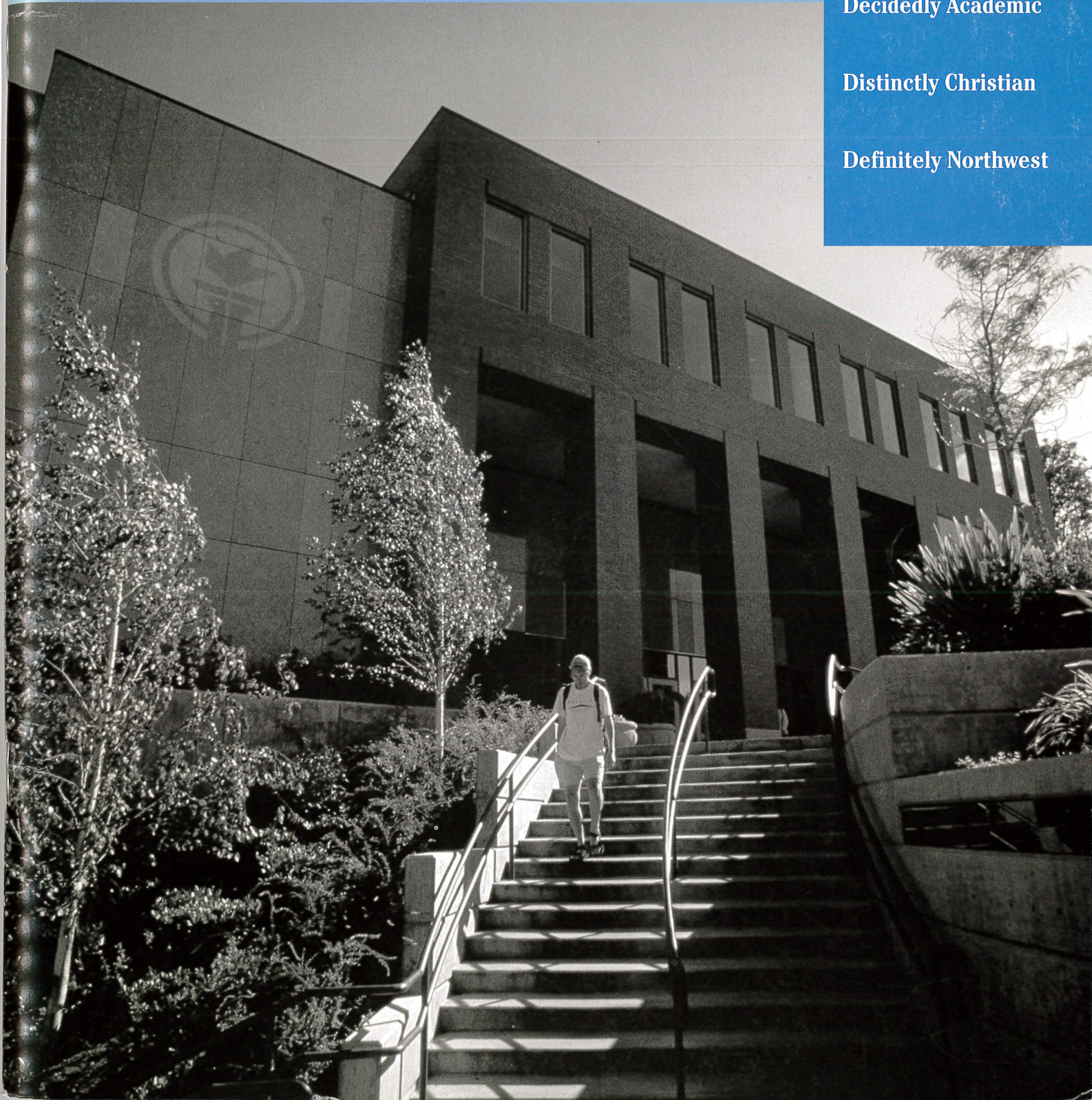


Seattle Pacific University 2000-01 Graduate Catalog

Decidedly Academic

Distinctly Christian

Definitely Northwest



SPU Reference Guide

General Information	(206) 281-2000
Academic Programs	
College of Arts and Sciences	
Physical Education	281-2081
Teaching English to Speakers of Other Languages	281-2670
School of Business and Economics	
Business Administration	281-2753
Information Systems Management	281-2753
School of Education	
Masters Programs	281-2210
Doctoral Program	281-2710
School of Health Sciences	
Master's Program	281-2698
Nurse Practitioner Pathways Certification	281-2698
School of Psychology, Family and Community	
Clinical Psychology	281-2987
Marriage and Family Therapy	281-2987
Computer Information Systems - HELPDESK	281-2982
Evening/Weekend Classes	281-2121
Library	
General	281-2228
Circulation Desk	281-2229
Film/Video Rentals	281-2415
Interlibrary Loan	281-2154
Reference	281-2419
Reserves	281-2787
Student Academic Services	281-2031
Registration Fax	281-2669
Transcription Information	281-2034
Student Financial Services	281-2061
Student Account/Payments	281-2061
SPU HOME PAGE:	http://www.spu.edu

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

Table of Contents

About Seattle Pacific University	2
Graduate Program Information	
Graduate Education at Seattle Pacific University	6
General Admission Requirements	7
General Requirements for a Master's Degree	7
Standards of Scholarship	8
Student Life	8
Costs and Financial Aid	9
Financial Arrangements	10
Academic Policies and Procedures	14
Academic Structure	18
College of Arts and Sciences	
Physical Education (M.S.)	20
Teaching English to Speakers of Other Languages: T.E.S.O.L (M.A.)	23
School of Business and Economics	
Business Administration (M.B.A.)	27
Information Systems Management (M.S.)	30
School of Education	
Curriculum and Instruction (M.Ed.)	36
Educational Leadership (M.Ed.)	38
School Counseling (M.Ed.)	38
Teaching-Secondary (M.A.)	39
School Superintendent's Non-degree Certification	41
Doctor of Education (Ed.D.)	42
School of Health Sciences	
Nursing (M.S.N.)	50
Nurse Practitioner Pathways	51
School of Psychology, Family and Community	
Clinical Psychology (Ph.D.)	54
Marriage and Family Therapy (M.S.)	60
Trustees, Administration and Faculty	
Board of Trustees	74
Administration	75
Faculty	67
University Calendar 2000-01	78
Index and Campus Map	
Index	80
Campus Map	79

About Seattle Pacific University

In 1942, Seattle Pacific College President Hoyt Watson articulated the need for graduate programs. Eight years later, his vision became a reality. When the college became a university in 1977, it was recognizing, at least in part, the rising number and scope of graduate studies. Today, graduate programs play a vital role in the life of the University.

The collective vision of SPU graduate programs is to bring salt and light into the world to transform culture through a commitment to Jesus Christ. By educating leaders the university makes an impact upon societal systems and structures. These commitments are reflected in the University's mission statement:

"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."

ACCREDITATION AND AFFILIATION

The history of the growth of SPU is linked to the educational community of which it is a part. In successive steps from 1921 to 1937, the University was accredited by the Washington State Board of Education. Since 1936, the University has been fully accredited by the Northwest Association of Schools and Colleges. It is on the approved list of the American Council on Education and Board of Regents of the State of New York, and its credits are recognized by members of the various regional associations and by leading graduate schools throughout the country. SPU is a charter member of the Christian College Consortium and is also a

member of the Council for Christian Colleges and Universities.

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

The dietetics specialization in the food and nutritional sciences program is currently granted approval by the Commission on Accreditation/Approval for Dietetics Education of the American Dietetic Association, 216 West Jackson Blvd Chicago, Illinois, 60606-6995 (312) 899-4876. This means a graduate of SPU with dietetic specialization is eligible to apply for a dietetic internship in another institution. After the dietetic internship taken elsewhere, the student is "RD Eligible." The student can then take the registration examination. If passed, the student becomes a Registered Dietitian.

The undergraduate nursing curriculum is accredited by the Washington State Nursing Care Quality Assurance Commission and both the undergraduate and graduate programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

SPU is a full member of the National Association of Schools of Music.

The electrical engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

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

The School of Business and Economics is a member of The International Association for Management Education, AACSB. The University is approved by the United States Government for education of veterans and their dependents under the applicable public laws.

OUR RESOURCES FOR LEARNING

Seattle Pacific University students enjoy aesthetically pleasing physical learning spaces. Spread over the 35-acre Seattle campus, the buildings, recognized by their



traditional brick or modern faces, are better known for the many ways in which they meet 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 printed reference sources, the library makes available an increasing number of electronic information resources; including abstracts/indexes from ProQuest Direct, EBSCOHost, First Search and other online and CD-ROM products. In order to provide the utmost in convenience, access to more than 1,500 full-text journal titles is available from every computer on campus. Most of these resources are also available to off-campus students who have internet access.

An interlibrary borrowing service is available to students, faculty and staff. As a member of OCLC (On-line Computer Library Center), 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.

The Center for Learning (Educational Services)

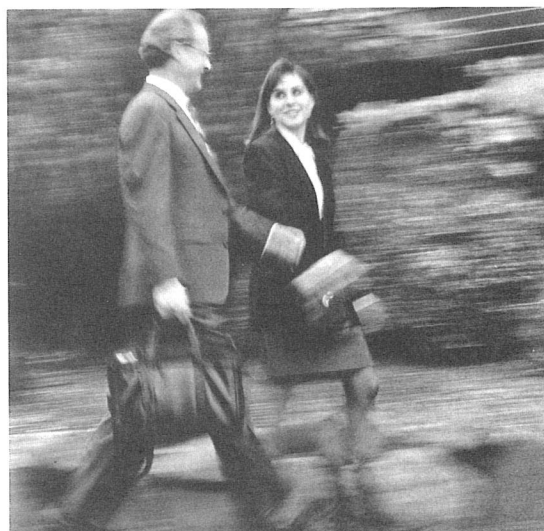
Located in Lower Moyer, the Center for Learning offers four computers for student use, a Writing Center that provides assistance with writing class papers, services and support for students with disabilities, tutoring for many General Education courses, and academic consultation and referrals. Learning seminars and classes are offered every quarter.

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 in 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, laser printers, and other local and remote networked resources.

Library: There are presently two computer labs in the Library: an instructional classroom with 20 NT computers, and an open lab with 22 NT computers. The Library also has 15 computers for database searching as well as a number of computers for special and assisted use.

McKenna Lab: The US West Computer Lab, in the School of Business and Economics, contains 25 NT computers for open lab and business class use. There is also an instructional classroom with 24 NT computers.



Miller Science Learning Center: There are four computer labs in the Miller Science Learning Center: a large open lab with 30 Pentium-III class NT workstations and three Electrical Engineering labs with a total of 36 NT workstations. The EE Analog Design Lab has 18 workstations; the EE Computer Aided Design Lab, 10 workstations; and the EE Systems Design Lab has eight workstations. Additionally, many NT workstations are used in the Biology, Physics, and Chemistry Laboratories to control and monitor experimental apparatus.

Music Keyboard Lab: The Music Technology Lab in Beegle Hall is equipped with eight high-end Macintosh computers connected to Roland RD-600 multi-timbre MIDI keyboards. In addition, the lab contains another high-end Macintosh computer capable of 16 track digital recording, using a Yamaha O2R Digital Recording Console, ADAT's, Kurzweil K2500XS keyboard, and the industry standard ProTools software.

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 twelve classrooms) to fully equipped electronic classrooms (three on campus). Computer & 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 and access to class schedules and grades) can be completed via the World Wide Web at the individual students time and convenience.

Instructional Technology Services

Located on the lower level of the library, Instructional Technology Services helps faculty produce Web-based and multimedia learning resources. It also manages the library's computer labs and satellite downlinks. With both audio and video equipment, ITS helps bring exciting new learning adventures to Seattle Pacific University's campus.

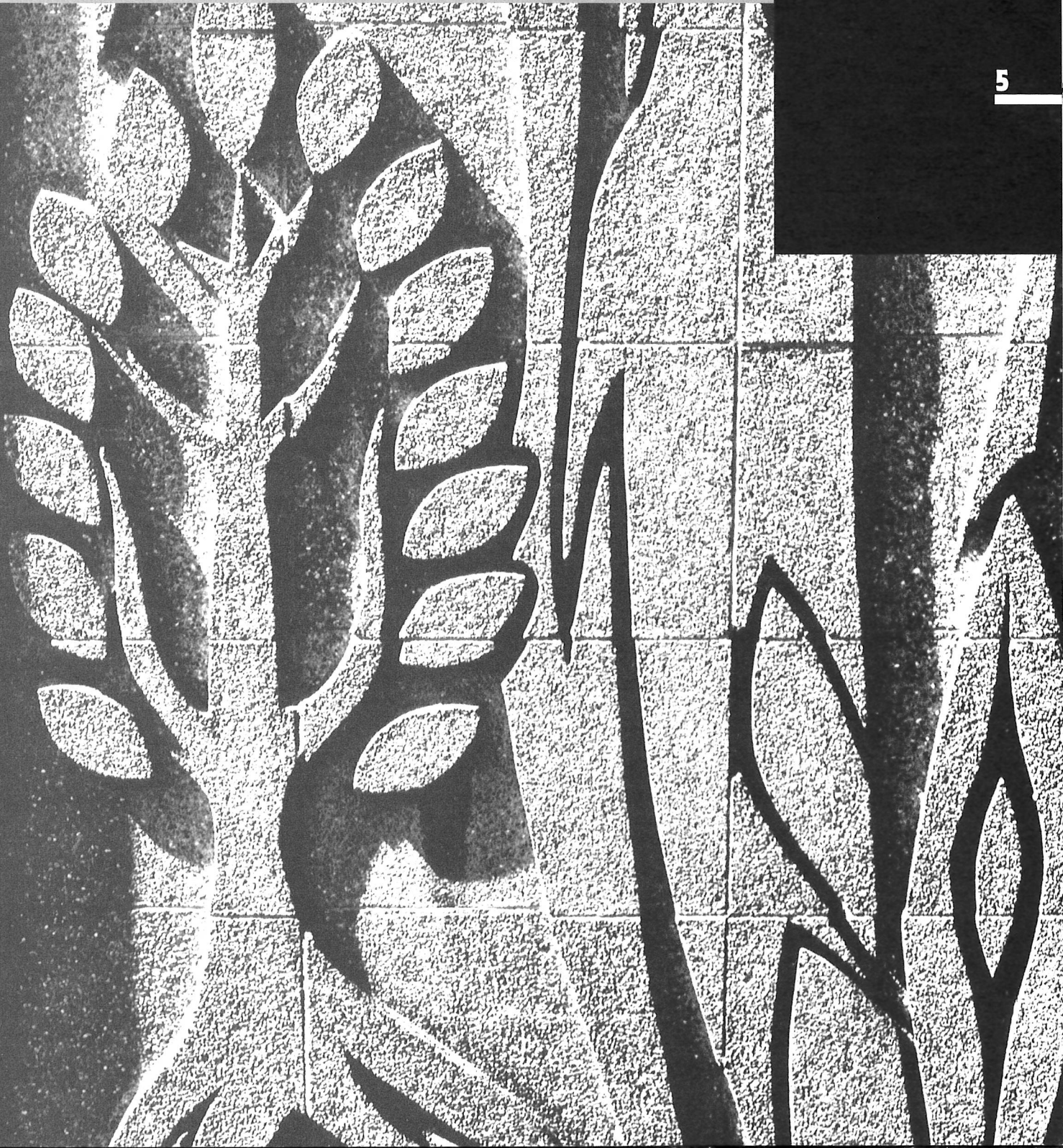
Technology Instruction and Assistance

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, student assistants are available in all of the computer labs, and Computer & Information Systems provides a central computer Help Desk.

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 lab environments and the residence halls. The choice of computers and software is left to the individual student.

Graduate Program Information



Graduate Education at Seattle Pacific University

A Community of Learners

Graduate programs define this concept broadly to include 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.

A University Commitment

By fostering life-long learning, the 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.

We Educate and Prepare Students

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

Service. Graduate 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.

We Are Committed to Evangelical Christian Faith and Values

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.

We Are Committed to Excellence in:

Teaching. 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.

Scholarship. 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.

We Care About the Growth of Students.

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.

