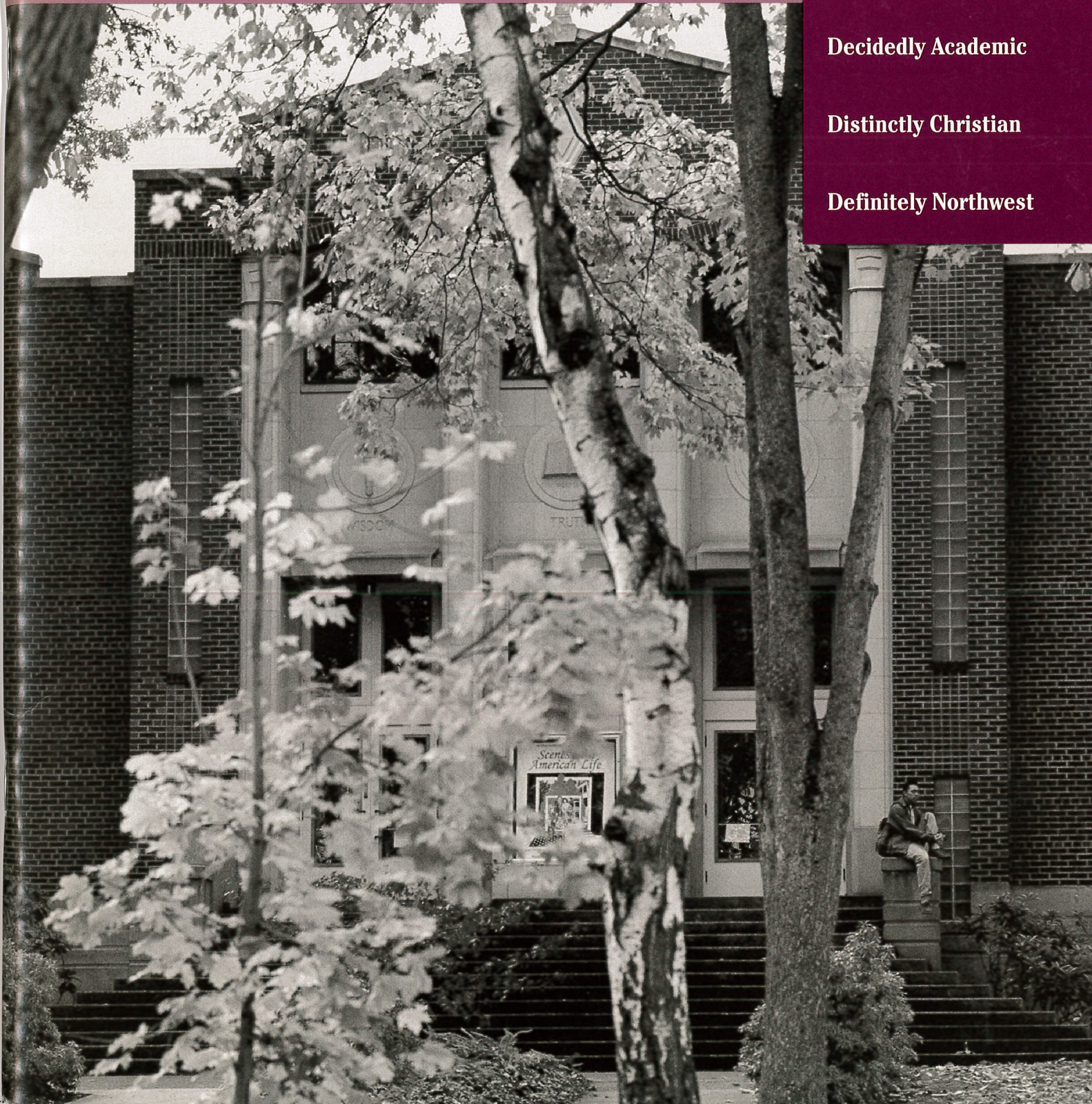


Seattle Pacific University 1999-2000 Graduate Catalog

Decidedly Academic

Distinctly Christian

Definitely Northwest



SPU Reference Guide

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

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About Seattle Pacific University

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

*Mission Statement
Seattle Pacific University*

2

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 more than 100 years. On-campus enrollment includes nearly 800 graduate students and more than 2,600 undergraduate students. More than 18,000 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.

Our Resources for Learning

Seattle Pacific University students enjoy a beautiful campus spread across 35-acres. The buildings, recognized by their traditional brick or modern faces, are known for the many ways in which they meet students' educational needs.

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 150,000 volumes arranged on open shelves for easy access to readers. The collection grows by some 6,000 new titles each year, including over 1,400 current periodical titles and an ever-expanding microfiche collection numbering more than 400,000 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.

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.

Student Computer Labs

The student computer labs are located in five buildings across campus. Some of the computer labs are highly specialized for specific academic programs while other labs are more general purpose. In most of the student labs a standard set of academic software tools are provided that include word processing, spreadsheets, presentation software, statistical software, programming languages and database software. All of the general-purpose computer



labs also provide full access to the Internet, electronic mail, World Wide Web and other local and remote networked resources.

Library: There are three computer labs in the Library: two instructional - one with 20 NT computers, one with 12 Macintosh computers, and an open lab with 20 NT computers and 15 PowerMacintosh computers. The Library also has a number of terminals for library catalog searches, 12 computer stations that are able to search CD-ROM databases, and five computers dedicated for Internet only.

Miller Science Learning Center: There are three computer labs in the Miller Science Learning Center. A large open lab has 38 MS-Windows computers and 16 terminals, the Electrical Engineering Design lab has eight workstations, and the Electrical Engineering "Computer Aided Engineering" lab has ten MS-Windows computers.

Writing Lab: The Humanities Writing Lab in Tiffany contains four MS-Windows computers for instruction and support of basic writing skills.

Music Keyboard Lab: The music lab in Beegle Hall contains eight high-end Macintosh computers attached to MIDI keyboards.

[note to Ruth: This section needs to be revised by the Library staff. The equipment in Lower Moyer has changed significantly and the focus of this resource is under consideration. The section below on the Technology and Learning Center is probably a good "replacement" for any mention in this section.]

McKenna Lab: The USWest Computer Lab in the School of Business contains 18 MS-Windows computers for open lab and business-class use.

Classroom Technology

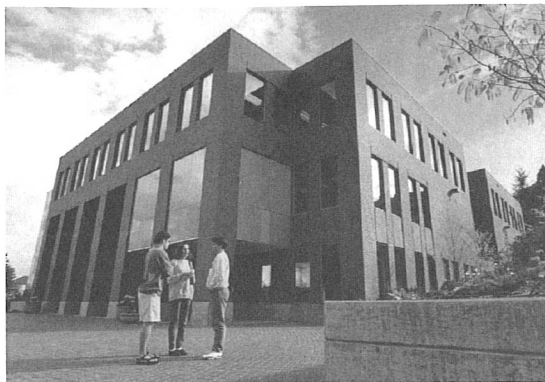
Faculty have a wide range of technology available in the classroom to enhance learning. From "low-tech" equipment such as TV's and VCR's (available in nearly all classrooms), to "high tech" resources such as large-screen projectors and Windows-based PC's (installed in 12 classrooms), to fully equipped electronic classrooms (three on campus). Computer and Information Systems also provides a wide range of circulating computer, audio-visual and technology resources including video cameras, video players, slide, film and opaque projectors, data projectors and audio equipment. This equipment is available for student checkout and for use in instructional classrooms.

Internet Access/Electronic Mail

On-campus network connectivity and access to the Internet (part of the information highway) is available throughout campus. Nearly all students, faculty and staff use electronic mail and other electronic communication tools. Access to campus resources and databases through 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 student computer labs or from their residence hall rooms. Off-campus students have access to email from campus-provided modem connections. Many routine student transactions (registration, class schedules, access to grades) can be completed via the World Wide Web at the student's convenience.

Technology and Learning Center

The Archer Technology and Learning Center is responsible for media production, satellite downlink, duplication services and the management of a multimedia laboratory. Academic multimedia lab equipment includes Windows and



Macintosh computers, CD-ROM units, scanners, video digitizers, color and laser printers and video editing systems available for faculty and students working on class projects.

Technology Services in the Residence Halls

All of the campus residence hall units have technology resources that include: network connections to the local campus computers and the Internet (a connection for each student), cable TV connections in each room and telephone/voice mail services.

Technology Instruction and Assistance

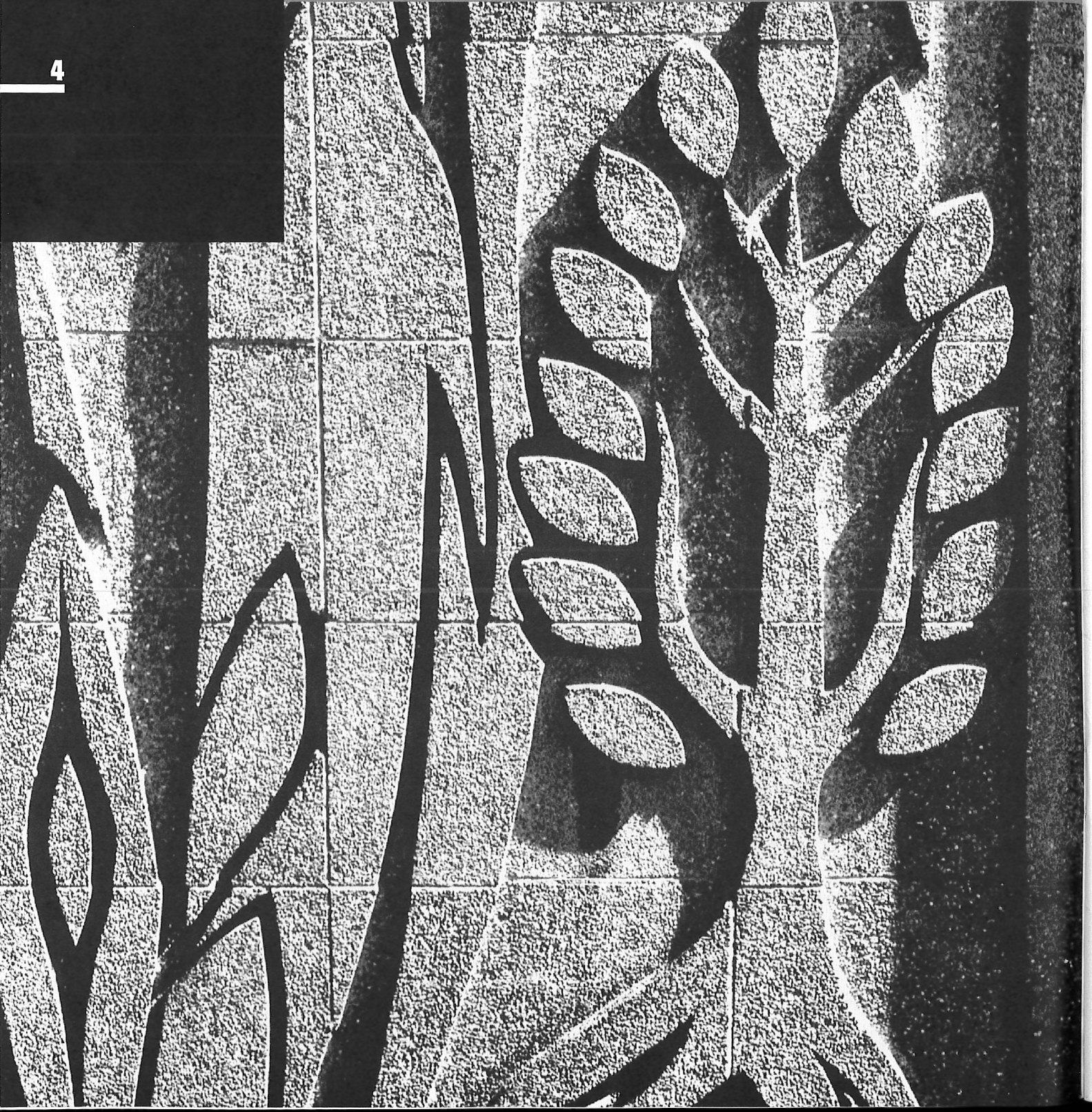
The use of computers and networked resources is an important part of the academic program at SPU. Assistance in learning how to use these resources is available in many forms. A 40-page booklet "SPUnet Systems and Internet User Guide" is distributed to students. There are many training sessions offered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

Computer Ownership

The University provides a wide range of general purpose and specialized computer resources on campus, but for the most effective learning and use of computers, students are strongly encouraged to purchase their own computer. SPU supports both Windows and Apple Macintosh computers in our student labs and residence halls. The choice of computers and software is left to the individual student.

Graduate Program Information

4



Graduate Education at Seattle Pacific University

Graduate programs foster a community of learners that includes resident faculty, students and staff as well as off-campus professionals who serve in agencies, schools, corporations and other organizations. Graduate students enhance the learning community by bringing extensive knowledge and experience to the classroom. They create a rich reciprocal learning environment in which they both learn and instruct. In addition, as active leaders in their communities, they greatly expand SPU's educational impact on society. Graduate programs meet the academic and personal developmental needs of post-baccalaureate students. Life-long learning in all domains—intellectual, personal, spiritual and physical—is necessitated by the complexities of the contemporary world. By fostering life-long learning, a university's influence on students and society expands far beyond baccalaureate commencement. It also creates a synergistic learning environment in which graduate and undergraduate programs mutually enrich each other.

Graduate students are educated in advanced levels of theory, research and practice. Two outcomes are particularly valued at SPU:

Service. Students are prepared to follow Christ's model of servant leadership. Service projects are integral to the curriculum, with the goal of giving back to the community in areas of significant need.

Leadership. As a result of their advanced education and professional experience, graduate students are in a unique position to address professional organizational issues, influence policy and promote systemic change.

The Wesleyan evangelical tradition approaches epistemological questions from the perspectives of scripture, history, reason and experience. Hence, graduate programs are grounded in biblical narrative, a reasoned Christian worldview, and applied ethics.

Graduate education seeks to foster an obedient disposition towards God and the service of others. The love of Christ mandates societal involvement as well as personal religious growth.

The University's commitment to excellence is fundamental to both teaching and scholarship. Graduate-level instruction involves the development of the student's critical-thinking skills.

Graduate programs seek to model cooperative and reciprocal learning. Projects, field-based activities and public colloquia are emphasized to reinforce theoretical study. Through mentoring relationships, faculty facilitate the discovery of new knowledge and new applications of existing knowledge. Because graduate education at SPU has the unique opportunity to generate knowledge from a Christian perspective that can be disseminated to the academy, professional communities and society, faculty should model active scholarship, enriching the University's reputation. This includes both publications and presentations.

Responsibility for graduate studies is vested in the dean of Graduate Studies and the Graduate Policy and Evaluation Committee. Program descriptions and degree requirements are outlined in specific sections of the catalog.

Degrees Offered

Master of Arts

- Teaching (MA)
- Teaching English to Speakers of Other Languages (TESOL)

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

Master of Education (M.Ed.)

- Curriculum and Instruction
- Education Leadership
- School Counseling

Master of Science in Nursing (MSN)

- Leadership in Advanced Nursing

Master of Science (M.S.)

- Marriage and Family Therapy
- Information Systems Management
- Physical Education

Doctor of Education (Ed.D.)

Doctor of Philosophy in Clinical Psychology (Ph.D.)

Other Programs

Advanced RN Practitioner (School of Health Sciences)
Nurse Practitioner Pathways (School of Health Sciences)
Superintendent Certification (School of Education)

For further information on graduate programs, contact the school or department which administers the specific 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 admitted to a master's program at SPU, a student must:

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

Graduate Education

- 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 \$50 application fee.
- The student must also meet any additional admission requirements of the particular program in which he or she intends to study.

If English is not the applicant's first language, he/she must submit a minimum score of 550 on the Test of English as a Foreign Language, regardless of previous coursework (575 for the MBA and ISM programs, 600 for the TESOL 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 *probationary* status. Students who meet all of the admission requirements but need to complete additional coursework before being admitted to a graduate program may be admitted on a *provisional* status.

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

Students who are fully admitted or placed on probationary status are eligible for up to \$18,500 of Stafford Loan provided all other eligibility requirements have been met. Students admitted on provisional status are only eligible for \$5,500 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 three-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.

Participation in the University Commencement held at the end of spring quarter each year is optional.

Note: Degrees are awarded and posted to academic records after all degree requirements have been completed, 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 will 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 will in any case complete a minimum of 27 credits on his or her approved program of study at SPU after being admitted for the second degree. Of these 27 credits, at least 15 will be in 6000-level courses.

5. The specialization in the second master's degree program will be different from that of the first master's degree.

The student may 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 nine 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 six 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.

- 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 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.

Director of International Programs, Kevin McMahan, 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 the director during their first 15 days of attendance at Seattle Pacific. Please call for an interview appointment at (206) 281-2486.

Graduate Costs and Financial Aid

Seattle Pacific University is committed to providing high quality Christian education at a reasonable price. This is achieved through a dedicated faculty 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 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,

Campus Life

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

Graduate Education

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 and staff are prepared to assist. The goal of the staff is to provide helpful, friendly service to all inquirers. It is the hope of Seattle Pacific University that students will not only have exceptional educational experiences, but will also feel that same commitment to excellence and service demonstrated by all of the support areas of the institution.

1999-2000 Graduate Tuition and Fees (Summer 1999 - Spring 2000)

(per quarter for courses numbered 6000-7999)

Business Administration (MBA) courses, per credit hour	\$422.00
Education courses, per credit hour	\$288.00
Education Administration courses, per credit hour ...	\$330.00
Information Systems Management courses, per credit hour	\$422.00
Marriage and Family Therapy courses, per credit hour	\$345.00
Nursing courses, per credit hour	\$315.00
Nurse Practitioner courses, per credit hour	\$315.00
Physical Education courses, per credit hour	\$272.00
TESOL courses, per credit hour	\$280.00
Doctor of Education courses, per credit hour	\$364.00
Doctor of Psychology courses, per credit hour	\$374.00
All other graduate courses, per credit hour	\$295.00

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

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

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

Special Instruction, Examination, Certification, and Other Credit Fees

Teacher Education

Internship fee, graduate, per quarter \$75.00

Special Examination Fees

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)	\$50.00
Application fee (Ed.D.)	\$50.00
Application fee (Psy.D.)	\$75.00
Matriculation fee*	\$50.00
Late registration fee**	\$20.00
Official transcript fee	\$3.00
Dissertation fee	varies from program to program
Thesis binding, per copy	varies from program to program
I.D. replacement card	\$15.00
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 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 check sheet, etc.

** Students may register for evening courses (courses beginning at 4:30 p.m. and later) through the first class session; however, a \$20 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: to be paid every placement year (Nov.-Oct.) in which file is actively used. Initial registration fee waived for interns the year they become certified.

Registration fee \$5.00

Mailing Credits: for prepayment of first-class files mailings:
One Mailing Credit \$7.50
Two-four credits (each) \$6.00
Five or more credits (each) \$5.00

Education vacancy bulletins (weekly, first-class mailings and/or email of job listings, from February through October)

Current students \$7.00/mo. or \$15.00
for 3 consecutive months

SPU alum \$11.00/mo. or \$25.00
for 3 consecutive months

Community \$15.00/mo. or \$35.00
for 3 consecutive months

Psychological testing (administration, interpretation, and counseling with regard to aptitude, skills, personality analysis, and placement) based on actual costs of materials and scoring

Counseling Center services (per session) variable
Student Health Center services

Residential students \$15.00 per quarter
on first visit

Commuter students \$15.00 per quarter
on first visit

Tests and pharmaceuticals based on actual costs
of materials, special
procedures and equipment

Medical Insurance Fees

The University Student Health Center offers basic medical services for students. To provide complete health care coverage, the University recommends that all students review their current plan to determine if their insurance will cover them out of their home area. The University offers information on a medical insurance plan for accidents and illness, which is available to all enrolled graduate students and their families. The University recommends this medical coverage to cover unanticipated expenses that could otherwise interrupt educational endeavors. Enrollment and benefit summary information for this voluntary plan is available in the Student Health Center and Student Financial Services.

All international students are required to enroll in the University International Student Insurance plan. Any exceptions to this requirement are subject to the approval of the Health Center. Proof of comparable coverage meeting the following requirement is necessary for waiver approval: 1) Provisions defined in English and premium rates in U.S. dollars. 2) Coverage for all preexisting conditions within a reasonable period. (The University plan has only a three-month waiting period.) 3) Inpatient and outpatient coverage for both illness and injury. 4) The deductible must not be in excess of \$500 per person, per policy year. 5) Maternity benefits. Maternity benefits should be the same as benefits for illness. If they are not the same, the maternity benefit should meet all applicable waiver standards, (i.e. deductible, maximum benefit, etc.). 6) Coverage for inpatient and outpatient treatment of mental and nervous disorders. 7) Maximum benefit of not less than \$50,000 per injury or per illness. 8) Payment of benefits worldwide (exemption from coverage in an international student's home country is acceptable). 9) Benefit for medical evacuation to an international student's home country must not be less than \$10,000. 10) Benefit for repatriation of remains to and international student's home country must not be less than \$7,500. 11) Coverage for HIV infection, including Acquired Immune Deficiency Syndrome (AIDS), AIDS-related complex, and positive HIV test. 12) Coverage effective dates matching the University's International Student Health Insurance plan.

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

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 either party provides proper written notification (see also Refunds and Account Adjustments).

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) uses the three-month payment option. Students paying in full must submit payment to Student Financial Services on or before October 11 for Autumn Quarter, January 10 for Winter Quarter, and April 10 for Spring Quarter. No payment plan application is required for this option. The three-month payment option allows students to divide the costs of tuition, less most financial aid, into three manageable installments. In order to participate in this plan, students must fill out a payment plan application and return it to Student Financial Services with their first payment and an application fee of \$25 according to the following schedule. A new application and fee must be submitted each quarter.

Autumn 1999

First Payment	September 10, 1999
Second Payment	October 11, 1999
Third Payment	November 10, 1999

Winter 2000

First Payment	December 10, 1999
Second Payment	January 10, 2000
Third Payment	February 10, 2000

Spring 2000

First Payment	March 10, 2000
Second Payment	April 10, 2000
Third Payment	May 10, 2000

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 are required to annually 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.

Boeing Tuition Voucher Program

Students participating in the Boeing tuition voucher program are 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 is charged if a student changes his/her class schedule after the first week of the quarter.

Interest Charges on Past Due Accounts

A monthly late fee (15 percent per annum, 1.25 percent 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.

Unpaid Student Charges

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

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 as applicable (see below).* 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 percent
Second week of the quarter	75 percent
Third week of the quarter	50 percent
Fourth and fifth week of the quarter	25 percent
Sixth and following weeks of the quarter	0 percent

Note: A week is defined as five business days.

