

2010–11 Graduate Catalog



Seattle Pacific
UNIVERSITY

Engaging the culture, changing the world®

2010-2011 |

2010-11 Graduate Catalog

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Educational Mission

Seattle Pacific University is committed to the entire learning community of resident faculty, students, and staff, as well as off-campus professionals who serve in agencies, schools, corporations, and other organizations.

Graduate program instructors model active scholarship and Christian perspectives through practice, publication, and presentations. They reinforce theoretical study by emphasizing projects, field-based activities, and public colloquia.

Graduate students develop critical-thinking skills in the context of mentoring relationships. They bring extensive knowledge and experience to the classroom, creating a rich environment of cooperative and reciprocal learning.

They graduate equipped to address professional organizational issues, influence policy, and promote systemic change, serving as active leaders in their communities, and fulfilling SPU's vision of engaging the culture and changing the world.

The Wesleyan evangelical tradition approaches questions of faith and practice 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 toward God and the service of others. The love of Christ mandates societal engagement as well as personal religious growth.

Responsibility for graduate study policies is vested in the Graduate Policy and Evaluation Committee (GPEC).

SEATTLE PACIFIC UNIVERSITY MISSION STATEMENT

Seattle Pacific University seeks to be a premier Christian University fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.

Accreditation and Affiliation

The history of the growth of Seattle Pacific University is linked to the educational community of which it is a part. In successive steps from 1921 to 1937, the University was accredited by the Washington State Board of Education. Since 1936, the University has been accredited by the [Northwest Commission on Colleges and Universities](#).

Seattle Pacific is included on the approved list of the American Council on Education and Board of Regents of the State of New York. The University is also a charter member of the [Christian College Consortium](#) and a member of the [Council for Christian Colleges and Universities](#), and its credits are recognized by members of the various regional associations and by leading graduate schools throughout the country.

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. Seattle Pacific is part of the John Wesley Seminary Foundation of the Board of Administration of the Free Methodist Church.

The University is approved by the U.S. government for education of veterans and their dependents under the applicable public laws.

EDUCATION

All of Seattle Pacific University's education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Washington State Professional Educator Standards Board. The School of Education is a member of the American Association of Colleges for Teacher Education.

MARRIAGE AND FAMILY THERAPY

One of only two marriage and family therapy programs accredited in Washington state, Seattle Pacific's [Marriage and Family Therapy program](#) is nationally recognized and accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy.

CLINICAL PSYCHOLOGY

The [doctorate of philosophy \(Ph.D.\) in clinical psychology](#) is accredited by the American Psychological Association (APA).

NURSING

Seattle Pacific's undergraduate nursing curriculum is approved by the Washington State Nursing Care Quality Assurance Commission, and both the undergraduate and [graduate nursing programs](#) are accredited by the Commission on Collegiate Nursing Education (CCNE).

BUSINESS AND ECONOMICS

The [School of Business and Economics](#) is accredited by The Association to Advance Collegiate Schools of Business (AACSB) International.

COLLEGE OF ARTS AND SCIENCES

The [Master of Fine Arts in Creative Writing](#) is approved by the Association of Writers and Writing Programs.

Resources for Learning

Spread over a 43-acre Seattle campus, Seattle Pacific University includes the following resources for students:

THE UNIVERSITY LIBRARY

The [SPU Library](#) provides book, journal and media collections, databases, information services, instruction, technology, and space for study and research.

[Six librarians](#) provide personal service and information literacy instruction for each subject area. The Library has approximately 200,000 volumes, and 1,300 journals and databases. Most of the electronic resources are available to students, faculty, and staff from on or off campus.

SPU patrons may borrow materials from the 36 academic libraries in Washington and Oregon that are part of the Orbis Cascade Alliance. The Library has 14 small rooms for study and meeting, a graduate-student reading room, and a seminar and conference room.

There are 70 networked computers in the Library, and wireless access throughout the building. For more information, visit <http://spu.edu/library> or call 206-281-2419.

STUDENT COMPUTER LABS

Located across campus, [computer labs](#) feature a standard set of academic software tools that includes 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, email, Internet, laser printers, and other local and remote networked resources.

Computer labs are located in the [SPU Library](#), [McKenna Hall](#), [Otto Miller Hall](#), and [Marston-Watson Hall](#). Computer kiosks are available in the Library, McKenna Hall, [Weter Hall](#), and the [Student Union Building](#) (SUB).

CLASSROOM TECHNOLOGY

Faculty have a wide range of technology available in the classroom to enhance teaching and learning. More than 90 percent of all classrooms feature large-screen projectors, Windows PCs, and VCR/DVD players. Most classrooms also have wireless network access available for students, and three classrooms feature a hands-on lab format with a desktop for each student.

Additionally, [Computer and Information Systems](#) has audio/visual equipment (video cameras, projectors, laptops, and sound systems) available for checkout to faculty and students for academic projects.

INTERNET ACCESS/EMAIL

On-campus network connectivity and access to the Internet is available throughout campus. Many courses make use of an online course-management system ([Blackboard](#)) for document repository, electronic grade books, online discussion, and online assessments.

Many routine student transactions (registration, class schedules, and access to grades) can be completed through [Banner](#) 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.

TECHNOLOGY INSTRUCTION AND ASSISTANCE

Assistance in learning how to use computers and networked resources is available through a booklet titled *SPUnet Systems and Internet User Guide*, through training sessions, and through a central computer [HelpDesk-Computer and Information Systems](#).

Applying for, and Requirements of, a Master's Degree

Apply Online!

[Apply online now](#) for graduate school. Don't wait for us to mail you a package. Applications submitted electronically receive the same consideration as applications submitted on paper.

GENERAL ADMISSION REQUIREMENTS FOR MASTER'S DEGREE PROGRAMS

Students are encouraged to [apply online](#) to Seattle Pacific master's degree programs. You can also download and [print this application](#) (PDF), or get a copy from [The Graduate Center](#) or from the school or department to which you're applying.

To be admitted to a master's degree program at SPU, a student must meet the following 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 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 (TOEFL), regardless of previous coursework (575 for the M.B.A. and ISM 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 who meet all requirements [except numbers four or five](#) 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 must 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 \$10,500 of Stafford loan for one consecutive 12-month period.

In accordance with U.S. government regulations, international students admitted on probationary or provisional status are not eligible for F-1 (student) visa status.

ADMISSION AND PROGRAM REQUIREMENTS FOR DOCTORAL PROGRAMS

Seattle Pacific University offers [four 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 listed each program section of this *Catalog*.) Each master's degree student must:

1. Satisfactorily complete the approved program of study.
2. Complete the minimum master's requirement of 33 credits required for the degree. The last 15 credits of the degree must be earned at SPU.
3. Complete no fewer than 27 credits on the master's degree after being admitted to the specific degree program.
4. Complete at least a 3-credit graduate course in Christian faith and values.
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 that are stipulated for each program. Failure to maintain these standards may result in removal from the program of study 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 online or in graduate offices.
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 \(SFS\)](#).
9. Pay the cost of binding the requested copies of the thesis/project (if applicable) to the appropriate graduate office.
10. Students who may reasonably complete all graduation requirements by the start of the following Autumn Quarter may seek special permission to participate in Commencement. This requires that the director of graduate studies for the student's program make such a recommendation to the registrar.