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 (M.A.)

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

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

Master of Education (M.Ed.)

Curriculum and Instruction

Education Leadership

School Counseling

Master of Science in Nursing (M.S.N.)

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 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 written version of 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 nine 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/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/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.

Student 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
- 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.

The Center for Learning

(Educational Services) located in Lower Moyer offers four computers for student use, a Writing Center for consultations on writing class papers, services and support for students with disabilities and academic consultations and referrals.

The Center for Learning provides limited academic support for graduate students and coordinates services for students with documented learning and physical disabilities. Located in Lower Moyer, the Center is open from 8 a.m. - 8 p.m. Mondays through Thursdays, and 8 a.m. - 5 p.m. on Fridays. Graduate students may benefit from an educational consultation with one of the educational professionals if they are experiencing specific challenges. In addition, graduate students are welcome to attend the seminars on time management, procrastination, learning styles and other educational topics offered each quarter. Assistance with writing and editing is available within the Center from 2 - 8 p.m. Mondays through Thursdays.

The Center staff also coordinates services for students with learning or physical disabilities to provide academic and co-curricular support and accommodations. Any otherwise qualified student with a disability requiring assistance and accommodations should contact the assistant director of Educational Services at (206) 281-2272 to schedule an intake interview to determine the level and type of services that are needed. Students are required to provide current documentation that describes their disability and the recommended educational support that may be required. To assure full accommodations, the intake interview and the student's class schedule must be provided at least five weeks prior to the quarter of needed services.

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.

The director of International Programs 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, no change will be made which is effective within that quarter. Every student is presumed to be familiar with the payment schedules and other financial policies and procedures published in this catalog.

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

2000-2001 Graduate Tuition and Fees

(Summer 2000 - Spring 2001)*

(per quarter for courses numbered 6000-7999)

Business Administration (M.B.A.) courses, per credit hour	\$435
Education courses, per credit hour	\$299
Education Administration courses, per credit hour	\$342
Information Systems Management courses, per credit hour	\$435
Marriage and Family Therapy courses, per credit hour ..	\$351
Nursing courses, per credit hour	\$327
Nurse Practitioner courses, per credit hour	\$327
Physical Education courses, per credit hour	\$282
TESOL courses, per credit hour	\$297
Doctor of Education courses, per credit hour	\$375
Doctor of Psychology courses, per credit hour	\$387
All other graduate courses, per credit hour	\$303

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. However, doctoral students who take 6000-level courses will be charged at the doctoral rate of their discipline.

Special Instruction, Examination, Certification and Other Credit Fees.

Teacher Education

Internship fee, graduate, per quarter	\$75.00
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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 \$50.00 is assessed only once, at the time of an admitted student's initial registration. This fee covers the costs associated with maintaining students' academic files over the duration of their stay at

Seattle Pacific. A student's academic file may contain admission records, transcripts and evaluations of coursework from other institutions, academic appeals, graduation checksheet, etc.

*** Students may register for evening courses (courses beginning at 4:30 p.m. and later) through the first class session; however, a \$20.00 late enrollment fee is charged when registration is completed after the first week of the quarter. See the University calendar for dates.*

**** There is no charge for parking in commuter lots (C, N, NC, NW) after 4:00 p.m. weekdays or on weekends. See campus map for location of lots. If students wish, they may obtain parking permits through the Office of Safety and Security for \$20 per quarter.*

Student Service 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 pre-payment 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.....	\$7.50/mo. or \$15.00 for three consecutive months
SPU alumni.....	\$11.00/mo. or \$25.00 for three consecutive months
Community	\$15.00/mo. or \$35 for three 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 included in room and board charges	
Commuter students, faculty, and staff	\$15.00 per quarter on first visit
Tests and pharmaceuticals based on actual costs of materials	

Medical Insurance Fees

The University Student Health Center offers basic medical services for students. To provide complete health care coverage, the University recommends that all students review their current plan to determine if their current insurance will cover them out of their home area. The University offers information on a medical insurance plan for accidents and illness, which is available to all enrolled graduate students (and their families). The University recommends this medical coverage to cover unanticipated expenses that could otherwise interrupt educational endeavors. Enrollment, benefit summary information, and applications for this voluntary plan are 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 must be defined in English and premium rates in U.S. dollars; 2) Coverage for all preexist-

ing 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; and, 12) Coverage effective dates matching the University's international student health insurance plan. 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

Once a student has taken care of any holds that block registration, the student may register via the world wide web, www.spu.edu, or mail/fax their registration form to their appropriate graduate office or Student Academic Services. *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

Students may choose to meet their financial obligations in three ways: (1) payment in full by the payment in full due dates; (2) use of the three-month extended payment option; or (3) the two-month payment option. If the student account is not paid in full each quarter, prior to advance registration, the student will not be permitted to register for subsequent quarters.

Payment in Full

Students may meet their financial obligations each quarter by paying in full by October 10th for autumn, January 10th for winter, and April 10th for spring. If payment in full is not received by these dates, the account will be subject to interest charges.

Three-Month Extended Payment Option

Students who are not able to pay in full by the quarterly payment in full due dates and who owe SPU \$4,001.00 or more each quarter after financial aid* has been subtracted may benefit from the three-month payment plan. If students choose this option, (students participating in study tours are not eligible for the extended payment plan option), the total charges, after all financial aid* is applied to the account, will be divided into three equal payments. In order to participate in this plan, the student must fill out a payment plan application and return it to Student Financial Services with the first payment and an application fee of \$25 according to the following schedule (a new application must be submitted each quarter): Please note the application and first payment are due in Student Financial Services one month prior to the beginning of each quarter.

Autumn Quarter 2000

Application Deadline/First Payment September 11, 2000
Second Payment October 10, 2000
Third/Final Payment November 13, 2000

Winter Quarter 2001

Application Deadline/First Payment December 11, 2000
Second Payment January 10, 2001
Third/Final Payment February 12, 2001

Spring Quarter 2001

Application Deadline/First Payment March 12, 2001
Second Payment April 10, 2001
Third/Final Payment May 10, 2001

Two-month Payment Option

Students who are not able to pay in full on the quarterly payment in full due dates and who owe SPU \$4,000.00 or less each quarter after financial aid* has been subtracted may benefit from participating in the two-month payment option. If students choose this option (students participating in study tours are not eligible for extended payment options), the total charges, after all financial aid* is applied to the account, will be divided into two equal payments. The first payment is due on the payment in full due date and the second payment is due the 10th of the following month. There is no formal application or application fee. However, a 1.25% monthly interest charge will be assessed on the balance owed after the payment in full due dates.

Example of payment alternatives for students with owing balances above \$4,000.

A student registers for courses totaling more than \$4000 for autumn quarter. The total balance is:

	Per Quarter
Tuition	\$5,064.00
Financial Aid*	-500.00
Balance Owed	\$4,564.00

Payment Alternatives:

Payment in full \$4,564.00 due October 10, 2000
OR
Three-month Payment Plan \$4,564
 $\$4564 \div 3 = \1521 per payment due as follows:
 $\$1,521 + (\$25 \text{ fee}) = \$1,546$ September 11, 2000
 $\$1,521$ October 10, 2000
 $\$1,521$ November 13, 2000

Example of Payment Alternatives for students owing less than \$4,000

A student registers for courses totaling less than \$4,000 for autumn quarter. The total balance is:

	Per Quarter
Tuition	\$3,798.00

Payment Alternatives:

Payment in full \$3,798.00 due October 10, 2000
OR
Two-month Payment Option: \$3,798
 $\$3798 \div 2 = \$1,899$ due October 10, 2000
 $\$1,899 + \23.74 (1.25% interest for thirty days) = \$1,922.74
due November 13, 2000

**Aid includes Subsidized and Unsubsidized Stafford Loans.*

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 Student Financial Services at (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.

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

Boeing. Fees not covered include, but are not limited to: late registration, add/drop, entrance exams, room and/or board, parking, books, tools, software and activity fees. For questions about this program contact Student Financial Services at (206) 281-2061.

Late Registration Charges

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

Registration Petitions

Registration petitions are requests for exceptions to regular policies and procedures. Exceptions are not granted to supercede policies and procedures because of an inconvenience. The petition process provides students and faculty with the possibility of a response outside the normal bounds of policy when extenuating circumstances are judged to warrant such a response. Extenuating circumstances include: illness, injury, death in the family, and problems with immigration. The petition must not only voice the request, but must also substantiate the validity of the request.

Petition forms are available on the forms rack in the Demaray Hall lobby (1st floor). Instructions for completing this process are listed on the back of the petition. A student seeking late registration must seek permission from the instructor to sit in the class while the petition is pending. In all cases, the final decision to approve or deny a petition will be made by Student Academic Services. Each approved petition will incur a \$20 late registration fee.

Interest Charges on Past Due Accounts

A monthly late fee (15% per annum, 1.25% per month) will be assessed each month against any past due portion of the balance shown on the student's last statement of account. To avoid late fees, payment must be made on or before stated due dates published above for the chosen payment option.

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 courses, 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 refund for such charges, using the schedule that follows, as applicable.* Please check the *Time Schedule* to determine if the curriculum fee is refundable. Those marked with an asterisk are non-refundable.

Refunds or additional charges for courses are posted to a student's account when the official change of registration form is received and processed. Charges for added courses are made at the full quarter's rate, regardless of when the course is added.

In the event that enrollment changes result in a credit balance on the account, the student may obtain a refund by submitting a written request to Student Financial Services. If there is an owing balance on the account, the refund will first be applied against the owing balance.

Schedule of Tuition Refunds for Day and Evening Classes

(A week is defined as five business days beginning on the first day of regular classroom instruction. The summer refund policy and schedule is published in the Time Schedule.)

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

Examples: Tuition Refunds and Adjustments

1. Student who was originally enrolled for nine M.B.A. courses drops one 3-credit course the second week of classes. The refund is as follows:

Tuition (9 credits)	\$3,915
Tuition for 6 credits (\$435 x 6)	\$2,610
Difference	\$1,305
75 percent refund	\$979
Tuition due on dropped course	\$326

2. A student completed withdraws from all courses in the second week:

Tuition (9 credits)	\$3,915
75 percent refund	\$2,936
Student owes	\$979

Effect on Financial Aid

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

Complete Withdrawal

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

Drop in Credits

If a student who receives financial aid drops courses during any given quarter to below the number of credits that were listed on the Post-Baccalaureate/Graduate Information Sheet given to Student Financial Services, 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 four 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 via paper (a form can be obtained at any college financial aid office) or via 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. See "Summer Financial Aid" available from Student Financial Services for procedures and deadlines for summer financial aid.

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 grad 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 notified Student Financial Services of their preferred lender, the lender will be contacted to begin the loan process. The lender will produce and mail a Master Promissory Note to the student. Upon completion and return of the Master Promissory Note to the lender, the bank will send the funds to SPU in one of two ways. If the bank participates in electronic funds transfer, the funds will be automatically applied to the student's account. If the bank does not participate in electronic funds transfer, it will send a check each quarter that the student will need to endorse 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% of the credit hours attempted at SPU. Students averaging 80% satisfactory completion of credits attempted will be eligible to be considered for financial aid. Graduate students must complete a minimum of four credits per quarter or 80 percent of all attempted credits, whichever is greater. The calculated percentage will be rounded up to the nearest full credit hour. Completed credits are determined from coursework, which has received a grade of A, B, C, D, or P at the end of the academic term.

Consequences of Unsatisfactory Progress

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

A student who completes less than 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 six 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 Load

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

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.

Registration

Class Registration

Dates for registration are published in the University calendar found in the *Catalog* and in the *Time Schedule*. 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 in Student Academic Services
2. Via fax (206) 281-2669
3. Via mail to Student Academic Services
3307 3rd Ave. W.
Seattle WA 98119
4. Via SPU's Homepage (using the BANNER system) at 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 5th day of the quarter at 5:00 p.m. Once Web registration has ended, students must come to Student Academic Services (SAS), mail or fax in their registration forms to withdraw from classes.

Changes in Registration

Though choices made during the registration period are considered permanent, changes are permitted through the first week of each quarter. The deadline for adding courses is the fifth day of the quarter. The deadline for withdrawing from courses is the sixth week of the quarter. Specific dates for these registration deadlines are printed in the University Calendar located in 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

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 addition after this date will be considered a late registration and will be subject to a \$20 fee; these are handled via a registration petition.

Registration Petitions

Registration petitions are requests for exceptions to regular policies and procedures. Exceptions are not granted to supercede policies and procedures because of inconvenience. The petition process provides students and faculty with the possibility of a response outside the normal bounds of policy when extenuating circumstances are judged to warrant such a response. Extenuating circumstances include: illness, injury, death in the family, problems with immigration. The petition must not only voice the request,

but must also substantiate the validity of the request. Petition forms are available on the forms rack in the Demaray Hall lobby (1st floor). Instructions for completing this process are listed on the back of the petition. A student seeking late registration must seek permission from the instructor to sit in the class while the petition is pending. In all cases, the final decision to approve or deny a petition will be made by 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. If the waitlisted class(es) create(s) a time conflict or exceed(s) the maximum credit load for the student, it will not be added to the student's schedule, and the student will be dropped from the waitlist. Students will be notified in writing when they are entered into a class via the waitlist. Waitlist forms may be obtained from Student Academic Services, or students may waitlist a class via the World Wide Web. Directions are provided on these forms which outline the process students need to follow to waitlist a class. The waitlist program concludes at 11:59 p.m. on the second day of the quarter.

Students may choose to withdraw from a waitlisted course by filling out an Add/Drop form in Student Academic Services or by dropping via the Web. Students may not register for courses with a waitlist after the second day of the quarter, nor may an instructor raise the maximum enrollment on the course after this date.

Withdrawal

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. If a student fails to withdraw through Student Academic Services by the end of their class, the instructor will issue a failing grade.

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 obtain an official Add/Drop Form from Student Academic Services, submit a letter requesting a complete withdrawal, or withdraw via the Web. The Web is only available through the fifth day of the quarter. Refunds and adjustments to the student's account are governed by the financial policies printed in the Costs and Financial Aid section of the *Catalog*. A student who registers but does not attend classes must notify Student Academic Services in writing in order to cancel their registration and related charges. The date this notice is received will determine the amount of refund where applicable.

If a student fails to withdraw through Student Academic Services, by the end of the sixth week of the quarter, the instructor of the course will issue a failing grade for the student.

Administrative Withdrawals Requested By Instructors

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

Administrative Withdrawals Requested By Student Financial Services

Student Financial Services has the right to have a student completely withdrawn from classes due to an unpaid balance.

Grading

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
O	Outstanding Grade (grade not yet submitted from instructor)
P	Pass - used only with the pass/no credit option
W	Withdrawal with official approval

Use Of I, G, N, W Grades

The "I" grade (incomplete) indicates that the student did not complete the work assigned for a course because of absence from school during the quarter due to illness or an acceptable emergency. Work must be completed within one calendar year or the "I" becomes an "E." The "I" grade can be given only with the approval of the graduate director upon written recommendation of the instructor. The authorization form must be presented to the instructor

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

The "G" grade is used only in specified courses in which a "final" grade is dependent upon additional work and only applies to approved 6000 - 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 from the student's advisor or from Student Academic Services.

An "N" grade is used only in specified courses in which a "final" grade is dependent upon additional work. The "N" grade indicates that work is satisfactory to date, but carries with it no credit or "final" grade until all work is completed. Work must be completed within one calendar year or the "N" becomes permanent. Forms authorizing the removal of "N" grades may be obtained from the student's advisor or from Student Academic Services.

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

Repeat/Substitute Classes

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

Academic Probation

Any graduate student whose cumulative GPA falls below 3.00 shall be placed on academic probation. Students on probation may take up to nine additional credits in the graduate program in which they have been admitted. Failure to bring the cumulative GPA to 3.00 or higher by the completion of the additional nine credits will result in dismissal from the program and from SPU. In addition, a graduate student cannot graduate with a cumulative grade point average below 3.00.

Academic Appeals Policy

This section summarizes the students' academic appeals policy for Seattle Pacific students. If a student decides to appeal an academic decision, he/she should contact their advisor for more detailed information and assistance. The University provides a process whereby a student may appeal an academic decision, including, but not limited to: grades on course activities; evaluations; course grades; decisions on program admissions; and decisions on fulfillment of program and graduation requirements.

