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.

NUR 6301 ETHICS, FAITH AND VALUES (3) Registration Approval: Coordinator. Examines ethical and aesthetic ways of knowing. Moral, faith, values development, and spiritual growth in the context of nursing, nursing leadership, and the health care environment will be explored. A personal and professional vision will be developed as part of the course requirements. Extra fee.

NUR 6900 INDEPENDENT STUDY (3) 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.
NUR 6910 ADVANCED NURSING SEMINAR I (3) Registration Approval: Coordinator. Begins the systematic study of nursing and related concepts, and development of a nursing design, for advanced nursing practice with selected aggregates. Incorporates in-depth holistic assessment, health promotion, and all levels of disease prevention. Examines the relationship of nursing leadership, nursing research, and nursing design in context of historical, ethical, and aesthetic elements. Integrates group leadership principles in the seminar process.

NUR 6915 ADVANCED NURSING SEMINAR II (3)

Registration Approval: Coordinator. Prerequisites: NUR 6910, 6940. Emphasizes the continuing in-depth knowledge building for a selected aggregate, and understanding of nursing design in a rapidly changing professional world. Expects integration of leadership, cognate role function, and the theoretical basis of advanced nursing practice. Corequisite: NUR 6945.

NUR 6919 PROGRAM COMPLETION 3-YEAR PLUS (1-9)

Registration Approval: Coordinator. Once students enter the fourth autumn quarter of their MSN program, they must register for this class quarterly until all coursework and thesis have been completed. This seminar class will meet once during each quarter.

NUR 6940 ADVANCED NURSING INTERNSHIP I (3)

Registration Approval: Coordinator. Begins testing components of a nursing design that is intended for application with the student's selected aggregate. Clinical leadership practice is enhanced by developing a working relationship with a Master's prepared nurse mentor in the advanced nursing practice setting, in a variety of human service systems.

NUR 6945 ADVANCED NURSING INTERNSHIP II (3)

Registration Approval: Coordinator. Prerequisites: NUR 6910, 6940. Provides opportunities to demonstrate nursing leadership and an advanced level of nursing practice with a selected aggregate, including making effective professional judgments and serving as a health care advocate in a variety of complex human service systems. A variety of internship placements enhances synthesis of leadership, nursing theory, ethics and values, teaching-learning, and research concepts with related cognate components. Corequisite: NUR 6915.

NUR 6950 CURRICULUM DEVELOPMENT IN NURSING (3)

Registration Approval: Coordinator. Studies traditional and emerging models of curriculum development in nursing education. Students design nursing curricula for post-secondary, vocational or continuing education programs, matching needs of students, settings and subject matter. Includes needs assessments, learning activities and materials selection, scheduling, faculty requirements and budgeting.

NUR 6951 CLINICAL PATHOPHYSIOLOGY (3)

Registration Approval: Coordinator. 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. In-depth study of a pathophysiologic condition selected by the student enhances integration of concepts learned by presentation discussion and literature review.

NUR 6952 ISSUES OF OLDER ADULTS (3)

Registration Approval: Coordinator. Analyzes current theories of aging, and psychological, social, cultural, environmental and spiritual factors that influence development in the second half of life. Selected biological factors are also discussed. Students choose related special topics to study in depth and present in class.

NUR 6953 DEVELOPING EFFECTIVE INTERPERSONAL DYNAMICS (3)

Registration Approval: Coordinator. Considers behavior and observable response to environmental and interpersonal stimuli, based on the assumption that behavior is needs oriented. Investigates how unmet needs affect cooperation, compliance, learning, health and interpersonal relationships.

NUR 6970 RESEARCH IN NURSING: METHODS AND APPLICATION (4)

Registration Approval: Coordinator. Focuses on research strategies as utilized in nursing research. Qualitative and quantitative designs and measurement strategies with accompanying statistical analyses will be discussed, and epidemiological and other theories introduced.

NUR 6995 THESIS SEMINAR (3)

Registration Approval: Coordinator. Prerequisite: NUR 6970. Focuses on the development

of nursing propositions derived from research findings and clinical practice that can be tested systematically.

NUR 6999 THESIS (1-4) Registration Approval: Coordinator. Prerequisite: NUR 6995. 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.

Nurse Practitioner Pathways

Designed for graduate and post-graduate level nurses, the nurse practitioner pathways focus on adult gerontology and family nursing practice. The certificate programs include 33-39 quarter hours and provide an avenue of education for nurses who plan to deliver an advanced collaborative practice of care requiring the specialized ARNP licensure. This practice can take place in a variety of settings, such as ambulatory or long-term care facilities, walk-in and other primary care clinics, rural and community health agencies, selected institutions and individual homes.

Entry into the NP clinical classes requires a master's degree in nursing within the last five years. Students may take required classes for entry into the nurse practitioner pathways and selected nurse practitioner classes concurrently with their SPU master of nursing offerings.

The pathways begin autumn quarter and continue 12 months or a total of four quarters. Students in the pathways must be committed to full time study of 8 or more credits each quarter during that time period. The prerequisite, NUR 6951 Clinical Pathophysiology (or equivalent), must be taken either before entry or during the first autumn quarter.

For more information about the pathway program, call (206) 281-2888.

Curriculum Plan

All students selecting the family nurse practitioner pathway must register for 5 credits in the following courses: NRNP 6912, NRNP 6913, NRNP 6941. Specifically focused post-conference groups for each practitioner pathway (adult gerontologic and family nursing) are linked with each internship course.