Participation in the University's Commencement exercises, 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. This 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 meets the normal admission requirements for admission to the University and to the specific degree program.
2. The student meets 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 work 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. Each doctoral program's length is noted in the specific program section.
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 (see program section for specifics). 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. In some doctoral degrees, 10 credits are allowed (see program section for specifics). Only admitted students are eligible for the credit-by-examination option and examinations may be taken only in quarters in which the student is enrolled.
6. No more than 15 credits in independent study and research — including thesis, practicum, or project credit — may apply toward a graduate degree. Doctoral programs do have different graduation requirements.
7. All graduate internship, thesis, and project courses must be completed within three years of initial enrollment in the course. Students enrolled in such courses will receive a graduate in-progress grade of "G" until the course is completed. After a lapse of three years the "G" becomes permanent.
8. No graduate work taken at another institution during the time a student is working on a graduate degree at SPU may apply toward an SPU degree, unless the student has the prior written approval of the graduate director.
9. One-credit courses are not transferable and may not be applied toward a graduate degree.

Graduate courses may not be taken for a pass/no-credit option with the exception of thesis, dissertation, research, practicum, internships, and projects. Any exceptions are determined at the discretion of the graduate programs.

Student Life

CENTER FOR CAREER AND CALLING

Although the [Center for Career and Calling's \(CCC\)](#) primary mission is to serve undergraduate students, many career resources are available that may be helpful to graduate students seeking positions. Visit both the "[students](#)" and "[alumni](#)" sections of the [Center for Career and Calling website](#).

[School of Education](#) students may be eligible to establish a placement file at the CCC. The education placement file is designed to make the search for a position more efficient and expedient.

It is often recommended that education students register for a placement file if they plan to apply for a position as an educator now or in the future. School districts routinely request placement files as part of their hiring process. Call the CCC at 206-281-2485 for further information on education placement files.

DISABILITY SUPPORT SERVICES

Staff in [Disability Support Services \(DSS\)](#) in SPU's [Center for Learning](#) 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 should do the following:

- Provide the DSS program coordinator with current documentation prepared by a qualified professional in the relevant field. (For specific guidelines for each disability, contact the DSS program coordinator (disabilityservices@spu.edu).
- Meet with the DSS program coordinator to discuss particular needs and appropriate accommodations. Located in [Lower Moyer](#), the Center for Learning is open 8 a.m.–6 p.m. Monday through Thursday, and 8 a.m.–5 p.m. on Friday.
- For housing accommodations, students with disabilities should contact the disability support services coordinator by April 1 if they are returning students and want consideration during the spring sign-up process, or by June 1 if they are new students applying for Autumn Quarter housing. Students applying for housing beginning Winter or Spring quarters should contact the disability support coordinator at least six weeks before the start of the quarter.

For information or to schedule an intake appointment, contact the program coordinator at disabilityservices@spu.edu or at 206-281-2272.

INTERNATIONAL STUDENT SERVICES

SPU welcomes and encourages enrollment of international students. Special educational and social programs are designed to enhance a student's cross-cultural experiences. Counseling assistance is also provided for academic achievement, cultural adaptations, and financial and legal concerns.

The [international student advisor \(ISA\)](#) serves as liaison with U.S. Department of Citizenship and Immigration Services regarding international students' travel outside of the United States, permission to transfer, employment eligibility, or practical training options both before and after graduation.

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 week of attendance at Seattle Pacific University. Call 206-281-2247 for an interview appointment.

REQUIREMENTS FOR F-1 INTERNATIONAL STUDENTS

F-1 non-immigrant status carries responsibilities as well as privileges. Failure to comply with requirements is considered a violation of U.S. law that invalidates F-1 status and cancels privileges. Seattle Pacific is required by law to make regular reports about F-1 students' status to the U.S. government.

The international student advisor (ISA) in the [Office of Student Life](#) provides services to assist international students in complying with the terms of their visa status, applying for benefits, and attempting to correct status violations when necessary. However, the student's status is always considered his or her own responsibility, not that of SPU.

To maintain good F-1 status, you must:

1. Participate in an entry interview. Attend a New International Student Orientation session or schedule an appointment with the ISA no later than the fifth day of your first quarter.
2. Be a full-time student. Complete a full-time course load (6 credits for graduate students) during every quarter except summer, and maintain satisfactory academic progress. If it is not possible to be enrolled full-time, a "Request for Reduced Enrollment" form (available in the ISA's office) signed by your academic advisor must be submitted to the ISA no later than the first day of the quarter. Reduced enrollment will only be approved under exceptional circumstances defined by F-1 regulations. Following the 10th day of a quarter, F-1 students enrolled part-time without ISA approval will be reported "out of status."
3. Do not work off-campus without authorization. All F-1 students (in good status) are authorized to work on-campus at SPU up to 20 hours per week during full-time study and up to 40 hours per week during vacation periods. Any off-campus employment (any type of work for any type of compensation) must be approved by the ISA and is only allowed within strict F-1 regulations.
4. Report any change of name or address. The U.S. government requires notification within 10 days of any name or address change. You must report the location of your physical residence (not a post office box) to both:
 - o the U.S. government — using [Form AR-11](#)
 - o SPU — using a Change of Directory Information form or the [Banner Information System](#) "Personal Directory Information/Directory Preferences" menu.
5. Obey the laws of the United States of America.
6. Participate in an exit interview (in the event of departure): Schedule an appointment with the ISA if you will be graduating or otherwise ending your studies at SPU for any reason.

CHAPELS AND ASSEMBLIES

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 [University Ministries](#) at 206-281-2966.

TRADITIONS

Graduate Hooding Ceremony Seattle Pacific University's master's degree recipients are invited to the Hooding Ceremony before the annual Ivy Cutting Ceremony.

Master's degree students are recognized by the academic leadership for completion of their advanced degree and are hooded by their school dean and the graduate faculty. They then take their place behind the faculty for the Ivy Cutting procession. Doctoral students may attend but are hooded during Commencement.

Commencement

Commencement is a time-honored ceremony at Seattle Pacific that recognizes the scholarship, service, and Christian growth of graduating students. 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 increased from five in 1915 to more than 1,000 by 2009.

Graduate Costs and Financial Aid

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Seattle Pacific University is committed to providing high-quality Christian education at a reasonable cost. 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 Seattle Pacific's financial resources, with a goal of maintaining financial stability for both current and future students.

All programs and policies at the University are under continual review. Therefore, SPU reserves the right to change its financial policies or charges at any time without previous notice. After the beginning of a quarter, however, no change will be made 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 \(SFS\)](#), 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 are 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 University 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.

