

SEATTLE PACIFIC UNIVERSITY



2001-2002 GRADUATE CATALOG



Reference Guide for SPU

General Information	(206) 281-2000
General University Fax	(206) 281-2500
Academic Programs	
Office of Academic Affairs	281-2125
College of Arts and Sciences	281-2165
School of Business and Economics	281-2970
School of Education	281-2214
School of Health Sciences	281-2233
RN to BS	281-2027
School of Psychology, Family and Community	281-2158
School of Theology	281-2342
Admissions	
Undergraduate Application Process	281-2021
Toll-Free Number	(800) 366-3344
Fax	281-2669
E-mail	admissions@spu.edu
Campus Housing	
Campus Ministries	
Computer and Information Systems	
Computer HelpDesk	281-2982
E-mail	help@spu.edu
Counseling Center	
Graduate Academic Programs	
College of Arts and Sciences	
Physical Education	281-2391
Teaching English to Speakers of Other Languages	281-2670
School of Business and Economics	
Business Administration	281-2753
Center for Applied Learning	281-2054
Center for Professional Development	281-2604
Information Systems Management	281-2753
School of Education	
Distance Learning	281-2505
Doctoral Program	281-2378
Master's Programs	281-2378
SPIRAL	281-2028
School of Health Sciences	
Master's Program	281-2698
Nurse Practitioner Pathways Certification	281-2698
School of Psychology and Family Therapy	
Clinical Psychology	281-2987
Marriage and Family Therapy	281-2987
Health Services	
IKON Copy and Mailing Center	
Library	
General	281-2228
Circulation Desk	281-2229
Film/Video Rentals	281-2788
Interlibrary Loan	281-2154
Reference	281-2419
Safety and Security	
Emergency - 24 Hours	281-2922
Parking	281-2911
Parking	281-2821
Student Academic Services	
Graduation/Transfer Student Services	281-2021
Registration	281-2031
Transcripts	281-2034
Fax	281-2669
E-mail	sas@spu.edu
Student Financial Services	
Financial Aid	281-2061
Payment Information	281-2061
Student Account Statements	281-2061
Toll-Free Number	(800) 737-8826
Fax	281-2835
Student Government (ASSP)	
Student Life	
Career Development Center	281-2485
Center for Learning	281-2475
Dean of Students	281-2481
Disabled Student Services	281-2272
InterCultural Programs	281-2247
Residence Life	281-2099
Student Programs	281-2483

SPU home page: www.spu.edu

SPU events calendar is located on the SPU home page.

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

Graduate Education at Seattle Pacific University	2
Graduate Program Information	
Educational Mission	2
Admission and Graduate Education	5
General Requirements for a Master's Degree	5
Standards of Scholarship for Graduate Degrees	6
Student Life	6
Graduate Costs and Financial Aid	7
Financial Aid for Graduate Students	11
Graduate Academic Policies and Procedures	12
Academic Structure of Graduate Programs	17
College of Arts and Sciences	
Physical Education (M.S.)	19
Teaching English to Speakers of Other Languages: TESOL (M.A.)	23
School of Business and Economics	
Business Administration (M.B.A.)	27
Information Systems Management (M.S.)	30
School of Education	
Master of Education (M.Ed.)	35
Curriculum and Instruction (M.Ed.)	38
Educational Leadership (M.Ed.)	40
School Counseling (M.Ed.)	41
Teaching-Secondary (M.A.)	42
School Superintendent's Non-degree Certification	43
Doctor of Education (Ed.D.)	45
School of Health Sciences	
Nursing (M.S.N.)	54
Nurse Practitioner Pathways	54
School of Psychology, Family and Community	
Clinical Psychology (Ph.D.)	59
Marriage and Family Therapy (M.S.)	66
Trustees and Administration	
Board of Trustees	75
Administration	76
Calendar, Campus Map and Index	
University Calendar 2001-02	80
Campus Map	81
Index	82

Graduate Education at 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, 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 vision to engage the culture and change the world.

2

Graduate Education

Engaging the Culture, Changing the World

With a long and distinguished history in Christian higher education, Seattle Pacific University entered the new century positioned to engage the culture and influence the world for good. At a time when the legacy of the secularized modern university is under scrutiny, Seattle Pacific provides a high-quality, comprehensive education grounded on the gospel of Jesus Christ. This combination of vital scholarship and thoughtful faith is a powerful one that brings about lasting change in the lives of our graduates, and in the people and communities they serve.

Guiding the work of Seattle Pacific University are these three preeminent goals:

- We seek to graduate people of competence and character.
- We seek to become people of wisdom.
- We seek to model a grace-filled community.

Educational Mission

We Are 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.

We Educate for Leadership and Service

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 and Scholarship

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, which 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 *Graduate Catalog*.

Degrees Offered

Master of Arts

- Teaching (M.A.)
- Teaching English to Speakers of Other Languages (TESOL)

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

Master of Education (M.Ed.)

- Curriculum and Instruction
- Education Leadership
- School Counseling

Master of Science in Nursing (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 R.N. 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 that administers the specific program.

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 Washington state's 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. Seattle Pacific 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 also a member of the Association of American Colleges and of the American Association of Colleges for Teacher Education. It is fully accredited by Washington state's 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 Washington state's Nursing Care Quality Assurance Commission and both the undergraduate and graduate programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

Seattle Pacific 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 U.S. government for education of veterans and their dependents under the applicable public laws.

Resources for Learning

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

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 170,000 volumes arranged on open shelves for easy access to readers. The collection grows by some 6,000 new titles each year, including more than 1,400 current periodical titles and an ever-expanding microfiche collection of more than 400,000 items. The collection is accessible online 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. To provide the utmost in convenience, access to more than 2,500 full-text journal titles is available from every computer on campus. Most of these resources are also available to off-campus students with Internet access.

An interlibrary borrowing service is available to students, faculty and staff. As a member of OCLC (Online 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 18 libraries of the Orbis consortium through a cooperative agreement.

The Center for Learning

Located in lower Moyer, the Center for Learning offers several services: four computers for student use; a Writing Center that provides consultations for students 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 general in purpose. In most 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, e-mail, 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 Qwest 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 has 10 workstations; 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, ADATs, Kurzweil K2500XS keyboard and the industry standard ProTools software.

Classroom Technology

Faculty have a wide range of technology available in the classroom to enhance student learning. From “low-tech” equipment such as TVs and VCRs (available in nearly all classrooms) to “high-tech” resources such as large-screen projectors and Windows-based PCs (installed in some classrooms) to fully equipped electronic classrooms (three on campus). Computer and Information Systems also provides a wide range of circulating computer, audio-visual and technology resources such as 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/E-Mail

On-campus network connectivity and access to the Internet is available throughout campus. Nearly all students, faculty and staff use e-mail and other electronic communication tools. Access to campus resources and databases through the World Wide Web is widespread. 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 e-mail from campus-provided modem connections. Many routine student transactions (registration and access to class schedules and grades) can be completed via the Web at the individual student's time and convenience.

Instructional Technology Services

Located on the lower level of the Library, Instructional Technology Services (ITS) helps faculty produce Web-based and multimedia learning resources. It also manages the Library's computer labs and satellite downlinks. With both audio and video equipment, ITS helps bring exciting new learning adventures to SPU'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 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 and Information Systems provides a central computer HelpDesk.

Computer Ownership

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

Admission and Graduate Education

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 have the following:

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

Probationary and Provisional Admission to Master's Degree Programs

Applicants with exceptional qualifications and recommendations and who meet all requirements except numbers 4 or 5 of the admissions requirements may be considered for admission to graduate education at the University on a probationary status. Students who meet all of the admission requirements but need to complete additional coursework before being admitted to a graduate program may be admitted on a provisional status.

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

Students who are fully admitted or placed on probationary status are eligible for up to \$18,500 of Stafford loan, provided all other eligibility requirements have been met. Students admitted on provisional status are eligible for only \$5,500 of Stafford loan for one consecutive 12-month period.

Admission and Program Requirements for Doctoral Programs

Seattle Pacific University 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 do the following:

1. Satisfactorily complete the approved program of studies.
2. Complete the minimum residence requirement of 33 credits required for the degree. The last 15 credits for the master's degree must be earned at SPU.
3. Complete no fewer than 27 credits on the master's degree after being admitted to a specific degree program.
4. Complete at least a 3-credit graduate course in Christian thought.
5. Maintain a cumulative grade point average of 3.0 or higher. No course in which a grade below C (2.0) is earned may apply toward a master's degree. If a student's cumulative GPA falls below 3.0, he or she will be placed on academic probation.
6. Maintain the 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.

6

Graduate Admission

7. Apply for the master's degree no later than the second week of the quarter before the student plans to graduate. For example, students expecting to graduate at the end of Winter Quarter should apply no later than the second week of Autumn Quarter. Application forms are available in graduate offices. Students who may reasonably complete all graduation requirements by the start of the following Autumn Quarter may seek special permission to participate in spring Commencement. This requires that the director of graduate studies for the student's program make such recommendation to the registrar.
8. Make application for any required comprehensive examination at least four weeks before the examination is scheduled and pay the comprehensive examination fee at Student Financial Services.
9. Pay the cost of binding the requested copies of the thesis/project (if applicable) to the appropriate graduate office.

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

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

Second Master's Degree

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

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

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

Standards of Scholarship for Graduate Degrees

1. No course for which a grade less than a C (2.0) is earned may be accepted toward a graduate degree. Higher standards may be required by specific programs.

2. All courses applied toward graduate degrees must be taken within the six-year period immediately preceding the granting of the degree. Doctoral programs length is noted in the specific program.
3. No more than nine credits taken at SPU before admission to a specific degree program will apply toward a graduate degree.
4. No more than 12 credits taken at other accredited universities can be transferred toward a specific degree program (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 that may be applied toward a graduate degree are determined by the individual graduate program. But in no case may more than 6 credits be applied toward the graduate degree. Only admitted students are eligible for the credit-by-examination option and examinations may be taken only in quarters in which the student is enrolled.
6. No more than 15 credits in independent study and research, including thesis, practicum or project credit, may apply toward a graduate degree. Doctoral programs do have different graduation requirements.
7. All graduate internship, thesis and project courses must be completed within three years of initial enrollment in the course. Students enrolled in such courses will receive a graduate in-progress grade of "G" until the course is completed. After a lapse of three years the "G" becomes permanent.
8. No graduate work taken at another institution during the time a student is working on a graduate degree at SPU may apply toward an SPU degree, unless the student has the prior written approval of the graduate director.
9. One-credit courses are not transferable and may not be applied toward a graduate degree.
10. Graduate 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

Located in lower Moyer, the Center for Learning offers four computers for student use, a Writing Center for consultations while 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 in 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 Center for Learning 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 ensure 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 U.S. 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 that provides nationally recognized excellence without primary regard for personal remuneration; administrative staff who works 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 SPU financial resources, with a goal of maintaining financial stability for both current and future students.

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

While every effort has been made to provide helpful and understandable explanations of the University's fees and financial policies, students may still have questions from time to time. Student Financial Services, 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 they will also feel that same commitment to excellence and service throughout all of the support areas of the institution.

2001-2002 Graduate Tuition and Fees

Summer 2001-Spring 2002

(per quarter for courses numbered 6000-7999)

Business Administration (M.B.A.) courses, per credit hour	\$455
Education courses, per credit hour	\$313
Education Administration courses, per credit hour	\$358
Information Systems Management courses, per credit hour	\$455
Marriage and Family Therapy courses, per credit hour	\$374
Nursing courses, per credit hour	\$342
Nurse Practitioner courses, per credit hour	\$342
Physical Education courses, per credit hour *	\$300
TESOL courses, per credit hour	\$313
Doctor of Education courses, per credit hour	\$393
Doctor of Psychology courses, per credit hour	\$405

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

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

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

**Students are required to complete 25 percent of the physical education master's degree in another professional school. The charge for those credits will be at the per-credit hour rate for those schools.*

Special Instruction, Examination, Certification and Other Credit Fees

Teacher Education

Internship fee, graduate, per quarter	\$75
---	------

Special Examination Fees

Credit-by-examination or challenge fees:	
Per-course examination fee	\$100
Per-credit-hour fee:	
Graduate 6000-7999 level courses	\$60

Administrative and Special Fees

Application fee (master's)	\$50
Application fee (Ed.D.)	\$50
Application fee (Psy.D.)	\$75
Matriculation fee*	\$50
Late registration fee**	\$50
Official transcript fee	\$3
Dissertation fee	varies from program to program
Thesis binding, per copy	varies from program to program
I.D. replacement card	\$20
Parking fee, per quarter***	\$40

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

*** Students may register for evening courses (courses beginning at 4:30 p.m. and later) through the first class session; however, a \$50 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 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 \$30 per quarter.*

Student Services Fees

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

Mailing credits for prepayment of first-class file mailings are as follows:

Teaching/school counseling placement files ... \$6 per mailing
(Excludes fax or special handling,
which will incur additional costs.)

Administrative placement files

.....	\$11 per mailing
-------	------------------

(Excludes fax or special handling,
which will incur additional costs.)

Re-activation Fee: If a placement file is not used during any given placement year(s), a reactivation fee of \$5 will be charged.

Psychological testing (administration, interpretation and counseling with regard to aptitude, skills, personality analysis and placement)

.....	based on actual costs
-------	-----------------------

.....	of materials and scoring
-------	--------------------------

Counseling Center services (per session)

.....	variable
-------	----------

Student Health Center services

Residential students, included in room-and-board charges	
Commuter students, faculty and staff	\$15 per quarter
.....	on first visit

.....	based on actual costs
.....	of materials



Costs and Financial Aid

Medical Insurance Fees

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

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

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

Financial Arrangements and Services

Registration

When a student has made a selection of preferred courses and accomplished the necessary preliminary steps of the enrollment process, registration materials are returned to the appropriate graduate office or Student Academic Services for entry into the system. When the student's enrollment is accepted by Student Academic Services, the student is obligated to pay for the contracted services in

accordance with the University's current schedule of charges. The registration contract between SPU and the student remains binding to both parties unless either party provides proper written notification (see also "Refunds and Account Adjustments").

Student Account System

A statement reflecting tuition and fee charges, payments, and past and current-due amounts will be sent to the student's local address each month. The University accepts checks, MasterCard or Visa. Checks should be made payable in U.S. 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 Ave. W., Seattle, WA 98119, or delivered in person to Demaray Hall 10.

Payment Policies

Students may choose to meet their financial obligations in two ways: (1) payment in full by the payment-in-full due dates, or (2) the two-month payment option. The student account must be paid in full to be able to register for subsequent quarters.

Payment in Full

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

Two-Month Payment Option

Students who are not able to pay in full on the quarterly payment-in-full due dates may participate 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 percent monthly interest charge will be assessed on the balanced owed after the payment-in-full due dates.

**Aid includes subsidized and unsubsidized Stafford loans.*

Employer Reimbursement Program/ Third-Party Billing

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

Students participating in the Boeing Tuition Voucher Program are subject to approval by the Boeing Company. Once the employee is approved, Boeing will send a list of all approved students to 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 more information about this program, contact Student Financial Services at (206) 281-2061.

Interest Charges on Past-Due Accounts

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

Unpaid Student Charges

A student who has delinquent financial obligations will not be permitted to register for subsequent quarters, attend classes or order official transcripts until such obligations have been satisfied. The University reserves the right to deny enrollment to any student who does not meet past-due obligations or fulfill financial commitments to the University. A continued failure to meet financial obligations may result in the referral of the delinquent account to an outside agency for collection of the total amount due, plus all collection costs applicable.

Late Registration Charges

A late registration fee of \$50 is charged if a student changes his or 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 it must also substantiate the validity of the request.

Petition forms are available on the forms rack in the Demaray lobby (first 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 \$50 late registration fee.

Credit Balances

The student, along with the presentation of an SPU ID card or other picture ID, must request withdrawals of credit balances from their account in writing. To allow adequate processing time, withdrawal of credit balances will take 24 hours from date of request. Please include the student identification number and signature and mail the credit balance withdrawal request to Seattle Pacific University, Student Financial Services 3307 Third Ave. W. Seattle, WA 98119, or fax the request to (206) 281-2835.

Refunds and Account Adjustments

If a student decides to add or drop courses, withdraw from school or delete other contracted services, an official change of registration must be processed. This may be handled by filing the change of registration form in Student Academic Services or on the SPU home page using the BANNER Information System via the Web.

If a student does not provide proper written notification to the University or on the SPU home page using BANNER, financial obligations will remain binding, regardless of whether or not classes were attended or whether or not any of the contracted services were utilized.

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

In the event that enrollment changes result in a refund, tuition will be refunded according to the schedule that follows. If the refund results in a credit balance on the account, the student may obtain a check 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. Any questions regarding tuition refunds should be referred to Student Financial Services.

Schedule of Tuition Refunds for Day and Evening Classes

(A week is defined as five business days beginning on the first day of the quarter. The summer refund policy and schedule is published in the *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. A student who was originally enrolled for 9 M.B.A. credits drops one 3-credit course the second week of class. The refund is as follows:

Tuition (9 credits)	\$4,095
Tuition for 6 credits (\$455 x 6)	<u>\$2,730</u>
Difference	\$1,365
75 percent refund	\$1,024
Tuition due on dropped course	\$341
2. A student completely withdraws from all M.B.A. courses in the second week:

Tuition (9 credits)	\$4,095
75 percent refund	<u>\$3,071</u>
Student owes	\$1,024

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 4 credits per term in a program leading to a degree.

Application Process

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

1. Complete the admission process and have been fully admitted to the graduate/doctoral program.
2. Submit a free application for federal student aid (FAFSA) to the federal student aid processor. The FAFSA may be completed via paper (a form can be obtained at any college financial aid office) or via the Web at www.fafsa.ed.gov.
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 post-baccalaureate/graduate information sheet 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 his or her 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, which 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 or her degree within a specified period of time and maintain a minimum GPA. In addition, the student must complete a minimum number of credits each academic term.

Minimum Grade Point Average

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

Minimum Credit Requirement

First-time financial aid applicants will have their previous academic records measured for satisfactory completion of 80 percent of the credit hours attempted at SPU. Students averaging 80 percent satisfactory completion of credits attempted will be eligible to be considered for financial aid. Graduate students must complete a minimum of 4 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 4 or more credits each quarter, but less than 80 percent of attempted credits each academic year, will be placed on financial aid probation during the subsequent quarter of attendance. During the quarter of probation, the student will be eligible to receive financial aid and must complete all attempted credits to have the probation status removed. If the student does not complete all attempted credits, the student will be ineligible for further financial assistance until enough credits have been completed to bring the student back into compliance with SPU's satisfactory-progress requirements.

A student who completes less than 4 credits in any quarter will be ineligible for further financial assistance. To regain eligibility for financial assistance, the student must

complete a minimum of 4 credits in a term. These credits may be taken at another institution and transferred to SPU or they may be taken at SPU without receiving aid.

Petitions for Reinstatement of Eligibility

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

Graduate Assistantships

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

Scholarships and Grants

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

- *Grants for Graduate Students*, Peterson's Guide
- *How to Find Out About Financial Aid: A Guide to Over 700 Directories*, Gail Schlachter, ed.
- *Scholarships, Fellowships and Loans*, Feingold and 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 or her combined load does not total more than the number of credits permitted as a normal graduate load for the registration period. No more than 15 credits of 6000-level work may be taken in one quarter without permission of the university registrar. Unless granted permission in advance by the director of graduate studies of their degree program, master's students may take no more than 12 credits during the Summer Quarter and no more than 6 credits in any four-week period.

