

Seattle Pacific University Graduate Catalog



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 to, 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	Assistant Director of the Center for Learning	206.281.2272
Secondary	Associate Vice President for Academic Affairs/Dean of Students	206.281.2123

Title IX Coordinators:

Primary	Assistant Vice President and Dean, 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 Campus Life or the Office of Human Resources for a copy of the University's grievance procedures.

Seattle Pacific University
3307 Third Avenue West
Seattle, Washington 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.

Table of Contents

Graduate Education at Seattle Pacific University	5
Graduate Program Information	
Educational Mission	6
Admission and Graduate Education	10
General Requirements for a Master's Degree	10
Standards of Scholarship for Graduate Degrees	11
Student Life	12
Graduate Costs and Financial Aid	14
Financial Aid for Graduate Students	19
Graduate Academic Policies and Procedures	21
Academic Structure of Graduate Programs	29
College of Arts and Sciences	
Sport and Exercise Leadership (M.A.)	32
Teaching English to Speakers of Other Languages: TESOL (M.A.)	36
School of Business and Economics	
Business Administration (M.B.A.)	42
Information Systems Management (M.S.)	48
School of Education	
Education (M.Ed.)	54
Curriculum and Instruction (M.Ed.)	58
Educational Leadership (M.Ed.)	61
School Counseling (M.Ed.)	61
Teaching-Secondary (M.A.)	63
School Psychology (Ed.S.)	63
School Superintendent's Non-Degree Certification	65
Doctor of Education (Ed.D.)	67
School of Health Sciences	
Nursing (M.S.N.)	82
Nurse Practitioner Pathways	83
School of Psychology, Family and Community	
Clinical Psychology (Ph.D.)	90
Marriage and Family Therapy (M.S.)	102
Trustees, Administration and Alumni Association	
Board of Trustees	114
Administration	115
Alumni Association	118
General Information	
University Calendar 2002-2003	120
Campus Map	122
Index	126
Reference Guide for SPU	128



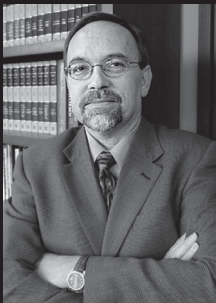
In 1942, Seattle Pacific College President Hoyt Watson articulated the need for graduate programs. Eight years later, his vision became a reality. When the college became a university in 1977, it was recognizing, in part, the rising number and scope of graduate studies. Today, graduate programs play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

Graduate Education at Seattle Pacific University



"The world needs people of competence and character now more than ever. At Seattle Pacific University, we understand that. Our graduate programs are for people who share three important qualities: vision, heart and the drive to make a positive difference in the world."

Philip W. Eaton
President



"Our graduate programs combine competent faculty, focused curriculum and eager students to provide an exceptional graduate education. All of our programs are grounded in the Christian faith and on the cutting edge of the discipline."

Les Steele
Vice President for Academic Affairs

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. Lifelong 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*.

Traditions

GRADUATE HOODING CEREMONY

Masters degree recipients are invited to the Hooding Ceremony before the Ivy Cutting ceremony. Masters students are recognized by the academic leadership for their completion of their advance degree and are hooded by their School Dean and the graduate faculty. Masters students then take their place behind the faculty for the Ivy Cutting procession. Doctoral students may attend, but are hooded during Commencement.

IVY CUTTING

Ivy Cutting has been a part of spring graduation rites since 1922, when the first Ivy Planting ceremony was introduced. Now, nearly 80 years later, graduates participate in an Ivy Cutting ceremony where each senior receives a cutting from a long, connected ring of ivy. The ceremony symbolizes the senior's tie to the University and its many alumni as well as a newfound independence that comes with becoming a graduate.

BACCALAUREATE

The Baccalaureate Service is one of worship and reflection, planned by members of the senior graduating class and featuring student speakers. It is part of the graduation day ceremonies and held in Royal Brougham Pavilion.

COMMENCEMENT

Commencement is a time-honored ceremony that recognizes the scholarship, service and Christian growth of graduating seniors. It is a celebratory service where students, faculty, staff, parents, relatives and friends congratulate the graduates on their "new beginning." Degrees are awarded to graduates who have successfully completed the requirements to obtain their baccalaureate or graduate diplomas. The number of SPU graduates has grown from five in 1915 to more than 800 in recent years.

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 approved 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 accredited by AACSB International – the Association to Advance Collegiate Schools of Business. 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 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.

Student Union Building. Several computers are now available for student use in the Fireside Room of the SUB.

Weter Hall. Several computers are available for student use on the first floor of Weter Hall.

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 appropriate 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, 580 for the M.S.N. program and 600 for the TESOL program).

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

PROBATIONAL AND PROVISIONAL ADMISSION TO MASTER'S DEGREE PROGRAMS

Applicants with exceptional qualifications and recommendations 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.
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 9 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. 1-credit courses are not transferable and may not be applied toward a graduate degree.

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 Hall, 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.-7 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 1-7 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.

DISABLED STUDENT SERVICES

Center for Learning staff coordinates services for all students with learning, psychological, medical and physical disabilities to promote curricular and co-curricular program support and accommodations. A student who wishes to receive services and accommodations due to a disability needs to do the following things:

- Provide the Disabled Student Services program coordinator with current documentation that has been prepared by a qualified professional in the relevant field (for specific guidelines for each disability contact the disabilities program coordinator).
- Meet with the Disabled Student Services program coordinator to discuss particular needs and appropriate accommodations.

For information or to schedule an intake appointment, contact the Disabled Student Services program coordinator at 206.281.2272.

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.

MOTOR VEHICLES

Parking Assignments. For undergraduate students, residential parking lot assignments are assigned based on the residence hall or campus apartment in which they live. Commuting students, including graduate students, may apply for a parking permit in one of the designated commuter parking lots. These spaces are assigned on a priority basis. A quarterly fee is charged to the student's account when an assignment is made.

Each lot has at its entry points a sign stating which decal designation is allowed to park within it. Vehicles of residential students receive a parking decal designated "Resident." Other students, receive a "Commuter" designated decal, also showing which parking lot may be used.

However, during evenings after 4 p.m., on weekends and during summers, parking permits are not required. You may park in any of the available spaces that are not numbered or reserved, with the exception of the small administrative lot next to Demaray Hall.

Vehicle Registration. Every motorized vehicle brought to campus, either for temporary or for year-long use, must be registered with the Office of Safety and Security.

Students: Vehicles may be registered at any time during the year by applying in person at the Office of Safety and Security, located at 601 W. Emerson.

Visitors: Visitors may obtain daily guest parking permits at the Office of Safety and Security or at the Uni-Com desk in the Student Union Building (SUB). A guest parking permit will allow a visitor to park in any commuter lot.

Proper vehicle identification allows the University to contact students in case of an emergency. The registration decal must be placed so that it is clearly visible at a distance of 30 feet from your vehicle.

There is no cost to register a vehicle. However, failure to register any vehicle brought to campus, or failure to properly display the decal issued for a vehicle, will result in a fine. Any vehicle changes or changes in registration must be reported to the

Office of Safety and Security within 10 days of the change.

Towing and Ticketing. Students parking in a space not assigned to them, or that is reserved, are subject to immediate towing or ticketing by Safety and Security patrols. Students are responsible for all towing fees of their vehicles. Complaints by assigned owners of parking spaces should be directed to the Office of Safety and Security (on campus, dial x2922).

The Seattle Police Department tickets all cars violating city regulations, including cars parked on restricted parking strips or too near driveways.

Traffic Fines. The owner of a vehicle brought to campus is accountable for the vehicle at all times, regardless of who is driving when a violation occurs. Traffic fines are automatically charged to a student's account. A schedule of fines is included in the parking regulations booklet available in the Office of Safety and Security.

Should a vehicle owner wish to protest a traffic fine, a complete petition must be filed in the Office of Safety and Security within 30 days of the date and time the violation was cited. Petition forms are available in the Office of Safety and Security.

Liability. SPU does not assume liability or responsibility for motor vehicles parked on University property or adjacent streets, nor for the contents of these vehicles.

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.

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 work continually to provide needed

services with greater efficiency; and trustees, alumni, churches and other friends of the University who provide necessary financial support.

All expenditures related to educational and support activities are carefully planned and budgeted. The trustees and administration are committed to a high level of stewardship in the handling of 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.

2002-2003 GRADUATE TUITION AND FEES

Summer 2002-Spring 2003

(per quarter for courses numbered 6000-7999)	
Business Administration (M.B.A.) courses,	
per credit hour	\$482
Education courses, per credit hour	\$338
Education Administration courses,	
per credit hour	\$387
Education Curriculum and Instruction courses,	
per credit hour	\$325
Education online courses, per credit hour	\$325

Information Systems Management courses, per credit hour	\$482
Marriage and Family Therapy courses, per credit hour	\$389
Nursing courses, per credit hour	\$366
Nurse Practitioner courses, per credit hour	\$366
Physical Education courses, per credit hour	\$325
TESOL courses, per credit hour	\$325
Doctor of Education courses, per credit hour	\$424
Doctor of Philosophy in Clinical Psychology courses, per credit hour	\$437

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.

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 (M.S.N.)	\$55

Application fee (Ed.D.)	\$50
Application fee (Ph.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 (for lost/stolen card)	\$20
I.D. replacement card (for damaged card)	\$8
Temporary I.D. replacement card	\$3
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 \$40 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.
- Tests and pharmaceuticals, based on actual costs of materials.

Medical Insurance Fees

The University Student Health Center offers basic medical services for students. To provide complete health care coverage, the University recommends that all students review their current plan to determine if their current insurance will cover them out of their home area. The University offers information on a medical insurance plan for accidents and illness, which is available to all enrolled graduate students (and their families). The University recommends this medical coverage to cover unanticipated expenses, 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. Students may phone, mail or fax their Visa or MasterCard payment, noting the account number, expiration date and cardholder's signature.

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 or to receive an official academic transcript.

Payment in Full

Students may meet their financial obligations and avoid any late 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 late 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 late charge will be assessed on the balance 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 Co. 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.

Late 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 owing balance shown on the student's last statement of account.

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. Refer to the University Calendar for specific dates. Students may register for evening courses (courses beginning 4:30 p.m. or later) through 5 p.m. on the fifth day 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 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.

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. Credit Balance Check Request forms are available in Student Financial Services or on the Web at www.spu.edu/sfs. To allow adequate processing time, withdrawal of credit balances will take 24 hours from date of request. Please 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. The request must include the student identification number and signature.

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

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)	\$4,338
Tuition for 6 credits (\$482 x 6)	<u>\$2,892</u>
Difference	\$1,446
75 percent refund	<u>\$1,084</u>
Tuition due on dropped course	\$362
2. A student completely withdraws from all M.B.A.	
courses in the second week:	
Tuition (9 credits)	\$4,338
75 percent refund	<u>\$3,253</u>
Student owes	\$1,085

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. Certification programs do not qualify for federal financial aid.

APPLICATION PROCESS

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

1. Complete the admission process and be 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. Please note: Summer financial aid requires an additional form that is available in Student Financial Services beginning in April.

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

1. **Federal Stafford loan.** Up to \$8,500 maximum per year, depending on eligibility.
2. **Unsubsidized federal Stafford loan.** Cannot exceed \$18,500 alone or in combination with the federal Stafford loan.
3. **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. Continuing students who have already signed a master promissory note in a previous year will not need to complete another loan

application. Instead, loan information will be automatically sent to the lender the student used previously. Loan funds will either be applied to the student's account via electronic funds or a check will need to be endorsed by the student, depending on which process the student's lender uses.

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 appropriate student 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

Students may contact their respective graduate school coordinator to learn more about endowed gifts and scholarship opportunities that may be available. Scholarship and grant directories are available at the SPU 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
- Students may also search for scholarship resources on the Web at www.fastweb.com.

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 this *Graduate Catalog* and in the *Time Schedule*. Matriculated graduate and doctoral students 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 below are the 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 this *Graduate Catalog* and in the *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) and online at www.spu.edu/depts/sas/sasforms.html. 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.

Independent Study

Independent study agreements are courses in which a student does specific work independently with the instructor, as outlined in the official Independent Study Agreement. Work for an independent study occurs outside the classroom setting. An independent study should be created only when a needed

class is not available for a particular quarter, or when a student cannot accommodate a class into his or her schedule. Student should not attend a class being offered and use that as part of independent study credits. Only matriculated students at SPU may register for “independent study.” Independent studies are permitted for work within SPU’s educational service district, which lies within a 50-mile radius of campus. The form must be completed by the student and signed by the instructor and the dean or department chair. The instructor and student must meet on a regular basis for the number of consultations noted in the agreement.

Registration for an independent study must be submitted to Student Academic Services no later than the 10th day of the quarter (see the University Calendar for specific dates). Student Academic Services will create the course as noted on the agreement. Copies of the agreement will be forwarded to the instructor and the student.

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 his or her 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 available only 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*. Students 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 the grade earned 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 in only 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 (three-year limit)
N	In progress (one-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 agreement between the instructor and student must be arranged prior to the final examination or last class session. The student must initiate the request for the “I” grade as well as its removal.

The “G” grade is used in only 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 extraordi-

nary 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 destination 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.

Student Records and Confidentiality

Certain items of information about individual students are fundamental to the educational process and must be recorded. This recorded data concerning students is used only for clearly defined purposes and is safeguarded and controlled to avoid violations of personal privacy.