2010-11 GRADUATE TUITION AND FEES

(Summer 2010–Spring 2011)

College of Arts and Sciences	Per credit
Fine Arts, Creative Writing (M.F.A.)	\$449
TESOL (M.A.)	\$504
School of Business and Economics	
Business Administration (M.B.A.)	\$708
Information Systems Management (M.S.-ISM)	\$708

School of Education

Education, General	\$504
Alternate Routes to Certification (ARC/M.A.T.)	\$369
Literacy (M.Ed.)	\$504
Literacy (M.Ed.) With Teacher Certification	\$504
Curriculum and Instruction (M.Ed.)	\$504
School Counseling (M.Ed.)	\$504
School Counseling ESA Certification	\$504
Counselor Education (Ph.D.)	\$650
Teaching (M.A.T.)	\$504
Educational Leadership (M.Ed.)	\$612
Principal Certification	\$612
Program Administrator	\$612
Executive & Superintendent Certification	\$650
Doctoral (Ed.D.)	\$650
Doctoral (Ph.D.)	\$650

School of Health Sciences

Nursing (M.S.N.)	\$591
Nurse Educator Certification	\$591
Nurse Practitioner, Post-master's Certification	\$591

School of Psychology, Family, and Community

Marriage and Family Therapy (M.S.)	\$592
Medical Family Therapy Certificate	\$592
Industrial/Organizational Psychology (M.A.)	\$592
Industrial/Organizational Psychology (Ph.D.)	\$640
Clinical Psychology (Ph.D.)	\$647

School of Theology

Master of Divinity (M.Div.)	\$430
Theology (M.A.)	\$430

Note: Above costs applicable to 6000–7000 graduate-level courses.

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.

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CERTIFICATION AND OTHER FEES

Teacher Education (M.A.T.) per quarter	\$100
M.A.T. Retreat Fee (Autumn)	\$80
ARC Internship Fee, per quarter (Autumn, Winter)	\$150
ARC Internship Fee, per quarter (Spring)	\$200
TESOL Internship Fee, per quarter	\$100
Group Counseling Course Fee (Winter, Spring)	\$100
Assessment Fee	\$65

Special Examination Fees	
Credit-by-examination or challenge fees:	
Per-course examination fee	\$100

Administrative and Special Fees	
Application fee (master's)	\$50
Application fee (M.S.N.)	\$50
Application fee (Ed.D. or Ph.D.)	\$50
Application fee (Ph.D. - SPFC)	\$75
Matriculation fee*	\$80
Change of registration fee**	\$50
Graduation Fee (M.F.A. program only)	\$50
Official transcript fee	\$5
Dissertation fee	varies
Thesis binding, per copy	varies
Replacement card fee (for lost/stolen/damaged card)	\$20
Temporary card fee	\$5
Parking fee, per quarter††	\$65

*A student who has been admitted to the University and registers for courses is considered a matriculated student. A matriculation fee of \$80 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 change of registration 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 the [campus map](#) (PDF) for location of lots. If students wish, they may obtain parking permits through the [Office of Safety and Security](#) for \$57 per quarter.

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STUDENT SERVICES/PLACEMENT FILE 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.
- [Center for Career and Calling](#) Career testing; \$20 per test includes administration, interpretation, and counseling with regard to aptitude, skills, personality, analysis, and placement.
- [Health Services](#) Full or part-time students may be seen in the office of Health Services for a \$50-per-quarter fee, which covers unlimited illness and injury visits. Nurse practitioners with prescriptive authority provide assessment, evaluation, diagnosis, treatment, and management of general health problems. Referrals to specialists are provided when medically indicated and are the financial responsibility of the student.

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MEDICAL INSURANCE FEES

The University's [Health Services](#) 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 injury and sickness, 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 Health Services and in SFS.

All international students are required to enroll in the University International Student Insurance plan. Any exceptions require documentation of a comparable plan.

Waivers may be obtained only in the office of Health Services 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.

Expenses for 2010-11 Graduate Student, per year*

	Living On- or Off-Campus	Living at Home
Tuition	<i>Varies by Program</i>	<i>Varies by Program</i>
Room and Board	\$8,817	\$3,069
Books and supplies	\$942	\$942
Transportation	\$978	\$978
Miscellaneous/personal	\$1,785	\$1,266
Average loan fees	\$261	\$261
Total	Varies	Varies

*Estimated

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FINANCIAL ARRANGEMENTS AND SERVICES

Registration

Seattle Pacific University offers students the opportunity to register for classes through [Banner](#). Registration for the quarter begins during the last few weeks of the preceding quarter and ends on the fifth day of the quarter at 5 p.m.

Students are notified via their SPU email about when their quarterly registration appointment is scheduled. Once web registration has ended, students must come to [Student Academic Services \(SAS\)](#), or mail or fax in a written request to withdraw from classes.

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

An electronic notification of an available online statement reflecting tuition and fee charges, payments, and past and current-due amounts will be sent to the student's SPU email address each month that there is activity on the account.

Checks for the correct amount due should be made payable in U.S. dollars (\$US) to SEATTLE PACIFIC UNIVERSITY, and should include the student's name and student identification number. Checks may be mailed to:

Seattle Pacific University
Student Financial Services
3307 Third Avenue West, Suite 114
Seattle, Washington 98119-1922

Or checks may be delivered in person to [Student Financial Services](#).

In addition to checks, the University accepts [automated payments](#) via an e-check (automated payment directly from a checking or savings account) toward student accounts. The University does not directly accept any credit cards for payment of student account balances. Rather, it has arranged for a third-party provider to facilitate this type of payment if desired. Additional fees apply for this service.

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PAYMENT POLICIES

Students may choose to meet their financial obligations in three ways:

- (A) Payment in full by the payment-in-full due dates.
- (B) [Combined-Installment Plan](#).
- (C) [Three-Installment Payment Plan](#).

Students may choose only one option. Options A and C are available each quarter. Option B must be selected by August 16, 2010.

Option A: Pay in Full

Students meet their financial obligations each quarter by paying in full by October 15 for Autumn Quarter, January 18 for Winter Quarter, and April 15 for Spring Quarter.

If payment in full is not received by these dates, the account will be subject to late charges. Students are automatically placed in this standard payment option, unless they are approved through the application process for Option B or C.

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.

Option B: Combined Installment Plan

Students who would like to enroll in a payment plan for the entire academic year (Autumn, Winter, and Spring quarters) and wish to pay one annual application fee may choose this payment option.

This plan will divide estimated costs (less any financial aid*) into three payments per quarter, for a total of nine payments for the year. [Student Financial Services](#) will provide a payment plan schedule each quarter that will notify you of your estimated payments.** Please refer to your monthly statement for actual amounts due.

To participate in this plan, you must return a completed [application](#) (PDF) along with along with a **\$80 application** fee to SFS by August 16, 2010 (a new application and fee must be submitted each academic year). If payments are not received by these dates, the account will be subject to late fees and registration/transcript holds (see [Late Charges and Payments](#)).

