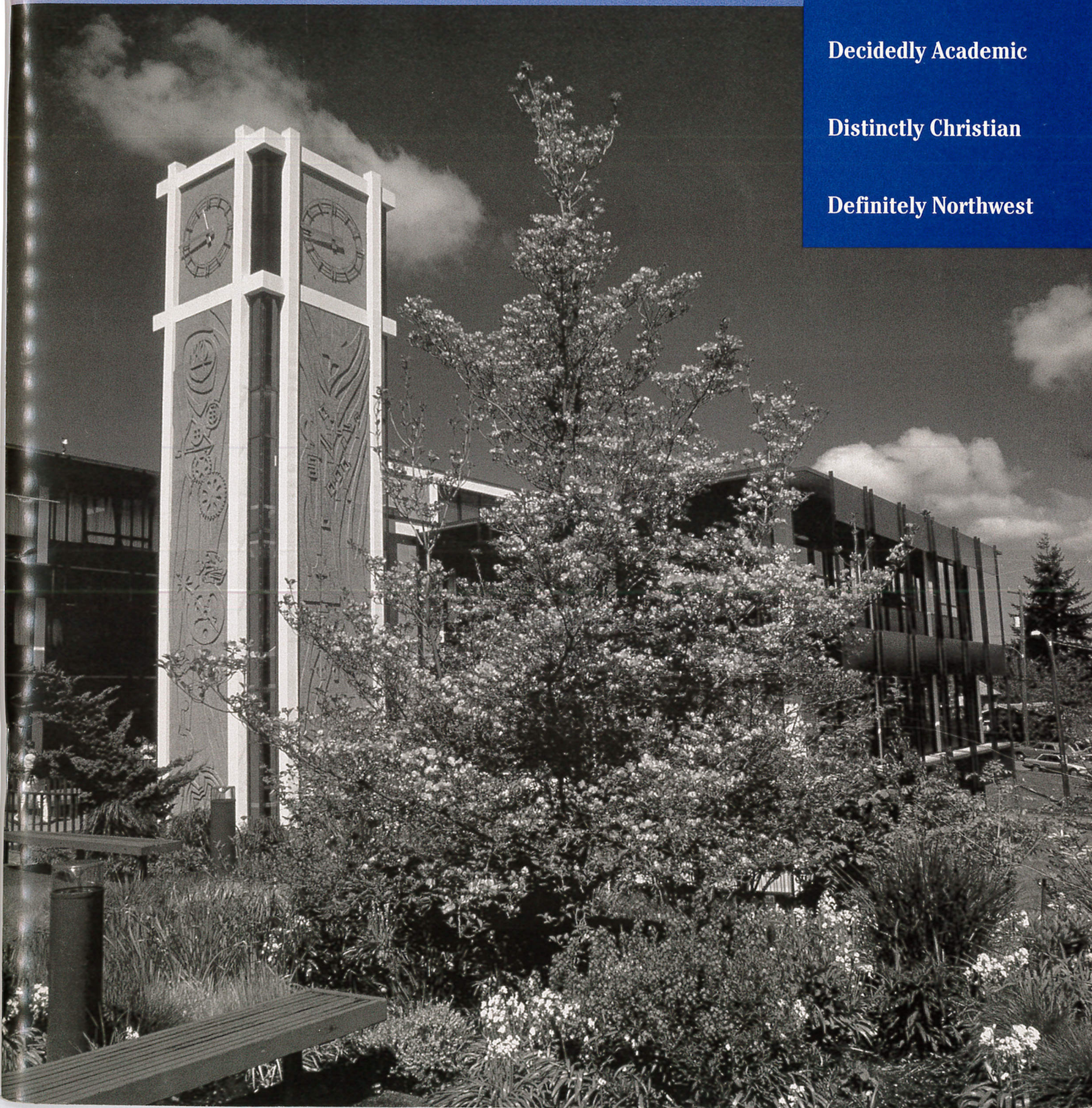


Seattle Pacific University 1997-98 Graduate Catalog

Decidedly Academic

Distinctly Christian

Definitely Northwest



SPU Reference Guide

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SPU HOME PAGE: <http://www.spu.edu>

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 800 graduate students and 2,500 undergraduate students. More than 15,000 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

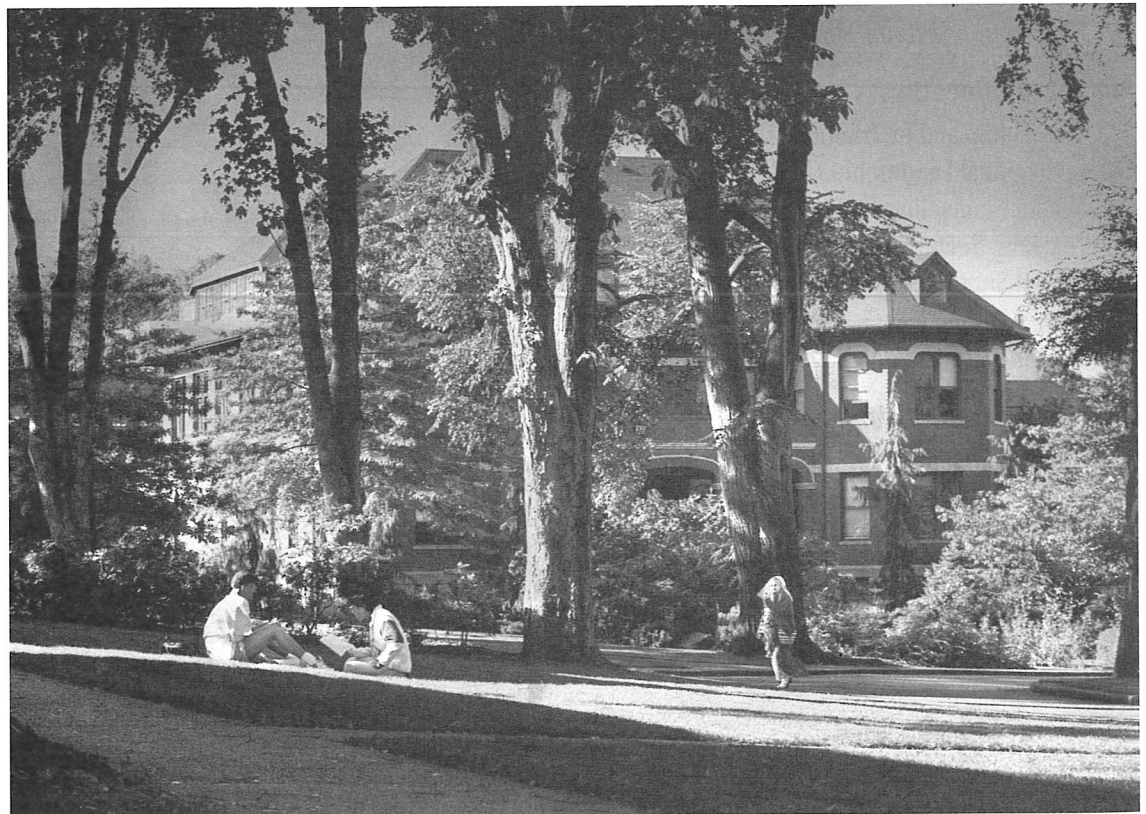
The history of the growth of Seattle Pacific University is linked to the educational community of which it is a part. In successive steps from 1921 to 1937, the University was accredited by the Washington State Board of Education. Since 1936, the University has been fully accredited by the Northwest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

2

**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

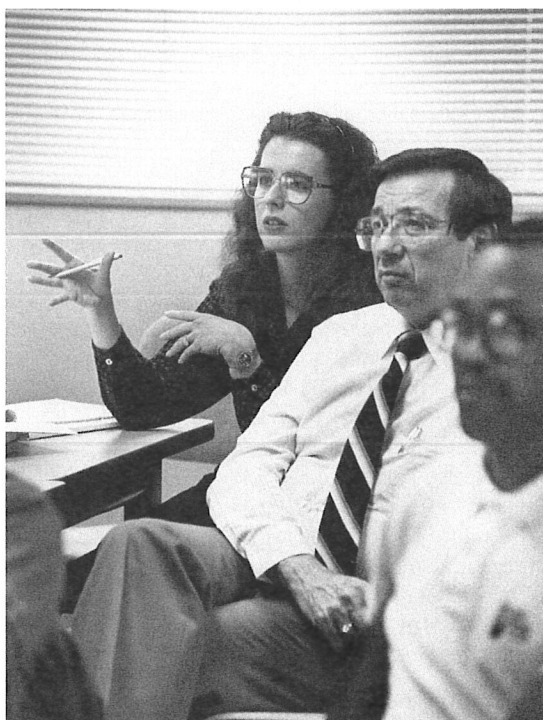
There are three computer labs in the Library: two instructional and one an open lab. Most of the computers provide a standard set of academic software tools that include word processing, spreadsheets, presentation software, statistical software, programming languages and database software. Most also 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 (part of the information highway) 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 are provided 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 1997-98

Autumn Quarter 1997

| | |
|-------------------------------------------------------------------------------------------------|----------------------------|
| Holiday, Labor Day | Mon. September 1 |
| First Payment Due on (and last day to apply for) the 3-Month Payment Plan | Wed. September 10 |
| Class Instruction Begins | Mon. September 29 |
| Last Day to Register or Add Courses*, to Register Without Late Fee, or to Apply for Audit | Fri. October 3 |
| Last Day to Apply for Pass/No Credit, Independent Study and Internships | Fri. October 10 |
| Second Payment Due on the 3-Month Payment Plan | Fri. October 10 |
| Last Day to Withdraw from Courses | Mon. November 10 |
| Third Payment Due on the 3-Month Payment Plan | Mon. November 10 |
| Thanksgiving Recess | Thurs.-Fri. November 27-28 |
| Winter Registration for Graduate or Non-Admitted Students Begins | Mon. December 1 |
| Evening Classes End | Tues. December 9 |
| Last Day for Final Examinations | Fri. December 12 |

Winter Quarter 1998

| | |
|-------------------------------------------------------------------------------------------------|-------------------|
| First Payment Due on (and last day to apply for) the 3-Month Payment Plan | Wed. December 10 |
| Class Instruction Begins | Mon. January 5 |
| Last Day to Register or Add Courses*, to Register Without Late Fee, or to Apply for Audit | Fri. January 9 |
| Second Payment Due on the 3-Month Payment Plan | Mon. January 12 |
| Last Day to Apply for Pass/No Credit, Independent Study and Internships | Fri. January 16 |
| Holiday, Martin Luther King's Birthday** | Mon. January 19 |
| Third Payment Due on the 3-Month Payment Plan | Tues. February 10 |
| Holiday, President's Day | Mon. February 16 |
| Last Day to Withdraw from Courses | Tues. February 17 |
| Spring Registration for Graduate and Non-Admitted Students Begins | Mon. March 2 |
| Evening Classes End | Tue. March 17 |
| Last Day for Final Examinations | Fri. March 20 |
| Spring Vacation | March 23-27 |

Spring Quarter 1998

| | |
|-------------------------------------------------------------------------------------------------|----------------|
| First Payment Due on (and last day to apply for) the 3-Month Payment Plan | Tues. March 10 |
| Class Instruction Begins | Mon. March 30 |
| Last Day to Register or Add Courses*, to Register Without Late Fee, or to Apply for Audit | Fri. April 3 |
| Second Payment Due on the 3-Month Payment Plan | Fri. April 10 |
| Good Friday (Half-Day Holiday) | Fri. April 10 |
| Last Day to Apply for Pass/No Pass Credit, Independent Study and Internships | Mon. April 13 |
| Summer Registration Begins | Wed. April 15 |
| Last Day to Withdraw from Courses | Mon. May 11 |
| Third Payment Due on the 3-Month Payment Plan | Mon. May 11 |
| Holiday, Memorial Day | Mon. May 25 |
| Autumn Registration for Graduate and Non-Admitted Students Begins | Fri. May 29 |
| Evening Classes End | Mon. June 9 |
| Last Day for Final Examinations | Thurs. June 11 |
| Commencement | Sat. June 13 |