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

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

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

Guidelines

1. The appeal must be made in writing within five calendar days of receiving the decision from the faculty member or committee.
2. Every attempt shall be made at each level to resolve the issue according to ethical practices, accreditation standards, and University policy.
3. The person making the appeal should provide the necessary supportive information to substantiate his/her appeal.
4. If for any reason a case is appealed beyond the faculty member or faculty committee, an appeal file shall be created. This file will contain written documentation related to the case including, but not limited to, the student's written appeal and the faculty response. The appeal file shall be open to all principals in the case, including the student appellant.

Academic Integrity

A breach of academic integrity occurs when students receive academic benefits they did not earn through their own work. In its more blatant forms, academic dishonesty includes: copying another's work on an exam; preparing for an exam by using test questions from a stolen exam; bringing concealed answers to an exam; turning in another person's work as their own; committing plagiarism, that is, copying portions of another's words from a published or electronic source without acknowledging that source. It is not dishonest to discuss possible answers to an exam question as part of a study group, to discuss ideas for a paper with other members of the class, or to ask a friend to read a draft of a paper for suggestions to improve it, unless the professor has prohibited these activities. It is not dishonest to summarize, paraphrase, or quote the words of others in a paper so long as the student acknowledges the sources with appropriate citations.

Guidelines for Penalties Against Academic Dishonesty

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

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

1. The instructor arranges a conference with the student to discuss the incident.
2. If, following the conference, the instructor is convinced that the student violated academic integrity, the instructor may propose appropriate action. If the student accepts such action as appropriate, both student and instructor will verify this in writing and no further penalty will be necessary.
3. If agreement is not reached between the instructor and the student, the instructor may propose a grade penalty against the student by notifying the appropriate graduate director (or 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.

Graduation and Honors

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.

Transcripts

Official transcripts are released only on written authorization of the student whose records are requested. The University reserves the right to deny official transcript services for indebtedness to the institution. Official transcripts may be released to students. Students may view an unofficial copy of their transcript over the SPU Homepage on the World Wide Web (www.spu.edu). Each official transcript costs \$3.00. If the student has an account, official transcripts are released only if the account is paid in full. Students may request an unofficial copy of their transcript at no charge, or print a copy off the web.

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

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

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

Change of Personal Information

It is the student's responsibility to notify the University of any changes to their permanent or mailing addresses. This will enable the University to forward grade reports, account statements, and registration materials to students. Change of Address Forms are available in either Student Academic Services or Student Financial Services.

Students who wish to change their name (e.g., due to change in marital status) or student identification number, need to provide Student Academic Services with the official documentation for the change (e.g., copy of marriage license, copy of social security card).

Veteran's Benefits

Seattle Pacific University's academic programs of study are approved by the Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code. For information on Education Benefits, contact the Veteran's Coordinator in Student Academic Services, (206) 281-2031.

Class Status

Visiting Graduate Students

Students who have been admitted to a master's degree program in another accredited institution may enroll for up to nine credits at SPU, with the approval of the program from which courses are to be taken.

To gain admission to SPU as a visiting graduate student, the applicant must submit the standard graduate application form, and a letter from the dean's office of their home institution stating that the applicant is a student in good standing at that institution.

Non-Matriculated Students

In certain programs, qualified individuals 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.

Student Transportation Policy

Academic courses usually do not require the transportation of SPU students from campus to another location unless so stated in the course syllabi. If the course or event is to be convened at the remote location, students will be required to provide their own transportation to the site. Unless specifically stated, the University normally assumes no responsibility for determining transportation of students to the site of a course.

Unless specifically stated, the University is not responsible for transportation of students to non-academic activities, whether such activities occur on or off campus. Students will be responsible for their own transportation to such activities.

If transportation of SPU students is in University-owned or -sponsored vehicles, drivers must have passed a defensive driving course, possess a current driver's license, and have authorized a check of their driving records. Safety and Security need not be notified of all officially-sponsored travel.

Any exception to this policy must be approved in advance and in writing by the Vice President for Business and Planning.

Academic Structure Graduate School

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.) (M.A.)

School of Business and Economics

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

School of Education

Education (Ed.D.)
Curriculum and Instruction (M.Ed.)
Educational Leadership (M.Ed.)
School Counseling (M.Ed.),
(Educational Specialist Degree-E.S.D.)
Teaching (M.A.)
Principal's Certification
School Counselor's Certification
School Superintendent's Certification

School of Health Sciences

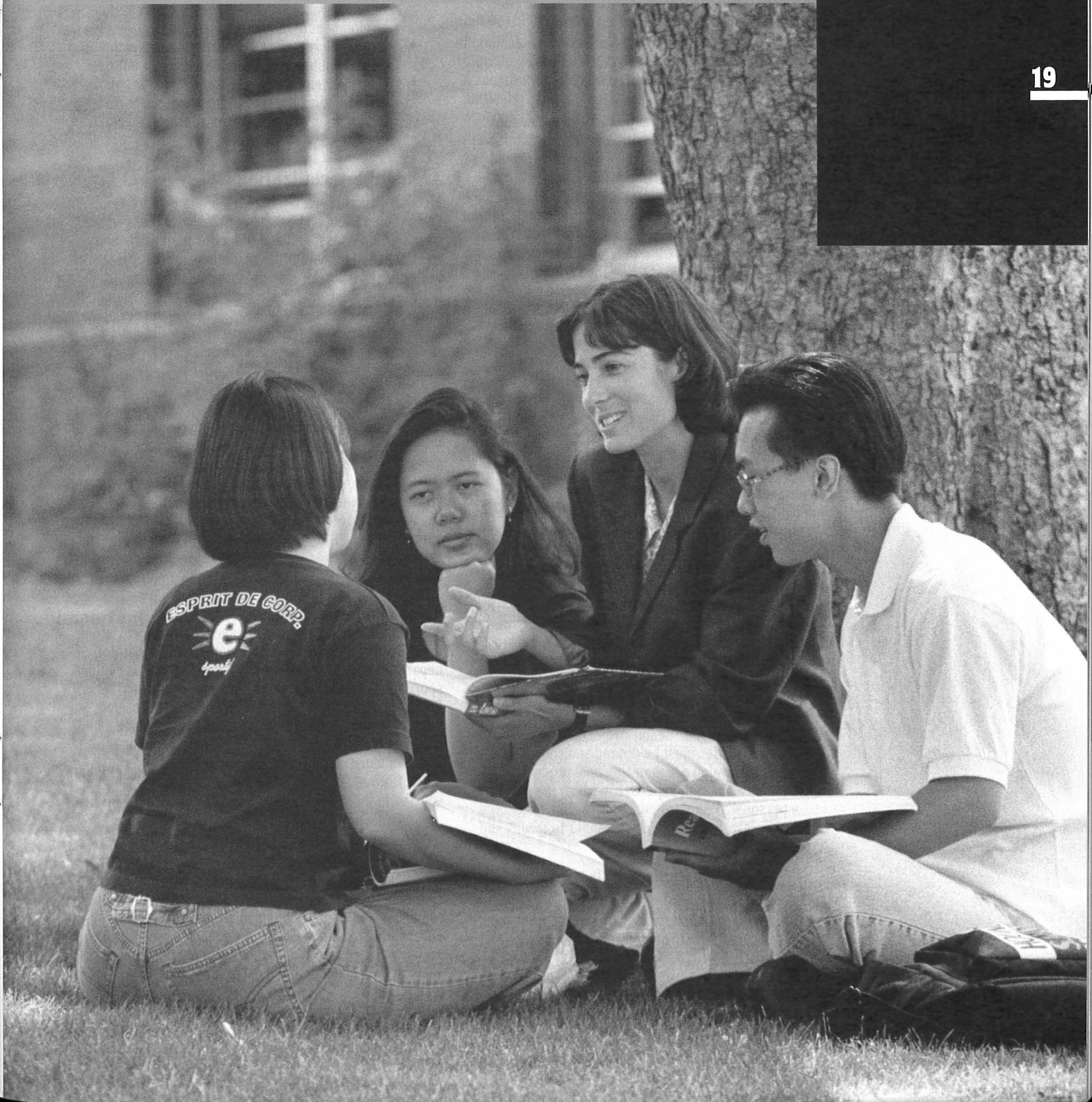
Nursing (M.S.)
Nurse Practitioner Pathways Certification

School of Psychology, Family and Community

Clinical Psychology (Ph.D.)
Marriage and Family Therapy (M.F.T.)

College of Arts and Sciences

19



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 either completing 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 that 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 weeknights during the regular school year (i.e. fall, winter, spring) and in the mornings 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	Year Two
Summer	PE 6804 Sports Medicine PE 6605 Finance, Promotion, & Event Management	PE 6702 Psychology of Leadership PE 6601 Curriculum & Instruction Internship, Project, or Practicum
Fall	PE 6970 Experimental Design. Specialization Course	PE 6602 Organization & Administration Specialization Course
Winter	PE 6801 Physical Activity, Fitness & Specialization Course or Legal Issues (optional course)	PE 6631 Faith, Values, Ethics in Sport PE 6603 Specialization Course
Spring	PE 6802 Enhancement of Human PE 6701 Sociocultural Bases	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 nine 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 she/he has behaved in an unprofessional or unethical manner during classes or during an internship.

Academic Probation

Any graduate student whose cumulative grade point average (GPA) falls below 3.0 shall be placed on academic probation. Students on probation may take up to nine 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 nine credits will result in dismissal from the program and from the University.

Probation due to Internship Performance

Students are expected to conduct themselves in an ethical and responsible manner during internship assignments. Failure to do so will result in a conference with the student's program advisor, internship site supervisor, and the Graduate Program Director to determine the advisability of continuing that internship and whether the student should be placed on a probationary status or even dropped from the program.

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 second year.

Contact Persons

Grant M. Hill, Ph.D., Program Director;
ghill@spu.edu, (206) 281-2454
Karyn Kiemele, Administrative Assistant;
kkiemele@spu.edu, (206) 281-2391

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. The 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 six 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 two to four 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 Student Academic Services at (206) 281-2031 to request an official transcript.

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.

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.

PE 6603 LEGAL ISSUES IN SPORT (3) Examines issues in sport law including torts for defective facilities and improper instruction, assumption of risk, drug testing administration, protection against sex-related offenses, catastrophic injuries and insurance, athlete rights and litigation. Class open to: Graduate.

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.

PE 6631 FAITH, VALUES AND ETHICS IN SPORT (3) An examination of 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.

PE 6701 SOCIOCULTURAL BASIS OF SPORT (3) Course 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.

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.

requirements include observations, journal entries and oral presentation to an accompanying course and approved assessment strategy. May be repeated for credit up to 3 credits. Class open to: Graduate.

PE 6940 INTERNSHIP (1-3) 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. May be repeated for credit up to 3 credits. Class open to: Graduate.

PE 6960 PROJECT (1-3) 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. May be repeated for credit up to 3 credits. Class open to: Graduate.

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.

Teaching English To Speakers Of Other Languages: TESOL (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 nine 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 that 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 on verbal and analytical portions only; 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.
9. Complete an application for the MA-TESOL program and pay the \$50 application fee.

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

Autumn	August 1
Winter	December 1
Spring	March 1
Summer	May 1

PROGRAM CURRICULUM

Our program prepares you for teaching in colleges and universities, foreign countries and various language institutes within the United States, and can be completed in 18 months (six quarters). Some students may be able to obtain a Washington State Teaching Certificate along with the MA-TESOL degree. Please contact the School of Education for more information.

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.

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) or 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

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.

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 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.

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 6600 BILINGUAL EDUCATION (3) A general overview of bilingualism and bilingual education as it applies to K-12 ESL/Bilingual students in the United States, and an exploration of useful teaching strategies in the instruction of this population. Class open to: Graduate.

TESL 6900 INDEPENDENT STUDY (1-5) Registration Approval: Independent Study Agreement. Student works with a faculty member on a mutually agreed upon topic.

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: 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: TESOL majors.

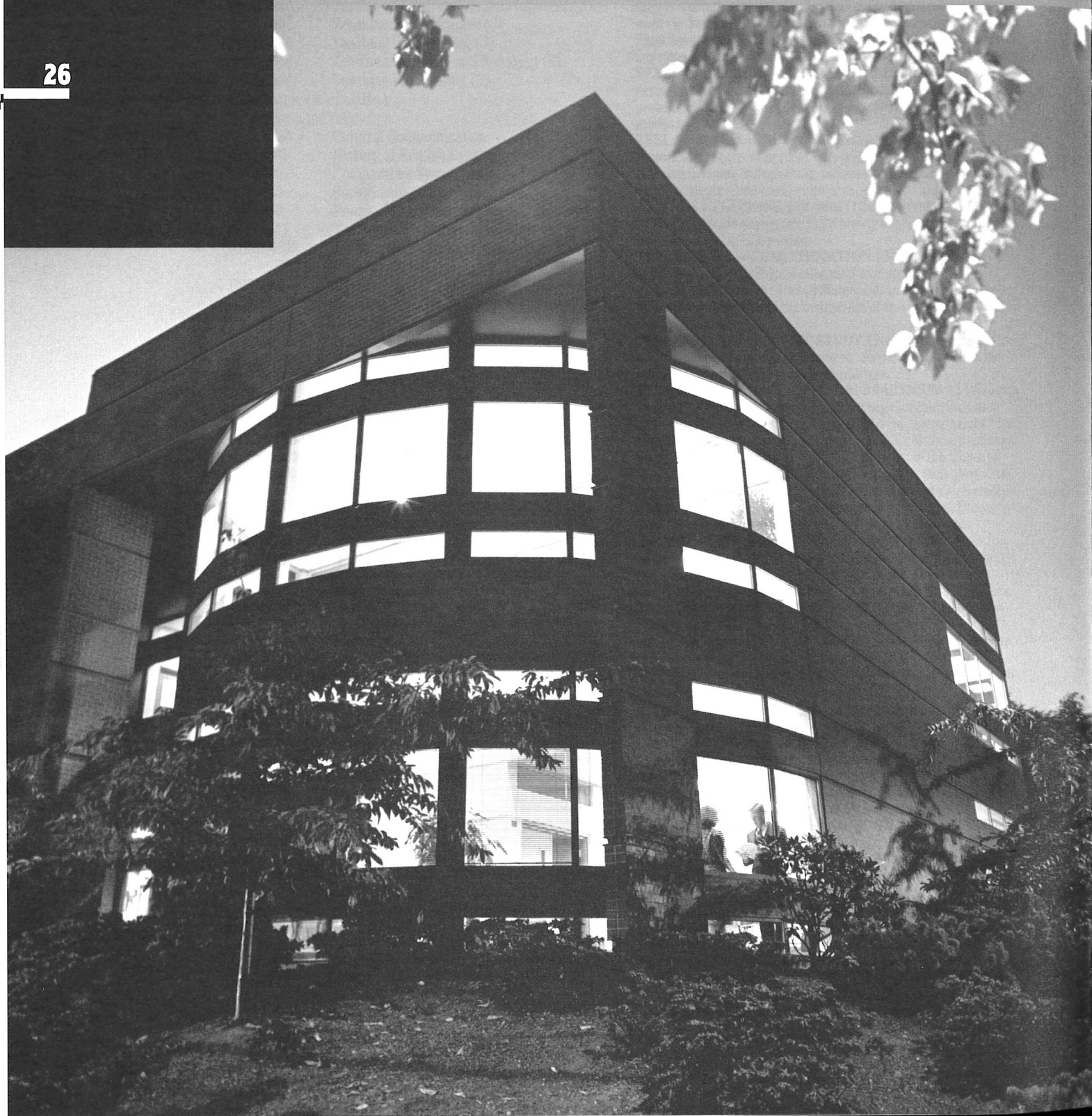
TESL 6941 TEACHING PRACTICUM PHASE II (4) Registration Approval: Graduate Director. Students are again in ESL classrooms for two hours each day, taking on increasing responsibility for teaching two different classes at two different levels. The host instructor, ideally the Phase I instructor most similar 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: TESOL majors.