2010-11 Academic Year

Application and \$80 fee August 16, 2010

Option B: Payment Schedule

First payment	October 15, 2010
Second payment	November 15, 2010
Third payment	December 15, 2010
Fourth payment	January 18, 2011
Fifth payment	February 15, 2011

Sixth payment	March 15, 2011
Seventh payment	April 15, 2011
Eighth payment	May 16, 2011
Ninth/final payment	June 15, 2011

Option C: Three-Installment Plan

Students who would like to enroll in a payment plan on a quarter-by-quarter basis, may choose to use this payment option. If you choose this agreement with SPU option, your total estimate charges (less any financial aid*) will be divided into three payments per quarter. Student Financial Services will provide a payment-plan schedule that will notify you of your [estimated payments.**](#) Please refer to your monthly statement for actual amounts due.

To participate in this plan, you must return a completed [application](#) along with a **\$40 application fee each quarter** to SFS according to the following schedule. If payments are not received by these dates, the account will be subject to late fees and registration/transcript holds (see [Late Charges and Payments](#)).

Autumn Quarter 2010

Application and \$40 fee	August 16, 2010
First payment	October 15, 2010
Second payment	November 15, 2010
Final payment	December 15, 2010

Winter Quarter 2011

Application and \$40 fee	November 29, 2010
First payment	January 18, 2011
Second payment	February 15, 2011
Final payment	March 15, 2011

Spring Quarter 2011

Application and \$40 fee	February 28, 2011
First payment	April 15, 2011
Second payment	May 16, 2011
Final payment	June 15, 2011

Example of Payment Alternatives

An M.B.A. student registers for 9 credits per quarter. The total balance per quarter is:

Tuition	\$6,372
Parking Fee	\$65
Subtotal	\$6,437
Financial Aid*	-\$2,965
Balance Owed	\$3,472

Students and families have three options to meet their University cost obligation:

Option A: Payment in full

\$3,472 due October 15, 2010

Option B: Combined Installment Payment Plans

\$80 Application Fee and Application due August 16, 2010

\$3,472 balance owed for each quarter

$\$3,472 \div 3 = \1157.33 (due monthly in Autumn, Winter, and Spring quarters.)

\$1157.33 is the monthly payment plan amount and follows the Option C schedule:

Payments

Autumn Quarter 2010

	Due Date
First payment	Due October 15, 2010
Second payment	Due November 15, 2010

Third payment	Due December 15, 2010
Winter Quarter 2011	
First payment	Due January 18, 2011
Second payment	Due February 15, 2011
Third payment	Due March 15, 2011
Spring Quarter 2011	
First payment	Due April 15, 2011
Second payment	Due May 16, 2011
Third payment	Due June 15, 2011

Option C: Three Installment Payment Plan

(Autumn Quarter Example) \$40 Application Fee and Application due August 16, 2010 $\$3,472 \div 3 = \1157.33 is the **monthly payment plan amount** and follows the Option B schedule for Autumn Quarter.

First payment	Due October 15, 2010
Second payment	Due November 15, 2010
Final Payment	Due December 15, 2010

**Financial Aid includes SPU scholarships, federal state grants and scholarships, outside scholarships and grants, and student loans. Work study cannot be used in the calculation of payments.*

***If financial aid and/or account charges change after an enrollment in the payment plan, the estimated payment with change. Please consult your monthly electronic statements for actual payment amount due.*

Late Payments

Students who don't pay their account in full or who fail to make a Combined Installment Plan or Three Installment Plan scheduled payment will have a late fee assessed to their student account.

The monthly late fee of 1.25 percent will be assessed on the balance owed after the payment-in-full due dates. Students with past-due account balances, including any balance that is adjudged to be discharged, will not be permitted to register for future quarters, obtain an official academic transcript, or receive their diploma.

Employer Reimbursement Program/Third-Party Billing

If your tuition is reimbursed by your employer or a third party (such as an embassy or government agency), you may be eligible for the Employer Reimbursement or Third-Party Billing Program.

Documentation confirming enrollment in an employer reimbursement program is required annually and allows approved student account charges to be deferred up to approximately 30 days after the quarter ends. If a third party is involved, the University will bill the third party directly, provided SFS has been given the appropriate documents, such as a purchase order, official authorization, etc. All other account charges will be due when billed.

If you participate in the Boeing Tuition Voucher program, your eligibility is subject to approval by the Boeing Company. Until SFS receives an approved voucher from the Boeing Company for participation in its Third-Party Billing Program, you will receive monthly account statements and be responsible for all charges. Once the process has been completed, the Boeing-approved charges will be paid on your student account. You will continue to receive monthly statements if you incur charges not covered by Boeing. For more information about this program, [contact SFS](#).

Late Charges and Payments

If you are not able to pay your account in full (less financial aid), or you do not meet your payment-plan financial obligations, you will have a late fee assessed to your account.

The monthly late charge of 1.25 percent (15 percent per annum) will be assessed on the balance owed after the payment-in-full due dates. If you have a past-due account balance, you will not be permitted to register for future quarters or obtain an official transcript. Continued unpaid accounts may result in the referral of the delinquent account to an outside agency for collection of the total amount due, plus all applicable collection costs.

Change of Registration Charges

A change of 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

It is expected that all students adhere to registration deadlines. However, registration petitions are requests for exceptions to regular policies and procedures. 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, or problems with immigration.

Registration holds unresolved by the deadline do not constitute extenuating circumstances and are not grounds for petition. The petition must not only voice the request, but it must also substantiate the validity of the request.

[Petition forms](#) (PDF) are available here and 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 SAS. SAS reserves the right to deny any petition for any reason. Each approved petition will incur a \$50 change-of-registration fee.

Credit Balances

If financial aid overpays the student account, SFS will contact the student via their SPU email account when the credit balance is available. Credit balances are delivered via [direct deposit](#) or mailed to the student's current address on file.

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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 [Banner](#). If you plan to withdraw from University housing, proper notification must also be provided to [Housing and Meal Plan Services](#).

If a student does not provide proper written notification to the University or via 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, SPU will refund tuition according to the schedule that follows. If the refund results in a credit balance on the account, SFS will contact the student via their SPU email account when the credit balance is available.

If there is an owing balance on the account or a past-due balance on a campus-based loan program, such as the SPU Institutional, Federal Perkins, and Federal Nursing Student Loan programs, the refund will first be applied to the owing balance. Any questions regarding tuition refunds should be directed to SFS.

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

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)	\$6,156.00
Tuition for 6 credits (\$708 x 6)	\$4,248.00
Difference	\$2,124.00
75 percent refund	\$1,593.00
Tuition due for dropped course	\$531.00

A student completely withdraws from all M.B.A. courses in the second week:

Tuition (9 credits)	\$6,372.00
75 percent refund	\$4,779.00
Student owes	\$1,593.00

Effect on Financial Aid

Dropping courses may affect a student's current and continued eligibility for financial aid. Please refer to [Satisfactory Progress](#). It is recommended that a student discuss the impact of dropping credits with his or her SFS 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 federal (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; other Title IV aid programs; other federal, state, private, or institutional aid; and 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 SFS, a reassessment of the financial aid award may be made for that quarter.