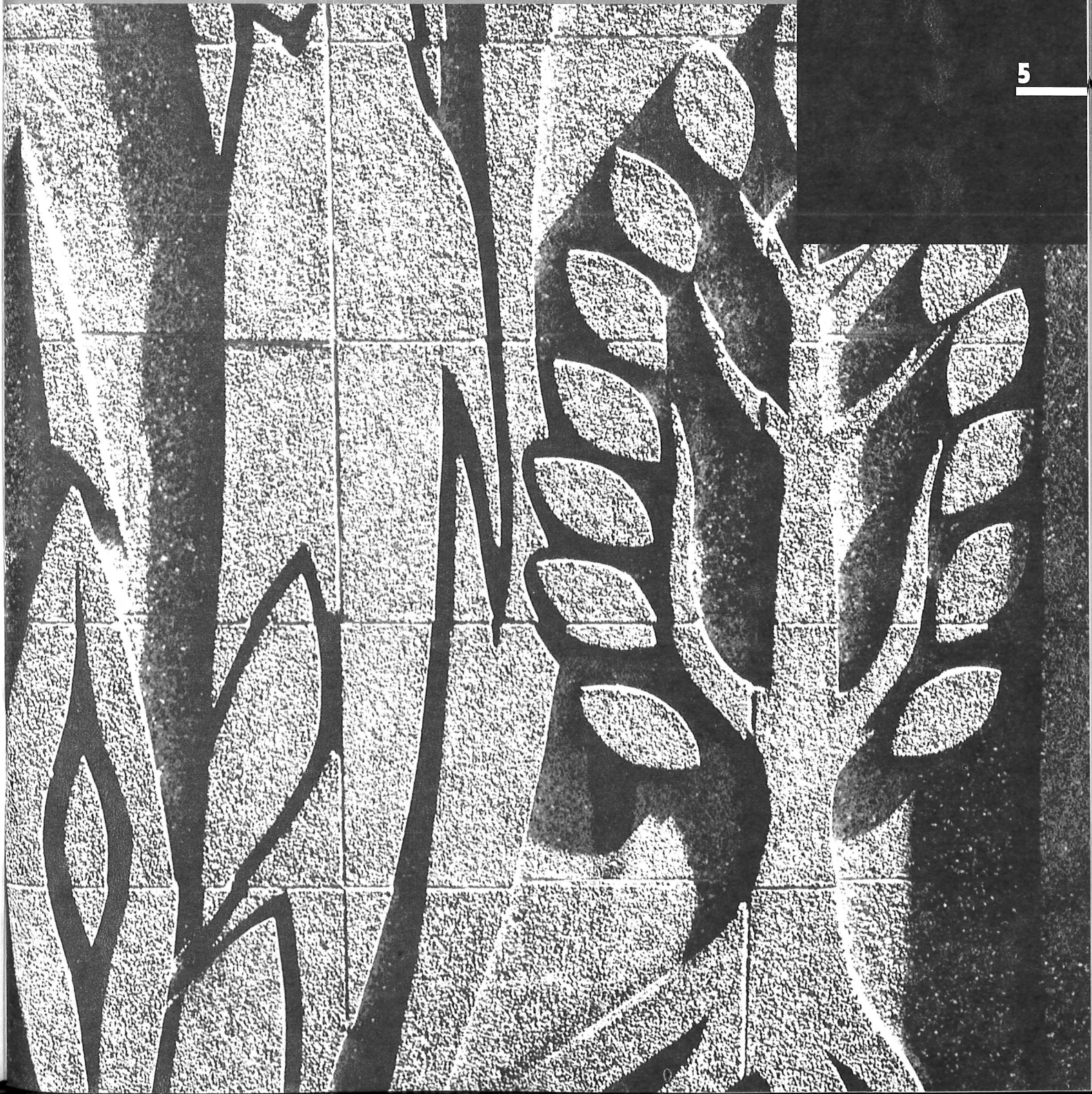
Summer Session 1998

| | |
|---------------------------------------|----------------|
| Pre-Session Begins | Mon. June 15 |
| First Four-Week Session Begins | Mon. June 29 |
| Second Four-Week Session Begins | Mon. July 27 |
| Post-Session Begins | Mon. August 24 |

**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 Martin Luther King's Birthday in order to have the required 10 class sessions. In 1998-99, Monday evening classes will meet on President's Day.*

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. Program descriptions and degree requirements are outlined in specific sections of the Catalog.

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

Doctor of Education (Ed.D.)

Doctor of Clinical 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 (TOEFL), regardless of previous coursework (565 for the MBA and ISM programs, 600 for the TESOL program).

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

Probational and Provisional Admission to Master's Degree Programs

Applicants with exceptional qualifications and recommendations who meet all requirements except 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 \$18,500 of Stafford Loan provided all other eligibility requirements have been met. Students admitted on provisional status are only eligible for \$5500 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.

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.

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.

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 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.

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.

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.

Records and Registration Policies and Procedures

Transcripts

Transcripts contain the student's entire academic history while at SPU. This includes undergraduate work (0001-4999 courses), professional advancement courses (5000-5999), and graduate work (5000-7999) 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. Students may register for evening courses (courses beginning 4:30 p.m. and later) through the second class session with the instructor's written 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, however, there are four options available to students:

1. In person (located in Demaray Hall 151)
2. Via fax (206-281-2669)
3. Via mail (Student Academic Services, 3307 3rd Avenue West, Seattle 98119)
4. Via SPU's Web (coming winter 1998)

Check with the graduate advisor regarding procedures for registration.

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.

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 may be completed via mail, fax, SPU's Web (coming winter 1998), or delivered in person directly to Student Academic Services.

Complete Withdrawal From School

A student who desires to withdraw from school must secure an official withdrawal 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 and Student Academic Services 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.

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 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 this individual 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 financial policies and financial aid. Staff are prepared to assist any student who has questions about costs, payments on accounts or other related 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.

1997-98 Graduate Tuition and Fees (Summer 1997 - Spring 1998)*

(per quarter for courses numbered 6000-7999)

| | |
|------------------------------------------------------------------|----------|
| Business Administration (MBA) courses, per credit hour | \$398.00 |
| Education courses, per credit hour | \$262.00 |
| Education Administration courses, per credit hour ... | \$298.00 |
| Information Systems Management courses, per credit hour | \$398.00 |
| Marriage and Family Therapy courses, per credit hour | \$315.00 |
| Nursing courses, per credit hour | \$285.00 |
| Nurse Practitioner courses, per credit hour | \$310.00 |
| TESOL courses, per credit hour | \$255.00 |
| Doctor of Education courses, per credit hour | \$338.00 |
| Doctor of Psychology courses, per credit hour | \$350.00 |
| All other graduate courses, per credit hour | \$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 0001-4999) 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.

Advance Payments

| | |
|-------------------------------------------------------------|----------|
| Resident students | \$300.00 |
| \$200 (Advanced Payment; applied as credit towards account) | |
| \$100 (room reservation deposit) | |
| Commuter students | \$200.00 |
| \$200 (Advanced Payment; applied as credit towards account) | |

Graduate students registering for fewer than 8 credits have the option of paying an advanced payment of \$200.00 or paying tuition in full at the time of registration. *If students are taking classes full time (8 or more graduate credits) the advanced payment is required.* 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 |
| 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 credits.

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 12 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 \$25 according to the following schedule. A new application and fee must be submitted each quarter.

Autumn 1997

First Payment September 10, 1997
 Second Payment October 10, 1997
 Third Payment November 10, 1997

Winter 1998

First Payment December 10, 1997
 Second Payment January 12, 1998
 Third Payment February 10, 1998

Spring 1998

First Payment March 10, 1998
 Second Payment April 10, 1998
 Third Payment May 11, 1998

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 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 the \$200 advanced payment 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 interest charge of 15% per annum (1.25% per month) 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 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 57.

College of Arts and Sciences



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 profession 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 9 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 a dual track opportunity tailored to meet your specific educational goals. The first is directed towards those who wish to teach in the college/university setting, overseas or adult education in the U.S. The second track incorporates a Washington State teaching certificate in ESL with your

Master's degree. This is for those persons interested in pursuing a career in the public school system. Both tracks offer an excellent balance of theory and practical training.

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.

Track I: General MA-TESOL degree (54 credits)

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 or *Elective*
TESL 6940 Phase I Teaching Practicum

Sixth Quarter

- COM 6180 Cultural Communication
TESL 6941 Phase II Teaching Practicum
Elective

Track II: MA-TESOL degree with K-12 certification (77 credits)

Academic Preparation (21 credits)

- LIN 6145 Phonology
LIN 6150 Morphology
LIN 6410 Syntax
LIN 6200 Second Language Acquisition
EdRd 6507 Language Development and Literacy
COM 6180 Cultural Communication
or EDU 6525 The School: A Multicultural Approach
EDU 6085 Values and Ethics in Education

Pedagogy (18 credits)

- LIN 6365 Methodology of Foreign Language Teaching
TESL 6400 Teaching ESL Grammar
TESL 6500 Teaching Listening and Speaking
TESL 6480 Teaching Reading
TESL 6581 Teaching Writing
TESL 6250 Testing and Curriculum Development

Electives (6 credits from the following)

- LIN 6430 Sociolinguistics
EdRd 6530 Teaching Reading/Language Arts: Content Areas
EdTc 6431 Learning with Technology
EdTc 6433 Teaching with Technology

Initial Certification Component (23 credits)

- EDU 6120 Foundations: Issues and Ideas
in American Education
EDU 6130 Classroom Management
EDU 6949 Internship (17 credits)

Practicum (9 credits)

- TESL 6930 Language Learning
TESL 6940 Teaching Phase I (2 credits)
TESL 6941 Teaching Phase II (4 credits)

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.

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.

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.

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. 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

T.E.S.O.L.**Marriage and Family Therapy**

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. 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. 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. This course should be taken early in the academic program.

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.

Please Note: TESL 6940/6941 should be taken in the last two quarters of your academic program.

Marriage and Family Therapy (M.S.)

MFT Mission Statement

The mission of the marriage and family therapy (MFT) program at Seattle Pacific University is to provide the highest quality education and training in MFT, in a distinctly Christian context. The program focuses on the development of the self of the therapist through the integration of theory, research, and practice, within a social-ecology perspective, guided by foundational Christian principles. People are viewed holistically, and training is guided by the values of openness, respect, curiosity, and accountability.

This training is offered through academic coursework and supervised clinical practice, leading to a master's of science degree in MFT. Graduates are equipped to provide professional services as marriage and family therapists, and to be effective participants in the changing health-care environment.

Flexibility

This 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 four years to complete degree requirements. In order to maintain active status in the program, students are expected to complete 24 credit hours per year. Exceptions are to be approved by the director of marriage and family therapy. Marriage and family therapy courses are generally held during mid- afternoon and evening hours, Monday through Thursday, for ten weeks. A typical full-time schedule would be:

| | |
|--------------------|---------------------------------------------------------------|
| First Year | Monday - 2:00 pm to 8:30 pm Wednesday - 3:00 pm to 9:30 pm |
| Second Year | Tuesday - 2:00 pm to 8:30 pm Thursday - 3:00 pm to 9:30 pm |

Full-time employment is discouraged for those who intend to pursue the two-year program. Full-time employment might be possible for those pursuing the three-year program.

Program Curriculum

The marriage and family therapy core curriculum and electives are based on the American Association for Marriage and Family Therapy (AAMFT) guidelines for master's degree programs in marriage and family therapy. The program is regionally accredited by the Northwest Association of Schools and Colleges and holds candidacy status with AAMFT. Graduates with post-master's degree experience are eligible to apply for certification through the National Board for Certified Counselors and through the Washington State Department of Health.

The MFT degree prepares individuals for supervised service in clinical and agency mental health organizations, educational settings and private psychotherapy. Other professional opportunities include: educator, consultant, mediator, administrator, and medical family therapist. Marriage and Family Therapy 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.

The program provides a seven quarter practicum sequence which focuses on the development of the self of

the therapist, and provides fundamental and comprehensive clinical training. This includes:

- Supervised internship at an approved site (500 hours of face-to-face client contact, of which at least 250 hours must be couples or family therapy).
- On-campus small group supervision and individual supervision at internship placement site.

Supervision will include at least 50 hours of live, video or audio supervision.

- Clinical Portfolio, presented in the seventh quarter. This is an in-depth application of a theory to clinical practice and the integration of the self of the therapist with his/her clinical work. Presentation is attended by supervisors and clinical practical supervision group.

Coursework

The marriage and family therapy core curriculum and electives are based on the American Association for Marriage and Family Therapy (AAMFT) guidelines for master's degree programs in marriage and family therapy.