Students employed full time should take no more than 8 credits per quarter. Financial aid recipients must carry a minimum of 4 regular on-campus credits to receive financial aid.

Registration

Class Registration

Dates for registration are published in the University calendar found in the *Graduate 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 at (206) 281-2669
3. Via mail to
Student Academic Services
3307 Third Ave. W.
Seattle WA 98119
4. Via SPU's home page (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 home page on the Web (www.spu.edu). On the Web, registration for the quarter begins with advance registration and ends on the fifth day of the quarter at 5 p.m. Once Web registration has ended, students must come to Student Academic Services, 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 *Graduate 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 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 \$50 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 and problems with immigration. The petition must not only voice the request, but it must also substantiate the validity of the request. Petition forms are available on the forms rack in the Demaray Hall lobby (first floor). 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 \$50 "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 Web. Directions are provided on these forms that outline the process students need to follow to waitlist a class. The waitlist program concludes at 11:59 p.m. on the second day of the quarter.

Students may choose to withdraw from a waitlisted course by filling out an add/drop form in Student Academic Services or by dropping it via the Web.

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, or 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 withdrawal 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 this *Catalog*. Student who register but do 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 or her class. If a student knows that he or she will miss the first class, it is best to notify the instructor to avoid being withdrawn from the class.

Administrative Withdrawals Requested by Student Financial Services

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 that is counted in points. Except in cases of clerical error, no instructor may change a grade that he or she has submitted to Student Academic Services. In addition, grade changes may be made only in the quarter following the course.

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

*Grades below 2.0 will not count toward a degree.

Au	Audit
I	Incomplete
G	Graduate in progress (3 year limit)
N	In progress (1 year limit)
NC	No credit - used only with the pass/no credit option
P	Pass - used only with the pass/no credit option
W	Withdrawal with official approval

Use Of I, G, N, W Grades

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

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

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

Withdrawal with official approval during weeks 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 9 additional credits in the graduate program in which they have been admitted. Failure to bring the cumulative GPA to 3.00 or higher by the completion of the additional 9 credits will result in dismissal from the program and from SPU. In addition, a graduate student cannot graduate with a cumulative GPA below 3.00.

Academic Appeals Policy

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

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

1. Faculty member at the course level
2. Graduate program director
3. Dean
4. Vice president for academic affairs
5. President

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

1. Graduate program director or Student Academic Services (Check with advisor for the appropriate venue for petition.)
2. Graduate Policy and Evaluation Committee
3. Dean
4. Vice president for academic affairs
5. President

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

Guidelines

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

Academic Integrity

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

Guidelines for Penalties Against Academic Dishonesty

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

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

the graduate director is the instructor) in writing with supporting evidence. The penalty imposed will be commensurate with the degree of offense, from loss of credit for the work involved in the infraction to loss of credit for the entire course, such penalty to be determined in consultation with the graduate director (or school dean as appropriate). The student may appeal this action by following the process and procedures previously outlined.

4. In the case of repeated offenses, or of flagrant dishonesty that warrant probation or dismissal from the University, charges will be made in writing by the instructor to the appropriate school dean. The student may appeal this action through the dean to the vice president for academic affairs and then to the president of the University.
5. If the act of dishonesty is associated with a criminal act (e.g., breaking into a faculty office) or with concerted group effort (all or part of a class), such cases will be immediately referred to the vice president for academic affairs.

Graduation and Honors

Graduation

All master's and doctoral degree students who wish to participate in 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 Session, have a cumulative GPA of 3.5 or above and demonstrate outstanding scholarship, service to the community, leadership and future potential.

Transcripts

Official transcripts are released only on written authorization of the student whose records are requested. The University reserves the right to deny official transcript services for indebtedness to the institution. Official transcripts may be released to students. Students may view an unofficial copy of their transcript over the SPU home page at www.spu.edu. Each official transcript costs \$3. If the student has an account, official transcripts are released only if the account is paid in full. Students may request an unofficial copy of their transcript at no charge, or print a copy off the Web.

Transcripts contain the student's entire academic history while at SPU. This includes undergraduate work (0001-4999 courses), professional advancement courses (5000-5999), graduate work (6000-7999) and continuing education units (CEU, or non-degree work). Undergraduate, graduate and CEUs are segregated on separate pages of the 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 the name that 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.

Student Records: FERPA Policy

The SPU Family Educational Rights and Privacy statement can be found on the SPU home page at www.spu.edu/depts/sas/ferpa.html. A copy of the University policy is available in the Office of Student Life or Student Academic Services.

Change of Personal Information

It is a 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 Student Academic Services and Student Financial Services. Students who wish to change their names (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 people 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 by calling (206) 281-2031.

Class Status

Visiting Graduate Students

Students who have been admitted to a master's degree program in another accredited institution may enroll for up to 9 credits at SPU, with the approval of the program from which courses are to be taken. To gain admission to 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 who desire to take a particular 6000-level course but not planning to work toward a graduate degree or certificate may register for the course only with the advance approval of the director of graduate studies of the program from which the course is to be taken. Such students will be classified as graduate non-matriculated students. Permission to register as a non-matriculated graduate student is always on a space-available basis. If a non-matriculated graduate student later applies and is accepted for admission to a graduate program, the credits earned in a course as a non-matriculated graduate student may be used in meeting master's degree requirements only if (1) a grade of B or better was achieved in the course, and (2) the course was taken within the three-year period prior to admission to the program. In no case may more than 9 credits taken before admission to a program be used toward master's degree requirements.

Student Transportation Policy

Academic courses usually do not require the transportation of SPU students from campus to another location unless so stated in the course 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. The Office of Safety and Security need not be notified of all officially sponsored travel. Any exception to this policy must be approved in advance and in writing by the vice president for business and planning.

Academic Structure of Graduate Programs

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

College of Arts and Sciences

Physical Education (M.S.)
Teaching English to Speakers of Other Languages (TESOL) (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.)

SEATTLE PACIFIC UNIVERSITY

**College of
Arts and Sciences**

College of Arts and Sciences

Department of Physical Education

Royal Brougham Pavilion
(206) 281-2081
www.spu.edu/depts/pe

**Dan Tripps, Chair, JoAnn Atwell-Scrivner, Robert Grams,
Jarrett Mentink, Robert Weathers**

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 address comprehensively the discipline of physical education. Within that 36-credit core, students will have the choice of either completing a project (PE 6960), a practicum (PE 6930) or an internship (PE 6940). The additional 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, 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 better able to do the following:

- Access information in the related physical education disciplines, both from research and applied sources.
- Dialogue rationally with colleagues in regard to essential questions pertaining to the related physical education disciplines.

- Write in an organized, logical, documented and convincing manner.
- Work effectively on "team" projects in which responsibilities must be divided and coordinated in order to develop a high-quality final product.
- 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 the following:

- 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 achieve optimal and consistent performance. Students who select the pedagogy specializa-

tion 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 12 credits in the School of Business.

Scheduling

Courses are offered weeknights during the regular academic year (i.e., Autumn, Winter and Spring Quarters) and in the morning during summers to allow students to pursue the degree on a year-round basis without employment interferences. Students normally begin coursework during the Summer Quarter. Specialization courses may be taken during any quarter. Students are strongly encouraged to complete the degree within two years to maintain personal progress and to facilitate stability in the size of each cohort, and they are 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 and Event Management	PE 6702 Psychology of Leadership PE 6601 Curriculum and Instruction PE 6930, 6940, 6960 Practicum, Internship, Project
Autumn	PE 6970 Research Design PE 6701 Sociocultural Bases	PE 6602 Organization and Admin. (Specialization Course)
Winter	PE 6801 Physical Activity, Fitness and Well-Being (Specialization Course)	PE 6631 Faith, Values, Ethics in Sport PE 6603 Legal Issues (optional course)
Spring	PE 6802 Enhancement of Human Performance PE 6803 Health Promotion (optional course)	PE 6990 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 each quarter in-person, by telephone or e-mail about program and/or schedule changes and about special events. In addition, whenever 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 grade point average (GPA) once 9 credits have been completed; achieve at least a C (2.0) in all courses required for the degree.

A student may be dropped from the program if the following occurs:

- Her or 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 percent rate.
- It is determined that she or he has behaved in an unprofessional or unethical manner during classes or during an internship.

Academic Probation

Any graduate student whose cumulative GPA falls below 3.0 shall be placed on academic probation. Students on probation may take up to 9 additional credits in the graduate program in which they have been admitted. Failure to bring the cumulative GPA to 3.0 or higher by the completion of the additional 9 credits will result in dismissal from the program and from 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 8 graduate credits from another regionally accredited institution. A transfer of credit may be appropriate when it can be determined that the coursework is equivalent to required and specialization coursework. Transfers are normally granted for courses that have been completed within the past five years.

Teaching Endorsement in Physical Education

Students who seek to combine the completion of the master's program with a teaching endorsement in physical education will need to take several additional courses in addition to those offered in this program (see pedagogy advisor for more information).

Master of Science in Physical Education With Initial Teaching Certification

Students seeking initial teaching certification may combine the master of science program with School of Education courses. (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 Quarter of the second year.

Contact Persons

Dan G. Tripps, Ph.D., chair and program director; e-mail dtriggs@spu.edu, or phone (206) 281-2896.

Karyn Kiemele, graduate program coordinator; e-mail kkiemele@spu.edu, or phone (206) 281-2391.

Degree Requirements for Master of Science in Physical Education (M.S. Physical Education) (48 credits: 36 core; 12 specialization)

Physical Education Core Courses (36 credits)

Choose 11 of the following 13 options:

- 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 6603 Legal Issues in Sport (3)
- PE 6803 Health Promotion (3)
- PE 6605 Finance and Promotion (3)
- PE 6802 Enhancement of Human Performance (3)
- *PE 6631 Faith, Values and Ethics in Sport (3)
- *PE 6970 Research Design (3)
- PE 6702 Psychology of Leadership and Achievement (3)
- PE 6601 Curriculum and Instruction in Sport Skills (3)
- *PE 6990 Issues Colloquium (3)

**Required courses*

Choose one of the following three options:

- PE 6930 Practicum (3)
- PE 6940 Internship (3)
- PE 6960 Project (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 and Production (3)
- EDTC 6433 Teaching With Technology (3)
- EDTC 6535 Issues and 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)

Complete 12 credits or more from the following courses:

- NUR 6101 Leadership in Nursing Practice: Individual and Small Group (3)
- NUR 6102 Leadership in Nursing: Organizations and Health Service Systems (4)
- NUR 6103 Leadership in Nursing: Health, Policies and World Community (4)
- *NUR 6951 Clinical Pathophysiology (3)
- NUR 6952 Issues of Older Adults (3)
- NUR 6956 Advances in eHealth Practice (3)
- *NRNP 6830 Health Promotion and Assessment (5)
- NRNP 6915 Women's Health (3)
- NRNP 6957 Legal and Entrepreneurial Issues for Advanced Nurse Practitioners (3)

**Prerequisites: statistics, anatomy and physiology*

Timeline Sequence for Program Completion

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 program coordinator two quarters prior to completion of degree.
3. Student registers for Issues Colloquium (PE 6990) during Spring Quarter, with all core courses completed and no more than 6 specialization credits left to complete.
4. Degree is awarded after all courses have been satisfactorily completed (see "Standards of Scholarship" section) and grades have been placed on the transcript, and all bills are paid.

It will take two to four months from the time that the degree is 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) This course focuses on teaching and coaching effectiveness by examining methodology, assessment, motivation and innovative programming. Special attention will also be given to motor-learning theory, fitness promotion and safety. Class open to graduate level.

PE 6602 ORGANIZATION AND ADMINISTRATION (3)

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

PE 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 level.

PE 6605 FINANCE, PROMOTION AND EVENT MANAGEMENT (3)

The course provides information regarding the financing, marketing and operations of regular programs or special events. The course is divided into three sections. The first section addresses procurement of funds, including sales, licensing, corporate participation, grant and proposal writing, asset and debt financing; it 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 theoretical or real event scheduled for the following summer. Class open to graduate level.

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 that includes moral imperatives for fair play, humane treatment of others and prudent utilization of personal and corporate resources. Class open to graduate level.

PE 6701 SOCIOCULTURAL BASES 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 level.

PE 6702 PSYCHOLOGY OF LEADERSHIP AND ACHIEVEMENT

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

PE 6801 PHYSICAL ACTIVITY, FITNESS AND WELL-BEING (3)

A study of epidemiological methods and evidence regarding the relationships among physical activity, fitness and well-being. Methods for assessing and promoting physical activity and fitness are also considered. Class open to graduate level.

PE 6802 ENHANCEMENT OF HUMAN PERFORMANCE (3)

Prerequisite: PE 6801 or instructor's permission. The course reviews the scientific principles of musculoskeletal, aerobic and anaerobic training, the scientific principals of motion, and the psychological and sociological factors that enhance personal fitness, sport-specific conditioning, and positional expertise and skill in sports. Class open to graduate level.

PE 6803 HEALTH PROMOTION (3)

This course is designed to highlight content in primary and secondary prevention as it relates to health promotion practice within communities, families and individuals. The course explores interdisciplinary research relevant to health promotion, disease prevention and screening. Students will critique and implement strategies for incorporation into future worksite positions. This course prepares the student to work with families of diverse structure, economic and cultural backgrounds across the health/illness continuum within the context of the health care needs of the individual and community. Class open to graduate level.

PE 6804 SPORT MEDICINE AND INJURY MANAGEMENT (3)

Examines the physiology and anatomy of trauma, inflammation and the healing process. The physiology, rationale and protocols for cryotherapy and thermotherapy are explored. Attention is given to causes and prevention of acute and chronic injuries. Examines current literature relating to the assessment, treatment and rehabilitation of athletic injuries. Class open to graduate level.

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

PE 6930 PRACTICUM (1-3) Provides practical experience with members of the SPU community. Practicum requirements include observations, journal entries and oral presentation to an accompanying course and approved assessment strategy. May be repeated for credit up to 3 credits. Class open to College of Arts and Sciences majors. Class open to graduate level.

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 level.

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 College of Arts and Sciences majors. Class open to graduate level.

PE 6970 RESEARCH DESIGN (3) Considers the issues and concerns that 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 College of Arts and Sciences majors. Class open to graduate level.

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

Faculty

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

Robert R. Drovda, *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.

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

Jennifer L. Hoffman, *Adjunct Instructor*; B.S., Washington State University, 1989; M.A., Seattle University, 1998. At SPU since 2000.

Jarrett W. Mentink, *Assistant Professor of Physical Education*; B.A., University of Washington, 1993; M.A., Washington State University, 1988; Ph.D., Washington State University, 2001. At SPU since 2001.

John R. Olson, *Instructor of Physical Education*; B.A., University of Washington, 1977; M.A., University of Washington, 1979; J.D., University of Puget Sound, 1987. At SPU since 2001.

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

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

College of Arts and Sciences M.A. – TESOL Program

Marston Hall
(206) 281-2670
www.spu.edu/depts/tesol

Kathryn Bartholomew, *Director*; **Katya Nemtchinova**;
Nancy McEachran, *Practicum Coordinator*

Teaching English to Speakers of Other Languages: TESOL (M.A.)

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

We offer the following:

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

Degree Description

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

Scheduling

The 3-credit courses generally meet 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. This makes full or part-time employment possible. Students are also free to take only one or two courses per quarter, as other obligations must be met, or to take up to 9 credits per quarter. All coursework must be completed within six years.

Admission Requirements

1. Hold a bachelor's degree from a regionally accredited college or university or its equivalent.
2. Submit letters of recommendation from at least two people. The letters submitted must come from unrelated individuals familiar with the applicant's intended field of study.
3. Submit an official copy of transcripts from the college or university that granted the bachelor's degree and any institution attended since that time.
4. Present a GPA of at least 3.0 (4.0 = A) in the last 45 quarter credits of coursework completed before applying for admission or in all undergraduate work, whichever is higher.
5. Present an acceptable score on the appropriate entrance examination (for GRE, a minimum combined score of 950 on the verbal and analytical portions; for MAT, a minimum of 35).
6. Submit an essay as the response to questions provided in the application packet.
7. Provide proof of English proficiency if English is not the first language (TOEFL paper-based score of at least 600 or its equivalent on the computer-based test).

8. Provide an affidavit of support reflecting financial support covering each year of intended enrollment if the applicant is not a citizen or permanent resident of the United States.
9. Complete an application for the M.A.-TESOL program and include the \$50 application fee.

The complete application packet must arrive in the M.A.-TESOL office by the applicable deadline below for admission to that quarter:

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

Program Curriculum

Our program prepares you for teaching in colleges and universities, foreign countries and various language institutes within the United States. The program may be completed in 18 months of full-time coursework. In some cases, practica scheduling and other considerations may extend this period.

Prerequisites

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

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

M.A.-TESOL Degree (54 credits)

Academic Preparation (18 credits)

LIN 6145	Phonology (3)
LIN 6150	Morphology (3)
LIN 6410	Syntax (3)
LIN 6200	Second Language Acquisition (3)
TESL 6650	Professional Issues and Ethics (3)
EDU 6085	Values and Ethics in Education (3)
<i>or</i>	
THEO 6070	Comparative Religion (3)

Pedagogy (21 credits)

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

Electives (6 credits)

Select from the following:

COM 6180	Cultural Communication
LIN 6601	History of English Language
LIN 6400	Comparative Syntax
EDRD 6507	Language Development
TESL 6600	Bilingual Education
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 level.

LIN 6145 PHONOLOGY (3) Prerequisite: LIN 2100 or equivalent. A thorough study of sound systems and processes, with problem-solving experience in the analysis of English and other languages.

LIN 6150 MORPHOLOGY (3) Prerequisite: LIN 2100 or equivalent. 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) Prerequisite: LIN 2100 or equivalent. 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 THE ENGLISH LANGUAGE (3) Examines Anglo-Saxon, Middle and modern forms of English in historical development and individual language systems. Includes phonology, morphology, syntax and some of the relationships of each language stage to literary expression during its era. Offered alternate years.

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

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

TESL 6300 TECHNOLOGY IN LANGUAGE TEACHING (3) This course is designed to develop an understanding of how to effectively integrate technology such as audio, video, computer software, the Internet and e-mail into the communicative language classroom. Class open to TESOL majors.

TESL 6400 TEACHING ESL GRAMMAR (3) This course has a twofold purpose: to help M.A.-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 that 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 or equivalent. 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 level.

TESL 6650 PROFESSIONAL ISSUES AND ETHICS (3) Examines the characteristics of ethical leaders and the influence of core values on teaching. Attention is given to the issues involved in being an effective teacher/leader and colleague in a work environment that is often challenging and unpredictable. Students are invited to reflect on these issues in light of Christian faith and beliefs.

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 they write a brief summary at the end of the quarter. Non-native speakers of English may substitute an additional elective if they so choose. Class open to TESOL majors.

TESL 6940 TEACHING PRACTICUM PHASE I (3) 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 meet with host instructors and the practicum coordinator on a regular basis who make recommendations about students' readiness to proceed to Phase II. Class open to TESOL majors.