SPU has the responsibility to effectively supervise any access to and/or release of official information about its students. In this regard, the University is committed to protecting the right of privacy of all individuals about whom it holds information, records and files. Access to such records is restricted to the student concerned, to parents of a dependent student, to others with the student's written consent, to officials within the University and to a court of competent legal jurisdiction.

The following policies have been established to comply with the Family Educational Rights and Privacy Act of 1974 (hereafter referred to as the "Act"):

Public Information. The Act provides that public "directory information" about a student may be made available to third parties without permission of the student. However, public notices must be given of intent to publish the information, so that those students wishing to withhold information from public access (such as an unlisted telephone number) may do so. For a listing of what constitutes directory information, consult the SPU Web page at www.spu.edu/depts/sas/ferpa.html.

Release of Information. With the exception of directory information, no information in any student file may be released to any individual or organization without prior written consent of the student. When disclosure of information is mandated by court order or subpoena, the staff member receiving such orders must immediately notify in writing the student concerned, prior to compliance with the legal order. Information from University records about students is released for approved research purposes only if the identity of the student involved is fully protected.

Student Access. With certain exceptions, official student information collected and maintained by the University is available for inspection and review at the written request of the student. Clarification of exceptions may be obtained by contacting the University registrar.

A request for general access to all official records maintained by the University must be made in writing to the University registrar. A request for access to information maintained by a particular office may be addressed to the administrative head of that office. When making such a request, the student must provide proper identification. The designated staff person must supervise the review of the contents of the record with the student. The student is free to make notes concerning the contents, but no material may be removed from the record. Student requests for access to appropriate information must be granted within 45 days of the written request.

If health reasons or extreme distance from the University prevent the student from inspecting the education record, then copies of specific education records will be made. The student must pay all copying expenses in advance of release of the record. Unless stipulated otherwise in the University's current *Undergraduate Catalog*, all copies are 25 cents per page.

Student Correction of Education Records

Students who believe that information contained in their education records is inaccurate, misleading or violates privacy or other rights, may request that the University amend the records. The first step is to contact the University registrar or records custodian.

The University will decide within a reasonable period of time whether or not to do so. If the University declines to amend the student's records, it will inform him or her of the right to a hearing. Upon written request, the University will provide an opportunity for a hearing to deliberate the student's case. However, a hearing may not be requested by a student to contest the assignment of a grade.

If the hearing panel determines that the student's challenge is without merit, the student may place in his or her record a statement commenting upon the information and setting forth reasons for disagreeing

with the University's decision. A complete copy of the University's FERPA policy may be obtained by contacting the dean of student life or Student Academic Services.

Students have the right to file complaints concerning alleged failures by the University to comply with the requirements of the Act. Such complaints should be addressed to the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 300 Independent Ave. SW, Washington, D.C. 20201.

For a complete listing of student policies and procedures, please refer to the SPU Web site at www.spu.edu/depts/studentlife/.

Change of Personal Information

It is a student's responsibility to notify the University of any changes to his or her permanent or mailing addresses. This will enable the University to forward 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).

Veterans' 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

- Sport and Exercise Leadership (M.A.)
- 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

- Doctor of Philosophy in Clinical Psychology (Ph.D.)
- Marriage and Family Therapy (M.F.T.)

graduate programs

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 G. Tripps, *Chair*, JoAnn Atwell-Scrivner, Jarrett Mentink,
 Robert Weathers

Sport and Exercise Leadership (M.A.)

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 offers a master of arts degree in sport and exercise leadership.

GENERAL DEGREE DESCRIPTION

The 45-credit degree is designed to prepare individuals for leadership positions in athletic, fitness and educational settings. The course content provides the knowledge necessary to assume leadership, and the unique real-world delivery expands career opportunities through active professional networking. The resident and adjunct faculty of the program bring experience and enthusiasm that nurtures the professional skills necessary to succeed in any leadership role.

The faculty is committed to providing high-quality instruction for students enrolled in the program. To ensure an interactive learning experience, class size is regulated. In addition to presenting the most recent knowledge in the discipline, coursework and activities are structured to help students develop critical thinking, problem-solving and communication skills. The program is presented through creative instructional methods, including guest lectures, field assignments, small group discussions, team projects, and a wide variety of mediated and technology-assisted options. Students are provided with opportunities to secure internships in local, national or international locations and have the option of

completing the program through an extended intensive internship or research-centered thesis. The culminating requirement for each student is a colloquium paper presentation during the final Spring Quarter of the program.

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

- Articulate a personal, moral philosophy of sport and exercise.
- Effectively manage programs in the private and public sector.
- Interact informatively with colleagues regarding critical questions or issues.
- Work and lead effectively on team projects.
- Develop an area of personal professional interest and expertise.
- Write in an organized, logical and convincing manner.

During the regular academic year (i.e., Autumn, Winter and Spring Quarters), one course per quarter is offered on Monday nights. The additional course per quarter is delivered through creative options, including online instruction, directed reading and Saturday workshops. Students are 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.

SAMPLE TWO-YEAR PROGRAM SCHEDULE

Summer 2002

PE 6702 Psychology of Leadership and Achievement

Autumn 2002

PE 6703 Contemporary Issues in Sport and Exercise
 PE 6704 Leadership Initiative

Winter 2003

PE 6633 Human Resources Seminar
 PE 6802 Enhancement of Human Performance

Spring 2003

PE 6603 Legal Issues in Sport and Exercise

Summer 2003

PE 6805 Sociocultural Basis of Sport and Exercise

Autumn 2003

PE 6701 Health Promotion
 PE 6970 Research Design



"Our graduate program in sport and exercise leadership enhances your understanding of the tough issues facing professionals in the 21st century. It provides you with the ideas and skills you need to resolve those issues while building the big picture and forming the essential networks that enrich your career."

Dan G. Tripps, Professor
 of Physical Education

Winter 2004

PE 6632	Operations Seminar
PE 6804	Sports Medicine and Injury Management

Spring 2004

PE 6631	Faith, Values and Ethics in Sport and Exercise
---------	--

Any Term

PE 6930	Practicum
PE 6940	Internship
PE 6960	Project
PE 6990	Colloquium
PE 6995	Thesis

ADVISING

Each student is assigned to an academic advisor. Students are expected to initiate contact with their advisors for changes in their degree plan, selection and approval of their colloquium project, and career counseling.

SUBSTITUTIONS

Permission may be granted for students to take coursework 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 professional objectives.

TRANSFER OF CREDIT

A student may petition to transfer up to 8 graduate credits from a regionally accredited institution. 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 coursework leading to an initial or second teaching endorsement in physical education need to take several additional courses.

CONTACT PERSONS

Dan G. Tripps, Ph.D., chair/graduate program director
E-mail: dtriggs@spu.edu
Phone: 206.281.2896

Karyn Kiemele, graduate program coordinator
E-mail: kkiemele@spu.edu
Phone: 206.281.2391

DEGREE REQUIREMENTS FOR MASTER OF ARTS IN SPORT AND EXERCISE LEADERSHIP (M.A. SPORT AND EXERCISE LEADERSHIP)**Leadership Coursework (21)**

PE 6603	Legal Issues in Sport and Exercise (adjunct)
PE 6631	Faith, Values and Ethics in Sport and Exercise (adjunct)
PE 6632	Operations Seminar (Mentink)
PE 6633	Human Resources Seminar (Mentink)
PE 6702	Psychology of Leadership and Achievement (Tripps)
PE 6703	Contemporary Issues Seminar (Atwell-Scrivner)
PE 6704	Leadership Initiative (Weathers)

Domain Coursework (12)

PE 6701	Sociocultural Basis of Sport and Exercise (Tripps)
PE 6802	Enhancement of Human Performance (adjunct)
PE 6803	Health Promotion (Atwell-Scrivner)
PE 6804	Sport Medicine and Injury Management (adjunct)

Practical Activities (3-6)

PE 6930	Practicum (staff)
PE 6940	Internship (Tripps)
PE 6960	Project (staff)

Research Activities (6-9)

PE 6970	Research Design (Weathers)
PE 6990	Colloquium (staff)
PE 6995	Thesis (staff)

Practical option: 6 credits practical (any), 6 credits research (PE 6970, PE 6990).

Research option: 3 credits practical (any), 9 credits research (PE 6970, PE 6990, PE 6995).

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.
2. Student submits an "Intent to Graduate" form to program coordinator two quarters prior to completion of degree.
3. Student registers for Issues Colloquium by Spring Quarter of his or her final year.

4. Degree is awarded after all courses have been satisfactorily completed (see “Standards of Scholarship” section), grades have been placed on the transcript and all bills are paid.

It will take two to four months from the time the degree is posted for a student to receive the diploma. For degree confirmation or to request an official transcript, students can contact Student Academic Services at 206.281.2031.

COURSE DESCRIPTIONS

PE 6603 LEGAL ISSUES IN SPORT AND EXERCISE (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 6631 FAITH, VALUES AND ETHICS IN SPORT AND EXERCISE (3)

Examines 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 6632 OPERATIONS SEMINAR (3) Provides the functional knowledge and skills needed to finance, market and manage sport programs, events and facilities. Attention is directed at identifying characteristics of an effective organization, designing practical management strategies, scheduling, securing and maintaining physical plant and equipment, procuring operating funds, budgeting and financial reporting, working with media, public relations, promotions, print and electronic advertising. Class open to graduate level.

PE 6633 HUMAN RESOURCES SEMINAR (3) Focuses on linking the strategic and operational plans of sport and exercise leaders with the necessary human resources. Topics include estimating staff requirements, writing job descriptions, recruiting and hiring personnel, performance planning and review, formulating an effective communication process, staff

development, contract development and collective bargaining. Class open to graduate level.

PE 6701 SOCIOCULTURAL BASIS OF SPORT AND EXERCISE (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)

Focuses on individual motivation, social motivation and leadership. The course will first present information about the factors that influence initiation, direction, intensity and persistence as they relate to personal achievement, interpersonal relationships and organizational behavior. The second section of the course will present information regarding the attributes of leadership and the development of leadership skills. The section on leadership emphasizes the reciprocal relationship between leaders and those they lead, notions of greatness and peak performance, and historical and contemporary models of extraordinary leadership. Class open to graduate level.

PE 6703 CONTEMPORARY ISSUES SEMINAR (3)

Addresses interdisciplinary and thematic topics of immediate and future concern for leaders in sport and exercise. The course takes the position that sport and exercise should be delivered and developed as an outgrowth of principled professional goals to promote a healthy society and foster sensible personal development. While topics are selected by students and faculty and may vary each time, samples include the value of competitive programs for children; the balance of wilderness protection and access; acceptable forms of performance enhancement; and mandating fitness and exercise in the schools. Class open to graduate level.

PE 6704 LEADERSHIP INITIATIVE (3) Fosters personal growth and leadership potential in an intense wilderness retreat setting where students read about, participate in and process selected physically, emotionally and socially challenging experiences. In addition, attention is given to safety, logistical and operational concerns of those who might lead similar adventure-based team building and leadership activities. Class open to graduate level.

PE 6802 ENHANCEMENT OF HUMAN PERFORMANCE (3)

Prerequisite: PE 6801 or instructor's permission. Examines biomechanical, physiological and psychological factors that are important to the understanding and development of human performance. Class open to graduate level.

PE 6803 HEALTH PROMOTION (3) Highlights 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 (3) Provides practical experience with members of the SPU community. Practicum requirements include observations, journal entries and oral presentation to an accompanying course and approved assessment strategy. Class open to College of Arts and Sciences majors. Class open to graduate level.

PE 6940 INTERNSHIP (3) Offers leadership opportunity through assigned work experience. Assignments are arranged with local, national or international organizations and include all field specializations. Position descriptions are based on the needs of the cooperating organization. Work hours, calendar, remuneration and related benefits are negotiated. A supervisor/mentor serves as the author of specific daily assignments and final evaluation. Class open to graduate level.

PE 6950 SPECIAL TOPICS (3) Registration Approval: instructor and dean. Serves as a mechanism for students to pursue specialized areas of study. Students submit topic proposals that include a statement of need and have defined objectives that can be supported by individualized reading and research, faculty mentoring or public events such as professional conventions, athletic competitions or civic celebrations. Class open to sport and exercise leadership majors. Class open to graduate level.

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

PE 6990 ISSUES COLLOQUIUM (3) Provides 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.

PE 6995 THESIS (3) Individual statistically supported research on an approved topic. Research proposals include purpose, hypotheses, methodologies and analytical procedures. Course requirements include a minimum of six conferences with a designated faculty member and a research manuscript written in accordance with departmental guidelines. May be repeated for credit up to 6 credits. Class open to sport and exercise leadership majors. 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.

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.

Dan G. Tripps, *Department Chair; 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 227
 206.281.2670
 TESOL@SPU.EDU
 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 methods 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 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, more commonly, 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 in 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 250 on the computer-based test; in some cases, a GRE verbal score of 600 or better may be substituted).
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.

Students may enter the program at the beginning of any quarter. The complete application packet must arrive in the M.A.-TESOL office by the applicable deadline below for admission to that quarter:

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

PROGRAM CURRICULUM

Our program prepares you to teach in colleges and universities, and in various language institutes within the United States and in foreign countries. The program may be completed in 18 months of full-time coursework. Practical 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 (e.g., 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)

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)

“Our M.A.-TESOL program is academically rigorous, yet focuses on the practical aspects of teaching in a variety of settings. It emphasizes the importance of cross-cultural sensitivity and strives to encourage students to be independent learners and thinkers.”