If a student withdraws during their first quarter of attendance at Seattle Pacific University, their refund will be calculated according to the pro-rata refund rules. The schedule is:

First week of the quarter	90 percent
Second week of the quarter	80 percent
Third week of the quarter	70 percent
Fourth week of the quarter	60 percent
Fifth week of the quarter	50 percent
Sixth week of the quarter	40 percent

Examples: Tuition Refunds and Adjustments

1. A student who was originally enrolled for 9 MBA courses drops one 3-credit course the second week of class. The refund is:

Tuition (9 credits)	\$3,796.00
Tuition for 6 credits (\$ x 6)	<u>\$2,536.00</u>
Difference	\$1,266.00
75 percent refund	\$949.00
Tuition due on dropped course	\$317.00

2. A student completely withdraws from all courses in the second week. The adjustment is:

Tuition (9 credits)	\$3,798.00
75 percent refund	<u>\$2,848.00</u>
Student owes	\$950.00

Effect on Financial Aid

Dropping courses may affect a student's current and continued eligibility for financial aid. Please refer to the Satisfactory Progress section. It is recommended that a student discuss the impact of dropping courses with their Student Financial Service counselor prior to completing the drop or withdrawal process.

Complete Withdrawal

If, during a quarter, a student who received financial aid completely withdraws from the University, the tuition refund is calculated and applied to the student's financial aid source. The balance, if any, is credited then to the student account. The amount of tuition refund will be returned to financial aid sources based on Federal guidelines.

Dropping Credits

If a student who received financial aid drops courses during a given quarter, a reassessment of the financial aid award will be made for that quarter. This may affect the amount actually credited to the student account. Contact a Student Financial Services counselor for further information.

Financial Aid for Graduate Students

For need-based financial assistance, the contribution toward college costs expected from the student is calculated according to a federally-mandated system called federal need analysis, which takes into account many factors representing the family's financial situation. To receive financial aid, a student must be enrolled for a minimum of 4 credits per term in a program leading to a degree.

Application Process

To apply for need-based financial aid through SPU, the student must:

1. complete the admission process and have been admitted to the graduate/doctoral program;
2. submit a Free Application for Federal Student Aid (FAFSA) to the Federal Student Aid Processor. The FAFSA may be completed on paper (a form can be obtained at any college financial aid office), or on the Web at www.fafsa.ed.gov.
3. 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. For procedures and deadlines for summer financial aid, see our flyer, "Summer Financial Aid" available from Student Financial Services.

The Financial Aid Offer

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

Financial Aid Programs

- 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.

Disbursement of Financial Aid

Once a student has completed the financial aid application/award process, has fulfilled all the requirements listed on the student's Offer of Financial Assistance, and their enrollment matches the level of enrollment indicated on the Graduate form the student submitted to Student Financial Services, loan funds will be disbursed at the start of each term. These funds will be applied to the student's tuition account in the following manner.

Federal Stafford Loan (subsidized and unsubsidized): Once the student has submitted their loan application to a

bank for processing, the bank will send the funds to SPU in one of two ways. If the bank participated in electronic funds transfer, and the student has given the bank authorization to send the loan funds electronically, the funds will be automatically applied to the student's account. If the student has not given authorization to the bank, the student will need to sign an authorization card in Student Financial Services before the loan funds will be applied to the student's account. If the bank does not participate in electronic funds transfer, it will send a check each quarter. The student must endorse the check in Student Financial Services.

Satisfactory Progress

To remain eligible for financial assistance, a student is expected to complete his/her degree within a specified period of time and maintain a minimum GPA. In addition, the student must complete a minimum number of credits each academic term.

Minimum Grade Point Average

A financial aid recipient must be in good academic standing at the University. At the completion of the second year of study the student must maintain a cumulative 2.0 GPA. Students who do not achieve a 2.0 cumulative GPA will be ineligible for further financial assistance until the cumulative GPA is achieved.

Minimum Credit Requirement

First-time financial aid applicants will have their previous academic record measured for satisfactory completion of 80 percent of the credit hours at SPU. Students averaging 80 percent satisfactory completion of credits will be eligible to be considered for financial aid. Graduate students must complete a minimum of 4 credits per quarter or 80 percent of all credits, whichever is greater. The calculated percentage will be rounded up to the nearest full credit hour. Completed credits are determined from coursework which has received a grade of A, B, C, D, or P at the end of the academic term.

Consequences of Unsatisfactory Progress

A student who completed 4 or more credits each quarter, but less than 80 percent of credits each academic year, will be placed on financial aid probation during the subsequent quarter of attendance. During the quarter of probation, the student will be eligible to receive financial aid and must complete all credits to have the probation status removed. If the student does not complete all attempted credits, the student will be ineligible for further financial assistance until enough credits have been completed to bring the student back into compliance with SPU's satisfactory progress requirements.

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

Petitions for Reinstatement of Eligibility

Students have the right to appeal their eligibility for financial aid. Written appeals due to extenuating circumstances should be submitted to the student's Financial Services counselor.

Graduate Assistantships

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

Scholarships and Grants

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

Graduate Academic Policies and Procedures

Academic Probation

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

Academic Load

Enrollment status for graduate degree and certificate students:

8 or more credits	Full time
6-7 credits	Three-quarters time
4-5 credits	Half time
1-3 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 six credits in any four-week period.

Students employed full-time should take no more than eight credits per quarter. Financial aid recipients must carry a minimum of four 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 nine 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 the applicant is a student in good standing at that institution.

Graduate Non-Matriculated Students

In certain programs, 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 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 nine credits taken before admission to a program be used toward master's degree requirements.

Graduate Pre-Qualified Students

In certain programs, qualified individuals desiring to take a particular 6000 level course may register for the course only with the advance approval of the director of graduate studies of the program from which the course is to be taken. Such students will be classified as graduate pre-qualified students. Qualifications and permission to register as pre-qualified graduate student is based on the individual program. See the graduate program for 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 six weeks after the degree is posted.

Honors

The graduate faculty elect a number of master's and doctoral students for recognition by *Who's Who Among Graduate Students in American Colleges and Universities* each year. This honor is awarded to candidates who will graduate from 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 student 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 brings the appeal in writing to the person or committee who made the original decision. If a resolution is not obtained at that level the student may appeal to the next level in the school or University administrative structure.

For appeals on academic decisions such as grades on course activities, evaluations, course grades, and decisions on program admissions, the levels to be followed, in order, are:

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 registration policies, 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 is 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 will be open to all principals in the case, including the student appellants.

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. Penalties may range from no credit for the work in question to no credit for the course. Both the students and the instructor have obligations to report and to prevent cheating, plagiarism or other academic misconduct.

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

1. The instructor arranges a conference with the student to discuss the incident.
2. If, following the conference, the instructor is convinced that the student violated academic integrity, the instructor may propose appropriate action. If the student accepts such action as appropriate, both student and instructor will verify this in writing and no further penalty will be necessary.
3. If agreement is not reached between the instructor and the student, the instructor may propose a grade penalty against the student by notifying the appropriate graduate director (or the school dean, if the graduate director is the instructor) in writing with supporting evidence. The penalty imposed will be commensurate with the degree of offense, from loss of credit for the work involved in the infraction to loss of credit for the entire course, such penalty to be determined in consultation with the graduate director (or school dean as appropriate). The student may appeal this action by following the process and procedures previously outlined.
4. In the case of repeated offenses or of flagrant dishonesty that warrant probation or dismissal from the University, charges will be made in writing by the instructor to the appropriate school dean. The student may appeal this action through the dean to the 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, N, G, 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 School Dean 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.

The "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.

The "G" grade is used only in specified courses in which a "final" grade is dependent upon additional work and only applies to approved 6000–7000 level courses which, include internships, theses, dissertation and projects at the discretion of the Graduate Program. Work must be completed within three calendar years or the "G" becomes permanent. Forms authorizing the removal of "G" grades may be obtained in Student Academic Services by the faculty member only.

Withdrawal from a course with official approval during weeks three through six of the quarter will result in a "W" appearing on the transcript. (See Withdrawal From Courses section on page 15.)

Repeat/Substitute Courses

Students may repeat any course for the purpose of changing a grade. Courses noted as being "equivalent" may be substituted for one another. The latest grade received in a course will apply to the GPA. The credits earned in the repeated course will be removed from the credits earned, however, the original grade will remain as a permanent part of the record. A symbol will be placed next to the earlier

grade which will prevent the grade from being calculated in the GPA. Only courses taken at SPU will be used to change course grades.

Student Academic Services Policies and Procedures

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, Student Financial Services, or their advisor to request a form.

Registration

Dates for registration are published in the *University Calendar* found at the front of this *Catalog*. Matriculated graduate and doctoral student may register through the first week of the quarter and participate in advance registration. Students will be asked to petition and late fees will be charged if registration occurs after the fifth day of the quarter. Procedures for registration vary from program to program, however there are four options available to students:

1. In person (Demaray Hall 151)
2. By fax: (206) 281-2669
3. By mail: Student Academic Services, 3307 3rd Ave W, Seattle WA 98119
4. By SPU's homepage: www.spu.edu

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

Registration On The Web

Seattle Pacific University offers undergraduate, post baccalaureate, graduate, doctoral and non-matriculated students the opportunity to register for classes on the SPU homepage on the World Wide Web (www.spu.edu). Registration for the quarter on the Web begins with advance registration and ends on the fifth day of the quarter at 5:00 p.m. Once Web registration has ended, students must come to Student Academic Services in Demaray Hall 151, mail or fax in their registration forms to withdraw from classes.

Changes In Registration

While choices made during the registration period are considered permanent, changes are permitted through the first week of each quarter. The deadline for adding courses is the fifth day of the quarter. The deadline for withdrawing from courses is the sixth week of the quarter. Specific dates for these registration deadlines are printed in the *University Calendar* located at the front of the *Catalog* and *Time Schedule*. Changes must be submitted to Student Academic Services on the Add/Drop Form after Web registration ends on the fifth day of the quarter at 5:00 p.m.

Adding Classes and Late Registration Petitions

Students are permitted to change their registration as long as the change is submitted by the fifth day of the quarter (refer to the *University Calendar* for specific dates). Students may not attend or sit in classes unless officially registered by the fifth day of the quarter. Day and evening classes (classes beginning after 4:30 p.m.) must adhere to this deadline. Any class additions after this date will be considered a late registration and subject to a \$20 fee; these are handled by a registration petition.

An exception to registration policy may be considered by petitioning after the fifth day of the quarter. The student will need the instructor's written consent to accept the student as a late registrant and Student Academic Services will need to receive a typed petition from the student explaining the extenuating circumstances. The student must seek permission from the instructor to sit in the class while the petition is pending. Extenuating circumstances include: illness, injury, death in the family, problems with immigration. In all cases, the final decision to approve or deny a late registration will be made by Student Academic Services. Each approved petition will incur a \$20 late registration fee.

Waitlisting Closed Classes

Students have the option of waitlisting any graduate classes that are closed. As space becomes available in closed classes, waitlisted students will be registered on a first come basis. Students may waitlist only two classes per quarter. 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. The waitlist program concludes at 11:59 p.m. on the second day of the quarter.

Withdrawal From Courses

Withdrawal with official approval during the first and second week of the quarter will not result in any record of the class on the transcript. Withdrawal with official approval during weeks three through six will result in a "W" appearing on the transcript. If a student does not provide proper written notification to Student Academic Services, financial obligations will remain binding, regardless of whether classes were attended or whether any of the contracted services were utilized. Whatever the situation, students should communicate their intent to their advisor and instructor. Before dropping a course, students should consider what percentage of refund they are eligible for and any impacts on the financial aid package if applicable.

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

Complete Withdrawal From School

A student who desires to withdraw from school must secure an 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 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.

Transcripts

Transcripts contain the student's entire academic history while at SPU. This includes undergraduate work (0001-4999 courses), professional advancement courses (5000-5999), graduate work (6000-7999), and continuing education units (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 under which the student attended, social security number; the last quarter and year the student attended; if the student is enrolled in a current quarter of instruction, the number of classes enrolled in for that quarter, transcript destination address; and the number of official or unofficial copies required.

Each official transcript costs \$3. 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 re-send 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 re-sending a transcript for any reason other than University error.

Academic Structure

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

College of Arts and Sciences

Physical Education (M.S.)
Teaching English to Speakers of Other Languages (T.E.S.O.L.)
Department of Family Psychology
Marriage and Family Therapy (M.S.)
Clinical Psychology (Ph.D.)

School of Business and Economics

Business Administration (M.B.A.)
Information Systems Management (M.S.)

School of Education

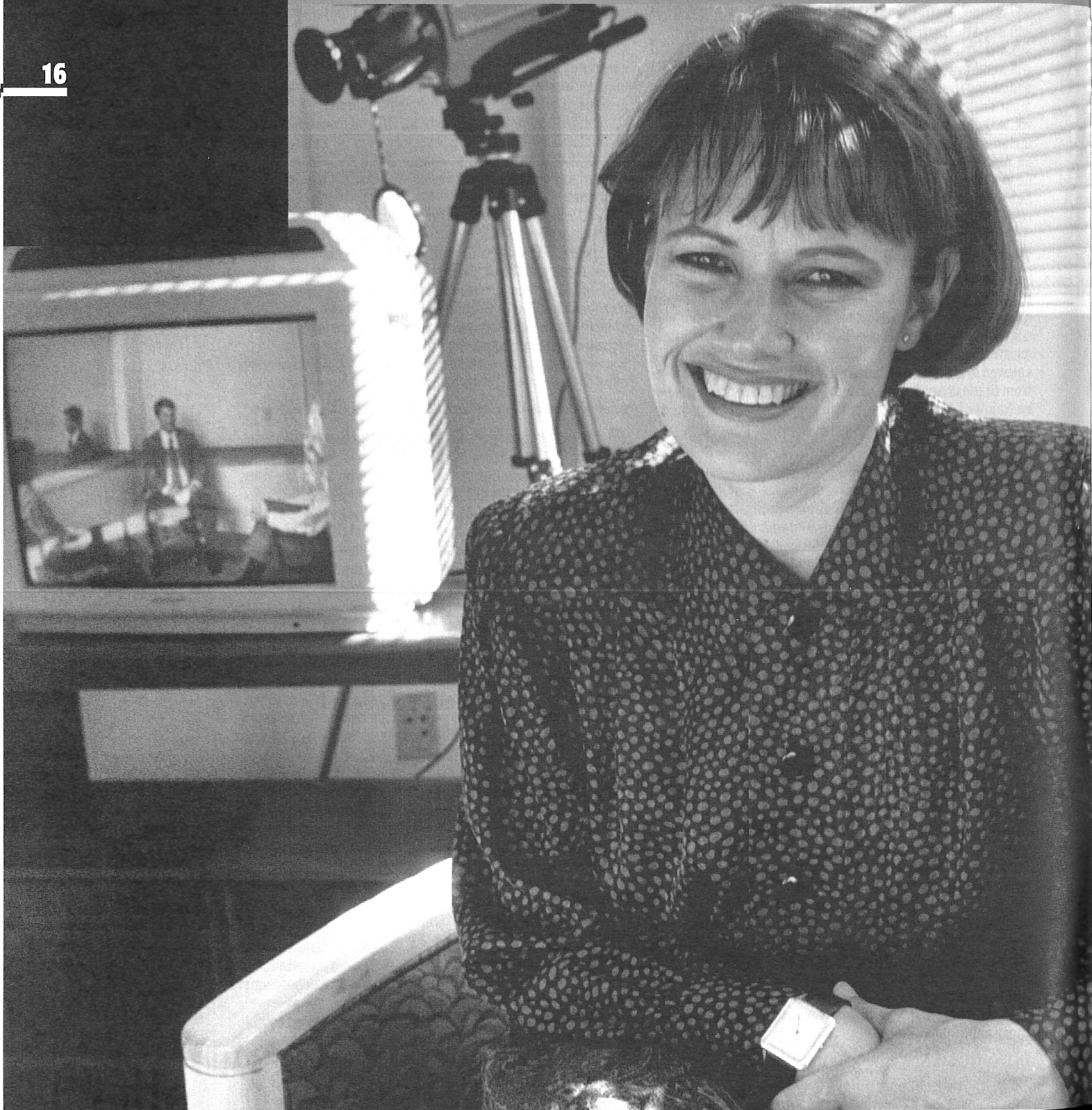
Education (Ed.D.)
Curriculum and Instruction (M.Ed.)
Educational Leadership (M.Ed.)
School Counseling (M.Ed.)
Teaching (M.A.)
Principal's Certification
School Counselor's Certification
School Superintendent's Certification

School of Health Sciences

Nursing (M.S.)
Nurse Practitioner Pathways Certification

College of Arts and Sciences

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Clinical Psychology (Ph.D.)

The doctoral program in Clinical Psychology 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 offered are consistent with the program's Christian and ecological foundations, and are practical and relevant to 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 lays a foundation for specialized post-doctoral training in health psychology specialties.
- **Clinical Methods:** This cognate allows students to develop greater expertise in clinical assessment, diagnosis and treatment, and will give students broad exposure to the family and health domains.

Entry Points into Program

Beginning with the 1999-2000 academic year, the SPU doctoral program in clinical psychology will offer several entry points:

Applicants with a bachelor's degree in psychology or related field

- Foundational doctoral work - 56 credits, taken over 1 year (4 quarters)
- Intermediate doctoral work - 122 credits, taken over 4-5 years (16 -20 quarters)
- Advanced doctoral work - 12 cognate specific credits taken in conjunction with intermediate doctoral work

Applicants with a master's degree in psychology or closely related field

- Closely related degrees: Counseling Psychology, Marital and Family Therapy, Social Work
- Degree must include a 300 hour practicum and the pre-requisite courses listed under the BA Entry program curriculum, with the exception of CPY 6100 to 6103 - Faith, Meaning and Professional Foundations
- Intermediate doctoral work - 126 doctoral credits taken over 4-5 years (16 - 20 quarters)
- Advanced doctoral work - 12 cognate specific credits taken in conjunction with intermediate doctoral work

Applicants with a non-psychology master's degree in any field

- Foundational doctoral work - 32 to 56 credits, taken over 1 year (4 quarters)
- Intermediate doctoral work - 122 credits, taken over 4-5 years (16 - 20 quarters)

- Advanced doctoral work - 12 cognate specific credits taken in conjunction with intermediate doctoral work

BA Entry Program – Foundational Doctoral Coursework Sequence

The courses listed on the following page are considered pre-requisites for entry into the Intermediate and advanced doctoral tracks and will be taken by those who enter with a bachelor's degree or a non-psychology master's degree. In some cases, some of these courses will be required for those who have a psychology master's degree that does not fulfill all the pre-requisites for entry into the Intermediate doctoral track.

Fall (14 Credits)

CPY 6100	Faith, Meaning and Professional Foundations: Personhood and Ethics (1)
CPY 6930	Pre-Practicum I (1)
CPY 6000	History and Systems of Clinical Psychology (4)
CPY 6320	Introduction to Cognitive Psychology (4)
CPY 6300	Introduction to Personality (4)

Winter (14 Credits)

CPY 6101	Faith, Meaning and Professional Foundations: Perspectives on Development (1)
CPY 6210	Lifespan Development (4)
CPY 6330	Physiological Psychology (4)
CPY 6931	Pre-Practicum II (1)
CPY 6700	Introduction to Statistics (4)

Spring (14 Credits)

CPY 6102	Faith, Meaning and Professional Foundations: Perspectives on Dysfunction (1)
CPY 6325	Intellectual and Affective Processes (4)
CPY 6220	Foundations of Psychopathology (4)
CPY 6400	Therapy for Individuals (2)
CPY 6410	Therapy for Groups (2)
CPY 6932	Pre-Practicum III (1)

Summer (14 Credits)

CPY 6103	Faith, Meaning, Professional Foundations: Epistemology and Scientific Method (1)
CPY 6912	Elective (Topic TBA) (4)
CPY 6010	Psychometric Theory and Test Construction (4)
CPY 6430	Therapy for Couples and Families (2)
CPY 6420	Therapy for Children and Adolescents (2)
CPY 6933	Pre-Practicum IV (1)

Once the above coursework is completed, the student progresses on to the Intermediate and Advanced doctoral courses outlined on the following page.

MA Entry Program – Intermediate and Advanced Doctoral Coursework Sequence

Following is a typical four-year course sequence for those who are entering with an earned master's degree in psychology or a related field.

Autumn 1 (8 Credits)

CPY 7000	History and Systems of Clinical Psychology (4)
CPY 7200	Biopsychosocial Aspects of Personality (4)

Winter 1 (8 Credits)

CPY 7030	Research Design (4)
CPY 7210	Developmental Psychology I (4)

Spring 1 (8 Credits)

- CPY 7230 Cognition and Learning (4)
 CPY 7010 Psychometric Theory and Test Construction (4)

Summer 1 (8 Credits)

- CPY 7220 Psychopathology (4)
 CPY 7310 Psychological Interventions: Theory and Technique (4)

Autumn 2 (9 Credits)

- CPY 7040 Research Statistics I (4)
 CPY 7300 Methods of Psychological Assessment I (4)
 CPY 7900 Practicum I (1)

Winter 2 (9 Credits)

- CPY 7050 Research Statistics II (4)
 CPY 7320 Methods of Psychological Assessment II: Child and Adolescent (4)
 CPY 7901 Practicum II (1)

Spring 2 (9 Credits)

- CPY 7330 Methods of Psychological Assessment III: Adults (4)
 CPY 7400 Ethics, Law and Christian Perspectives (4)
 CPY 7902 Practicum III (1)

Summer 2 (8 Credit)

- CPY 7240 Social Psychology (4)
 CPY 7250 Introduction to Family Psychology (2)
 CPY 7410 Introduction to Health Psychology (2)
 CPY 7800 Comprehensive Examination in Clinical Psychology (0)

Autumn 3 (9 Credits)

- CPY 7100 Physiological Psychology (4)
 CPY 7*** Theory and Technique - Cognate Specific (4)
 CPY 7904 Practicum IV (1)

Winter 3 (9 Credits)

- CPY 7110 Psychopharmacology (4)
 CPY 7270 Program and Organizational Evaluation (2)
 CPY 7*** Developmental Psychology II: Cognate Specific (2)
 CPY 7905 Practicum V (1)

Spring 3 (9 Credits)

- CPY 7*** Multicultural Aspects of Psychology (2)
 CPY 7120 Medical Issues and Psychopharmacology (4)
 CPY 7*** Cognate Specific Course (2)
 CPY 7906 Practicum VI (1)

Summer 3 (8 Credits)

- CPY 7130 Human Sexuality (2)
 CPY 7260 Community and Organizational Consultation (2)
 CPY 7*** Cognate Specific Course (4)

Autumn 4 (8 Credits)

- CPY 7940 Clinical Internship I (4)
 CPY 7995 Dissertation I (4)

Winter 4 (8 Credits)

- CPY 7941 Clinical Internship II (4)
 CPY 7996 Dissertation II (4)

Spring 4 (8 Credits)

- CPY 7942 Clinical Internship III (4)
 CPY 7997 Dissertation III (4)

Summer 4 (10 Credits)

- CPY 7810 Clinical Portfolio and Evaluation (2)
 CPY 7943 Clinical Internship IV (4)
 CPY 7998 *Dissertation IV (4)

General Admissions Information:

The program begins in Autumn 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, for the following year.