TESL 6941 TEACHING PRACTICUM PHASE II (3) Registration Approval: graduate director. Students attend class two hours daily continuing with one of the Phase I teachers. In this phase, practicum students gain actual teaching experience. Students teach about 15 hours during the quarter at the host teacher's discretion. Some of these hours are done consecutively so the student can get the feel of implementing long-term instructional plans. Phase II gives the student opportunities to teach and receive immediate feedback and reflection from the host teacher. Students are observed by the practicum coordinator two to four hours for feedback. The decision as to whether the student is ready to leave Phase II or continue for one or more additional quarters is made by the M.A.-TESOL Committee, guided by the recommendations of the practicum coordinator and the host instructor. Class open to TESOL majors.

Faculty

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

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

Nancy McEachran, *TESOL Practicum Coordinator*; M.S., Eastern Washington University, 1985; M.A., Seattle Pacific University, 1998. At SPU since 2000.

SEATTLE PACIFIC UNIVERSITY

**School of Business
and Economics**

School of Business and Economics

David L. McKenna Hall
(206) 281-2753
www.spu.edu/depts/sbe

Jeff Van Duzer, *Dean*, **Gary Karns**, *Director*, **Denise Daniels**, **Douglas Downing**, **Al Erisman**, **Randal Franz**, **Loren Gustafson**, **Dan Hess**, **Katarina Keller**, **Herbert Kierulff**, **Kenneth Knight**, **Joanna Poznanska**, **James Rand**, **Regina Schlee**, **Gerhard Steinke**, **Ross Stewart**, **Carolyn Strand**, **Lisa Surdyk**, **Kenman Wong**

Business Administration (M.B.A.)

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

Admission

In addition to general University requirements for admission, applicants must submit a three- to four-page personal essay and a current résumé. Evidence of substantive work experience (a minimum of one full year; more preferred) is a significant factor in the admission decision process. 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 for the computer-based test (or equivalent TOEIC scores).

Pre-Qualified Students

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

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

Contact

Admission into the M.B.A. program at Seattle Pacific University is administered by the School of Business and Economics. All correspondence and admission materials should be directed to the assistant graduate director. Questions or requests for an admission application may be directed to the assistant graduate director at (206) 281-2753, faxed to (206) 281-2733 or via e-mail or the Internet at mba@spu.edu or www.spu.edu/sbe.

Program Curriculum

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

27

Business Administration

**Pre-M.B.A. Foundations Core Courses
(27 credits)**

Skills in word processing, spreadsheets and databases are expected upon entry into the program.

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

Advanced Courses (30 credits)

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

Elective Courses (15 credits)

BUS 6300	Human Resource Management (3)
BUS 6301	Labor and Employee Relations (3)
BUS 6302	Performance Management (3)
BUS 6303	Compensation and Benefits (3)
BUS 6305	Managing Cultural Diversity (3)
BUS 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 6212	Information Modeling and Database Management (3)
ISM 6313	E-business Models and Strategy (3)
ISM 6245	Networks and E-business Infrastructure (3)

Other information science management courses may also be selected as M.B.A. electives. (See "Master of Science Information Systems Management" courses.)

Pre-M.B.A. Core Course Waiver Policy

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

Waivers are granted for prior coursework if the content is equivalent, the bachelor's degree was earned within

seven years (or ongoing work experience assures currency), and the course grade was at least B. (*Note: The information systems management course should have been taken within three years of admission. If it is more than three years old, a competency test must be taken to waive the course.*)

If the bachelor's degree is more than seven years old (and work experience does not assure ongoing currency), or the grade was less than B but not less than C+, then students may take a competency test to waive the course.

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

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

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

Transferring Advanced or Elective Courses

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

Advising for Course Selection

To progress through the M.B.A. program in the most efficient manner, it is recommended that students complete the required pre-M.B.A. foundations core and advanced courses in the following order. As a general rule students should try to complete the courses in each set before beginning the next set. Students should verify that they meet course prerequisites with the assistant graduate director.

Care should be taken when planning for elective courses, because many of these may only be offered once each year and a few are offered only every other year. M.B.A. students may take information systems management courses as M.B.A. electives.

Set One

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

Set Two

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

Set Three

- BUS 6210 Managerial Economics (3)
BUS 6266 Leadership in Organizations (3)
BUS 6263 Designing Organizations (3)
BUS 6280 Global Political Economics (3)

Set Four

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

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

** BUS 6132 should precede BUS 6120.

Note: Certain courses are scheduled to provide a logical progression through the subject matter. One such sequence starts with financial accounting Autumn Quarter and ends with managerial finance in Spring Quarter.

Course Descriptions

BUS 6110 MACROECONOMICS FOR MANAGERS (3)

Registration Approval: Coordinator. Analyzes aggregate demand, national income, employment and price level, and describes fiscal and monetary policy. Particular emphasis is given to the application of macroeconomic theory to the analysis and forecasting of economic trends and cycles, business condition analysis and strategic planning in the firm. Examines current economic conditions. Class open to graduate level.

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. Class open to graduate level.

BUS 6130 FINANCIAL ACCOUNTING (3) Registration Approval: Coordinator. Covers the principles, concepts and procedures underlying the preparation and interpretation of financial statements. Class open to graduate level.

BUS 6132 MANAGERIAL ACCOUNTING (3) Registration Approval: Coordinator. Prerequisite: BUS 6130. Completes certain financial accounting topics not covered in BUS 6130 and introduces the principles of managerial accounting. The course describes the development and use of accounting for management planning, control and decision-making. Class open to graduate level.

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 level.

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

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

BUS 6170 INFORMATION SYSTEMS MANAGEMENT (3)

Registration Approval: Coordinator. Introduces the basic framework and key concepts of information systems. Primary focus is on the strategies and programs needed to manage information as a strategic resource. Explores management and effects of information technology and the internet on business in an environment of technological and organizational change. Reviews information technology skills needed by managers. Course Equivalent: ISM 6211. Class open to graduate level.

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

BUS 6201 CHRISTIAN VALUES, ETHICS AND THE MARKET-PLACE (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 level.

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 level.

BUS 6210 MANAGERIAL ECONOMICS (3)

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

BUS 6220 FINANCIAL ANALYSIS (3)

Registration Approval: Coordinator. Prerequisite: BUS 6120. Provides experience in applying concepts and tools of financial analysis to evaluate financial performance and value investment opportunities. Class open to graduate level.

BUS 6250 MARKETING ANALYSIS (3) Registration Approval: Coordinator. Prerequisites: BUS 6120, 6150, 6210, 6260. Provides experience in strategic marketing decision-making and application of tools for evaluating market opportunities and marketing performance. Addresses various marketing contexts, including e-businesses. Class open to graduate level.

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

30

Information Systems Management

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 the effectiveness of organizational structures and processes and the effects of information technology on organization design. Class open to graduate level.

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

BUS 6280 GLOBAL POLITICAL ECONOMICS (3) Registration Approval: Coordinator. Prerequisite: BUS 6110. Considers international economic relations, comparative national systems and global economy, with focus on 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. Also addresses the implications of the Internet on international business. Class open to graduate level.

BUS 6299 STRATEGIC POLICY AND PLANNING (3) Registration Approval: Coordinator. Prerequisites: BUS 6202, 6220, 6250, 6263, 6280. Develops students ability to think strategically. Gives experience in analyzing and solving complex strategic business issues. Blends functional and strategic management, and introduces students to the best new thinking in strategy. Integrates previous M.B.A. learning and instills a broadened perspective. Class open to graduate level.

BUS 6300 HUMAN RESOURCE MANAGEMENT (3) Registration Approval: Coordinator. Introduces students to principles of effective management of human capital in organizations. Theory, research and practice in the areas of strategic human resource planning, job analysis, recruiting and selection, training and development, performance management, compensation and benefits, as well as government regulation relating to these practices are examined. The course is taught from a general management perspective. Class open to graduate level.

BUS 6301 LABOR AND EMPLOYEE RELATIONS (3) Registration Approval: Coordinator. Prerequisite: BUS 6300. Survey course designed to help the student understand American labor history, why employees join labor unions, the basics of collective bargaining, media relations, grievance handling, unfair labor practices and negotiating techniques and strategies. Class open to graduate level.

BUS 6302 PERFORMANCE MANAGEMENT (3) Registration Approval: Coordinator. Addresses ways to improve employee performance through the development and implementation of strategic performance management systems. The various kinds of systems used by organizations to evaluate and reward employee performance appraisal are covered. Topics include goal setting, coaching, giving feedback and employee discipline. Class open to graduate level.

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

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

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

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 level.

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

BUS 6367 PROJECT MANAGEMENT (3) Registration Approval: Coordinator. 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 level.

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

BUS 6390 ENTREPRENEURIAL MANAGEMENT (3) Registration Approval: Coordinator. Prerequisites: BUS 6250, 6263. Examines the characteristics of the entrepreneurial personality and the processes for the development of new ventures, including e-business and technology-based ventures. Students prepare business plans and interact with entrepreneurs. Class open to graduate level.

BUS 6900 INDEPENDENT STUDY (3-6) 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 6 credits. Class open to graduate level.

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

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

BUS 6969 PRACTICE OF BUSINESS (3-6) Registration Approval: Coordinator. Prerequisites: BUS 6220, 6250, 6263. The student applies the tools and concepts learned in other disciplines to a major strategic project of his or her own design such as a new business venture, an acquisition, a corporate reorganization or similar undertaking. A proposal/learning contract signed by the student and sponsoring faculty member must be approved by the graduate program director. May be repeated for credit up to 6 credits. Class open to graduate level.

Information Systems Management (M.S.)

We live in a society 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 they rely upon rapid access and evaluation of accurate information for their survival.

The application of information technology and information systems is changing not only the way organizations do business, but also the organizational structures. Competition and cooperation in our global, networked and dynamic

environment has created a need for people who can work together in teams and apply information technology and information systems to meet organizations' information requirements.

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 program prepares students to integrate information systems and business processes as project managers, information managers and, ultimately, as a CIO.

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 information systems management (I.S.M.) program are to develop student ability to do the following:

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

Admission

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

Pre-Qualified Students

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

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	May 1
Winter/January	November 1
Spring/March	February 1
Summer/June	May 1

Contacts

Admission into the master of science-I.S.M. program at Seattle Pacific University is administered by the School of Business and Economics. All correspondence and admission materials should be directed to the assistant graduate director. Questions or requests for an admission application may be directed to the assistant graduate director at (206) 281-2753, faxed to (206) 281-2733, or via e-mail or the Internet at ism@spu.edu or www.spu.edu/sbe.

Program Curriculum

The curriculum consists of prerequisites and background courses (which may be waived by previous coursework), 12 required courses and three elective courses.

Prerequisites

Students must present familiarity with programming or Web development. Skills in word processing, spreadsheets and databases are also prerequisite.

Background Courses

Background courses generally precede and are sometimes prerequisite to other core or elective courses. Background courses (6 credit hours) cover basic business processes that must be understood to achieve the program's objectives. Many students have covered some or all of this subject matter in an undergraduate program. If so, it is possible to waive background courses on the following basis:

1. If the student has a bachelor's degree that was earned within seven years of admission to the I.S.M. program, any courses completed that cover the same body of knowledge as background courses in the I.S.M. 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 I.S.M. 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 I.S.M. course will be waived. If not, the student must take the I.S.M. course as a regular student or successfully complete a credit by examination test for which tuition and an examination fee are charged.

SEATTLE PACIFIC UNIVERSITY

School of Education

School of Education

Peterson Hall
(206) 281-2214
www/spu/edu/depts/soe

Pitts, Mark, Dean, Lisa Bjork, Rick Eigenbrood, Arthur Ellis, Susan Franklin, Gregory Fritzberg, Patricia Hammill, Sharon Hartnett, Frank Kline, Linda Montgomery, Raymond Myers, William Nagy, Annette Robinson, William Rowley, Janine Jones, Christopher Sink, Peter Smith, Richard Smith, David Steele, Nicole Swedberg, Sharon Young

As a community of learners, Seattle Pacific University is committed to evangelical Christian faith and values, and to excellence in teaching and scholarship for the intellectual, personal and spiritual growth of students.

The mission of the SPU School of Education is to prepare educators for service and leadership in schools and communities by developing their professional competence and character within a framework of Christian faith and values.

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

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

Master of Education (M.Ed.)

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

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

The master of education degree represents a carefully articulated sequence of advanced courses that are natural extensions of the student's undergraduate academic and professional coursework and teaching experience. Courses emphasize both theory and practice. A successfully completed SPU master's degree in education gives an individual the following:

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

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

Graduate Education Programs Offered

Master of arts in teaching (secondary)

Master of education degree

- Curriculum and instruction with specializations in teaching and learning
- teaching and learning (online)
- 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 superintendent's certification

35

Master of
Education

Admission Requirements

Master of Arts in Teaching

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, specific program admission requirements include a score of 35 or better on the MAT or 950 or better on the GRE (verbal + quantitative). Admission and application information can be obtained from the School of Education by calling (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 or she plans to teach. (Endorsements are state-approved subject areas to be taught. A list of these is available in the School of Education.) Appointments are available for transcript evaluations so prospective students can begin work on any areas of the primary or supporting endorsement before entering the program. Call (206) 281-2214 for an appointment.

Online Master's Degree in Education

The master's degree in education in curriculum and instruction 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 6 credits. Call (206) 281-2378 for more information.

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 coursework is to begin.

In addition to general requirements of the University, specific program admission requirements include verification that a program for teacher's certification was completed. Applicants to degree programs should have obtained a score of 35 or better on the MAT, or 950 or better on the GRE (verbal + 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 by calling (206) 281-2210.

Policies for Summer Courses

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

Exception: If students enroll in EDU 6970 Educational Statistics or EDU 6971 Introduction to Graduate Research during the summer, they are permitted to take only one additional 3-credit graduate class per session because the courses, Educational Statistics and Introduction to Graduate Research, extend the full eight weeks of Summer Session. This limits the maximum credits to 9 for that summer.

Off-Campus Courses

Occasionally, graduate education courses are offered at such off-campus locations as the Olympic Educational Service District in Bremerton, ESD # 113 in Olympia and at the Federal Way School District Administrative Office in Federal Way. Please request a yearly time schedule from the School of Education by calling 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 during the preceding 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 Session. Summer Quarter 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 Session.)

Master's Thesis

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

Thesis research is conducted under the direction of a three-person committee, with a chairperson (selected by the student) responsible for the majority of guidance given to

the student. Mentoring of the student is a primary concern. A copy of the thesis will be bound and kept in the SPU Library. The student may, but is not required to, order one or more copies for their own use.

A thesis should be at least 6 credits, but may be as many as 15. It is not a requirement for a master of education degree but an elective. A thesis is strongly recommended for those intending to apply for doctoral studies in the future. Individuals wishing to complete a thesis should contact the graduate program manager well in advance for written procedures.

EDU 6970 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), who is responsible for the majority of guidance given to the student. Mentoring of the student is a primary concern.

A project should not exceed 3 credits. It is not a requirement for a master 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 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 or she was enrolled. The exam is usually taken during the last quarter of coursework or the first quarter thereafter. In all cases it is written. The educational leadership degree also includes an oral defense of the written responses.

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

Certification

Continuing Teacher's Certificate

Any SPU master's degree within the School of Education may be used to fulfill the academic requirement for the continuing teacher's certificate. Applications for this credential can be requested from and processed by the 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.

The professional certificate will replace the continuing teacher's certificate for those teachers who originally obtain the residency certificate.

Other Washington State Certificates

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

- **Residency teacher.** (Applies to master of arts in teaching only.) Students pursuing the master of arts in teaching will be required to apply after the "initial certification" portion of this degree is satisfactorily completed.
- **Initial teacher (renewal).** Those who need to renew an initial teacher's certificate apply while their graduate program is in progress, provided 15 quarter credits have been completed since the currently valid credential was issued.
- **Initial school counselor.** Students enrolled in a program meeting qualifications for school counselor's certification (ESA) should apply soon after program completion for certification.
- **Initial school 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 by calling (206) 281-2214.

Curriculum and Instruction Program

Teacher-related graduate degrees requiring residency certification as a prerequisite have been consolidated within one department at SPU – curriculum and instruction. This is considered the “umbrella” master’s program that 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 online master of education 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 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 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 people 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 has completed an approved program for teacher certification prior to enrollment. Exceptions should be approved through the graduate program manager by calling (206) 281-2378.

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 is permitted. Courses from the math/earth science endorsement programs offered during Summer Quarter 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* bulletin available through SPU’s Continuing Education Department by calling (206) 281-2121.
- The online curriculum and instruction program includes the following elective courses:

EDTC 6431	Learning With Technology
EDTC 6433	Teaching With Technology
EDCO 6676	Students at Risk: Assessment and Intervention
EDRD 6507	Language Development 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 follow. These may be taken in any quantity or combination. Graduate degree offerings from other departments on campus are shown in the *University Time Schedule*, available through the Office of Student Academic Services by calling (206) 281-2031. Professional education (5000-level) courses are listed in the *SPIRAL* catalog, available through the Continuing Education Department by calling (206) 281-2121. A maximum of 6 credits of professional education courses may be taken.

Instructional Technology

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

Reading and Language Arts

- EDRD 6506 Literacy Assessment (3)
- EDRD 6507 Language Development and Literacy (3)
- EDRD 6529 Teaching Reading: Strategies of Instruction (3)
- EDRD 6530 Teaching Reading: Content Areas (3)
- EDRD 6531 Children's/Young Adult Literature (3)
- EDRD 6533 Writing: Process to Product (3)
- EDRD 6641 Psychology of Reading (3)
- 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 pickup 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)
- EDU 6995 Master's Thesis (6-9)

Comprehensive Exam

This two-hour essay examination is usually completed during the last quarter of coursework 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)
- EDU 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 Essentials: Computer Authoring (3)
- EDTC6433 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 6 credits selected from Spiral Instructional Technology (prior approval required for each course)

Comprehensive Exam

This take-home essay examination is usually completed during the last quarter of coursework 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 pickup is arranged individually with the graduate program manager. Students are given four weeks to complete the responses. Notes and texts are permitted.

Educational Leadership

The master of education in educational leadership is designed to prepare an individual for a position as a school principal in the elementary or secondary school. This degree is nationally accredited by the National Council for the Accreditation of Teacher Education, and its successful completion will qualify the student for a Washington Initial P-12 certificate as a school principal.

A year-long (9 credit) internship comprises a part of the degree program in educational leadership. It is a vital, integrative experience, in which students perform administrative activities while being supervised in a school setting. The primary objective is for the intern to acquire and practice the skills of effective management and leadership. 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 Richard Smith, chair and associate professor of educational administration, by calling (206) 281-2375.

School Principal's Certificate "Only" Program

People 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 necessary only to complete the major courses (21 credits) and internship (9 credits). The same guidelines and procedures for program admission apply.

Educational Leadership Requirements (51 credits)

Professional Core (21 credits)

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

Major Courses (21 credits)

- EDAD 6580 Educational Administration (3)
- EDAD 6581 The Principalship (3)
- or*
- EDAD 6582 Private School Leadership (3)
- EDAD 6584 Washington School Finance (3)
- EDAD 6585 Washington School Law (3)
- EDAD 6586 Human Resources Administration (3)
- EDAD 6588 Instructional Supervision (3)
- EDAD 6589 Current Issues in Education (3)

Internship (9 credits)

EDAD 6940 Administrative Internship (3,3,3)

Note: The internship extends over an entire school year – three quarters. Interns are required to register for 3 credits per quarter.

Comprehensive Examination

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

School Counseling

The master of education in school counseling is designed to prepare an individual for a school counseling position in the elementary or secondary school. This degree is nationally accredited by the National Council for the Accreditation of Teacher Education, and its successful completion will qualify the student for a Washington Initial Educational Staff Associate (ESA) K-12 certificate as a school counselor.