This may affect the amount actually credited to the student account. Contact an SFS counselor for further information.

Financial Aid for Graduate Students

[Application Process](#)

[Graduate Assistantships](#)

[Financial Aid Programs](#)

[Disbursement of Financial Aid](#)

[Satisfactory Progress](#)

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 3 credits per term in a program leading to a degree or the residency teacher, superintendent, principal, counseling, medical family therapy, or nurse practitioner certificate.

APPLICATION PROCESS

To apply for need-based financial aid through Seattle Pacific University, 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 online. SPU's school code is 003788.
3. Submit additional documentation as requested to verify eligibility.

Application Deadlines

Seattle Pacific does not have a deadline for financial aid applications for graduate students. However, it is to their advantage to apply as early as possible.

Note: 2010-11 SPU financial-aid year is autumn through spring; summer 2011 financial aid requires an additional form that is available in SFS 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.

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.

Financial Aid Programs

SPU-Church Matching Scholarships are awarded to students who are chosen by a scholarship committee within an organized Christian church in the United States or Canada. Churches must be approved by Student Financial Services and must provide the office with a letter of confirmation for each scholarship awarded by October 31. Contact [Student Financial Services \(SFS\)](#) for further information.

SPU – National Science Foundation Robert Noyce Scholarships are awarded through a competitive process to graduate students who will complete a graduate degree in education, have a prior bachelor's degree in Science, Technology, Engineering, or Mathematics (STEM) field, and agree to teach in a high need school district as defined by the terms and conditions of the Noyce Scholarship program. Scholarship is available for one year. More information can be found [online](#).

SPU endowed gifts and scholarships. 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 [Seattle Pacific University 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 at www.fastweb.com.

Federal Direct Stafford loans (subsidized and unsubsidized). The subsidized loan limit for a graduate or professional student is \$8,500 per academic year. The additional unsubsidized loan limit for graduate or professional students is \$12,000 per academic year. The maximum outstanding total subsidized and unsubsidized Stafford Loan debt is \$138,500 for a graduate or professional student (including loans for undergraduate study). No more than \$65,500 of this aggregate amount may be in the form of subsidized loans. (Clinical psychology doctoral students may borrow up to \$33,000 (9-month academic year) or \$37,167 (12-month academic year) in unsubsidized Stafford loan alone or in combination with the federal subsidized Stafford loan for a maximum outstanding total subsidized and unsubsidized Stafford Loan debt of \$224,000.) These loans are made through the US Department of Education.

Any student is eligible to apply who satisfies the eligibility requirements as established by the U.S. Department of Education. The federal Stafford loan interest rate for graduate students is fixed at 6.8 percent. For subsidized loans no interest is charged while students are enrolled at least half time in a degree seeking program and during a six-month grace period following graduation, withdrawal or a drop to less than half-time enrollment. Interest begins accruing immediately on unsubsidized loans. Additional information regarding types of payment plans and deferments is available on the loan master promissory note and from the Direct Loan Program.

Federal Direct graduate PLUS loan. Students may apply for a Grad PLUS loan for the cost of attendance minus current financial assistance after completing the FAFSA and utilization of their federal subsidized and unsubsidized Stafford loan eligibility. These loans are made through the US Department of Education. Any student is eligible to apply who satisfies the eligibility requirements as established by the U.S. Department of Education. Eligibility also depends on a credit check to determine whether the borrower has an adverse credit history. Interest begins accruing immediately and is a fixed rate of 7.9 percent. Direct Grad PLUS loans disbursed will receive in-school deferment while the student borrower is enrolled at least half-time and a six-month deferral beginning the day after the student is no longer enrolled at least half-time.

Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant Program. This program benefits current and prospective teachers who agree to teach full time for four years in a federally designated eligible school. This grant is available to students in the ARC and MAT programs, seeking/intending to receive endorsements in math, science, a foreign language, bilingual education, special education, or as a reading specialist. The funds from this program are automatically credited to your student account at the beginning of each quarter, provided all requested documents have been submitted to [Student Financial Services](#), you are registered for the number of credits upon which your financial aid award was based, verification (if required) has been completed, and you continue to meet the grant requirements.

Federal work study, on campus. Part-time employment opportunities for students on campus; students must have applied for financial aid and be awarded work study to be employed in the federal work-study program — graduate students must request to be considered for federal work-study through [Student Financial Services](#).

State work-study employment, off campus. Students must have applied for financial aid and been awarded work study to be employed in the state work-study program — graduate students must request consideration for state work-study through [Student Financial Services](#). This program is sponsored by the state of Washington, and the participating employers are reimbursed by the state for a portion of the wages they pay work-study students.

Washington State Future Teachers Conditional Scholarship and Loan **Repayment Program.** The Future Teachers Conditional Scholarship and Loan Repayment program is designed to encourage outstanding students and paraprofessionals to become teachers, and to encourage current teachers to obtain additional endorsements in teacher shortage subjects.

To be eligible for this program, you must be a resident student of Washington state, plan to complete an approved program leading to a residency teacher certificate or an additional shortage subject endorsement, plan to be employed as a certificated classroom teacher in Washington K-12 public schools, plan to attend an eligible college at least half-time (note: Some online programs are not eligible for funding under this program), and you must not be pursuing or planning to pursue a degree in theology. Visit the [Washington Higher Education Coordinating Board](#) for additional information and application process.

Note: The combination of all sources of financial aid (grants, scholarships, loans, and work study) cannot exceed the cost of attendance as determined by SFS.

Disbursement of Financial Aid

Once a student has completed the financial aid application/award process, fulfilled all the requirements listed on the offer of financial assistance, and his or her enrollment matches the level of enrollment indicated on the [post-baccalaureate/graduate information sheet](#) (pdf) he or she submitted to SFS, these funds will be applied to the student's tuition account in the following manner:

Once the student has completed a Direct Stafford Loan [Master Promissory Note](#) (MPN) and entrance counseling, the funds will be automatically applied to the student's account.

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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 year.

Minimum Grade Point Average

A financial aid recipient must be in good academic standing at the University. At the completion of the second year, and by the end of each subsequent quarter of study the student must have a cumulative 2.0 GPA to remain eligible for financial assistance, including Title IV (federal) funding. 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

Satisfactory progress is evaluated at least annually at the end of spring quarter, and for summer attendees at the end of summer quarter. All students (current, past or first-time financial aid applicants) must complete at least 80 percent of all attempted credits each academic year to be eligible for financial assistance. The calculated percentage will be rounded up to the nearest full credit hour. Completed credits are defined as coursework that has received a grade of A, B, C, D, or "P" at the end of the academic term, grades of E, G, N, or I do not receive any credit; therefore they do not count as completed credits each quarter.