1. Degree from a regionally accredited institution.
 - Bachelor's Entry – Applicants must have a bachelor's degree **from a regionally accredited institution**. Candidates must have a minimum grade point average of 3.25 in all undergraduate work, or in the last 45 quarter credits or 30 semester credits, whichever is higher. The undergraduate major is most useful when it is in the social and behavioral sciences. A minimum of 6 courses in basic psychology (including subjects such as abnormal, developmental, experimental, physiological and social psychology, statistics, tests and measurements, learning and motivation and personality) is a requirement for entry.
 - Master's Entry – Applicants must have a bachelor's degree and 70-credit master's degree in psychology, counseling or a related field **from a regionally accredited institution**. 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. It is expected that those entering the program will have completed certain core psychology coursework at the master's degree level. A review of prerequisites will be conducted during an advising session after admittance to the program.
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
UW Testing Center	(206) 543-1170

(For local applicants)
 - Candidates with exceptional qualifications and recommendations who meet all of the requirements except #1 or #2 above may be considered for admission to the doctoral program but might be admitted on a probationary status.
3. Applicants will submit three letters of recommendation, including: a) one professional reference from a person professionally qualified to recommend for a field of this nature (e.g., clinical supervisor, program manager); b) one academic reference from a person qualified to evaluate academic ability (e.g., educator); and c) one personal 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 recommendation 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 that provides an accurate indication of writing and grammatical skills. Generally, statements should be three to four pages in length.

The personal statement should address: a) career objectives; b) rationale for seeking the degree and choosing to attend 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. This is necessary in order to issue the paperwork for an I-20 form.

Admissions Process

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 clinical psychology program. The entire process is usually completed within eight weeks after the final deadline date for applications.

Course Descriptions

CPY 6000 HISTORY AND SYSTEMS OF CLINICAL PSYCHOLOGY (4) Devoted to 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 and transactional perspectives. Course Equivalent: CPY 7000. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6001 FAITH, MEANING AND PROFESSIONAL FOUNDATIONS: PERSONHOOD AND ETHICS (1) Explores the implications of a biblical anthropology, develops a theology of personhood, and encourages students in personal exploration of and engagement with these issues. Will also address specific issues that arise out of the content of other courses concurrently being taken by the student. Course Equivalent: CPY 7001. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6002 FAITH, MEANING AND PROFESSIONAL FOUNDATIONS: PERSPECTIVES ON DEVELOPMENT (1) Examines the relationship between theological, existential and psychological perspectives on human development. Will also address specific issues that arise out of the content of other courses concurrently being taken by the student. Course Equivalent: CPY 7002. Class open to: Clinical Family Psychology majors, Clinical

Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6003 FAITH, MEANING AND PROFESSIONAL FOUNDATIONS: PERSPECTIVES ON DYSFUNCTION (1) Explores the relationship between psychological/systems theories and theological perspectives on individual and relational dysfunction. Examines the interplay between psychological constructs such as neurosis and theological concepts of sin and evil. Will also address specific issues that arise out of the content of other courses concurrently being taken by the student. Course Equivalent: CPY 7003. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6004 FAITH, MEANING AND PROFESSIONAL FOUNDATIONS: EPISTEMOLOGY AND SCIENTIFIC METHOD (1) Considers theological and philosophical approaches to epistemology and explores the conceptual bases of the scientific method upon which much of the field of psychology rests. Will also address specific issues that arise out of the content of other courses concurrently being taken by the student. Course Equivalent: CPY 7004. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6010 PSYCHOMETRIC THEORY AND TEST CONSTRUCTION (4) Examines basic principles of assessment and psychometric theory, including issues of reliability, validity, item analysis, test standardization, and test construction. Provides initial examination of the major tests employed in clinical settings for the assessment of personality, cognitive abilities, and social functioning. Course Equivalent: CPY 7010. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6210 LIFESPAN DEVELOPMENT (4) Explores normal and pathological development of the person from conception to death. Major theoretical and empirical trends in the field will be addressed. Biological and sociocultural influences will be covered, with emphasis on issues of diversity, particularly those related to ethnicity, gender, and religiosity. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6220 FOUNDATIONS OF PSYCHOPATHOLOGY (4) Provides an overview of the history of the diagnostic and treatment interventions for psychopathology. Describes current theoretical models and research findings concerning the development and course of disorders listed within the DSM-IV. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6300 INTRODUCTION TO PERSONALITY THEORY (4) Explores the major schools of personality theory. Describes application of theory to the therapeutic context through a case study approach. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6320 INTRODUCTION TO COGNITIVE PSYCHOLOGY (2-4) Focuses on the methods, theories, and principles of classical, operant and observational learning. Current theories and research within cognitive psychology are explored. Topics include memory, language, problem solving, creativity, judgment, reasoning, and heuristics. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6325 INTELLECTUAL AND AFFECTIVE PROCESSES (4) Addresses the methods, theories and principles of intellectual development, concepts of intelligence, neuropsychology of emotion, and diversity in affective expression. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6330 INTRODUCTION TO PHYSIOLOGICAL PSYCHOLOGY (2-4) Explores medical issues which arise in the practice of therapy. Emphases include an introduction to psychopharmacology, as well as issues related to stress, sexual dysfunction, and psychological responses to medical illness. Class open to: Clinical Family Psychology majors, Clinical Psychology

majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6400 THERAPY FOR INDIVIDUALS (2) Describes and critiques theoretical approaches to treatment of individuals. Empirical evidence for the efficacy of various therapeutic models in the treatment of DSM-IV disorders will be discussed. Class time will offer opportunities for modeling and role play of various techniques. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6410 THERAPY FOR GROUPS (2) Presents major theoretical approaches to group processes. Reviews empirical literature regarding the efficacy of group interventions with a variety of psychological disorders. Students will participate in a group experience in order to facilitate understanding of group processes. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6420 THERAPY FOR CHILDREN AND ADOLESCENTS (2) Explores disorders usually associated with childhood and adolescence and presents empirically-validated treatment strategies. Class time will provide opportunities for modeling and role play of various techniques. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6430 THERAPY FOR COUPLES AND FAMILIES (2) Examines the theoretical and empirical literature regarding marital and family treatment. Discusses psychological disorder within the framework of family systems. Offers students opportunities to model and role-play various techniques. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6700 INTRODUCTION TO STATISTICS (4) Addresses topics of probability, statistical inference, correlation and regression, and multivariate analysis. The course will also introduce the student to the use of computer software for statistical analysis. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6800 INTRODUCTION TO ETHICS IN PSYCHOLOGY (2-4) Considers major professional issues and practices in psychology in the contexts of Christian perspectives and the ethical guidelines of the American Psychological Association. Students will examine the role of laws as well as societal and personal values. Class open to: Counseling and Family Therapy majors, Clinical Psychology majors and Marriage & Family Therapy majors.

CPY 6912 SEMINAR IN SPECIAL TOPICS (2-4) Provides a lecture-discussion format related to a biopsychosocial aspect of clinical psychology. Emphasis of discussion is upon a clinical-scientist model of case conceptualization and service delivery. May be repeated for credit up to 8 credits.

CPY 6930 PRE-PRACTICUM I (1) Supervised experience observing and participating in either private or community mental health settings. Training will involve the development of interview skills, crisis intervention techniques, maintenance of ethical and professional standards, and preliminary counseling methods. Supervision may incorporate a variety of modalities, including audiotape, videotape and live observation. May be repeated for credit 1 time. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6931 PRE-PRACTICUM II (1) Supervised experience observing and participating in either private or community mental health settings. Training will involve the development of interview skills, crisis intervention techniques, maintenance of ethical and professional standards, and preliminary counseling methods. Supervision may incorporate a variety of modalities, including audiotape, videotape and live observation. May be repeated for credit 1 time. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6932 PRE-PRACTICUM III (1) Supervised experience observing and participating in either private or community mental health settings. Training will involve the development of interview skills, crisis intervention techniques, maintenance of ethical and

professional standards, preliminary counseling methods. Supervision may incorporate a variety of modalities, including audiotape, videotape and live observation. May be repeated for credit 1 time. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 6933 PRE-PRACTICUM IV (1) Supervised experience observing and participating in either private or community mental health settings. Training will involve the development of interview skills, crisis intervention techniques, maintenance of ethical and professional standards, and preliminary counseling methods. Supervision may incorporate a variety of modalities, including audiotape, videotape and live observation. May be repeated for credit 1 time.

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. Course Equivalent: CPY 6000. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7001 FAITH, MEANING AND PROFESSIONAL FOUNDATIONS: PERSONHOOD AND ETHICS (1) Explores the implications of a biblical anthropology, develops a theology of personhood, and encourages students in personal exploration of and engagement with these issues. Will also address specific issues that arise out of the content of other courses concurrently being taken by the student. Course Equivalent: CPY 6001. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7002 FAITH, MEANING AND PROFESSIONAL FOUNDATIONS: PERSPECTIVES ON DEVELOPMENT (1) Examines the relationship between theological, existential and psychological perspectives on human development. Will also address specific issues that arise out of the content of other courses concurrently being taken by the student. Course Equivalent: CPY 6002. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7003 FAITH, MEANING AND PROFESSIONAL FOUNDATIONS: PERSPECTIVES ON DYSFUNCTION (1) Explores the relationship between psychological/systems theories and the theological perspectives on individual and relational dysfunction. Examines the interplay between psychological constructs such as neurosis and theological concepts of sin and evil. Will also address specific issues that arise out of the content of other courses concurrently being taken by the student. Course Equivalent: CPY 6003. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7004 FAITH, MEANING AND PROFESSIONAL FOUNDATIONS: EPISTEMOLOGY AND SCIENTIFIC (1) Considers theological and philosophical approaches to epistemology and explores the conceptual bases of the scientific method upon which much of the field of psychology rests. Will also address specific issues that arise out of the content of other courses concurrently being taken by the student. Course Equivalent: CPY 6004. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7010 PSYCHOMETRIC THEORY AND TEST CONSTRUCTION (2-4) Introduces principles of assessment and psychometric theory, including issues of reliability, validity, item analysis, test standardization, and test construction. Provides initial examination of the major tests employed in clinical settings for the assessment of personality, cognitive abilities, and social functioning. Course Equivalent: CPY 6010. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7030 RESEARCH DESIGN (4) Prerequisite: Masters level

statistics course. Examines the basic and epistemological foundations 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. Class open to: and Clinical Family Psychology majors.

CPY 7040 RESEARCH STATISTICS I (4) Prerequisite: CPY 6700 and 7030. Engages the student in an advanced exploration of quantitative statistical methods and research methodologies. Emphasis is upon: mathematical foundations of regression models and its relationship to multivariate statistics. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7050 RESEARCH STATISTICS II (4) Prerequisite: CPY 7040. Continues an in-depth exploration of quantitative multivariate techniques, non-parametric statistics, and introduces qualitative research methodologies and their application to clinical research. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7060 RESEARCH COLLOQUIUM (2) Registration Approval: Department Chair. Prerequisites: CPY 7040,7050. Allows each student to present his/her dissertation or project proposal for faculty review. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7100 BEHAVIORAL NEUROSCIENCE (2-4) Prerequisite: CPY 6330 or equivalent. Presents an in-depth examination of psychobiology, central nervous system and endocrine function with reference to issues in psychopharmacology. Presentations include an overview of the nervous system, neuroanatomy, language processes, autonomic functions, the physiological substrate of emotion, and an update of current behavioral neuroscience research. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7110 PSYCHOPHARMACOLOGY (4) Prerequisite: CPY 7100. Surveys psychopharmacological issues from a biopsychosocial perspective. The course focuses on psychotropics and their action in the treatment of psychological disorders. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7120 MEDICAL ISSUES AND PSYCHOPHARMACOLOGY (2-4) Prerequisite: CPY 7110. 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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7130 HUMAN SEXUALITY (2) Surveys sexual development and behavior. Areas of focus include: gender differences, biopsychosocial aspects of human sexuality, the human sexual response cycle, and treatment of sexual dysfunction. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7140 INTRODUCTION TO HEALTH PSYCHOLOGY (2) Health psychology comprises those conceptual, therapeutic and scientific perspectives in psychology which focuses on the promotion and maintenance of health, the prevention and treatment of illness, and related dysfunction, and enhancement of the health care system itself. This course introduces students to this rapidly growing aspect of the professional practice of psychology. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7141 HEALTH AND NEUROPSYCHOLOGICAL ASSESSMENT (4) Prerequisites: CPY 7100 and 7140. Covers the usage of psychological instruments such as the MMPI, 16PF and the Millon Inventories in medical settings. Specialized health evaluation measures and behavioral assessment procedures are taught. Also covers the evaluation of brain-behavior relationships through flexible and fixed batter neuropsychological assessment approaches. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7142 MEDICAL PSYCHOLOGY INTERVENTIONS (2) Prerequisite: CPY 7141. Draws the connection between assessment techniques and developing empirically-based

psychological interventions with patients who present with Axis I and Axis II disorders in medical populations. Covers the roles and functions of the clinical health psychologist in hospital, HMO and care settings. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7143 BEHAVIORAL HEALTH AND EPIDEMIOLOGY (2) Interventions from the public health concepts of primary, secondary, and tertiary prevention perspectives are presented with special attention paid to clinical health psychologists responsibilities in each of these areas. Prevention strategies are based on empirically derived principles in the fields of psychology and epidemiology. Psychologists' role in the research and practice of behavioral health and wellness is covered.

CPY 7144 ADVANCED MEDICAL INTERVENTIONS (4) Prerequisite: CPY 7142. Covers further interventions for treatment of acute and chronic pain, management of side-effects of radiation and chemotherapy, cardiovascular and pulmonary rehabilitation, neurological disorders, and occupational health-related impairments. Topics include the biofeedback techniques, healthcare ethics, and psychoneuroimmunology. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7200 BIOPSYCHOSOCIAL ASPECTS OF PERSONALITY (4) Prerequisite: Masters 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 a clinically robust, ecological model. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7210 DEVELOPMENTAL PSYCHOLOGY I (2-4) Prerequisite: Masters level course in Developmental Psychology. 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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7230 ADVANCED COGNITION AND LEARNING (2-6) Prerequisite: Master's Level in Cognitive Psychology. Addresses major theories of human cognition and learning. Models which are based on individual perceptual and behavioral processes (such as social learning theory) are examined. Cognition and learning are also examined from systems and neuropsychological perspectives. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7240 SOCIAL PSYCHOLOGY (2-4) 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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7260 COMMUNITY AND ORGANIZATIONAL CONSULTATION (2) Addresses the dynamics of change and growth in human social groups and large systems. This course emphasizes the role of the psychologist as community/organizational consultant, and strategies for intervention are explored and demonstrated. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7270 PROGRAM AND ORGANIZATIONAL EVALUATION

(2) Prerequisites: CPY 7020,7030,7260. 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 analysis, and strategically improve organizational process and/or product. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7280 MULTICULTURAL ASPECTS (2) Provides a background and introduction to some of the multitude of cultural, socioeconomic, and ethnic variables that impact clinical service delivery. Emphasis is placed upon identifying the variety of ethnic variations to family functioning, manifestation of psychological disorder and psychopathology, and conceptualization of mental health and illness by individuals of diverse ethnic backgrounds. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7300 METHODS OF PSYCHOLOGICAL ASSESSMENT I (2-4) Prerequisite: CPY 7010. 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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7310 PSYCHOLOGICAL INTERVENTIONS: THEORY AND TECHNIQUE (2-4) 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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7311 CLINICAL PSYCHOLOGY:CLINICAL FORMATION (4) Provides a didactic and experiential format in which a personal theory of psychological intervention is developed. Explored are aspects of the individual therapist in relation to their biopsychosocial experiences, how this influences a theory of personhood, worldviews, and the role of the therapist as an agent of change. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7312 CLINICAL PSYCHOLOGY: MODALITY FORMULATION (2) Prerequisite: CPY 7311. Provides a comprehensive critique of contemporary models of psychotherapy, and a critical examination of techniques of treatment and intervention from an empirical point of view. Examines treatment modalities from the perspective of one's own understanding of self, theory of personhood and worldview. Students are required to formulate their own theory of clinical psychology and a particular model of treatment. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7313 ADVANCED THEORY, ASSESSMENT AND INTERVENTION (2) Offers an advanced level of exploration in theory, assessment, and intervention based upon the student's chosen modality emphasis. This exploration is informed by the student's theoretical and philosophical understanding of the self, nature of personhood, and theory of change. Modality specific methods of evaluation, diagnosis, psychopathology, and treatment are discussed. Covered are the application of the clinical-scientist model to such modalities as contemporary psychoanalysis, cognitive-behavioral treatments, and existential traditions. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7314 ADVANCED CLINICAL METHODS (4) Prerequisite: CPY 7313. Provides further intensive study of a particular modality. An in-depth understanding of the model and the ability to critique the model will be achieved. A comprehensive written work product and an oral presentation is required at the end of this course as reflecting the culmination of study and training in this cognate. Class open to: Clinical Family Psychology

majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7320 METHODS OF PSYCHOLOGICAL ASSESSMENT II:CHILD AND ADOLESCENT (2-4) Prerequisite: CPY 7300. Examines the unique issues in clinical assessment, diagnosis and treatment as applied to the population of children, adolescents and their families. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7330 METHODS OF PSYCHOLOGICAL ASSESSMENT III:ADULTS (2-4) Prerequisite: CPY 7300. Examines the unique issues in assessment, diagnosis and intervention in the psychological treatment of adults. Clinical approaches are explored which are sensitive to an adult's context of intimate relationships as well as within their broader social network. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7500 FAMILY PSYCHOLOGY INTERVENTIONS:THEORY AND TECHNIQUE (4) Prerequisite: CPY 7250. 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 macrosystem. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7510 DEVELOPMENTAL PSYCHOLOGY II:FAMILY LIFE CYCLE (2-4) Prerequisite: CPY 7210. 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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7520 MARITAL AND JOINT INTERVENTIONS:THEORY AND TECHNIQUE (4) Consists of 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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7800 COMPREHENSIVE EXAM IN CLINICAL PSYCHOLOGY (0) Registration Approval: Department Chair. The Comprehensive Examination is a learning experience designed 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 end of the third year of the program, before entry into internship. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7810 CLINICAL PORTFOLIO AND EVALUATION (0) Registration Approval: Instructor. 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 thinking and work. This experience is intended to be reflective of and preparatory for the psychology licensing oral examination process. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7912 SEMINAR IN SPECIAL TOPICS (2-4) Provides a lecture-discussion format related to a biopsychosocial aspect of clinical psychology. Emphasis of discussion is upon a clinical-scientist model of case conceptualization and service delivery. May be repeated for credit up to 8 credits. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7930 PRACTICUM I (1) 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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7931 PRACTICUM II (1) 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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7932 PRACTICUM III (1) 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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7933 PRACTICUM IV (1) 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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7934 PRACTICUM V (1) 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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7935 PRACTICUM VI (1) 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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7940 CLINICAL INTERNSHIP (2,4) Registration Approval: Department Chair. Registration approval: Program Chair. Provides a twelve-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. May be repeated for credit up to 16 credits. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

CPY 7950 SPECIAL TOPICS IN FAMILY PSYCHOLOGY (2-4) Covers distinctive forms of family pathology (e.g. domestic violence, alcohol and drugs, child abuse), and the specialized family therapy assessment and intervention techniques they often require. Class open to: Clinical Family Psychology majors and Clinical Psychology majors.

CPY 7995 DISSERTATION (2,4) Registration Approval: Department 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. May be repeated for credit up to 16 credits. Class open to: Clinical Family Psychology majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

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 and 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 10 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 practicum supervision group.

Coursework

The marriage and family therapy core curriculum and electives are based on the AAMFT guidelines, as indicated below.

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)

A typical two year course sequence is as follows

Course Sequence for Full Time Program

Autumn 1 (12 Credits)

- MFT 6200 History, Systems, and Christian Perspectives (3)
 MFT 6300 Theories of MFT I (3)
 MFT 6600 Psychopathology and Family Therapy (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)

Autumn 2 (10 Credits)

- MFT 6210 Multicultural Issues in Family Therapy (2)
 MFT 6610 Treatment of Abusive Systems (3)
 MFT 6630 Physiological and Medical Issues (3)
 MFT 6937 Clinical Practicum V (2)

Winter 2 (11 Credits)

- MFT 6400 Theory and Practice of Group Psychotherapy (3)
 MFT 6410 Treatment of Couples (3)
 MFT 6620 Measurement and Assessment (3)
 MFT 6938 Clinical Practicum VI (2)

Spring 2 (7 Credits)

- MFT 6110 Human Sexuality (3)
 MFT 6939 Clinical Practicum VII (2)
Plus one of the following
 MFT 6210 Christian Persp. on Psychotherapy (2)
 MFT 6411 Premarital Education (2)
 MFT 6640 Medical Family Therapy (2)
 MFT 6670 Grief, Death, and Culture (2)
 MFT 6820 Current Trends in MFT (2)
 MFT 6910 Reflective Practice (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 degree 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.

General Admissions Information

The program begins in Autumn quarter and admits students only once per 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
(For local applicants)	
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 probationary status (see admission process 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 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 six 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 (3-4) 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. Class open to: Community Counseling majors, Counseling and Family Therapy majors, Marriage & Family Therapy majors, Nursing Leadership majors and School Counseling majors. Class open to: Graduate level.

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. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

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. Class open to: Community Counseling majors, Clinical Family Psychology majors, Counseling and Family Therapy majors, Clinical Psychology majors, Marriage & Family Therapy majors, Nursing Leadership majors and School Counseling majors. Class open to: Doctoral level and Graduate level.

MFT 6201 CHRISTIAN PERSPECTIVE OF PSYCHOTHERAPY (2) Prerequisite: MFT 6200. 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 particularly which influence psychotherapy. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors. Class open to: Graduate level.

MFT 6210 MULTICULTURAL ISSUES IN FAMILY THERAPY (2-4) Focuses on how ethnic, cross-cultural, multiracial and gender issues influence theories and practices of marriage and family therapy. Strengths and limitations of major modalities will be analyzed. Students will consider influences of their own cultural backgrounds upon their practice of counseling and family therapy. Class open to: Community Counseling majors, Counseling and Family Therapy majors, Marriage & Family Therapy majors, Nursing Leadership majors and School Counseling majors.