A year-long (9 credit) internship comprises a part of the degree program in school counseling. This vital, integrative experience in which students conduct supervised counseling in a school setting, has as its primary objective the provision of practical experiences in the duties and activities of the school counselor. The internship includes a minimum of 450 hours participation in a variety of meaningful activities related to the competencies required by the state of Washington knowledge base for school counselors (WAC 180-78-295) as well as those recommended by the School of Education.

It is strongly recommended that applicants for this program have previously obtained official certification as a classroom teacher with two years teaching experience, or a bachelor's degree in psychology, social work or a related field with two years professional experience. Exceptions must be approved through the chair of school counseling by calling (206) 281-2671.

School Counseling Certificate "Only" Program

People 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 necessary to complete only the major courses (38 credits), elective (3 credits), internship (9 credits) and the comprehensive exam. The same guidelines and procedures for program admission apply.

School Counseling Requirements (68 credits)

Professional Core (18 credits)

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

Major Courses (38 credits)

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

Internship (9 credits)

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

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

Elective (3 credits)

A minimum of 3 credits in this area must be completed. For a list of approved electives contact the graduate program manager by calling (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 3-credit minimum education courses, of which one must be EDCO 6130, Classroom Management.

Students may then choose the second from the following courses:

- EDU 6135 Secondary Teaching Methods (5)
- EDU 6524 School Curriculum (3)
- EDU 6526 Models of Teaching (3)

Teaching – Secondary (Master of Arts in Teaching)

The master of arts in teaching combines a program for teacher certification at the secondary level with a master of arts degree in the elements of teaching. The 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.

Residency 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 at 6000-level (3)
(EDMA 6357, EDSC 6359, EDU 6361, 6364, 6365)

Site Experiences Element (21-35 credits)

- EDU 6942 September Experience (1)
EDU 6949 MAT Secondary Internship (16-30)
EDU 6989 Field Experience (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 Educa-

tional Staff Associate (ESA) certificate as a school psychologist in the state of Washington.

A year-long (9 credit) internship is an integral part of this program in which students conduct supervised work in a school setting. Its primary objective is the provision of practical experiences in the duties and activities of the school psychologist and requires the cooperative efforts of the student, a faculty supervisor from the SPU School of Education and an approved school-district site supervisor.

The internship includes 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-270] as well as those recommended by the National Association of School Psychologists.

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 ESA school psychologist and (2) certification as an ESA school psychologist as part of the doctor of education degree (Ed.D.).

Education Specialist Degree and ESA Certification

Applicants seeking this program option must have previously earned a master 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 ESA 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.

School Psychology Curriculum and Skill Base

The state of Washington [WAC 180-78A-270] 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 that includes specific Washington state knowledge and skill requirements for certification as an ESA school psychologist is listed below. These courses must be completed by all students enrolled in the school psychology program.

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.

42

Teaching –
Secondary

School
Psychology

Required Courses (40 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 and Intervention (3)
EDCO 7204 Behavioral Assessment and Intervention (3)
EDCO 7205 Personality Assessment and Intervention (3)
EDCO 7206 Academic Assessment and Intervention (2)
EDCO 7209 Practicum III (Assessment and Intervention Integration) (3)
EDCO 7940 School Psychology Internship (9)
Electives (6)

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

School Psychology Program of Study

Foundations of Education

- EDU 6120 Foundations: Issues and 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 and Intervention
EDCO 7204 Behavioral Assessment, Intervention and Consultation
EDCO 7205 Personality Assessment and Intervention
EDCO 7206 Academic Assessment and Intervention

Counseling Theory and Application

- EDCO 6600 Introduction to Systems Theory
EDCO 6671 Counseling Theory and Practice I
EDCO 7201 Introduction to School Psychology
EDCO 7202 Abnormal Psychology
EDCO 6930 Counseling Theory and Practice II
EDCO 6673 Group Counseling in the Schools

Intervention and Management

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

Consultation and Collaboration Skills

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

Educational Research and Evaluation

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

Legal and Ethical Issues

- EDCO 6675 Legal and Ethical Issues for School Professionals

The Practice of School Psychology

- EDCO 6931 Counseling Theory and Practice III
EDCO 7209 Practicum: Assessment and 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-270], as well as those recommended by National Association of School Psychologists.

Comprehensive Examination

This two-hour written (essay) examination for the certification portion of the program is typically completed immediately following the last quarter of coursework 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.

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 do the following:

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

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

The program consists of a sequence of six 3-credit courses offered over a two-year period, and an internship consisting of at least 360 hours of field experience. Classes meet three times per quarter in a 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:

43

School
Superintendent

- **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 districtwide 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, Richard Smith, before application materials are submitted. Contact him at (206) 281-2375 or rsmith@spu.edu.

General Admissions Information

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

All items required for applicant evaluation are to be sent together in one packet. These materials should be directed to the following:

Roger M. Long, Graduate Program Manager
School of Education
Seattle Pacific University
3307 Third Ave. W.
Seattle, WA 98119

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

International students are not generally admitted to the superintendent preparation program. International students who would like more information on admission requirements should call the chair of the program at (206) 281-2375.

Items Required for Admission

The following materials are to be submitted for admission into the program:

1. A graduate application (available from the School of Education).
2. A \$50 processing fee.

3. Official transcripts from all institutions where a degree was conferred or where post-master's graduate coursework was completed. (To maintain their official status, transcripts must remain sealed in their original envelopes.)
4. A copy of applicant's most recently earned professional certificate.
5. Two letters of recommendation. These must represent a current assessment of the applicant's qualifications. It is preferred that one be from the applicant's supervisor. The other recommendation may be from an instructor, other supervisor, pastor or a colleague. Recommendations must remain sealed in their original envelopes.
6. A letter from the superintendent of the applicant's district, indicating that the district will work with him or her to make an internship experience possible. (If no internship site is available, applicant should include a note to this effect with the application.)

Evaluation

Once all items have been received, the evaluation will be based on University standards for graduate admission. Individuals are notified by letter. Please call the graduate program manager at (206) 281-2378 if you have questions about this process.

Program Requirements (24 credits)

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

Courses (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 districtwide 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 state legislature and other political entities to forge the necessary partnerships to achieve the district vision.

EDAD 7890 FIELD EXPERIENCE (1) (repeatable five times) 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 (six 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.)

Program Description

The doctor of education (Ed.D.) degree is a 90-quarter credit (post-master's) interdepartmental degree offered by SPU 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. It 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 or 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-M.S./M.A. degree; 135 quarter credits post-B.A./B.S.)

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/practicum
3. Independent Studies (EDU 7900)
4. Graduate Seminars (EDU 6950)

Prerequisite Coursework

The three classes that are prerequisites to certain requirements for the doctoral degree are as follows:

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

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

Suggested Three-Year Program Sequence

Year One (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 Two (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 Three (30 credits)

Summer	Autumn	Winter	Spring
EDU 7910	Dissertation (6)	Dissertation (6)	Dissertation (6)
electives (9)			

**Cohort courses*

Admission Requirements

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

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

Application Procedure

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

The following items are to be submitted to the School of Education. Items 2, 3 and 4 should be included in the packet with the graduate application. After they have been received, the applicant may be contacted to schedule a formal interview with faculty in the School of Education. When a decision is reached, students will be notified of their status by letter.

1. A doctoral application (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 degree graduate coursework.
4. A personal statement discussing future professional plans and goals. This should not exceed 300 words and should also include the rationale for pursuing a doctoral degree.
5. Scores from the GRE or the MAT. Test scores must be less than five years old.
6. Four recent letters of recommendation. Two of these must be of an academic nature (i.e., from graduate professors. Two must be of a professional nature - from supervisors).

Program and Enrollment Policies

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

Residency Requirement

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

Grade Point Average

A 3.2 overall GPA is required for graduation.

Degree Completion

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

Course Descriptions

EDAD 6580 EDUCATIONAL ADMINISTRATION (3) 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, evaluation, finances, and curriculum and instruction. Substitutes only for EDAD 6581 The Principalship, open only to candidates for private school administration. Offered alternate summers beginning in Summer 2000.

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

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 that 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 9 credits. Class open to doctoral and graduate.

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

EDAD 7581 SYSTEMS LEADERSHIP (3) Course focuses on the ability to create shared ownership for a districtwide 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 state 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 level.

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 levels.

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 AND PRACTICE I (3) This course is designed to integrate theory and practice and provide students with a knowledgebase 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 professors, supervisors and peers. Class open to doctoral.

EDCO 6672 ORGANIZATION AND ADMINISTRATION OF K-12 GUIDANCE PROGRAMS (3) Prerequisite: EDCO 6600, 6670, 6678. This 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 levels.

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 that alleviate the unique needs of students in the above areas as they interfere with a student's progress in school. Class open to doctoral and graduate levels.

EDCO 6678 ADVANCED DEVELOPMENTAL FOUNDATIONS (3) Presents a life-span approach to human growth and development, focusing on issues that 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 levels.

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 knowledgebase in individual and family dynamics in terms of major counseling theories, principles and techniques. Students refine basic counseling skills, learn advanced counseling skills and learn counseling strategies for assisting students in K-12 schools. Video-taped sessions with peers are evaluated by professor, supervisors and peers. Class open to doctoral and graduate.

EDCO 6931 COUNSELING THEORY AND PRACTICE III (3) Prerequisites: DCO 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 9 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 20 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 and graduate levels.

EDCO 7203 COGNITIVE ASSESSMENT AND INTERVENTION (3) Prerequisites: EDCO 6674, 7201 and 7202. This course is designed to train psychologists in individual intellectual assessment and nonverbal intellectual assessment. The emphasis is on individual intellectual testing of children, adolescents and adults. Students learn test-administration procedures, interpretation methods and how to integrate the information into a psychoeducational report. As a result, students' writing skills for cognitive psychological reporting are developed. Class open to doctoral and graduate levels.

EDCO 7204 BEHAVIORAL ASSESSMENT, INTERVENTION, AND CONSULTATION (3) Prerequisite: EDCO 7201. 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 levels.

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 levels.

EDCO 7206 ACADEMIC ASSESSMENT AND 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 levels.

EDCO 7209 PRACTICUM: ASSESSMENT AND INTERVENTION INTEGRATION (3) Prerequisites: EDCO 7201, 7202, 7203, 7204, 7205 and 7206. This course provides the student clinical experience in integration of all of the assessment and intervention strategies that are practiced by school psychologists. The course includes experiences in consultation and functioning on multidisciplinary teams for evaluation and placement of special education students. 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. Students report-writing skills will be consolidated by experience in the completion of two full assessment batteries from the beginning to the end. Class open to doctoral and graduate levels.

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. This class is a course over three quarters and includes experience as a full-time intern in schools. The primary objective of the course is to provide practical experiences in the duties and activities of a school psychologist under the supervision of a faculty member and a site supervisor. The internship includes 1,200 hours of full-time training in assessment, consultation and intervention. Students attend class once a week for group supervision. May be repeated for credit up to 9 credits. Class open to doctoral and graduate levels.

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 curriculum and instruction master's 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 not open to undergraduate level. Class open to doctoral, graduate, non-matriculated and post-baccalaureate.

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 curriculum and instruction master's 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 the 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 curriculum and instruction master's 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 curriculum and instruction master's 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 curriculum and instruction master's 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 two 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. This 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 and learning theory as they apply to the secondary student in the classroom. Class open to master of arts in teaching majors.

EDU 6133 DIVERSITY IN AMERICA (3) Registration Approval: School of Education. 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 (4) 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 that will provide the opportunity for class members to use coursework in foundations, research, pedagogy and internships 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 school 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 introduce students to the critical elements in successful secondary teaching 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 6942 SEPTEMBER EXPERIENCE (1) Registration Approval: School of Education. Prerequisite: Admission to the School of Education. This course requires three weeks of observation and assistance at the opening of a school year in a program that reflects the level and subject matter preferred by the pre-service teacher. It will include any faculty meetings, preparation days and in-service workshops that take place prior to the students' arrival at school. The intern will then remain for the first two weeks of the school year. Course Equivalent: EDU 3942. Class open to graduate level.

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 level.

EDU 6949 MAT SECONDARY INTERNSHIP (1-20) Registration Approval: School of Education. A full-day 10-week supervised experience in a secondary classroom setting functioning as a classroom teacher. Class open to 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 that result 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 (2,4) Registration Approval: School of Education. An introductory field experience designed to familiarize prospective teachers with classroom procedures, teaching methods and learner needs. There are 2 or 4 credits required depending on previous experience in classrooms and other educational settings. May be repeated for credit up to 6 credits. Class open to master of arts in teaching majors.

EDU 6995 MASTER'S THESIS (3,6) Registration Approval: Instructor and Graduate Director. Prerequisites: EDU 6970, 6971, 6972. Makes formal investigation, under the direction of a committee assigned by the director of graduate studies, into a research question that involves original data and primary sources and results in a scholarly manuscript suitable for binding and possible publication. Requires demonstrated, acceptable progress on thesis study and periodic conferences with major advisor. May be repeated for credit up to 9 credits. Class open to graduate.

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 level.

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

EDU 7103 ORGANIZATIONAL AND LEADERSHIP THEORY (1-3) 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. May be repeated for credit up to 3 credits. Class open to doctoral level.

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

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

EDU 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 level.

EDU 7972 DOCTORAL RESEARCH DESIGN I (3) Prerequisites: EDU 6970, 6971. The first in a sequence of three courses focusing on social-science research methodology, including quantitative and qualitative research designs, descriptive statistics, and univariate and multivariate statistical analyses. These courses must be taken in sequence and are designed to prepare the student for the production of a dissertation. Class open to doctoral level.

EDU 7973 DOCTORAL RESEARCH DESIGN II (3) Prerequisites: EDU 6071, 6970, 7972. The second in a sequence of three courses focusing on social-science research methodology, including quantitative and qualitative research designs, descriptive statistics, and univariate and multivariate statistical analyses. These three courses must be taken in a sequence and are designed to prepare the student for the production of a dissertation. Class open to doctoral level.

EDU 7974 DOCTORAL RESEARCH DESIGN III (3) Prerequisites: EDU 6970, 6971, 7972, 7973. The third in a sequence of three courses focusing on social-science research methodology, including quantitative and qualitative research designs, descriptive statistics, and univariate and multivariate statistical analyses. These three courses must be taken in sequence and are designed to prepare the student for the production of a dissertation. Class open to doctoral level.

EDU 7990 LEADERSHIP COLLOQUIUM (3) Requires the student to write a scholarly paper and present it to the educational community. Evaluation of the scholarship and colloquium is conducted by the graduate faculty in the School of Education. Class open to doctoral level.

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

Faculty

Lisa A. Bjork, *Associate Professor of Education; Director of Continuing Education*; B.A., Immaculate Heart College, 1967; Teaching Certificate, California State University at Los Angeles, 1969; M.Ed., Western Washington University, 1978; M.Ed., Harvard Graduate School of Education, 1985; Ed.D., Harvard Graduate School of Education. At SPU since 2000.

Rick Eigenbrood, *Associate Professor of Doctoral Education*; B.A., Dordt College, 1974; M.Ed., University of Washington, 1979; Ph.D., University of Iowa, 1988. At SPU since 2001.

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

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.

51

Doctor of
Education

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

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

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

Janine Jones, *Assistant Professor of School Psychology*; B.A., University of Texas at Austin, 1991; M.S., University of Southern California 1994; Ph.D., University of Texas at Austin, 1999. At SPU since 1999.

Eiletta A. Kennison, *Professor Emeritus, Assistant Professor of Education*; B.A., University of Washington, 1972; M.Ed., 1978; Ed.D., 1991. At SPU 1974-2000; teaching online courses from 2001.

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

Gail Miller, *Visiting Professor*; B.A., SUNY Oneonta, 1969; M.A., University of Colorado, 1979. At SPU since 2001.

Linda Montgomery, *Associate Professor of Educational Leadership*; B.A., University of Washington, 1961; M.A., Seattle University, 1977; Ed.D., Seattle University, 1989. At SPU since 1999.

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

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

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

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

William J. Rowley, *Associate Dean, Graduate Studies; Associate 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.

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

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

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

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

Nicole Swedberg, *Instructor of Education*; B.A., University of Washington, 1986; M.Ed., Seattle Pacific University, 1995. At SPU since 2000.

Sharon Young, *Associate Professor of Mathematics*; B.A., University of Redlands, 1966; M.A., University of Denver, 1976; Ph.D., University of Colorado, 1979. At SPU 1995-99 and since 2000.

SEATTLE PACIFIC UNIVERSITY

**School of
Health Sciences**

School of Health Sciences

Marston Hall
(206) 281-2233
www.spu.edu/depts/hsc

Lucille Kelley, Dean, Mary Fry, Chris Henshaw, Emily Hitchens, Barbara Innes, Linda Pedersen, Anne Stevens, Kathy Stetz, Cathryn Washington, Martha Worcester, Priscilla Ziegler

Graduate Nursing Programs

The master of science in nursing (M.S.N.) at Seattle Pacific University prepares students to serve as leaders in nursing. At a time of unprecedented change and challenges in health care, it is increasingly important that nurses provide the vision, talent and leadership necessary to serve individuals, groups and communities. The master's degree provides students with the opportunity to develop these skills and expand their career opportunities.

At SPU, two pathways lead to the master of science in nursing. Students who focus on roles in education, administration or clinical nurse specialist complete a 45-credit program designed to be completed in one to two years of study. Students in the adult/gerontological or family-nurse practitioner pathway complete a 62-credit program designed for completion in two years. In addition, two certificate programs are available. The first is a post-master's program for nurse-practitioner preparation available to individuals with a master's degree in nursing. It is 38 credits and is designed to take four quarters for completion.

The second certificate program is for students with a bachelor's of science in nursing and who are interested in teaching in clinical or academic settings. The series of four 3-credit courses can be taken in any order. The courses can be applied as electives for a master's degree in nursing from SPU.

The programs provide flexibility, convenient course scheduling for working nurses (all courses are offered after 4 p.m. or on Saturdays) and individualized internships. Also important are the supportive relationships that develop among students and faculty members. The high rates of program completion and successful completion of nurse practitioner national certification examinations provide evidence of the effectiveness of the program.

Admissions

Prerequisites

- Undergraduate statistics.
- Graduate pathophysiology (nurse practitioner students only). This course may also be taken as an elective.

Admission Requirements

- 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, specific to the SPU and School of Health Sciences mission statements.
- Application and application fee (\$50)
- GPA of 3.0 (4.0 = A) or better in the last 45 credits of coursework completed before applying for admission.
- Reference letters: two professional and one personal, describing your potential for success in a master's level, leadership-focused program, study and practice.
- 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.
- A personal interview.

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 online literature searches and instruction.

Application Deadlines

The School of Health Sciences admits students on a rolling basis. Shortly after application materials are received, admissions decisions are made on an individual basis throughout the year. It is recommended, however, that students complete application materials by May 2002. Students may enroll in courses with a non-matriculated status prior to acceptance to the program.

Contact Information

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 toll free at (800) 899-1769.

Academic Program

Coursework

Students in the graduate program begin the sequence of core graduate nursing courses Autumn Quarter, although electives may be started throughout the year. Students in both the advanced practice and nurse practitioner pathways take core courses together the first year and separate into specialty areas the second year of the program. Clinical experiences begin in the second year of the program.