AAMFT Guidelines

Area I: Theoretical Foundations (11 credits)

6200, 6300, and 6410 required; 6310, 6330, 6340, 6350, 6360 (choose at least one)

Area II: Clinical Practice (32 credits)

6301, 6303, 6600, 6610, 6620, 6641 and 6933-6937 required

Area III: Individual Development and Family Relations (14)

6100, 6110, 6210, 6220 and 6630 required

Area IV: Professional Identity and Ethics (5)

6810 and 6811 required

Area V: Research (4)

6700 and 6710 required

Area VI: Additional Learning (4)

6400 required; 6201, 6351, 6640, 6670, 6820, 6830 and 6912 (choose at least one)

Course Sequence for Full-Time Program

Fall 1 (12 Credits)

MFT 6200 Christian Found. / History of Systems (3)
MFT 6300 Theories of MFT I (3)
MFT 6600 Psychopathology (3)
MFT 6631 Ethical Issues and Crisis Intervention (2)
MFT 6933 Clinical Practicum I (1)

Winter 1 (11 Credits)

MFT 6100 Socioecology of Family (3)
MFT 6303 Theories of MFT II (3)
MFT 6810 Issues, Ethics and Law (3)
MFT 6934 Clinical Practicum II (2)

Spring 1 (11 Credits)

MFT 6220 Gender Perspectives and Family Therapy (3)
MFT 6301 Becoming a Systems Therapist (3)
MFT 6700 Graduate Research I (3)
MFT 6935 Clinical Practicum III (2)

Summer 1 (8 Credits)

MFT 6641 Treatment of Children, Adolescents and Family Therapy (3)

MFT 6710 Graduate Research II (1)
MFT 6936 Clinical Practicum IV (2)

Plus one of the following:

MFT 6310 Brief Therapy (2)
MFT 6330 Object Relations Family Therapy (2)
MFT 6340 Experiential Therapy (2)
MFT 6350 Narrative Family Therapy (2)
MFT 6360 Bowen Therapy (2)

Fall 2 (10 Credits)

MFT 6110 Human Sexuality & Marital Theories (3)
MFT 6210 Multicultural Issues in Family Therapy (2)
MFT 6610 Treatment of Abusive Systems (3)
MFT 6937 Clinical Practicum V (2)

Winter 2 (11 Credits)

MFT 6400 Group Leadership (3)
MFT 6410 Treatment of Couples (3)
MFT 6620 Measurement and Assessment (3)
MFT 6938 Clinical Practicum VI (2)

Spring 2 (7 Credits)

MFT 6630 Physiological and Medical Issues (3)
MFT 6939 Clinical Practicum VII (2)
Plus one of the following
MFT 6640 Medical Family Therapy (2)
MFT 6820 Current Trends (2)
MFT 6830 Grant Writing (2)
MFT 6910 Reflective Practice (2)
MFT 6912 Seminar in Special Topics (2)

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 (at a regionally accredited college) prior to full admission to the program. *We highly recommend the following courses be taken prior to entrance: Theories of Personality or Theories of Counseling, Abnormal Psychology, Developmental Psychology.* 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 master's level coursework completed at a regionally accredited college prior to application must provide applicable transcripts and/or syllabi. Each course must be at least three graduate quarter credits.

Costs and Financial Aid

Currently, the tuition rate is \$315 per credit hour. This amount is subject to change. The total cost for the 70 credit program, excluding books and living expenses, is approximately \$22,000 to \$23,000.

Financial aid in the form of student loans and work-study, is administered by the University's Office of Financial Aid. Financial Aid is available to students who are admitted as degree-seeking students in marriage and family therapy and who demonstrate financial need.

Specific questions should be directed to the Office of Student Financial Services. The office is located on the garden level of Demaray Hall, and the telephone number is (206) 281-2046.

General Admissions Information

The program begins in the Fall quarter and admits students once a year. The application deadline is March 1. Listed

below is a brief outline of University and program requirements for admission to MFT graduate studies. For detailed information on admission, please request an application from the Department of Family Psychology. Typically applications are available from the department after July 31.

1. Applicants must have a bachelor's degree **from a regionally accredited institution** in any field. 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. Further information on these tests can be obtained by calling the numbers listed below:

| | |
|-------------------------------|----------------|
| Graduate Record Exam | (800) 967-1100 |
| Miller Analogies Test | (800) 228-0752 |
| <i>(For local applicants)</i> | |
| UW Testing Center | (206) 543-1170 |

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.

NOTE: Candidates with exceptional qualifications and recommendations who meet all of the requirements except #1 or #2 may be considered for admission to the MFT program since the program admits all students on a *probational* status. (See *Admission Process stated below*)

3. 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 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.

Letters of application should be sent to the applicant in sealed and signed envelopes to be included with the application package.

4. Applicants will submit a typed personal statement. Please present a succinct statement which provides an accurate indication of writing and grammatical skills. Generally, statements should be three to four pages in length.

The personal statement should address: a) career objectives; b) rationale for seeking the degree and choosing to attend SPU; c) personal interest in marriage and family therapy; d) professional and personal strengths as they apply to the mental health profession; e) related volunteer or work experiences; f) the way in which personal and professional life experiences have converged to motivate application to the MFT graduate

program; and g) other insights as deemed appropriate by the applicant.

5. Those for whom English is not their first language must present a minimum score of 550 on the Test of English as a Foreign 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.

Admission Procedures

The Marriage and Family Therapy Graduate Admissions Committee will complete an initial applicant screening process based upon the application materials only. Finalists are invited to meet with members of the Committee for an all-day group interview process in mid-march. It is highly recommended that applicants participate in the group interview process, but telephone interviews are also permissible.

Admission to the graduate program depends upon recommendation by the MFT faculty and approval from the director of the marriage and family therapy. The entire process is usually completed within eight weeks after the final deadline date for applications.

All students are admitted on a *Probational* status in order to allow faculty to be certain students are fully prepared to be placed in an internship site. Full admission is required in order for placement in an internship site to occur. To be considered for full admission, students must complete a minimum of 6 units and a maximum 12 credits in the MFT program, with grades of B or better in all courses, and must be recommended for continuance by MFT faculty.

Course Descriptions

MFT 6100 SOCIAL ECOLOGY OF FAMILY (2-3) Develops a broad knowledge base of the dynamics and functioning of different family forms - single parent, nuclear, post-divorce, remarriage and intergenerational families and alternative family groups. Course will cover the life cycle of the family and the process and modification of family structures over time (e.g., birth of the first child, adolescent sexual development, leaving home, etc.). This course will also cover individual development from birth to death.

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 HISTORY, SYSTEMS AND CHRISTIAN PERSPECTIVES (3-4) Traces historical developments in formal and informal human services, historical developments in Christian thought, and how the two interrelate. Particularly important are theological and epistemological bases for human services vis-a-vis social ecology and systems thinking.

MFT 6201 CHRISTIAN PERSPECTIVE ON PSYCHOTHERAPY (2) Focuses on the dynamic relationship between Christianity and the art and science of psychotherapy. Students will consider how various Christian perspectives relate to clinical practices, ethics, treatment models and social issues which particularly influence psychotherapy.

MFT 6210 MULTICULTURAL ISSUES IN FAMILY THERAPY (2-4) Focuses on how ethnic, crosscultural, multiracial and socioeconomic 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 marriage and family therapy.

MFT 6220 GENDER PERSPECTIVES AND FAMILY THERAPY (2-3) Acquaints 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 MFT I (3-4) Acquaints 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 must be taken in 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 those theories.

MFT 6301 BECOMING A SYSTEMS THERAPIST (3-4)

Prerequisite: MFT 6300. Builds upon MFT 6300 in the basics of learning to think and work systematically with individuals, couples and families. Bowen theory is the central organizing framework for the course and students will apply these theoretical constructs to their own family systems. The emphasis is on defining the self of the therapist-in-training.

MFT 6303 THEORIES OF MFT II (3) *Prerequisite - MFT 6300.*

Provides a comprehensive survey and substantive understanding of the major models of marriage and family therapy. Students will develop competence in family assessment which goes beyond individual measures and test batteries. Within the context of marital and family systems, students will learn to diagnose and treat both dysfunctional relationship patterns and nervous and mental disorders, whether cognitive, affective or behavioral. This course will provide knowledge and skills training that is consistent with major family theory models taught: extensive clinical interview formats, family-oriented instruments, semi-structured approaches such as genograms, therapy goal-setting informed by family members, lifestyle and birth order analysis, and the critiques on and limitations of each family theory approach. Class will also examine theoretical limitations and strengths in relationship to culturally diverse case studies.

MFT 6310 THEORIES OF BRIEF FAMILY THERAPY (2)

Examines various models of brief therapy because effective psychotherapy may range in time from long-term to short-term. By working through actual cases and other clinical examples, students will acquire the conceptual bases and primary methods of these models. 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 THEORY AND FAMILY THERAPY (2)

Examines a pillar of the systemic therapies. Following the tenets of the model, this is a course on family spatial and organizational metaphors. Students will learn conceptual bases and primary methods of structural therapy by working through actual cases and other clinical examples.

MFT 6330 OBJECT RELATIONS THEORY AND MARITAL THERAPY (2)

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 THEORY AND FAMILY THERAPY (2)

Prerequisite: MFT 6300. Provides 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 THEORY AND FAMILY THERAPY (2)

Registration Approval: Instructor. Prerequisite: MFT 6300. 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, and re-storying the lives of people who are considered to have chronic problems.

MFT 6351 REFLECTIVE PRACTICE (2) *Prerequisite: MFT 6350.*

Uses narrative therapy ideas and will emphasize a reflective process in both therapy and research. Focus will be on developing the students' skills as an active agent of therapy and research.

MFT 6360 ADVANCED BOWEN THEORY AND FAMILY THERAPY (2)

Registration Approval: Instructor. Prerequisite: MFT 6301. Provides advanced knowledge and training in Bowen theory and its application.

MFT 6400 THEORY AND PRACTICE OF GROUP PSYCHOTHERAPY (2-3)

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, give mini-lectures on group process, and lead structured group reflection upon the process of the group.

MFT 6410 TREATMENT OF COUPLES (3) Reviews various models of marital interaction, marital evaluation and marital therapy. This course will provide students with the skills to help couples change, and the ability to conceptualize and carry out interventions in complex marital, family, sexual dysfunction, divorce and remarriage situations consistent with major models of family and marital therapy. Ethnicity and cultural implications will be emphasized.

MFT 6411 PREMARITAL EDUCATION (2) Explores critical issues in preparing couples for life-long marriages. Topics include marriage myths, love styles, gender differences, communication skills, conflict resolution and spiritual intimacy. New advancements in "marriage mentoring" will also be included, as will an overview of premarital assessment.

MFT 6600 PSYCHOPATHOLOGY AND FAMILY THERAPY (3-4)

Introduces 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 the DSM IV nosology.

MFT 6610 TREATMENT OF ABUSIVE SYSTEMS (3-4)

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 (3-4)

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 (3-4)

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.

MFT 6640 MEDICAL FAMILY THERAPY (2)

Focuses on the emerging field and practice of medical family therapy. The course will emphasize a medical perspective using a biopsychosocial model of health and illness. Students will learn methods and techniques to assess and intervene with psychosocial problems experienced by patients and families around health issues. Students will also become familiar with the operating constructs of medical culture and how to develop an on-site program enhancing the development of a successful collaborative relationship with a medical practitioner.

MFT 6641 TREATMENT OF CHILD AND ADOLESCENT (2-3)

Provides a didactic and experiential format in which to explore issues around therapeutic work with children, adolescents and their families. Play therapy will be presented as a particular method in child family therapy. Developmental and family systems issues will be explored in the light of working with children, adolescents and their families.

MFT 6670 GRIEF, DEATH AND CULTURE (2)

Helps students examine their own beliefs and philosophies about how we come into life and how we leave it. This will be accomplished through exploring the grief, death and cultural narratives students bring to their clinical work. Developmental issues relating to children's understanding of loss will be discussed, as well as death and bereavement across the life cycle. Traumatic and stigmatized loss will also be addressed. Knowledge will be enhanced through examining the manner in which other cultures create meaningful rituals for life and death.

MFT 6700 GRADUATE RESEARCH I (3-4) *Prerequisite: Class in statistics.*

Introduces graduate level statistics and research methods. Focuses upon both descriptive and inferential statistics up to and including multiple regression and MANOVA. Uses hand-held personal calculators and personal computers. Research methods include both quantitative and qualitative designs.

MFT 6710 GRADUATE RESEARCH II (1) *Co-requisite: This course is to be integrated with MFT 6936.* Assists the student in the integration of research and practice. Students will learn how qualitative research methods benefit case examination and evaluation. The goal of this course is to help students reduce their fear of research and develop an understanding of how research skills can enhance therapeutic skills.

MFT 6810 ISSUES, ETHICS AND LAW (3-4) 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 6811 ETHICAL ISSUES AND CRISIS INTERVENTION (2) *Co-requisite MFT 6933.* Focuses on orientation to clinical practicum work, understanding of ethical and legal issues within a crisis intervention context and the mastery of basic attending skills in clinical practice. Small group interaction will provide the context for learning. The course is taken in conjunction with Clinical Practicum I.

MFT 6820 CURRENT TRENDS IN MFT (2) Addresses current changes in the field of marriage and family therapy. This course will broaden the scope of private practice to include careers such as consultant, researcher, educator, trainer and mediator.

MFT 6900 INDEPENDENT STUDY (1-4) *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 - 6939 CLINICAL PRACTICUM I TO VII (1-2) Assist students in the integration of self, theory and the practice of family therapy. This 7-quarter sequence is designed to build stepwise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VII). Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a six-quarter commitment).

Clinical Psychology (Psy.D.)