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. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

MFT 6300 THEORIES OF MARRIAGE AND FAMILY THERAPY 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 is to be taken the first quarter of enrollment. Students will be encouraged to begin to develop their own personal style of therapy in light of those theories studied. Class sessions will be divided between lectures and a practical application of theories. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

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. Class open to: Community Counseling majors, Clinical Family Psychology majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

MFT 6303 THEORIES OF MARRIAGE AND FAMILY THERAPY II (3) Prerequisite: MFT 6300. Continues to provide 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. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors. Class open to: Graduate level.

MFT 6310 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. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

MFT 6320 STRUCTURAL FAMILY THERAPY (2) Examines a pillar of the systemic therapies. Following the tenets of the model, this is a course on family spatial and organizational metaphors. Students will learn conceptual bases and primary methods of structural therapy by working through actual cases and other clinical examples. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

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. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

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. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

MFT 6350 NARRATIVE FAMILY THERAPY (2) 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, re-storying the lives of people who are considered to have chronic problems. Class open to: Community Counseling majors, Clinical Family Psychology majors, Counseling and Family Therapy majors, Clinical Psychology majors and Marriage & Family Therapy majors. Class open to: Doctoral level and Graduate level.

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. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors. Class open to: Graduate level.

MFT 6360 ADVANCED BOWEN THEORY & THERAPY (2) Prerequisite: MFT 6301. Provides advanced knowledge and training in Bowen theory and its application. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

MFT 6400 GROUP LEADERSHIP (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 and give mini-lectures on group process and lead group structures reflection upon the process of the group. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors. Class open to: Graduate level.

MFT 6410 TREATMENT OF COUPLES (2-3) Prerequisite: MFT 6300. 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. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors. Class open to: Graduate level.

MFT 6411 PERMARITAL EDUCATION (2) Explores critical issues in preparing couples for life-long marriage. 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. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors. Class open to: Graduate level.

MFT 6600 PSYCHOPATHOLOGY AND FAMILY SYSTEMS (3-5) 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 to the class with special attention paid to the understanding of etiology, diagnosis and the development of treatment plans using the DSM nosology. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

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. Class open to: Community Counseling majors, Counseling and Family Therapy majors, Marriage & Family Therapy majors, Nursing Leadership majors and School Counseling majors.

MFT 6620 MEASUREMENT AND ASSESSMENT (3-5) Prerequisite: Class in statistics. Surveys models and techniques of psychological measurement employed in marriage and family therapy, including the statistical underpinnings of validity and reliability. Examines marital and family assessment techniques as well as the use of other assessment devices useful in the practice of marriage and family therapy. Class open to: Community

Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

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. Class open to: Community Counseling majors, Clinical Family Psychology majors, Counseling and Family Therapy majors, Marriage & Family Therapy majors, Nursing Leadership majors and School Counseling majors.

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. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors. Class open to: Graduate level.

MFT 6641 TREATMENT OF CHILDREN AND FAMILIES (2-3)

Provides a didactic and experiential format in which to explore issues around therapeutic work with children, adolescents and their families. Developmental and family systems issues will be explored in the light of working with children, adolescents and their families. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors. Class open to: Graduate level.

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. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors. Class open to: Graduate level.

MFT 6700 GRADUATE RESEARCH (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. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

MFT 6710 GRADUATE RESEARCH II (1) Prerequisite: MFT 6700. This course will be integrated with Clinical Practicum IV (MFT 6936). The goal of this course is to assist the student in the integration of the scientific-practitioner model. Students will be expected to examine their practicum case studies from a qualitative research model in order to complete their final clinical written and oral exam. Corequisite: MFT 6936. Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors. Class open to: Graduate level.

MFT 6810 ISSUES, ETHICS AND LAW (3-5) Considers major professional issues and practices in marriage and family therapy in the contexts of Christian perspectives and the ethical guidelines of the American Association of Marriage and Family Therapy, the American Counseling Association and the American Psychological Association. Students will examine the role of laws as well as societal and personal values. Class open to: Community Counseling majors, Counseling and Family Therapy majors, Marriage & Family Therapy majors, Nursing Leadership majors and School Counseling majors.

MFT 6811 ETHICAL ISSUES AND CRISIS INTERVENTION (2)

Course is taken in conjunction with Clinical Practicum I (MFT 6933) and will focus mainly on ethical issues relevant to MFT clinicians and interns (e.g., harm to self and others). This is initial preparation for student's placement in an internship site. Corequisite: MFT 6933. Class open to: Community Counseling

majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors. Class open to: Graduate level.

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. Class open to: Community Counseling majors, Counseling and Family Therapy majors, Marriage & Family Therapy majors, Nursing Leadership majors and School Counseling majors. Class open to: Graduate level.

MFT 6933 CLINICAL PRACTICUM I (1-2) Assists students in the integration of self, theory and the practice of family therapy. This 7-quarter sequence is designed to build step-wise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VI). Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment). Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

MFT 6934 CLINICAL PRACTICUM II (2) Assists students in the integration of self, theory and the practice of family therapy. This 7-quarter sequence is designed to build step-wise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VII). Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment). Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

MFT 6935 CLINICAL PRACTICUM III (2) Assists students in the integration of self, theory and the practice of family therapy. This 7-quarter sequence is designed to build step-wise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VII). Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment). Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

MFT 6936 CLINICAL PRACTICUM IV (2) Assists students in the integration of self, theory and the practice of family therapy. This 7-quarter sequence is designed to build step-wise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VII). Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment). Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

MFT 6937 CLINICAL PRACTICUM V (2) Assists students in the integration of self, theory and the practice of family therapy. This 7-quarter sequence is designed to build step-wise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VII). Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-

quarter commitment). Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

MFT 6938 CLINICAL PRACTICUM VI (2) Assists students in the integration of self, theory and the practice of family therapy. This 7-quarter sequence is designed to build step-wise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VI). Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment). Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

MFT 6939 CLINICAL PRACTICUM VII (2) Assists students in the integration of self, theory and the practice of family therapy. This 7-quarter sequence is designed to build step-wise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VII). Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment). Class open to: Community Counseling majors, Counseling and Family Therapy majors and Marriage & Family Therapy majors.

Physical Education (M.S.)

Expanding and Advancing Careers

Career opportunities for sport and exercise professionals are evolving in a swift and exciting fashion. Teachers, coaches, sport industry, and fitness specialists can take advantage of this expanding job market by developing new professional competencies through specialized study. To help you meet these challenges Seattle Pacific University's graduate program in Physical Education offers a Master of Science with three distinct areas of specialization.

General Degree Description

The 48 credit Master of Science in Physical Education is designed to prepare individuals for positions of leadership in physical education, sport administration, health promotion and related fields. Successful completion of this degree should nurture the development of academic skills, enhance career opportunities, and foster professional networking. The 36 credits of core courses have been designed to comprehensively address the discipline of physical education. Within that 36 credit core, students will have the choice of completing either a Project (PE 6920), a Practicum (PE 6930), or an Internship (PE 6940). The remaining 12 credits will be completed within the context of a specialization. Three specializations are available: (1) Health Promotion, (2) Pedagogy, and (3) Sport Administration.

The Department is committed to providing high quality instruction for students enrolled in this program. Specifically, in addition to securing the most up-to-date knowledge in the discipline, prime importance will also be given to helping students develop critical thinking, problem

solving, and communication skills. A variety of instructional methods are utilized including lecture, field assignments, small group discussion and task work, and media and other forms of technology. Students will also be provided with opportunities to secure internships in local, national, or international locations.

As a result of successfully completing the program, students should be able to better:

1. Access information in the related physical education disciplines, both from research and applied sources.
2. Dialogue rationally with colleagues in regards to essential questions pertaining to the related Physical Education disciplines.
3. Write in an organized, logical, documented, and convincing manner.
4. Work effectively in "team" projects in which responsibilities must be divided and coordinated in order to develop a high quality final product.
5. Develop an area of expertise in which the results of a personal, concentrated inquiry will be presented in an organized and succinct manner to faculty and colleagues.

The program seeks to achieve these goals and focuses by challenging students to develop:

- Knowledge of innovative instructional approaches and programming in physical education, exercise, and sport.
- Generic knowledge and skills needed to effectively manage physical education, sport, and fitness programs both within and outside traditional educational settings.
- Experience in planning, financing, budgeting, promoting, and managing a major media event.
- A personal philosophy which includes moral, humane, and prudent treatment of personnel and resources.
- An understanding of the interrelationships of sport and exercise to other institutions formed by and for human activity.
- An awareness of information regarding both the attributes of leadership and the development of leadership skills.
- An understanding of the relationships between physical activity, fitness, and well-being.
- An understanding of the biomechanical, physiological, and psychological factors that relate to the development of human performance.
- Knowledge regarding the assessment, treatment, and rehabilitation of exercise and sport injuries.
- A knowledge of the process involved in scholarly work including the researching, writing, and oral presentation of a paper in an approved area of interest.

Areas of Specialization

Health Promotion

The national focus on health and fitness has changed the way we live. Assessment and reduction of obesity, injury treatment and rehabilitation, provisions for corporate wellness and daily exercise prescription are standard features in public and private facilities in every community. Students who choose the Wellness Promotion specialization will complete the 36 credit Core of Physical Education courses as well as 12 credits in the School of Health Sciences.

Pedagogy

Teaching and coaching are a mixture of art and science. Master teachers and coaches are required to accurately assess the potentials and limits of the human body, to clearly communicate information, and to utilize motivational strategies to help performers to achieve optimal and consistent performance. Students who select the Pedagogy specialization will complete the 36 credit Core of Physical Education courses as well as 12 credits in the School of Education.

Sport Administration

Some of the most exciting challenges in sport today are in the offices of interscholastic and intercollegiate athletic departments, professional and amateur sport associations, sport media corporations, sport promotion and marketing firms, and facility and equipment designers. Managing people, programs, facilities, and money has become a new measure of sport performance. Students pursuing the Sport Administration specialization will complete the 36 credit Core of Physical Education courses as well as four courses in the School of Business (12 credits).

Scheduling

Courses are offered week nights during the regular school year (i.e. Fall, Winter, Spring) and at various times during summers to allow students to pursue the degree on a year-round basis without affecting employment. Students normally begin course work during the Summer quarter and are encouraged to complete the program in two calendar years to both maintain personal progress and to facilitate stability in the size of each Cohort. Specialization courses may be taken during any quarter, however, students are strongly encouraged to complete the degree within two years, and required to do so within five years after starting the program. The culminating requirement for each student is a Colloquium paper presentation during the final Spring quarter of the program.

Sample Two-Year Program Schedule

Year One

Summer	PE 6804 Sports Medicine PE 6701 Sociocultural Bases
Fall	Specialization Course PE 6602 Organization & Admin.
Winter	PE 6801 Phy. Act., Fitness PE 6605 Finance & Promotion
Spring	PE 6802 Enhancement of Human Specialization Course

Year Two

Summer	PE 6631 Faith, Values, Ethics in Sport Internship, Project, or Practicum PE 6970 Experimental Design
Fall	PE 6702 Psychology of Leadership and Achievement Specialization Course
Winter	PE 6601 Curriculum & Instruction Specialization Course
Spring	PE 6990 Issues Colloquium

Advising

Each student will be assigned to an academic advisor. Students are expected to initiate contact with their assigned advisors in regards to the following:

- Initial design of degree program including choice of specialization.

- Initiation of petitions and appeals.
- Identification of Colloquium project.
- Filing of Intent to Graduate Form.
- Career counseling

Plan to check, once a quarter in person, by telephone, or e-mail to inquire about program and/or schedule changes and about special events. In addition, any time that you have a change in the circumstances that affect your studies (e.g. illness, job change, financial change) inform your advisor and discuss the possible impact upon your studies. Also, meet with your advisor, at least two quarters before you anticipate graduating, to review your program progress.

Important Requirements

Once admitted, students will be expected to:

- Initiate contact with academic advisor and submit an approved plan of study prior to enrollment in first course
- Maintain 3.0 GPA once 9 credits have been completed
- Achieve at least a C (2.0) in all courses required for the degree

A student may be dropped from the program if:

- Her/His cumulative GPA drops below 3.0,
- A letter grade of "E" is received in two or more courses,
- Class attendance drops below a 75% rate,
- It is determined that s/he has behaved in an unprofessional or unethical manner during classes or during an internship.

Substitutions

Permission may be granted for students to take certain identified credits in lieu of those that are regularly required. A substitution is appropriate when it can be determined that particular credits would be more relevant to the student's program than the regularly required credits. The process for seeking a substitution is the same as petitioning.

Transfer of Credit

A student may petition to transfer up to eight graduate credits from another regionally accredited institution. A transfer of credit may be appropriate when it can be determined that the course work is equivalent to required and specialization course work. Transfers are normally granted for courses which have been completed within the past five years.

Teaching Endorsement in Physical Education

Students seeking to combine the completion of the Masters program with a teaching endorsement in Physical Education will need to take several additional courses besides those offered in this program (see Pedagogy advisor for more information).

Prerequisites

- **Students pursuing the Health Promotion specialization** are required to complete 10 credits in Anatomy and Physiology at the "C" level or above prior to taking specialization courses.
- It is strongly recommended that **all students** complete an undergraduate course in statistics prior to taking Experimental Design (PE 6970) which is offered during Summer term of the 2nd year.

Contact Persons

Grant M. Hill, Ph.D.; Program Director; ghill@spu.edu
(206) 281-2454

Colleen Conroy, Administrative Assistant;
cconroy@spu.edu (206) 281-2081

Degree Requirements for Master of Science Program in Physical Education**MS Physical Education
(48 Credits: 36 Core, 12 Specialization)****Physical Education Core Courses (36 Credits)**

PE 6804	Sports Medicine and Injury Management (3)
PE 6701	Sociocultural Bases of Sport and Exercise (3)
PE 6602	Organization and Administration (3)
PE 6801	Physical Activity, Fitness and Well-Being (3)
PE 6605	Finance and Promotion (3)
PE 6802	Enhancement of Human Performance (3)
PE 6631	Faith, Values, & Ethics in Sport (3)
PE 6970	Experimental Design (3)
PE 6702	Psychology of Leadership and Achievement (3)
PE 6601	Curriculum and Instruction in Sport Skills (3)
PE 6990	Issues Colloquium (3)

Choose one of the following three options:

PE 6920	Project (3)
PE 6930	Practicum (3)
PE 6940	Internship (3)

Sport Administration Specialization Courses (12 Credits)

BUS 6130	Financial Accounting (3)
BUS 6150	Managerial Marketing (3)
BUS 6302	Performance Management (3)
ISM 6211	Information Systems Management (3)

Pedagogy Specialization Courses (12 Credits)

Complete 12 credits or more from the following courses:

EDU 6120	Foundations: Issues and Ideas in American Education (3)
EDU 6524	School Curriculum (3)
EDU 6525	The School: A Multicultural Approach (3)
EDU 6526	Models of Teaching (3)
EdTc 6431	Learning with Technology (3)
EdTc 6432	Computer Authoring & Production (3)
EdTc 6433	Teaching with Technology (3)
EdTc 6535	Issues & Advances in Educational Technology (3)
EDU 6613	Educational Measurement and Evaluation (3)
EDU 6655	Advanced Educational Psychology (3)
EDSP 6644	The Exceptional Individual and Inclusion (3)

Health Promotion Specialization Courses (12 Credits)

Pre-requisites: Statistics, Anatomy and Physiology
Required course (5)

NRNP 6955 Health Promotion and Fitness (5)

Complete 7 credits or more from the following courses:

NUR 6102	Leadership in Nursing: Organizations and Health Service Systems (4)
NUR 6103	Leadership in Nursing: Health, Politics and the World (4)
NUR 6951	Clinical Pathophysiology (3)
NUR 6952	Issues of Older Adults (3)
NUR 6953	Developing Effective Interpersonal Dynamics (3)
NRNP 6957	Legal and Entrepreneurial Issues for Advanced Nurse Practitioners (3)

Timeline Sequence for Program Completion**Pre-Admission**

1. Candidate applies to the program.
2. File is evaluated and denied or approved.
3. Notification of the decision is sent to student.

Post-Admission

1. Student is assigned to an academic advisor. A degree plan is designed and approved.
2. Student submits an Intent to Graduate form to advisor two quarters prior to completion of degree. If it is determined that graduation may realistically occur within two quarters, advisor signs the application and forwards it to the Program Director. Program Director then conducts a check of courses completed and informs academic advisor of any remaining requirements. Academic advisor then notifies student of the remaining requirements.
3. Student registers for Colloquium (PE 6990) during Spring Quarter with all Core courses completed and no more than 6 Specialization credits left to complete.
4. Degree is awarded after all courses have been satisfactorily completed (i.e. see Standards of Scholarship section), placed on the transcript, and all bills have paid.

It will take 2-4 months from the time that the degree has been posted for a student to receive the diploma. If you need confirmation that your degree has been posted for employment purposes, contact the Office of Admissions and Registration at 281-2544. The Graduation Clerk can provide a certified letter confirming your completion of the Master of Science in Physical Education program.

Course Descriptions**PE 6601 CURRICULUM AND INSTRUCTION IN SPORT**

SKILLS (3) Focuses on the interactions between teacher and student, and coach and athlete, by investigating teaching effectiveness; teaching; coaching progressions and methodology; and general curricular concerns in physical education and sport programming for schools, private clubs and teams. Special emphasis will be given to innovative instructional approaches and programming. Class open to: Graduate level.

PE 6602 ORGANIZATION AND ADMINISTRATION (3)

Examines the generic knowledges and skills needed to effectively manage physical education, sport and fitness programs both within and outside traditional educational settings. Particular attention is directed at identifying characteristics of an organization, designing practical management strategies, formulating an effective communication process, and supervision of personnel. Class open to: Graduate level.

PE 6605 FINANCE, PROMOTION AND EVENT MANAGEMENT (3)

Provides information regarding the financing, marketing and operations of regular programs or special events. The first section addresses procurement of funds including sales, licensing, corporate participation, grant and proposal writing, asset and debt financing. Course also examines ways to budget, account and report disbursements. Section two covers media management, public relations, promotions, print and electronic advertising. The third section engages students in planning, financing, budgeting, promoting and managing a real event scheduled for the following summer. Class open to: Graduate level.

PE 6631 FAITH, VALUES AND ETHICS IN SPORT (3)

Examines the importance of faith, values, and ethics in various aspects of sport. Students will also be expected to develop a personal philosophy which includes moral imperatives for fair play, humane treatment of others, and prudent utilization of personal and corporate resources. Class open to: Graduate level.

PE 6701 SOCIOCULTURAL BASIS OF SPORT (3) Provides a thematic analysis to the social-cultural study of sport and exercise. Using techniques drawn from sociology and anthropology, the course examines the interrelationships between sport and exercise to other institutions formed by and for human activity. In particular, the course presents information regarding the interaction of sport and exercise with family, religion, race, gender, economics, politics and other social institutions. The course also addresses the interaction of sport and exercise with thematic endeavors such as art, literature, theatre, film, music and other elements of contemporary American culture. Class open to: Graduate level.

PE 6702 PSYCHOLOGY OF LEADERSHIP AND ACHIEVEMENT (3) Examines the personal attributes and social circumstances that enable achievement and foster leadership. The course is divided into three sections. The first section presents information about internal factors of achievement including vision, talent, commitment, instinct, passion, balance, ego, fear, teamwork, integrity, and more. Section two presents information about external influences on achievement such as family, genetics, mentors, role models, luck, media, and money. The third section examines the lives and accomplishments of notable individuals in history and deliberates the cost and benefits of those lives and the value of their contributions. Class open to: Graduate level.

PE 6801 PHYSICAL ACTIVITY, FITNESS AND WELL-BEING (3) A study of epidemiological evidence regarding the relationships among physical activity, fitness and well-being. Also examines a variety of fitness test batteries and programs for the enhancement of fitness. Class open to: Graduate level.

PE 6802 ENHANCEMENT OF HUMAN PERFORMANCE (3) Examines of the biomechanical, physiological and psychological factors that are important to the understanding and development of human performance. Class open to: Graduate level.

PE 6804 SPORT MEDICINE AND INJURY MANAGEMENT (3) Examines the physiology and anatomy of trauma, inflammation and the healing process. The physiology, rationale and protocols for cryotherapy and thermotherapy are explored. Attention is given to causes and prevention of acute and chronic injuries. Examines current literature relating to the assessment, treatment and rehabilitation of athletic injuries. Class open to: Graduate level.

PE 6900 INDEPENDENT STUDY (1-3) Registration Approval: Instructor and Dean. Allows a non-research approach to an approved issue. Course requirements include a defined set of objectives, a minimum of three conferences with a designated faculty member, a current topical bibliography, and a term ending assessment mutually developed by faculty and student. May be repeated for credit up to 15 credits. Class open to: Graduate level.

PE 6930 PRACTICUM (3) Provides practical experience with members of the SPU community. Practicum requirements include observations, journal entries and oral presentation to an accompanying course and approved assessment strategy. Class open to: Graduate level.

PE 6940 INTERNSHIP (3) Offers leadership opportunities through work experiences with local, national or international organizations. Internships are available in all degree specializations. Position descriptions that meet student generated objectives, work hours, calendar, remuneration and related benefits are established by the cooperating organization. A supervisor/mentor from the cooperating organization serves as the author of specific daily assignments and writes the final evaluation. Class open to: Graduate level.

PE 6960 PROJECT (3) Provides an opportunity to design and develop an original idea resulting in a tangible product, innovative curriculum, improved management system or other unique addition to the professional world. Project proposal must include a clear statement of outcome and benefits to setting, defined procedures, time table and assessment procedures. Class open to: Graduate level.

PE 6970 RESEARCH DESIGN (3) Considers the issues and concerns which confront the researcher with regard to the design and analysis of experiments. Emphasizes the identification of a hypothesis, planning the experiment and selecting appropriate analytical procedures. Simple rules for operating and understanding statistical procedures and the implications of different forms of analysis are also addressed. Successful completion of undergraduate course in statistics is strongly recommended. Class open to: Graduate level.

PE 6990 ISSUES COLLOQUIUM (3) This course is the final activity for all graduate degree candidates and culminates with an oral presentation to invited faculty, students and practitioners. Topics must be approved by the assigned faculty prior to the colloquium quarter. Research and preparation for the oral presentation are monitored by the faculty advisors. Class open to: Graduate level.

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

The MA-TESOL at Seattle Pacific University Bringing together knowledge and skill from linguistics, education, humanities and the social sciences, the Seattle Pacific University MA-TESOL program will prepare you for leadership and service in the field of Teaching English as a Second or Foreign Language.

We offer:

- theory made practical
- balance between academic preparation and teacher training
- strong emphasis on ethical and intercultural sensitivity
- practica to ensure your success and confidence in the classroom

Scheduling

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. 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. All coursework must be completed within six years.