Katya Nemtchinova,
Assistant Professor of
TESOL and Russian



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
EDRD 6530	Teaching Reading/Language Arts: Content Areas
EDTC 6431	Learning With Technology
EDTC 6443	Teaching With Technology
EDU 6525	The School: A Multicultural Approach
TESL 6600	Bilingual Education

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. A thorough study of sound systems and processes, with problem-solving experience in the analysis of English and other languages. This course is specifically geared to the needs of language teachers. Class not open to undergraduate level.

LIN 6150 MORPHOLOGY (3) Prerequisite: LIN 2100. A thorough study of word structures and processes, with problem-solving experience in the analysis of English and other languages. Class not open to undergraduate level.

LIN 6200 SECOND LANGUAGE ACQUISITION (3) Prerequisite: LIN 2100. 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. Class not open to undergraduate level.

LIN 6365 METHODOLOGY OF FOREIGN LANGUAGE TEACHING (3) Prerequisite: LIN 2100. 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. Class not open to undergraduate level.

LIN 6400 COMPARATIVE SYNTAX (3) Prerequisite: LIN 2100. 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. Class not open to undergraduate level.

LIN 6410 SYNTAX (3) Prerequisite: LIN 2100. 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. Class not open to undergraduate level.

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.

TESL 6250 TESTING AND CURRICULUM DEVELOPMENT (3) Explores approaches to curriculum development, the assessment of ESL proficiency and the development of tests. Class not open to undergraduate level.

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 not open to undergraduate level.

TESL 6400 TEACHING ESL GRAMMAR (3) This course has a two-fold 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 class focuses on elements of English grammar that are especially difficult for non-native speakers, including tenses, negation, interrogatives and modals. Class not open to undergraduate level.

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. Class not open to undergraduate level.

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. Class not open to undergraduate level.

TESL 6581 TEACHING ESL WRITING (3) Prerequisite: LIN 2100. Explanation and practice of a variety of approaches and strategies for teaching ESL writing. Class not open to undergraduate level.

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. Not offered every year. Class not open to undergraduate 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. Class not open to undergraduate level.

TESL 6930 LANGUAGE LEARNING PRACTICUM (3) A native speaker has several advantages as a language teacher, including complete fluency and an intuitive grasp of what “sounds right.” On the other hand, the native speaker of English lacks the experience of having learned English as a second language. In the language learning practicum, students are members of an elementary class in a language they

have never studied, responsible for all activities, homework and tests. In addition, they keep a journal and observe their learning experience. Students in the practicum meet several times with one another and the practicum supervisor for discussion and debriefing, and write a brief summary at the end of the quarter. Non-native speakers of English may substitute an additional elective if they so choose. Class not open to undergraduate level.

TESL 6940 TEACHING PRACTICUM PHASE I (3) Registration Approval: graduate director. The purpose of Phase I is to have students observe professional teachers in the TESOL field model teaching methods and techniques in a classroom setting. This gives 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 supervisor on a regular basis; these people make recommendations about students’ readiness to proceed to Phase II. Class not open to undergraduate level.

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 about 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 supervisor and the host instructor. Class not open to undergraduate level.

THEO 6070 COMPARATIVE RELIGION (3) Offers students an introduction to the primary religions of the world, providing a basis from which to understand various worldviews in the context of their historical development and their contemporary setting. The particular focus of this overview will be to enable future ESL/EFL instructors to gain an understanding of the religious perspectives and ethical systems that have influenced their students. Windows to the worlds' major faith traditions will be opened through readings in the history of the tradition (including an introduction to the key figures of that tradition), readings from important and relevant scriptures, readings on current faith and practice, some use of video materials, lecture and discussion. Class open to TESOL majors.

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 1999.

graduate programs

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, Herbert Kierulff, Kenneth Knight, Joanna Poznanska, James Rand, Regina Schlee, Gerhard Steinke, Ross Stewart, 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 professional 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 do the following:

- 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. Scores above 460 (20 verbal; 24 quantitative; 3.5 analytical writing) on the GMAT are preferred. International students must have a TOEFL score of at least 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



"Graduate programs in SPU's School of Business and Economics develop the knowledge, interpersonal skills and character qualities needed for values-based leadership in the business community. It's for professionals who want to make a positive difference in today's marketplace."

Gary Karns, Associate Dean and Associate Professor of Marketing

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, e-mailed to mba@spu.edu or requested over the Web at 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.

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 systems 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)
BUS 6266	Leadership in Organizations (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 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 MARKETPLACE (3) Registration Approval: Coordinator. Surveys basic biblical and Christian concepts of morality with application to issues of the business community. Analyzes the elements of moral development and ethical decision making and their application to representative moral dilemmas. Must be completed as one of the first five courses in the program. Attribute: Biblical Heritage Graduate. Class open to graduate 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 and issues arising from the use of information technology. 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 and the effects of information technology. 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 and the use of information technology in marketing. 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.

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 upon perspectives especially useful to management strategy in international business. Subjects include international trade and finance, major types of national political economies, multinational corporate structures and strategies, development processes and implications for business practices. 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, including the effects of information technology on business models and technology transfer. 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 6120, 6150. 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 (1-6)

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 15 credits. Class open to graduate level.

BUS 6916 MANAGERIAL ISSUES SEMINAR (1-5)

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 (1-6) 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 (1-6) 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 high value assets of strategic significance 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 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.

This program serves managers who want 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 applied, experiential and 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. GRE scores above 525 quantitative and 450 verbal minimum are preferred. International students must have a TOEFL score of at least 565 paper-based test or 225 for the computer-based test (or equivalent TOEIC scores).

PRE-QUALIFIED STUDENTS

Qualified individuals may take up to two 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, 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 and 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 show 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.

REQUIRED COURSES

Required courses total 36 credit hours. 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.

ELECTIVE COURSES

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

Background Courses (6 credits)

BUS 6130	Financial Accounting (3)
BUS 6164	Operations Management (3)

Required Courses (36 credits)

BUS 6201	Christian Values, Ethics and the Marketplace (3)
BUS 6260	Managerial Communication (3)
BUS 6266	Leadership in Organizations (3)
ISM 6211	Introduction to Information Systems Management (3)
ISM 6212	Information Modeling and Database Management (3)
ISM 6213	Enterprise Analysis and Integration (3)

ISM 6225	Ethical, Legal and Social Environment of Information Management (3)
ISM 6231	Information Systems Project Management I (3)
ISM 6232	Information Systems Project Management II (3)
ISM 6245	Networking and E-Business Infrastructure (3)
ISM 6313	E-Business Models and Strategy (3)
ISM 6331	Information Systems Security (3)

Elective Courses (9 credits)

ISM 6255	Advanced Database (3)
ISM 6335	Software Engineering Management (3)
ISM 6345	Distributed Applications (3)
ISM 6348	End-User Computing (3)
ISM 6910	Seminar in ISM (3)
ISM 6930	I.S.M. Consulting Practicum (3)
ISM 6960	Master's Project (3)

(BUS 6365 and BUS 6390 may be taken.)

ADVISING FOR COURSE SELECTION

To progress through the I.S.M. program in the most efficient manner it is recommended that students follow the curriculum flow model below. I.S.M. students may take one M.B.A. course as an I.S.M. elective. Students should verify that they meet the M.B.A. course prerequisites with their advisor.

Year One

BUS 6130	Financial Accounting (3)
BUS 6164	Operations Management (3)
ISM 6211	Introduction to Information Management (3)
ISM 6212	Information Modeling and Database Management (3)
BUS 6201	Christian Values, Ethics and the Marketplace (3)
BUS 6266	Leadership in Organizations (3)
ISM 6313	E-Business Models and Strategy (3)
ISM 6245	Networking and E-Business Infrastructure (3)

Year Two

BUS 6260	Managerial Communication (3) Elective (3) Elective (3)
ISM 6231	Information Systems Project Management I (3)
ISM 6312	Information Systems Security (3)
ISM 6225	Ethical, Legal and Social Environment of Information Management (3)
ISM 6232	Information Systems Project Management II (3)

ISM 6213	Enterprise Analysis and Integration (3) Elective (3)
----------	---

COURSE DESCRIPTIONS

(See M.B.A. program for BUS course descriptions.)

ISM 6211 INTRODUCTION TO INFORMATION SYSTEMS MANAGEMENT (3) Registration Approval: Coordinator. Introduces the key concepts, components, strategies and programs needed to manage information as a strategic resource. Explores impact of managing information in an environment of constant technological and organizational change. Course Equivalent: BUS 6170. Class open to graduate level.

ISM 6212 INFORMATION MODELING AND DATABASE MANAGEMENT (3) Registration Approval: Coordinator. Explores the various processes involved in the creation of logical representations of information. Semantic data models, entity-relationship models, relational data models, the object-oriented paradigm, normalization and data flow diagrams are treated in detail. Introduces the use of CASE tools to support modeling activities. Class open to graduate level.

ISM 6213 ENTERPRISE ANALYSIS AND INTEGRATION (3) Registration Approval: Coordinator. Prerequisite: ISM 6211, 6212, 6232 and BUS 6130, 6164. Treats the enterprise as an integrated system. Investigates problems with traditional approaches, identifies issues and potential solutions. Explores techniques for developing information architectures and integrating information strategic and tactical plans with business plans. Addresses managing information systems and organizational changes brought about by information systems. Class open to graduate level.

ISM 6225 ETHICAL, LEGAL AND SOCIAL ENVIRONMENT OF INFORMATION MANAGEMENT (3) Registration Approval: Coordinator. Prerequisite: ISM 6211 and BUS 6201. Explores the moral and legal implications of information management issues. Topics include security, privacy, transborder data flow, information ownership and responsibility, information as power, vendor relations, virtual organizations, employee relations, discrimination, behavior in and out of the workplace, and other related issues. Class open to graduate level.

ISM 6231 INFORMATION SYSTEMS PROJECT MANAGEMENT I (3) Registration Approval: Coordinator. Prerequisite: ISM 6211, 6212 and BUS 6260, 6266. Introduces the software development life cycle, techniques and tools used, and project management methods. Includes feasibility, analysis and requirements definition. Explores the provision of values based leadership to I.S. project teams. Class open to graduate level.

ISM 6232 INFORMATION SYSTEMS PROJECT MANAGEMENT II (3) Registration Approval: Coordinator. Prerequisite: ISM 6231 This course continues the system development and management practices begun in ISM 6231. Covers the techniques, tools, project management methods and leadership issues related to managing the activities of the design, development, test, implementation and maintenance stages of the software development life cycle. Compares other SDLC approaches, including object-oriented and rapid application development. Class open to graduate level.

ISM 6245 NETWORKING AND E-BUSINESS INFRASTRUCTURE (3) Registration Approval: Coordinator. Prerequisite: ISM 6211. Explores the technologies needed to design, implement and manage effective computer networks. Includes local area network, Internet, intranet and extranet architectures and issues in e-business systems implementation. Class open to graduate level.

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

ISM 6313 E-BUSINESS MODELS AND STRATEGY (3) Registration Approval: Coordinator. Prerequisite: ISM 6211 or BUS 6170. Provides an overview of the e-business environment. Includes the competitive landscape of e-business, components and appraisal

of e-business models, strategies and value configurations. Class open to graduate level.

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

ISM 6335 SOFTWARE ENGINEERING MANAGEMENT (3) Registration Approval: Coordinator. Prerequisite: ISM 6211. Explores issues in software engineering such as programming methodologies, reusability, software quality assurance, CASE tools, software metrics and tools to evaluate, control and estimate the software life cycle. Class open to graduate level.

ISM 6345 DISTRIBUTED APPLICATIONS (3) Registration Approval: Coordinator. Prerequisite: ISM 6245 Examines technical options in computer architectures, servers, operating systems, telecommunication and networks, as well as management and performance issues related to distributed client server, Web-based and mobile/wireless computing. Class open to graduate level.

ISM 6348 END-USER COMPUTING AND INTERFACE DESIGN (3) Registration Approval: Coordinator. Prerequisite: ISM 6211 Explores the establishment of an effective end-user computing environment. Investigates issues of hardware and software acquisitions in light of rapid obsolescence, introduction of new technologies, information centers, communications connectivity, growth of the Internet, information systems architecture, performance measurement, data sharing and workflow changes. Class open to graduate level.

ISM 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 15 credits. Class open to graduate level.

ISM 6910 SEMINAR IN INFORMATION SYSTEMS MANAGEMENT (3) Registration Approval: Coordinator. Prerequisite: ISM 6211. Variable topics related to

effective management of information systems. May be repeated for credit up to 6 credits. Class open to graduate level.

ISM 6930 INFORMATION SYSTEMS MANAGEMENT CONSULTING PRACTICUM (3-6) Registration Approval: Coordinator. Prerequisite: ISM 6231. This course provides an opportunity for I.S.M. students to gain practical experience in the information systems management field under the supervision of the instructor. May be repeated for credit up to 6 credits. Class open to information systems management majors. Class open to graduate level.

ISM 6960 MASTER'S PROJECT (3) Registration Approval: Coordinator. Prerequisite: ISM 6231. An independent project designed and driven by the student(s) to demonstrate proficiency in completing an information management project or performing research to further the state of the art in a particular area of I.S.M. May be repeated for credit one time. Class open to information systems management majors. Class open to graduate level.

FACULTY

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

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

Albert M. Erisman, *Executive in Residence*; B.S., Northern Illinois University, 1962; M.S., Iowa State University, 1967; Ph.D., 1969. At SPU 1996, 2000.