Quality Preparation

The doctoral program in Clinical Psychology (Psy.D.) is designed to train psychologists whose clinical emphasis is the biopsychosocial assessment and treatment of persons. The goal of the program is to prepare doctoral students in the core knowledge and skills of an ecologically-informed clinical psychology.

In addition to a strong emphasis on basic knowledge and skills in clinical psychology, the curriculum allows students to build on this foundation by selecting a cognate area of study. Three cognate tracks are offered, which are consistent with the program's Christian and ecological foundations and are of great practical relevance for the contemporary practice of clinical psychology. These cognate areas each reflect a biopsychosocial orientation:

- **Family:** This cognate lays the foundation for assessment and treatment of persons in the context of their intimate relationships, as viewed from the perspective of family psychology.
- **Health:** This cognate prepares students for professional psychological practice in a variety of medical environments, as well as lay the foundation for specialized post-doctoral training in health

psychology specialties: neuropsychology, psychopharmacology, etc.

- **Clinical Methods:** This cognate allows students to develop greater expertise in clinical assessment, diagnosis and treatment, and will allow students broad exposure to the family and health domains as well.

The program is a four-year, 136 unit program, with three years of coursework (basic clinical psychology with the 18-credit cognate sequence) and one year of dissertation and internship.

Coursework

First Year

| | |
|--------|----------------------------------------------------------------------------------------------------------------------------------|
| Fall | History & Systems of Clinical Psych. (2) Introduction to Psychometric Theory(2) Biopsychosocial Aspects of Personality (4) |
| Winter | Methods of Psychological Assessment I (2) Lifespan Development (2) Research Design (4) |
| Spring | Social Psychology (2) Methods of Psych. Assessment II (2) Cognition and Learning (4) |
| Summer | Psychopathology (4) Models of Psychotherapy (4) |

Second Year

| | |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fall | Research Methods I (4) Assess. & Treat. of Child & Adolescent (4) Practicum (1) |
| Winter | Research Methods II (4) Assessment and Treatment of Adult (4) Practicum (1) |
| Spring | Adv. Psychometric Theory & Test Construction (2) Introduction to Family Psychology (2) Christian Perspectives on Ethics & Law (4) Practicum (1) |
| Summer | Introduction to Health Psychology (2) Introduction to Community & Organizational Psych (2) Clinical Supervision (2) Elective (2) Comprehensive Exam (0) Practicum (1) |

Third Year

| | |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Fall | Advanced Family Psychology: Theory and Technique (4) Program Evaluation (2) Physiological Psychology (2) Practicum (1) |
| Winter | Family Life Cycle (4) Psychopharmacology (4) Practicum (1) |
| Spring | Advanced Marital and Cojoint Therapy (4) Research Colloquium (2) Medical Issues & Psychopharmacology (2) Practicum (1) |
| Summer | Education, Prevention and the Family (2) Special Topics in Family Psychology (2) Human Sexuality (2) Elective (2) Practicum (1) |

Fourth Year

| | |
|------|-----------------------------------|
| Fall | Internship (4) Dissertation(4) |
|------|-----------------------------------|

| | |
|--------|------------------------------------------------------------|
| Winter | Internship(4) Dissertation(4) |
| Spring | Internship(4) Dissertation(4) |
| Summer | Internship(4) Dissertation(4) Clinical Portfolio (0) |

Total 136

General Admissions Information

The program begins in the Fall quarter and admits students once a year. The application deadline is March 31. Listed below is a brief outline of University and program requirements for admission to Clinical Psychology doctoral studies. For detailed information on admission, please request an application from the Department of Family Psychology. Typically applications are available from the department after July 31.

1. Applicants must have a bachelor's degree and 70 credit master's degree **from a regionally accredited institution** in psychology, counseling or a related field. 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 verbal and quantitative sections of the Graduate Record Examination (GRE) or 50 for the Miller Analogies Test (MAT) is required. The test must have been administered within five years of the deadline date for application to the program. Those who intend to complete the GRE are not required to complete the Psychology Subject Test.

Further information on these tests can be obtained by calling the numbers listed below:

Graduate Record Exam (800) 967-1100
Miller Analogies Test (800) 228-0752
(For local applicants)
UW Testing Center (206) 543-1170

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); and b) one academic reference from a person qualified to evaluate academic ability (e.g., educator); and c) One personal recommendation (not to be completed by a member of the applicant's immediate family).

Letters of recommendation forms are included in the application brochure. **Letters of application should be sent to the applicant in sealed and signed envelopes to be included with the application package.**

4. Applicants will submit a typed personal statement. Please present a succinct statement which provides an accurate indication of writing and grammatical skills. Generally, statements should be three to four pages in length.

The personal statement should address: a) career objectives; b) rationale for seeking the degree and choosing to attend 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 interest which demonstrates and illustrates the

applicant's personal value system; and g) other insights as deemed appropriate by the applicant.

5. Those for whom English is not their first language must present a minimum score of 600 on the Test of English as a Foreign 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.

Candidates with exceptional qualifications and recommendations who meet all of the requirements except #1 or #2 on previous page may be considered for admission to the doctoral program but might be admitted on a probational status.

The Clinical Psychology (CP) Doctoral Admissions Committee will complete an initial applicant screening process. Finalists are invited to meet with members of the Committee for a group interview. Admission to the doctoral program depends upon recommendation by the CP faculty and approval from the director of the marriage and family therapy. The entire process is usually completed within eight weeks after the final deadline date for applications.

Course Descriptions

CPY 7000 HISTORY AND SYSTEMS OF CLINICAL PSYCHOLOGY (4)

Focuses on an understanding of the historical and philosophical roots, cultural influences and basic scientific assumptions which underlie contemporary psychology in general, and the field of clinical psychology in particular. The development of basic paradigms in psychology are considered as they have been informed by individually-oriented theories (such as psychodynamic, humanistic and behavioral models), systems-oriented theories such as cybernetic and natural systems models; as well as field theory or transactional perspectives.

CPY 7010 PSYCHOMETRIC THEORY AND TEST CONSTRUCTION (4)

Introduces basic principles of assessment and psychometric theory, including concepts of test validity and reliability; error of measurement; and other basic principles of psychological measurement.

CPY 7030 RESEARCH DESIGN (4) Examines the basic issues in designing effective empirical research. This course prepares students to evaluate and interpret published research in clinical psychology and provides a context for the research methods course sequence.

CPY 7040 RESEARCH STATISTICS I (4)

Prerequisite: Master's level course in statistics and CP 7030. This course involves an advanced exploration of quantitative statistical methods and research methodologies.

CPY 7050 RESEARCH STATISTICS II (4)

Prerequisite: CP 7040-Research Methods I. Continues an in-depth exploration of quantitative techniques and introduces qualitative research methodologies and their application to research with individuals, family systems and organizations.

CPY 7060 RESEARCH COLLOQUIUM (2) Prerequisite: CP 7040 and 7050, Research Methods I and II. Allows each student to present his/her dissertation or project proposal for faculty review. Program Chair approval required for registration.

CPY 7100 PHYSIOLOGICAL PSYCHOLOGY (2-4) Presents an overview of psychobiology and central nervous system and endocrine function, with reference to issues in psychopharmacology. Presentations will include an overview of the nervous system, brain anatomy, language processes, sensate and perceptual mechanisms, autonomic functions, and the physiological substrate of emotion.

CPY 7110 PSYCHOPHARMACOLOGY (4) Prerequisite: CP 7110-Physiological Psychology or equivalent. A survey of psychopharmacological issues from a biopsychosocial perspective. The course focuses on psychotropics and their action in the treatment of psychological disorders.

CPY 7120 MEDICAL ISSUES AND PSYCHOPHARMACOLOGY (4) Prerequisite: CP 7110, Psychopharmacology. Addresses medical and psychophysiological issues which arise in the practice of clinical psychology, along with a review of effective collaboration

approaches with the medical community. Medical illnesses, sexual issues, lifespan-related conditions and psychomimetic illnesses will be considered from a biopsychosocial perspective.

CPY 7130 HUMAN SEXUALITY (2) A course which surveys sexual development and behavior. Areas of focus include the treatment of sexual dysfunction, biopsychosocial aspects of human sexuality, the human sexual response cycle and gender differences.

CPY 7200 BIOPSYCHOSOCIAL ASPECTS OF PERSONALITY (4) Prerequisite: Master's level course in personality theory. Explores contemporary empirically-based approaches to the study of human personality. Examines the reciprocal effects of biological, psychological and social processes in the development of an ecological model.

CPY 7210 DEVELOPMENTAL PSYCHOLOGY I (4) Focuses on major research and theories of individual and family psychosocial development over the lifespan. Considers applications of developmental research and theories to psychological work with individuals and families.

CPY 7220 PSYCHOPATHOLOGY (4) Prerequisite: Master's level psychopathology course. Provides an in-depth exploration of the concepts of psychopathology with special attention paid to the role of biological and social factors in the development of psychopathology. 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.

CPY 7230 COGNITION AND LEARNING (4) Prerequisite: Master's-level course in Cognition and Learning. Addresses major theories of human cognition and learning. Models which are based on individual perceptual and behavioral processes (such as behavioral learning theory) are examined extensively. Perspectives based upon system dynamics (such as Bowen Family Systems Theory) are considered as well.

CPY 7240 SOCIAL PSYCHOLOGY (4) Examines the major theories, concepts and research topics in social psychology. The social and interpersonal determinants and consequences of individual behavior are studied, with special reference to social dynamics which shape attitudes, emotions, perception and behavior.

CPY 7250 INTRODUCTION TO FAMILY PSYCHOLOGY (2) Focuses upon specific family systems theories and modalities, among them Bowen, Milan, strategic, structural, narrative, cognitive/behavioral and existential. Students will reconcile representative theories and/or modalities to a biopsychosocial perspective.

CPY 7260 COMMUNITY AND ORGANIZATIONAL CONSULTATION (2-4) Addresses the dynamics of change and growth in human social groups and large systems. This course emphasizes the role of the psychologist as community and organizational consultant, and strategies for intervention are explored and demonstrated.

CPY 7270 PROGRAM AND ORGANIZATIONAL EVALUATION (2) Prerequisites: CP 7020-Adv. Psychometric Theory and Test Construction, CP 7030-Research Design, CP 7260-Intro to Community and Organizational Consultation. 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 consulting psychologist may use to set goals and objectives; document services; evaluate outcomes; perform cost/benefit analyses; and strategically improve organizational process and/or product.

CPY 7300 METHODS OF PSYCHOLOGICAL ASSESSMENT I (4) Introduces students to a wide range of basic psychological assessment techniques on both a theoretical and practical basis. The approach to assessment in this course is thoroughly grounded in established principles of psychometric theory and test construction, and students will gain basic skills in the administration, scoring and interpretation of major instruments across the clinical domain. These include intellectual functioning, personality, systems and psychopathology.

CPY 7310 PSYCHOLOGICAL INTERVENTIONS: THEORY AND TECHNIQUE (4) Presents contemporary models of psychotherapy in the broad categories of Cognitive-behavioral, humanistic-experiential, psychodynamic, interpersonal and psychoeducational. The utility of each model will be evaluated from a biopsychosocial perspective.

CPY 7320 METHODS OF PSYCHOLOGICAL ASSESSMENT II: CHILD AND ADOLESCENT (4) Examines the unique issues in clinical assessment, diagnosis and treatment as applied to the population of children, adolescents and their families.

CPY 7330 METHODS OF PSYCHOLOGICAL ASSESSMENT III: ADULTS (4) Examines the unique issues in assessment, diagnosis and intervention in the psychological treatment of adults. This is done in the context of intimate relationships as well as within their broader social network.

CPY 7400 ETHICS, LAW AND CHRISTIAN PERSPECTIVES (4) Considers ethical and legal codes for psychologists in professional practice, and frames them in terms of their underlying moral context. Ethical principles pertaining to the practice of psychology are applied to a variety of dilemmas commonly encountered in clinical practice and research.

CPY 7410 INTRODUCTION TO HEALTH PSYCHOLOGY (2) Introduces students to a rapidly growing aspect of the professional practice of psychology. Health psychology comprises those conceptual, therapeutic and scientific perspectives in psychology which focus on the promotion and maintenance of health, the prevention and treatment of illness, the identification of etiologic and diagnostic correlates of health, illness and related dysfunction, and enhancement of the health care system itself.

CPY 7500 FAMILY PSYCHOLOGY INTERVENTIONS: THEORY AND TECHNIQUES (4) Prerequisite: Introduction to Family Psychology. Traces the philosophy, history, theory and clinical application of the systemic perspective as it has developed in the discipline of psychology. Families are nested within a complex ecology of interlocking systems from the individual as microsystem, to the family as mesosystem, to the culture as a macrosystem.