Admission Requirements

1. Hold a Bachelor's degree from a regionally accredited college or university or its equivalent.
2. Submit letters of recommendation from at least two 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 your bachelor's degree and any institution you attended since that time.
4. Present a GPA of at least 3.0 (4.0 = A) in the last 45 quarter credits of coursework completed before applying for admission or in all undergraduate work, whichever is higher.
5. Present an acceptable score on the appropriate entrance examination (for GRE, a minimum of 950; for MAT, a minimum of 35).
6. Submit an essay response to questions provided in the application packet.
7. Provide proof of English proficiency if English is not your first language (TOEFL score of 600 or higher).
8. Provide an Affidavit of Support reflecting financial support covering each year of your intended

- enrollment if you are not a citizen or permanent resident of the United States.
- Complete an application for the MA-TESOL program and pay the \$35 application fee.

The complete application packet must arrive in the MA-TESOL office by the applicable deadline.

Autumn	August 1
Winter	November 15
Spring	March 1
Summer	May 1

Program Curriculum

There are two options for the MA-TESOL program. The basic program prepares you for teaching in colleges and universities, foreign countries and various language institutes within the United States. We also offer an option which incorporates a Washington State Teaching Certificate with your master's degree. This is for those persons interested in pursuing a career as a K-12 ESL teacher. The basic program can be completed in 18 months (six quarters), while the K-12 Certification program takes approximately one year longer.

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. With the approval of the Program Director, these courses may be taken concurrently with the master's coursework.

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 (18 credits)

LIN 6145	Phonology (3)
LIN 6150	Morphology (3)
LIN 6410	Syntax (3)
LIN 6200	Second Language Acquisition (3)
EdRd 6507	Language Development (3)
EDU 6085	Values & Ethics in Education (3)
<i>or</i> REL 6070 Comparative Religion (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 (9 credits)

Select from the following:

COM 6180	Cultural Communication
ENG 6601	History of English Language
LIN 6400	Comparative Syntax
LIN 6430	Sociolinguistics
LIN 6450	Pragmatics and Semantics
EDU 6525	The School: A Multicultural Approach
EdRd 6530	Teaching Reading/Language Arts: Content Areas
EdTc 6431	Learning with Technology
EdTc 6443	Teaching with Technology

Practicum (3 courses/9 credits)

TESL 6930	Language Learning Practicum
TESL 6940	Teaching Phase I
TESL 6941	Teaching Phase II

Track II: MA-TESOL w/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
EDU 6525	The School: A Multicultural Approach
EDU 6085	Values & Ethics in Education

Pedagogy (18 credits)

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

Electives (6 credits)

Select from the following:

COM 6180	Cultural Communication
LIN 6430	Sociolinguistics
EdRd 6530	Teaching Reading/Language Arts: Content Areas
EdTc 6431	Learning with Technology
EdTc 6443	Teaching with Technology

Initial Certification Component (23 credits)

EDU 6120	Foundations: Issues and Ideas in American Education (3)
EDU 6130	Classroom Management (3)
EDU 6949	Internship (17)

Practicum (9 credits)

TESL 6930	Language Learning Practicum
TESL 6940	Teaching Phase I
TESL 6941	Teaching Phase II

Course Descriptions

COM 6180 CULTURAL COMMUNICATION (3) Examines theory and literature of the ethnography of communication, with direct application in the description and analysis of language in its social context. Class open to: Graduate level.

ENG 6601 HISTORY OF THE ENGLISH LANGUAGE (3) Examines Anglo-Saxon, Middle and modern forms of English in historical development and individual language systems. Includes phonology, morphology, syntax, and some of the relationships of each language stage to literary expression during its era. Offered alternate years. Course Equivalent: LIN 6601.

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

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

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

LIN 6365 METHODOLOGY OF FOREIGN LANGUAGE TEACHING (3) An overview of the theoretical paradigms of second language learning and teaching; definition and evaluation of communicative competence; strategies for teaching skills of listening, speaking, reading and writing; selection and development of instructional materials, including new technology.

LIN 6400 COMPARATIVE SYNTAX (3) Provides an intensive investigation into non-English sentence structure. Basic rule-making and rule-testing are examined in a variety of languages. Not offered every year.

LIN 6410 SYNTAX (3) Provides an intensive investigation into contemporary English sentence structures through the application of current syntactic theory. Basic rule-making and rule-testing are examined in English.

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. Not offered every year.

LIN 6450 PRAGMATICS AND SEMANTICS (3) Examines theories of meaning and reference, and the way context influences the meaning of discourse. Not offered every year.

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. Class open to: and TESOL majors.

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

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

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

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 an additional elective if they so chose. Class open to: and TESOL majors.

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. Class open to: and TESOL majors.

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. Class open to: and TESOL majors.

School of Business and Economics

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Business Administration (M.B.A.)

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

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

- 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;
- communicate effectively, work in teams, use information technology and self-assess personal abilities, strengths and weaknesses.

The MBA curriculum consists of 9 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 word processing, spreadsheets, and databases are a pre-requisite that 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 9 core courses account for 27 of the 72 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.

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 paper based test or 225 computer-based test.

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 (27 credits)

Skills in word processing, 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 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	Foundations for Christian Ethics (3)
BUS 6210	Managerial Economics (3)
BUS 6220	Financial Analysis (3)
BUS 6250	Marketing Analysis (3)
BUS 6260	Managerial Communication (3)
BUS 6263	Designing Organizations (3)
BUS 6266	Leadership in Organizations (3)
BUS 6280	Global Political Economics (3)
BUS 6299	Strategic Policy and Planning (3)

Elective Courses (15 credits)

BUS 6300	Human Resource Management (3)
BUS 6301	Labor and Employee Relations (3)
BUS 6302	Performance Management (3)
BUS 6303	Compensation and Benefits (3)
BUS 6305	Managing Cultural Diversity (3)
BUS 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 39.)

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*	Foundations for Christian Ethics (3)
BUS 6110	Macroeconomics for Management (3)
BUS 6140	Legal Environment of Business (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 6263	Designing Organizations (3)
BUS 6266	Leadership in Organizations (3)
BUS 6280	Global Political Economics (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

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. Class open to: Graduate level.

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. Class open to: Graduate level.

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. Class open to: Graduate level.

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. Class open to: Graduate level.

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. Class open to: Graduate level.

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

BUS 6164 OPERATIONS MANAGEMENT (3) Registration Approval: Coordinator. Prerequisites: BUS 6110 and 6171. Presents a systems based orientation to production/operations processes and process improvement. Uses an application approach to developing understanding, analysis, and revision of operations activities.

Applies project management and other analytical tools relevant to production/operations processes. Class open to: Graduate level.

BUS 6170 INFORMATION SYSTEMS MANAGEMENT (3) Registration Approval: Coordinator. Introduces the basic framework and key concepts of information management. Primary focus is on the strategies and programs needed to manage information as a strategic resource. Explores impacts of managing information in an environment of technological and organizational change. Reviews information technology skills needed by managers. Course Equivalent: ISM 6211. Class open to: Graduate level.

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

BUS 6201 CHRISTIAN VALUES, ETHICS AND THE MARKETPLACE (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. Class open to: Graduate level.

BUS 6202 BUSINESS ETHICS:CURRENT ISSUES AND MORAL LEADERSHIP (3) Registration Approval: Coordinator. Covers Ethical reasoning as it applies to business situations. Specific topics include: corporate social responsibility, affirmative action, dispute resolution, consumer protection, employee rights, advertising ethics, and economic justice. Must be completed as one of the first five courses in the program. Class open to: Graduate level.

BUS 6210 MANAGERIAL ECONOMICS (3) Registration Approval: Coordinator. Prerequisites: BUS 6110, 6171. Integrates and applies principles of economics and statistics that are important to managerial decision making and policy planning. Topics include: demand and cost analysis, profit maximization and production decisions, industry structures and competitive behavior, pricing strategies, and government intervention in the marketplace. The course employs marginal analysis and regression analysis. Class open to: Graduate level.

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. Class open to: Graduate level.

BUS 6250 MARKETING ANALYSIS (3) Registration Approval: Coordinator. Prerequisites: BUS 6120, 6150, 6210. Applies qualitative and quantitative information generated by marketing research to marketing decisions through cases and simulations. Class open to: Graduate level.

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 six courses in the program. Class open to: Graduate level.

BUS 6263 DESIGNING ORGANIZATIONS (3) Registration Approval: Coordinator. Prerequisite: BUS 6266. Examines organizational theories and relevant research as the basis for effective design of organizations, especially knowledge-intensive organizations that depend on the development and deployment of intellectual resources. Explores organizational structures (e.g. degree of differentiation, integration, and control systems) and processes (e.g. strategy, power and politics, organizational culture, innovation and change, information systems), emphasizing their impact on the creation, acquisition, and dissemination of intellectual capital and organizational effectiveness. Class open to: Graduate level.

BUS 6266 LEADERSHIP IN ORGANIZATIONS (3) Registration Approval: Coordinator. Introduces theory and research directed at the problems of understanding, predicting and influencing individual and group behavior in the context of a diverse workforce. Covers effectiveness in leading and stewarding the human capital in organizations. Topics include: leadership, motivation and behavioral change, decision making, strategic vision, group dynamics, team building, communication processes, power, conflict and stress management. Integrates self-assessment of leadership skills. Class open to: Graduate level.

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. Class open to: Graduate level.

BUS 6299 STRATEGIC POLICY AND PLANNING (3) Registration Approval: Coordinator. Prerequisites: BUS 6170, 6210, 6220, 6250, 6266, 6280. 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. Class open to: Graduate level.

BUS 6300 HUMAN RESOURCE MANAGEMENT (3) Registration Approval: Coordinator. 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. Class open to: Graduate level.

BUS 6301 LABOR AND EMPLOYEE RELATIONS (3) Registration Approval: Coordinator. Prerequisite: BUS 6300. 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. Class open to: Graduate level.

BUS 6302 PERFORMANCE MANAGEMENT (3) Registration Approval: Coordinator. Prerequisite: BUS 6266. 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. Class open to: Graduate level.

BUS 6303 COMPENSATION AND BENEFITS (3) Registration Approval: Coordinator. Prerequisite: BUS 6300. Overview of employee compensation and benefit plans. Includes insurance and retirement plans, profit-sharing, pay administration, pay base determination, market surveys, comparable worth and pay incentives. Class open to: Graduate level.

BUS 6305 MANAGING CULTURAL DIVERSITY (3) Registration Approval: Coordinator. Builds awareness and appreciation of cultural diversity in the workforce. Examines strategies for encouraging, accommodating, and utilizing diversity as a competitive advantage domestically and globally. Introduces a model of change processes and applies it to diversity issues. Class open to: Graduate level.

Business Administration

Information Systems Management

BUS 6360 ORGANIZATIONAL DEVELOPMENT (3)

Registration Approval: Coordinator. Prerequisite: BUS 6266. 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. Class open to: Graduate level.

BUS 6361 ADVANCED NEGOTIATIONS (3) Registration Approval: Coordinator. Studies 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. Class open to: Graduate level.

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

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

BUS 6381 PACIFIC RIM ENTERPRISE (3) Registration Approval: Coordinator. Prerequisites: BUS 6110, 6120. Studies trading relations among Pacific Rim countries. Class open to: Graduate level.

BUS 6390 ENTREPRENEURIAL MANAGEMENT (3) Registration Approval: Coordinator. Prerequisites: BUS 6250, 6263, 6266. 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. Class open to: Graduate level.

BUS 6916 MANAGERIAL ISSUES SEMINAR (3) Registration Approval: Coordinator. Variable topics related to the effective management of organizations. May be repeated for credit up to 6 credits. Class open to: Graduate level.

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. Class open to: Graduate level.

BUS 6969 PRACTICE OF BUSINESS (3-6) Registration Approval: Coordinator. Prerequisites: BUS 6220, 6250, 6263, 6266. 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 the student and sponsoring faculty member must be approved by the Graduate Program Director. May be repeated for credit up to 6 credits. Class open to: Graduate level.

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 School of Business and Economics is committed to providing an experiential, collaborative learning environment in which information systems and Christian faith, ethics and character are integrated. The objectives of the ISM program are to develop student ability to:

- 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;
- communicate effectively, work in teams, and self-assess personal abilities, strengths and weaknesses.

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

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 one full year 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 paper based test or 225 computer-based test. Questions or requests for an admission application may be directed to the ISM Admissions 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 Visual BASIC, COBOL, Pascal, 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 6164	Operations (3)
BUS 6171	Quantitative Methods (3)
BUS 6266	Leadership in Organizations (3)

Core Courses (30 credits)

BUS 6201	Foundations for Christian Ethics (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 SYSTEMS MANAGEMENT (3)

Registration Approval: Coordinator. Introduces the key concepts explored in the ISM program. Primary focus is on the components, strategies and programs needed to manage information as a strategic resource. Explores impact of managing information in an environment of constant technological and organizational change. Course Equivalent: BUS 6170. Class open to: Graduate level.

ISM 6212 INFORMATION MODELING (3)

Registration Approval: Coordinator. 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. Class open to: Graduate level.

ISM 6213 ENTERPRISE ANALYSIS AND INFORMATION PLANNING (3)

Registration Approval: Coordinator. Prerequisite: ISM 6212. 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. Addresses managing organizational changes brought about by changing information systems. Class open to: Graduate level.

ISM 6225 ETHICAL, LEGAL, AND SOCIAL ENVIRONMENT OF INFORMATION MANAGEMENT (3)

Registration Approval: Coordinator. Prerequisite: ISM 6211. 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. Class open to: Graduate level.

ISM 6231 DEVELOPMENT OF IS PROJECTS I (3)

Registration Approval: Coordinator. Prerequisite: ISM 6211. Introduces the first half of the 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. Also explores the provision of values based leadership to IS projects and the creation and use of effective project teams. Class open to: Graduate level.

ISM 6232 DEVELOPMENT OF IS PROJECTS II (3)

Registration Approval: Coordinator. Prerequisite: ISM 6231. Continues the system development and management practices begun in ISM 6231. Covers the techniques, tools, project management methods and leadership issues related to managing the activities of the design, development, test, implementation and maintenance stages of the software development life cycle. Class open to: Graduate level.

ISM 6245 TELECOMMUNICATIONS 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. Class open to: Graduate level.

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.). Class open to: Graduate level.

ISM 6335 SOFTWARE ENGINEERING (3) Registration Approval: Coordinator. Prerequisite: ISM 6231. Explores issues in software engineering such as programming methodologies, reusability, software quality assurance, CASE tools, software metrics and tools to evaluate, control and estimate the software life cycle. Class open to: Graduate level.

ISM 6345 DISTRIBUTED COMPUTING (3) Registration Approval: Coordinator. Prerequisite: ISM 6245 Examines technical options in computer architectures, operating systems and networks, as well as management and performance issues related to distributed computing. Class open to: Graduate level.

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. Class open to: Graduate level.

ISM 6355 KNOWLEDGE BASE SYSTEMS (3) Registration Approval: Coordinator. Prerequisite: ISM 6255 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. Class open to: Graduate level.

ISM 6360 MODELING AND SIMULATION (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. Class open to: Graduate level.

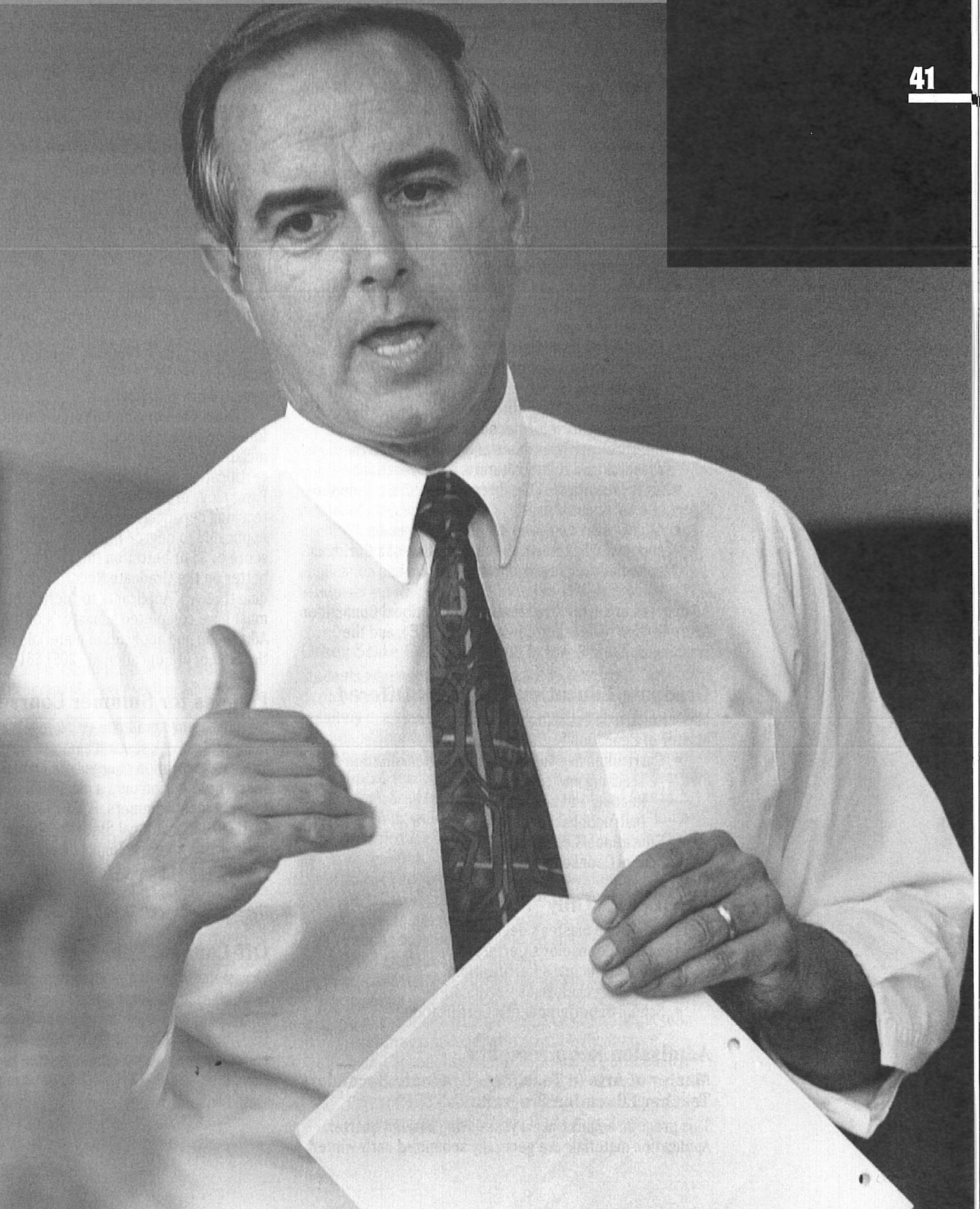
ISM 6910 SEMINAR IN INFORMATION SYSTEMS MANAGEMENT (3) Registration Approval: Coordinator. Offers an exploration of current and emerging trends in information systems and organizational management environment in a seminar format. Specific topics such as the role of information systems in virtual organizations,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

ISM 6930 INFORMATION SYSTEMS MANAGEMENT CONSULTING PRACTICUM (3) Registration Approval: Coordinator. Prerequisite: ISM 6213 and 6232. 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 up to 6 credits. Class open to: and Information Systems Management majors. Class open to: Graduate level.

ISM 6960 MASTER'S PROJECT (3) Registration Approval: Coordinator. Prerequisite: ISM 6213 and 6232. 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. Class open to: and Information Systems Management majors. Class open to: Graduate level.

School of Education

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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 specialization's in
Teaching and Learning
Reading and Language Arts
Instructional Technology
- Educational Leadership
- School Counseling

Certificate "Only" Programs

(for those with a master's degree)

- School Counselor's Certification
- School Principal's Certification
- School Psychologist'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 autumn 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 a score of 35 or better on the Miller's Analogies Test or 950 or better on the Graduate Record Exam (verbal + quantitative). Admission and application information can be obtained from the School of Education at (206) 281-2210.

In addition to the above prerequisites for admission, each applicant must have completed most of the requirements for a primary endorsement in the subject he/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 one quarter before the quarter in which program coursework will begin so that the process of admission will be completed before initial enrollment. However, all application items, including test scores, should be filed with the Graduate Program Manager in the School of Education by the first week of the quarter in which program course work is to begin.

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. School Counseling and School Psychology programs are the only exceptions, with a teaching certificate being recommended but not required. Applicants to degree programs should have obtained a score of 35 or better on the Miller's Analogies Test or 950 or better on the Graduate Record Exam (verbal + quantitative). Applicants to "certification only" programs must have completed a master's or other advanced degree. Admission and application materials may be obtained from the 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 EDU 6970 Educational Statistics during the summer, they are permitted to take only one additional three credit graduate class per session because Educational Statistics extends 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 the Olympic Educational Service District in Bremerton and at the Federal Way School District Administrative Office in Federal Way. 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 working students, on-campus courses are scheduled in the evenings, either from 4:30 - 7:05 p.m. or from 7:10 - 9:45 p.m. Off-campus courses are usually scheduled from 4:30 - 7:05 p.m. Copies of the projected schedule for graduate education courses 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 consists of two four-week sessions. Session one begins late June and ends mid-July. Session two begins late July and ends mid-August. Graduate education classes generally meet during one session only, from Monday through Thursday, for a designated two-hour period. Educational Statistics meets 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, but may be as many as 15. It is not a requirement for a master's 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.

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's of education degree, but an elective only. Hence, it is not an option for some programs. Individuals wishing to complete a project should contact the Graduate Program Manager well in advance for written procedures.

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's 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 he/she was enrolled. The exam is usually taken during the last quarter of coursework or the first quarter thereafter. In all cases it is written. The Educational Leadership degree also includes an oral defense of the written responses.

An application for the comprehensive exam should be submitted to the Graduate Program Manager in the School of Education two quarters before the test will be taken. After the application is received, a student is sent instructions regarding the writing of the exam in his/her program.

Certification

Continuing Teacher's Certificate

Any SPU master's degree within the School of Education may be used to fulfill the academic requirement for the Continuing Teacher's Certificate. Applications for this credential can be requested from and processed by the 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. 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's 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) should apply soon after program completion for certification.
- Initial School Psychologist: Students enrolled in a program meeting qualifications for School Psychologist's certification (ESA) should apply soon after program completion for certification.

- Initial School Principal: Students enrolled in a program meeting qualifications for School Principal's certification should apply soon after program completion for certification.

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 three specializations for intensive study: (1) Teaching and Learning, (2) Reading and Language Arts, and (3) Instructional Technology. When degree work is done, the transcript will verify the specific program completed as follows: *Master’s of Education in Curriculum and Instruction. Specialization: [Area of Emphasis]*.