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

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

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

Gary L. Karns, *Associate Dean and Associate Professor of Marketing*; M.B.A./I.S.M. Graduate Director; B.B.A., University of Oklahoma, 1976; M.B.A., 1977; Ph.D., University of Washington, 1987. At SPU since 1979.

Herbert E. Kierulff, *Donald Snellman Chair of Entrepreneurship*; Professor of Finance and Entrepreneurship; B.A., Stanford University, 1959; M.B.A., University of Southern California, 1964; D.B.A., 1967. At SPU since 1980.

Kenneth E. Knight, *Professor of Management and Information Systems*; B.S., Yale University, 1959; M.S., Carnegie-Mellon University, 1961; Ph.D., 1964. At SPU since 1989.

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

James F. Rand, *Clinical Professor*; B.S., Marquette University, 1963; LL.B., LaSalle University, 1972; Ph.D., California Western University, 1976. At SPU since 1993.

Regina P. Schlee, *Associate Professor of Marketing*; B.A., University of Nevada, 1976; M.A., Washington State University, 1978; Ph.D., 1981. At SPU since 1984.

Gerhard H. Steinke, *Professor of Management and Information Systems*; B.S., University of Alberta, 1975; M.A. Rel., Anderson University, 1984; M. Div., 1985; M.B.A., Ball State University, 1984; Ph.D. University of Passau, 1992. At SPU since 1992.

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

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

Jeff Van Duzer, *Dean, 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.

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

graduate programs

School of Education



SCHOOL OF EDUCATION

PETERSON HALL
206.281.2214
WWW/SPU/EDU/DEPTS/SOE

Mark Pitts, *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 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

Master of Arts in Teaching Degree (secondary)

Certificate "Only" Programs

(For those with a master's degree)

- School counselor's certification
- School principal's certification
- School superintendent's certification

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.

"Educators who pursue a graduate program in education are responding to God's call to become leaders in schools. SPU's School of Education is committed to equip each student for the task of leadership and to prepare and encourage each graduate to engage the culture of schools as part of God's creation."

Rick Eigenbrood,
Associate Professor of
Doctoral Studies



Master of
Education

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. EDCO 6672 Organization and Administration of K-12 Guidance Programs also extends 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, Introduction to Graduate Research, and Organization and Administration of

K-12 Guidance Programs 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 and for those whose initial certificate renewals expire before completion of the continuing 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 apply as part of the completion of the "initial certification" portion of this degree.
- **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 Student Academic Services by calling 206.281.2031. Professional education (5000-level) courses are listed in the *SPIRAL* bulletin, 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 and the Interstate School Leaders Licensure Consortium (ISLLC).

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 180-78A-270) 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)

Master of Arts in Teaching (Secondary)

The master of arts in teaching combines a program for teacher certification at the secondary level with a master of arts degree in the elements of teaching. The degree is designed to be completed on a part-time basis. The certification component can be completed in two years; the master's component may be completed after the student has begun his or her teaching career, or it may be done concurrently with certification 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 12-14 week school-site teaching experience.

RESIDENCY TEACHER'S CERTIFICATION COMPONENT (49 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 (13 credits)

EDU 6130	Classroom Management (3)
EDU 6135	Secondary Teaching Methods (4)
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 credits minimum)

EDU 6942	September Experience (1)
EDU 6949	MAT Secondary Internship (16)*
EDU 6989	Field Experience (4)

Orientation Element (4 credits)

EDU 6139	Leadership in Secondary Teaching (3)
EDU 6918	Introduction to Secondary Teaching (1)

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)

Students needing more time to demonstrate competencies or to earn a K-12 certificate in P.E., Art, or Music take an additional quarter of student teaching.

Education Specialist (Ed.S.) School Psychology

The school psychology program is designed to prepare an individual for a school psychologist position in the elementary or secondary school. Successful completion of this program will qualify the student for a K-12 Initial Educational Staff Associate (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 knowledgebase 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's degree in education or a related field (i.e., school counseling, social work, mental health counseling). The Ed.S. degree is acquired by the completion of a minimum of 40 quarter credit hours in the school psychology program that are 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 "knowledgebase," 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.

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)

The School Psychology Program of study consists of the required courses as well as foundations courses in counselor education, coursework from the students previous master's degree may be accepted as preparation for the full program of study. Upon admission to the program, consultation with an advisor will determine which courses must be included in the students program of study.

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 7204	Behavioral Assessment, Intervention and Consultation
-----------	--

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 knowledgebase for school psychologists [WAC 180-78A-270], as well as those recommended by National Association of School Psychologists.

COMPREHENSIVE EXAMINATION

The National Association of School Psychology (NASP) created the National School Psychology Certification System for the purpose of credentialing School Psychologists who meet a nationally recognized standard. In order to partially fulfill the requirements for the credential students must achieve a passing score on the National Schools Psychology Examination administered by the Educational Testing Service. A passing score on this exam also applies as successful completion of the SP program comprehensive examination.

School Superintendent's and Executive Leadership Program 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 Friday afternoon and Saturday morning format. Readings and case studies are assigned in advance to maximize the amount of time for discussion, dialogue and reflection. This program has three key components:

- **Team Building.** Participants go through the six-course sequence as a cohort. Monthly meetings with these same individuals also provide opportunities for networking and team building.
- **Weekend Coursework.** Classes meet three times per quarter, Friday afternoon to Saturday afternoon. Monthly sessions include (1) review of in-district internship work; (2) discussion of case studies; and (3) best practice presentations by current

practitioners. Participants are involved in selecting topics and planning the activities.

- **Internship.** The internship is an integral part of the coursework and takes place over the same two-year period as the coursework. The goal of the internship is to develop the hands-on experience and skill needed to increase student learning through district level leadership. The major focus of the internship is a meaningful 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 the following: (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 chair, 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 (19 credits)

EDAD 7580	Professional Growth Planning (3)
EDAD 7581	Systems Leadership (3)
EDAD 7584	Resource Management (3)
EDAD 7586	Interpersonal Relations (3)
EDAD 7588	Improving Student Learning (3)
EDAD 7589	Policy, Governance and Ethics (3)
EDAD 7890	Field Experience (1)

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 (9 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 listed below 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 postmaster'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 inter-

rupt the residency requirement may be dropped from the program.

GRADE POINT AVERAGE

A 3.2 overall GPA is required for graduation.

DEGREE COMPLETION

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

COURSE DESCRIPTIONS

EDAD 6580 EDUCATIONAL ADMINISTRATION (3) An exploration of the administrative process, role of leadership, theories related to administration and leadership, and an examination of the basic principles of leadership, work motivation, decision making and communication. The case-study method is used for part of the second half of the course. Class open to doctoral, graduate, non-matriculated and post-baccalaureate.

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

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

EDAD 6584 WASHINGTON SCHOOL FINANCE (3)

Surveys principles of finance, sources of revenue, distribution of monies, budget, financial accounting and reporting practices in Washington state. Class open to doctoral, graduate, non-matriculated and post-baccalaureate.

EDAD 6585 WASHINGTON SCHOOL LAW (3) This course is designed to familiarize educators, particularly aspiring and practicing administrators, with legal issues present in American public and private education, focusing special attention on the statutes, regulations and cases 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 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 open to doctoral and graduate levels.

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 professor, supervisors and peers. Class open to doctoral and graduate levels.

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

The course will discuss the following aspects of a school counselor's work: (1) developing and implementing a comprehensive guidance and counseling program with emphasis on

a balance of responsive services, systems support, individual planning and guidance curriculum; (2) organizational responsibilities such as class scheduling, advising and placement; (3) program evaluation; (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, 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 and EDCO 6670.

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. The basics of psychometric theory and interpretation are also covered. 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 school counseling and school psychology 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, graduate and non-matriculated levels.

EDCO 6678 ADVANCED DEVELOPMENTAL FOUNDATIONS (3) Presents a lifespan 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, graduate and non-matriculated.

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 certified 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 counsel-

ing 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: EDCO 6671, 6930. Focuses on significant issues in counseling and advanced counseling skills and processes. Students refine their counseling skills working with a student in a K-12 school setting. Audio tapes of counseling sessions will be evaluated by professor, supervisors and peers. Class open to doctoral and graduate.

EDCO 6940 SCHOOL COUNSELING INTERNSHIP (1-9) Registration Approval: Instructor. Prerequisites: EDCO 6600, 6670, 6671, 6672, 6673, 6674, 6675, 6676, 6677, 6678, 6679, 6680, 6930, 6931, EDU 6970. Practical experience designed to develop competencies necessary for the school counselor. May be repeated for credit up to 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 with emphasis on working with children. 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 school 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, as well as 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, 7202, 7203 and 7204. 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 multi-disciplinary 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 three-quarter course that 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.

EDCO 7951 TOPICS IN SCHOOL PSYCHOLOGY (3) Registration Approval: Instructor. Prerequisites: CPY 7320, EDCO 7205. Examination of an advanced issue in school psychology or psychological assessment. May be repeated for credit up to 6 credits.

Corequisites: CPY 7330 and EDCO 7209. Class open to clinical psychology and school counseling majors. Class open to doctoral level.

EDMA 6357 TEACHING SECONDARY MATHEMATICS (3)

Registration Approval: School of Education. Overviews content methods and strategies appropriate to the teaching of secondary school mathematics. Attention is given to the NCTM Standards and to the Washington State Essential Academic Learning requirements. Emphasis is placed on problem solving. Class open to master of arts in teaching majors. Class open to graduate.

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

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

EDRD 6507 LANGUAGE DEVELOPMENT AND LITERACY (3) Foundation course for the Reading/Language Arts C and I master's degrees. Explores children's language acquisition from birth through school entry in relation to cognitive and social development, with an emphasis 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 C and I 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 selection and effective strategies of utilization of these various forms of literature. Class open to doctoral, graduate, non-matriculated and post-baccalaureate.

EDRD 6533 WRITING: PROCESS TO PRODUCT (3)

Prerequisite: EDRD 6507 or instructor approval. Examines current issues and research in the elements of and conditions for the writing process, and research in stages of development of writing ability. Provides strategies for effective instruction. Class open to doctoral, graduate, non-matriculated and post-baccalaureate.

EDRD 6641 PSYCHOLOGY OF READING (3) Foundations course for the Reading/Language Arts C and I 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. Explores selected current issues in language arts from the perspective of research theory and pedagogical practice. Class open to doctoral and graduate.

EDRD 6953 TOPICS IN READING (3) Registration Approval: Coordinator. Prerequisites: EDRD 6506, 6507, 6529, 6531, 6533, 6641, EDU 6970, 6971. Culminating course for the Reading/Language Arts C and I master's degree. Explores issues, problems and recent developments in reading instruction. Explores selected current issues in reading from the perspective of research, theory and pedagogical 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 students, including those with mental retardation, orthopedic disabilities, behavior disorders, hearing and visual impairments, learning disabilities and giftedness; explores multi-cultural 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 educational/social needs associated with learning disabilities. Includes definition and characteristics, theoretical approaches to learning disabilities, available resources, etiologies and educational approaches to 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 6030 EDUCATIONAL METHODS IN THEATRE (3) Registration Approval: School of Education. Explores contemporary methods and trends in the teaching of high school theatre, emphasizing management of a production program; critical response to artistic experiences; contexts of theatrical works; connections within the arts; and pedagogy. Attention is given to AATE standards and Washington State Essential Academic Learning Requirements in the Arts. Class open to master of arts in teaching majors. Class open to graduate level.

EDU 6085 VALUES AND ETHICS IN EDUCATION (3) Educators face multiple ethical issues influenced by religious values and perspectives. This course examines how Christian theology shapes the theory and practice of education and helps educators develop a theologically, philosophically and politically informed framework for taking ethical leadership in both public and private schools. Attribute: Biblical heritage graduate. Class open to doctoral, graduate, non-matriculated and post-baccalaureate.

EDU 6120 FOUNDATIONS: ISSUES AND IDEAS IN AMERICAN EDUCATION (3) Advanced study of the history, philosophy, sociology, governance and ethics of American education. Class open to doctoral, graduate, non-matriculated and post-baccalaureate.

EDU 6125 PHILOSOPHY OF EDUCATION (3) Presents a critical examination of selected readings in educational philosophy. Class open to doctoral, graduate, non-matriculated and post-baccalaureate.

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

develop a coherent classroom management plan for use in their classrooms. Class open to master of arts in teaching majors.

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

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

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

EDU 6135 SECONDARY TEACHING METHODS (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 internship to develop tentative answers to challenges encountered in teaching. Activities will provide the opportunity to learn and practice cooperative leadership skills, such as consensus building, decision making, conflict resolution and outcome evaluation. Case studies will be drawn from internship experiences. Class open to master of arts in teaching majors.

EDU 6200 PROFESSIONAL CERTIFICATE PREASSESSMENT SEMINAR (1) Candidates will review the standards and criteria for professional certification. The candidates, with assistance from their school and University team members, will use the state of

Washington Professional Growth Plan format to develop their plans in accordance with the 17 criteria for Washington state Professional Certification. May be repeated for credit up to 3 credits.

EDU 6361 SECONDARY ENGLISH METHODS (3)

Registration Approval: School of Education. Explores teaching and planning methods and materials appropriate for junior/senior high students. Based on various learning styles, literary works and writing activities, the emphasis is on creating and sharing ideas and projects. Class open to master of arts in teaching majors. Class open to graduate.