CPY 7510 DEVELOPMENTAL PSYCHOLOGY II: FAMILY LIFE CYCLE (2) Addresses the interlocking processes of development found within individual family members as well as in the family unit itself. Clinically relevant aspects of child, adolescent, adult and geriatric development are explored, as well as unique issues confronting multicultural, blended and single-parent families.

CPY 7520 MARITAL AND CONJOINT INTERVENTION: THEORY AND TECHNIQUE (4) Presents an in-depth exploration of assessment and intervention techniques in dyadic relationship therapy, particularly in the context of theoretical perspectives on gender distinctives and relationship development.

CPY 7540 EDUCATION, PREVENTION AND THE FAMILY (2) Focuses on wellness from a biopsychosocial perspective. Individual, family, community and cultural wellness will be examined as students consider basic prevention strategies to strengthen systems from within as well as institutionally. This course also covers methods of evaluating the effects of clinical intervention and psychoeducational programs on marital and familial well-being.

CPY 7800 COMPREHENSIVE EXAMINATION IN CLINICAL PSYCHOLOGY (0) Uses a comprehensive examination as a learning experience to give the student feedback regarding her/his level of mastery of the academic portion of the doctoral curriculum. While focusing on curriculum-specific content, the Examination is also intended to give students an experience which is reflective of and preparatory to taking the national licensing examination in psychology. Takes place prior to the end of the third year of the program, before entry into internship.

CPY 7810 CLINICAL PORTFOLIO AND EVALUATION (2-2) Registration Approval: Director of Internship. Demonstrates the student's clinical competence through the completion of a clinical faculty evaluation and a clinical-professional multimedia presentation including written, audio and video examples of the student's clinical thinking and work. This experience is intended to be reflective of and preparatory for the psychology licensing oral examination process.

CPY 7900-7905 PRACTICUM I-VI (1-2) Focuses on the effective integration of assessment and diagnostic skills with a variety of psychotherapeutic modalities within a supervised clinical training experience. Practica may occur in either a general clinical setting or in a setting which is related to the student's cognate area.

CPY 7940-7943 CLINICAL INTERNSHIP I-IV (2-4) Registration approval: Program Chair. Provides a 12-month clinical internship (2000 hours), normally completed in an inpatient, residential, day treatment facility or community mental health setting. Internships must conform to State licensing regulations as well as the guidelines stipulated in the Clinical Training Handbook. May be completed as a half-time/two year assignment.

CPY 7995-7999 DISSERTATION I-IV (2-4) Registration Approval: Program Chair. Affords each Psy.D. student an opportunity to make a unique contribution to the field and practice of psychology. The project may be completed individually or as a part of a student collaborative team.

School of Business and Economics

25



Business Administration (M.B.A.)

The MBA degree at Seattle Pacific University is a general management degree which provides students with the skills and knowledge necessary to excel in today's complex and changing business environment. The 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 program enhances the past academic, work, and leadership experience of students preparing them for higher levels of responsibility. The objectives of the program are to develop students' abilities to:

- demonstrate the character and competencies needed for effectiveness;
- provide values based leadership at levels of responsibility in organizations which require a general management perspective;
- think and act strategically so they make decisions with long-run consequences, stakeholder views, cross-functionality, and implementation issues in mind;
- manage knowledge based organizations by being centered on people and their development and creating learning organizations which emphasize the intellectual capital of their members; and
- apply in-depth knowledge in one of the following areas: management of business processes, human resources management, information systems management

The MBA curriculum consists of 10 core courses, 10 advanced courses and five elective courses. By selecting specific sets of elective courses the degree may be tailored to meet individual needs. Current emphasis areas include management, human resource management, and information systems management. All MBA courses are three quarter credits. A minimum of 36 credits (12 courses) must be completed at SPU. Skills in wordprocessing, spreadsheets, and databases are a pre-requisite which may be satisfied within the student's first year in the program.

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.

Waivers are granted for prior coursework if the content is equivalent, the BA was earned within 7 years (or on-going work experience assures currency), and the course grade was at least B. (Note: The Information Systems Management course should have been taken within 3 years of admission. If it is more than 3 years old, a competency test must be taken to waive the course.)

If the BA is more than 7 years old (and work experience does not assure on-going currency) or the grade was less than B but not less than C+, then students may take a competency test to waive the course.

Students presenting evidence of professional certification/licensure (e.g. CLU, CPA, CMA, CFP) by a recognized accrediting body may be granted waiver for MBA core courses where the content of the professional certification examination corresponds to course content and adequate continuing education activity to maintain currency is demonstrated. Such waivers may be granted without requiring past academic coursework. Competency tests may be required if currency or content equivalency is not readily obvious.

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

Competency tests must be completed within the year following the student's date of admission to the program. If the competency examination is successfully completed, the applicable 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.

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) 281-2753, 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 substantive work experience (a minimum of one full year; more preferred) is a significant factor in the admission decision process. A minimum score of 460 (20 verbal; 24 quantitative; 3.5 analytical writing) on the GMAT is

preferred. International students must have a minimum TOEFL score of 565.

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.

| 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)

Skills in wordprocessing, spreadsheets, and databases are a pre-requisite which may be satisfied within the student's first year in the program.

| | |
|----------|------------------------------------|
| BUS 6110 | Macroeconomics for Managers (3) |
| BUS 6120 | Managerial Finance (3) |
| BUS 6130 | Financial Accounting (3) |
| BUS 6132 | Managerial Accounting (3) |
| BUS 6140 | Legal Environment of Business (3) |
| BUS 6150 | Managerial Marketing (3) |
| BUS 6160 | Managerial Effectiveness (3) |
| BUS 6164 | Operations Management (3) |
| BUS 6170 | Information Systems Management (3) |
| BUS 6171 | Quantitative Methods (3) |

Advanced Courses (30 credits)

| | |
|----------|----------------------------------------------------|
| BUS 6200 | Contemporary World Views and Ethical Reasoning (3) |
| BUS 6201 | Biblical Foundations for Business (3) |
| BUS 6210 | Managerial Economics (3) |
| BUS 6220 | Financial Analysis (3) |
| BUS 6250 | Marketing Analysis (3) |
| BUS 6260 | Managerial Communication (3) |
| BUS 6261 | 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 6360 | Organizational Development (3) |
| BUS 6361 | Advanced Negotiations (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 30.)

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* | Contemporary World Views and Ethical Reasoning (3) |
| BUS 6201* | Biblical Foundations for Business (3) |
| BUS 6110 | Macroeconomics for Management (3) |
| BUS 6140 | Legal Environment of Business (3) |
| BUS 6160 | Managerial Effectiveness (3) |
| BUS 6171 | Quantitative Methods (3) |
| BUS 6260 | Managerial Communication (3) |

Set 2

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

Set 3

| | |
|----------|------------------------------------|
| BUS 6210 | Managerial Economics (3) |
| BUS 6261 | 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.

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 MANAGERIAL EFFECTIVENESS (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. Integrates self-assessment of managerial skills.

BUS 6164 OPERATIONS MANAGEMENT (3) Registration Approval: Coordinator. Prerequisites: BUS 6110, 6160, 6171 and computer skills. Presents a systems based orientation to production/operations processes and process improvement. Uses an application approach to developing understanding, analysis and revision of operations activities. Applies project management and other analytical tools relevant to production/operations processes.

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 and costs of managing information in an environment of technological and organizational change. Reviews information technology skills needed by managers.

BUS 6171 QUANTITATIVE METHODS (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 CONTEMPORARY WORLD VIEWS AND ETHICAL REASONING (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 BIBLICAL FOUNDATIONS FOR BUSINESS (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. Must be completed as one of the first 6 courses in the program.

BUS 6261 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. Builds awareness and appreciation of cultural diversity in the workforce. Examines strategies for encouraging, accommodating, and utilizing diversity as a competitive advantage domestically and globally. Introduces a model of change processes and applies it to diversity issues.

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 6360 ORGANIZATIONAL DEVELOPMENT (3) Registration Approval: Coordinator. Prerequisite: BUS 6261, 6281. 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 ADVANCED NEGOTIATIONS (3) Registration Approval: Coordinator. Study of principled negotiating skills with the goal of preparing managers to participate constructively in organizational politics, to develop personal values and to influence others in ways consistent with Christian ethics.

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. A proposal/learning contract signed by student and sponsoring faculty member must be approved by the Graduate Programs Director. 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 program serves managers wanting to know how to apply information technology and information systems to solve important problems in organizations. It also serves systems analysts and designers with computer science backgrounds who need to understand the broader role of information systems in organizations.

The objectives of the ISM program are to develop student ability to:

- demonstrate the character and competencies needed for effectiveness;
- provide values based leadership in the planning, development, and management of information systems and technology;
- apply information systems and technology as a strategic resource in an organization; and
- evaluate the impact and use of new technology and assist in managing the organizational transitions brought about by it

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 565. 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

The curriculum consists of prerequisites and 5 background courses (which may be waived by previous coursework), 10 required courses and 5 elective courses.

Prerequisites

Students must present two programming languages* including algorithm development and programming techniques from an accredited institution. Skills in wordprocessing, spreadsheets, and databases are also a pre-requisite.

**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 or better must have been received in the undergraduate course. Courses taken pass/no credit will not waive the ISM background course requirement.
2. If the bachelor's degree was completed more than seven years prior to admission, or if the grade in the undergraduate course is below B but not below C+, the student may take a competency examination in the subject. 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 45 credit hours (30 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) (or Microeconomics) |
| BUS 6130 | Financial Accounting (3) |
| BUS 6160 | Managerial Effectiveness (3) |
| BUS 6164 | Operations (3) |
| BUS 6171 | Quantitative Methods (3) |

Core Courses (30 credits)

| | |
|----------|---------------------------------------------------------------------|
| BUS 6201 | Biblical Foundations for Business (3) |
| BUS 6260 | Managerial Communication (3) |
| ISM 6211 | Introduction to Information Management (3) |
| ISM 6212 | Information Modeling (3) |
| ISM 6213 | Enterprise Analysis and Information Planning (3) |
| ISM 6225 | Ethical, Legal and Social Environment of Information Management (3) |
| ISM 6231 | Development of Information Systems Projects I (3) |
| ISM 6232 | Development of Information Systems Projects II (3) |
| ISM 6245 | Telecommunication and Networking (3) or |
| ISM 6255 | Database Management (3) (one of these may be taken as an elective) |
| ISM 6960 | Master's Project (3) |

Elective Courses (15 credits)

| | |
|----------|------------------------------------------|
| ISM 6335 | Software Engineering (3) |
| ISM 6345 | Distributed Computing (3) |
| ISM 6348 | End User Computing (3) |
| ISM 6355 | Knowledge Base Systems (3) |
| ISM 6360 | Modeling and Simulation for Managers (3) |
| ISM 6910 | Seminar in ISM (3) |

ISM 6930 ISM Consulting Practicum (3)
(One MBA course may be taken as an elective)

Course Descriptions

(See MBA program for BUS course descriptions.)

ISM 6211 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.

ISM 6212 INFORMATION MODELING (3) Registration Approval: Coordinator. Prerequisite: ISM 6211. 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.

ISM 6213 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.

ISM 6231 DEVELOPMENT OF INFORMATION SYSTEMS PROJECTS I (3) Registration Approval: Coordinator. Prerequisite: ISM 6211. 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.

ISM 6232 DEVELOPMENT OF INFORMATION SYSTEMS PROJECTS II (3) Registration Approval: Coordinator. Prerequisite: ISM 6231. This course continues the system development and management practices begun in ISM 6231. Covers the techniques, tools, and the project management methods used in managing the activities of the design, development, test, implementation and maintenance stages.

ISM 6225 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 6245 TELECOMMUNICATION AND NETWORKING (3) Registration Approval: Coordinator. Prerequisite: ISM 6211. 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 6255 DATABASE MANAGEMENT (3) Registration Approval: Coordinator. Prerequisite: ISM 6212. Introduces database concepts from a management perspective. Explores database management and implementation issues relative to technology and the enterprise information architecture and plan. Includes selecting, managing and using tools to support the data management, functions (structures, standards, languages, dictionaries, measurement, integrity, security, privacy, etc.).

ISM 6335 SOFTWARE ENGINEERING (3) Registration Approval: Coordinator. Prerequisite: ISM 6232. 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 6345 DISTRIBUTED COMPUTING (3) Registration Approval: Coordinator. Prerequisite: ISM 6241. Examines technical options in computer architectures, operating systems and networks, as well as management and performance issues related to distributed computing.

ISM 6348 END USER COMPUTING (3) Registration Approval: Coordinator. Prerequisite: ISM 6211. Explores the establishment of an effective end user computing environment. Investigates issues of hardware and software acquisitions in light of rapid obsolescence, introduction of new technologies, information centers, communications connectivity, information systems architecture, performance measurement, data sharing and work flow changes.