THEO 6070 COMPARATIVE RELIGION (3) Offers students an introduction to the primary religions of the world, providing a basis from which to understand various worldviews in the context of their historical development and their contemporary setting. 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 tradition), readings from important and relevant scriptures, readings on current faith and practice, some use of video materials, lecture and discussion. Class open to: TESOL majors.

School of Business and Economics

26



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 applied, experiential, and collaborative learning environment in which business and Christian faith, ethics and character are integrated. The objectives of the program are to develop students' abilities to:

- 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 nine 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 nine 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 seven years (or ongoing work experience assures currency), and the course grade was at least B. (Note: The Information Systems Management course should have been taken within three

years of admission. If it is more than three years old, a competency test must be taken to waive the course.)

If the BA is more than seven 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 for certificates of completion offered through corporate, industry, trade or other continuing education providers (including colleges and universities). Waivers based on such professional development activity depend on adequate verification of content and upon demonstrated mastery and currency through competency testing.

Competency tests must be completed within the year following the student's date of admission to the program. If the competency examination is successfully completed, the applicable 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 (nine 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 or www.spu.edu/depts/sbe.

Pre-Qualified Students

Qualified individuals may take up to three core courses if they have: 1) an undergraduate degree (as evidenced by an official transcript from an accredited institution); 2) a minimum cumulative undergraduate grade point average of 3.0; and 3) a minimum of one year full-time work experience (as evidenced by a current resume). Pre-qualified students may not take advanced or elective courses. If they wish to continue in a graduate program after taking three core courses, they must apply for admission.

Admission Requirements

In addition to general University requirements for admission on page 7, 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 1
Spring/March	February 1
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 6201 Christian Values, Ethics and the Marketplace (3)
- BUS 6202 Business Ethics - Issues and Moral Leadership (3)
- BUS 6210 Managerial Economics (3)
- BUS 6220 Financial Analysis (3)
- BUS 6250 Marketing Analysis (3)
- BUS 6260 Managerial Communication (3)
- BUS 6263 Designing Organizations (3)
- BUS 6266 Leadership in Organizations (3)
- BUS 6280 Global Political Economics (3)
- BUS 6299 Strategic Policy and Planning (3)

Elective Courses (15 credits)

- BUS 6300 Human Resource Management (3)
- BUS 6301 Labor and Employee Relations (3)
- BUS 6302 Performance Management (3)
- BUS 6303 Compensation and Benefits (3)
- BUS 6305 Managing Cultural Diversity (3)
- BUS 6360 Organizational Development (3)
- BUS 6361 Advanced Negotiations (3)
- BUS 6365 The High Technology Enterprise (3)
- BUS 6367 Project Management (3)
- BUS 6381 Pacific Rim Enterprise (3)
- BUS 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 31.)

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

Set 2

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

Set 3

- BUS 6210 Managerial Economics (3)
- BUS 6266 Leadership in Organizations (3)
- BUS 6263 Designing 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 6201 and BUS 6202 must be completed as two of the first five courses taken in the MBA program - 6201 should precede 6202*

*** BUS 6132 should precede BUS 6120.*

Note: Certain courses are scheduled to provide a logical progression through the subject matter. One such sequence starts with Financial Accounting autumn quarter at the Seattle campus and ends with Managerial Finance in spring quarter.

Course Descriptions

Business & Economics

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.

BUS 6120 MANAGERIAL FINANCE (3) Registration Approval: Coordinator. Prerequisites: BUS 6132. 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.

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.

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.

BUS 6140 LEGAL ENVIRONMENT OF BUSINESS (3) Registration Approval: Coordinator. Studies the legal environment in which businesses operate. Specific topics include: corporate law, partnership law, agency law, federal regulation of business (e.g. anti-trust, consumer protection), and business torts and crimes. Class open to: Graduate.

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

BUS 6164 OPERATIONS MANAGEMENT (3) Registration Approval: Coordinator. Prerequisites: BUS 6110. 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.

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.

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.

BUS 6201 CHRISTIAN VALUES, ETHICS AND THE MARKETPLACE (3) Registration Approval: Coordinator. Surveys basic biblical and Christian concepts of morality with application to issues of the business community. Analyzes the elements of moral development and ethical decision making and their application to representative moral dilemmas. Must be completed as one of the first five courses in the program. Attribute: Biblical Heritage Graduate. Class open to: Graduate.

BUS 6202 BUSINESS ETHICS: CURRENT ISSUES AND MORAL LEADERSHIP (3) Registration Approval: Coordinator. Prerequisite: BUS 6201. Covers ethical reasoning as it applies to business situations. Specific topics include: corporate social responsibility, affirmative action, dispute resolution, consumer protection, employee rights, advertising ethics, and economic justice. Must be completed as one of the first five courses in the program. Class open to: Graduate.

BUS 6210 MANAGERIAL ECONOMICS (3) Registration Approval: Coordinator. Prerequisites: BUS 6164, 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.

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.

BUS 6250 MARKETING ANALYSIS (3) Registration Approval: Coordinator. Prerequisites: BUS 6120, 6150, 6210, 6260. A course which applies qualitative and quantitative information generated by marketing research to marketing decisions through cases and simulations. Class open to: Graduate.

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.

BUS 6263 DESIGNING ORGANIZATIONS (3) Registration Approval: Coordinator. Prerequisites: BUS 6170, 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.

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.

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.

BUS 6299 STRATEGIC POLICY AND PLANNING (3) Registration Approval: Coordinator. Prerequisites: BUS 6202, 6220, 6250, 6263, 6280. This course focuses on strategic policy as it affects the total company, dealing with the purpose, mission, goals and objectives of the firm. Also considers the planning and implementation of strategy and policy. Will take into consideration all segments of the firm's operations, including mergers and acquisitions. An overview of the firm and integration of concepts and principles previously studied. Class open to: Graduate.

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.

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.

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

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.

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.

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.

BUS 6361 ADVANCED NEGOTIATIONS (3) Registration Approval: Coordinator. Study of principled negotiating skills with the goal of preparing managers to participate constructively in organizational politics, to develop personal values and to influence others in ways consistent with Christian ethics. Class open to: Graduate.

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.

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

BUS 6381 PACIFIC RIM ENTERPRISE (3) Registration Approval: Coordinator. Prerequisites: BUS 6280. Study of trading relations among Pacific Rim countries. Class open to: Graduate.

BUS 6390 ENTREPRENEURIAL MANAGEMENT (3) Registration Approval: Coordinator. Prerequisites: BUS 6250, 6263. 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.

BUS 6900 INDEPENDENT STUDY (1-5) Registration Approval: Independent Study Agreement. Provides opportunity for a student to study a topic of special interest under faculty supervision. May be repeated for credit up to 5 credits. Class open to: Graduate.

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.

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.

BUS 6969 PRACTICE OF BUSINESS (3-6) Registration Approval: Coordinator. Prerequisites: BUS 6220, 6250, 6263. 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.

Information Systems Management (M.S.)

We live in a society that is increasingly dependent upon the exchange of information and information services. More and more organizations recognize that their information resources are 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.

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. A team-centered educational approach provides students with opportunities for extensive group work and group interaction. Hands-on application of information technology is emphasized. The objectives of the 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;
- Evaluate the impact and use of new technology and assist in managing the organizational transitions brought about by it; and,
- 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 or www.spu.edu/depts/sbe.

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.

Program Curriculum

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

Prerequisites

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

*Courses meeting these requirements are COBOL, Pascal, FORTRAN, C, C++, Lisp, Ada, Visual BASIC 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. Competency tests must be completed within the year following the student's date of admission to the program. If the competency examination is successfully completed, the applicable ISM course will be waived. If not, the student must take the ISM course as a regular student or successfully complete 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 (nine credits) from other institutions with the approval of the School of Business and Economics Director of Graduate Studies.

Elective Courses

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

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 Christian Values, Ethics and the Marketplace (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 6313 E-Commerce (3)
 - ISM 6331 Information Systems Security
 - 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)*

Advising for Course Selection

To progress through the ISM program in the most efficient manner, it is recommended that students complete the required background and core courses in the following order. As a general rule students should try to complete the courses in each set before beginning the next set. Care should be taken when planning elective courses since many of these may only be offered once each year, and a few are offered only every other year.

ISM students may take one MBA course as an ISM elective. Students should verify that they meet the MBA course prerequisites with their advisor.

Set 1

- ISM 6211 Introduction to Information Management (3)
- ISM 6212 Information Modeling (3)
- BUS 6201 Christian Values, Ethics and the Marketplace (3)
- BUS 6110 Macroeconomics for Management (3)
- BUS 6130 Financial Accounting (3)
- BUS 6171 Quantitative Methods (3)

Set 2

- ISM 6225 Ethical, Legal and Social Environment of Information Management (3)
- ISM 6213 Enterprise Analysis and Information Planning (3)
- BUS 6164 Operations Management (3)
- BUS 6260 Managerial Communication (3)
- BUS 6266 Leadership in Organizations (3)

Set 3

- ISM 6231 Development of Information Systems Project I (3)
- ISM 6232 Development of Information Systems Project II (3)
- ISM 6245 Telecommunications and Networking (3) OR
- ISM 6255 Database Management (3)
- ISM 6960 Master's Project (3)

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.

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.

ISM 6213 ENTERPRISE ANALYSIS AND INFORMATION PLANNING (3) Registration Approval: Coordinator. Prerequisite: ISM 6211, 6212, and BUS 6130, 6164. Treats the enterprise as an integrated system. Investigates problems with traditional approaches, identifies issues and potential solutions. Explores techniques for developing information architectures and integrating information strategic and tactical plans with business plans. Introduces asset management of information systems. Addresses managing organizational changes brought about by changing information systems. Class open to: Graduate.

ISM 6225 ETHICAL, LEGAL, AND SOCIAL ENVIRONMENT OF INFORMATION MANAGEMENT. (3) Registration Approval: Coordinator. Prerequisite: ISM 6211 and BUS 6201. Explores the moral and legal implications of information management issues. 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.

ISM 6231 DEVELOPMENT OF IS PROJECTS I (3) Registration Approval: Coordinator. Prerequisite: ISM 6211, 6212 and BUS 6260, 6266. 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.

ISM 6232 DEVELOPMENT OF IS PROJECTS II (3) Registration Approval: Coordinator. Prerequisite: ISM 6231 This course continues the system development and management practices begun in ISM 6231. Covers the techniques, tools, 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.

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.

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

ISM 6313 E-COMMERCE (3) Registration Approval: Coordinator. Prerequisite: ISM 6211. Explores business models made possible by advances in information technology (e.g. internet, intranet). Addresses management and information systems issues associated with the development and implementation of e-commerce. Class open to: Graduate.

ISM 6331 INFORMATION SYSTEMS SECURITY (3) Registration Approval: Coordinator. Prerequisite: ISM 6211. Develops an understanding of information systems security issues. Addresses policy creation, risk evaluation, and implementation of security measures in organizations. Examines privacy and ethical issues and legal requirements. Class open to: Graduate.

ISM 6335 SOFTWARE ENGINEERING (3) Registration Approval: Coordinator. Prerequisite: ISM 6232. Explores issues in software engineering such as programming methodologies, reusability, software quality assurance, CASE tools, software metrics and tools to evaluate, control and estimate the software life cycle. Class open to: Graduate.

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.

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.

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.

ISM 6360 MODELING AND SIMULATION (3) Registration Approval: Coordinator. Prerequisite: ISM 6212 and BUS 6171. 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.

ISM 6900 INDEPENDENT STUDY (3) Registration Approval: Independent Study Agreement. Provides opportunity for a student to study a topic of special interest under faculty supervision. May be repeated for credit 1 time. Class open to: Graduate.

ISM 6910 SEMINAR IN INFORMATION SYSTEMS MANAGEMENT (3) Registration Approval: Coordinator. Prerequisite: ISM 6211. 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 one time. Class open to: Graduate.

ISM 6930 INFORMATION SYSTEMS MANAGEMENT CONSULTING PRACTICUM (3) Registration Approval: Coordinator. Prerequisite: ISM 6213 and 6232. This course provides an opportunity for the advanced ISM student to gain practical experience in the information systems management field under the supervision of the instructor. May be repeated for credit up to 6 credits. Class open to: Information Systems Management majors. Class open to: Graduate.

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: Information Systems Management majors. Class open to: Graduate.

School of Education

33



Master of Education (M. Ed.)

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

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

The Master's 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's of Arts in Teaching (Secondary)

Master's of Education

- Curriculum and Instruction with specialization's in
 - Teaching and Learning
 - Online 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 (Ed.S. Degree)
- School Superintendent's Certification

Admissions Requirements

Master's 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.

Online Master's in Education Degree

The Master's in Education in Curriculum and Instruction Degree with a specialization in Teaching and Learning is provided online, via the Internet. Each autumn quarter a new cohort of students enters the program. It is a two-year program consisting of 51 credits. The Teaching and Learning specialization consists of 18 elective credits. On-campus students self-select the electives; the online electives chosen by the School of Education include reading, instructional technology, and special education courses. Students may transfer in up to six credits.

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 six graduate (6000-level) credits may be taken in one four-week session summer term. Since most graduate education courses are three 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 or EDU 6971 Introduction to

Graduate Research during the summer, they are permitted to take only one additional three credit graduate class per session because Educational Statistics and Introduction to Graduate Research extend the full eight weeks of summer school. This limits the maximum credits to nine 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 and Introduction to Graduate Research meet twice weekly, for designated two-hour periods, over both sessions, i.e., the entire eight weeks of summer term.

Master's Thesis

The master's thesis is a formal investigation into a research question that involves original data and primary sources, thus resulting in a scholarly manuscript suitable for binding and possible publication. Examples include the following: (1) empirical research with results of interest and importance to the profession as a whole; (2) action or evaluation research which uses qualitative or quantitative data and provides results useful for local or state purposes; (3) a thorough review of literature and research on a topic important to the profession; and, (4) an historical or philosophical analysis of recurring themes and issues in education.

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

A thesis should be at least six 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 three 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 Instructional 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. An On-Line MED program with a specialization in Teaching and Learning is also available. 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 supporting Reading 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 Bulletins available through Admissions at (206) 281-2021.
- The On-Line Curriculum and Instruction program provides elective in these courses:

EDTC 6431	Learning with Technology
EDTC 6433	Teaching with Technology
EDCO 6676	Students at Risk: Assessment and Intervention
EDRD 6507	Language Development and Literacy
EDRD 6533	Teaching Writing: Process to Product
EDRD 6641	Psychology of Reading

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 bulletins, available through Admissions at (206) 281-2021. A maximum of six 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)
- EDRD 6506 Literacy Assessment (3)

Special Education

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

School Counseling

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

Math Education

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

Science Education

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

Other Electives

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

Comprehensive Examination

This take-home essay examination is 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 Examinations

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/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 Spiral 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 (nine 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 Certification "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 (nine 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-three quarters. Interns are required to register for three 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 (nine 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 Certification "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 (three credits), internship (nine 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 Theory and Practice I (3)
- EDCO 6672 Organization and Administration of K-12 Guidance Programs (3)
- EDCO 6930 Theory and Practice II (3)
- EDCO 6931 Theory and Practice III (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 (three quarters). Interns register for three credits per quarter.

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

Elective (3 credits)

A minimum of three 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 (nine 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 1,200 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	Advanced Classroom Management (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
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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
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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 (three 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 1,200 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 two-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 afternoon. Monthly sessions include: (1) review of in-district internship work, (2) discussion of case studies, and (3) best practice presentations by current practitioners. Participants are involved in selecting topics and planning the activities.

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/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.

Courses (18 credits)

- EDAD 7580 Professional Growth Planning (3)**
Professional growth planning through data-gathering and analysis of personal and professional styles; application of concepts to creating self-directed-learning organizations.
- EDAD 7581 Systems Leadership (3)**
Focuses on the ability to create shared ownership for a district-wide vision based on success for all students.
- EDAD 7584 Resource Management (3)**
Working with fiscal resources, facilities, grants, and personnel within the district to enhance achievement of the district vision and accountability for resources.
- EDAD 7586 Interpersonal Relations (3)**
Building positive interpersonal relations, monitoring climate, empowering employees and creating the teams necessary to achieve the district vision. Working with the community, the media, parents, business and the many related agencies to create additional partners in achieving the district's vision.
- EDAD 7588 Improving Student Learning (3)**
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 (6)**
The internship involves application, discussion, and reflection of the above content. Portfolios and a major district project are a part of the internship. The internship experience extends over the entire two-year process (6 quarters) and is concurrent with other coursework. Interns are required to register each quarter for 1 credit.