Students choose to complete either a thesis or a scholarly clinical project. The scholarly clinical project is completed within the context of the two research courses. Students selecting a thesis register for 3 additional thesis credits and work closely with a faculty member and thesis committee.

Program 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 Advanced Nursing Practice: Health Polices and World Community (4)
- NUR 6301 Values, Faith and Ethics (3)
- NUR 6970 Research in Nursing: Methods and Applications (4)
- NUR 6971 Research Utilization in Advanced Nursing Practice (3)
- 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 6830 Health Promotion and Assessment *(5)
- Selections Electives (6)

*May vary with area of focus

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

- NUR 6101 Leadership in Advanced Nursing Practice: Individual and Small Group (3)
- NUR 6102 Leadership in Advanced Nursing Practice: Organizations and Health Service Systems (4)
- NUR 6103 Leadership in Advanced Nursing Practice: Health Polices and World Community (4)
- NUR 6301 Values, Faith and Ethics (3)
- NUR 6970 Research in Nursing: Methods and Applications (4)
- NUR 6971 Research Utilization in Advanced Nursing Practice (3)
- NRNP 6830 Health Promotion and Assessment (5)
- NRNP 6957 Legal and Entrepreneurial Issues (3)
- NUR 6955 Advanced Pharmacology (3)
- NRNP 6931 Nurse Practitioner: Initial Diagnosis and Early Management (8)
- NRNP 6932 Nurse Practitioner: Advanced Diagnosis and Management (8)
- NRNP 6933 Nurse Practitioner: Synthesis of Practice (8)
- Selections Electives (6)

Post-Master's Nurse Practitioner Certificate Preparation

- NUR 6301 Values, Faith and Ethics (3)
- NRNP 6830 Health Promotion and Assessment (5)
- NRNP 6957 Legal and Entrepreneurial Issues (3)
- NUR 6955 Advanced Pharmacology (3)
- NRNP 6931 Nurse Practitioner: Initial Diagnosis and Early Management (8)
- NRNP 6932 Nurse Practitioner: Advanced Diagnosis and Management (8)
- NRNP 6933 Nurse Practitioner: Synthesis of Practice (8)

Nurse Educator Certificate**

- NUR 6960 Course Development and Teaching Strategies (3)
- NUR 6961 Nurse Educator Internship (3)
- NUR 6962 Role Development for Nurse Educators (3)
- *** Using Technology in Teaching (3)

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

*** This course can be taken at SPU or transferred in from another college or university.

Electives

- NRNP 6915 Women's Health
- NUR 6952 Health Issues of Older Adults
- NUR 6956 Advances in eHealth
- NUR 6960 Course Development and Teaching Strategies (3)
- NUR 6961 Nurse Educator Internship (3)
- NUR 6962 Role Development for Nurse Educators (3)

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

Degree Requirements

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

Course Descriptions

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, nursing and nursing leadership majors. Class open to graduate level.

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 that integrates historical, sociocultural, biophysical and psychosocial aspects of women's health and nursing practice with women and their families. Class open to graduate level.

NRNP 6931 NP: INITIAL DIAGNOSIS AND EARLY MANAGEMENT (8)

Registration Approval: Coordinator. Prerequisites: NUR 6830 and NRNP 6951 or equivalent. Provides for study and case analysis of selected health conditions, with clinical experience for application of knowledge. Learning includes history-taking, physical assessment, problem identification, therapeutics and evaluation of common acute and chronic problems with integration of knowledge from prerequisites. The focus is advanced assessment, diagnosing conditions with a straightforward presentation and beginning ability to determine therapeutic options across the life span. Content varies depending on student's desired emphasis. Clinical practice provides an opportunity for client care, peer review of client care and testing of theory under supervision of an established advanced practitioner. Seminar: 50 hours. 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. Seminar: 50 hours. Internship: 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 coursework with emphasis on common acute and chronic conditions that involve multiple systems. Provides all aspects of assessment, problem identification and therapeutic management. Integration of managing selected psychological and behavioral along with physiological problems across life span. Content varies depending on student's desired emphasis. Continues to provide clinical experiences for application of knowledge and practice learned in previous nurse practitioner courses. Internship activities include client care, peer review of client care, testing of theory under supervision of an advanced practitioner and clinical readiness to write the advanced nurse practitioner certification exams. Seminar: 50 hours. 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 role 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, nurse practitioner-int., nursing leadership and nursing leadership-int. majors. Class open to graduate level.

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 level.

NUR 6102 LEADERSHIP IN ADVANCED NURSING PRACTICE: ORGANIZATIONS AND HUMAN SERVICE SYSTEM (4) Registration Approval: Coordinator. Prerequisite: NUR 6101. Continues analysis, application and evaluation of leadership concepts introduced in NUR 6101, expanding to consideration of organizational theory and other systems theories; conflict and change; informatics; strategic planning and management of resources; quality assurance and standards; sociopolitical influences; and governance models within health service system. Class open to graduate level.

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

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, 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 level.

NUR 6900 INDEPENDENT STUDY (1-3) Registration Approval: Independent Study Agreement. Emphasizes individual study of nursing, health care or issues related to these major concepts planned within the scope and expertise of nursing faculty advisors. May be repeated for credit up to 15 credits.

NUR 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 while in a working relationship with a master's prepared nurse mentor. The course incorporates in-depth holistic assessment, health promotion and care at all levels of prevention. Integrates group leadership principles in the seminar process and begins the practice portion of the advanced nursing practice portfolio. Seminar: 30 hours. Internship: 80 hours.

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

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

NUR 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 level.

NUR 6952 HEALTH ISSUES OF OLDER ADULTS (3) Registration Approval: Coordinator. Analyzes current theories of aging, and psychological, social, cultural, environmental and spiritual factors that influence development in the second half of life. Selected biological factors are also discussed. Students choose related special topics to study in depth and present in class. Class open to graduate level.

NUR 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 level.

NUR 6956 ADVANCES IN E-HEALTH PRACTICE (3) Analyzes principles, practices and procedures related to the use of e-health in health care delivery systems. Examines trends, legal and risk management issues and solutions. Issues related to online disease management, electronic medical records and e-monitoring will be explored.

NUR 6958 PHARMACOLOGY (3) Registration Approval: Instructor. 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.

NUR 6960 COURSE DEVELOPMENT AND TEACHING

STRATEGIES (3) This course is designed to provide nurse educators in both academic and service settings with knowledge and practical skills to become an effective educator. Course content includes philosophy of teaching/learning, learning styles, critical thinking, course development, teaching strategies, evaluation, documentation and integration of technology. Opportunity for developing and presenting a learning module is included. Class not open to undergraduate level.

NUR 6961 NURSE EDUCATOR INTERNSHIP (3) Prerequisite: NUR 6960 or faculty permission. This course is designed to provide nurse educators in both academic and service settings with practice teaching experience in classroom and clinical settings under supervision of a faculty preceptor/mentor. Course content includes application of content from NUR 6960 modules on coaching, documentation, clinical evaluation and management of learner issues. Class not open to undergraduate level.

NUR 6962 ROLE DEVELOPMENT FOR NURSE EDUCATORS

(3) This course for nurse educators includes philosophy of nursing education, curriculum design, research, publishing, grant writing, interpersonal dynamics and teamwork in academic and practice settings, functioning within institutional expectations, developing a teaching portfolio, legal issues and future directions in nursing education. Class not open to undergraduate level.

NUR 6970 RESEARCH IN NURSING: METHODS AND

APPLICATION (4) Registration Approval: Coordinator. Focuses on research strategies as utilized in nursing research. Qualitative and quantitative designs and measurement strategies with accompanying statistical analyses will be discussed. Begins scholarly clinical project. Class open to nursing leadership majors.

NUR 6971 RESEARCH UTILIZATION IN ADVANCED

NURSING PRACTICE (3) Registration Approval: Coordinator. Prerequisite: NUR 6970. Focuses on the development of one's own nursing research, with an emphasis on clinical problems in completion of scholarly clinical project. Students' aggregates and clinical sites provide the context for research questions and methods. An ungraded thesis option is available for students whose research questions are more appropriate to this format. Class open to graduate.

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

Faculty

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

Christine M. Henshaw, *Assistant Professor of Nursing*; B.S.N., Washington State University, 1978; M.N. University of Washington, 1987; Ed.C., Seattle University.

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

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

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

Linda Pedersen, *Instructor of Nursing*; B.S.N., University of Iowa, 1972; M.N., University of Washington, 1984. At SPU since 1991.

Kathleen M. Stetz, *Associate Professor of Nursing*; B.S. Nazareth College, 1976; M.N., University of Washington, 1981; Ph.D., University of Washington, 1986.

Anne Stevens, *Instructor of Nursing*; B.S.N., Baylor University, 1988; M.N., University of Washington, 1999. At SPU since 1999.

Carol M. Stock, *Instructor of Nursing*; B.S.N., College of St. Benedict, 1974; M.N., University of Washington, 1975; J.D., University of Puget Sound, 1984.

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

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

Priscilla Ziegler, *Assistant Professor of Nursing*; B.A., Michigan State University, 1962; Sc.M., Johns Hopkins University, 1975; N.D., Case Western Reserve University, 1987; M.S.N., Case Western Reserve University, 1990. At SPU since 1999.

SEATTLE PACIFIC UNIVERSITY

**School of Psychology,
Family and
Community**

School of Psychology, Family and Community

Marston/Watson Hall
(206) 281-2987

www.spu.edu/depts/pfc

Nathan Brown, Dean, Roy Barsness, Margaret Diddams, Scott Edwards, Claudia Grauf-Grounds, D. Patrick Hopp, Jeffrey Joireman, M. Kathleen Lustyk, Don J. MacDonald, Leo Mármol, Delbert McHenry, Robert McKenna, Michelle Naden, Les Parrott III, Mícheál D. Roe, Tina Sellers, Jay Skidmore, John Thoburn, Marcia Webb, Beverly Jo Wilson

Introduction

Two graduate programs are offered through the School of Psychology, Family and Community: a doctorate in clinical psychology and a master of science in marriage and family therapy. Both programs bring the perspective of a vital Christian faith to the practice of psychological and therapeutic disciplines.

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 people 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 postdoctoral training in health psychology specialties.
- **Clinical Methods.** This cognate allows students to develop greater expertise in clinical assessment, diagnosis and treatment, and it will give students broad exposure to the family and health domains.

General Admissions Information

The program begins 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, or you may apply online through our Web site.

1. With a degree from a regionally accredited institution, students may choose from
 - **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 six 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 a 70 quarter credit master's degree in psychology, counseling or a related field from a regionally accredited institution. Closely related degrees include marriage and family therapy and social work. The master's degree must include a practicum and certain foundational courses listed under the foundational entry program curriculum. 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

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 GRE or MAT and GPA minimums above may be considered for admission to the doctoral program, because all students are admitted on a probationary status.

59

Clinical
Psychology

3. Applicants will submit three letters of recommendation, including one professional reference from a person professionally qualified to recommend for a field of this nature (e.g., clinical supervisor or program manager); one academic reference from a person qualified to evaluate academic ability (e.g., educator); and one personal recommendation (not a member of the applicant's immediate family). Recommendation forms must be used and are included in the application brochure. Recommendation forms should be sent to the applicant in sealed and signed envelopes to be included (unopened) 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 career objectives; rationale for seeking the degree and choosing to attend SPU; professional and personal strengths as they apply to the mental health profession; related work experiences; the way in which personal and professional life experiences have converged to motivate application to the doctoral program; a statement of goals and interests that demonstrate and illustrate the applicant's personal value system; and 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 U.S. citizens or permanent residents must provide an official confidential statement of financial support covering each year of intended enrollment. This is necessary in order to issue the paperwork for an I-20 form.

Admissions Process

The Clinical Psychology (CPY) 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 doctoral program depends upon recommendation by the CPY 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 6 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 CPY faculty.

Entry Points Into Program

The doctoral program in clinical psychology offers several entry points:

Foundational Entry

Applicants with a bachelor's degree in psychology or related field will take the following:

- Foundational doctoral work – 52 credits, taken over one year (four quarters)
- Intermediate doctoral work – 126 credits, taken over four to five 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 52 credits, taken over one year (four quarters)
- Intermediate doctoral work – 126 credits, taken over four to five years (16-20 quarters)
- Advanced doctoral work – 12 cognate-specific credits taken in conjunction with intermediate track

Intermediate Entry

Applicants with a master's degree in psychology or closely related field will take the following:

- Intermediate doctoral work – 126 doctoral credits, taken over four to five 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 below are considered prerequisites 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 prerequisites for entry into the intermediate track.

Autumn (13 credits)

- CPY 6220 Foundations of Psychopathology (4)
- CPY 6320 Introduction to Cognitive Psychology (4)
- CPY 6800 Ethics in Clinical Psychology (4)
- CPY 6930 Clinical Foundations I (1)

Winter (13 credits)

- CPY 6210 Lifespan Development (4)
- CPY 6330 Physiological Psychology (4)
- CPY 6400 Therapy for Individuals (2)
- CPY 6410 Therapy for Groups (2)
- CPY 6931 Clinical Foundations II (1)

Spring (13 credits)

- CPY 6420 Therapy for Children and Adolescents (2)
- CPY 6430 Therapy for Couples and Families (2)
- CPY 6290 Diversity Issues in Clinical Psychology (4)
- CPY 6700 Introduction to Statistics (4)
- CPY 6932 Clinical Foundations III (1)

Summer (13 credits)

- CPY 6*** Elective Course (Topic TBA) (4)
- CPY 6300 Introduction to Personality (4)
- CPY 6933 Clinical Foundations IV (1)
- CPY 7550 Relationship Development and Intervention (4)

Once the above coursework is completed, the student progresses to the intermediate and advanced doctoral courses outlined below.

Intermediate Entry Program - Intermediate and Advanced Doctoral Coursework Sequence

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

Autumn One (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 One (9 credits)

- CPY 7002 Faith, Meaning and Professional Foundations: Perspectives on Development (1)
- CPY 7210 Developmental Psychology I (4)
- CPY 7220 Psychopathology (4)

Spring One (9 credits)

- CPY 7003 Faith, Meaning and Professional Foundations: Perspectives on Dysfunction (1)
- CPY 7031 Research Methods and Statistics I (4)
- CPY 7230 Cognition and Learning (4)

Summer One (9 credits)

- CPY 7004 Faith, Meaning and Professional Foundations: Epistemology and Scientific Method (1)
- CPY 7032 Research Methods and Statistics II (4)
- CPY 7310 Psychological Interventions: Theory and Technique (4)

Autumn Two (9 credits)

- CPY 7033 Research Methods and Statistics III (4)
- CPY 7300 Methods of Psychological Assessment I (4)
- CPY 7900 Practicum I (1)

Winter Two (9 credits)

- CPY 7010 Psychometric Theory and Test Construction (4)
- CPY 7320 Methods of Psychological Assessment II: Child and Adolescent (4)
- CPY 7901 Practicum II (1)

Spring Two (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 Two (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 Three (9 credits)

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

Winter Three (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 Three (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 Three (8 credits)

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

Autumn Four (8 credits)

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

Winter Four (8 credits)

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

Spring Four (8 credits)

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

Summer Four (8 credits)

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

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 that 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 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 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 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 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 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 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 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 and clinical psychology majors. Class open to doctoral level.

CPY 6290 DIVERSITY ISSUES IN CLINICAL PSYCHOLOGY (4) Introduction to theoretical and empirical literature in psychology examining variables such as gender, age, sexual orientation, ethnicity and religious preference. Issues of diversity will be examined from a biopsychosocial and ecological perspective. Particular emphasis will be given to implications for clinical diagnosis, assessment, intervention and treatment in the clinical-scientist tradition. Course Equivalent: CPY 7290. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral and graduate levels.

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, clinical psychology and marriage and family therapy majors. Class open to doctoral and graduate levels.

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, clinical psychology and marriage and family therapy majors. Class open to doctoral and graduate levels.

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, clinical psychology and marriage and family therapy majors. Class open to doctoral and graduate levels.

CPY 6330 INTRODUCTION TO PHYSIOLOGICAL PSYCHOLOGY (2-4) Explores medical issues that 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, clinical psychology and marriage and family therapy majors. Class open to doctoral and graduate levels.

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 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 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 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 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 and clinical psychology majors. Class open to doctoral and graduate levels.

CPY 6800 INTRODUCTION TO ETHICS IN CLINICAL PSYCHOLOGY (2-4) This course provides an introduction to APA ethical guidelines and code of professional conduct. APA ethics are compared with the licensure laws of the state of Washington along with relevant portions of the law and guidelines pertinent to psychologists. Foundational concepts of beneficence, non-maleficence, autonomy and contextual issues are covered with respect to clinical service, delivery and the conduct of researchers. Class open to clinical psychology and counseling and family therapy 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 (1-2) Supervised experience observing and participating in either private or community mental health settings. Training will involve the development of interview skills, crisis-intervention techniques, ethical and professional standards and counseling methods. The sequence is designed to orient students to a clinical-scientist approach to psychological services. Supervision may incorporate a variety of modalities, including audiotape, videotape and live observation. May be repeated for credit one time. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 6931 CLINICAL FOUNDATIONS II (1-2) Supervised experience observing and participating in either private or community mental health settings. Training will involve the development of interview skills, crisis-intervention techniques, ethical and professional standards and counseling methods. The sequence is designed to orient students to a clinical-scientist approach to psychological services. Supervision may incorporate a variety of modalities, including audiotape, videotape and live observation. May be repeated for credit one time. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 6932 CLINICAL FOUNDATIONS III (1-2) Supervised experience observing and participating in either private or community mental health settings. Training will involve the development of interview skills, crisis-intervention techniques, ethical and professional standards and counseling methods. The sequence is designed to orient students to a clinical-scientist approach to psychological services. Supervision may incorporate a variety of modalities, including audiotape, videotape and live observation. May be repeated for credit one time. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 6933 CLINICAL FOUNDATIONS IV (1-2) Supervised experience observing and participating in either private or community mental health settings. Training will involve the development of interview skills, crisis-intervention techniques, ethical and professional standards and counseling methods. The sequence is designed to orient students to a clinical-scientist approach to psychological services. Supervision may incorporate a variety of modalities, including audiotape, videotape and live observation. May be repeated for credit one time. Class open to clinical psychology and counseling and family therapy majors. Class open to doctoral level.

CPY 6934 CLINICAL FOUNDATIONS V (1-2) Supervised experience observing and participating in either private or community mental health settings. Training will involve the development of interview skills, crisis-intervention techniques, ethical and professional standards and counseling methods. The sequence is designed to orient students to a clinical-scientist approach to psychological services. Supervision may incorporate a variety of modalities, including audiotape, videotape and live observation. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 6935 CLINICAL FOUNDATIONS VI (1-2) Supervised experience observing and participating in either private or community mental health settings. Training will involve the development of interview skills, crisis-intervention techniques, ethical and professional standards and counseling methods. The sequence is designed to orient students to a clinical-scientist approach to psychological services. Supervision may incorporate a variety of modalities, including audiotape, videotape and live observation. Class open to clinical family psychology 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 that 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 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 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 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 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 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 and clinical psychology majors. Class open to doctoral level.

CPY 7030 RESEARCH DESIGN (4) Prerequisite: Master's 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 and clinical psychology majors.