ISM 6355 KNOWLEDGE BASE SYSTEMS (3) Registration Approval: Coordinator. Prerequisite: ISM 6251. 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 6360 MODELING AND SIMULATION FOR MANAGERS (3) Registration Approval: Coordinator. Prerequisite: ISM 6212. 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.

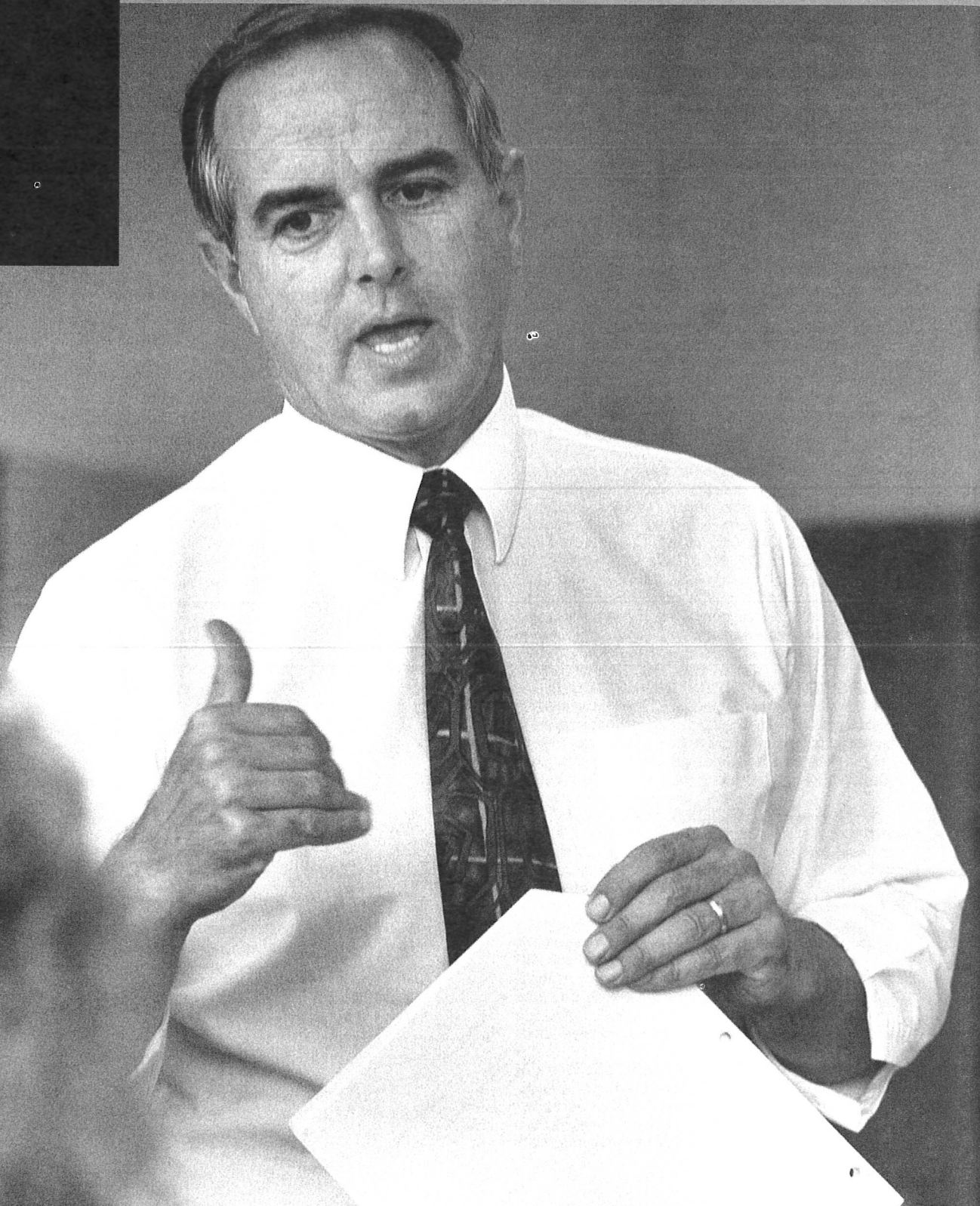
ISM 6910 SEMINAR IN INFORMATION SYSTEMS MANAGEMENT (3) Registration Approval: Coordinator. Offers an exploration of current and emerging trends in information systems and organizational management environment in a seminar format. Specific topics such as the role of information systems in virtual organizations, 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 CONSULTING 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

32



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 course work 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
 - Instructional 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 Psychologist'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 Graduate 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 Graduate Program Manager in the School of Education no later than the first week of the quarter in which program course work 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) 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 course become 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 consist 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 their 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 Graduate 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 Graduate 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 Graduate 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 Psychologist: Students enrolled in a program meeting qualifications for School Psychologist'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) Instructional 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 completing the Reading and Language Arts specialization will qualify to add a K-12 Reading endorsement, and persons completing the Instructional Technology specialization will qualify to add a 4-12 Instructional Technology endorsement to their teaching certificate. 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 Graduate Coordinator 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 (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) |

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 department on campus are shown in the comprehensive 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 Graduate Program Manager at least two to three quarters in advance. The date for exam pick-up is arranged individually with the Graduate 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. If there is a graduate level class which does not appear here that would benefit a student's professional and education goals, a written petition must be submitted to the Graduate Coordinator for special consideration.

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 course work or the quarter thereafter. An application form (available from the School of Education) must be submitted to the Graduate Program Manager at least two to three quarters in advance. Comprehensive exams are scheduled individually with the Graduate 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: Instructional Technology (57 Credits)

Program Requirements

Foundations/Research Core (15 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)

Curriculum/Instruction Core (12 credits)

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

Technology Core (24 credits)

- EdTc 6431 Learning with Technology (3)
EdTc 6432 Computer Authoring (3)
EdTc 6433 Teaching with Technology (3)
EdTc 6434 Networking & Telecommunications for Education (3)
EdTc 6535 Issues and Advances in Educational Technology (3)
EdTc 6900 Independent Study (Practicum in Technology) (3)
EdTc 5xxx Six credits from SPIRAL instructional technology selected with prior approval. (6)

Electives (6 credits)

There is no pre-approved elective list. 6 credits of EdTc courses may be selected, with approval, from the SPIRAL or Momentum catalogues.

Comprehensive Exam

This take-home, essay examination is typically completed during the last quarter of course work or the quarter thereafter. An application form (available from the School of Education) must be submitted to the Graduate Program Manager at least two to three quarters in advance. The date for exam pick-up is arranged individually with the Graduate 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 Graduate Program Manager at (206) 281-2378 prior to enrollment.

Comprehensive Exam

This take-home, essay examination is typically completed during the last quarter of course work or the quarter thereafter. An application form (available from the School of Education) must be submitted to the Graduate Program Manager at least two to three quarters in advance. The date for exam pick-up is arranged individually with the Graduate 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. Richard 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 Supervision (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. Richard 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 Introduction to Psychoeducational Assessment (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 Graduate Program Manager at (206) 281-2378.

Master of Arts in Teaching

The Master of Arts in Teaching degree combines a program for initial 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)

Education Master's Degree 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 6434 NETWORKING & TELECOMMUNICATIONS FOR EDUCATION (3) A critical examination of basic local and wide area networking systems for schools. Information literacy, resources, and applications will be explored with emphasis upon issues related to the design, delivery, and evaluation of instruction via networks, including the Internet.

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 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.

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.

General Admissions Information

About ten applicants are admitted each year. Candidates are admitted as application materials are completed and reviewed. Candidates may begin the program during any term.

Tuition for the 1997/98 academic year is \$336.00 per credit per course. Successful completion of the program includes six three-credit courses in addition to the six credit internship. Monthly payment plans can be arranged if needed.

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, please plan on having the necessary items sent one full quarter before admission is desired.

International students are not generally admitted to the Superintendent Program. If you are an international student and would like more information on admissions requirements, please call Dr. Larry Nyland at (206) 281-2554.

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 (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 to: **Superintendent Coordinator, School of Education, Seattle Pacific University, 3307 Third Avenue West, Seattle, WA 98119.**

1. A graduate application (form available from the School of Education).
2. A \$50.00 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 other 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.

Course Sequence and Descriptions (18 credits)

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) Focuses on the ability to create shared ownership for a district-wide vision based on success for all students.

EDAD 7586 INTERPERSONAL RELATIONS (3) 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 7584 RESOURCE MANAGEMENT (3) Working with fiscal resources, facilities, grants and the personnel within the district to enhance achievement of the district vision and accountability for resources.

EDAD 7589 POLICY, GOVERNANCE AND ETHICS (3) Focuses on the ability to work with the school board, the Legislature and other political entities to forge the necessary partnerships to achieve the district vision.

EDAD 7588 IMPROVING STUDENT LEARNING (3) Integrating teaching, learning and assessment in an aligned curriculum model that will deliver successful learning to students.

Internship (6 credits)

EDAD 7890 FIELD EXPERIENCE (6) 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.

School Psychologist's Non-Degree Certification

The School Psychology certification program is designed to prepare an individual for a school psychologist position in the elementary or secondary school. Successful completion of this program will qualify the student for a K-12 Initial Educational Staff Associate's (E.S.A.) certificate as a school psychologist in the State of Washington.

Conceptual Framework

The conceptual framework of Seattle Pacific University's program in School Psychology is based on theory and research that supports a developmental, systemic approach to facilitating the healthy development of students. This framework rests on four principles: 1) school psychologists are integral to a comprehensive developmental approach to education; 2) school psychologists focus on prevention strategies and educational interventions; 3) school psychologists stress collaboration and consultation with other school personnel and community resources to meet the needs of all students; 4) school psychologists maintain the highest level of professional and ethical competence.

The role of the school psychologist in the schools is central to assisting all students towards healthy development. Our students are trained in the areas of lifespan development, academic, behavioral, and psychosocial assessment, integration of assessment and interventions into educational delivery systems, collaboration, consultation, counseling, and referral. The role involves a systemic approach to assessment, education, and intervention.

Student progress must be measured accurately and with the highest and most current levels of professional knowledge. Educational decision-making is based fundamentally on current best practice, assessment results, and legal and ethical guidelines. Thus decisions are made on solid, verifiable knowledge and grounded in professional guidelines. School psychologists are leaders of teams where critical educational decisions regarding students are made.

Schools are but one element in the student's world, and in order for students to find long term help and support, the family/community must be involved in the prevention and intervention process. School psychologists are excellent resource persons for referral in the community.

The School Psychology Program is grounded in the mission of the School of Education and the University. In a practical sense this means that individuals earning certification as school psychologists from Seattle Pacific University will be persons of highest integrity and ethical behavior.

In each of the aforementioned areas, the program emphasizes the role of research in knowledge and evaluation of programs that will help students succeed. It is a performance-based program in that students are required to demonstrate high standards of knowledge and skills. Students completing this program will be able to assist students in achieving the Washington State learning goals.

Program Description

There are two options available to students seeking admission to the School Psychology Program: (1)

certification as part of the Education Specialist Degree course work, and (2) certification as part of the Doctor of Education course work.

Education Specialist Degree and E.S.A. Certification

This program is phased over three years. The three year suggested program sequence is outlined below:

YEAR ONE

Autumn Quarter

EDCO 7201 Intro to School Psychology

Winter Quarter

EDCO 7202 Abnormal Psychology

Spring Quarter

EDCO 6674 Intro to Assessment

Summer Quarter

EDCO 7203 Cognitive Assessment

YEAR TWO

Autumn Quarter

DCO 7204 Behavioral Assessment

Winter Quarter

EDCO 7205 Personality Assessment

Spring Quarter

EDCO 7206 Academic Assessment

Summer Quarter

EDCO 7209 Assessment Clinic
EDU 6130Y Classroom Management

YEAR THREE

Autumn Quarter

EDCO 7940 Internship

Winter Quarter

EDCO 7940 Internship

Spring Quarter

InEDCO 7940 Internship

Ed.D. Program With a Specialization in School Psychology and E.S.A. Certification

This option allows students to take the majority of their doctoral electives in the area of School Psychology. The suggested program sequence is outlined below:

YEAR ONE

Autumn Quarter

EDU 7101 Instructional Theory
EDU 6085 Values and Ethics
Electives (6 credits)

Winter Quarter

EDU 7102 Curriculum Design
EDCO 7201 Intro to School Psychology
EDU 7972 Research Design I

Spring Quarter

EDCO 7202 Abnormal Psychology

EDU 7973 Research Design II
EDCO 6674 Intro to Assessment

Summer Quarter

EDU 7974 Research Design III
EDU 7990 Leadership
EDCO 7203 Cognitive Assessment

YEAR TWO

Autumn Quarter

EDU 7103 Organization & Leadership Theory
EDCO 7204 Behavioral Assessment

Winter Quarter

EDCO 7205 Personality Assessment
EDU 6120 Foundations
EDCO 7206 Academic Assessment

Spring Quarter

EDU 7995 Dissertation
EDCO 7209 Assessment Clinic

Summer Quarter

EDU 7910 Educational Values
EDU 6130Y Classroom Management

YEAR THREE

Autumn Quarter

EDU 7995 Dissertation
EDCO 7940 Internship

Winter Quarter

EDU 7995 Dissertation
EDCO 7940 Internship

Spring Quarter

EDU 7995 Dissertation
EDCO 7940 Internship

Course/Credit Requirements

Program of Study

All applicants admitted to the School Psychology Program will complete a minimum of 40 credit hours in the School Psychology Program. Required coursework listed on the pages below will be determined in consultation with an advisor upon admission to the program.