EDU 6364 TEACHING SECONDARY SOCIAL STUDIES (3)

Registration Approval: School of Education. Examines recent trends, practices and educational objectives of social studies programs in secondary education. Attention will be given to planning, teaching and evaluation in social science courses. Class open to master of arts in teaching majors. Class open to graduate.

EDU 6365 METHODOLOGY FOR FOREIGN LANGUAGE TEACHING (3)

Registration Approval: School of Education. An overview of the theoretical paradigms of second language learning and teaching; definition and evaluation of communicative competence; strategies for teaching skills of listening, speaking, reading and writing; selection and development of instructional materials, including new technology. Class open to master of arts in teaching majors. Class open to graduate.

EDU 6524 SCHOOL CURRICULUM (3) Examines trends in the design and development of school curricula, including models of the curriculum. Class open to doctoral, graduate, non-matriculated and post-baccalaureate.

EDU 6525 THE SCHOOL: A MULTICULTURAL

APPROACH (3) Provides an overview of the theoretical bases and practical implications of multicultural education. Examines cultural pluralism in our society and emphasizes strategies to reduce prejudice and bias in our schools. Class open to doctoral, graduate, non-matriculated and post-baccalaureate.

EDU 6526 MODELS OF TEACHING (3) Examines four families of instructional models and their permuta-

tions. Models studied include 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 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 results in a product useable in the individual's professional or potential role. This is approved and supervised by a faculty member with expertise in the selected area of study. May be repeated for credit two times. Class open to graduate.

EDU 6970 EDUCATIONAL STATISTICS (3) This course is an introduction to descriptive and inferential statistics for teachers and others and the first of a sequence in research methods in education. Descriptive statistics covered will include measures of central tendency and variability, and correlation and regression. Students will be introduced to basic concepts in statistical inference, including sampling distributions, significance tests, confidence intervals and tests of significance. 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 and propose research in an area of study. Class open to doctoral and graduate.

EDU 6972 RESEARCH EVALUATION (3) Prerequisites: EDU 6970, 6971. Intensive study of research methods and research literature with an 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. 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; 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. Includes a dissertation orientation class. 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 Studies*; 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.

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.

Elletta 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.

graduate programs

School of Health Sciences



SCHOOL OF HEALTH SCIENCES

MARSTON HALL
206.281.2233
WWW.SPU.EDU/DEPTS/HSC

Lucille Kelley, *Dean*, Ruby Englund, Mary Fry, Chris Henshaw, Emily Hitchens, Barbara Innes, Linda Pedersen, Rosanne Rapone-Tomich, Anne Stevens, Carol Stock, Kathy Stetz, Martha Worcester

Nursing (M.S.N.) and Certificate 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: (1) 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; (2) students in the adult/gerontological or family-nurse practitioner pathway complete a 59-credit program designed for completion in two years.

In addition, two certificate programs are available: (1) The first is a postmaster'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. (2) The second certificate program is for students with a bachelor's of science in nursing who are interested in teaching in clinical or academic settings. These 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 (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 (\$55)
- GPA of 3.0 (4.0 = A) or better in the last 45 credits of coursework completed before applying for admission.
- Three reference letters: Two professional and one personal, which describe 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).
- Unencumbered 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 assigned an e-mail account through SPU and will be asked 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 2003. Students may enroll in



"Character, commitment and competence are strengths needed to care for people in health crises. From hospital-based care to public health education, SPU graduates nursing leaders prepared to engage members of the culture with whom they work."

Kathy Stetz, Associate Professor of Nursing

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 call 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 scholarly clinical project or a thesis. 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 With a Focus in Administration, Education or Clinical Nurse Specialist

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 Policies 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 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 Policies and World Community (4)
NUR 6301	Values, Faith and Ethics (3)
NUR 6951	Clinical Pathophysiology (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)

Post-Master's Nurse Practitioner Certificate Preparation

NUR 6301	Values, Faith and Ethics (3)
NRNP 6830	Health Promotion and Assessment (5)
NUR 6951	Clinical Pathophysiology* (3)
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)

*If not taken in master's program.

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. Internship: 160 hours. Class open to nurse practitioner majors.

NRNP 6932 NP: ADVANCED DIAGNOSIS AND MANAGEMENT (8)

Registration Approval: Coordinator. Prerequisite: NRNP 6931. Continues to provide for study and case analysis of selected health conditions. Focus expands to ability to critically analyze situations in which several conditions are present, prioritize diagnosis and problems, and select appropriate therapeutic interventions across the life span. Content varies depending upon student's desired emphasis. Clinical experiences continue to provide opportunity for client care, peer review of client care, and testing of theory under supervision of an established advanced practitioner. Integration of knowledge and practice gained from prerequisites is expected. Internships: 160 hours. Class open to nurse practitioner majors.

NRNP 6933 NURSE PRACTITIONER: SYNTHESIS OF PRACTICE (8) Registration Approval: Coordinator. Prerequisite: NRNP 6932. Continues to provide for study and case analysis of selected complex health conditions. Synthesis of prior 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. Internship: 160 hours.

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

Registration Approval: Coordinator. Explores the nurse practitioner's role and responsibility in health care delivery and in shaping health policy. Examines trends in expanded roles, and entrepreneurship pertinent to advanced nursing practice, especially nurse practitioners. Identifies sociopolitical influences on health care, analyzes ethical risk management and legal issues, and organizational values as they relate to personal and professional roles, and health care delivery systems. Class open to nurse practitioner, 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 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 state, 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 EHEALTH 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 6960 plus 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. Students' aggregates and clinical sites provide the context for research questions and methods. Issues related to evidence based practice are explored. 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. A.N.P., Seattle Pacific University, 1995, F.N.P., Seattle Pacific University, 1996. At SPU since 1991.

Rosanne Rapone-Tomich, *Graduate Program Marketing Coordinator*; B.S., Seattle Pacific University, 1985, M.S.N., Seattle Pacific University, 1993. At SPU since 2000.

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.

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.

graduate programs

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*, Margaret Diddams, Scott Edwards, Claudia Grauf-Grounds, D. Patrick Hopp, Jeffrey Joireman, M. Kathleen Lustyk, Don J. MacDonald, Leo Marmol, Delbert McHenry, Robert McKenna, Michelle Naden, Les Parrott III, Micheál 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 foundation of basic knowledge and skills in clinical psychology, the curriculum allows students to build on this base by selecting a concentration area of study during their last two years on campus. All areas offered are consistent with the program's Christian and ecological foundations and are practical and relevant to the contemporary practice of clinical psychology. These concentration areas reflect a biopsychosocial orientation, such as health psychology, family and child psychology, and advanced clinical emphasis.

The program is a full-time, five-year, integrated and organized sequence of studies and practice experiences based on the local clinical-scientist model of training. Research and clinical practice are equally balanced in the curriculum. Graduates will be able to function competently as researchers, psychotherapists,

academics and supervisors. They will be capable of engaging the culture and changing the world. Multicultural issues are infused into every class and the integration of faith and spiritual issues in practice are emphasized throughout the program.

GENERAL ADMISSIONS INFORMATION

The program begins in the 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 at www.spu.edu/depts/pfc/clinicalpsych/.

1. Applicants must have a minimum of 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.

Students who hold both a bachelor's degree and a minimum 70-credit master's degree in psychology or related fields from a regionally accredited institution will have their graduate transcripts evaluated by the Admissions Committee prior to entry into the program. Comparable courses will be allowed for transfer of credit up to 40 quarter units. Students must submit syllabi of any courses for which they request transfer of credit. The graduate work must have a minimum grade point average of 3.25 and have been completed not later than seven years. Students who completed master's degrees that included a one-year internship may be allowed to skip the Clinical Foundations/Pre-Practicum series and move into the second-year practicum sequence upon entering.

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. While the Psychology Subject Test of the GRE (PGRE) is not required for admission, applicants are encouraged to take it prior to admission. This test also serves as the Comprehensive Examination of the doctoral program that must be passed by the end of the second year in the program with a score of at least 610. Students who have obtained the passing level of 61 before entering the program will be deemed to have satisfied the Comprehensive Examination requirement.

Further information about 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 significant qualifications and exceptional recommendations who fail to meet one of the GPA or GRE/MAT requirements may still be considered for admission to the doctoral program. All students are admitted on a probationary status.

3. Applicants will submit three letters of recommendation, one professional reference from a person in a related field (e.g., clinical supervisor or program manager), one academic reference from a former professor or instructor, and one personal recommendation (e.g., clergy or businessperson but not a member of the applicant's family). Please use the forms included in the application brochure. Recommendation forms should be sent to the applicant in a sealed envelope, signed across the flap, to be included in the application package, or they can be mailed directly to the school.
4. Applicants must submit a typed personal statement. Please present a succinct statement that provides a picture of who you are as a person. Generally, statements should be three to four pages in length. Please address career objectives,

rationale for seeking a degree in clinical psychology and why you want to attend SPU. Mention your professional and personal strengths as they apply to the mental health profession, related work experiences, personal values and religious background, or any other insights deemed appropriate by the applicant.

5. Applicants for whom English is not their first language must take the Test of English as a Foreign Language (TOEFL), and obtain a minimum score of 600 on the paper-based test or 250 on the computer-based test.
6. Applicants 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 Immigration form.

ADMISSIONS PROCESS

The Admissions Committee of the Department of Graduate Psychology (DGP) will conduct a preliminary screening process. Finalists will be invited to come to campus for personal interviews in late February and early March. Admission to the doctoral program depends upon recommendation by the DGP 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 that allows the faculty to evaluate by the end of the first year whether students are ready and able to continue in the program. To be recommended for continuance, students must complete a minimum of 40 credits with a cumulative GPA of 3.0.

SEQUENCE OF STUDY

In order to graduate with the Ph.D. each student must complete 204 quarter units of courses, which includes 32 units of dissertation and a full-time one-year internship. Following is a list of offerings in the recommended sequence for completion of the degree within five years of admission.

"Our graduate programs integrate a vital Christian faith with rigorous coursework in the psychological and therapeutic disciplines. We seek to produce graduates who serve with character and competence in a broken world."

Nathan Brown, Dean and Associate Professor of Graduate Psychology



Clinical Psychology

FIRST YEAR**Autumn (11)**

- CPY 7200 Personality Theory and Research (5)
 CPY 7400 Ethics and Laws in Clinical Psychology (5)
 CPY 7927 Clinical Foundations I (1)

Winter (11)

- CPY 7101 Neural Basis of Behavior I (5)
 CPY 7210 Developmental Psychology (5)
 CPY 7928 Clinical Foundations II (1)

Spring (12)

- CPY 7102 Neural Basis of Behavior II (5)
 CPY 7230 Cognition and Learning (5)
 CPY 7929 Pre-Practicum (2)

Summer (10)

- CPY 7020 Introduction to Statistics (5)
 CPY 7220 Psychopathology (5)

SECOND YEAR**Autumn (13)**

- CPY 7031 Research Methods and Statistics I (5)
 CPY 7310 Psychological Interventions I:
 Cognitive Behavioral Therapies (5)
 CPY 7004 Faith, Meaning and Professional
 Foundations: Epistemology (1)
 CPY 7930 Practicum (2)

Winter (13)

- CPY 7032 Research Methods and Statistics II (5)
 CPY 7315 Psychological Interventions II:
 Psychodynamic Therapies (5)
 CPY 7001 Faith, Meaning and Professional
 Foundations: Personhood (1)
 CPY 7930 Practicum (2)

Spring (13)

- CPY 7033 Research Methods and Statistics III (5)
 CPY 7300 Methods of Psychological Assessment:
 Intelligence and Achievement (5)
 CPY 7002 Faith, Meaning and Professional
 Foundations: Development (1)
 CPY 7930 Practicum (2)

Summer (11)

- CPY 7240 Social Psychology (5)
 CPY 7330 Methods of Psychological Assessment:
 Personality and Psychopathology (5)
 CPY 7003 Faith, Meaning and Professional
 Foundations: Dysfunction (1)

THIRD YEAR**Autumn (11)**

- CPY 7316 Psychological Interventions III: Family and
 Child Therapies (5)
 CPY **** Elective (4)
 CPY 7930 Practicum (2)

Winter (12)

- CPY 7000 History and Systems of Psychology (5)
 CPY 7130 Human Sexuality and Sex Therapy (5)
 CPY 7930 Practicum (2)

Spring (11)

- CPY 7010 Psychometric Theory and Test
 Construction (5)
 CPY **** Elective (4)
 CPY 7930 Practicum (2)

Summer (10)

- CPY 7110 Psychopharmacology (5)
 CPY 7280 Diversity and Cultural Issues in
 Psychology (5)

FOURTH YEAR**Autumn (6)**

- CPY 7931 Advanced practicum (2)
 CPY *** Cognate Course or Elective (4)

Winter (6)

- CPY 7931 Advanced practicum (2)
 CPY *** Cognate Course or Elective (4)

Spring (6)

- CPY 7931 Advanced practicum (2)
 CPY *** Cognate Course or Elective (4)

FIFTH YEAR (48)

- CPY 7940 Internship (4 each quarter) (16)
 CPY 7995 Dissertation (8 each quarter) (32)

TOTAL UNITS (204)**COURSE DESCRIPTIONS**

CPY 7000 HISTORY AND SYSTEMS OF PSYCHOLOGY (4-5) Focuses on an understanding of the historical and philosophical roots, cultural influences and basic scientific assumptions that underlie contemporary psychology in general, and clinical psychology in particular. The development of basic paradigms in psychology are considered as they have been informed by individually oriented theories, systems-oriented theories, and field theory or transactional

perspectives. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7001 FAITH, MEANING AND PROFESSIONAL FOUNDATIONS: PERSONHOOD (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: 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. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7003 FAITH, MEANING AND PROFESSIONAL FOUNDATIONS: 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. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7004 FAITH, MEANING AND PROFESSIONAL FOUNDATIONS: EPISTEMOLOGY (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. Class open to