CPY 7031 RESEARCH METHODS AND STATISTICS I (4) Prerequisite: CPY 6700. Introduces students to the structure and underlying philosophy of applied and experimental quantitative research and qualitative research. Students will be introduced to the ethics of conducting research, including writing research proposals for an institutional research board. This course also introduces students to multiple regression statistical techniques. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7032 RESEARCH METHODS AND STATISTICS II (4) Prerequisite: CPY 7031. Continues an in-depth exploration of multiple regression techniques and their application to clinical research. Students also learn data collection methodology. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7033 RESEARCH METHODS AND STATISTICS III (4) Prerequisite: CPY 7032. Continues an in-depth exploration of quantitative multivariate techniques and their application to clinical research. Students also learn data analytic and interpretation strategies and written and oral presentation skills. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7040 RESEARCH STATISTICS I (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 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 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 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 and clinical psychology majors.

CPY 7120 MEDICAL ISSUES AND PSYCHOPHARMACOLOGY (2-4) Prerequisite: CPY 7110. Addresses medical and psychophysiological issues that arise in the practice of clinical psychology, along with a review of effective collaboration approaches with the medical community. Medical illnesses, sexual issues, life-span related conditions and psychomimetic illnesses will be considered from a biopsychosocial perspective. Class open to clinical family psychology and clinical psychology majors.

CPY 7130 HUMAN SEXUALITY (2) A course that 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 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 that 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 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-2 and 16PF. Specialized health evaluation measures, 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 and clinical psychology majors. Class open to doctoral level.

CPY 7142 MEDICAL PSYCHOLOGY INTERVENTIONS (2) 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 psychologist in hospital, HMO and other care settings. Class open to clinical family psychology 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 and clinical psychology majors. Class open to doctoral level.

CPY 7144 ADVANCED MEDICAL INTERVENTIONS (4) 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, health care ethics and psychoneuroimmunology. Class open to clinical family psychology 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 and clinical psychology majors. Class open to doctoral level.

CPY 7210 DEVELOPMENTAL PSYCHOLOGY I (2-4) Prerequisite: Master's level course in developmental psychology. Focuses on major research and theories of individual and family psychosocial development over the life span. Considers applications of developmental research and theories to psychological work with individuals and families. Class open to clinical family psychology 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 and clinical psychology majors.

CPY 7230 ADVANCED COGNITION AND LEARNING (2-6) Addresses major theories of human cognition and learning. Models that 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 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 that shape attitudes, emotions, perception and behavior. Class open to clinical family psychology 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 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 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 that the consulting psychologist may use to set goals and objectives, document services, evaluate outcomes, perform cost/benefit analysis and strategically improve organizational process and/or product. Class open to clinical family psychology 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, clinical psychology and marriage and family therapy majors. Class open to doctoral and graduate levels.

CPY 7290 DIVERSITY ISSUES IN CLINICAL PSYCHOLOGY (4)

Introduction to theoretical and empirical literature in psychology examining variables such as gender, age, sexual orientation, ethnicity and religious preference. Issues of diversity will be examined from a biopsychosocial and ecological perspective. Particular emphasis given to implications for clinical diagnosis, assessment, intervention and treatment in the clinical-scientist tradition. Course Equivalent: CPY 6290. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral and graduate levels.

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 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 psycho-educational. The utility of each model will be evaluated from a biopsychosocial perspective. Class open to clinical family psychology 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 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 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 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 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 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 that are sensitive to an adult's context of intimate relationships, as well as within their broader social network. Class open to clinical family psychology 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 and clinical psychology majors. Class open to doctoral level.

CPY 7500 FAMILY PSYCHOLOGY INTERVENTIONS: THEORY AND TECHNIQUE (4)

Prerequisite: CPY 7250. Fully integrates the biopsychosocial perspective into a family systems model. Contemporary research issues and clinical applications are explored in the tradition of the clinical-scientist model. Examines family and conjoint theoretical models, assessment and evaluation, and treatment interventions unique to family psychology. Focuses on both the nuclear family and dyadic relationships within the family, including the topic of family medical therapy. The course incorporates experiential components, such as role-play and modeling into the learning experience. Class open to clinical family psychology 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 and clinical psychology majors. Class open to doctoral level.

CPY 7520 MARITAL AND CONJOINT INTERVENTIONS: THEORY AND TECHNIQUE (2-4)

This course explores special areas and research of interest in family psychology such as premarital issues, infidelity, divorce, blended families, child custody issues, gender distinctives, multi-cultural issues, family violence and family systems consultation. Evaluation, assessment and relevant research are considered, as well as treatment protocol unique to particular issues. Blends the distinctives of a biopsychosocial perspective with a family systems model within the clinical-scientist tradition. Class open to clinical family psychology 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 psycho-educational programs on marital and familial well-being. Class open to clinical family psychology and clinical psychology majors.

CPY 7550 RELATIONSHIP DEVELOPMENT AND INTERVENTION (4)

Seminar-style course that addresses psychological theory and methods of assessment in premarital and neo-marital development and intervention. Course will evaluate the strengths of premarital vs. neo-marital training, and will evaluate communication-skills oriented programs vs. behavioral-skills oriented programs. Assessment of outcome and critique of outcome assessment itself will be a major component of the course. Students will have the opportunity to create a unique premarital or neo-marital program. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral and graduate levels.

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 or 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 that 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 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 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 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 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 that is related to the student's cognate area. Class open to clinical family psychology 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 that is related to the student's cognate area. Class open to clinical family psychology 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 that is related to the student's cognate area. Class open to clinical family psychology 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 that is related to the student's cognate area. Class open to clinical family psychology 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 that is related to the student's cognate area. Class open to clinical family psychology 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 that is related to the student's cognate area. Class open to clinical family psychology 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 12-month clinical internship (2,000 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 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 16 quarter credits. Required to maintain active student status in the clinical psychology program. May be repeated up to 8 credits. Class open to clinical family psychology 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 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 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 16 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 and clinical psychology majors. Class open to doctoral level.

Marriage and Family Therapy (M.S.)

M.F.T. Mission Statement

The mission of the marriage and family therapy (M.F.T.) program at Seattle Pacific University is to provide the highest quality education and training in marriage and family therapy, in a distinctly Christian context. The program focuses on the development of the self of the therapist through the integration of theory, research and practice, 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 to power.

This training is offered through academic coursework and supervised clinical practice, leading to a master's of science degree in marriage and family therapy. 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. In exceptional circumstances students may also have up to four years to complete degree requirements. In order to maintain active status in the program, students are expected to complete 24 credit hours per year. Exceptions are to be approved by the chair of 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 as follows:

First year: Monday and Wednesday, 2-8:30 p.m.
Second year: Tuesday and Thursday, 2-8:30 p.m.

Full-time employment is discouraged for those who intend to pursue the two-year program. Full-time employment may be possible for those pursuing the three-year program, however, part-time employment is preferable.

Program Curriculum

The 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 or licensure through the National Board for Certified Counselors and through Washington state's Department of Health.

The M.F.T. 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.

Seattle Pacific University also offers a certificate in medical family therapy that can be incorporated into the standard M.F.T. curriculum. Post-master's students may also obtain a certificate in medical family therapy.

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 the following:

- Supervised internship at an approved site (500 hours of face-to-face client contact, of which at least 250 hours must be couples or family therapy).
- On-campus small-group supervision and individual/group supervision at an internship placement site. 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 or 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 Knowledge (11 credits)

6200, 6300, and 6303 required; 6310, 6330, 6340, 6350, 6360 (choose at least one).

Area II: Clinical Knowledge (23 credits)

6110, 6210, 6220, 6410, 6600, 6610, 6620 and 6630 required.

Area III: Individual Development and Family Relations (6)

6100, 6641, 6642 and 6643 required, and life-span prerequisites.

Area IV: Professional Identity and Ethics (8)

6301, 6810 and 6811 required.

Area V: Research (4)

6700 and 6710 required, plus statistics prerequisite.

Area VI: Additional Learning (5-6)

6400 required; 6201, 6411, 6640, 6670, 6820 and 6910 (choose at least one).

A typical two-year course sequence is as follows:

Course Sequence for Full-Time Program

Autumn One (12 credits)

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

Winter One (11 credits)

MFT 6600 Psychopathology and Family Therapy (3)
MFT 6301 Becoming a Systems Therapist (3)
MFT 6303 Theories of MFT II (3)
MFT 6934 Clinical Practicum II (2)

Spring One (11 credits)

MFT 6220 Gender Perspectives and Family Therapy (3)
MFT 6700 Graduate Research I (3)
MFT 6810 Issues, Ethics and Law (3)
MFT 6935 Clinical Practicum III (2)

Summer One (8 credits)

MFT 6641 Treatment of Young Children and Families (1)
MFT 6642 Treatment of Adolescents and Families (1)
MFT 6643 Parenting and the Treatment of Families (1)
MFT 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 Two (10 credits)

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

Winter Two (11 credits)

MFT 6400 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 Two (7 credits)

MFT 6110	Human Sexuality (3)
MFT 6939	Clinical Practicum VII (2)
<i>Plus one of the following:</i>	
MFT 6201	Christian Perspectives 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 and a course in individual life-span development, 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.

Students must also show evidence of training in basic counseling and interviewing skills; those not showing evidence will be required to attend a class on this subject. Applicants who earn a score of 500 or higher on the psychology subject test of the GRE may waive any unfinished prerequisite coursework, with the exception of the statistics course and the individual life-span development 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 3 graduate quarter credits and be equivalent to courses taught in the M.F.T. program at Seattle Pacific University. A minimum grade of B will be needed for transferred work.

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 M.F.T. graduate studies. For detailed information on admission, please request an application from the School of Psychology, Family and Community's Department of Marriage and Family Therapy at (206) 281-2987. Or you may apply online at our Web site. For more detailed questions, please contact the program coordinator, Vicki Vorhes, at (206) 281-2762.

1. Applicants must have a bachelor's degree from a regionally accredited institution in any field. Candidates will have a minimum grade point average of 3.00 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 GRE or 35 for the MAT is required. Further information on these tests can be obtained by calling the numbers listed below:

Graduate Record Exam	(800) 967-1100 www.gre.org
Miller Analogies Test	(800) 228-0752
UW Testing Center	(206) 543-1170
(for local applicants)	

If the candidate has an earned master's degree from a regionally accredited institution, he or she can submit an official transcript on which the master's degree is posted and the graduate exam will be waived.

Note: Candidates with exceptional qualifications and recommendations who meet all of the requirements except GRE or MAT minimum may be considered for admission to the M.F.T. program, because the program admits all students on a probationary status (see "Admission Procedures").

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, marriage and family therapist, pastoral counselor, psychologist); and b) at least one from a person qualified to evaluate academic ability (e.g., educator). A third personal recommendation may include a reference from an employer and/or supervisor from a volunteer experience. Recommendation forms are included in the application brochure. Recommendations must be submitted on the forms provided. Forms should be sent to the applicant in sealed and signed envelopes to be included with the application package.
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 M.F.T. 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.
7. Those interested in the medical family therapy certificate need to request application materials for this program also.

Admission Procedures

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

Admission to the graduate program depends upon recommendation by the M.F.T. faculty and approval from the chair 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 M.F.T. program, with average GPA of 3.0 or better in all courses, and must be recommended for continuance by M.F.T. faculty.

Course Descriptions

MFT 6100 SOCIAL ECOLOGY OF FAMILY (3-4) Develops a broad knowledge base of the dynamics and functioning of different family forms: single-parent, nuclear, post-divorce, remarriage, and intergenerational families and alternative family groups. Course will cover the life cycle of the family and the process and modification of family structures over time (e.g., birth of the first child, adolescent sexual development, leaving home, etc.). This course will also cover individual development from birth to death. Class open to marriage and family therapy, nursing leadership and school counseling majors. Class open to graduate level.

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

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-à-vis social ecology and systems thinking. Class open to marriage and family therapy, nursing leadership and school counseling majors. Class open to graduate level.

MFT 6201 CHRISTIAN PERSPECTIVES 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 that particularly influence psychotherapy. Class open to marriage and family therapy majors. Class open to graduate level.

MFT 6210 MULTICULTURAL ISSUES IN FAMILY THERAPY (2-4) Focuses on how ethnic, cross-cultural, multiracial and gender issues influence theories and practices of marriage and family therapy. Strengths and limitations of major modalities will be analyzed. Students will consider influences of their own cultural backgrounds upon their practice of counseling and family therapy. Class open to marriage and family therapy, nursing leadership 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 and family therapy majors. Class open to graduate level.

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 and family therapy majors. Class open to graduate level.

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 and family therapy majors. Class open to graduate level.

MFT 6303 THEORIES OF MARRIAGE AND FAMILY THERAPY II

(3) Prerequisite: MFT 6300. Continues to provide a comprehensive survey and substantive understanding of the major models of marriage and family therapy. 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; and the critiques on, and limitations of, each family theory approach. Class will also examine theoretical limitations and strengths in relationship to gender and to culturally diverse case studies. Class open to marriage and family therapy majors. Class open to graduate level.

MFT 6310 BRIEF FAMILY THERAPY (2) Examines various models of brief therapy, because effective psychotherapy may range in time from long-term to short-term. By working through actual cases and other clinical examples, students will acquire the conceptual bases and primary methods of these models. This course particularly helps students assess how clients' attempted solutions of problems have been effective and ineffective and how to plan interventions to enhance effectiveness. Class open to marriage and family therapy majors. Class open to graduate level.

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 and family therapy majors. Class open to graduate level.

MFT 6330 OBJECT RELATIONS THEORY AND FAMILY 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, counter-transference, introjection, projection and projective identification. Class open to marriage and family therapy majors. Class open to graduate level.

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 and family therapy majors. Class open to graduate level.

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 and 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 and family therapy majors. Class open to graduate level.

MFT 6360 ADVANCED BOWEN THEORY & THERAPY (2) Prerequisite: MFT 6301. Provides advanced knowledge and training in Bowen theory and its application. Class open to marriage and family therapy majors. Class open to graduate level.

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 and family therapy majors. Class open to graduate level.

MFT 6410 TREATMENT OF COUPLES (2-3) Prerequisite: MFT 6300. Reviews various models of couple interaction, couple evaluation and couple 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 and family therapy majors. Class open to graduate level.

MFT 6411 PREMARITAL EDUCATION (2) Explores critical issues in preparing couples for lifelong 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. Course Equivalent: CEU 1801. Class open to marriage and family therapy majors. Class open to graduate level.

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 and family therapy majors. Class open to graduate level.

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 and family therapy, nursing leadership and school counseling majors. Class open to graduate level.

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 couple and family assessment techniques, as well as the use of other assessment devices useful in the practice of marriage and family therapy. 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. Class open to marriage and family therapy majors. Class open to graduate level.

MFT 6630 PSYCHOPHARMACOLOGY, PHYSIOLOGY 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 and family therapy, nursing leadership and school counseling majors. Class open to graduate level.

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 and family therapy, nursing leadership and school counseling majors. Class open to graduate level.

MFT 6641 TREATMENT OF YOUNG CHILDREN AND THEIR FAMILIES (1-3) Provides a didactic and experiential format in which to explore issues around therapeutic work with young children and their families. Developmental and family systems issues will be explored in the light of working with young children and their families. Class open to marriage and family therapy majors. Class open to graduate level.

MFT 6642 TREATMENT OF ADOLESCENTS AND FAMILIES (1-3) Provides a didactic and experiential format in which to explore issues around therapeutic work with adolescents and their families. Developmental and family systems issues will be explored in the light of working with adolescents and their families. Class open to community counseling, counseling and family therapy and marriage and family therapy majors.

MFT 6643 PARENTING AND THE TREATMENT OF FAMILIES (1-3) 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 and family therapy majors.

MFT 6645 BELIEFS, SPIRITUALITY AND HEALTH (3) Explores the impact of individual, family and cultural beliefs/meanings on the illness experience, treatment, suffering, healing and death. Particular focus will be given to eliciting patient/family/cultural beliefs around internal resources and faith practices, as well as external resources such as family, church and community. This course will also review how to work with family belief systems and construct healing beliefs and behaviors, how to negotiate with other treatment providers and/or family who have conflicting beliefs, and how to strengthen a culturally sensitive provider/patient/family relationship. Course Equivalents: CEU 2011 and MDT 6645. Class open to marriage and family therapy majors.

MFT 6646 APPLIED MEDICAL FAMILY THERAPY (3) Prerequisites: MDFT/MFT 6630 and MDFT/MFT 6640. Builds on the theoretical and clinical knowledge of MFT 6640, medical family therapy. Focus will be given to developing a broad knowledge base of the biopsychosocial and spiritual implications of specific illnesses. The course will examine the biological (etiology, diagnosis, and treatment), pharmacological, emotional, relational and spiritual effects of heart disease, cancer, diabetes, renal failure, lung disease and chronic pain. Current treatment protocols, including medication and complimentary treatments, will be studied. Students will become familiar with multidisciplinary treatment practices that have been successful in reducing suffering, improving quality of life, and reducing morbidity and mortality. Course Equivalents: CEU 2012 and MDFT 6646. Class open to marriage and family therapy majors.

MFT 6670 GRIEF, DEATH AND CULTURE (2) 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 and 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 handheld personal calculators and personal computers. Research methods include both quantitative and qualitative designs. Class open to marriage and family therapy majors. Class open to graduate level.

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

MFT 6810 ISSUES, ETHICS AND LAW (3-5) Considers major professional issues and practices in marriage and family therapy in the contexts of Christian perspectives and the ethical guidelines of the American Association for 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 marriage and family therapy, nursing leadership 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 M.F.T. clinicians and interns (e.g., harm to self and others). This is initial preparation for student's placement in an internship site. Corequisite: MFT 6933. Class open to marriage and family therapy majors. Class open to graduate level.

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

MFT 6900 INDEPENDENT STUDY (1-6) Registration Approval: Independent Study Agreement. Provides opportunity for the student to study a topic of special interest under faculty supervision. May be repeated for credit up to 12 credits. Class open to marriage and family therapy majors. Class open to graduate level.

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 and family therapy majors. Class open to graduate level.

MFT 6933 CLINICAL PRACTICUM I (1-2) Assists students in the integration of self, theory and the practice of family therapy. This seven-quarter sequence is designed to build step-by-step toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his or her stated orientation in the final quarter (VII). Students will present individual and family cases that they are currently working with in their clinical placement settings. Groups will not exceed six people. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment). Class open to marriage and family therapy majors. Class open to graduate level.

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

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

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

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

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

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

MFT 6941 ADVANCED MASTER'S INTERNSHIP (1-4) Provides continued supervision for students who have completed the clinical practicum sequence but have not fulfilled the 500-client-contact-hour requirement. May be repeated for credit up to 8 credits. Class open to marriage and family therapy majors. Class open to graduate level.

MFT 6995 MASTER'S THESIS (4-8) Registration Approval: Department faculty advisor. Conduct research, including study design, data collection, data analysis and draw 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 and family therapy majors. Class open to graduate level.

MDFT 6630 PSYCHOPHARMACOLOGY, PHYSIOLOGY AND MEDICAL ISSUES (3) Examines the most common physical and medical issues that surface in the practice of marriage and family therapy. Special attention is given to psychopharmacology, 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 and family therapy and medical family therapy majors.

MDFT 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 successful collaboration with medical practitioners. Class open to marriage and family therapy and medical family therapy majors.