Foundations of Education (6 credits)

EDU 6120 Foundations: Issues and Ideas in American Education (3)
EDU 6085 Values and Ethics in Education (3)

Learning and Development (6 credits)

EDU 6655 Advanced Educational Psychology (3)
EdCo 6678 Advanced Developmental Foundations (3)

Assessment and Intervention (13 credits)

EdCo 6674 Introduction to Psychoeducational Assessment (3)
EdCo 7203 Cognitive Assessment & Intervention (3)
EdCo 7204 Behavioral Assessment & Intervention (3)
EdCo 7205 Personality Assessment & Intervention (2)
EdCo 7206 Academic Assessment & Intervention (2)

Counseling Theory and Application (16 credits)

EdCo 6600 Introduction to Systems Theory (1)
EdCo 6671 Introduction to School Counseling (3)

- EdCo 7201 Introduction to School Psychology (3)
 EdCo 7202 Abnormal Psychology (3)
 EdCo 6930 Practicum I (Basic Counseling Skills) (3)
 EdCo 6673 Group Counseling in the Schools (3)

Intervention and Management (9 credits)

- EdCo 6676 Students at Risk: Assessment & Intervention (3)
 EDU 6130Y Advanced Classroom Management (3)
 EdCo 6680 Special Education: Programs and Methods (3)

Consultation and Collaboration Skills (3 credits)

- EdCo 6672 Organization and Administration of K-12 Guidance Programs (3)

Educational Research and Evaluation (9 credits)

- EDU 6970 Educational Statistics (3)
 EDU 6971 Introduction to Graduate Research (3)
 EDU 6972 Research Evaluation (3)

Legal and Ethical Issues (3 credits)

- EdCo 6675 Legal and Ethical Issues for School Professionals (3)

The Practice of School Psychology (15 credits)

- EdCo 6931 Practicum II (Advanced Counseling Skills) (3)
 EdCo 7209 Practicum III (Assessment & Intervention Integration) (3)
 EdCo 7940 School Psychology Internship (9)

Electives (6 credits)

- Internship (9)
 The internship extends over an entire school year (3 quarters). Interns register for 3 credits per quarter.

Comprehensive Examination

This 2-hour written (essay) examination for the certification portion of the program is typically completed immediately following the last quarter of course work or during the internship year. An application (available from the School of Education) must be submitted to the School of Education at least 2-3 quarters in advance. Comprehensive exams are scheduled once per quarter.

Internship

Design of the Internship Experience

The internship is a vital, integrative experience in which students conduct supervised work in a school setting over the course of an entire school year (3 quarters). It has as its primary objective the provision of practical experiences in the duties and activities of the school psychologist, and requires the cooperative efforts of the student, a faculty supervisor from the SPU School of Education, and an approved school district "site supervisor."

The internship will include 1200 hours of participation in a variety of meaningful activities. These experiences are to be related to the competencies required by the State of Washington knowledge base for school psychologists (WAC 180-78-165(5)) as well as those recommended by the School of Education.

School Psychology Curriculum and Knowledge Base

The State of Washington (WAC 180-78A-165(5)) has given form to the curriculum through what is called the "knowledge base", defined as topics to be covered and evaluated during the course of the program. On the

following pages, each course in the School Psychology Program of Study which includes specific Washington State knowledge and skill requirements for certification as an E.S.A. School Psychologist is listed. These courses must be completed by all students enrolled in the School Psychology Program.

Course Descriptions

EDCO 6674 INTRODUCTION TO PSYCHOEDUCATIONAL ASSESSMENT (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 7201 INTRODUCTION TO SCHOOL PSYCHOLOGY (3) This course presents an overview of the role of the school psychologist in the K-12 school setting, covering such topics as collaborative school services and the role of specialized assessments in schools for exceptional students. It includes field observations of school psychologists.

EDCO 7202 ABNORMAL PSYCHOLOGY (3) The DSM-IV is used to explore the clinical world of psychopathology. The student learns key concepts in exceptional, deviancy, physiological and biological factors in personality and behavior. Etiology, diagnosis and the development of treatment plans are presented.

EDCO 7203 COGNITIVE ASSESSMENT AND INTERVENTION (3) Prerequisites: EDCO 6674, 7201, and 7202. This course is designed to train psychologists in intelligence testing, and assessment of perceptual and language skills. Group and individual assessment measures are included. Writing skills for cognitive psychological reporting are developed.

EDCO 7204 BEHAVIORAL ASSESSMENT AND INTERVENTION (3) Prerequisites: EDCO 6674, 7201, and 7202. Individual and group measures of behavior are learned in this clinical course. Assessment of adaptive behaviors, behavioral observation and data collection, frequency measures, and qualitative and quantitative analysis of classroom behavior are learned. Writing skills for behavioral psychological reporting are developed.

EDCO 7205 PERSONALITY ASSESSMENT AND INTERVENTION (3) Prerequisites: EDCO 6674, 7201, and 7202. Personality theory and development of the social and affective elements of the human personality undergird this course. The focus is on the use of projective measures for personality assessments in diagnosis. Family assessment through the perspective of the child is taught. Writing skills for personality-based psychological reporting are developed.

EDCO 7206 ACADEMIC ASSESSMENT AND INTERVENTION (3) Prerequisites: EDCO 6674, 7201, and 7202. This course develops skills in individual and group academic assessment. Focusing primarily on math, reading, and language development issues, assessment and remedial strategies are learned. Writing skills for academic reporting are developed.

EDCO 7209 ASSESSMENT AND INTERVENTION INTEGRATION (3) Prerequisites: EDCO 6674, 7201, 7202, 7203, 7204, 7205, and 7206. This course provides the student clinical experience in integration of all of the assessment and interaction strategies that are needed by the school psychologist. Consultation and functioning on multi-disciplinary teams for evaluation and placement of students is a key focus. Course content includes conferring and making recommendations to parents, specialists, teachers, referral personnel, and others relative to K-12 students' characteristics and needs in the education and home environment.

EDCO 7940 SCHOOL PSYCHOLOGY INTERNSHIP (1-9) Prerequisite: EDCO 6674, 7201, 7202, 7203, 7204, 7205, 7206, and 7209. A three quarter, part-time internship in a school, under SPU and site supervision. May be repeated for credit up to 9 credits.

EDU 6130 CLASSROOM MANAGEMENT (3) 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. Registration Approval: School of Education.

General Admission Information

Prerequisite(s): Applicants must have previously completed a masters degree in School Counseling similar to the one offered through Seattle Pacific University. Students who

have not received their degree from SPU may be asked to take additional courses to supplement their knowledge base.

The recommended date for application is April 1, prior to the autumn you intend to begin. However, screening of applicants for admission to the program takes place throughout the year. The program always begins with Autumn quarter, so applications must be received by July 1.

Items Required for Application Review

All applicants must submit the items listed below to Roger Long, Graduate Enrollment and Program Manager in the School of Education in order to be considered for admission to the school psychology program. All of the following, except for exam scores which are sent directly from the testing agency, must arrive together in one packet.

- A graduate application.
- A \$50.00 processing fee.
- A personal statement. This should explain individual goals as they relate to pursuing certification as a school psychologist. The statement should be approximately one page, double-spaced.
- The Moral Character and Personal Fitness Policy
- The Character and Fitness Supplement
- A transcript from each college/university where a degree was obtained, a professional certification program was completed, and where any graduate coursework was taken. These must be *official* and remain sealed in the original envelopes. Transcripts must be sent to the applicant first, then forwarded with other items.
- Two letters of recommendation. These must provide a current assessment of personal qualifications relative to past/future service in the professional environment and capability for graduate study. If you are or have been a teacher or school counselor, one letter should be from your principal. The other letter(s) may be from a professor, a supervisor, a pastor, or a professional colleague.

Additional Materials for Doctoral Program Applicants:

- Two additional letters of recommendation. These letters must be of an academic nature, i.e. from graduate professors. Appropriate forms are provided in the admission packet. Recommendations must be sent first to the applicant and then forwarded with other items. Note: Salutations should read: Dear Graduate Committee.
- Scores from either the Miller's Analogy Test (MAT) or the Graduate Record Exam (GRE). Official results must be sent directly to the Graduate Enrollment and Program Manager in the School of Education. They should arrive prior to application materials. SPU usually receives test scores 2 months after the exam date, so please plan accordingly. Note: Scores are only required for applicants to the Doctoral Program. Test scores must be less than 5 years old to be valid.

Seattle area residents may schedule the MAT or GRE by contacting the Testing Center (206-543-1170) at the University of Washington. They will also have fee information. Study booklets for either test are available through most university bookstores.

Submitting Application Materials

Application materials must be submitted together in one packet, excluding test scores which are sent directly to SPU from the testing agency. Please use the following address:

Roger M. Long
Graduate Enrollment and Program Manager
School of Education, Peterson Hall
Seattle Pacific University
3307 Third Avenue West
Seattle, WA 98119

Qualified applicants will be contacted by the program chair to schedule an admissions interview. Notification of acceptance is mailed within 2-3 weeks of the interview date.

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 practica 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, England, Australia, and Switzerland. 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.

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, and students may be admitted to the program throughout the year so that they can begin needed prerequisites, foundations, and elective courses.

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 \$50 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

Doctor of Education

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 (51 credits)
(required of all students)

Foundations (15credits)

- EDU 6085 Values and Ethics (3)
EDU 6120 Foundations: Issues and Ideas in American Education (3)
EDU 7910 Seminar in Educational Values (3)

Instructional Leadership (12 credits)

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

Research and Dissertation (30 credits)

(Prerequisites: 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 (39 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 (9 credits maximum)
3. Independent studies (9 credits maximum)

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

Leadership Colloquium and Comprehensive Exams
After approximately one year of coursework (24 credits), students may register for the Leadership Colloquium (EDU 7990). This requires the student to write a scholarly paper and 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. The Leadership Colloquium must be successfully completed before a student can take the comprehensive exams. EDU 7990 may be repeated one time only.

Upon the completion of all courses, the student must pass written comprehensive examinations. These examinations will cover the foundations, professional and

research components of the core, and the student's area of specialization. Successful completion of the comprehensive examination advances the student to doctoral candidacy. Students must pass all three sections of this exam. An exam may be retaken only one time, after a minimum of three months have passed since the original attempt. Additional coursework may be required to supplement the area(s) of weakness.

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 7101 Instructional Theory
EDU 6085 Values and Ethics
Electives (6)

Autumn Quarter

- EDU 7102 Curriculum Design
Elective (3)

Winter Quarter

- EDU 7972 Research Design I
Elective (3)

Spring Quarter

- EDU 7973 Research Design II
Elective (3)

YEAR TWO

Summer Quarter

- EDU 7974 Research Design III
EDU 7990 Leadership Colloquium
Electives (6)

Autumn Quarter

- EDU 7103 Organizational Theory
Elective (3)

Winter Quarter

- EDU 6120 Foundations: Issues and Ideas
Elective (3)

Spring Quarter

EDU 7995 Dissertation
Elective (3)

YEAR THREE

Summer Quarter

EDU 7910 Seminar in Educational Values
Electives (9)

Autumn Quarter

EDU 7995 Dissertation (6)

Winter Quarter

EDU 7995 Dissertation (6)

Spring Quarter

EDU 7995 Dissertation (6)

Course Descriptions

(For 6000-level course descriptions, see pages 35-36.)

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 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 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

50



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 be taken during the MSN program or start as a post-masters 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 advanced practitioners in 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 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 acceptable 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, before being admitted into the internships or clinical practice quarters;
5. provide two letters of reference: one from a professional colleague and one from a person who can vouch for their character;
6. submit a one-page essay identifying 1) their goals for graduate study and professional growth, 2) their expectations of the MSN program and faculty, and 3) 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 (21 credits); Advanced Nursing Practice Series (18 credits); and Cognate Elective Series (6 credits). Definitions follow.

Core Series

Courses that are taken with the cohort group of colleagues. Classes are generally offered in groups of two, packaged for one evening each week and a maximum of three-to-four 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 will build their advanced practice series on health promotion and assessment knowledge and skills. The course series is 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. Incorporates a model of Advanced Nursing Practice Portfolio, including goals and a written plan for implementing advanced nursing theory into the internships that are developed by each student, approved by internship faculty and mutually arranged by the student, faculty and mentors.