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

CPY 7010 PSYCHOMETRIC THEORY AND TEST CONSTRUCTION (4-5) Topics include test design, norming, classical and generalizability theory, reliability, validity, item response theory and factor analysis. Course will apply psychometric theory to the evaluation of popular psychological and educational assessment instruments. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7020 INTRODUCTION TO STATISTICS (5) Topics include probability, statistical inference, including mean differences and analysis of variance, effect size measures such as correlation, non-parametric statistics and multiple hierarchical regression. Coursework will differentiate statistical and clinical significance. The course will also introduce students to defining research questions, applying appropriate statistics and interpreting results. They will also be introduced to the use of computer software for statistical analysis. Course Equivalent: CPY 6700. 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 (4-5) 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 up 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 (4-5) 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 (4-5) Prerequisite: CPY 7032. Continues an in-depth exploration of quantitative multivariate techniques and their application to clinical research. Students also learn data analysis and interpretation strategies, as well as written and oral presentation skills. 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 7101 NEURAL BASIS OF BEHAVIOR I (5) Provides a full overview of human peripheral and central nervous system functional anatomy, including developmental processes. Focus will be on neural communication, including electrophysiology, neurotransmitter biosynthesis and synaptic transmission. Regional specificity within the brain, as well as local network theories will be discussed. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7102 NEURAL BASIS OF BEHAVIOR II (5) Prerequisite: CPY 7101. Applies functional neural anatomy and scientific processes covered in Neural Basis of Behavior I to the human condition. Behavioral processes such as sleep, learning, memory, regulatory behavior and sexual functioning will be explained in light of neural mechanisms. An overview of numerous neural pathological conditions will be discussed,

including depression, schizophrenia, the anxiety disorders, and degenerative and traumatic brain diseases. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7110 PSYCHOPHARMACOLOGY (4-5) Prerequisite: CPY 7100. Provides an overview of psychotropic drugs and mainline psychiatric approaches to the understanding and treatment of emotional and behavioral problems. Emphasis will be given to the scientific evidence for, as well as against, the use of these drugs for people with common psychiatric or psychological syndromes, such as depression, anxiety disorders, schizophrenia and attention deficit and hyperactivity disorder. The discussion of clinical applications will emphasize the importance of multidisciplinary cooperation, as well as broader biopsychosocial models for understanding the effects and limitations of psychotropics. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

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, lifespan-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 AND SEX THERAPY (2-5) Surveys sexual development and behavior. Areas of focus include gender differences, sexual orientations, biopsychosocial aspects of human sexuality, the human sexual response cycle and the 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 the 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 7145 ADVANCED THEORY AND TECHNIQUES OF HEALTH PSYCHOLOGY (2-4) Provides the theoretical and empirical backbone for the practice of clinical health psychology in medical settings. Attention is given to the professional role of the clinical psychologists as health care providers, the scientific basis for psychological interventions in the treatment of medical conditions, and the practical issues related to post-doctoral fellowships, hospital privileges and advanced credentialing. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7146 RESEARCH METHODS IN HEALTH PSYCHOLOGY (2-4) Focuses upon the integration and application of clinical bedside assessment, single-case and behavioral assessment, as well as inferential statistical analyses for use in research with medical patients. Special attention is given to the interactions between psychological and biological variables in the design and interpretation of health care research. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7147 HEALTH PSYCHOLOGY AND BEHAVIORAL MEDICINE (2-4) Covers a variety of advanced topics in the scientific understanding of psychological and lifestyle factors in medical illness and injury, as well as clinical application of psychological assessment and intervention with medical patients. Attention is given to major medical conditions such as cancer and coronary artery disease, where emotional and behavioral factors are pertinent to prevention and treatment, as well as to chronic pain and other somatic symptoms commonly seen in both medical and mental health settings. Issues of primary and secondary disease prevention are also addressed, as well as some coverage for organizational and community based approaches to health promotion. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7148 ADVANCED PSYCHOLOGICAL INTERVENTIONS: HYPNOSIS, BIOFEEDBACK AND RELAXATION (2-4) Describes the clinical procedures of hypnosis, biofeedback and relaxation training, all of which share an emphasis on psychophysiological processes and effects. The historical background as well as the contemporary research literature will be covered, along with the clinical traditions of scientific evidence to specify which procedures are most helpful for which persons, with which symptoms or syndromes. Emphasis will also be given to the integration of these procedures within broader biopsychosocial and cognitive-behavioral models of clinical psychology. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7200 PERSONALITY THEORY AND RESEARCH (4-5) Explores contemporary empirically based approaches to the study of human personality. It examines the reciprocal effects of biological, psychological and social processes in the development of personality and its influences on emotion, cognition and behavior. Applications of personality research are discussed in regard to clinical psychology in particular, as well as health care and cultural implications in general. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7210 DEVELOPMENTAL PSYCHOLOGY (4-5) Provides students with information on theories, research and issues in the area of human development. Although course material will introduce students to a number of topics related to development, particular emphasis will be placed on social and emotional development and processes during childhood and adolescence. Students will also receive an introduction to topics and research in the area of developmental psychopathology, a field that bridges the gap between research on development and clinical issues. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7220 PSYCHOPATHOLOGY (4-5) Prerequisite: Master's-level psychopathology course. Provides an in-depth exploration of psychopathological disorders from a biopsychosocial perspective. Uses the DSM-IV as the organizing format for the course content, with

special attention paid to the understanding of etiology, diagnosis and treatment, and cultural influences in the definition of pathology. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7230 COGNITION AND LEARNING (4-5) 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 (4-5) Examines the social bases of behavior, exploring 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. Class open to doctoral level.

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. Class open to doctoral level.

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. Class open to doctoral level.

CPY 7280 DIVERSITY AND CULTURAL ISSUES IN PSYCHOLOGY (2-5) 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. Attention is also paid to issues of gender, disabilities and the culture of different lifestyles and sexual orientation. 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. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral and graduate levels.

CPY 7300 METHODS OF PSYCHOLOGICAL ASSESSMENT: INTELLIGENCE AND ACHIEVEMENT (4-5)
Prerequisite: CPY 7010. Introduces students to the administration and interpretation of a variety of tests of cognitive functioning and academic achievement, including but not limited to the WAIS III, WASI, WRIT, WMS III, PPVT, RPM, WRAT 3, WIATT, WRAML, etc. Special attention is paid to issues of ethnicity and culture in the interpretation of these instruments. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7310 PSYCHOLOGICAL INTERVENTIONS I: COGNITIVE BEHAVIORAL THERAPIES (4-5) Explores the theoretical bases and treatment approaches falling under the broader category of cognitive-behavioral interventions, including the perspectives of Mischel, Beck, Seligman and Linehan. Considers the empirical evidence for the efficacy of cognitive behavioral interventions for various forms of psychopathological disorders. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

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 ADVANCED THEORY AND TECHNIQUES OF CLINICAL PSYCHOLOGY (2-4) Offers a comprehensive and in-depth analysis of contemporary models of psychotherapy. Critical appraisal of treatment strategies is provided from the perspective of both empirical research and a Christian worldview. Students will be required to formulate a statement describing their own preferred theory of intervention, and case analyses according to a variety of psychotherapeutic approaches. 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 7315 PSYCHOLOGICAL INTERVENTIONS II: PSYCHODYNAMIC THERAPIES (5) Explores the theoretical bases and treatment approaches falling under the broader category of psychodynamic and analytical interventions, including the perspectives of Freud, Jung, Adler, and the neo-analytical and object relations theories. Considers the empirical evidence for the efficacy of psychodynamic interventions for various forms of psychopathological disorders. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7316 PSYCHOLOGICAL INTERVENTIONS III: FAMILY AND CHILD THERAPIES (5) Examines the fundamentals of therapy with couples, families and children. Offers foundational teaching on a systems orientation, with a focus on outcome research. Differing theoretical orientations for effective intervention will be addressed, including play therapy for children and a multicultural perspective on therapeutic modalities. The focus of the course will be on the practical application of research and theory in clinical work. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7318 RESEARCH METHODS IN CLINICAL PSYCHOLOGY (2-4) Exposes students to basic and advanced research designs and methodology commonly used in clinical psychology. Students will have opportunities to critique research and professional writing in an area of study. Course content will help prepare students to conduct their own independent research projects in clinical settings. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7319 THEORY AND PRACTICE OF SUPERVISION (2-4) Introduces students to the role of becoming clinical supervisors. The course will provide a technical and theoretical framework for understanding and deepening the supervisory process. The course will discuss the nature of the supervisory relationship, the goal of supervision and the nature and purpose of supervisory relations. Students will be required to provide weekly supervision and to evaluate their supervision experience as well as develop their own theoretical understanding of the supervisory relationship. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7320 CHILD ASSESSMENT (4) Prerequisite: CPY 7300 and 7330. 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: PERSONALITY AND PSYCHOPATHOLOGY (4-5) Prerequisite: CPY 7300. Introduces student to the administration and interpretation of a variety of objective tests of personality and pathology, including but not limited to the MMPI, MCMI, PAI, MBTI, 16PF, CPI, BDI, GDS. The course surveys the principles underlying projective tests of personality. Special attention is paid to issues of ethnicity and culture in the interpretation of these instruments. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7400 ETHICS AND LAWS IN CLINICAL PSYCHOLOGY (4-5) Introduces students to the "Ethical Principles of Psychologists" and "Code of Conduct" of the APA, the laws of practice in the state of Washington and the licensing laws of most states. These are considered in the context of philosophical approaches to ethics and moral standards. A variety of ethical dilemmas confronted in clinical practice and research are explored in depth. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7500 ADVANCED THEORY AND TECHNIQUES OF FAMILY PSYCHOLOGY (2-4) Prerequisite: CPY 7250.

Integrates fully the biopsychosocial perspective from a systems epistemology. Contemporary research issues and clinical applications are explored in the tradition of the clinical-scientist model. The course examines family and conjoint theoretical models, assessment and evaluation, and treatment interventions unique to family psychology. It focuses on both the nuclear family and dyadic relationships within the family, including the integration of faith and practice from a systems perspective and multi-cultural issues related to family psychology. 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 7501 RESEARCH METHODS IN CHILD AND FAMILY PSYCHOLOGY (2-4)

Exposes students to basic and advanced research designs and methodology commonly used in children and family research. Students will have opportunities to critique research and professional writing in an area of study. Course content will help prepare students to conduct their own independent research projects with children and families. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7502 CHILD PSYCHOPATHOLOGY AND INTERVENTIONS (2-4)

Exposes students to advanced research on child psychopathology and clinical interventions. A developmental psychopathological perspective (i.e., bridging the gap between research with clinical and normative populations) will be used to aid understanding normal development and child psychopathology. Information on interventions for a number of common child psychopathologies will be presented. 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. Class open to doctoral level.

CPY 7540 EDUCATION, PREVENTION AND THE FAMILY (2)

Focuses on wellness from a biopsychosocial perspective. Individual, family, community and cultural wellness will be examined as students consider basic prevention strategies to strengthen systems from within as well as institutionally. This course also covers methods of evaluating the effects of clinical intervention and psychoeducational programs on marital and familial well-being. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

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. Class open to doctoral level.

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 7927 CLINICAL FOUNDATIONS I (1) Provides an introduction to clinical practice. Training will involve the development of interviewing skills, crisis-intervention techniques, ethical and professional standards and counseling methods. This is the first of a two-

part sequence designed to prepare students for the practicum sequence. Supervision may incorporate a variety of modalities, including audiotape, videotape and live observation. Course Equivalent: CPY 6930. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7928 CLINICAL FOUNDATIONS II (1) Provides a continuation and deepening of Clinical Foundations I Course Equivalent: CPY 6931. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7929 PRE-PRACTICUM (2) Prerequisite: CPY 7400 and 7928. Allows students to begin applying their clinical knowledge and skills in psychological assessment, counseling and psychotherapy, as supervised by licensed psychologists. Standards and procedures for the completion of the pre-practicum are explained in the Clinical Training Handbook. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7930 PRACTICUM (1-2) Allows students to apply their clinical knowledge and skills in psychological assessment, diagnosis, psychotherapy, program evaluation and psychological consultation, as supervised by licensed psychologists. Standards and procedures for the completion of practicum are explained in the Clinical Training Handbook. 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 7931 ADVANCED PRACTICUM (1-2) Allows students to apply their clinical knowledge and skills in psychological assessment, diagnosis, psychotherapy, program evaluation and psychological consultation, at a more advanced level of skills and responsibility, as supervised by licensed professionals. Standards and procedures for the completion of advanced practicum are explained in the Clinical Training Handbook. 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 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 INTERNSHIP (2,4) Registration Approval: Department chair. This course is the capstone of the clinical training of all psychologists. It allows students in clinical psychology to apply the clinical knowledge and skills they have obtained through the practicum experience, as well as their academic training in a formal, structured one year full-time placement (2,000 hours) in a professional setting. Standards and procedures for the completion of the Internship are explained in the Clinical Training Handbook. 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. 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 7950 SPECIAL TOPICS IN FAMILY PSYCHOLOGY (2-4) Explores special areas of interest in child and family psychology, such as advanced child assessment, premarital issues, infidelity, divorce, reconstituted families, child-custody issues, gender distinctives, multicultural issues, family violence, family medical therapy and family-systems consultation. Evaluation, assessment and relevant research are considered, as well as treatment protocol unique to particular issues. The course 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. Class open to doctoral level.