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.)

Doctor of Education Program Description

The Doctor of Education (Ed.D.) degree is a 90 quarter credit (post-masters) 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 7900)
- 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 faculty throughout the coursework and with a dissertation advisor, the student develops a research question and proposal. Using the expertise and knowledge developed in the research core courses (EDU 7972, 7973, 7974), and under the direction of a faculty dissertation advisor and committee, the student conducts the research and produces a quality report of the findings. As a final demonstration of scholarly competence, the student conducts an oral presentation and defense of the research.

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

Suggested Three Year Program Sequence

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;

Education Course Descriptions

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 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) An exploration of the administrative process, role of leadership, theories related to administration and leadership, and an examination of the basic principles of leadership, work motivation, decision making and communication. The case study method is used for part of the second half of the course. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

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

EDAD 6582 PRIVATE SCHOOL LEADERSHIP (3) Registration Approval: Graduate Director. The demands upon and responsibilities of administrators in the private sector, while parallel to those of their public school counterparts, nonetheless differ in significant ways. This course is designed to address issues in leadership relevant in any organization, and those that are particularly critical in a market-driven—and often faith-based—school environment, including strategic planning, marketing, student and faculty recruitment, retention, and evaluation, finances, and curriculum and instruction. Substitutes only for EDAD 6581 "The Principalship", open only to candidates for private school administration. Offered alternate summers.

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) This course is designed to familiarize 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) This course concentrates on the personnel function in the school system and examines this function from the perspective of both the principal and the district office. Knowledge, skills, attitudes and abilities to function effectively are stressed. Assists in the improvement of skills in the administration of personnel policies and regulations in light of the complexities of today's climate in public education. Class open to: Doctoral, Graduate, Non-Matriculated and Post-Baccalaureate.

EDAD 6588 INSTRUCTIONAL SUPERVISION (3) This course 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 6900 INDEPENDENT STUDY (1-5) Registration Approval: Independent Study Agreement. Student works with a faculty member on a mutually agreed upon topic.

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

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

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

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

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

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

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

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

EDCO 6600 INTRODUCTION TO SYSTEMS THEORY (1) Registration Approval: Department Chair. This course introduces students to the philosophical base for the School Counseling and School Psychology programs, focusing on a systemic understanding of individuals within their family, classroom, school and community. Class open to: Doctoral and Graduate.

EDCO 6670 INTRODUCTION TO SCHOOL COUNSELING (4) This survey course overviews the history of the profession and the role of developmental school counseling in the K-12 setting. The class also covers such relevant topics as consultation and referral, individual and group counseling, large group guidance, and coordination of guidance and counseling programs. The course also serves as an introduction to the codes, organizations, and guidelines involved with the profession. Includes 20 hours of field observations of school counselors. Class open to: Doctoral, Graduate and Non-Matriculated.

EDCO 6671 COUNSELING THEORY & PRACTICE I (3) This course is designed to integrate theory and practice and provide students with a knowledge base in individual and family dynamics in terms of major counseling theories, principles and techniques. It also provides the opportunity to develop basic counseling skills, integrate theory and practice, and prepare for counseling students in K-12 schools. Videotaped sessions with peers are evaluated by professor, supervisors, and peers. Class open to: Doctoral.

EDCO 6672 ORGANIZATION AND ADMINISTRATION OF K-12 GUIDANCE PROGRAMS (3) Prerequisite: EDCO 6600, 6670, 6678. The course will discuss the following aspects of a school counselor's work: (1) developing and implementing a comprehensive guidance and counseling program with emphasis on a balance of responsive services, systems support, individual planning, and guidance curriculum; (2) ancillary organizational responsibilities such as class scheduling, advising, and placement; (3) evaluation research and follow-up; (4) guidance curriculum development; and (5) planning and instructing large group guidance lessons. Class should be taken toward the end of the student's program. Class open to: Doctoral and Graduate.

EDCO 6673 GROUP COUNSELING IN THE SCHOOLS (3) Registration Approval: Instructor. Prerequisite: EDCO 6671, 6930 (either concurrent enrollment or completed). This course focuses on the understanding of group theory and process, the development, implementation, and evaluation of small task groups in K-12 schools, and participation as a group member. Class open to: Doctoral and Graduate.

EDCO 6674 INTRODUCTION TO PSYCHOEDUCATIONAL ASSESSMENT (3) Prerequisite: EDU 6970. Theory and practice of assessment for school counselors and school psychologists.

Exposure to major tests and appraisal instruments, assessment guidelines and procedures, and interpretation models used in area schools. Class open to: Doctoral and Graduate.

EDCO 6675 LEGAL AND ETHICAL ISSUES FOR SCHOOL PROFESSIONALS (3) This course focuses on the knowledge and skills needed to apply Washington State and federal law in the K-12 school setting. The class also explores the counseling profession's codes of ethics and standards of practice. Students will become familiar with standard procedures for dealing with issues such as abuse and discrimination. Class open to: Doctoral and Graduate.

EDCO 6676 STUDENTS AT RISK: ASSESSMENT AND INTERVENTION (3) This course explores significant topics related to students and their families: person abuse, substance abuse, discrimination, changes in family roles and structures, crisis intervention, consultation about grief, suicide prevention, drop-out prevention, and preventative programs which alleviate the unique needs of students in the above areas as they interfere with a student's progress in school. Class open to: Doctoral level and Graduate.

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

EDCO 6679 CAREER COUNSELING IN THE SCHOOLS (3) This course presents a K-12 approach to career counseling, focusing on how career counseling and guidance can be the context for students meeting the school's overall learning goals. It provides a model for educational and career decision making through career developmental theories, programs, inventories, and information services. Class open to: Doctoral and Graduate.

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

EDCO 6900 INDEPENDENT STUDY (1-5) Registration Approval: Independent Study Agreement. Student works with a faculty member on a mutually agreed upon topic.

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. This course is an extension of EDCO 6671 and provides students with a knowledge base in individual and family dynamics in terms of major counseling theories, principles and techniques. It also provides for the continued development of entry-level counseling skills. Counseling practice begins with peers and continues with a student in a K-12 school setting upon the successful completion of a Performance Comprehensive Examination. Audio and videotaped sessions are evaluated by professor, supervisors, and peers. 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 refine their counseling skills working with a student in a K-12 school setting. Audio tapes of counseling sessions will be evaluated by professor, supervisors, and peers. 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 nine credits. Class open to: Doctoral and Graduate.

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

EDCO 7201 INTRODUCTION TO SCHOOL PSYCHOLOGY

(3) This seminar course explores the history and development of school psychology, its role in the K-12 school setting, collaboration, consultation, and referral, the role of specialized assessments in schools for exceptional students, ethics and standards of practice, and future directions of the profession. Includes twenty hours of field observations of school psychologists. Class open to: Doctoral, Graduate and Non-Matriculated.

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.

EDCO 7203 COGNITIVE ASSESSMENT AND INTERVENTION (3) Prerequisites: EDCO 6674, 7201, and 7202. This course is designed to train psychologists in the intellectual assessment, nonverbal assessment, adaptive behavior, and assessment of perceptual skills of children. While the emphasis is on individual testing, group measures are also included. Students writing skills for cognitive psychological reporting are developed. Class open to: Doctoral and Graduate.

EDCO 7204 BEHAVIORAL ASSESSMENT AND INTERVENTION (3) Prerequisites: EDCO 6674, 7201, and 7202. This clinical course focuses on individual and group assessments of behavior. Students learn to assess children through the use of behavior rating scales, behavioral observation, data collection, qualitative and quantitative analyses. Additionally, students learn to create individualized interventions and to apply their behavioral assessment skills as a psychological consultant in school settings. The students writing skills are developed for behavioral assessment and intervention reports. Class open to: Doctoral and Graduate.

EDCO 7205 PERSONALITY ASSESSMENT AND INTERVENTION (3) Prerequisites: EDCO 6674, 7201, and 7202. This clinical course focuses on personality theory and development of the social and affective elements of the human personality. Students learn to assess children and adolescents through the use of both objective and projective measures and to determine appropriate diagnoses of emotional and behavior disorders. Family assessment through parent and child interviews is also addressed. Students writing skills for personality-based psychological reporting are further developed. Class open to: Doctoral and Graduate.

EDCO 7206 ACADEMIC ASSESSMENT & INTERVENTION (2) Prerequisites: EDCO 6674, 7201, and 7202. This course develops skills in individual and group academic assessment. Students learn to assess children in the academic areas such as reading, math, and language development. Students also learn to integrate intellectual assessment data to properly diagnose learning disabilities.

Intervention and remedial strategies for learning disabilities are also addressed. Writing skills for academic-based psychological reporting are further developed. Class open to: Doctoral and Graduate.

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

EDCO 7900 INDEPENDENT STUDY (1-5) Registration Approval: Independent Study Agreement. Student works with a faculty member on a mutually agreed upon topic.

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 and Graduate.

EDMA 6357 TEACHING SECONDARY MATHEMATICS (3) Registration Approval: School of Education. Overviews content methods and strategies appropriate to the teaching of secondary school mathematics. Attention is given to the NCTM Standards and to the Washington State Essential Academic Learning requirements. Emphasis is placed on problem solving. Class open to: Master of Arts in Teaching majors. Class open to: Graduate.

EDMA 6900 INDEPENDENT STUDY (1-5) Registration Approval: Independent Study Agreement. Student works with a faculty member on a mutually agreed upon topic.

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

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. Focus 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 6900 INDEPENDENT STUDY (1-5) Registration Approval: Independent Study Agreement. Student works with a faculty member on a mutually agreed upon topic.

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. Designed to assist students in relating their understanding in various science disciplines to the practical problems of planning and implementing learning experiences for secondary students. The emphasis is on the use of inquiry/problem solving approaches to science learning and the Washington State Essential Academic Learning requirements. Class open to: Master of Arts in Teaching majors. Class open to: Graduate.

EDSC 6900 INDEPENDENT STUDY (1-5) Registration Approval: Independent Study Agreement. Student works with a faculty member on a mutually agreed upon topic.

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) Examination of a current topic or issue. May be repeated for credit two 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) Course 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.

EDTC 6900 INDEPENDENT STUDY (1-5) Registration Approval: Independent Study Agreement. Student works with a faculty member on a mutually agreed upon topic.

EDTC 6930 TECHNOLOGY PRACTICUM (1-5) Registration Approval: Instructor.

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. Attribute: Biblical Heritage Graduate. 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: Master of Arts in Teaching majors.

EDU 6132 ADOLESCENTS AS LEARNERS (3) Registration Approval: School of Education. A study of adolescent psychology, sociology, developmental domains, learning theory as they apply to the secondary student in the classroom. Class open to: Master of Arts in Teaching majors.

EDU 6133 DIVERSITY IN AMERICA (3) Registration Approval: School of Education. An examination of 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: Master of Arts in Teaching majors.

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

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

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

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: Master of Arts in Teaching majors.

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

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 two 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. Emphasis on critical analysis of research in the behavioral sciences. Uses the knowledge of statistical design and research methods to critique methods and findings of selected research. Class open to: Doctoral and Graduate.

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

EDU 6989 FIELD EXPERIENCE (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: 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 the 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. A study of teaching/learning theories with applications to instructional settings. Theories examined will include constructivism, developmentalism, behaviorism, cognitive science, and information processing. Students will be expected to articulate strengths and weaknesses of various theories and to make specific applications to their area of emphasis. Class open to: Doctoral.

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.

EDU 7103 ORGANIZATIONAL AND LEADERSHIP THEORY (3) This course 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.

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.

EDU 7900 INDEPENDENT STUDY (1-5) Registration Approval: Independent Study Agreement. Student works with a faculty member on a mutually agreed upon topic.

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.

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.

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.

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.

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.

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.

School of Health Sciences



Nursing (M.S.N.)

SHS 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."

Graduate Programs Offered

The Masters Degree in Nursing (MSN) at Seattle Pacific University prepares students to function as advanced practice nurses in education, administration, and clinical nurse specialist or nurse practitioner roles. Three pathways prepare students for these roles:

- 1) Students who focus on roles in education, administration or clinical nurse specialist complete a 45-credit program that begins in the autumn quarter of each year and is designed for completion in one to two years of study.
- 2) Students in the adult/gerontological or family nurse practitioner pathway complete a 62-credit program beginning in the autumn quarter of each year designed for completion in two years.
- 3) Students with a masters degree in nursing preparing for adult/gerontological or family nurse practitioner certification begin a pathway during the summer quarter that is 38 credits in length and is designed to be completed over four academic quarters.

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.
- Custom Internships. Clinical internships are individually arranged on-site with an experienced mentor in the student's particular area of interest and role function.
- Effectiveness. High rates of program completion and nurse practitioner certification
- 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 Process

To request application materials, contact the School of Health Sciences by e-mail at msninfo@spu.edu or by telephone at (206) 281-2888 or 1-800-899-1769. Applications are accepted throughout the year and students are notified of acceptance decisions in a timely manner. It is recommended that application materials be completed by May for admission into the autumn quarter, when the program series begins.

Admission Requirements

In addition to general University graduate requirements outlined in this handbook, the following are required:

- Official college/university transcripts from an accredited program indicating completion of a bachelor's degree in nursing
- A personal written statement of professional and leadership goals and expectations of graduate education
- Application and application fee (\$50.00)
- GPA of 3.0 (4.0 = A) or better in last 45 credits of coursework completed before applying for admission
- Undergraduate statistics course in last five years
- Reference letters: two professional and one personal
- Acceptable GRE scores (combined verbal and quantitative scores of 950)
- RN license or licensable in the state of Washington.
- Active nursing practice within the past two years recommended

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

Curriculum

Master of Science in Nursing Leadership

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)
NUR 6921	Theoretical Foundations of Advanced Nursing Practice (5)
NUR 6922	Application of Concepts in Advanced Nursing Practice (3)
NUR 6923	Synthesis of Advanced Nursing Practice (5)
NRNP 5830	Health Promotion and Assessment* (5)

Electives in Nursing or Area of Focus (6)

*May vary with area of focus

Master of Science in Leadership with Nurse Practitioner Focus (Adult/Gerontological or Family)

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)

- NUR 6951 Clinical Pathophysiology (3)
- NUR 6931 NP: Initial Diagnosis and Early Management (8)
- NUR 6932 NP: Advanced Diagnosis and management (8)
- NUR 6933 Nurse Practitioner Synthesis of Practice (8)
- NRNP 5830 Health Promotion and Assessment (5)
- NRNP 6957 Legal and Entrepreneurial Issues (3)
- NRNP 6958 Pharmacology (3)*

Electives in Nursing or Area of Focus (3)

*May be taken on campus or via audiotapes available through the University of Washington

Post-Master's Adult/Gerontological or Family Nurse Practitioner Pathway

(Graduate Clinical Pathophysiology is a prerequisite)

- NRNP 6830 Health Promotion and Assessment (5)
- NUR 6931 NP: Initial Diagnosis and Early Management (8)
- NUR 6932 NP: Advanced Diagnosis and management (8)
- NUR 6933 Nurse Practitioner Synthesis of Practice (8)
- NUR 6301 Ethics, Faith and Values (3)
- NRNP 6957 Legal and Entrepreneurial Issues (3)
- NRNP 6958 Pharmacology (3)*

Available Electives

- 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)

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.

NRNP 6901 INDEPENDENT STUDY: (INDIVIDUALLY SELECTED TITLES) FOR NURSE PRACTITIONERS (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: 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.

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: 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: 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.

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: Nurse Practitioner majors and Nursing Leadership majors. Class open to: Graduate.

NRNP 6958 PHARMACOLOGY (3)

Registration Approval: Coordinator. Prepares students with a foundation in pharmacology and pharmacotherapeutics for advanced practice. The focus is on pharmacokinetics, pharmacodynamics, adverse drug reactions, drug interactions, drugs in special populations, prescription-writing and the pharmacology and pharmacotherapeutics of selected drug groups. Class open to: Nurse Practitioner majors and Nursing Leadership majors. Class open to: Graduate.