Internships of 30 hours per credit 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 assigned hours, depending upon the student's needs, mentor 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 6 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. Other waiver and transfer credit arrangements are made on a case-by-case basis.

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.

Research

Students will ordinarily complete a clinical research project that is related to their internships. This project is designed in NUR 6971, Research Utilization in Advanced Nursing Practice, and is implemented during NUR 6922, Application of Concepts in Advanced Nursing Practice, and NUR 6923, Synthesis of Advanced Nursing Practice. Students who wish to pursue a master's thesis instead of the clinical research project may do so, with permission of the graduate director and acceptance by a thesis advisor. Thesis work does not receive additional credit, and is registered under the title of NUR 6999 or NRNP 6999.

Required Courses (45 credits)

Core Courses (21 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 (4)
- NUR 6103 Leadership in Nursing: Health Policies and World Community (4)
- NUR 6301 Ethics, Faith and Values (3)
- NUR 6970 Research in Nursing: Methods and Applications (4)

- NUR 6971 Research Utilization in Advance Nursing Practice (3)

Advanced Practice Courses (18 credits)

- NUR 6921 Theoretical Foundations of Advanced Nursing Practice (5)
- NUR 6922 Application of Concepts in Advanced Nursing Practice (3)
- NUR 6923 Synthesis of Advanced Nursing Practice (5)
- NRNP 6955 Health Promotion and Assessment (5)

Electives (6 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 (optional)

- NUR 6999 (Pass/No credit)
- NRNP 6999 (Pass/No credit)

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

MSN clinical interest specialty, 45 credits (to be completed in four quarters)

Summer Quarter

- NRNP 6955 Health Promotion and Assessment (5)
- Cognate Elective (3-6)

Autumn Quarter

- NUR 6101 Leadership in Advanced Nursing Practice: Individual and Small Group (3)
- NUR 6970 Research in Nursing: Methods and Applications (4)
- NUR 6921 Theoretical Foundations for Advanced Practice Nursing (5)

Winter Quarter

- NUR 6102 Leadership in Advanced Nursing Practice: Organizations and Health Service Systems (4)
- NUR 6922 Application of Concepts in Advanced Nursing Practice (3)
- NUR 6971 Research Utilization in Advanced Practice Nursing (3)
- Cognate Elective (0-3)

Spring Quarter

- NUR 6103 Leadership in Advanced Nursing Practice: Health Policy/World Community (4)
- NUR 6301 Ethics/Faith/Values (3)
- NUR 6923 Synthesis of Advanced Nursing Practice (5)

Sample Part-Time Curriculum Plan

MSN clinical interest specialty, 45 credits (to be completed in seven quarters)

YEAR 1

Autumn Quarter

- NUR 6101 Leadership in Advanced Nursing Practice: Individual and Small Group (3)
NUR 6970 Research in Nursing: Methods and Applications (4)

Winter Quarter

- NUR 6102 Leadership in Advanced Nursing Practice: Organizations and Health Service Systems (4)
Cognate (3)

Spring Quarter

- NUR 6103 Leadership in Advanced Nursing Practice: Health Policy/World Community (4)
NUR 6301 Ethics/Faith/Values (3)

Summer Quarter

- NRNP 6956 Health Promotion and Assessment (5)
Cognate (3)

YEAR 2

Autumn Quarter

- NUR 6921 Foundations of Advanced Practice Nursing (5)
Cognate (3)

Winter Quarter

- NUR 6922 Application of Concepts in Advanced Nursing Practice (3)
NUR 6971 Research Utilization in Advanced Practice Nursing (3)

Spring Quarter

- NUR 6923 Synthesis of Advanced Nursing Practice (5)
Cognate (0-3)

Internships (NUR 6921, 6922, and 6923) are 40 hours per credit, individually focused and arranged. Seminars are 10-20 hours per credit. See course descriptions for the credit hours devoted to internships and associated seminars.

Course Descriptions

Required MSN Courses

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 NURSING: HEALTH POLICIES AND WORLD COMMUNITY (4)

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.

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 6921 FOUNDATIONS OF ADVANCED NURSING PRACTICE (5)

Registration Approval: Coordinator. Begins the systematic study of nursing and related concepts for advanced nursing practice with selected aggregates, and development of a nursing design with a clinical focus with a selected aggregate. Practice includes the selection of a clinical site in which students can begin to develop advanced practice skills related to clinical problems of their selected aggregates. 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. In the beginning development of a nursing design for the student's aggregate, the course incorporates in-depth holistic assessment, health promotion, and care at all levels of prevention. Students examine the relationship of nursing leadership, nursing research, and nursing design in the context of historical, ethical, and aesthetic elements. Integrates group leadership principles in the seminar process, and begins the practice portion of the Advanced Nursing Practice Portfolio.

Seminar: 30 hours; Internship, 80 hours. Prerequisite: NRNP 6956.

NUR 6922 APPLICATION OF CONCEPTS IN ADVANCED NURSING PRACTICE (3)

Registration Approval: Coordinator. Prerequisites: NUR 6921. This joint seminar and clinical practice course emphasizes continuing in-depth knowledge building for a selected aggregate and understanding of nursing design in a rapidly changing professional world, with integration of leadership, role function, and the theoretical basis of advanced nursing practice. The course provides opportunities to demonstrate nursing leadership and a developing level of advanced of nursing practice including making effective professional judgments and serving as a health care advocate in a variety of complex human service systems. Students' cognate courses are expected to undergird the development of skills and their application in a selected role function (e.g., CNS, researcher, educator). Students develop a clinical nursing research problem in conjunction with their study of utilization of nursing research. Seminar: 20 hours; Internship, 60 hours. Prerequisite: NUR 6921. Corequisite: NUR 6971.

NUR 6923 SYNTHESIS OF ADVANCED NURSING PRACTICE (5)

Registration Approval: Coordinator. Continues the development of an advanced practice nursing role with the student's selected aggregate. The seminar and students' selection of internship placements provide an opportunity for synthesis of leadership, nursing theory, ethics and values, teaching-learning, and research concepts with related cognate components. Students refine their nursing designs and complete their clinical nursing research, as an example of advanced nursing practice, and complete the practice portion of their Advanced Practice Nursing portfolios. Seminar, 30 hours; Internship, 90 hours. Prerequisite: NUR 6922.

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

Registration Approval: Coordinator. Once the student enters the fourth autumn quarter of the 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 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 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 6971 RESEARCH UTILIZATION IN ADVANCED NURSING PRACTICE (3)

Registration Approval: Coordinator. Focuses on the development of one's own nursing research, with an

emphasis on clinical problems. Students' aggregates and clinical sites provide the context for research questions and methods. An ungraded thesis option is available for students whose research questions are more appropriate to this format. Prerequisite: NUR 6970. Corequisite: NUR 6922.

MSN Cognate-Elective Courses

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.

MSN students may take NRNP elective courses as cognates (see the Nurse Practitioner Pathways course descriptions).

Nurse Practitioner Pathways

Designed for graduate and post-graduate level nurses, the nurse practitioner pathways focus on adult/gerontology or family nursing practice. The post-master's certificate program includes 35 quarter credits. The MSN/Nurse Practitioner (MSN/NP) program incorporates the 24 Nurse Practitioner Internship credits and NRNP 6957, Legal and Entrepreneurial Issues, for a total of 59 quarter credits. Both programs 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 courses requires acceptance into the selected pathway and either a master's degree in nursing taken within the last five years or concurrent enrollment in the MSN program. Students may take required classes for entry into the nursing practitioner pathways and selected nurse practitioner classes concurrently with their SPU MSN offerings.

The pathways begin in summer quarter with NRNP 6955, Health Promotion and Assessment and NRNP 6957, Legal and Entrepreneurial Issues. They continue throughout the regular academic year, 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 summer quarter.

For more information about the pathway program, call (206) 281-2888 or 1-800-1769.

Curriculum Plan

Specifically focused post-conference groups for each practitioner pathway (adult, gerontologic, and family) are linked with each internship course.

Before or during the first two quarters of the NP pathway, students must take the University Of Washington independent study course, Applied Drug Therapy (3 cr.).

Post-Master's Pathways

(4 quarters, 35 credits)

Summer Quarter

NRNP 6955 Health Promotion and Assessment (5)
NRNP 6957 Legal and Entrepreneurial Issues (3)
NUR 6951 Clinical Pathophysiology (3) (unless the requirement has been met previously)

Autumn Quarter

NRNP 6931 Nurse Practitioner Internship 1 (8)

Winter Quarter

NRNP 6932 Nurse Practitioner Internship 11 (8)

Spring Quarter

NRNP 6933 Nurse Practitioner Internship III (8)
NUR 6301 Ethics, Faith, and Values (3)

Additional electives available include:

NRNP 6901 Independent Study(3)
NRNP 6914 Parish Nursing Seminar (3)
NRNP 6913 Women's Health (3)
NUR 6952 Issues of Older Adults (3)

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

MSN/Nurse Practitioner Pathways Curriculum Plan

(7 quarters, 59 credits)

YEAR 1

Autumn Quarter

NUR 6101 Leadership in Advanced Nursing Practice: Individual and Small Group (3)
NUR 6970 Research in Nursing: Methods and Applications (4)
Cognate (0-3)

Winter Quarter

NUR 6102 Leadership in Advanced Nursing Practice: Organizations and Health Service Systems (4)
Cognates (0-6) (Cognates may be taken to fit the student's schedule and course availability)

Spring Quarter

NUR 6103 Leadership in Advanced Nursing Practice: Health Policy/World Community (4)
NUR 6301 Ethics/Faith/Values (3)
Cognate (0-3)

Summer Quarter

NUR 6955 Health Promotion and Assessment (5)

- NRNP 6957 Legal and Entrepreneurial Issues (3)
 NUR 6951 Clinical Pathophysiology (3) (unless the requirement has been met previously)

YEAR 2

Autumn Quarter

- NRNP 6931 Nurse Practitioner Internship I (8)

Winter Quarter

- NRNP 6932 Nurse Practitioner Internship II (8)
 NUR 6971 Research Utilization in Advanced Nursing Practice (3)

Spring Quarter

- NRNP 6933 Nurse Practitioner Internship III (8)

Course Descriptions

NP Required Courses

NRNP 6931 NP: INITIAL DIAGNOSIS AND EARLY MANAGEMENT (8) Registration Approval: Coordinator. Prerequisite: NUR 6951 or equivalent and NRNP 6955. Open to nurse practitioner students only. Provides for study and case analysis of selected health conditions, with clinical experience for application of knowledge. Learning includes history-taking, physical assessment, problem identification, therapeutics and evaluation of common acute and chronic problems with integration of knowledge from prerequisites. The focus is advanced assessment, diagnosing conditions with a straightforward presentation and beginning ability to determine therapeutic options across the life span. Content varies depending on student's desired emphasis. Clinical practice provides an opportunity for client care, peer review of client care and testing of theory under supervision of an established advanced practitioner. May be repeated for credit up to 8 credits. Internship: 160 hours.

NRNP 6932 NP: ADVANCED DIAGNOSIS AND MANAGEMENT (8) Registration Approval: Coordinator. Prerequisites: NUR 6951, 6955, 6956, 6921. 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. Clinical experiences continue to provide opportunity for client care, peer review of client care, and testing of theory under supervision of an established advanced practitioner. Integration of knowledge and practice gained from prerequisites is expected. May be repeated for credit up to 8 credits. Internship: 160 hours.

NRNP 6933 NP: SYNTHESIS OF PRACTICE (8) Registration Approval: Coordinator. Prerequisites: NUR 6951, 6955, 6956, 6921, and 6922. 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. Continues to provide clinical experiences for application of knowledge and practice learned in previous nurse practitioner courses. Internship activities include client care, peer review of client-care, and testing of theory under supervision of an advanced practitioner, and clinical readiness to write the advanced nurse practitioner certification exams. May be repeated for credit up to 8 credits. Internship: 160 hours

NRNP 6955 HEALTH PROMOTION AND ASSESSMENT (5) 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, 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.

NP Elective Courses

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 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 6914 WOMEN'S HEALTH (3) Registration Approval: Coordinator. An integrated, multidisciplinary approach to women's health which integrates historical, sociocultural, biophysical, and psychosocial aspects of women's health care. Emphasis will be placed on the impact of these variables on women's health and nursing practice with women and their families.

NP students may also take NUR cognate/elective courses (see the MSN cognate/elective course descriptions).

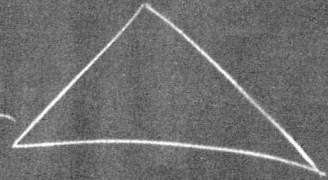
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