In addition to receiving a curriculum and instruction degree, persons doing the Reading and Language Arts specialization will qualify to add a K-12 Reading endorsement to their teaching certificate upon successful program completion. Persons doing the Instructional Technology specialization will qualify to add a grades 4-12 Instructional Technology endorsement to their teaching certificate upon successful program completion.

Overall, the master’s 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 Program Manager at (206) 281-2378.

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

- Foundations/Research Core: Prepares individuals to understand basics of research in education so they become competent consumers of quantitative and qualitative research designs. In this way, students are enabled to effectively read and analyze studies presented in professional journals.
- Curriculum/Instruction Core: Provides the background, perspectives, and resources necessary for advanced study as a classroom teacher.
- Specialization Core: Provides advanced study in a specific area of emphasis.
- Electives: Provides an opportunity to explore an area of individual interest.
- Comprehensive Examination: Provides an opportunity for a written synthesis of overall concepts, principles, and perspectives gained during the course of study.

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

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

Specialization: Teaching and Learning (51 Credits)

Program Requirements

Foundations/Research Core (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, but some may require written permission from the department involved before enrollment will be permitted. Courses from the math/earth science endorsement programs offered during summer term may also be used.
- *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. Graduate degree offerings from other departments 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.

Instructional Technology

EdTc 6431	Learning with Technology (3)
EdTc 6432	Computer Authoring and Production (3)
EdTc 6433	Teaching with Technology (3)
EdTc 6434	Networking and Telecommunications in Education (3)
EdTc 6535	Issues and Advances in Educational Technology (3)

Reading and Language Arts

- EdRd 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 6641 Psychology of Reading (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

(see School of Education for course options)

Science Education

(see School of Education for course options)

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 usually completed during the last quarter of coursework or the quarter thereafter. An application available from the School of Education should be submitted to the Graduate Program Manager two quarters in advance. 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 (12 credits)**

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

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 course that does not appear on the list that would benefit a student's professional and education goals, a written petition is to be submitted to the Graduate Program Manager for special consideration.

Educational Technology

- EdTc 6431 Learning with Technology (3)
 EdTc 6432 Computer Authoring (3)
 EdTc 6433 Teaching with Technology (3)
 EdTc 6434 Networking and Telecommunications in Education (3)
 EdTc 6535 Issues and Advances in Educational Technology (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 Examination

This two-hour essay examination is usually completed during the last quarter of course work or the first quarter thereafter. An application available from the School of Education should be submitted to the Graduate Program Manager two 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 (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 and Instruction Program

Educational Leadership

School Counseling

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)

Instructional Technology Core (24 credits)

EdTc 6431	Learning with Technology (3)
EdTc 6432	Computer Authoring and Media Production (3)
EdTc 6433	Teaching with Technology (3)
EdTc 6434	Networking and Telecommunications for Education (3)
EdTc 6535	Issues and Advances in Educational Technology (3)
EDU 6900	Independent Study: Practicum in Instructional Technology (3)
EdTc xxxx	Six credits selected from <u>Spiral</u> Instructional Technology – Prior approval required for each course.

Comprehensive Examination

This take-home essay examination is usually completed during the last quarter of course work or the first quarter thereafter. An application available from the School of Education should be submitted to the Graduate Program Manager two 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's 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 on 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 complete a second master's degree 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)
EDU 6972	Research Evaluation (3)

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)
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Comprehensive Examination

This two-part examination, a written essay section and an oral defense of the answers to these questions, is usually completed at the end of the program. An application available in the School of Education should be submitted to the Graduate Program Manager two quarters in advance. The oral defense is arranged individually through Dr. Richard Smith. The written test is to be completed prior to the "oral defense."

School Counseling

The Master's 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 a minimum of 450 hours participation in a variety of meaningful activities related to the competencies required by the State of Washington knowledge base for school counselors (WAC 180-78-295) 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. William Rowley at (206) 281-2671.

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 complete a second master's degree in School Counseling in order to obtain ESA (Educational Staff Associate) certification as a school counselor. It is only necessary to complete the major courses (38 credits), elective (3 credits), internship (9 credits), and the comprehensive exam. The same guidelines and procedures for program admission apply.

School Counseling Requirements (68 Credits)

Professional Core (18 credits)

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

Major Courses (38 credits)

- EdCo 6600 Introduction to Systems Theory (1)
- EdCo 6670 Introduction to School Counseling (4)
- EdCo 6671 Introduction to Counseling Theory (3)
- EdCo 6672 Organization and Administration of K-12 Guidance Programs (3)
- EdCo 6930 Practicum I (3)
- EdCo 6931 Practicum II (3)
- EdCo 6673 Group Counseling in the Schools (3)
- EdCo 6674 Assessment in School Counseling (3)
- EdCo 6675 Legal and Ethical Issues in School Counseling (3)
- EdCo 6676 Students at Risk: Assessment and Intervention (3)
- EdCo 6678 Advanced Developmental Foundations (3)
- EdCo 6679 Career Counseling in the Schools (3)
- EdCo 6680 Special Education and School Counseling (3)

Internship (9 credits)

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

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

Elective (3 credits)

A minimum of 3 credits in this area must be completed. For a list of approved electives contact the Graduate Program Manager at (206) 281-2378.

Comprehensive Examination

This two-hour essay examination is usually completed during the last quarter of coursework or the quarter thereafter. Comprehensive exams are scheduled once per quarter. An application available from the School of Education should be submitted to the Graduate Program Manager two quarters in advance.

Education Block

School Counseling students who do not have a valid teacher's certificate may be required to complete the "Education Block." The Education Block includes:

- 100 hours of work in one classroom.
- Two (2) 3-credit minimum education courses, of which must be EDU 6130 Classroom Management. Students may then choose the second from the following courses:
 - EDU 4240 General Secondary Methods (5)
 - EDU 6524 School Curriculum (3)
 - EDU 6526 Models of Teaching (3)

Teaching - Secondary

The Master's of Arts in Teaching combines a program for teacher certification at the secondary level with a master's 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 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 6*** 6000-level elective (3)
- EdTc 6432 Computer Authoring (3)
or EdTc 6535 Issues and Advances in Educational Technology (3)

School Psychology

The School Psychology 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 (E.S.A.) certificate as a school psychologist in the State of Washington.

A year-long (9 credit) internship is an integral part of this program in which students conduct supervised work in a school setting. Its primary objective is 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 includes 1200 hours of participation in a variety of activities related to the work of the school psychologist. These experiences are related to the competencies required by the State of Washington knowledge base for school psychologists [WAC 180-78A-165(5)] as well as those recommended by the School of Education.

Program Description

There are two program options available to students seeking admission to the School Psychology Program: (1) an Education Specialist Degree (Ed.S.) in School Psychology with certification as an E.S.A. school psychologist, and (2) certification as an E.S.A. school psychologist as part of the Doctor of Education Degree (Ed.D.).

Education Specialist Degree and E.S.A. Certification

Applicants seeking this program option must have previously earned a master's degree in education or a related field (i.e., school counseling, social work, mental health counseling) and will complete a minimum of 40 quarter credit hours in the School Psychology Program phased over three years. The internship is completed during the third year of the program.

Doctor of Education Degree 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. This degree program is phased over a three-year period with the internship being completed during the third year.

Course/Credit Requirements

All students enrolled in either of these degree program options will complete a minimum of 40-quarter credit hours in the School Psychology Program.

Required Courses (34 Credits)

- EDCO 6130 Classroom Management for Non-Teachers (3)
- EDCO 6674 Intro to Psychoeducational Assessment (3)
- EDCO 7201 Introduction to School Psychology (3)
- EDCO 7202 Abnormal Psychology (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)
- EDCO 7209 Practicum III (Assessment & Intervention Integration) (3)
- EDCO 7940 School Psychology Internship (9)

Additional course work from the list below will be determined in consultation with an advisor upon admission to the program based on prior course work.

School Psychology Program of Study Foundations of Education

- EDU 6120 Foundations: Issues & Ideas in American Education
- EDU 6085 Values and Ethics in Education

Learning and Development

- EDU 6655 Advanced Educational Psychology
- EdCo 6678 Advanced Developmental Foundations

Assessment and Intervention

- EdCo 6674 Intro to Psychoeducational Assessment
- EdCo 7203 Cognitive Assessment & Intervention
- EdCo 7204 Behavioral Assessment & Intervention
- EdCo 7205 Personality Assessment & Intervention
- EdCo 7206 Academic Assessment & Intervention

Counseling Theory and Application

- EdCo 6600 Introduction to Systems Theory
- EdCo 6671 Introduction to School Counseling
- EdCo 7201 Introduction to School Psychology
- EdCo 7202 Abnormal Psychology
- EdCo 6930 Practicum I (Basic Counseling Skills)
- EdCo 6673 Group Counseling in the Schools

Intervention and Management

- EdCo 6676 Students at Risk: Assessment & Intervention
- EdCo 6130 Advanced Classroom Management
- EdCo 6680 Special Education: Programs & Methods

Consultation and Collaboration Skills

- EdCo 6672 Organization and Administration of K-12 Guidance Programs

Educational Research and Evaluation

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

Legal and Ethical Issues

- EdCo 6675 Legal & Ethical Issues for School Professionals

The Practice of School Psychology

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

Electives

Internship

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 includes 1200 hours of participation in a variety of relevant and meaningful activities. These experiences are related to the competencies required by the State of Washington knowledge base for school

psychologists [WAC 180-78A-165(5)] as well as those recommended by the SPU School of Education.

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 must be submitted to the School of Education in advance of taking the exam. Check with the School of Education for deadline dates.

Suggested Three-Year Sequence

Education Specialist Degree and E.S.A.

YEAR ONE

Autumn Quarter

EdCo 7201 Introduction to School Psychology

Winter Quarter

EdCo 7202 Abnormal Psychology

Spring Quarter

EdCo 6674 Introduction to Psychoeducational Assessment

Summer Quarter

EdCo7203 Cognitive Assessment & Intervention

YEAR TWO

Autumn Quarter

EdCo 7204 Behavioral Assessment & Intervention

Winter Quarter

EdCo 7205 Personality Assessment & Intervention

EdCo 7206 Academic Assessment & Intervention

Spring Quarter

EdCo 6130 Advanced Classroom Management

Summer Quarter

EdCo 7209 Practicum III (Assessment & Intervention Integration)

YEAR THREE

Autumn Quarter

EdCo 7940 School Psychology Internship

Winter Quarter

EdCo 7940 School Psychology Internship

Spring Quarter

EdCo 7940 School Psychology Internship

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. 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 below. These courses must be completed by all students enrolled in the School Psychology Program.

School Superintendent's Non-Degree Certification

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

- identify student needs,
- prescribe an appropriate instructional program, and
- create the political capital and collaboration needed to improve student learning.

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

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

Team Building

Participants go through the six-course sequence as a cohort. Monthly meetings with these same individuals also provide opportunities for networking and team building.

Weekend Coursework

Classes meet three times per quarter, Friday afternoon to Saturday 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. Richard Smith, before application materials are submitted. Dr. Smith can be reached at (206) 281-2375 or rsmith@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 quarter.

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

Applicants files cannot be evaluated until all required items have been received in the School of Education, and program admission cannot be approved until these have been reviewed by the Program Director and have received a positive recommendation. Applicants are accepted throughout the school year. To facilitate timely evaluation, applicants should plan on having the necessary items sent a minimum of one full quarter before admission is desired. *Note:* Individuals who were previously admitted to SPU, or who applied in the past but did not complete the process, should contact the Superintendent Coordinator in the School of Education at (206) 281-2710 for information about which, if any, items may be waived.

International students are not generally admitted to the Superintendent Preparation Program. International students who would like more information on admission requirements should call Dr. Richard Smith at (206) 281-2375.

Items Required for Applicant Evaluation

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

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. Please call the Superintendent Coordinator at (206) 281-2710 if you have questions about this process.

Program Requirements (24 Credits)

One course will be offered each quarter. Participants who take one course every quarter, plus the internship, will finish in two years. Participants may take longer, however, taking one course each quarter is highly recommended.

Course Sequence (18 credits)

EdAd 7580	Professional Growth Planning (3)
EdAd 7581	Systems Leadership (3)
EdAd 7584	Resource Management (3)
EdAd 7586	Interpersonal Relations (3)
EdAd 7588	Improving Student Learning (3)
EdAd 7589	Policy, Governance and Ethics (3)
EdAd 7890	Field Experience (6)

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

Doctor of Education (Ed.D.)

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

Course of Study

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

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

Because this is an interdepartmental degree, the student selects courses and learning experiences, with the assistance of the director of doctoral studies, from a variety of areas and opportunities in the School of Education. He/she may also select graduate courses from other schools within the University. This component of the program is designed jointly by the student and the doctoral director, and is subject to approval by the School of Education Doctoral Committee.

Areas of Specialization

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

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

Course Requirements

(90 quarter credits post MS/MA degree; 135 quarter credits post BA/BS)

Foundations (15 credits)

- 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 Introduction to Graduate 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 Director of Doctoral Studies. They may be comprised of the following:

1. Courses
2. Internship/Practica
3. Independent Studies (EDU 6900)
4. Graduate Seminars (EDU 6950)

Prerequisite Coursework

There are three classes that are prerequisites to certain requirements for the doctoral degree. They are:

1. EDU 6970 Educational Statistics
2. EDU 6971 Introduction to Graduate Research
3. EDU 6655 Advanced Educational Psychology

For non-education majors, three additional courses may be required:

1. EDU 6524 School Curriculum
2. EDU 6526 Models of Teaching
3. EDU 6613 Educational Measurement and Evaluation

Leadership Colloquium and Comprehensive Exams

After approximately one year of coursework (24 credits), students may register for the Leadership Colloquium (EDU 7990). This requires the student to write a scholarly paper and present that paper in a formal setting to the educational community. Evaluation of the scholarship and colloquium is conducted by the graduate faculty of the School of Education. The Leadership Colloquium must be taken before the student can take the comprehensive exams.

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

The Dissertation

The doctoral dissertation is the culminating experience in the doctor of education degree. It is a scholarly inquiry into an area of professional and intellectual interest, and is a highly individualized experience. Working with an advisor early in the program and with faculty throughout the coursework, the student develops a research question and proposal. Using the expertise and knowledge developed in the research core courses (EDU 7972, 7973, 7974), and under the direction of a faculty dissertation advisor and committee, the student conducts the research and produces a quality report of the findings. As a final demonstration of scholarly competence, the student conducts an oral presentation and defense of the research.

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

Suggested Three Year Program Sequence

YEAR 1 (30 credits)

Summer	Autumn	Winter	Spring
*EDU 7101	*EDU 7102	*EDU 7972	*EDU 7973
EDU 6085	elective (3)	elective (3)	elective (3)
electives (6)			

YEAR 2 (30 credits)

Summer	Autumn	Winter	Spring
*EDU 7974	*EDU 7103	EDU 6120	*EDU 7995 (3)
EDU 7990	elective (3)	elective (3)	elective (3)
electives (6)			

YEAR 3 (30 credits)

Summer	Autumn	Winter	Spring
EDU 7910	Dissert. (6)	Dissert. (6)	Dissert. (6)
electives (9)			

*Cohort Courses

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 at least a bachelor's degree (135 credit doctorate) or a master's degree (90 credit doctorate) 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

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 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

Education Course Descriptions

formal interview with faculty in the School of Education. When a decision is reached, students will be notified of their status by letter.

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

Program and Enrollment Policies

At the time of admission, a student may transfer up to 15 post-master's degree credits into the doctoral program with the approval of the Director of Doctoral Studies. Courses transferred must be graduate level, from a regionally accredited institution, and relevant to the student's course of doctoral study. They must have been taken within the three years prior to admission and must have been part of a planned program leading to a graduate degree or a professional certificate. Courses with grades below a 3.0 ("B"), or those receiving "pass" or "satisfactory" grades cannot transfer into the program. Finally, transferred classes may be substituted for degree requirements if the student can document in writing that they are comparable to required courses offered through SPU. Modifications to these transfer policies may be made at the discretion of Director of Doctoral Studies in consultation with the Doctoral Admissions Committee.

Residency requirement

Students are expected to complete the required "cohort" courses (7000 level) in sequence during the first two years of the program. Once students begin their classes, continuous enrollment must be maintained throughout the program. Students who interrupt the residency requirement may be dropped from the program.

Grade Point Average

A 3.2 overall GPA is required for graduation.

Degree Completion

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

Course Descriptions

EDAD 6580 EDUCATIONAL ADMINISTRATION (3) Explores the administrative process, role of leadership, theories related to administration and leadership, and 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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDAD 6581 THE PRINCIPALSHIP (3) Prepares 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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDAD 6584 WASHINGTON SCHOOL FINANCE (3) Surveys principles of finance, sources of revenue, distribution of monies, budget, financial accounting, and reporting practices in Washington State. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDAD 6585 WASHINGTON SCHOOL LAW (3) Familiarizes educators, particularly aspiring and practicing administrators, with legal issues present in American public and private education, focusing special attention on the statutes, regulations, and cases which affect the common schools of Washington State. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDAD 6586 HUMAN RESOURCES ADMINISTRATION (3) 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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDAD 6588 INSTRUCTIONAL SUPERVISION (3) Examines principles, practices, and procedures needed for effective supervision of instruction within the common schools, emphasizing the principal's role in the public and private schools of Washington State. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

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. Class open to: Doctoral and Graduate.

EDAD 7580 PROFESSIONAL GROWTH PLANNING (3) Covers professional growth planning through data gathering and analysis of personal and professional styles; applies concepts to create models of self-directed learning organizations. Class open to: Doctoral level.

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

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

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

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

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

EDAD 7890 FIELD EXPERIENCE (1) The field experience runs parallel to the coursework and involves application, discussion and reflection of the above content. Portfolios and journals are a part of the field experience work. May be repeated for credit 5 times.

EDCO 6130 CLASSROOM MANAGEMENT FOR NON-TEACHERS (3) Registration Approval: Coordinator. Presents classroom management theory and strategies for K-12 setting. Especially designed for counselors, psychologists, administrators, substitute teachers, and others who deliver classroom lessons, but are not permanent teachers. Class not open to: Undergraduate level.

EDCO 6600 INTRODUCTION TO SYSTEMS THEORY (1)
Registration Approval: Department Chair. Introduces students to the philosophical base for the School Counseling Programs, focusing on systemic understanding of individuals within their family, classroom, school and community. Class open to: Graduate, Non-Matriculated and Post-Baccalaureate.

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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDCO 6671 COUNSELING THEORY & PRACTICE I (3)
Focuses on foundational theories of counseling and introduces basic counseling skills and processes. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDCO 6672 ORGANIZATION AND ADMINISTRATION OF K-12 GUIDANCE PROGRAMS (3) Prerequisite: EDCO 6670 or instructor approval. Discusses 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. Class open to: Doctoral and Graduate.

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. Class open to: Doctoral and Graduate.

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. Class open to: Doctoral and Graduate.

EDCO 6675 LEGAL AND ETHICAL ISSUES FOR SCHOOL PROFESSIONALS (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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDCO 6679 CAREER COUNSELING IN THE SCHOOLS (3)
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. Class open to: Doctoral and Graduate.

EDCO 6680 SPECIAL EDUCATION: PROGRAMS AND METHODS (3) Addresses the arenas in which school counselors and education teachers interact, including student populations such as: developmentally or learning disabled, gifted and behavior disordered. It also addresses working with parents, referral sources, legal issues and in-school staff collaboration. Class open to: Doctoral and Graduate.

EDCO 6910 PEER REVIEW (2) Continuing certification class to meet OSPI requirement. Open to ESA certificated school counselors. EDCO 6930 COUNSELING THEORY AND PRACTICE II (3) Prerequisite: EDCO 6671. Focuses on major theories of counseling and provides students with practice in the use of basic

counseling skills and processes in a school setting. Class open to: Doctoral and Graduate.

EDCO 6931 COUNSELING THEORY AND PRACTICE III (3)
Prerequisites: EDCO 6671, 6930. Focuses on significant issues in counseling and advanced counseling skills and processes. Students will refine counseling skills and practice in a school setting. Class open to: Doctoral and Graduate.

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. May be repeated for credit up to 9 credits. Class open to: Doctoral and Graduate.

EDCO 6951 TOPICS IN SCHOOL COUNSELING (3)
Examines a current topic or issue in school counseling. May be repeated for credit 1 time. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDCO 7201 INTRODUCTION TO SCHOOL PSYCHOLOGY (3) 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. Class open to: Doctoral level and Graduate level.

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

EDCO 7203 COGNITIVE ASSESSMENT AND INTERVENTION (3) Prerequisites: EDCO 6674, 7201, and 7202. Trains 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. Class open to: Doctoral level and Graduate level.

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. Class not open to: Doctoral level and Graduate level.

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. Class open to: Doctoral level and Graduate level.

EDCO 7206 ACADEMIC ASSESSMENT AND INTERVENTION (2) Prerequisites: EDCO 6674, 7201, and 7202. 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. Class open to: Doctoral level and Graduate level.

EDCO 7209 ASSESSMENT AND INTERVENTION INTEGRATION (3) Prerequisites: EDCO 6674, 7201, 7202, 7203, 7204, 7205, and 7206. 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. Class open to: Doctoral level and Graduate level.

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. Class open to: Doctoral level and Graduate level.

EDMA 6357 TEACHING SECONDARY MATHEMATICS (3)
Registration Approval: School of Education. Overviews content methods and strategies appropriate to the teaching of secondary

Education Course Descriptions

school mathematics. Attention is given to the NCTM Standards and emphasis is placed on problem solving. Class open to: and Master of Arts in Teaching majors. Class open to: Graduate.

EDRD 6506 LITERACY ASSESSMENT (3) Registration Approval: Coordinator. Prerequisites: EDRD 6507, 6641 or instructor approval. Examines current issues, trends and research in assessment of reading and writing. Surveys various forms of assessment, both formal and informal; their purposes, value, and limitations. Reviews criteria for constructing and implementing developmentally appropriate assessment procedures for K-12 classrooms. Class open to: Doctoral and Graduate.

EDRD 6507 LANGUAGE DEVELOPMENT AND LITERACY (3) Foundation course for the Reading/Language Arts C&I Masters degrees. 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 the development of literacy. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate. Class not open to: Undergraduate level.