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. Class open to: Graduate.

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.

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. Class open to: Graduate.

NUR 6301 VALUES, FAITH AND ETHICS (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. Attribute: Biblical Heritage Graduate. Class open to: Graduate.

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 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.

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.

NUR 6951 CLINICAL PATHOPHYSIOLOGY (3) Registration Approval: Coordinator. Investigates human responses to stress and disease by analyzing selected clinical cases, comparing study findings with accepted health states, and applying research based diagnostic methods. In-depth study of a pathophysiologic condition selected by the student enhances integration of concepts learned by presentation discussion and literature review. Class open to: Graduate.

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.

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.

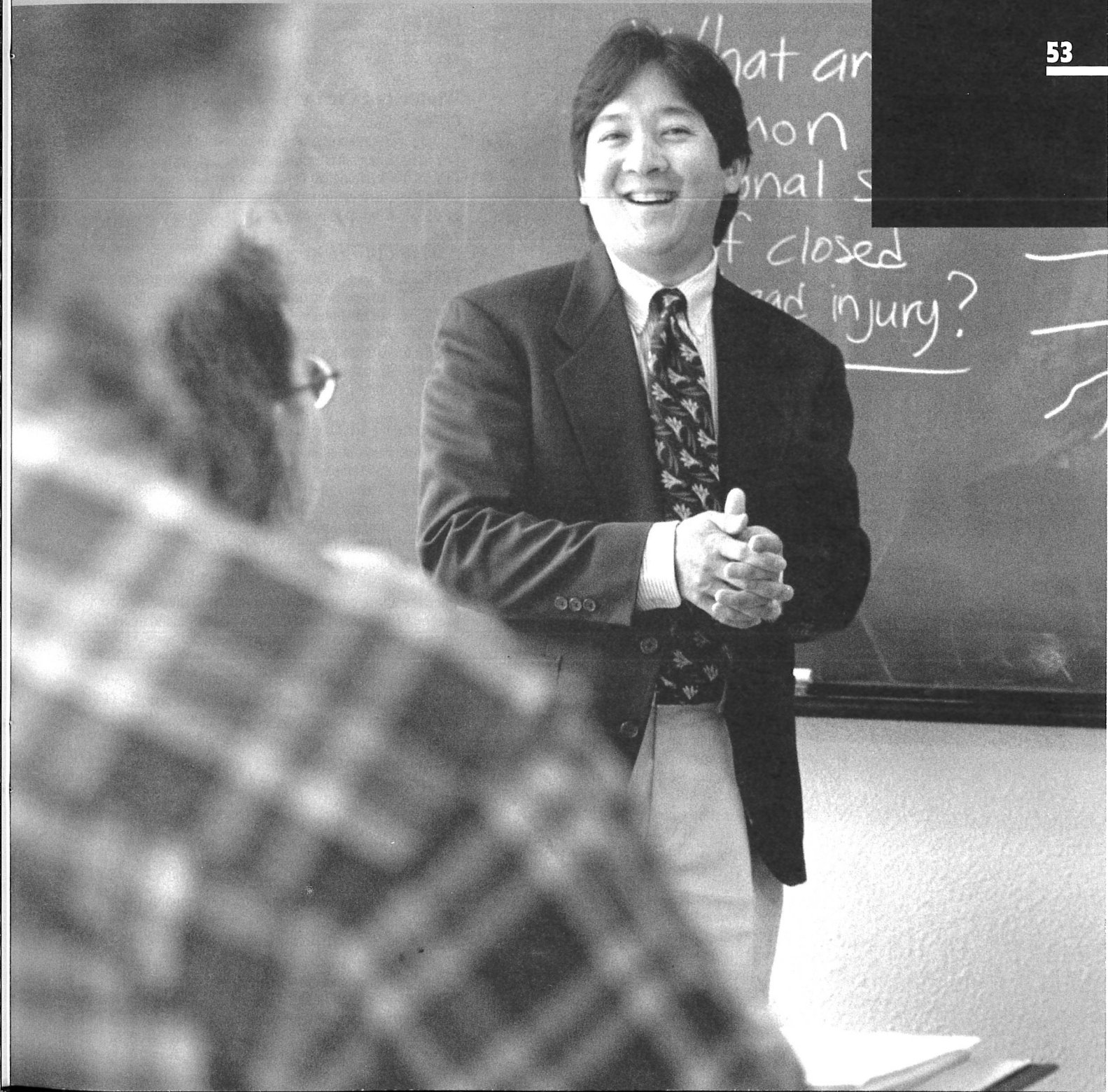
NUR 6955 SPECIAL TOPICS (1-5) Registration Approval: Instructor. Students will work on specialized areas of interest with faculty in advanced nursing coursework. May be repeated for credit up to 15 credits. Class open to: Graduate.

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: 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 four credits.

School of Psychology, Family and Community



Clinical Psychology (Ph.D.)

The Doctorate of Philosophy (Ph.D.) 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 and 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 Ph.D. 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 track

Applicants with a masters degree in psychology or closely related field:

- Closely related degrees: Counseling Psychology, Marital and Family Therapy, Social Work
- Degree must include a practicum and certain foundational courses listed under the BA Entry program curriculum, with the exception of CPY 6001 to 6004 - 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 track

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 track

Foundational 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 track.

Fall (14 Credits)

- CPY 6000 History and Systems of Clinical Psychology (4)
 CPY 6001 Faith, Meaning and Professional Foundations: Personhood and Ethics (1)
 CPY 6300 Introduction to Personality (4)
 CPY 6320 Introduction to Cognitive Psychology (4)
 CPY 6930 Clinical Foundations I (1)

Winter (14 Credits)

- CPY 6002 Faith, Meaning and Professional Foundations: Perspectives on Development (1)
 CPY 6210 Lifespan Development (4)
 CPY 6330 Physiological Psychology (4)
 CPY 6700 Introduction to Statistics (4)
 CPY 6931 Clinical Foundations II (1)

Spring (14 Credits)

- CPY 6002 Faith, Meaning and Professional Foundations: Perspectives on Dysfunction (1)
 CPY 6220 Foundations of Psychopathology (4)
 CPY 6325 Intellectual and Affective Processes (4)
 CPY 6400 Therapy for Individuals (2)
 CPY 6410 Therapy for Groups (2)
 CPY 6932 Clinical Foundations III (1)

Summer (14 Credits)

- CPY 6003 Faith, Meaning, Professional Foundations: Epistemology and Scientific Method (1)
 CPY 6010 Psychometric Theory and Test Construction (4)
 CPY 6420 Therapy for Children and Adolescents (2)
 CPY 6430 Therapy for Couples and Families (2)
 CPY 6912 Elective (Topic TBA) (4)
 CPY 6933 Clinical Foundations IV (1)

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

Intermediate 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 (9 Credits)

- CPY 7000 History and Systems of Clinical Psychology (4)
 CPY 7001 Faith, Meaning and Professional Foundations: Personhood and Ethics (1)
 CPY 7200 Biopsychosocial Aspects of Personality (4)

Winter 1 (9 Credits)

- CPY 7002 Faith, Meaning and Professional Foundations: Perspectives on Development (1)
 CPY 7030 Research Design (4)
 CPY 7210 Developmental Psychology I (4)

Spring 1 (9 Credits)

- CPY 7003 Faith, Meaning and Professional Foundations: Perspectives on Dysfunction (1)
CPY 7010 Psychometric Theory and Test Construction (4)
CPY 7230 Cognition and Learning (4)

Summer 1 (9 Credits)

- CPY 7004 Faith, Meaning and Professional Foundations: Epistemology and Scientific Method (1)
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 7140 Introduction to Health Psychology (2)
CPY 7800 Comprehensive Examination in Clinical Psychology (0)

Autumn 3 (9 Credits)

- CPY 7100 Behavioral Neuroscience (4)
CPY 7*** Cognate Specific Course (4)
CPY 7904 Practicum IV (1)

Winter 3 (9 Credits)

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

Spring 3 (9 Credits)

- CPY 7120 Medical Issues and Psychopharmacology (4)
CPY 7280 Multicultural Aspects of Psychology (2)
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 (4)
CPY 7995 Dissertation (4)

Winter 4 (8 Credits)

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

Spring 4 (8 Credits)

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

Summer 4 (10 Credits)

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

General Admissions Information:

The program begins in Autumn Quarter and admits students once a year. The application deadline is February 1. Listed below is a brief outline of University and program requirements for admission to clinical psychology doctoral studies. For detailed information on admission, please request an application from the Department of Graduate Psychology. Typically, applications are available from the department after July 31, for the following year.

1. Degree from a regionally accredited institution.
 - **Foundational 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 theory and motivation and personality) is a requirement for entry.
 - **Intermediate Entry** - Applicants must have a bachelor's degree and 70-quarter 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 3.25 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
Web Site:	www.gre.org
Miller Analogies Test	(800) 228-0752
UW Testing Center (For local applicants)	(206) 543-1170

NOTE: Candidates with exceptional qualifications and recommendations who meet all of the requirements except numbers 1 or 2 above may be considered for admission to the doctoral program since all students are 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). Recommendation forms are included in the application brochure. Recommendation forms 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 take the Test of English as a Foreign Language (TOEFL), and present a minimum score of 600 on the paper-based test or 250 on the computer-based test.
6. 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 in late March. Admission to the Ph.D. program depends upon recommendation by the CP faculty and approval from the chair of the clinical psychology program. The entire process is usually completed within eight weeks after the final deadline date for applications.

All students are admitted on a probational status to allow faculty to evaluate whether students are adequately prepared for continuance in the program. To be considered for full admission, students must complete a minimum of six credits and a maximum of 16 credits in the program, with cumulative gpa of at least 3.0 or better to be recommended for continuance by CP faculty.

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 and Clinical Psychology majors. Class open to: Doctoral 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. Colloquium also addresses 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 and Clinical Psychology majors. Class open to: Doctoral level.

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

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.

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.

CPY 6330 INTRODUCTION TO PHYSIOLOGICAL PSYCHOLOGY (2-4) Explores medical issues which arise in the practice of therapy. Emphases include an introduction to central nervous system neuroanatomy and pathophysiology, psychopharmacology, the neurobiology of stress responses, 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.

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 and Clinical Psychology majors. Class open to: Doctoral 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 and Clinical Psychology majors. Class open to: Doctoral 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 and Clinical Psychology majors. Class open to: Doctoral 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 and Clinical Psychology majors. Class open to: Doctoral 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 and Clinical Psychology majors. Class open to: Doctoral level and Graduate.

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 in the professional practice of clinical psychology. Class open to: Counseling and Family Therapy majors and Clinical Psychology majors. Class open to: Doctoral level.

CPY 6900 INDEPENDENT STUDY (1-5) Registration Approval: Independent Study Agreement. Student works with a faculty member on a mutually agreed upon topic.

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 CLINICAL FOUNDATIONS 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 and Clinical Psychology majors. Class open to: Doctoral level.

CPY 6931 CLINICAL FOUNDATIONS 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 and Clinical Psychology majors. Class open to: Doctoral level.

CPY 6932 CLINICAL FOUNDATIONS 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 and Clinical Psychology majors. Class open to: Doctoral level.

CPY 6933 CLINICAL FOUNDATIONS 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. Class open to: Counseling and Family Therapy majors and Clinical Psychology majors. Class open to: Doctoral level.

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. Colloquium also addresses specific issues that arise out of the content of other courses concurrently being taken by the student. Course Equivalent: CPY 6001. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

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

CPY 7003 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. Colloquium also addresses 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 and Clinical Psychology majors. Class open to: Doctoral 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. Colloquium also addresses 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 and Clinical Psychology majors. Class open to: Doctoral 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 and Clinical Psychology majors. Class open to: Doctoral 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: Clinical Family Psychology majors.

CPY 7040 RESEARCH STATISTICS (4) Prerequisite: CPY 6700 and 7030. This course 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 and Clinical Psychology majors. Class open to: Doctoral 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 and Clinical Psychology majors. Class open to: Doctoral 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 and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7110 PSYCHOPHARMACOLOGY (4) Prerequisite: CPY 7100. A survey of 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) A course which 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 and mental status examination methods 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 and Clinical Psychology majors. Class open to: Doctoral 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 and Clinical Psychology majors. Class open to: Doctoral 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. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

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 and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7200 BIOPSYCHOSOCIAL ASPECTS OF PERSONALITY (4) 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, biopsychosocial model of personality. Introduction to the Millon evolutionary model is presented. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

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) 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 a neuropsychological perspective. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

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) Examines the philosophical and historical underpinnings of systems thinking as well as the theoretical concepts embedded in an ecological approach to family psychology. Will explore the progression of family theory from cybernetic to naturalistic to postmodern to biopsychosocial spiritual models. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

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.

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 and Clinical Psychology majors. Class open to: Doctoral 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 and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7313 CLINICAL PSYCHOLOGY: ADVANCED THEORY, ASSESSMENT AND INTERVENTION (2) The course 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 and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7314 CLINICAL PSYCHOLOGY: ADVANCED CLINICAL METHODS (4) Prerequisite: CPY 7313. This course 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 and Clinical Psychology majors. Class open to: Doctoral 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 AND LAW (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. Class open to: Doctoral level.

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 psychol-

ogy. Examines family psychology assessment, diagnosis and treatment interventions. Surveys the principles, models and techniques of assessment and evaluation unique to family psychology. Also examines special areas of family psychology such as divorce, parent-child interactions, family violence, blended families and family systems consultation. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

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 CONJOINT INTERVENTIONS: THEORY AND TECHNIQUE (2-4) This course 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 (4) 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 7901 INDEPENDENT STUDY (1-6) Provides opportunity for the student to study a topic of special interest under faculty supervision. May be repeated for credit up to 12 credits. Class open to: Clinical 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 and Clinical Psychology majors. Class open to: Doctoral 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 and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7944 EXTENDED CLINICAL INTERNSHIP (1) Registration Approval: Program Chair. Allows a student to continue internship after exhausting original sixteen quarter credits. Required to maintain active student status in the clinical psychology program. May be repeated up to 8 credits. May be repeated for credit up to 8 credits. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7950 SPECIAL TOPICS IN FAMILY PSYCHOLOGY (2-4) This course 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 and Clinical Psychology majors. Class open to: Doctoral level.

CPY 7999 EXTENDED DISSERTATION (1) Registration Approval: Department Chair. Allows a student to continue dissertation activities after exhausting original sixteen quarter credits. Required to maintain active student status in the clinical psychology program. May be repeated for credit up to 8 credits. Class open to: Clinical Family Psychology majors and Clinical Psychology majors. Class open to: Doctoral 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 and Wednesday - 2:00 pm to 8:30 pm
Second year Tuesday and Thursday - 2:00 pm to 8:30 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 that 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. Supervisors and clinical practicum supervision group members attend the final presentation.

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 6100 Socioecology of Family (3)
MFT 6200 History, Systems, and Christian Perspectives (3)
MFT 6300 Theories of MFT I (3)
MFT 6631 Ethical Issues and Crisis Intervention (2)
MFT 6933 Clinical Practicum I (1)

Winter 1 (11 Credits)

MFT 6600 Psychopathology and Family Therapy (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 Psychopharmacology, 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 6201 Christian Persp. on Psychotherapy (2)
MFT 6411 Premarital Education (2)
MFT 6640 Medical Family Therapy (3)
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. Students who have not already taken sufficient courses in this area are encouraged to take courses from the following areas: Theories of Personality, Theories of Counseling, Abnormal Psychology, Developmental Psychology, or Sociology. 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 and be equivalent to courses taught in the MFT program at Seattle Pacific University.

General Admissions Information:

The program begins in Autumn quarter and admits students only once per year. The application deadline is February 15. 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, Web Site: www.gre.org
Miller Analogies Test (For local applicants)	(800) 228-0752
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, MFT, pastoral counselor, psychologist); and b) at least one from a person qualified to evaluate academic ability (e.g., educator). A third personal recommendation may include a reference from an employer and/or supervisor from a volunteer experience. Recommendation forms are included in the application brochure. Recommendations must be submitted on the forms provided. **Forms should be sent to the applicant in sealed and signed envelopes to be included with the application package.**
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) 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 take the Test of English as a Foreign Language (TOEFL), and present a minimum score of 550 on the paper-based test or 213 on the computer-based test.
6. 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 early April. It is highly recommended that applicants participate in the group interview process, but telephone interviews are also permissible in exceptional circumstances.