MDFT 6645 BELIEFS, SPIRITUALITY AND HEALTH (3) Explores the impact of individual, family and cultural beliefs/meanings on the illness experience, treatment, suffering, healing and death. Particular focus will be given to eliciting patient/family/cultural beliefs around internal resources and faith practices, as well as external resources such as family, church and community. This course will also review how to work with family belief systems and construct healing beliefs and behaviors, how to negotiate with other treatment providers and/or family who have conflicting beliefs, and how to strengthen a culturally sensitive provider/patient/family relationship. Course Equivalents: CEU 2011 and MFT 6645. Class open to marriage and family therapy and medical family therapy majors.

MDFT 6646 APPLIED MEDICAL FAMILY THERAPY (3) Prerequisites: MDFT/MFT 6630 and MDFT/MFT 6640. Builds on the theoretical and clinical knowledge of MFT 6640 Medical Family Therapy. Focus will be given to developing a broad knowledge base of the biopsychosocial and spiritual implications of specific illnesses. The course will examine the biological (etiology, diagnosis and treatment), pharmacological, emotional, relational and spiritual effects of heart disease, cancer, diabetes, renal failure, lung disease and chronic pain. Current treatment protocols, including medication and complementary treatments, will be studied. Students will become familiar with multidisciplinary treatment practices that have been successful in reducing suffering, improving quality of life, and reducing morbidity and mortality. Course Equivalents: CEU 2012 and MFT 6646. Class open to marriage and family therapy and medical family therapy majors.

MDFT 6933 CLINICAL PRACTICUM I (2) Students will be placed in a bio-medical outpatient setting (such as a medical oncology or family practice) where they will provide, in collaboration with an attending health care provider, medical family therapy (i.e., individual, couple, family and group medical therapy) to patients and their families. These services will be provided under the supervision of a program faculty and attending physician. Training will take place in supervision groups as supervisors provide feedback on live and videotaped sessions. Medical clinics associated with the Department of Marriage and Family Therapy will be used as practicum sites for our students. Class open to marriage and family therapy and medical family therapy majors.

MDFT 6934 CLINICAL PRACTICUM II (2) Students will be placed in a bio-medical outpatient setting (such as a medical oncology or family practice) where they will provide, in collaboration with an attending health care provider, medical family therapy (i.e., individual, couple, family and group medical therapy) to patients and their families. These services will be provided under the supervision of a program faculty and attending physician. Training will take place in supervision groups as supervisors provide feedback on live and videotaped sessions. Medical clinics associated with the Department of Marriage and Family Therapy will be used as practicum sites for our students. Class open to marriage and family therapy and medical family therapy majors.

MDFT 6935 CLINICAL PRACTICUM III (2) Students will be placed in a bio-medical outpatient setting (such as a medical oncology or family practice) where they will provide, in collaboration with an attending health care provider, medical family therapy (i.e., individual, couple, family and group medical therapy) to patients and their families. These services will be provided under the supervision of a program faculty and attending physician. Training will take place in supervision groups as supervisors provide feedback on live and videotaped sessions. Medical clinics associated with the Department of Marriage and Family Therapy will be used as practicum sites for our students. Class open to marriage and family therapy and medical family therapy majors.

MDFT 6936 CLINICAL PRACTICUM IV (2) Students will be placed in a bio-medical outpatient setting (such as a medical oncology or family practice) where they will provide, in collaboration with an attending health care provider, medical family therapy (i.e., individual, couple, family and group medical therapy) to patients and their families. These services will be provided under the supervision of a program faculty and attending physician. Training will take place in supervision groups as supervisors provide feedback on live and videotaped sessions. Medical clinics associated with the Department of Marriage and Family Therapy will be used as practicum sites for our students. Class open to marriage and family therapy and medical family therapy majors.

Faculty

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

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

Margaret Diddams, *Associate Professor of Graduate Psychology; Director of Research*; B.A., Wheaton College, 1982; M.A., New York University, 1988; Ph.D., New York University, 1994. At SPU since 1993.

Scott Edwards, *Assistant Professor of Marriage and Family Therapy; Director of Internships*; B.A., Cornell University, 1991; M.S., Auburn University, 1996; Ph.D., Virginia Polytechnic Institute and State University, 2001. At SPU since 2001.

Claudia Grauf-Grounds, *Chair and Associate Professor of Marriage and Family Therapy*; B.A., Stanford University, 1976; M.A., Fuller Theological Seminary, 1978; Ph.D., University of Southern California, 1988. At SPU since 2000.

D. Patrick Hopp, *Assistant Professor of Graduate Psychology, Clinical Faculty*; B.S., University of Washington, 1991; M.A., Fuller Graduate School of Psychology, 1994 and 1996; Ph.D., 1998. At SPU since 2000.

Jeffrey A. Joireman, *Associate Professor of Psychology*; B.A., Eastern Washington University, 1987; M.A., University of Delaware, 1993; Ph.D., University of Delaware, 1996; At SPU since 1996.

M. Kathleen B. Lustyk, *Associate Professor of Psychology*; B.S., University of Washington, 1988; Ph.D. University of Washington, 1992. At SPU since 1996.

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

Leo Mármol, *Chair and Professor of Graduate Psychology*; B.L., Instituto de Segunda Enseñanza, 1956; B.A., Pepperdine University, 1960; M.A., Pepperdine University, 1962; B.Div., San Francisco Theological Seminary, 1965; Ph.D., The California State School of Professional Psychology at San Francisco/Berkeley, 1973. At SPU since 2001.

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

Robert B. McKenna, *Associate Professor of Psychology; Director of Degree Completion Program*; B.A., Seattle Pacific University, 1990; M.B.A., Seattle Pacific University, 1992; Ph.D., Claremont Graduate University, 1998. At SPU since 1999.

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

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

Mícheál D. Roe, *Professor of Psychology; Chair 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.

Tina Sellers, *Instructor of Marriage and Family Therapy; Coordinator of Medical Family Therapy Program*; B.A., San Diego State University, 1982; M.S., Seattle Pacific University, 1991. At SPU since 1992.

Jay Skidmore, *Professor of Graduate Psychology; Director of Clinical Training*; B.A., Azusa Pacific University, 1976; M.A., California State University, 1981; Ph.D., Virginia Polytechnic Institute and State University, 1988. At SPU since 2001.

John Thoburn, *Associate Professor of Graduate Psychology and Marriage and Family Therapy; Director of Clinical Services*; B.A., University of Kansas, 1976; M.Div., Fuller Theological Seminary, 1984; Ph.D., Fuller Graduate School of Psychology, 1991. At SPU since 1996.

Marcia Webb, *Assistant Professor of Graduate Psychology*; B.A., Wheaton College, 1985; M.A., Wheaton Graduate School, 1986; M.Div., Fuller Theological Seminary, 1995; Ph.D., Fuller Graduate School of Psychology, 1995. At SPU since 1996.

Beverly Jo Wilson, *Assistant Professor of Graduate Psychology*; B.A., California State University-Fresno, 1985; M.A., California State University-Fresno, 1987; Ph.D., University of Washington, 1994. At SPU since 1998.

Part Time Lecturers

William Collins, *Marriage and Family Therapy*; B.S., Stonehill College, 1966; Ph.D., University of Notre Dame, 1974; M.A., University of Notre Dame, 1977; M.S., Seattle Pacific University, 1987. At SPU since 1988.

Ron DeVries, *Graduate Psychology*; B.A., Calvin College, 1987; M.A., Fuller Theological Seminary, 1992; Ph.D., Fuller Graduate School of Psychology, 1996. At SPU since 1999.

Dawn Ehde, *Graduate Psychology*; B.S., University of South Dakota, 1987; M.A., University of North Dakota, 1989; Ph.D., University of North Dakota, 1992. At SPU since 1999.

Caprice D. Hollins, *Marriage and Family Therapy and Graduate Psychology*; B.A., Seattle University, 1990; M.A., California School of Professional Psychology, 1996; Ph.D., California School of Professional Psychology, 1998. At SPU since 1999.

Guy Oram, *Graduate Psychology*; B.A., Whitman College, 1987; M.A., University of Massachusetts, 1990; Ph.D., University of Virginia, 1994. At SPU since 1999.

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

Tom Tsagalaskis, *Marriage and Family Therapy*; B.S., San Jose State University, 1982; M.Div., Holy Cross School of Theology, 1986; M.S., Seattle Pacific University, 1990. At SPU since 1993.

SEATTLE PACIFIC UNIVERSITY

**Trustees
and Administration**

Board of Trustees

Chair Roger H. Eigsti
 Vice Chair Donald A. MacPhee
 Secretary Lawrence F. Brown Jr.
 Treasurer C. Fredrick Safstrom

Trustee	Elected By	Accession/ Expiration of Term	From
H. Mark Abbott	Pacific NW Conference	2000-2003	Seattle, WA
Carol L. Bartlett	Pacific NW Conference	1994-2003	Seattle, WA
Lawrence F. Brown Jr.	Alumni Association	1993-2002	Redmond, WA
Forest C. Bush	Sierra Pacific Conference	1995-2003	Sacramento, CA
William J. Clancy	Board of Trustees	1996-2004	Seattle, WA
Ken Cleman	Oregon Conference	2001-2004	Eugene, OR
Victor E. Delamarter	Oregon Conference	1999-2002	Madras, OR
Philip W. Eaton	President	1996-	Seattle, WA
Roger H. Eigsti	Board of Trustees	2001-2004	Seattle, WA
Thomas A. Froula	Pacific NW Conference	2000-2003	Yakima, WA
Harold D. Hagglund	Oregon Conference	1994-2003	Newberg, OR
Sharon R. Harris	Sierra Pacific Conference	1998-2001	Corralitos, CA
Darlene D. Hartley	Pacific NW Conference	1998-2004	Seattle, WA
Roger B. Keller	Oregon Conference	1983-89, 1993-99, 2000-01	Dundee, OR
Edward B. Kibble	Board of Trustees	1998-2004	Seattle, WA
Donald A. MacPhee	Board of Trustees	1997-2003	Kirkland, WA
David J. McIntyre Jr.	Board of Trustees	2000-2003	Phoenix, AZ
Robert G. Nuber	Board of Trustees	1997-2002	Seattle, WA
Joel H. Paget	Board of Trustees	1971-1998, 1999-2002	Bellevue, WA
Barry L. Rowan	Board of Trustees	2000-2003	Englewood, CO
C. Fredrick Safstrom	Pacific NW Conference	1997-2002	Everett, WA
Rick Snodgrass	Columbia River Conference	2001-2004	Caldwell, ID
Frederick J. Stabbert	Board of Trustees	1997-2003	Bainbridge, WA
Ange J. Taylor	Columbia River Conference	1998-2004	Spokane, WA
E. Gerald Teel	Board of Trustees	1996-2002	Seattle, WA
David Thompson	Columbia River Conference	2001-2004	Spokane, WA
Bruce A. Walker	Board of Trustees	1999-2002	Seattle, WA
Joan S. Wallace	Board of Trustees	1998-2004	Bellevue, WA
Gordon Werkema	Board of Trustees	1996-2004	Bellevue, WA
Matthew H. Whitehead	Pacific NW Conference	1995-2004	Seattle, WA
Delbert R. Wisdom	Alumni Association	1998-2004	Basin City, WA
Ronald N. Worman Jr.	Pacific NW Conference	1998-2004	Issaquah, WA

Honorary Trustee

Roger W. Haskins Jr. Area Bishop, Free Methodist Church of North America San Dimas, CA

Emeriti Trustees

Bernard E. Hansen Years of service, 1964-1997; Emeritus since 1997 Seattle, WA
 V.O. McDole Years of service, 1972-1995; Emeritus since 1995 Bellevue, WA
 Leonard C. Root Years of service, 1968-1992; Emeritus since 1992 Seattle, WA

75

Board of
Trustees

Administration

PHILIP W. EATON, Ph.D.

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

H. Mark Abbott, D.Min.

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.

Academic Affairs

LES L. STEELE, Ph.D.

Vice President for Academic Affairs
Professor of Christian Formation
B.A., Azusa Pacific University, 1975; M.A., 1976; Ph.D., Claremont Graduate School, 1984. At SPU since 1985.

Nathan Brown, Ph.D.

Dean, School of Psychology, Family and Community
Associate Professor of Graduate Psychology
Clinical and Consulting Psychologist
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.

Joyce Quiring Erickson, Ph.D.

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

Lucille M. Kelley, Ph.D.

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

Mark E. Pitts, Ph.D.

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

Cynthia Price, Ph.D.

Associate Vice President for Academic Affairs for Curriculum and Assessment
Associate Professor of Sociology
B.A., Westmont College, 1983; M.A., Washington State University, 1986; 1990. At SPU since 1993.

Jeff Van Duzer, J.D.

Dean, School of Business and Economics
Associate Professor of Business Law and Ethics
B.A., University of California-Berkeley, 1976; J.D., Yale School of Law, 1979. At SPU part-time since 1998; full-time since 2001.

Student Life

Kathleen Braden, Ph.D.

Associate Vice President and Dean of Student Life
Professor of Geography
B.A., Boston University, 1972; M.A., University of Washington, 1974; Ph.D., University of Washington, 1981. At SPU since 1982.

Kimberlee Campbell, M.Ed.

Director of Residence Life
Chief Judicial Officer
B.A., Washington State University, 1985; M.Ed., Washington State University, 1990. At SPU since 1995.

Jacquelyn S. Smith-Bates, M.A.

Director of Career Development Center
B.A., Azusa Pacific College, 1978; M.A., Azusa Pacific University, 1983. At SPU since 1986.

Scott W. Strawn, M.A.

Director of Student Programs
B.A. Anderson University, 1984; M.A., Ball State University, 1995; A.B.D., Kansas University, At SPU since 2000.

Linda Wagner, M.Ed.

Acting Director for the Center for Learning
B.A., Central Washington University, 1970; M.Ed., Seattle Pacific University, 1992. At SPU since 1982.

Athletics

Thomas W. Box, M.B.A.

Director of Athletics
B.A., Biola University, 1974; M.B.A., Seattle Pacific University, 1993. At SPU 1980-84 and since 1989

Kenneth W. Bone, M.S.

Head Men's Basketball Coach
B.A., Seattle Pacific University, 1983; M.S., Seattle Pacific University, 1993. At SPU since 1986.

Bobby Bruch, B.A.

Head Women's Soccer Coach
B.A., Seattle Pacific University, 1988

Doris Heritage, M.Ed.

Head Cross Country Coach
B.S., Seattle Pacific College, 1964; M.Ed., 1975. At SPU since 1969.

Jack Hoyt, M.Ed.

Head Track and Field Coach
B.A., Seattle Pacific, 1987; M.Ed., Seattle Pacific University, 1998. At SPU 1989-91 and since 1999.

Robert C. Huber, M.A.

Associate Athletic Director
B.A., Whitworth College, 1962; M.A., California State University-Long Beach, 1965. At SPU since 1976.

Keith P. Jefferson, B.A.

Head Crew Coach
B.A., Seattle Pacific University, 1983. At SPU 1987-89 and since 1990.

Howard Kellogg, B.A.

Director of Intramural and Club Sports; Facilities Manager
B.A., Whitworth College, 1972. At SPU since 1981.

C. Clifford McCrath, M.Div.

Head Men's Soccer Coach
B.A., Wheaton College, 1958; M.Div., Gordon Divinity School, 1964. At SPU since 1970.

Frank MacDonald, B.A.

Sports Information Director
B.A. University of Washington, 1982. At SPU since 1984.

Gordon Presnell, M.S.

Head Women's Basketball Coach
B.A., Northwest Nazarene College, 1983; M.S., Seattle Pacific University, 1989. At SPU since 1986.

Kellie Radloff, B.A.

Head Women's Volleyball Coach
B.A., Seattle Pacific University, 1992; M.S., Syracuse University, 1998. At SPU since 2000.

Laurel J. Tindall, B.A.

Women's Gymnastic Coach; Director of Falcon Gymnastics Center
B.A., Seattle Pacific College, 1975. At SPU since 1975.

Business and Planning**DONALD W. MORTENSON, M.B.A., C.P.A.**

Vice President for Business and Planning
B.S., Seattle Pacific College, 1971; C.P.A., State of Washington, 1973; M.B.A., Seattle Pacific University, 1988. At SPU since 1980.

David B. Church, B.S.

Executive Director of Facility and Project Management
B.S., Seattle Pacific University, 1981. At SPU since 1981.

Randall R. Hashimoto, B.A.

Executive Director of Human Resources
B.A., University of California-Los Angeles, 1986. At SPU since 1998.

Darrell W. Hines, Ed.D.

Associate Vice President for Business and Facility Services
B.A., Pacific Lutheran University, 1959; M.Ed., Oregon State University, 1963; Ed.D., University of Washington, 1976. At SPU since 1995.

Craig G. Kispert, M.B.A., C.P.A.

Executive Director of Finance and Budget
B.A., Seattle Pacific University, 1988; M.B.A., Seattle University, 1991; C.P.A., State of Washington, 1994. At SPU since 1993.

Gordon A. Nygard, B.A.

Executive Director and Treasurer, Seattle Pacific Foundation
B.A., Seattle Pacific College, 1973. At SPU since 1988.

W. Mark Reid, A.A.

Director of Safety and Security
A.A., Judson Baptist College, 1978. At SPU since 1986.

David W. Tindall, M.S.

Executive Director of Computer and Information Systems
B.A., Seattle Pacific College, 1975; M.S., Seattle Pacific University, 1989. At SPU since 1975.

University Advancement**ROBERT D. MCINTOSH**

Vice President for University Advancement
SPU Trustee 1983-1996. At SPU since 1996.

Robert Gunsalus, M.A.

Director of Development
B.A., Bartlesville Wesleyan College, 1998; M.A., North Carolina State University, 1993; Ph.D. Candidate, Purdue University. At SPU since 1998.

Gene E. Keene, M.B.A., C.P.A.

Director of Major Gifts and Planned Giving
B.A., Eastern Washington University, 1971; M.B.A., Gonzaga University, 1972; C.P.A., State of Washington, 1978. At SPU since 1990.

Douglas Taylor, B.A.

Director of Alumni
B.A., Seattle Pacific University, 1987. At SPU since 1996.

University Relations**MARJORIE R. JOHNSON, M.A.**

Vice President for University Relations
B.A., Nyack College, 1973; M.A., New School for Social Research, 1977. At SPU since 1981.

Ruth L. Adams, M.S.

Director of Student Academic Services; University Registrar
B.A., Warner Pacific College, 1984; M.S., Seattle Pacific University, 1991. At SPU since 1988.

Kenneth E. Cornell Jr., M.B.A.

Assistant Vice President for Marketing and Admissions
B.A., Seattle Pacific University, 1985; M.B.A., 1994. At SPU since 1990.

Jerald L. Finch, M.B.A.

Director of Institutional Research
B.S., Southern Illinois University, 1971; M.B.A., Eastern Washington University, 1978. At SPU since 1988.

John L. Glancy, M.C.

Director of University Communications
B.A., Seattle Pacific College, 1970; M.C., University of Washington, 1979. At SPU 1970-1972, 1973-1976 and since 1980.

Jennifer M. Kenney, M.Ed.

Director of Undergraduate Admissions
B.A., Seattle Pacific University, 1991; M.Ed., Azusa Pacific University, 1998. At SPU since 1992.

Vickie L. Rekow, B.A.

Director of Student Financial Services
B.A., Northwest College, 1999. At SPU since 1986.

Janet L. Ward, M.P.A.

Assistant Vice President and Dean for Enrollment Management
B.A., Washington State University, 1977; M.P.A., Evergreen State College, 1986. At SPU since 1988.