EDRD 6529 TEACHING READING: STRATEGIES OF INSTRUCTION (3) Prerequisites: EDRD 6507 and 6641, or permission of instructor. Explores effective instructional procedures for increasing readers' ability to decode, comprehend, and interpret various types of written materials. Surveys a range of reading approaches, methods, and materials for the purpose of effective instructional decision making. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDRD 6530 TEACHING READING: CONTENT AREAS (3) Prerequisites: EDRD 6507 and 6641, or permission of instructor. Elective course for Reading/Language Arts C&I Masters degree. Focuses on developing and improving reading comprehension of written material from various content areas. Examines research related to critical factors of expository text: e.g., relevant background; text structure; and vocabulary. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDRD 6531 CHILDREN'S/YOUNG ADULT'S LITERATURE (3) Prerequisites: EDRD 6505 and 6641, or permission of instructor. Examines trends, issues, and research in children's and young adult literature. Considers the variety of literary genres appropriate for K-8 classrooms; and selection and effective strategies of utilization of these various forms of literature. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDRD 6533 WRITING: PROCESS TO PRODUCT (3) Prerequisite: EDRD 6507 or Instructor approval. Examines current issues and research in the elements of and conditions for the writing process; and research in stages of development of writing ability. Provides strategies for effective instruction. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDRD 6641 PSYCHOLOGY OF READING (3) Foundations course for the Reading/Language Arts C&I Masters degree. Explores the nature of the psychological processes involved in the development of literacy from the children's emergent understandings of print through skilled and strategic reading. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDRD 6952 TOPICS IN LANGUAGE ARTS (3) Registration Approval: Coordinator. Prerequisites: EDRD 6506, 6507, 6529, 6531, 6533, 6641 EDU 6970, 6971. Culminating course for the Reading/Language Arts C&I Masters degree. Individual and group analysis and synthesis of topics, issues, and recent developments presented in the prerequisite courses from the perspective of current research, theory, and pedagogical practice. Class open to: Doctoral and Graduate.

EDRD 6953 TOPICS IN READING (3) Registration Approval: Coordinator. Prerequisites: EDRD 6506, 6507, 6529, 6531, 6533, 6641, EDU 6970, 6971. Culminating course for the Reading/Language Arts C&I Masters degree. Explores issues, problems and recent developments in reading instruction. Incorporates group and individual analysis of reading curriculum and instruction with regard to various theories, research and effective practice. Class open to: Doctoral and Graduate.

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

inquiry/problem solving approaches to science learning. Class open to: and Master of Arts in Teaching majors. Class open to: Graduate.

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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDSP 6900 INDEPENDENT STUDY (1-6) Registration Approval: Independent Study Agreement. May be repeated for credit up to 9 credits. Class open to: Graduate.

EDSP 6931 PRACTICUM (3) Registration Approval: Instructor. Provides an opportunity to use multiple programs learned in previous methods courses. Students will create an efficient, effective learning environment. May be repeated for credit 2 times. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDSP 6950 TOPICS IN SPECIAL EDUCATION (3) Examines a current topic or issue. May be repeated for credit 2 times. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate. **EDTC 6431 LEARNING WITH TECHNOLOGY (3)** Addresses strategies for promoting effective student use of educational technology through application of research and theory from social learning, cooperative learning and learning styles. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDTC 6432 ESSENTIALS: COMPUTER AUTHORING (3) Covers development of skills in authoring computer learning materials, production of media materials and creation of interactive multimedia products. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDTC 6433 TEACHING WITH TECHNOLOGY (3) Provides survey and analysis of current approaches to the planning, use and evaluation of media and computer learning materials. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDTC 6434 NETWORKING AND TELECOMMUNICATION 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.

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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDU 6120 FOUNDATIONS: ISSUES AND IDEAS IN AMERICAN EDUCATION (3) Advanced study of the history, philosophy, sociology, governance, and ethics of American education. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDU 6125 PHILOSOPHY OF EDUCATION (3) Presents a critical examination of selected readings in educational philosophy. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDU 6130 CLASSROOM MANAGEMENT (3) Registration Approval: School of Education. Presents classroom management in the context of educational philosophy, law and adolescent psychology. Provides an opportunity for pre- and in-service teachers

to develop a coherent classroom management plan for use in their classrooms. Class open to: and Master of Arts in Teaching majors.
EDU 6132 ADOLESCENTS AS LEARNERS (3) Registration Approval: School of Education. Studies adolescent psychology, sociology, developmental domains, learning theory as they apply to the secondary student in the classroom. Class open to: and Master of Arts in Teaching majors.

EDU 6133 DIVERSITY IN AMERICA (3) Registration Approval: School of Education. Examines the diversity found in American classrooms. Theoretical bases related to diversity and methods for dealing with this diversity in a positive and practical manner will be discussed. Class open to: and Master of Arts in Teaching majors.

EDU 6134 PROFESSIONAL ISSUES: CHILD ABUSE/ OTHERS (2) Registration Approval: School of Education. Examines professional ethics, legal rights and responsibilities of teachers, professional organizations, and extracurricular responsibilities. Class open to: and Master of Arts in Teaching majors.

EDU 6135 SECONDARY TEACHING METHODS (3) Registration Approval: School of Education. Instruction and practice in planning for instruction, teaching strategies, instructional technology and microteaching. Class open to: and Master of Arts in Teaching majors.

EDU 6139 LEADERSHIP IN SECONDARY TEACHING (3) Registration Approval: School of Education. A capstone experience which will provide the opportunity for class members to use coursework in foundations, research, pedagogy and internship to develop tentative answers to challenges encountered in teaching. Activities will provide the opportunity to learn and practice cooperative leadership skills, such as consensus building, decision making, conflict resolution, and outcome evaluation. Case studies will be drawn from internship experiences. Class open to: and Master of Arts in Teaching majors.

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. Class open to: and Master of Arts in Teaching majors. Class open to: Graduate.

EDU 6364 TEACHING SECONDARY SOCIAL STUDIES (3) Registration Approval: School of Education. Examines recent trends, practices and educational objectives of social studies programs in secondary education. Attention will be given to planning, teaching and evaluation in social science courses. Class open to: and Master of Arts in Teaching majors. Class open to: Graduate.

EDU 6365 METHODOLOGY FOR FOREIGN LANGUAGE TEACHING (3) Registration Approval: School of Education. Overviews the theoretical paradigms of second language learning and teaching; definition and evaluation of communicative competence; strategies for teaching skills of listening, speaking, reading and writing; selection and development of instructional materials, including new technology. Class open to: and Master of Arts in Teaching majors. Class open to: Graduate.

EDU 6524 SCHOOL CURRICULUM (3) Examines trends in the design and development of school curricula, including models of the curriculum. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDU 6526 MODELS OF TEACHING (3) Examines four families of instructional models and their permutations. Models studied are information processing, personal development, social development and behavioral systems. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDU 6613 EDUCATIONAL MEASUREMENT AND EVALUATION (3) Prerequisite: EDU 6970. Examines purposes for educational measurement and evaluation. Develops concepts, skills and abilities to evaluate standardized tests and evaluative instruments needed to assess instruction and learning. Class open to: Doctoral and Graduate.

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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDU 6900 INDEPENDENT STUDY (1-6) Registration Approval: Independent Study Agreement. Independent study of approved topics with periodic conferences. May be repeated for credit up to 24 credits. Class open to: Doctoral and Graduate.

EDU 6918 INTRODUCTION TO SECONDARY TEACHING I (1) Registration Approval: School of Education. 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. Class open to: and Master of Arts in Teaching majors.

EDU 6919 INTRODUCTION TO SECONDARY TEACHING II (1) Registration Approval: School of Education. 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. Class open to: and Master of Arts in Teaching majors.

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

EDU 6949 MAT SECONDARY INTERNSHIP (1-20) Registration Approval: School of Education. A full-day 10 week supervised experience in a secondary classroom setting functioning as a classroom teacher. Class open to: and Master of Arts in Teaching majors.

EDU 6950 TOPICS IN EDUCATION (1-6) Examines a current topic or issue. May be repeated for credit up to 24 credits. Class open to: Doctoral and Graduate.

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. Class open to: Graduate.

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. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

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. Class open to: Doctoral and Graduate.

EDU 6972 RESEARCH EVALUATION (3) Prerequisites: EDU 6970, 6971. Emphasizes critical analysis of research in the behavioral sciences. Uses the knowledge of statistical design and research methods to critique methods and findings of selected research. Class open to: Doctoral and Graduate.

EDU 6982 EDUCATIONAL INQUIRY (3) Registration Approval: School of Education. Investigates basic inquiry approaches to problems in education, including quantitative, qualitative, and case study research paradigms. Class open to: and Master of Arts in Teaching majors.

EDU 6989 FIELD EXPERIENCE (1-4) Registration Approval: School of Education. An introductory field experience designed to familiarize prospective teachers with classroom procedures, teaching methods and learner needs. 1-4 credits required depending on previous experience in classrooms and other educational settings. May be repeated for credit up to 6 credits. Class open to: and Master of Arts in Teaching majors.

EDU 6995 MASTER'S THESIS (3,6) Registration Approval: Instructor & 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 a 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. Class open to: Graduate.

EDU 7101 INSTRUCTIONAL THEORY (3) Prerequisite: EDU 6526. Studies 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. Class open to: Doctoral level.

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. Class open to: Doctoral level.

EDU 7103 ORGANIZATIONAL AND LEADERSHIP THEORY (3) Seeks to describe, understand, and predict human behavior in the educational setting. A focus is on major theories of leadership-trait theory, contingency theory, path-goal theory, and transformational theory. Class open to: Doctoral level.

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

EDU 7107 PROGRAM EVALUATION (3) Examines the method and role of evaluation research in conducting formative and summative evaluations of educational programs. Emphasizes the use of evaluation results in the decision making process. Class open to: Doctoral level.

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. Class open to: Doctoral level.

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. Class open to: Doctoral level.

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. Class open to: Doctoral level.

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. Class open to: Doctoral level.

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. Class open to: Doctoral level.

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. Class open to: Doctoral level.

School of Health Sciences

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Nursing (M.S.N.)

Mission Statement

"As a community of scholars, the School of Health Sciences seeks to educate and prepare students for service and leadership in nursing. 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 as learners and practitioners."

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/Gerontological and Family Nurse Practitioner pathways may be taken during the MSN program or 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 (4:00-9:00 p.m.) and weekends (Saturdays) for the graduate courses means students can complete their MSN degree in approximately two years. Those able to attend full-time can complete the degree in one year.

Admission Requirements

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

1. hold a bachelor's degree in nursing from a program accredited by the National League of Nursing or equivalent;
2. present an 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 (26 credits); Advanced Nursing Practice Series (13 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. They incorporate an Advanced Nursing Practice Portfolio. Goals and a written plan for implementing advanced nursing theory into the internships are developed by each student, approved by internship faculty and mutually arranged by the student, faculty and 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 may be 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 Co-Director of Graduate Studies helps the student identify appropriate cognate courses and the best sequencing of these courses 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 Co-Director of Graduate Studies. Other waiver and transfer credit arrangements are made on a case-by-case basis.

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 scholarly clinical project related to a clinical nursing problem of an aggregate of the population. This project is designed in NUR 6971, Research Utilization in Advanced Nursing Practice. Students who wish to pursue a master's thesis instead of the clinical research project may do so, with 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 (26 credits)

- NRNP 6830 Health Promotion and Assessment (5)
 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 (13 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)

Electives (6 credits)

- NUR 6900 Independent Study (1-3)
 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)

Curriculum Plans

Sample One-Year MSN Curriculum Plan, MSN
 clinical interest specialty, 45 credits (to be completed in
 four quarters)

Summer Quarter

- NRNP 6830 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 (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 Two-Year MSN 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)
 NUR 6971 Research Utilization in Advanced Practice Nursing (3)

Spring Quarter

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

Summer Quarter

- NRNP 6830 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)
 Cognate (0-3)

Spring Quarter

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

Internships (NUR 6921, 6922, and 6923) are 30 clinical hours per credit, individually focused and arranged. See course descriptions for the credit hours devoted to internships and associated seminars.

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

Registration Approval: Coordinator. Explores the concept of leadership, focusing on personal aspects of an effective leader and leadership in small groups. Considers theories of leadership; leadership values; characteristics, skills, and behaviors of an effective leader; selected concepts of leadership; learning/teaching; and group process and communication. Extra fee. Class open to: Graduate level.

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

Registration Approval: Coordinator. Prerequisite: NUR 6101. Continues analysis, application and evaluation of leadership concepts introduced in NUR 6101, expanding to consideration of organizational theory and other systems theories; conflict and change; informatics; strategic planning and management of resources; quality assurance and standards;

sociopolitical influences; and governance models within health service system. Class open to: Graduate level.

NUR 6103 LEADERSHIP IN ADVANCED NURSING PRACTICE: HEALTH POLICIES AND WORLD COMMUNITY (4) Registration Approval: Coordinator. Prerequisites: NUR 6101 and 6102. Promotes integration of concepts considered in NUR 6101 and 6102 toward development of a personal/professional nursing leadership praxis. Examines nursing leadership responsibilities in health policy, media interaction, intercultural and world communities, and health care systems of the future. Extra fee. Class open to: Graduate level.

NUR 6301 ETHICS, FAITH AND VALUES (3) Registration Approval: Coordinator. Examines ethical theories and decision-making in the context of nursing, nursing leadership and health care environment. Explores the relationship between moral, faith, and values development, and spiritual growth. Integrates a Biblical understanding of ethics and values. Provides opportunity for personal and professional synthesis by developing an aesthetic performance and a vocational position. Class open to: Graduate level.

NUR 6900 INDEPENDENT STUDY (1-3) 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. May be repeated for credit up to 15 credits.

NUR 6919 PROGRAM COMPLETION 3-YEAR PLUS (1-9) Registration Approval: Coordinator. Once the student enters the fourth autumn quarter of their MSN program, they must register for this class quarterly until all coursework and thesis have been completed. This seminar class will meet once during each quarter. Class open to: and Nursing Leadership majors.

NUR 6921 THEORETICAL FOUNDATIONS OF ADVANCED PRACTICE NURSING (5) Registration Approval: Coordinator. Prerequisite: NRNP 6830. 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. Students select clinical sites where they begin to develop advanced practice skills related to clinical problems of their selected aggregates, in a working relationship with a Master's prepared nurse mentor. The course incorporates in-depth holistic assessment, health promotion, and care at all levels of prevention. Integrates group leadership principles in the seminar process, and begins the practice portion of the Advanced Nursing Practice Portfolio. Seminar 30 hours; Internship 80 hours.

NUR 6922 APPLICATION OF CONCEPTS IN ADVANCED NURSING PRACTICE (3) Registration Approval: Coordinator. Prerequisite: NUR 6921 This joint seminar and clinical practice course emphasizes continuing in-depth knowledge building for a selected aggregate and understanding of nursing design with integration of leadership, role function, and the theoretical basis of advanced nursing practice. Students' cognate courses are expected to undergird the development of skills and their application in a selected role function (e.g., clinical nurse specialist, researcher, educator). Seminar 20 hours; Internship 60 hours. Class open to: Graduate level.

NUR 6923 SYNTHESIS OF ADVANCED NURSING PRACTICE (5) Registration Approval: Coordinator. Prerequisite: NUR 6922. Continues the development of an advanced practice nursing role with the student's selected aggregate. Students synthesize leadership, nursing theory, ethics and values, teaching-learning, and research concepts with related cognate components. Students refine their nursing designs and complete the practice portion of their of their Advanced Practice Nursing portfolios. Seminar 30 hours; Internship 90 hours.

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. Class open to: Graduate level.

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 pathophysiological condition

selected by the student enhances integration of concepts learned by presentation discussion and literature review. Class open to: Graduate level.

NUR 6952 HEALTH 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. Class open to: Graduate level.

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. Class open to: Graduate level.

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. Begins Scholarly Clinical Project. Class open to: and Nursing Leadership majors.

NUR 6971 RESEARCH UTILIZATION IN ADVANCED NURSING PRACTICE (3)

Registration Approval: Coordinator. Prerequisite: NUR 6970. Focuses on the development of one's own nursing research, with an emphasis on clinical problems in completion of scholarly clinical project. 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. Class open to: Graduate.

NUR 6999 THESIS: NURSING (1-4) Registration Approval: Coordinator. Prerequisites: NUR 6970 and 6971. Requires a research thesis designed to study nursing, health care practices or the arena that fosters interactions between these components. May be repeated for credit up to 4 credits.

Nurse Practitioner Pathways

The adult/gerontological and family nurse practitioner pathways are designed for graduate and post-masters students. The master's degree program (59 credits) involves two years of study. Students in the post-masters program (35 credits) may complete the coursework in four academic quarters. In addition, all students take a 3-credit audiotaped pharmacology course.

The nurse practitioner courses offered the second year of the program include both classroom and clinical components. Each of the three final quarters, students are in clinical internships for a minimum of 160 hours, providing a total of 500 hours of direct client care. Clinical placements occur in community clinics, private health care provider offices, nursing homes, and urgent care centers. At the completion of either pathway, students are prepared to sit for national licensure exams.

Required Courses for MSN with Family or Adult/Gerontological Pathway (59 credits)

Curriculum Plans

Sample Two Year MSN Curriculum Plan with NP Focus

Autumn Quarter

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

Winter Quarter

- NUR 6102 Leadership in Advanced Practice Nursing Practice:
Organization and Human Service Systems (4)
NUR 6971 Research Utilization in Advanced Nursing Practice (3)

Spring Quarter

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

Summer Quarter

- NRNP 6830 Health Promotion and Assessment (5)
NRNP 6957 Legal and Entrepreneurial Issues for Advanced Nurse Practitioners (3)
NUR 6951 Clinical Pathophysiology (3) or 3 credit cognate

Autumn Quarter

- NRNP 6931 NP: Initial Diagnosis and Early Management (8)
*Pharmacology

Winter Quarter

- NRNP 6932 NP: Advanced Diagnosis and Early Management (8)

Spring Quarter

- NRNP 6933 NP: Synthesis of Practice (8)

**Students take a self-paced 3-credit audiotaped graduate pharmacology course offered through the University of Washington during Autumn and Winter quarters.*

Additional electives available include:

- NRNP 6914 Parish Nursing Seminar (3)
NRNP 6915 Women's Health (3)
NRNP 6901 Independent Study (1-3)

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

Sample Curriculum Plan for Post-Masters Adult/Gerontological or Family Nurse Practitioner Pathway

Summer Quarter

- NRNP 6830 Health Promotion and Assessment (5)
NRNP 6951 Clinical Pathophysiology (3)

Autumn Quarter

- NRNP 6931 NP: Initial Diagnosis and Early Management (8)
*Pharmacology

Winter Quarter

NRNP 6932 NP: Advanced Diagnosis and Early Management (8)

Spring Quarter

NRNP 6933 Synthesis of Practice (8)
NUR 6301 Ethics, Faith and Values (3)

**Students take a 3-credit self-paced audiotaped graduate pharmacology course offered through the University of Washington during Autumn and Winter quarters.*

Course Descriptions**NRNP 6830 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. Provides students with the opportunity to develop advanced history-taking and assessment skills, physical, psychosocial, family cultural and developmental assessments. Supporting theory is integrated with practice skills. Introduces the process of differential diagnosis. Class open to: Nurse Practitioner majors, Nursing Leadership majors and Nursing majors. Class open to: Graduate level.

NRNP 6901 INDEPENDENT STUDY: (INDIVIDUALLY

SELECTED TITLES) FOR NPS (1-3) 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. May be repeated for credit up to 15 credits. Class open to: and Nursing Leadership majors.

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. Class open to: and Nursing Leadership majors.

NRNP 6915 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 and nursing practice with women and their families. Class open to: Graduate level.

NRNP 6931 NP: INITIAL DIAGNOSIS AND EARLY MANAGEMENT (8) Registration Approval: Coordinator. Prerequisites: NUR 6830 and NRNP 6951 or equivalent. 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. Internship: 160 hours. Class open to: and Nurse Practitioner majors.

NRNP 6932 NP: ADVANCED DIAGNOSIS AND MANAGEMENT (8) Registration Approval: Coordinator. Prerequisite: NRNP 6931. 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. Internships, 160 hours. Class open to: and Nurse Practitioner majors.

NRNP 6933 NURSE PRACTITIONER: SYNTHESIS OF PRACTICE (8) Registration Approval: Coordinator. Prerequisite: NRNP 6932. 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 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. Internship, 160 hours. hours. May be repeated for credit up to 8 credits.

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. Class open to: and Nursing Leadership majors. Class open to: Graduate level.

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Philip W. Eaton, *President*; B.A., Whitworth College, 1965; M.A., Arizona State University, 1966; Ph.D., 1971. At SPU since 1993.

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Ruby M. Englund, *Associate Professor of Nursing*; B.S.N., Gustavus Adolphus College, 1964; M.N., University of Washington, 1965. R.N. At SPU since 1966.

Jeffrey T. Fouts, *Professor of Education*; B.S., Oklahoma Christian College, 1971; M.A., Pepperdine University, 1973; M.S., Portland State University, 1979; Ed.D., 1983. At SPU since 1984.

Randal S. Franz, *Assistant Professor of Management*; B.A., California State University-Sacramento, 1982; M.A., 1985; A.M., Stanford University, 1988; Ph.D., 1991. At SPU since 1991.

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

Patricia Giurgevich, *Assistant Professor of Nursing*; B.S., Seattle Pacific University, 1977; M.S., University of Washington, 1989. At SPU since 1990.

Robert E. Grams, *Assistant Professor of Physical Education*; B.A., Washington State University, 1975; M.S., University of Arizona, 1976. At SPU since 1976.

Jennifer Graves, *Assistant Professor of Nursing*; B.S., University of Portland, 1987; M.S., 1992. At SPU since 1992.

Loren T. Gustafson, *Assistant Professor of Management*; B.A., Seattle Pacific University, 1983; M.B.A., San Diego State University, 1987; Ph.D., Arizona State University, 1995. At SPU since 1995.

Patricia A. Hammill, *Associate Professor of Education*; B.A., University of Washington, 1969; M.Ed., 1974; Ph.D. 1987. At SPU since 1988.

Doris Brown Heritage, *Assistant Professor of Physical Education*; B.S., Seattle Pacific College, 1964; M.Ed., 1975. At SPU since 1969.

Dan W. Hess, *Professor of Finance*; B.A., Wheaton College, 1971; M.B.A., University of Washington, 1975; Ph.D., University of Arizona, 1982. At SPU since 1977.

Alexander D. Hill, *Associate Professor of Business Law/ Business Ethics; Dean, School of Business and Economics*; B.A., Seattle Pacific College, 1975; J.D., University of Washington, 1980; M.A., Seattle Pacific University, 1993. At SPU since 1985.

Grant M. Hill, *Associate Professor of Physical Education*; B.A., Northwest College, 1973; B.A., Seattle Pacific College, 1975; M.Ed., 1980; Ph.D., University of Iowa, 1987. At SPU since 1989.

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

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

Gary L. Karns, *Associate Professor of Marketing; MBA/ISM Graduate Director*; B.A., University of Oklahoma, 1976; M.B.A., 1977; Ph.D., University of Washington, 1987.

Extensive consulting experience in association with the Small Business Administration; specializes in market research and general marketing problems. At SPU since 1979.

Lucille Kindely Kelley, *Associate Professor of Nursing; Interim Dean, School of Health Sciences; Director of RNB Program*; B.S.N., University of Connecticut, 1969; M.N., University of Washington, 1973; Ph.D., 1990. At SPU since 1985.