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 for placement in an internship site. Full admission is required in order for placement in an internship site to occur. To be considered for full admission, students must complete a minimum of six units and a maximum 12 credits in the MFT program, with average GPA of 3.0 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 modifica-

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

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. Attribute: Biblical Heritage Graduate. Class open to: Marriage & Family Therapy majors, Nursing Leadership majors and School Counseling majors. Class open to: 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 which particularly influence psychotherapy. Class open to: Marriage & Family Therapy majors. Class open to Graduate.

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

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: Marriage & Family Therapy majors. Class open to: Graduate.

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: Marriage & Family Therapy majors. Class open to: Graduate.

MFT 6301 BECOMING A SYSTEMS THERAPIST (3-4) Prerequisite: MFT 6300. This course builds upon MFT 6300 in the basics of learning to think and work systematically with individuals, couples and families. Bowen theory is the central organizing framework for the course and students will apply these theoretical constructs to their own family systems. The emphasis is on defining the self of the therapist-in-training. Class open to: Marriage & Family Therapy majors. Class open to: Graduate.

MFT 6303 THEORIES OF MARRIAGE AND FAMILY THERAPY II (3) Prerequisite: MFT 6300. This course 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: Marriage & Family Therapy majors. Class open to: Graduate.

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: Marriage & Family Therapy majors. Class open to: Graduate.

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: Marriage & Family Therapy majors. Class open to: Graduate.

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: Marriage & Family Therapy majors. Class open to: Graduate.

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: Marriage & Family Therapy majors. Class open to: Graduate.

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

MFT 6351 REFLECTIVE PRACTICE (2) Prerequisite: MFT 6350. Uses post-structural therapy ideas and emphasizes 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: Marriage & Family Therapy majors. Class open to: Graduate.

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

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: Marriage & Family Therapy majors. Class open to: Graduate.

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: Marriage & Family Therapy majors. Class open to: Graduate.

MFT 6411 PREMARITAL 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: Marriage & Family Therapy majors. Class open to: Graduate.

MFT 6600 PSYCHOPATHOLOGY AND FAMILY SYSTEMS (3-5) Introduces the concepts of psychopathology from a systems perspective with special attention paid to the role families play in the development and treatment of pathology. Uses the DSM IV as

the organizing format for the class with special attention paid to the understanding of etiology, diagnosis and treatment using the DSM nosology in a family systems context. Class open to: Marriage & Family Therapy majors. Class open to: Graduate.

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

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: Marriage & Family Therapy majors. Class open to: Graduate.

MFT 6630 PSYCHOPHARMACOLOGY, 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, neurological disorders and general medical conditions that affect emotional and interpersonal health of clients/families. Introduces students to the field of collaborative medicine. Family Therapy will be examined in relation to current trends in medical and mental health care. Special attention will be given to the biopsychosocial and spiritual implications of physical, emotional and relational suffering. Class open to: Marriage & Family Therapy majors, Nursing Leadership majors and School Counseling majors. Class open to: Graduate.

MFT 6640 MEDICAL FAMILY THERAPY (3) Examines 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: Marriage & Family Therapy majors, Nursing Leadership majors and School Counseling majors. Class open to: Graduate.

MFT 6641 TREATMENT OF CHILDREN, ADOLESCENTS 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: Marriage & Family Therapy majors. Class open to: Graduate.

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: 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: Marriage & Family Therapy majors. Class open to: Graduate.

MFT 6710 GRADUATE RESEARCH II (1) Prerequisite: MFT 6700. 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 for Marriage and Family Therapy. Students will examine the role of national and local laws as well as societal and personal values. Co-requisite: MFT 6936. Class open to: Marriage & Family Therapy majors, Nursing Leadership majors and School Counseling majors. Class open to: Graduate.

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. Co-requisite: MFT 6933. Class open to: Marriage & Family Therapy majors. Class open to: Graduate.

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

MFT 6900 INDEPENDENT STUDY (1-6) Registration Approval: Independent Study Agreement. Provides opportunity for the student to study a topic of special interest under faculty supervision. May be repeated for credit up to 12 credits. Class open to: Marriage & Family Therapy majors. Class open to: Graduate. Class open to: Graduate.

MFT 6912 SEMINAR IN SPECIAL TOPICS (2-4) Registration Approval: Instructor. Provides a lecture-discussion format for deliberation of significant matters in marriage and family therapy, mental health delivery or mental health topic. Credits vary according to complexity and depth of study for each topic. May be repeated for credit up to 12 credits. Class open to: Marriage & Family Therapy majors. Class open to: Graduate.

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 (VII). Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment). Class open to: Marriage & Family Therapy majors. Class open to: Graduate.

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: Marriage & Family Therapy majors. Class open to: Graduate.

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 not open to: Class open to: Marriage & Family Therapy majors. Class open to: Graduate.

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: Marriage & Family Therapy majors. Class open to: Graduate.

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: Marriage & Family Therapy majors. Class open to: Graduate.

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 (VII). Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment). Class open to: Marriage & Family Therapy majors. Class open to: Graduate.

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: Marriage & Family Therapy majors. Class open to: Graduate.

MFT 6941 ADVANCED MASTER'S INTERNSHIP (1) Provides continued supervision for students who have completed the clinical practicum sequence, but have not fulfilled the 500 client contact hour requirement. May be repeated for credit up to 6 credits. Class open to: Marriage & Family Therapy majors. Class open to: Graduate.

MFT 6995 MASTER'S THESIS (4-8) Registration Approval: Department faculty advisor. Conduct research, including study design, data collection, data analysis and drawing inferences from data. Research design is to be experiential, quasi-experiential or single subject. May be repeated for credit up to 8 credits. Class open to: Marriage & Family Therapy majors. Class open to: Graduate. Class open to: Graduate.

Faculty, Trustees, and Administration

65



Faculty

Martin L. Abbott, *Professor of Sociology; Director of Research for Graduate Psychology*; B.S., Portland State University, 1974; M.A., Pepperdine University, 1976; Ph.D., Portland State University, 1984. At SPU since 1985.

Miriam Adeney, *Associate Professor of World Christian Studies*; B.A., Wheaton College, 1967; M.A., Syracuse University, 1969; Ph.D., Washington State University, 1980. At SPU since 1976 (Continuing part-time).

Donna J. Allis, *Assistant Professor of Nursing; Director of Graduate Studies*; B.S.N., University of Arizona, 1976; M.S., Indiana University, 1983; Ph.D., University of Arizona, 1992. At SPU part-time from 1988-1999; full-time since 1999.

Thomas Amorose, *Associate Professor of English*; B.A., The Ohio State University, 1972; Ph.D., University of Washington, 1978. At SPU since 1996.

David Anderson, *Assistant Professor of Choral Music*; B.A., Whitworth College, 1981; M.Mus., University of Oregon, 1987; D.M.A. (abd), University of Oregon. At SPU since 1992.

JoAnn Atwell-Scrivner, *Instructor of Physical Education*; B.A., Willamette University, 1976; M.A., Whitworth College, 1990. At SPU since 1986.

Robert Baah, *Associate Professor of Spanish*; B.A., University of Ghana, 1982; M.A., University of Alberta; Ph.D., University of Southern California, 1994. At SPU since 1995.

Roy Barsness, *Associate Professor of Graduate Psychology; Director of Clinical Training*; B.A., Minot State University, 1975; M.A., Fuller Theological Seminary, 1981; Ph.D., California School of Professional Psychology, Los Angeles, 1988. At SPU since 1990.

Kathryn M. Bartholomew, *Associate Professor of Foreign Languages and Linguistics*; B.A., University of Washington, 1969; M.A., 1970; Ph.D., 1979. At SPU since 1989.

Edward J. Bauman, *Director and Professor of Engineering*; B.S.E.E., University of Minnesota, 1955; M.S., Aeronautics and Astronautics, Massachusetts Institute of Technology, 1960; Ph.D., U.C.L.A., 1966. At SPU since 1985.

Janet Leslie Blumberg, *Professor of English*; B.A., University of Washington, 1968; M.A., 1969; Ph.D., Harvard University, 1976. At SPU since 1974.

Kevin W. Bolding, *Assistant Professor of Engineering and Information Systems*; B.A., Rice University, 1988; M.S., University of Washington, 1991; Ph.D., 1993. At SPU since 1995.

Barbara J. Bovy, *Professor and Director of Family and Consumer Sciences*; B.S., University of Idaho, 1960; M.A., University of Washington, 1971; Ph.D., 1979. At SPU since 1978.

Kathleen Braden, *Professor of Geography; Associate Provost and Dean of Students*; B.A., Boston University, 1972; M.A., University of Washington, 1974; Ph.D., 1981; Fulbright Scholar, USSR, Finland and Japan, 1977-78. At SPU since 1982.

Nathan Brown, *Associate Professor of Graduate Psychology, Clinical and Consulting Psychologist; Dean, School of Psychology Family and Community*; B.A., University of Maryland, 1977; M.A., Fuller Theological Seminary, 1984; Ph.D., Fuller Graduate School of Psychology, 1985. At SPU since 1994.

Charles H. Burris, Jr., *Associate Professor of Computer Science*; B.S., University of Utah, 1965; M.S., 1967; Ph.D., University of New Mexico, 1974. At SPU since 1982.

David Caddell, *Associate Professor of Sociology*; B.A., California Baptist College, 1986; M.A., California State-Fullerton, 1989; Ph.D., Purdue University, 1992. At SPU since 1994.

Michael Caldwell, *Professor of Art*; B.S., University of Oregon, 1968; M.F.A., 1970. At SPU since 1970.

Grayson Capp, *Professor of Chemistry*; B.S., Seattle Pacific College, 1958; M.S., University of Oregon, 1961; Ph.D., 1966; National Institute of Health Post-doctoral Fellow, Duke University, 1966-68; At SPU since 1968.

Myrna Capp, *Assistant Professor of Music*; B.A., Seattle Pacific College, 1959; M.A., University of Washington, 1977; DMA, 1995. At SPU since 1968. (Continuing part-time.)

James L. Chapman, *Associate Professor of Theatre*; B.A., Cascade College, 1960; Doctoral Candidate, University of Oregon, 1973. At SPU part-time 1961-62; full-time since 1962.

Bruce D. Congdon, *Professor of Biology; Director of Blakely Program*; B.S., College of the Ozarks, 1979; M.S., Colorado State University, 1981; Ph.D., University of California, Riverside, 1985. At SPU since 1985.

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

Reed Davis, *Associate Professor of Political Science*; B.A., M.A., University of Pennsylvania, 1978; Ph.D., University of Virginia, 1991. At SPU since 1989.

Kerry Dearborn, *Assistant Professor of Theology*; B.A., Whitman College, 1972; M.A., Fuller Theological Seminary, 1988; Ph.D., University of Aberdeen, U.K., 1994. At SPU since 1994.

Tim Dearborn, *Associate Professor of Theology; Dean of the Chapel*; B.A., Whitman College, 1972; M.T.S., Harvard Divinity School, 1974; Th.M., Fuller Seminary, 1978; Ph.D., University of Aberdeen, U.K., 1988. At SPU since 1999.

Jonathan C. Deming, *Associate Professor of Economics*; B.A., Whitman College, 1971; M.A., University of Oregon, 1974; Ph.D., 1979. At SPU since 1977.

James Denman, *Instructor in Music*; B.Mus., San Francisco State University, 1975; M.A., 1977; D.M.A./Ph.D. (abd), University of Washington. At SPU since 1993.

David A. Diekema, *Assistant Professor of Sociology*; B.A., Calvin College, 1982; M.A., University of Wisconsin-Milwaukee, 1985; Ph.D., University of Iowa, 1990. At SPU since 1992.

Ray Doerksen, *Director of Learning Resources*; B.A., Tennessee Temple University, 1966; M.A., Michigan State University, 1967; M.L.S., University of Western Ontario, 1970; M.A., Western Conservative Baptist Seminary, 1979. At SPU since 1997.

Anthony Donaldson, *Professor of Electrical Engineering*; B.S., Texas Tech University, 1979; M.S. Texas Tech University, 1982; Ph.D. Texas Tech University, 1990; M.A. Asbury Theological Seminary, 1994. At SPU since 1998.

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

Robert R. Drov Dahl, *Professor of Christian Ministries and Education*; B.A., Seattle Pacific College, 1971; M.A., Wheaton Graduate School, 1974; Ph.D., Michigan State University, 1980. At SPU since 1978.

Douglas Durasoff, *Professor of Political Science*; B.A., Michigan State University, 1966; M.Phil., Yale University, 1969; Ph.D., 1978. At SPU since 1986.

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

Arthur Ellis, *Professor of Education*; B.S., Oregon College, 1962; M.S., 1965; Ed.D., University of Oregon, 1968. At SPU since 1986.

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.

Joyce Q. Erickson, *Professor of English*; Dean, College of Arts and Sciences; B.A., North Central College, 1965; M.A., University of Washington, 1966; Ph.D., 1970. At SPU 1969-83 and since 1992.

Alberto Ferreira, *Professor of History*; B.A., University of Texas, Arlington, 1977; M.A., 1979; Ph.D., University of California, Santa Barbara, 1986. At SPU since 1986.

Gary R. Fick, *Professor and Library Specialist for Natural Sciences*; B.A., State University of New York-Buffalo, 1971; M.S., 1973; M.L.S., 1974; M.A., University of Washington, 1983. At SPU since 1974.

Cynthia Fitch, *Assistant Professor of Biology*; B.S., McMurry College, 1985; Ph.D., Iowa State University, 1990; Howard Hughes Medical Institute post-doctoral fellow, University of Washington, 1990-93; Research Scientist, University of Washington Medical School, 1993-94. At SPU since 1994.

Susan Franklin, *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.

Randal S. Franz, *Associate 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.

Susan VanZanten Gallagher, *Professor of English*; *Director, The University Scholars*; B.A., Westmont College, 1978; M.A., Emory University, 1981; Ph.D., 1982. At SPU since 1993.

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- Joanna K. Poznanska**, *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.
- Cynthia Price**, *Associate Professor of Sociology; Director of General Education and Faculty Advising*; B.A., Westmont College, 1983; M.A., Washington State University, 1986; Ph.D., 1990. At SPU since 1993.
- 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.
- William Purcell**, *Associate Professor of Communication*; B.A., Auburn University, 1976; M.A., University of Alabama, 1983; Ph.D., Indiana University, 1986. At SPU since 1995
- James F. Rand**, *Clinical Professor and Director of Executive Education*; B.S., Marquette University, 1963; LL.B., LaSalle University, 1972; Ph.D., California Western University, 1976. At SPU since 1993.
- Luke Reinsma**, *Associate Professor of English and Linguistics*; B.A., Calvin College, 1970; M.A., University of Michigan, 1974; Ph.D., 1978. At SPU part-time 84-85; full-time since 1985.
- Todd D. Rendleman**, *Assistant Professor of Communication*; B.A., University of Illinois, Urbana-Champaign, 1992; M.A., 1994; Ph.D., 1999. At SPU since 1999.
- 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.
- 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., University of Washington, 1981. At SPU since 1988.
- Christina Roseman**, *Professor of Classics and Art History; C. May Marston Professor of Classics*; B.A., University of Washington, 1957; M.A., 1972, Ph.D., 1983. At SPU part-time 1973-1975; full-time since 1975.
- 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.
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- Christopher Sink**, *Associate Professor of Education*; 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.
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- 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.
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Part-time Lecturers

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Marshall Bradley, *Business Law*; B.A., University of Washington, 1980; J.D., 1984. At SPU since 1998.

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Elizabeth Brown, *Music*; B.A., and B. Mus., University of Washington, 1998. At SPU since 1999.

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

Rodger Burnett, *Music*; B.Mus., Illinois State University, 1976; M.A., University of Washington, 1983. At SPU since 1989.

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.

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Jonathan Parle, *Electrical Engineering*; B.S., University of California 1968; M.S., University of California, 1970. At SPU since 1989.

Ron Peters, *Music*. At SPU since 1999.