Alumni Association

The Seattle Pacific Alumni Association is an organization of former students and graduates. The current executive board has 21 positions, nine of which are elected on rotation each year. The Young Alumni Council works in concert with the Alumni Board.

Four times a year, Seattle Pacific publishes and sends free to alumni the tabloid newspaper, *Response*. All alumni are urged to keep the association informed of changes in address and employment, births, marriages and any other information of interest to their fellow members. The Alumni Center is located at 316 W. Nickerson.

Area meetings are held throughout the nation under the leadership of area alumni representatives. There are also many local events, including Casey Alumni Retreat, Homecoming and reunions. The association assists the University through referral of prospective students and campus volunteer services. Alumni participate in "Phonathon," the annual University fund drive, for the benefit of SPU. The association staff is employed by the University for the coordination of the Alumni Association's activities.

Alumni Board

President	Darlene Hartley '65
Past President	J. Harland Beery '54
Vice President	Kathi Teel '65
Secretary	Lynne Hall '76
Representatives to the Board of Trustees	Larry Brown '83
.....	Del Wisdom '63
Representatives at Large	Doug Bickerstaff '68
.....	C. Melvin Forman '42
.....	Betty Jo MacPhee '50
.....	Cathy McIntyre '85
.....	John Moffitt '62
.....	J. Denton Palmer '55
Appointive Members	Dan Boberg '89
.....	Jennifer Gilnett '81
.....	Wade McIntyre '74
.....	Vickie Nelson '75
.....	Edith Root '49
.....	Barry Solem '61
Staff Representatives	
Director	Doug Taylor '87
Associate Director	Kathy Hitchcock
Program Manager	Laila Sharpe '73
Administrative Assistant	Lynne Hall '76

Emeriti

Wayne Balch, M.M.

University Registrar; Professor of Music
B.A., Wheaton College, 1942; M.M., American
Conservatory of Music, 1949. At SPU 1966-1985.
Emeritus since 1985.

June (Dilworth) Brown, M.Ed.

Director of Media and Inservice Programming;
Assistant Professor of Education
B.A., Aurora College, 1946; M.Ed., University of
Washington, 1968. At SPU 1976-1985. Emerita since 1985.

David O. Dickerson, Ph.D.

Assistant to the Provost; Vice President for Academic
Affairs; Professor of English
B.A., Greenville College, 1955; M.A., University of
Southern California, 1958; Ph.D., 1964. At SPU 1976-1992.
Emeritus since 1992.

David C. Le Shana, Ph.D.

President
A.B., Taylor University, 1953; M.A., Ball State University,
1959; Ph.D., University of Southern California, 1967;
L.H.D., George Fox College, 1982. Emeritus since 1991.

Curtis A. Martin, Ph.D.

President; Professor of Education
B.A.Ed., Seattle Pacific College, 1955; B.D., Bethel
Theological Seminary, 1958; M.A., University of
Washington, 1963; Ph.D., 1968. At SPU 1964-70,
1972-1994. Emeritus since 1994.

George E. McDonough, M.A., M.Lib.

Director of Learning Resources; Professor of English
B.A., University of California-Berkeley, 1949; M.A.,
Johns Hopkins University, 1950; M.Lib., University of
Washington, 1963. At SPU 1962-65, 1968-71 and
1973-88. Emeritus since 1988.

Lydia A. McNichols, B.S.

Director of Registration and Records
B.S., Seattle Pacific College, 1945. At SPU 1957-1979.
Emerita since 1979.

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.

78

Alumni
Association

SEATTLE PACIFIC UNIVERSITY

**Calendar, Campus
Map and Index**

University Calendar 2001-2002

Autumn Quarter 2001

Labor Day (Holiday)	Monday	September 3
Class Instruction Begins	Monday	September 24
Waitlist Ends	Tuesday	September 25
Last Day to Register or Add Courses*, to Register Without Late Fee or to Apply for Audit	Friday	September 28
Last Day to Apply for Pass/No Credit, Independent Study and Internships and Individual Instruction	Friday	October 5
Student Reading/Faculty In-Service Day	Wednesday	October 24
Last Day to Withdraw From Courses	Friday	November 2
Veterans Day (Holiday)	Monday	November 12
Winter Registration for Admitted Students Currently in Attendance Begins	Tuesday	November 13
Thanksgiving (Holiday)	Thu-Fri	November 22-23
Winter Registration for Graduate or New Admits Begins	Monday	November 26
Winter Registration for Non-Admitted Students Begins	Monday	December 3
Last Class for Day Classes	Monday	December 3
Final Examinations or Last Class for All Evening Classes	Mon-Thu	December 3-6
Final Examination for All Day Classes	Tue-Thu	December 4-6
Grades Due	Monday	December 17

Winter Quarter 2002

Class Instruction Begins	Thursday	January 3
Waitlist Ends	Friday	January 4
Last Day to Register or Add Courses*, to Register Without Late Fee or to Apply for Audit	Wednesday	January 9
Last Day to Apply for Pass/No Credit, Independent Study and Internships and Individual Instruction	Wednesday	January 16
Martin Luther King Jr. Day (Holiday)	Monday	January 21
Last Day to Withdraw From Courses	Friday	February 8
Presidents Day (Holiday)	Monday	February 18
Spring Registration for Admitted Students Currently in Attendance Begins	Tuesday	February 19
Spring Registration for Graduate or New Admits Begins	Monday	March 4
Spring Registration for Non-Admitted Students Begins	Monday	March 11
Final Examinations or Last Class for All Evening Classes	Mon-Thu	March 11-14
Last Class for Day Classes	Tuesday	March 12
Final Examination for All Day Classes	Wed-Fri	March 13-15
Spring Vacation		March 18-26
Grades Due	Monday	March 25

Spring Quarter 2002

Class Instruction Begins	Wednesday	March 27
Waitlist Ends	Thursday	March 28
Good Friday (Half-Day Holiday)	Friday	March 29
Last Day to Register or Add Courses*, to Register Without Late Fee or to Apply for Audit	Wednesday	April 3
Last Day to Apply for Pass/No Credit, Independent Study and Internships and Individual Instruction	Wednesday	April 10
Summer Registration Begins	Monday	April 15
Last Day to Withdraw From Courses	Friday	May 3
Autumn Registration for Admitted Students Currently in Attendance Begins	Monday	May 6
Autumn Registration for New Admits Begins (Premiere)	Saturday	May 18
Autumn Registration for Graduate Students	Monday	May 20
Memorial Day (Holiday)	Monday	May 27
Autumn Registration for Non-Admitted Students Begins	Tuesday	May 28
Last Class for Day Classes	Friday	May 31
Student Reading/Faculty In-Service Day	Monday	June 3
Final Examinations or Last Class for All Evening Classes	Mon-Thu	June 3-6
Final Examination for All Day Classes	Tue-Thu	June 4-6
Graduate Hooding Ceremony	Friday	June 7
Ivy Cutting	Friday	June 7
Commencement	Saturday	June 8
Grades Due	Monday	June 17

Summer Quarter 2002

First Four-Week Session Begins	Monday	June 10
First Four-Week Graduate Session Begins	Monday	June 24
Full Payment Required at Time of Summer Registration Begins	Monday	July 1
Independence Day (Holiday)	Thursday	July 4
Second Four-Week Session Begins	Monday	July 8
Second Four-Week Graduate Session Begins	Monday	July 22

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

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

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

Seattle Pacific University Campus

Buildings

- Alexander Hall (1) D4
- Alumni Center (2) D2
- American Cultural Exchange (54) D2
- Art Center (3) F3
- Bank (4) D2
- Beegle Hall (5) D4
- Bertona Classrooms (65) E3
- Bookstore (6) D2
- Center for Professional Development (67) C2
- Crawford Music Building (7) D4
- Credit Union (55) E4
- Demaray Hall (DH) (8) B2
- First Free Methodist Church (9) E4
- Gwinn Commons (10) B3
- Hillford House (Private) (12) A4
- Human Resources Building (19) D2
- Library (14) B3
- Marston Hall (37) C3
- Martin Square (64) B3
- McKenna Hall (15) C2
- McKinley Hall (16) D4
- Miller Science Learning Center (MSLC) (18) D1
- Peterson Hall (20) C3
- Royal Brougham Pavilion (22) E2
- Science Building (25) *(Opens 9/03)* C3
- Student Union Building (SUB) (24) D3
- Tiffany Loop (11) D3
- Two West Dravus (26) F4
- Violet Building (27) F2
- Walls Advancement Center (23) F3
- Watson Hall (40) C3
- Weter Hall (28) B3
- University Services Building (29) B4

Residence Halls/Apartments

- Ashton Hall (30) B5
- Bailey Apartments (56) D5
- Davis Apartments (32) D6
- Duplexes (33) B5
- Emerson Hall (57) B2
- Falcon Apartments (34) B2
- Falcon Duplex (35) B2
- Falcon Fourplex (63) B1
- Hill Hall (36) A3
- Moyer Hall (38) C3
- Robbins Hall (39) D8
- 34 W. Cremona Apartments (31) F3
- 35 W. Cremona Apartments (58) F3
- 37 W. Dravus Apartments (59) E4
- 49 W. Dravus Apartments (60) E4
- 605 W. Emerson Apartments (62) A2
- 608 W. Emerson Apartments (66) A2

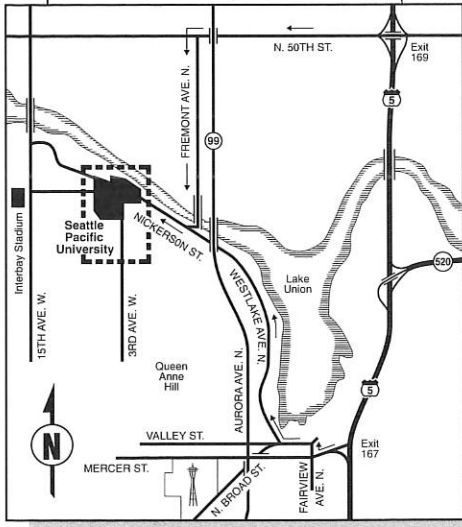
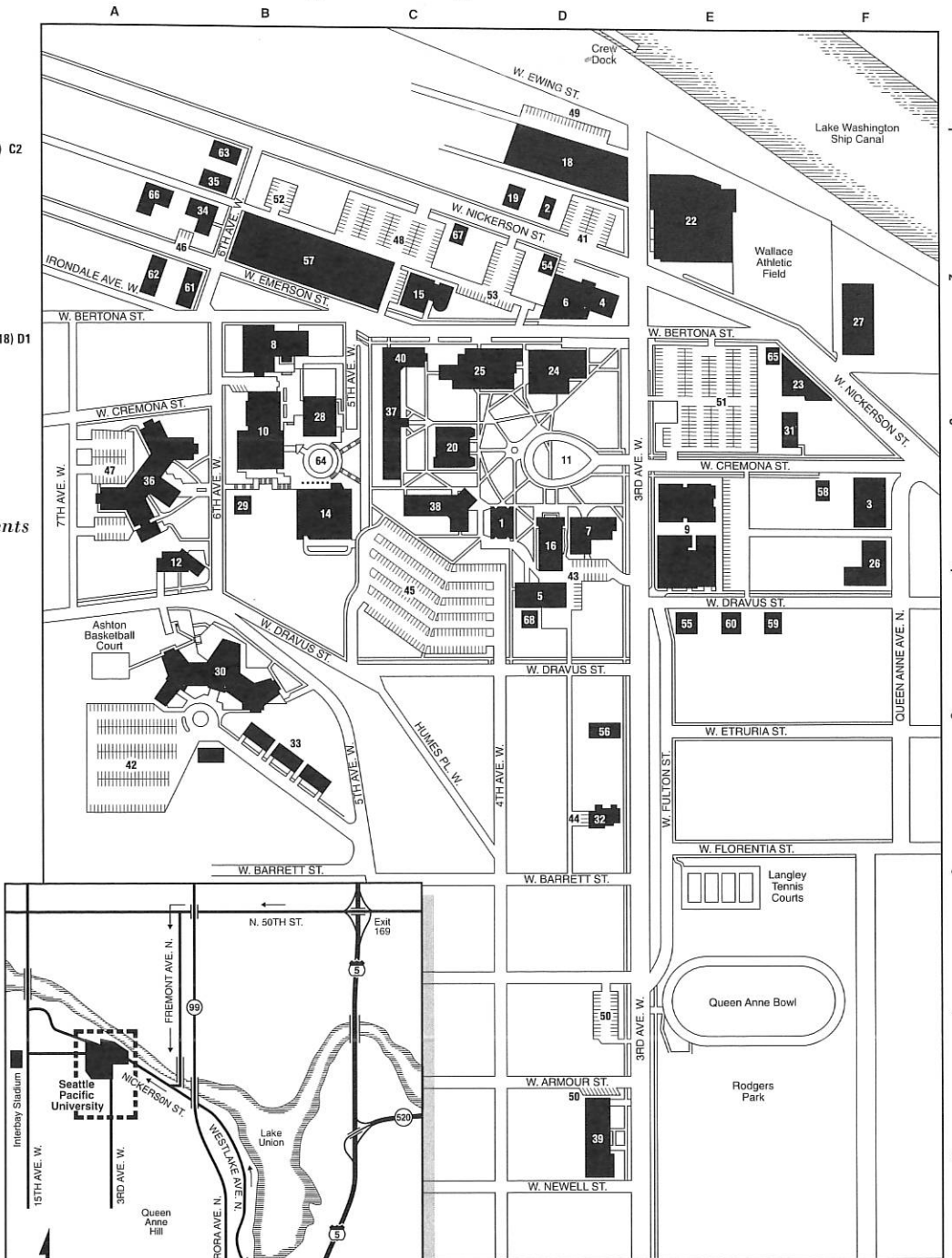
Parking Lots

- Alumni Center (41) D2
- Ashton (42) A5
- Crawford (43) D4
- Davis (44) D6
- Dravus (45) C4
- Emerson Underground (57) B2
- Falcon Apartments (46) B2
- Hill (47) A3
- McKenna (48) C2
- Miller Science Learning Center (MSLC) (49) D1
- Robbins (50) D7
- Ross (51) E3
- Sixth Avenue West (52) B2
- Visitor (53, 45) C2, C4

Offices/Services

- Academic Affairs, DH 210 (8) B2
- Admissions (Undergraduate), DH 120 (8) B2
- Alumni (2) D2
- Art Center Gallery (3) F3
- Associated Students, Main Level SUB (24) D3
- Bach Theatre, McKinley (16) D4
- Business and Finance, DH 250 (8) B2
- Campus Ministries, Second Floor SUB (24) D3
- Career Development, Second Floor SUB (24) D3
- Center For Learning, Lower Moyer (38) C3
- College of Arts and Sciences, Alexander (1) D4
- Computer and Information Systems, Lower Marston (37) C3
- Controller, Upper Weter (28) B3
- Conference Services, 3220 Sixth West (29) B3
- Continuing Studies, DH 350 (8) B2
- Counseling Center, Main Level Watson (40) C3
- Credit Union (55) E4
- Development (23) F3
- Disabled Student Services, Lower Moyer (38) C3
- Falcon's Landing, Main Level SUB (24) D3
- Health Services, Main Level Watson (40) C3
- Human Resources (19) D2
- Image Journal, Watson Hall (37) C3
- KSPU Radio, Main Level Weter (28) B3
- Landscape (23) E3
- Mailing Services, Lower Marston (37) C3
- Maintenance and Storage, Two West Dravus (26) F4
- Media Services, Lower Marston (37) C3
- Plant Services, Two West Dravus (26) F4
- President's Office, DH 210 (8) B2
- Printing Services, Lower Marston (37) C3

- Purchasing, Two West Dravus (26) F4
- Residence Life, 3220 Sixth West (29) B3
- Safety and Security, 601 W. Emerson (61) A2
- School of Business and Economics, McKenna (15) C2
- School of Education, Peterson (20) C3
- School of Health Sciences, Watson (40) C3
- Seattle Pacific Foundation, Upper Weter (28) B3
- Student Academic Services, DH 120 (8) B2
- Student Financial Services, DH 10 (8) B2
- Student Life, Second Floor SUB (24) D3
- Student Publications, 3210 Fourth West (68) D4
- SUB Student Lounge and Lockers, Lower SUB (24) D3
- Transfer Student Services, DH 120 (8) B2
- University Advancement, DH 220 (8) B2
- University Communications, Lower Weter (28) B3
- University Relations, DH 253 (8) B2
- University Services, 3220 Sixth West (29) B4
- Weter Student Lounge, Main Level Weter (28) B3



81
Map

Directions to SPU

Coming from the north or south on I-5, take the N. 50th Street Exit (#169) marked "Seattle Pacific University." Turn west onto N. 50th and proceed to Fremont Avenue N. Turn left onto Fremont and cross the Fremont Bridge. Turn right immediately after the bridge onto Florentia Street. Go one block and turn right onto Nickerson Street. Continue on Nickerson to Third Avenue W. and turn left. You are now on campus. Remain on Third for three blocks, then turn right onto W. Dravus Street and right again into the tiered parking lot (#45 on the map).

INDEX

Academic appeals policy	15	Instructional technology	40
Academic integrity	15	Internet access	4
Academic load	12	Library	3
Academic policies and procedures	12	Map	81
Academic structure of graduate programs	17	Marriage and family therapy (M.S.)	66
Accreditation	3	Master of education	35
Administration	76	Non-matriculated students	17
Admission requirements (see also individual programs)	5	Nurse practitioner pathways	54
Alumni Association	78	Nursing programs	54
Business administration (M.B.A.)	27	Payment policies	9
Business and Economics, School of	26	Physical education (master's)	19
Calendar	80	Probation	15
Cheating and plagiarism	15	Psychology, Family and Community, School of	58
Clinical psychology	59	Reading and language arts	39
College of Arts and Sciences	18	Refunds and account adjustments	10
Computer labs, assistance	4	Registration	13
Costs and financial aid	7	School administration (master's and principal's certificate) ..	40
Curriculum and instruction program	38	School counseling (master's and certificate)	41
Discrimination policy	inside back cover	School psychology	42
Doctor of education (Ed.D.)	45	Standards of scholarship	6
Educational leadership	40	Student services	8
Education, School of	34	Superintendent's certification	43
Employer reimbursement program	9	Teaching and learning	38
Faculty	see individual programs	Teaching – secondary	42
FERPA policy	16	Teaching English to speakers of other languages (TESOL) ...	23
Financial aid	11	Telephone numbers	inside front cover
Grading	14	Transcripts	16
Graduate programs	17	Trustees	75
Graduation and honors	16	Tuition and fees	8
Health Sciences, School of	53	Visiting graduate students	17
Information systems management (M.S.)	30	Withdrawal from courses, school	13
International student services	7		

Notes:

83

Notes



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 students have any questions regarding this policy, they should contact the following persons:

Section 504 Coordinators:

Primary: Acting Director of the Center for Learning (206) 281-2272
Secondary: Associate Vice President/Dean of Students (206) 281-2123

Title IX Coordinators:

Primary: Associate Vice President and Dean of Enrollment Management (206) 281-2650
Secondary: Director of Human Resources (206) 281-2065

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 Student Life or the Office of Human Resources for a copy of the University's grievance procedures.

Seattle Pacific University
3307 Third Avenue West
Seattle, WA 98119

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.



Seattle Pacific
University

Engaging the culture,
changing the world.

3307 Third Avenue West
Seattle, WA 98119
(206) 281-2000
(800) 366-3344
www.spu.edu