CPY 7951 SPECIAL TOPICS IN CLINICAL PSYCHOLOGY (2-4) Explores special areas of interest in clinical psychology. Evaluation, assessment and relevant research are considered, as well as treatment protocol unique to particular issues. The course blends the distinctives of a biopsychosocial perspective with model of clinical practice within the clinical-scientist tradition. Class open to clinical family psychology and clinical psychology majors. Class open to doctoral level.

CPY 7995 DISSERTATION (2-4) Registration Approval: Department chair. Standards and procedures for the completion of the dissertation are explained in the *Dissertation and Research Manual*. 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 (ORCA principles).

This training is offered through academic coursework and supervised clinical practice, leading to a master 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 American Association for Marriage and Family Therapy (AAMFT) is the national professional organization dedicated to the practice of marriage and family therapy. The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) is the national accrediting agency for M.F.T. training programs. The COAMFTE has set educational requirements; graduates of COAMFTE accredited programs are considered to have completed all educational requirements for AAMFT Clinical Membership. The M.F.T. Program at Seattle Pacific University 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 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.

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 based on a systems/relational understanding of people's lives.

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. One hundred total hours of supervision is required, which will include at least 50 hours of live, video or audio supervision.
- A 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.

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.

AAMFT/COAMFTE 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 prerequisite.

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, 6351, 6411, 6640, 6670, 6820 and 6912 (choose at least one), or another approved elective.

The marriage and family therapy core curriculum and electives are based on the AAMFT/COAMFTE guidelines.

COURSE SEQUENCE FOR FULL-TIME PROGRAM (70 credits)

A typical two-year course sequence is as follows:

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 6620 Measurement and Assessment (3)

- MFT 6810 Issues, Ethics and Law (3)
- MFT 6935 Clinical Practicum III (2)

Summer One (7 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 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 6700 Graduate Research I (3)
- MFT 6938 Clinical Practicum VI (2)

Spring Two (8 credits)

- MFT 6110 Human Sexuality (3)
- MFT 6939 Clinical Practicum VII (2)
- MFT 6710 Graduate Research II (1)

Plus one of the following:

- MFT 6201 Christian Perspectives on Psychotherapy (2)
- MFT 6411 Premarital Education (2)
- MFT 6640 Medical Family Therapy (3) – offered in Winter Quarter only
- MFT 6670 Grief, Death and Culture (2)
- MFT 6820 Current Trends in M.F.T. (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.

Applicants may elect to take the psychology subject test of the GRE. Those who earn a score of 500 or higher may waive any unfinished prerequisite coursework, with the exception of the statistics course and the individual lifespan development course.

Students who wish 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, and a maximum of 9 credits may be transferred.

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, Kimberly Jenott, 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 (for local applicants)	206.543.1170

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 GRE/MAT will be waived.

***Note:** Candidates with exceptional qualifications and recommendations who meet all of the requirements except the GPA or GRE/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 eleven units 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 development, leaving home). This course will also integrate findings regarding individual development from birth to death. Contextual issues (e.g., culture, gender, socioeconomics) will inform discussions of

the family as well. Class open to marriage and family therapy, nursing leadership and school counseling majors. Class open to graduate level.

MFT 6110 HUMAN SEXUALITY (2-3) Examines the place of sexuality in human life including cultural, psychological, biological, relational 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 socioeconomic issues influence theories and practices of marriage and family therapy. Strengths and limitations of major modalities will be analyzed. Students will consider influences of their own cultural backgrounds upon their practice of marriage and family therapy. 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 and the research basis for their use. With MFT 6303, this course is intended to be the foundational theory course of the program and is taken in the first quarter of enrollment. Students will be encouraged to begin to develop their own personal style of therapy in light of those theories studied. The class will examine theoretical limitations and strengths in relationship to gender and to culturally diverse case studies. Students will be asked to critique and explore the limitations of each model presented. 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 students with a comprehensive survey and substantive understanding of basic theories and methods guiding the practice of family therapy and the research basis for their use. With MFT 6300, this course is intended to be the foundational theory course of the program and is taken in the second quarter of enrollment. Students will be encouraged to begin to develop their own personal style of therapy in light of those theories studied. The class will examine theoretical limitations and strengths in

relationship to gender and to culturally diverse case studies. Students will be asked to critique and explore the limitations of each model presented. 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 6310 BRIEF FAMILY THERAPY (2) Examines various models of brief therapy. The examination includes relevant research and clinical data. 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 the conceptual bases, primary methods and research regarding structural therapy. Class interaction includes 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. Theory and research are applied to the process of therapy with couples, including such relevant issues as transference, countertransference, 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) Provides an in-depth study and exploration of experiential family therapy. The works of Whitaker and Satir will be examined in the light of their similarities and differences in the treatment of families. Research pertinent to experiential therapy will also be examined. 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) Examines developments in narrative therapy and the implications for clinical practice. The works of Michael White and David Epston are a particular focus with an emphasis on developing consciousness of issues of power, forming collaborative relationships with people, and re-storying the lives of people who have problems. Class open to marriage and family therapy majors. Class open to graduate level.

MFT 6351 REFLECTIVE PRACTICE (2) Uses post-structural therapy ideas and emphasizes a reflective process in both therapy and research. Focus will be on developing the students' skills as active agents of therapy and research. Class open to marriage and family therapy majors. Class open to graduate level.

MFT 6360 ADVANCED BOWEN THEORY AND THERAPY (2) Provides advanced knowledge, training, experience and research in Bowen theory and its applications. Gives students the opportunity to explore clinical applications of the theory for their own work. Class open to marriage and family therapy majors. Class open to graduate level.

MFT 6400 GROUP LEADERSHIP (2-3) Examines the theoretical and practical applications of process-oriented groups. Particular attention will be paid to the development and implementation of family and couple groups. Additionally, participation in a group experience will enable students to increase knowledge and skill in the areas of group membership and group leadership. Research regarding participation in group processes will be reviewed. 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 examined. 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 life-long marriage. Topics include marriage myths, love styles, gender differences, communication skills, conflict resolution and spiritual intimacy. New advancements in "marriage mentoring" will also be included, as will an overview of premarital assessment. Course Equivalent: CEU 1801. Class open to marriage and family therapy majors. Class open to graduate level.

MFT 6600 PSYCHOPATHOLOGY AND FAMILY SYSTEMS (3-4) 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-TR as the organizing format for the class with special attention paid to the understanding of etiology, diagnosis and treatment using the DSM IV 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 focus on substance abuse, sexual abuse, child abuse and domestic 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) Surveys models and instruments of family, couple and individual assessment employed in marriage and family therapy, including the statistical underpinnings of validity and reliability. Students will learn to diagnose and treat both dysfunctional relationship patterns and common mental health disorders within the context of marital and family systems. 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, neurological disorders and general medical conditions that affect emotional and interpersonal health of clients/families. Introduces students to the field of medical

family therapy and 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 the 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, successful collaborative relationship with medical practitioners. 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. Family concerns regarding treatment, suffering, healing and death will be examined. 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 MDFT 6645. Class open to marriage and family therapy majors.

MFT 6646 APPLIED MEDICAL FAMILY THERAPY (3) Builds on the theoretical and clinical knowledge of MFT 6640, Medical Family Therapy. Focus will be given to developing a broad knowledgebase 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, neurological disorders, infertility 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 MDFT 6646. Class open to marriage and family therapy majors.

MFT 6670 GRIEF, DEATH AND CULTURE (2) Students will 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) Introduces graduate-level statistics and research methods. Uses hand-held personal calculators and personal computers. Methods include both quantitative and qualitative designs in researching marriage and family therapy processes and outcomes. Class open to marriage and family therapy majors. Class open to graduate level.

MFT 6710 GRADUATE RESEARCH II (1) This course will be integrated with MFT 6936 Clinical Practicum IV. The goal of this course is to assist the student in the integration of clinical work and research practice. Students will be expected to examine their practicum case studies and/or clinical theory from a qualitative research perspective. Class open to marriage and family therapy, nursing leadership and school counseling majors. Class open to graduate level.

MFT 6810 ISSUES, ETHICS AND LAW (3) 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 and other professional organizations. Students will examine the role of national and local laws, research findings, and cultural/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 MFT 6933 Clinical Practicum I and will focus mainly on ethical issues and crisis interventions 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. 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 (1-4) 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 stepwise 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 with which they are currently working in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment). Class open to marriage and family therapy majors. Class open to graduate level.

MFT 6934-6939 CLINICAL PRACTICUM II - VII (2) Assists students in the integration of self, theory and the practice of family therapy. This seven-quarter sequence is designed to build stepwise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his or her stated orientation in the final quarter (VII). Students will present individual and

family cases with which they are currently working in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component on 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 up to 16 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 drawing inferences from data. Research design is to be experiential, quasi-experiential or single subject. May be repeated for credit up to 8 credits. Class open to marriage 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, successful collaborative relationship 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. Family concerns regarding treatment, suffering, healing and death will be examined. 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 6933-6936 CLINICAL PRACTICUM I - IV (2)

Students will be placed in a biomedical outpatient setting (such as 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 member. 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

Nathan Brown, *Dean; 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 Ensenanza, 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.

Micheál 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; Director 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.

Robin Gray, *Marriage and Family Therapy*; B.A., University of Washington, 1978; M.S., University of Washington, 1981; Ph.D., Florida State University, 1992. At SPU since 1995.

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.

graduate programs

Trustees, Administration and Alumni Association



Board of Trustees

Roger H. Eigsti, *Chair*

Robert G. Nuber, *Vice Chair*

Lawrence F. Brown Jr., *Secretary*

C. Fredrick Safstrom, *Treasurer*

Trustee	Elected By	Term(s) of Service	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	Fall City, WA
Forest C. Bush	Sierra Pacific Conf.	1995-2003	Sacramento, CA
William J. Clancy*	Board of Trustees	1996-2004	Seattle, WA
John P. Clark	Pacific NW Conference	2001-2002	Wenatchee, WA
Victor E. Delamarter	Oregon Conference	1999-2002	Madras, OR
Philip W. Eaton*	President	1996-present	Seattle, WA
Roger H. Eigsti*	Board of Trustees	1990-2000; 2001-2004	Seattle, WA
Thomas A. Froula	Pacific NW Conference	1989-1998; 2000-2003	Yakima, WA
Harold D. Hagglund	Oregon Conference	1994-2003	Newberg, OR
Sharon R. Harris	Sierra Pacific Conf.	1998-2004	Corralitos, CA
Darlene D. Hartley	Pacific NW Conference	1998-2004	Camano Isl., WA
Edward B. Kibble	Board of Trustees	1998-2004	Seattle, WA
Kenneth J. Kleman	Oregon Conference	2001-2004	Eugene, OR
Donald A. MacPhee*	Board of Trustees	1997-2003	Kirkland, WA
David J. McIntyre, Jr.*	Board of Trustees	2000-2003	Scottsdale, 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	Greenwood Village, CO
C. Fredrick Safstrom*	Pacific NW Conference	1997-2002	Everett, WA
Richard K. Snodgrass	Columbia River Conf.	2001-2004	Caldwell, ID
Frederick J. Stabbert*	Board of Trustees	1997-2003	Bainbridge, WA
Ange J. Taylor*	Pacific NW Conf.	1998-2004	Wenatchee, WA
E. Gerald Teel*	Board of Trustees	1996-2002	Seattle, WA
David J. Thompson	Columbia River Conf.	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	Clarendon Hills, IL
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, FM 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

*Executive Committee

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., University of Washington, 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., University of Washington, 1990.

At SPU since 1985.

Cynthia Price, Ph.D.

Associate Vice President Curriculum, Faculty Advising and Assessment

Associate Professor of Sociology

B.A., Westmont College, 1983; M.A., Washington State University, 1986; Ph.D., Washington State University, 1990.

At SPU since 1993.

Jeff Van Duzer, J.D.

Dean, School of Business and Economics

Associate Professor of Law and Ethics

B.A., University of California – Berkeley, 1976; J.D., Yale Law School, 1979. At SPU since 2001.

STUDENT LIFE

Kathleen Braden, Ph.D.

Associate Vice President of Academic Affairs 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, 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. At SPU since 2001.

Doris Heritage, M.Ed.

Head Cross Country Coach

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

Jack Hoyt, M.Ed.

Head Track and Field Coach

B.A., Seattle Pacific University, 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.

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., CPA

Vice President for Business and Planning

B.S., Seattle Pacific College, 1971; CPA, 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., CPA

Assistant Vice President for Finance and Budget

B.A., Seattle Pacific University, 1988; M.B.A., Seattle University, 1991; CPA, 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.

Steve M. Whitehouse, B.A.

Controller

B.A., Bethel College, 1985. At SPU since 2002.

UNIVERSITY ADVANCEMENT

ROBERT D. McINTOSH

Vice President for University Advancement

SPU Trustee 1983-1996. Staff 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., CPA

Director of Major Gifts and Planned Giving
B.A., Eastern Washington University, 1971; M.B.A., Gonzaga University, 1972; CPA, 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., Seattle Pacific University, 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; MPA, The Evergreen State College, 1986. At SPU since 1988.