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

Richard Skerlong, *Music*; B.Mus., Oberlin, 1953; M.Mus., Eastman School of Music, University of Rochester, 1956. At SPU since 1971.

Robert Swan, *Music*; B.A., Eastman School of Music, 1968; M.Mus., The Juilliard School, 1974; D.M.A., University of Arizona, 1990. At SPU since 1992.

Rae Terpenning, *Music*; B.M., New England Conservatory of Music, 1965; M.Mus., 1967. At SPU since 1974.

Ray Thompson, *Music*; B.A., University of Washington, 1951. At SPU since 1982.

Ruby Takushi, *Graduate Psychology*; B.A., University of Hawaii at Manoa, 1984; M.A., Fuller Theological Seminary, 1989; Ph.D., Fuller Graduate School of Psychology, 1990. At SPU since 1998.

Karen Tanzy, Ph.D., *Graduate Psychology and Clinical Psychologist & Neuropsychologist*; B.A., Southern Methodist University, 1983; M.A., Fuller Theological Seminary, 1990; Ph.D., Fuller Graduate School of Psychology, 1991. At SPU since 1998.

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Jeffrey B. Van Duzer, *Business Law*; B.A., University of California at Berkeley, 1976; J.D., Yale Law School, 1979. At SPU since 1998.

John van Keppel, *Missions and Cross-Cultural Communications*; B.A., University of Kansas, 1980; M.Div., Regent College, 1990. At SPU since 1990.

Linda Wagner, *Reading Specialist*; B.A., Central Washington, 1970; M.Ed., Seattle Pacific University, 1992. At SPU since 1982.

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Emeriti

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Wayne H. Balch, *Music*; Director of Music 1966-1977, Director of Registration and Records; B.A., Wheaton College, 1942; Mus.M., American Conservatory of Music, 1949. At SPU 1966-85. Emeritus since 1985.

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Gustave Breitenbach, *German*; B.A., Seattle Pacific College, 1941; M.A., University of Washington, 1942; Fulbright-Hayes grant, Goethe University, Munich, Germany, 1965. At SPU part-time 1959-61; full-time 1961-81. Emeritus since 1981.

David C. Brooks, *Professor of Mathematics*; B.S., Seattle Pacific College, 1958; M.S., University of Washington, 1960; Ph.D., 1978. At SPU since 1967.

June (Dilworth) Brown, *Education*; Director of Media and Inservice Programming; B.A., Aurora College, 1946; M.Ed., University of Washington, 1968. At SPU 1976-85. Emerita since 1985.

Janet B. Buck, *Mathematics*; B.S., Seattle Pacific College, 1955. At SPU 1957-96. Emerita since 1996.

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- Lester H. Groom**, *Music*; B.Mus., Wheaton College, 1951; Mus.M., Northwestern University, 1952; A.A.G.O., 1954. At SPU 1968-92. Emeritus since 1991.
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- Donald McNichols**, *English and Religion*; B.A., Los Angeles Pacific College, 1941; B.A., University of Southern California, 1947; M.A., 1950; Graduate Research, Huntington Library, 1949-50, 1966. At SPU 1955-80. Emeritus since 1980.
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- Carl H. Reed**, *Music; Dean, School of Fine and Performing Arts 1977-1987*; B.A., Seattle Pacific College, 1951; M.A., University of Washington, 1956; Ph.D., 1966. At SPU 1957-92. Emeritus since 1991.
- Marcia Reed**, *Part-time Bibliographic Specialist in Fine and Performing Arts*; B.A., University of Washington, 1951; M.Lib., 1953. At SPU 1961-92. Emerita since 1991.
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- Rose Reynoldson**, *English*; B.A., University of Washington, 1971; M.A., 1974. At SPU 1977-93. Emerita since 1993.

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Carl Roseveare, *Education*; B.A., Seattle Pacific University, 1955; M.Ed., University of Arizona, 1957; Ed.D. University of Arizona, 1965. Emeriti since 1998.

Wadad Saba, *Music*; B.A., Whitworth College, 1959; M.A., University of Washington, 1964; D.M.A., 1981. At SPU part-time 1962-64; full-time 1964-97. Emerita since 1997.

Lynn Samford, *Physical Education*; B.A., University of Wyoming, 1950; M.Ed., Central Washington University, 1961. At SPU 1982-92. Emeritus since 1993.

Eunice L. Schmidt, *Reading Education*; B.Ed., University of Alberta, 1959; M.Ed., University of Washington, 1962; Ph.D., 1974. At SPU 1974-87. Emerita since 1987.

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Ross F. Shaw, *Biology*; B.S., Seattle Pacific College, 1952; M.A., University of South Dakota, 1958; Ph.D., University of Iowa, 1961. At SPU 1965-96. Emeritus since 1996.

Lilyan Snow, *Professor of Nursing*; B.S., San Jose State University, 1970; M.S., 1973; Ph.D., University of Washington, 1983. Emerita since 1998.

Myrthalyne C. Thompson, *Psychology*; B.S., Akron University, 1953; M.S., 1955; Ph.D., Purdue University, 1958. At SPU 1968-87. Emerita since 1987.

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Kenneth D. Tollefson, *Anthropology*; B.S., Manhattan Bible College, 1958; M.Div., Asbury Theological Seminary, 1961; M.A., University of Oklahoma, 1965; Ph.D., University of Washington, 1976. At SPU 1965-96. Emeritus since 1996.

F. Wesley Walls, *Political Science*; B.A., Greenville College, 1937; M.A., University of Washington, 1943; Ph.D., 1958. At SPU 1941-67 and 1969-81. Emeritus since 1981.

N. Hubert Wash, *Music*; A.B., Greenville College, 1943; M.M.Ed., Illinois Wesleyan University, 1960; Ph.D., Michigan State University, 1971. At SPU 1951-55, 1976-79 and 1981-88. Emeritus since 1988.

Raymond J. Wells, *Philosophy and Religion*; B.A., Seattle Pacific College, 1946; S.T.B., New York Theological Seminary, 1949; S.T.M., 1950; Ph.D., University of Edinburgh, Scotland, 1955. At SPU 1967-93. Emeritus since 1993.

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

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University Pastor

A.B., Marion College, 1965; M.Div., Asbury Theological Seminary, 1968; M.A., Canisius College, 1975; D.Min., Pittsburgh Theological Seminary, 1985. At First Free Methodist Church since 1982.

TIM DEARBORN, Ph.D.

Dean of the Chapel

B.A., Whitman College, 1972; M.T.S., Harvard Divinity School, 1974; Th.M., Fuller Seminary, 1978; Ph.D., University of Aberdeen, U.K., 1988. At SPU since 1999.

Office of the Provost

BRUCE MURPHY, Ph.D.

Provost

B.S., Wheaton College, 1964; Ph.D., Northern Illinois University, 1970. At SPU since 1997.

Academics

Nathan Brown, Ph.D.

Associate Professor of Graduate Psychology
Clinical and Consulting Psychologist
Dean, School of Psychology Family and Community
B.A., University of Maryland, 1977; M.A., Fuller Theological Seminary, 1984; Ph.D., Fuller Graduate School of Psychology, 1985. At SPU since 1994.

J. Ray Doerksen, M.A.

University Librarian

B.A. Tennessee Temple University, 1966; M.A. Michigan State University, 1967; M.L.S. University of Western Ontario, 1970; M.A. Western Conservative Baptist Seminary, 1979. At SPU since 1997.

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B.A., North Central College, 1965; M.A., University of Washington, 1966; Ph.D., 1970. At SPU 1969-1983 and since 1992.

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B.A., Seattle Pacific College, 1975; J.D., University of Washington, 1980; M.A., Seattle Pacific University, 1993. At SPU since 1985.

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B.S.N., University of Connecticut, 1969; M.N., University of Washington, 1973; Ph.D., 1990. At SPU since 1985.

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Director of General Education and Faculty Advising

B.A., Westmont College, 1983; M.A., Washington State University, 1986; 1990. At SPU since 1993.

Les L. Steele, Ph.D.

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Dean, School of Theology

B.A., Azusa Pacific University, 1975; M.A., 1976; Ph.D., Claremont Graduate School, 1984. At SPU since 1985.

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Associate Provost

B.A., University of California, 1968; M.A., University of Washington, 1974; Ph.D., 1977. At SPU since 1981.

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

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Director of Career Development Center

B.A., Azusa Pacific College, 1978; M.A., Azusa Pacific University, 1983. At SPU since 1986.

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Head Men's Basketball Coach

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B.A., Seattle Pacific University, 1985; M.B.A., 1994. At SPU since 1990.

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At SPU since 1986.

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Dean of Enrollment Management
B.A., Washington State University, 1977; M.P.A., The Evergreen State College, 1986. At SPU since 1988.

Emeriti**Wayne Balch, M.M.**

University Registrar; Professor of Music
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William D. Rearick, Ed.D.

Director of Centennial Celebrations; University Registrar; Dean of Continuing Studies; Vice President for Academic Affairs; Professor of English, Education and Theatre. B.A., Greenville College, 1948; M.A., Los Angeles State College, 1958; Ed.D., University of Washington, 1969. At SPU 1960-1991. Emeritus since 1991.

Calendar, Campus Map and Index

77



University Calendar 2000-2001

Autumn Quarter 2000

Labor Day (Holiday)	Monday September 4
First Payment Due on (and last day to apply for) the 3 Month Payment Plan	Monday September 11
Class Instruction Begins	Monday September 25
Waitlist Ends	Tuesday September 26
Last Day to Register or Add Courses*, to Register without Late Fee, or to Apply for Audit	Friday September 29
Last Day to Apply for Pass/No Credit, Independent Study and Internships and Individual Instruction.	Friday October 6
Second Payment Due on the 3 Month Payment Plan	Tuesday October 10
Last Day to Withdraw from Courses	Friday November 3
Veterans Day (Holiday)	Friday November 10
Third Payment Due on the 3 Month Payment Plan	Friday November 13
Winter Registration for Admitted Students Currently in Attendance Begins	Monday November 13
Thanksgiving (Holiday)	Thurs-Fri November 23-24
Winter Registration for Graduate or New Admits Begins	Monday November 27
Winter Registration for Non-Admitted Students Begins	Monday December 4
Last Class for Day Classes	Monday December 4
Final Examinations or Last Class for all Evening Classes	Mon-Wed December 4-6
Final Examination for all Day Classes	Tues-Thurs December 5-7

Winter Quarter 2001

First Payment Due on (and last day to apply for) the 3 Month Payment Plan	Monday December 11
Class Instruction Begins	Wednesday January 3
Waitlist Ends	Thursday January 4
Last Day to Register or Add Courses*, to Register without Late Fee, or to Apply for Audit	Tuesday January 9
Second Payment Due on the 3 Month Payment Plan	Wednesday January 10
Martin Luther King's Birthday (Holiday)	Monday January 15
Last Day to Apply for Pass/No Credit, Independent Study and Internships and Individual Instruction.	Wednesday January 17
Last Day to Withdraw from Courses	Friday February 9
Third Payment Due on the 3 Month Payment Plan	Monday February 12
President's Day (Holiday)	Monday February 19
Spring Registration for Admitted Students Currently in Attendance Begins	Tuesday February 20
Spring Registration for Graduate or New Admits Begins	Monday March 5
Spring Registration for Non-Admitted Students Begins	Monday March 12
Final Examinations or Last Class for all Evening Classes	Mon-Thurs March 12-15
Last Class for Day Classes	Tuesday March 13
Final Examination for all Day Classes	Wed-Fri March 14-16
Spring Vacation	March 19-27

Spring Quarter 2001

First Payment Due on (and last day to apply for) the 3 Month Payment Plan	Monday March 12
Class Instruction Begins	Wednesday March 28
Waitlist Ends	Thursday March 29
Last Day to Register or Add Courses*, to Register without Late Fee, or to Apply for Audit	Tuesday April 3
Last Day to Apply for Pass/No Credit, Independent Study and Internships and Individual Instruction.	Tuesday April 10
Second Payment Due on the 3 Month Payment Plan	Tuesday April 10
Good Friday (Half-Day Holiday)	Friday April 13
Summer Registration Begins	Monday
Last Day to Withdraw from Courses	Friday May 4
Autumn Registration for Admitted Students Currently in Attendance Begins	Monday May 7
Third Payment Due on the 3 Month Payment Plan	Thursday May 10
Autumn Registration for New Admits Begins (PREMIERE)	Saturday May 19
Autumn Registration for Graduate	Monday May 21
Memorial Day (Holiday)	Monday
Autumn Registration for Non-Admitted Students Begins	Tuesday May 29
Last Class for Day Classes	Monday June 4
Final Examinations or Last Class for all Evening Classes	Mon-Wed June 4-6
Final Examination for all Day Classes	Tues-Thurs June 5-7
Ivy Cutting	Friday June 8
Commencement	Saturday June 9

Summer Quarter 2001

First Four-Week Session Begins	Monday June 11
First Four-Week SOE Session Begins	Monday June 25
Full Payment Required at Time of Summer Registration Begins	Monday July 2
Independence Day (Holiday)	Wednesday July 4
Second Four-Week Session Begins	Monday July 9
Second Four-Week SOE Session Begins	Monday July 23

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 or 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 later registration with supporting statements from each instructor.*

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

INDEX

Index

Academic appeal process	16	Internet access	4
Academic integrity	16	Library	3
Academic policies and procedures	14	Load	14
Academic structure	18	Map	79
Accreditation	2	Marriage and Family Therapy	60
Administration	75	Mission Statement	6
Admission requirements (see also individual programs) ...	7	Non-matriculated students	18
Business Administration (MBA)	27	Nurse Practitioner Pathways	51
Business and Economics, School of	26	Nursing	50
Calendar	78	Payment plans	10
Cheating and plagiarism	17	Probation	16
Clinical Psychology	54	Reading and Language Arts	37
College of Arts and Sciences programs	19	Refunds	12
Computer labs, assistance	3, 4	Registration	10
Costs and financial aid	9	School Administration	
Curriculum and Instruction	7	(masters and principal's certificate)	38
Discrimination policy	inside back cover	School Counseling (masters and certificate)	38
Doctor of Education	42	Standards of scholarship	8
Education, School of	35	Student services	8
Employer reimbursement program	11	Superintendent's certification	41
Faculty	79	Teaching (Secondary)	39
Fees	9	Teaching English to Speakers of	
Financial aid	13	Other languages (TESOL)	23
Grades	15	Telephone numbers	inside front cover
Graduate programs	18	Transcripts	17
Graduation	17	Trustees	74
Health Sciences, School of	49	Visiting graduate students	17
Information Systems Management	30	Withdrawal from courses, school	15
International students	9		

Seattle Pacific University Nondiscrimination Policy

It is the policy of Seattle Pacific University not to discriminate on the basis of race, color, national origin, sex, age or disability in admission and access to, or treatment or employment in its programs or activities, as required by section 504 of the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act, as amended (to the extent applicable to the University), Title IX of the Educational Amendments of 1972, as amended, Title VI of the Civil Rights Act of 1964, as amended, and the Age Discrimination Act, as amended, and their implementing regulations.

As a religious educational institution operating under the auspices of the Free Methodist Church of North America, Seattle Pacific University is permitted and reserves the right to prefer employees or prospective employees on the basis of religion.

If you have any questions regarding this policy, please contact the following persons:

Section 504 Coordinators:

Primary:

Assistant Director of the Center for Learning (206) 281-2272

Secondary:

Associate Provost/Dean of Students (206) 281-2123

Seattle Pacific University
3307 Third Avenue West
Seattle, WA 98119

Title IX Coordinators:

Primary:

Dean, Enrollment Management (206) 281-2650

Secondary:

Director of Human Resources (206) 281-2065

Seattle Pacific University
3307 Third Avenue West
Seattle, WA 98119

If you believe you may have been discriminated against in violation of this policy, please contact the Section 504 Coordinators, the Title IX Coordinators, the Office of Campus Life or the Office of Human Resources for a copy of the University's grievance procedures.

This publication is certified as true and correct in content and policy as of the date of publication. The University reserves the right, however, to make changes of any nature in programs, calendar, academic policy, or academic schedules whenever these are deemed necessary or desirable, including changes in course content, class rescheduling, and the canceling of scheduled classes or other academic activities.