Maximum Time Frame

A student receiving financial aid must complete a degree within a reasonable time. Financial aid will be awarded to students pursuing a master's or doctoral degree for a maximum of six years.

Consequences of Unsatisfactory Progress

A student who does not maintain satisfactory progress (minimum GPA and credit requirements and complete their degree within the maximum timeframe) will forfeit their eligibility for financial assistance.

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 SFS counselor. Additionally students may regain eligibility for financial assistance by enrolling for a quarter and completing at least 80 percent of attempted credits without receiving financial aid; these credits may be taken at another institution and transferred to SPU or may be taken at SPU.

Graduate Academic Policies and Procedures

[Registration](#)

[Credit by Examination](#)

[Withdrawal](#)

[Registration Petitions](#)

[Final Exams](#)

[Grading](#)

[Academic Appeals Policy](#)

[Graduation and Honors](#)

[Transcripts](#)

[Class Status](#)

Academic Load

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

6 or more credits	Full time
4–5 credits	Three-quarter time
3 credits	Half time
1–2 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 program coordinator. During the Summer Sessions, master's students should take 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 3 regular on-campus credits to receive financial aid.

REGISTRATION

Class Registration

Dates for registration are published in the [University Calendar](#). Matriculated graduate and doctoral students may register until 5 p.m. on the fifth day of the quarter.

Four registration options are available to students (procedures for registration vary from program to program):

1. In person in [Student Academic Services \(SAS\)](#).
2. Via fax at 206-281-2669.
3. Via mail to Student Academic Services, 3307 Third Avenue West, Suite 113, Seattle, Washington 98119.
4. Via the [Banner Information System](#).

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

Registration on the Web

SPU offers undergraduate, post-baccalaureate, graduate, and doctoral students the opportunity to register for classes through [Banner](#).

Online registration for the quarter begins around the ninth week of the previous quarter and ends on the fifth day of the quarter at 5 p.m. Once web registration has ended, students must come to SAS, mail, or fax a request to withdraw from classes. The refund, if there is one, will be determined by the date the withdrawal statement is received.

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 listed in the [University Calendar](#). Withdrawals must be submitted to SAS in writing after web registration ends on the fifth day of the quarter at 5 p.m.

Auditing

A person who wishes to attend class but who does not desire credit is an auditor. With approval from the instructor concerned, auditors may register for audit in all undergraduate courses and most 6000-level courses.

Students may change from audit to credit or vice versa during the quarterly add period published in the [University Calendar](#). Auditors may neither participate in class discussions nor take examinations. If they do daily assignments, the instructor is under no obligation to read or correct them.

Students who are unable to remain at the University because of low grades and new applicants who do not qualify for admission may not register as auditors. A student may receive credit for an audited course only by enrolling in it as a regular student in a subsequent quarter. Tuition rates for auditors will be equal to the tuition credit rate.

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. Graduate 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 change of registration and will be subject to a \$50 fee; these are handled via a [registration petition](#) (PDF).

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 create a time conflict or exceed 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 by email when they are entered into a class via the waitlist. Waitlist forms may be obtained from SAS, or students may waitlist a class via [Banner](#). Directions are provided on these forms that outline the process students need to follow to waitlist a class.

Students may choose to withdraw from the waitlist for a course by notifying SAS in writing or by dropping the waitlisted course via [Banner](#).

The waitlist program will continue to be in effect from the first day of registration and ends before the quarter begins. Refer to the [University Calendar](#) for these dates. The waitlist process is the best way for faculty to know the demand for their classes.

When the quarter begins, and the waitlist is no longer in effect, there is no preference given to students who were previously on a class waitlist. Therefore, if a student withdraws from a course after the quarter begins, the class is available for anyone to register until 5 p.m. on the fifth day of the quarter.

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.

Independent studies can be created in situations when a student wishes to study a topic not covered in an actual course in the SPU *Graduate Catalog*. A 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." 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 SAS no later than the 10th day of the quarter (see the [University Calendar](#) for specific dates). SAS will create the course as noted on the agreement. Copies of the agreement will be forwarded to the instructor and the student.

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CREDIT BY EXAMINATION

Currently enrolled matriculated students may take special examinations in approved academic subject matter offered by Seattle Pacific University to gain credit without being enrolled in specific courses. The procedures for obtaining permission and filling the request are to be obtained in SAS. The following limitations pertain to credit by examination:

1. The student must be admitted to SPU and enrolled for the current quarter.
2. A student may receive credit by examination for any coursework that has been completed following high school graduation for which he or she has no formal record.
3. A student may be tutored by a private instructor and challenge a course for credit by examination.
4. A student may not take credit by examination for a course in which he or she has been registered for credit at SPU and received a "D," "E," "NC," "Audit," or "Incomplete."
5. Within a given program, no student may receive credit by examination in subject matter more elementary, as determined by the dean of the school, than that for which credit has been received previously.
6. A student may not repeat an examination for credit.
7. A student is entitled to only one consultation with the professor administering the test.
8. A student must pay for all special exam fees prior to scheduling and taking the exam.

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WITHDRAWAL

Withdrawal From Courses

Withdrawal with official approval during the first week of the quarter will not result in any record of the class on the transcript.

Withdrawal with official approval during weeks two 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 SAS by the end of the withdrawal period (see the [University Calendar](#) for specific dates), the instructor will issue the grade earned for the student.

Withdrawals or course drop requests may be mailed or faxed to 206-281-2669, or delivered in person directly to SAS.

Complete Withdrawal From School

A student who desires to withdraw from school must submit a written request for a complete withdrawal or withdraw via the web by 5 p.m. on the fifth day of the quarter.

Refunds and adjustments to the student's account are governed by the financial policies in [Costs and Financial Aid](#). Students who register but do not attend classes must notify [SAS](#) in writing 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 SAS by the end of the sixth week of the quarter, the student will receive the grade earned.

Administrative Withdrawals Requested by Instructors

If the instructor or advisor receives notification that a student will not be attending, the instructor may contact SAS 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 SAS to administratively withdraw a student from the 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 (SFS)

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

Parking Refunds

To be eligible for a refund of parking fees, the student must inform the [Office of Safety and Security](#). Parking refunds are calculated in accordance with the tuition refund policy.

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REGISTRATION PETITIONS

It is expected that all students adhere to registration deadlines. However, registration petitions are requests for exceptions to regular policies and procedures. 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, or problems with immigration.

Unresolved holds by the deadline or poor performance in a class does not constitute an extenuating circumstance, and is not grounds for petition. 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) or at [sasforms](#).

Instructions for completing this process are listed on the petition. A student seeking late registration must obtain 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 SAS. SAS reserves the right to deny any petition for any reason. Each approved petition will incur a \$50 change of registration fee.

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FINAL EXAMS

The final exam period is considered an instructional period; classes are expected to meet during the scheduled time whether or not a final exam is given.