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 In-Service 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., University of Southern California, 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., University of Washington, 1968. At SPU 1964-70 and 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.

ALUMNI ASSOCIATION

The Seattle Pacific University 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 Alumni Weekend at Camp Casey, 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 Alumni staff is employed by the University for the coordination of the 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 Foreman '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

Asia Rau '97

Staff Representatives

Director, Doug Taylor '87

Associate Director, Kathy Hitchcock

Program Manager, Laila Sharpe '73

Administrative Assistant, Lynne Hall '76

graduate programs

General Information



University Calendar

2002-2003

AUTUMN QUARTER 2002

September 2	Monday	Labor Day (Holiday)
September 30	Monday	Class Instruction Begins
October 1	Tuesday	Waitlist Ends
October 4	Friday	Last Day to Register or Add Courses*, to Register Without Late Fee, or to Apply for Audit
October 11	Friday	Last Day to Apply for Pass/No Credit, Independent Study and Internships and Individual Instruction
October 17	Thursday	Student Reading/Faculty In-Service Day
November 8	Friday	Last Day to Withdraw From Courses
November 11	Monday	Veterans Day (Holiday)
November 18	Monday	Winter Registration for Admitted Students Currently in Attendance Begins
November 25	Monday	Winter Registration for Graduate or New Admits Begins
November 28-29	Thu-Fri	Thanksgiving (Holiday)
December 2	Monday	Winter Registration for Non-Admitted Students Begins
December 6	Friday	Last Class for Day Classes
December 9-11	Mon-Wed	Final Examinations or Last Class for All Evening Classes
December 9-11	Mon-Wed	Final Examination for All Day Classes
December 20	Friday	Grades Due

WINTER QUARTER 2003

January 6	Monday	Class Instruction Begins
January 7	Tuesday	Waitlist Ends
January 10	Friday	Last Day to Register or Add Courses*, to Register Without Late Fee, or to Apply for Audit
January 17	Friday	Last Day to Apply for Pass/No Credit, Independent Study and Internships and Individual Instruction
January 20	Monday	Martin Luther King Jr. Day (Holiday)†
February 14	Friday	Last Day to Withdraw From Courses
February 17	Monday	Presidents Day (Holiday)†
February 24	Monday	Spring Registration for Admitted Students Currently in Attendance Begins
March 3	Monday	Spring Registration for Graduate or New Admits Begins
March 10	Monday	Spring Registration for Non-Admitted Students Begins
March 14	Friday	Last Class for Day Classes
March 17-19	Mon-Wed	Final Examinations or Last Class for All Evening Classes
March 17-19	Mon-Wed	Final Examination for All Day Classes
March 20-28		Spring Vacation
March 27	Thursday	Grades Due

SPRING QUARTER 2003

March 31	Monday	Class Instruction Begins
April 1	Tuesday	Waitlist Ends
April 4	Friday	Last Day to Register or Add Courses*, to Register Without Late Fee, or to Apply for Audit
April 11	Friday	Last Day to Apply for Pass/No Credit, Independent Study and Internships and Individual Instruction
April 15	Tuesday	Summer Registration Begins
April 18	Friday	Good Friday (Half-Day Holiday)
May 9	Friday	Last Day to Withdraw From Courses
May 12	Monday	Autumn Registration for Admitted Students Currently in Attendance Begins
May 17	Saturday	Autumn Registration for New Admits Begins (Premiere)
May 19	Monday	Autumn Registration for Graduate Students Begins
May 26	Monday	Memorial Day (Holiday)
May 27	Tuesday	Autumn Registration for Non-Admitted Students Begins
May 30	Friday	Last Class for Day Classes
June 2	Monday	Student Reading/Faculty In-Service Day
June 2-5	Mon-Thu	Final Examinations or Last Class for All Evening Classes
June 3-5	Tue-Thu	Final Examination for All Day Classes
June 6	Friday	Ivy Cutting
June 7	Saturday	Commencement
June 16	Monday	Grades Due

SUMMER QUARTER 2003

June 9	Monday	Summer Session Begins
July 1	Tuesday	Full Payment Required at Time of Summer Registration Begins
July 4	Friday	Independence Day (Holiday)
September 12	Friday	Grades Due

University
Calendar

121

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 late 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
 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
 Etruria 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
 650 W. Bertona Apartments (68) A2
 34 W. Cremona Apartments (31) F3
 35 W. Cremona Apartments (58) F3
 37 W. Dravus Apartments (59) E4
 49 W. Dravus Apartments (60) E4
 528 W. Dravus Apartments (69) B4
 605 W. Emerson Apartments (62) A2
 608 W. Emerson Apartments (66) A2

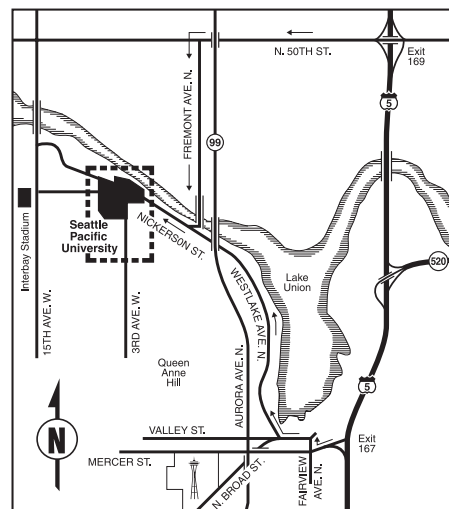
PARKING LOTS

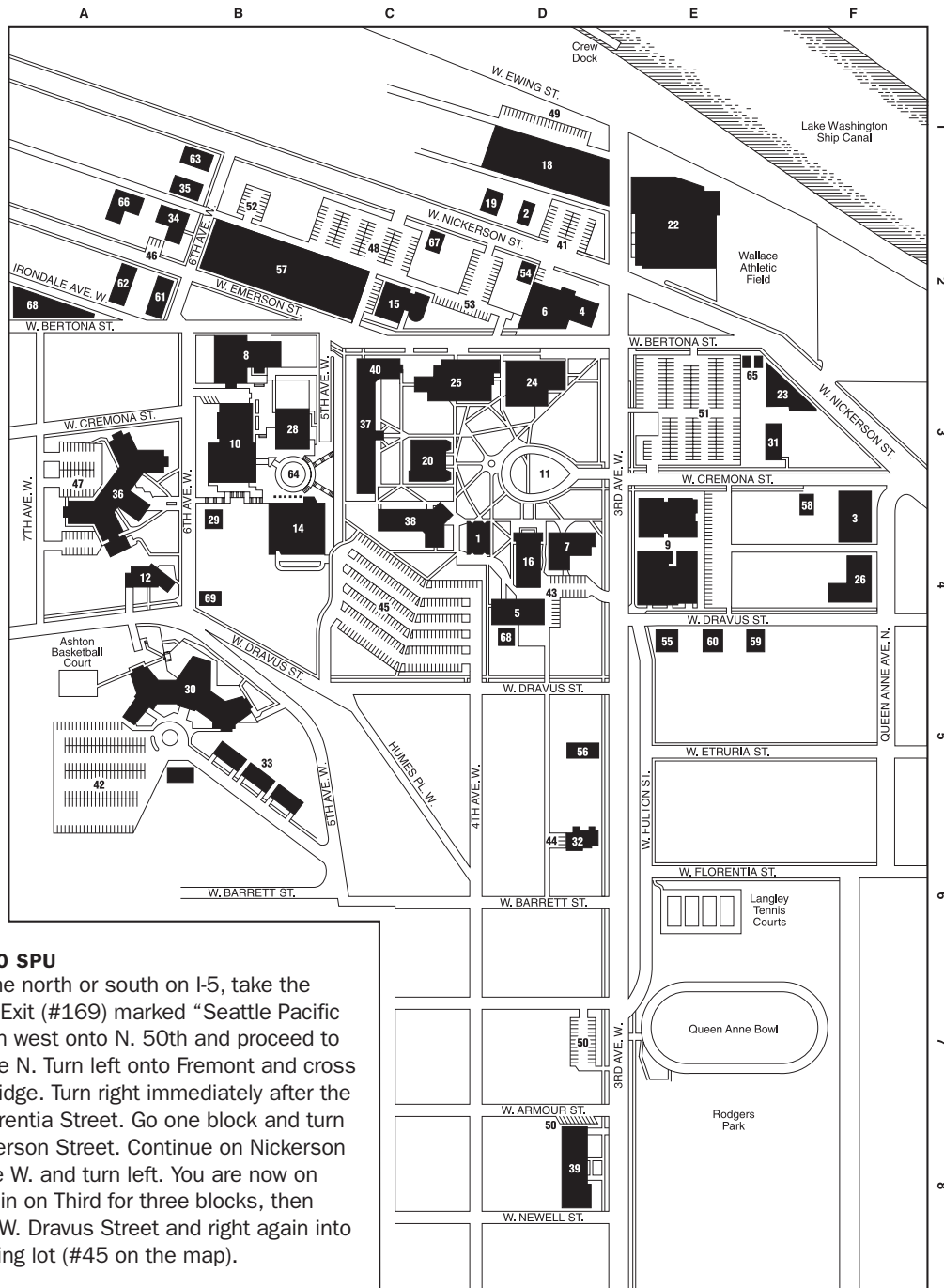
Alumni Center (41) D2
 Ashton (42) A5
 Crawford (43) D4
 Davis (44) D6
 Dravus (45) C4
 Emerson Underground (57) B2
 Falcon Apartments (46) B2
 Hill (47) A3
 McKenna (48) C2
 Miller Science Learning Center (MSLC) (49) D1
 Robbins (50) D7
 Ross (51) E3
 Sixth Avenue West (52) B2
 Visitor (53, 45) C2, 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,
 Second Watson (40) 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,
 Third Marston (37) C3
 School of Psychology, Family and Community,
 First Marston (37) 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





Campus 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 appeal process, 24
- Academic integrity, 25
- Academic policies and procedures, 21
- Academic structure, 29
- Accreditation, 7
- Administration, 115
- Admission requirements, 10, and individual programs
- Alumni Association, 118
- Business Administration (M.B.A.), 42
- Business and Economics, School of, 41
- Campus Map, 122
- Center for Learning, 8
- Cheating and plagiarism, 25
- Clinical Psychology, 90
- College of Arts and Sciences, 31
- Computer labs, assistance, 8
- Costs and financial aid, 14
- Curriculum and Instruction, 58
- Doctor of Education, 67
- Educational Mission, 6
- Education, School of, 53
- Employer reimbursement program, 17
- Faculty, see individual programs
- Fees, 14
- FERPA, 26
- Financial aid, 19
- Grades, 23
- Graduate programs, 29
- Graduation, 26
- Health Sciences, School of, 81
- Information Systems Management, 48
- International students, 13
- Internet access/e-mail, 9
- Library, 8
- Load, 21
- Marriage and Family Therapy, 102
- Medical insurance, 16
- Motor vehicles, 13
- Nondiscrimination policy, ii
- Non-matriculated students, 28
- Nurse Practitioner Pathways, 83
- Nursing, 82
- Payment plans, 17
- Probation, 24
- Reading and Language Arts, 59
- Refunds, 18
- Registration, 16, 21
- School Administration
 - (master's and principal's certificate), 61
- School Counseling (master's and certificate), 61
- Standards of scholarship, 24
- Student services, 8
- Superintendent's certification, 65
- Teaching (secondary), 63
- Teaching English to Speakers of Other
 - Languages (TESOL), 36
- Telephone numbers, 128, and individual programs
- Traditions, 7
- Transcripts, 26
- Trustees, 114
- University Calendar, 120
- Visiting graduate students, 28
- Withdrawal from courses, school, 23

NOTES:

NOTES:

NOTES:

Reference Guide for SPU

General Information 206.281.2000
General University Fax 281.2500

Academic Programs

Office of Academic Affairs 281.2125
College of Arts and Sciences 281.2165
School of Business and Economics 281.2970
Center for Applied Learning 281.2942
School of Education 281.2214
School of Health Sciences 281.2233
RN to BS 281.2027
School of Psychology, Family and Community 281.2918
School of Theology 281.2342

Admissions

Undergraduate Application Process 281.2021
Toll-Free Number 800.366.3344
Fax 281.2544
E-mail admissions@spu.edu

Campus Housing 281.2188

Campus Ministries 281.2966

Computer and Information Systems

Computer HelpDesk 281.2982
E-mail help@spu.edu
Online Help Resources www.spu.edu/help

Counseling Center 281.2016

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 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 281.2233
Nurse Practitioner Pathways Certification 281.2233

School of Psychology and Family Therapy

Clinical Psychology 281.2839
Marriage and Family Therapy 281.2762

Health Services 281.2231

Copy and Mailing Center

Mailing center 281.2077
Printing center 281.2622
Package center in SUB 281.2078

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 281.2911
Parking 281.2821

Student Academic Services

Graduation/Transfer Student Services 281.2021
Registration 281.2031
Transcripts 281.2034
Fax 281.2669
E-mail sasinfo@spu.edu

Student Financial Services

Financial Aid 281.2061
Payment Information 281.2061
Student Account Statements 281.2061
Toll-Free Number 1.800.737.8826
Fax 281.2835
E-mail sfs-info@spu.edu

Student Government (ASSP) 281.2126

Student Life

Career Development Center 281.2481
Center for Learning 281.2475
Dean of Students 281.2481
Disabled Student Services 281.2272
InterCultural Affairs 281.2598
International Affairs 281.2247
Residence Life 281.2043
Student Programs 281.2247

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.