A clinical pharmacology course on audiocassette is taken prior to or during the first two quarters of the NP pathway. Pharmacology is integrated in the NP seminars and internships with the aid of a doctorally prepared clinical pharmacologist.

Autumn quarter

NRNP 6955 Health Promotion and Fitness (3)
NRNP 6956 Nurse Practitioner Assessment (5)

Winter quarter

NRNP 6911 Nurse Practitioner Seminar I (3)
NRNP 6941 Nurse Practitioner Internship I (3-5)
NRNP 6957 Legal and Entrepreneurial Issues (3)

Spring quarter

NRNP 6912 Nurse Practitioner Seminar II (3-5)
NRNP 6942 Nurse Practitioner Internship II (5)

Summer quarter

NRNP 6913 Nurse Practitioner Seminar III (3-5)
NRNP 6943 Nurse Practitioner Internship III (5)

Additional electives available include:

NRNP 6914 Parish Nursing Seminar (3)
NRNP 6901 Independent Study (3)

Graduate courses in nursing or other SPU graduate programs may also be taken as electives.

Course Descriptions

NRNP 6901 INDEPENDENT STUDY: (INDIVIDUALLY SELECTED TITLES) FOR NPS (3) Registration Approval: Independent Study Agreement. Opportunity for nurse practitioners to conduct in-depth study in a selected area of reading, research or internship that further enhances their independent practice. May be repeated for credit 1 time.

NRNP 6911 NURSE PRACTITIONER SEMINAR I (3) Registration Approval: Coordinator. Prerequisite: NUR 6951 or equivalent, NRNP 6955 and 6956. Open to nurse practitioner students only. Provides for study and case analysis of selected health conditions. History-taking, physical assessment, problem identification, therapeutics and evaluation of common acute and chronic problems. The focus is advanced assessment, diagnosing conditions with a straight forward presentation and beginning ability to determine therapeutic options across the life span. Content varies depending on student's desired emphasis.

NRNP 6912 NURSE PRACTITIONER SEMINAR II (3-5) Registration Approval: Coordinator. Prerequisites: NUR 6951, 6955, 6956, 6911, 6941. Concurrent with NRNP 6942. Open to nurse practitioner students only. Continues to provide for study and case analysis of selected health conditions. Focus expands to ability to critically analyze situations in which several conditions are present, prioritize diagnosis and problems and select appropriate therapeutic interventions across the life span. Content varies depending upon student's desired emphasis. May be repeated for credit up to 5 credits.

NRNP 6913 NURSE PRACTITIONER SEMINAR III (3-5) Registration Approval: Coordinator. Prerequisites: NUR 6951, 6955, 6956, 6911, 6941, 6912 and 6942. Continues to provide for study and case analysis of selected complex health conditions. Synthesis of prior course work 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 the life span. Content varies depending on student's desired emphasis.

NRNP 6914 PARISH NURSING SEMINAR (3) Registration Approval: Coordinator. Combines the knowledge and skills learned in the nurse practitioner seminars and internships, nurse practitioner support courses and selected Cognate courses of religion and theology to apply in advanced parish nurse practice. Selected issues of parish nursing are examined as they relate to the individual practitioner's planned site of practice and model of care delivery.

NRNP 6941 NURSE PRACTITIONER INTERNSHIP I (3-5) Registration Approval: Coordinator. Prerequisites: NUR 6951 or equivalent, NRNP 6955, 6956. Prerequisite or concurrent: NRNP 6911. Open to nurse practitioner students only. Provides clinical experience for application of knowledge learned in NRNP 6911 and integration of knowledge from prerequisites. Provides opportunity for client care, peer review of client care and testing of theory under supervision of an established advanced practitioner. May be repeated for credit up to 5 credits.

NRNP 6942 NURSE PRACTITIONER INTERNSHIP II (5) Registration Approval: Coordinator. Prerequisite: NUR 6951, 6955, 6956, 6911, 6941. Concurrent with NRNP 6912. Open to nurse practitioner students only. Continues 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.

NRNP 6943 NURSE PRACTITIONER INTERNSHIP III (5)

Registration Approval: Coordinator. Prerequisites: NUR 6951, 6955, 6956, 6941, 6912. Concurrent with NRNP 6913. Open to nurse practitioner students only. Continues to provide clinical experiences for application of knowledge and practice learned in previous nurse practitioner courses as well as the tandem course of NRNP 6914. Internship activities include client care, peer review of client-care, and testing of theory under supervision of an advanced practitioner, and clinical readiness to write the advanced nurse practitioner certification exams.

NRNP 6955 HEALTH PROMOTION (3) Registration Approval: Coordinator. Explores wellness, health promotion and levels of prevention. Applies these concepts to diverse populations of individuals, families and communities. Uses physical activity and fitness as one exemplar. May include selected laboratory assessment of physical fitness. Examines the practice of health promotion in various settings.

NRNP 6956 NURSE PRACTITIONER ASSESSMENT (5)

Registration Approval: Coordinator. Prerequisite or concurrent with NUR 6951 or equivalent and NRNP 6955. Open to nurse practitioner students only. Provides students with the opportunity to develop comprehensive assessment skills including history-taking and physical, psychological and developmental assessments. Supporting theory is integrated with practice of skills and student performance is tested in various laboratory and client care sites.

NRNP 6957 LEGAL AND ENTREPRENEURIAL ISSUES FOR ADVANCED NURSE PRACTITIONERS (3)

Registration Approval: Coordinator. 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.

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Title IX Coordinators:

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