An instructor may refuse a student's request to reschedule a final examination. However, instructors may schedule an early final exam for a student under the following conditions:

1. The student is able to demonstrate appropriate mitigating circumstances that, in the judgment of the instructor, warrant rescheduling the final exam.
2. A rescheduled final exam is given no earlier than four working days prior to the last day of the final examination period.
3. The student's request to reschedule a final exam is made at least two weeks before the regularly scheduled final exam period.

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GRADING

Grade Point Average

A student's grade point average (GPA) is determined by dividing the total number of grade points earned during a given period by the number of credits for which the student was enrolled and for which he or she received a regular grade during the same period.

For example, if a student earns 45 grade points during a quarter in which he or she is enrolled for 15 credits, his or her GPA for the quarter will be 3.0.

<u>Grade</u>	<u>Points</u>	<u>Explanation</u>
A	4.0	
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	
D	1.0	
E	0.0	
Au		Audit
P		Pass (used only with the Pass/ No Credit option)
NC		No Credit (used only with the Pass/No Credit option)
I		Incomplete
N, G		In Progress
W		Withdrawal with official approval

- Except in cases of clerical error, no instructor may change a grade that he or she has submitted to SAS.
- Students are not able to add additional work to improve a grade after it has been submitted to SAS.
- Grade changes may be made in only the quarter following the course.

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.
- Due to extenuating circumstances in a student's life, an additional quarter extension may be requested.
- A student needs to make his or her request in writing to the instructor.

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 two through six will result in a "W" appearing on the transcript. (See [Withdrawal From Courses](#).)

Pass/No Credit Option

- A "P" grade in this option must be at least equivalent to a "C" grade (2.0).
- 6000-level courses may not be taken for P/NC, with the exception of thesis, dissertation, research, and projects, to be determined at the discretion of the schools.

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 original course will still appear on the transcript; however, the grade and credits will be excluded from the overall GPA and credit total. Only courses taken at Seattle Pacific will be used to change course grades.

Academic Probation

Any graduate student whose cumulative GPA falls below 3.0 shall be placed on academic probation.

- Students on probation may take up to 9 additional credits in the graduate program in which they have been admitted.
- Failure to bring the cumulative GPA to 3.0 or higher by the completion of the additional 9 credits will result in dismissal from the program and from SPU.
- A graduate student cannot graduate with a cumulative GPA below 3.0.

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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 intent is always to resolve the appeal at the most immediate level. Only in extraordinary circumstances, 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.

Guidelines

Appeals on final grades must be submitted within one quarter of the grade being awarded. 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 *Graduate Catalog* academic regulations may be made in the following order:

1. Graduate program director or SAS (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.

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:

- The instructor arranges a conference with the student to discuss the incident.
- 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.
- 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.
- 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.
- 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.

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GRADUATION AND HONORS

Graduation

All master's and doctoral degree students who wish to participate in Commencement must apply to graduate by March 1. The application is available from the graduate advisor. The form will be forwarded to SAS so that mailings regarding Commencement can be sent out during Spring Quarter.

Degrees are awarded when the department notifies SAS 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 Seattle Pacific 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.

Additionally, the President's Citation is awarded each year to a graduate student or students who have adhered to the ideals of Seattle Pacific University and demonstrated the highest academic achievement in this context.

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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 unofficial copies of their transcript via [Banner](#). Each official transcript costs \$5. Payment is due at the time of the request. Payment can be made in person with cash (in-person only), or by check, Visa, or MasterCard.

If the student has an account, official transcripts are released only if the account is paid in full. Students may request one unofficial copy of their transcript at a time at no charge. Unofficial transcripts may also be viewed and printed through [Banner](#).

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 Seattle Pacific University 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 SAS. The letter needs to include the name that the student attended under; social security number or SPU ID 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; the student's signature and the number of official copies required.

Seattle Pacific 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. Payment is due at the time the transcript is requested. Payment can be made by cash (in-person only), check, Visa, or MasterCard.

Student Records: FERPA Policy

The SPU Family Educational Rights and Privacy statement can be found at www.spu.edu/depts/sas/ferpa.html. This University policy is also available in the Office of Student Life and SAS.

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.

Seattle Pacific University 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.

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.

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 here or by contacting the dean of student life or SAS.

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:

Family Educational Rights and Privacy Act Office (FERPA)
Department of Education
300 Independent Avenue SW
Washington, D.C. 20201

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 important quarterly information to students. [Change-of-address forms](#) (PDF) are available in [Student Academic Services](#), [Student Financial Services](#), and [Residence Life](#).

Students can also change their directory information through [Banner](#). Students who wish to change their names (e.g., due to change in marital status) need to provide SAS with the official documentation for the change (e.g., copy of marriage license).

Veterans' Benefits

Seattle Pacific University's undergraduate and graduate academic programs of study are approved by the Washington State Approving Agency (SAA) for enrollment for those eligible to receive educational benefits under Title 38 and Title 10, U.S. Code.

For information on education benefits, contact the veterans' coordinator in SAS by calling 206-281-2031. Professional advancement courses (5000–5999) are not approved by the Washington state approving agency (SAA).

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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 Seattle Pacific 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

- A grade of B or better was achieved in the course.
- And the course was taken within the three-year period prior to admission to the program.

Up to 12 credits, at the discretion of the program, taken before admission to a program may be applied toward master's degree requirements. It is vital to check with the program director to learn how many credits taken as a non-matriculated student apply to each particular degree.

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 syllabus. If the course or event is to be convened at a remote location, students will be required to provide their own transportation to the site.

Unless specifically stated, the University assumes no responsibility for determining transportation of students to the site of a course or nonacademic 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

- [Creative Writing \(M.F.A.\)](#)
- [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

- [Alternative Routes to Certification \(ARC/M.A.T.\)](#)
- [Counselor Education \(Ph.D.\)](#)
- [Curriculum and Instruction \(M.Ed.\)](#)
- [Educational Leadership \(M.Ed.\)](#)
- [Education, Doctorate \(Ed.D.\)](#)
- [Literacy \(M.Ed.\)](#)
- [School Counseling \(M.Ed.\)](#)
- [Teaching \(M.A.T.\)](#)

Certification Programs

[Executive Leadership and Superintendent Certificate](#)
[Principal Certificate](#)
[Program Administrator Certificate](#)
[School Counseling ESA Certificate](#)

School of Health Sciences

- [Nursing \(M.S.N.\)](#)
- [ARNP Certificate \(Post-Master's\)](#)
- [Nurse Educator Certificate \(Post-Baccalaureate/Post-Master's\)](#)

School of Psychology, Family, and Community

- [Clinical Psychology \(Ph.D.\)](#)
- [Industrial Organizational Psychology \(M.A. and Ph.D.\)](#)
- [Marriage and Family Therapy \(M.S.\)](#)
- [Medical Family Therapy Certificate](#)

School of Theology

- [Divinity \(M.Div.\)](#)
- [Theology \(M.A.\)](#)

2010-11 Graduate Course Descriptions

Click on the subject code to view the description and a listing of all sections that are scheduled for each course during the year. This information is updated nightly.