Elletta A. Kennison, *Assistant Professor of Education*; B.A., University of Washington, 1972; M.Ed., 1978; Ed.D., 1991. At SPU since 1974.

Herbert E. Kierulff, *Professor of Finance/Entrepreneurship*; B.A., Stanford University, 1959; M.B.A., University of Southern California, 1964; D.B.A., 1967. Extensive consulting experience in management, economics, and finance for small and large business. At SPU since 1980.

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

Kenneth E. Knight, *Professor of Management*; B.S., Yale University, 1959; M.S., Carnegie-Mellon University, 1961; Ph.D., 1963. At SPU since 1989.

M. Kathleen B. Lustyk, *Assistant Professor of Psychology*; B.S., University of Washington, 1988; Ph.C., 1991, Ph.D., 1992. At SPU since 1995.

Donald J. MacDonald, *Professor of Marriage and Family Therapy*; B.A., University of Texas, 1972; M.S., Indiana University, 1973; Ph.D., Michigan State University, 1984. At SPU since 1980.

Randy Maddox, *Paul T. Walls Chair of Wesleyan Theology*; B.A., Northwest Nazarene College, 1975; M.Div., Nazarene Theological Seminary, 1978; Ph.D., Emory University, 1982. At SPU since 1998.

Delbert S. McHenry, Jr., *Associate Professor of Psychology*; B.A., Central Washington State College, 1967; M.S., 1968; Ph.D., Michigan State University, 1973. At SPU since 1973.

Bruce G. Murphy, Provost, B.S. Wheaton College, 1964; Ph.D. Northern Illinois University, 1979. At SPU since 1997.

Raymond E. Myers, *Professor of Science Education*; B.S., Wayne State University, 1963; M.S., Oregon State University, 1968; Ed.D., 1978. At SPU since 1987.

Michelle Naden, *Associate Professor of Marriage and Family Therapy*; B.S., Pacific Union College, 1980; M.S., Loma Linda University, 1984; M.A., University of Southern California, 1987; Ph.D., 1989. At SPU since 1993.

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

Katya Nemtchinova, *Assistant Professor of TESOL*; Ph.D., State University of New York, Stony Brook, 1997. At SPU since 1997.

Gary Newbill, *Associate Professor of Educational Administration*; B.A., Seattle Pacific College, 1964; M.Ed., Seattle Pacific College, 1970; J.D., University of Washington, 1973; At SPU since 1998.

Delia Nuesch-Olver, *Associate Professor of Religion*; B.S., Merry College, 1983; M.A., Long Island University, 1984; Ph.D., Syracuse University, 1997. At SPU since 1998.

Lorelie Olson, *Assistant Professor of Education*; B.A.Ed., Pacific Lutheran University, 1961; M.Ed., Seattle Pacific College, 1968; Ed.D., Seattle University, 1991. At SPU since 1976.

Les Parrott III, *Associate Professor of Psychology*; B.A., Olivet Nazarene University, 1984; M.A., Fuller Theological Seminary, 1988; Ph.D., Fuller Graduate School of Psychology, 1990. At SPU since 1989.

Mark E. Pitts, *Professor of Education; Dean, School of Education*; B.A., Indiana State University, 1972; M.S., Indiana University, 1977; Ph.D., Indiana State University, 1984. At SPU since 1985.

Marilyn J. Poysky, *Assistant Professor of Nursing*; B.S., University of Washington, 1964; M.S.N., University of California, 1968. At SPU 1968-1978 and since 1986.

(Continuing part-time.)

Joanna K. Poznanska, *Associate Professor of International Business*; M.A., University of Warsaw, 1970; Ph.D., Technical University of Warsaw, 1976; post-graduate studies at Cornell University; Researcher, Woodrow Wilson School of Public and International Affairs, Princeton University, 1980-81. At SPU since 1988.

Philip R. Prins, *Associate Professor of Computer Science*; B.A. (Mathematics), Humboldt State University, 1976; B.A. (Botany), 1978; M.S. (Computer Science), University of Idaho, 1984; Ph.D. (Electrical Engineering), 1993. At SPU since 1992.

James F. Rand, *Human Resources Executive-in-Residence*; B.S., Marquette University, 1963; LL.B., LaSalle University, 1972; Ph.D., California Western University, 1976. At SPU since 1993.

Richard L. Ridgway, *Associate Professor of Biology*; B.S., Seattle Pacific University, 1977; M.S., Washington State University, 1983; Ph.D., 1988. Post-Doctoral Fellow, Alberta Heritage Foundation for Medical Research, University of Calgary, Canada, 1988-91. Post-Doctoral Fellow, Canadian Centres of Excellence in Neural Regeneration and Functional Recovery, 1990-91. At SPU 1978-80 and since 1991.

Susan Roberts, *Instructor of Education*; B.A., University of Washington, 1966. M.Ed., Seattle Pacific University, 1990. At SPU part-time 1985-90; full-time since 1990.

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

Micheál D. Roe, *Professor of Psychology*; B.A., Revelle College, University of California, 1973; M.Ed., University of Washington, 1975; Ph.D., 1981. At SPU since 1988.

William J. Rowley, *Assistant Professor of School Counseling*; B.A., Pasadena college, 1962; M.A., San Jose State College, 1967; Ed.D., University of Northern Colorado, 1973. At SPU since 1996.

Regina P. Schlee, *Associate Professor of Marketing*; B.A., University of Nevada, 1976; M.A., Washington State University, 1978; Ph.D., 1981. Extensive consulting in marketing research and marketing plan design. At SPU since 1984.

Tina Sellers, *Instructor of Marriage and Family Therapy*; B.A., San Diego State University, 1982; M.S., Seattle Pacific University, 1991. At SPU since 1998.

Debra M. Sequeira, *Professor of Communication*; B.S., San Francisco State University, 1976; M.A., 1978; Ph.D., University of Washington, 1987. At SPU 1978-85 and since 1990.

Christopher Sink, *Associate Professor of Education, Director, Doctoral Education Program*; B.A., University of California-Irvine, 1978; M.S., California State University-Fullerton, 1981; Ph.D., University of California-Riverside, 1988. At SPU since 1994.

JoAnne K. Smatlan, *Assistant Professor of Education Administration*; B.S., University of Idaho, 1968; M.S. Ed., University of Alaska, 1975. Ph.D., Gonzaga University, 1989. At SPU since 1989.

Peter E. Smith, *Professor of Education*; B.S.Ed., Oregon College of Education, 1962; M.S.Ed., 1966; Ph.D., University of Washington, 1974. At SPU since 1970.

Richard E. Smith, *Associate Professor of Education Administration*; B.A., Seattle Pacific College, 1963; M.A., University of Oregon, 1968; Ph.D., 1972. At SPU since 1988.

Frank A. Spina, *Professor of Biblical Studies*; B.A., Greenville College, 1965; M.Div., Asbury Theological Seminary, 1968; M.A., University of Michigan, 1970; Ph.D., 1977. At SPU since 1973.

David Steele, *Associate Professor of Educational Administration*; B.S., Eastern Montana College, 1966; M.S., Montana State University, 1971; Ed.D., University of Washington, 1994. At SPU since 1998.

Les L. Steele, *Professor of Christian Ministries*; B.A., Azusa Pacific University, 1975; M.A., 1976; Ph.D., Claremont Graduate School, 1984. At SPU since 1985.

Richard Steele, *Associate Professor of Religion*; B.A., Haverford College, 1974; M.Div., Yale Divinity School, 1978; Ph.D., Marquette University, 1990. At SPU since 1994.

Gerhard H. Steinke, *Professor of Management and Information Systems*;

B.S., University of Alberta, 1975; M.A. Rel., Anderson University, 1984; M. Div., 1985; M.B.A., Ball State University, 1984; Ph.D. University of Passau, 1992. At SPU since 1992.

Ian C. Stewart, *Professor of Accounting*; B.C.A., Victoria University of Wellington, 1968; M.Com., University of Auckland, 1970; Ph.D., University of New England, 1975; B.D., Melbourne College of Divinity, 1986. At SPU since 1991.

Ross E. Stewart, *Professor of Accounting*; B.Com., University of Auckland, 1977; M.Com., 1979; Diploma in Christian Studies, Regent College, 1981; M.T.S., 1983; Ph.D., University of Glasgow, 1987. Associate Chartered Accountant, 1980. Big 6 accounting experience. At SPU since 1986.

Carolyn Strand, *Assistant Professor of Accounting*; B.S., Purdue University, 1973; M.S.I.A., Purdue University, 1974; Ph.D., Texas A&M University, 1998. At SPU since 1998.

Lisa Klein Surdyk, *Associate Professor of Economics*; B.A., Seattle Pacific University, 1987; Ph.D., University of Washington, 1991. At SPU since 1991.

John Thoburn, *Associate Professor in the Graduate Psychology and Marriage and Family Therapy Departments*; B.A., University of Kansas, 1976; M.Div., Fuller Theological Seminary, 1984; Ph.D., Fuller Theological Seminary, 1991. At SPU since 1997.

Michael H. Tindall, *Professor of Computer Science*; B.S., Seattle Pacific College, 1971; M.S., Ph.D., University of Illinois at Urbana-Champaign, 1975. At SPU since 1980.

Dan G. Tripps, *Professor of Physical Education*; B.A., San Francisco State University, 1968; M.A., Stanford University, 1969; Ph.D., University of Oregon, 1976. At SPU since 1986.

Thomas Trzyna, *Associate Provost; Dean of Graduate Studies; Professor of English*; B.A., University of California, 1968; M.A., University of Washington, 1974; Ph.D., 1977. At SPU since 1981.

Jay Uomoto, *Associate Professor of Clinical Psychology*; B.S., University of Washington, 1979; M.A., Fuller Theological Seminary, 1983; Ph.D., Fuller Graduate School of Psychology, 1985. At SPU since 1997.

Dwight W. Van Winkle, *Professor of Biblical Studies*; B.A., Stephen F. Austin State University, 1974; Th.M., Dallas Theological Seminary, 1978; Ph.D., Clare College, Cambridge University, England, 1983. At SPU since 1981.

Robert W. Wall, *Professor of Biblical Studies and Biblical Ethics*; B.A., Valparaiso University, 1969; Th.M., Dallas Theological Seminary, 1973; Th.D., 1978. Additional graduate study at Perkins School of Theology, Southern Methodist University. At SPU since 1978.

Cathryn A. C. Washington, *Professor of Nursing*; B.S.N., Duke University, 1965; M.S., University of Maryland, 1971; Ph.D., University of Kansas, 1987. At SPU since 1988.

Robert Weathers, *Professor of Physical Education*; B.S., John Brown University, 1967; M.Ed., University of Arkansas, 1969; Ed.D., Brigham Young University, 1975. At SPU since 1978.

Elaine V. Weltz, *Assistant Professor of Computer Science*; B.A., Seattle Pacific College, 1974; M.MUS., University of Southern California, 1978; B.S., Seattle Pacific University, 1984; M.S.E., Seattle University, 1989. At SPU since 1984.

David Wicks, *Assistant Professor: Instructional Design Specialist and Coordinator for Technology and Learning*; B.S., Missouri Western State College, 1986; M.S., Northwest Missouri State University, 1990. At SPU since 1998.

Wanda A. Williams, *Assistant Professor of Education Policy, Governance, and Administration*; B.S., Seattle University, 1964; M.A., 1969; Ph.D., University of Washington, 1989. At SPU since 1992. (Part-time.)

Beverly Jo Wilson, *Professor of Counseling*; B.S., Purdue University, 1973; M.S.I.A., Purdue University, 1974; At SPU since 1998

Kenman L. Wong, *Associate Professor of Business Ethics*; B.S., Biola University, 1986; M.B.A., University of Washington, 1987; Ph.D., University of Southern California, 1996. At SPU since 1997.

Dick A. Wood, *Professor of Mathematics and Computer Science*; B.S., California State College at Long Beach, 1961; M.A., 1962; Ph.D., University of Montana, 1976. At SPU 1963-65, 1968-79, and since 1984.

Martha L. Worcester, *Associate Professor of Nursing*; B.S.N., California State University, Chico, 1962; M.S., University of California, San Francisco, 1964; Ph.D., University of Washington, 1990. At SPU since 1989.

Sharon Young, *Associate Professor of Mathematics*; B.A., University of Redlands, 1966; M.A., University of Denver, 1976; Ph.D., University of Colorado-Boulder, 1979. At SPU since 1995.

Michael Ziemann, *Associate Professor of European Studies/German and Linguistics*; B.A., Freie Universitat, West Berlin, McPherson College 1968; M.A., Kansas State University, 1969; Ph.D., Washington University (St. Louis), 1974. At SPU since 1982.

Part-time Lecturers

Lawrence Brown, *Business Law*; B.A., Seattle Pacific University, 1983; J.D., University of California-Davis, 1989. At SPU since 1996.

Ronald G. Brown, *Business Law*; B.A., B.J., University of Missouri, 1971; M.A., University of Washington, 1975; J.D., 1978. At SPU since 1985.

Roger L. Cox, *Information Systems Management*; B.S., B.A., Olivet Nazarene University, 1969; M.S., Indiana University, 1972; B.S., USAF Technical Training Center, 1975; M.S., University of Southern Mississippi, 1977. At SPU since 1980.

Daniel M. Eernisse, *Business Ethics*; B.A., University of Washington, 1985; M.Div., Regent College, 1989. At SPU since 1992.

Ernest Hughes, *Information Systems Management*; B.S., Cal-Polytechnic State University, 1977; M.B.A., California State College at Bakersfield. At SPU since 1983.

Melanie Plaza-Bunselmeyer, *Nursing*; B.S.N., St. Paul College of Manila, 1969; M.Ed., Columbia University, 1974. At SPU since 1991.

Barbara Endicott Popovsky, *Information Systems Management*; B.A., University of Pittsburgh, 1967; M.B.A., University of Washington, 1985; M.S., Seattle Pacific University, 1987. At SPU since 1989.

John F. Rapp, *Business Law and Ethics*; B.A., Northwest Nazarene College, 1980; M.A., J.D., University of Washington, 1984. At SPU since 1992.

Randolph L. Rowland, *Business Ethics*; B.F.A., Pacific Lutheran University, 1976; M.Div., Fuller Theological Seminary, 1987; D.Min., Fuller Theological Seminary, 1994. At SPU since 1992.

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Part-time Lecturers

Affiliate Faculty

Affiliate Faculty

Phil Smart Sr., *Chairman of the Board, Phil Smart Mercedes-Benz*. Outstanding leadership in the community; over 25 years serving as a volunteer at Children's Orthopedic Hospital, active in Boy Scouts, Rotary and several other volunteer community organizations.

University Calendar 1999-2000

Autumn Quarter 1999

Labor Day (Holiday)	Mon. September 6
First Payment Due on (and last day to apply for) the 3 Month Payment Plan	Fri. September 10
Class Instruction Begins	Mon. September 27
Last Day to Waitlist	Tues. September 28
Last Day to Register or Add Courses*, to Register without Late Fee, or to Apply for Audit	Fri. October 1
Last day to register or drop classes over the Web	Fri. October 1
Last Day to Apply for Pass/No Credit, Independent Study, Internships, and Individual Instruction	Fri. October 8
Second Payment Due on the 3 Month Payment Plan	Mon. October 11
Last Day to Withdraw from Courses	Mon. November 8
Third Payment Due on the 3 Month Payment Plan	Wed. November 10
Veterans Day (Holiday)	Thurs. November 11
Winter Registration for Admitted Students Currently in Attendance begins	Mon. November 15
Thanksgiving (Holiday)	Thurs.-Fri. November 25-26
Winter Registration for Graduate or New Admits Begins	Mon. November 29
Winter Registration for Non-Admitted Students Begins	Mon. December 6
Final Examinations for All Evening Classes	Mon - Thurs. December 6-9
Final Examinations for Day Classes	Wed.-Fri. December 8-10

Winter Quarter 2000

First Payment Due on (and last day to apply for) the 3 Month Payment Plan	Fri. December 10
Class Instruction Begins	Wed. January 5
Last Day to Waitlist	Thurs. January 6
Second Payment Due on the 3 Month Payment Plan	Mon. January 10
Last Day to Register or Add Courses*, to Register without Late Fee, or to Apply for Audit	Tues. January 11
Last day to register or drop classes over the Web	Tues. January 11
Martin Luther King Jr.'s Birthday** (Holiday: Evening classes will meet)	Mon. January 17
Last Day to Apply for Pass/No Credit, Independent Study, Internship and Individual Instruction	Wed. January 19
Third Payment Due on the 3 Month Payment Plan	Thur. February 10
Spring Registration for Admitted Students Currently in Attendance begins	Mon. February 14
Last Day to Withdraw from Courses	Mon. February 14
President's Day ** (Holiday: Evening classes will meet)	Mon. February 21
Spring Registration for Graduate or New Admits Begins	Mon. February 28
Spring Registration for Non-Admitted Students Begins	Mon. March 6
Final Examinations for All Evening Classes	Mon - Thurs. March 13-16
Final Examinations for Day Classes	Wed.-Fri. March 15-17
Spring Vacation	March 20-24

Spring Quarter 2000

First Payment Due on (and last day to apply for) the 3 Month Payment Plan	Fri. March 10
Class Instruction Begins	Mon. March 27
Last Day to Waitlist	Tues. March 28
Last Day to Register or Add Courses*, to Register without Late Fee, or to Apply for Audit	Fri. March 31
Last day to register or drop classes over the Web	Fri. March 31
Last Day to Apply for Pass/No Pass Credit, Independent Study, Internships and Individual Instruction	Fri. April 7
Second Payment Due on the 3 Month Payment Plan	Mon. April 10
Summer Registration Begins	Mon. April 17
Good Friday (Half-Day Holiday)	Fri. April 21
Last Day to Withdraw from Courses	Mon. May 8
Third Payment Due on the 3 Month Payment Plan	Wed. May 10
Autumn Registration for Admitted Students Currently in Attendance begins	Wed. May 10
Autumn Registration for New Admits begins	Sat. May 20
Autumn Registration for Graduates	Mon. May 22
Memorial Day (Holiday)	Mon. May 29
Autumn Registration for Non-Admitted Students Begins	Tues. May 30
Final Examinations for All Evening Classes	Mon.-Thurs. June 5-June 8
Final Examinations for Day Classes	Tues - Thurs. June 6-8
Ivy Cutting	Fri. June 9
Commencement	Sat. June 10

Summer Session 2000

First Four-Week Session begins	Mon. June 12
Second Four-Week Session begins	Mon. July 10

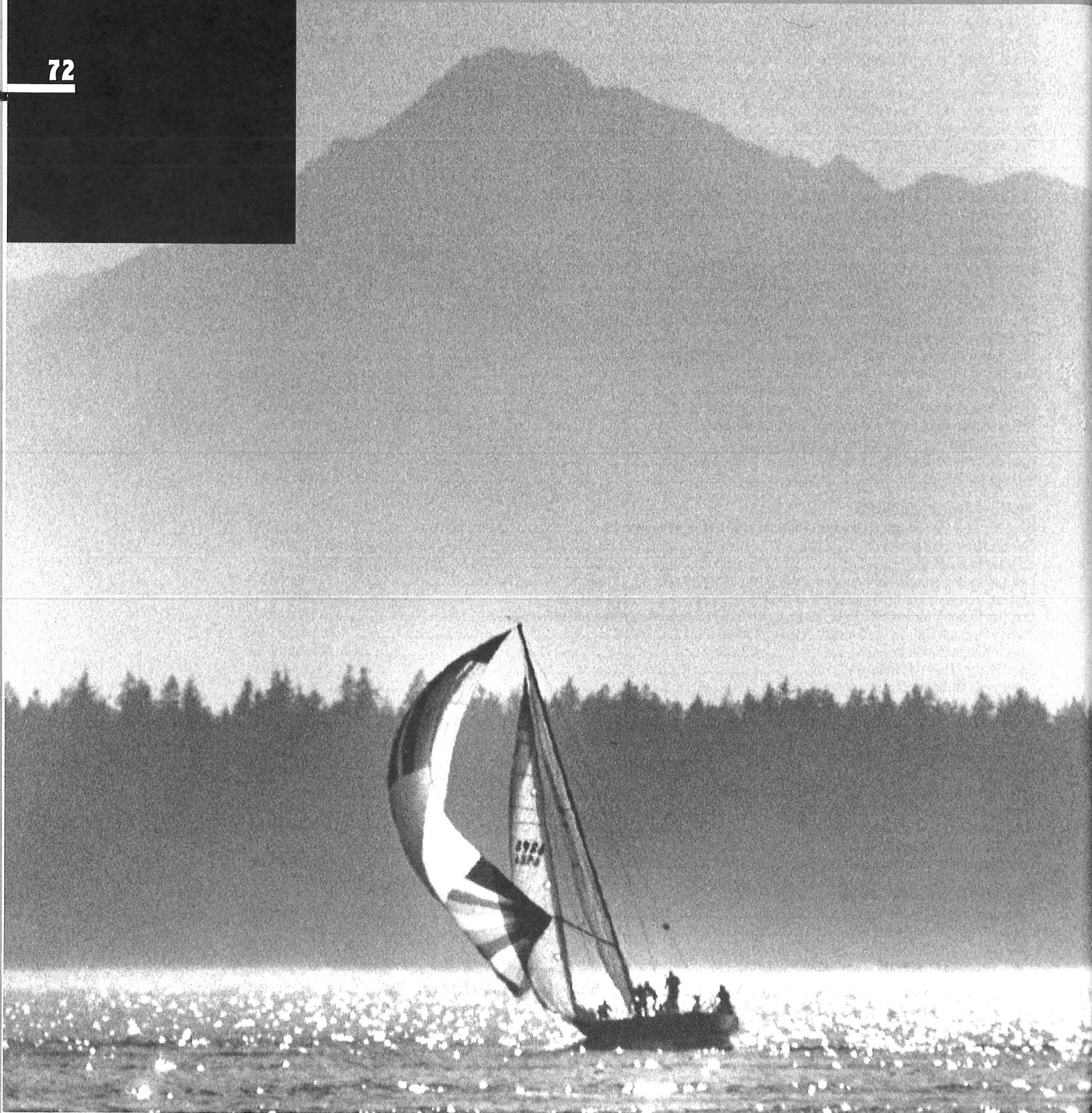
Evening classes include all classes that begin after 4:30pm. The last day of class is the week prior to the scheduled final.

Evening/Weekend students may register through the first class session on through the 5th day (whichever is later). Late fees will be charged if registration occurs after the 5th day of the instructional quarter. Students must process a registration petition to be considered for late registration with supporting statements from each instructor.

***Monday evening classes will meet on Martin Luther King's Birthday and President's Day in order to have the required class sessions.*

Index and Campus Map

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