[How to read Course Descriptions](#)

[Business](#)

[Clinical Psychology](#)

[Communication](#)

[Education \(EDU\)](#)

[Education: Administration](#)

[Education: Counseling](#)

[Education: Mathematics](#)

[Education: Reading](#)

[Education: Science](#)

[Education: Special \(EDSP\)](#)

[Education: Technology](#)

[English](#)

[Greek](#)

[Industrial/Organizational Psy](#)

[Information Systems Management](#)

[Linguistics](#)

[MA-TESOL](#)

[Marriage and Family Therapy](#)

[Medical Family Therapy](#)

[Nursing](#)

[Physical Educ and Exercise Sci](#)

[Theology](#)

Master of Fine Arts in Creative Writing (M.F.A.)

COLLEGE OF ARTS AND SCIENCES
M.F.A. IN CREATIVE WRITING PROGRAM
328 WEST NICKERSON
206-281-2727
MFA@SPU.EDU
WWW.SPU.EDU/MFA

PHILOSOPHY

The low-residency M.F.A. at Seattle Pacific University is a creative writing program for apprentice writers — both Christians and those of other traditions — who not only want to pursue excellence in the craft of writing but also place their work within the larger context of the Judeo-Christian tradition of faith.

The spiritual dimension of this program is not intended to produce didactic, sectarian, or sentimental literature. Nor is this M.F.A. intended to produce writers of "Christian fiction." Far from it. Seattle Pacific's program seeks to extend the tradition of Christian writing in which the highest standards of art, an open-eyed exploration of human experience, and a respect for transcendent mystery come together.

At the heart of any low-residency program is the ancient relationship between master and apprentice. Writing is ultimately a solitary experience, so the rhythm of students sending packets of completed material and receiving feedback from mentors is both appropriate and effective. The beauty of this type of program is that it allows students to maintain their current jobs and locations, while offering two stimulating and intensive residency periods at stunning locations in the American West: the high desert of New Mexico and an island off the coast of the Pacific Northwest.

RESIDENCIES

The residencies are intensive and include:

- Workshops
- Classes on craft
- Lectures and readings
- Extended consultations with faculty mentors

Faculty at the residencies consists of a group of current mentors along with a number of invited guest speakers, including some of America's most celebrated writers. Students are required to attend a total of five residencies over the course of two academic years.

The 10-day residencies take place in March and August. The residency dates for the 2010-11 academic year are **July 29–August 8, 2010**, and **March 17–27, 2011**.

The summer residencies are held alongside the Glen Workshop, a program run by [Image Journal](#), the leading quarterly of arts and religion based at Seattle Pacific University. The Glen, held on the campus of [St. John's College](#) in Santa Fe, New Mexico, features daily lectures, readings, concerts, and worship services with some of the leading artists and writers at work today. M.F.A. students will pursue their own activities, but will have the benefit of all the presentations at the Glen Workshop.

The spring residencies are located amidst the beautiful waterfront surroundings of Whidbey Island at SPU's [Camp Casey Conference Center](#). M.F.A. students will have the opportunity to sample the many cultural and recreational possibilities in the area, including visits to nearby historic Coupeville as well as Port Townsend, just a short ferry ride away from Whidbey.

CORRESPONDENCE QUARTERS

The relationship between the student and his or her faculty mentors is the heart of the low-residency M.F.A. program. Each student will have two responsibilities: the creative writing project in a chosen genre and the reading list.

THE CREATIVE PROJECT

During the academic quarter, students are responsible for generating three packets (at approximately three-week intervals). Each packet will consist of the following:

- A cover letter, in which the student might share thoughts about the creative challenges he or she is facing.
- A segment of new or revised creative writing.
- Short annotations on several of the books the student has been reading.
- Some packets include critical papers that are due.

Mentors respond with detailed comments, pointing out strengths and weaknesses and suggesting fruitful avenues for further development. While the lion's share of this communication is handled through email or paper mail, the program also utilizes the online technology [Blackboard](#) and [Facebook](#) to allow for manuscript exchanges and discussion threads.

The norm for low-residency M.F.A. courses is for students to spend 25 hours writing and reading per week.

READING LIST/CRITICAL ESSAYS

In close consultation with his or her faculty mentors, each student formulates a course of reading. Readings are chosen from two categories: classic works from the Judeo-Christian literary tradition and contemporary works that may serve as models and inspiration for students' immediate creative needs and gifts. Special emphasis is placed on gaining a deeper understanding of the classic works in the student's chosen genre. By the end of the two-year program, students will have read a minimum of 62 books.

Students write one short critical paper (approximately seven pages in length) per quarter in preparation for their long critical essay (20 pages), due at the end of the fifth quarter. Each quarter, all students in the program study a text from the common reading list. Recent common-reading texts include:

- Dostoevsky, *The Brothers Karamazov*
- Simone Weil, *Waiting on God*
- Gerard Manley Hopkins, *Poems*
- Annie Dillard, *Pilgrim at Tinker Creek*
- Robert Alter, *Genesis*
- T.S. Eliot, *Four Quartets*
- Flannery O'Connor, *Mystery and Manners*

GRADUATION REQUIREMENTS

1. Each student chooses a specialization in one of three genres — poetry, fiction, or creative nonfiction — and completes a thesis under the direction of a faculty mentor. Students may choose to study two genres during the course of the program, but this will require a third full year of study.
2. Students work toward completion of a full-length manuscript in one of the following categories: collection of poems, collection of short stories, novel, or book-length work of creative nonfiction.

3. In close consultation with his or her faculty mentor, the student formulates a course of reading. By the end of the two-year program, students will have read a minimum of 62 books.
4. For the first four quarters, the student completes a short critical paper on a subject relevant to the chosen course of study. In the fifth quarter of the program, the student completes a long critical paper.
5. Recommendation for the degree can be made only after the successful completion of at least six quarters of work and five residencies (64 graduate credit hours) as well as the approval of the faculty.
6. During the final residency, students present a graduation lecture and give a public reading of their work.

ADMISSION INFORMATION

To qualify for admission consideration, turn in an [application](#) packet to [The Graduate Center](#). Please bear in mind the following things:

1. Students may choose to begin the program during either of the 10-day residencies in March and August.
2. The application deadline to begin the program during the August residency is February 1. The application deadline to begin the program during the March residency is October 1.
3. The creative manuscript will be given special emphasis. The applicant must submit 10 pages of poetry or 25 to 30 pages of prose, whether of fiction or creative nonfiction, in the student's chosen genre.* (In the case of prose, the applicant must decide whether to send an excerpt of a longer manuscript or stories or essays that fall within the page limit.) The application should include three manuscript copies. The manuscripts cannot be returned.
4. The applicant must also submit a three- to four-page personal essay on his or her development as a writer and a person of faith.
5. Three letters of recommendation must be submitted. Two should be focused on the applicant's abilities as a writer; one should touch on the applicant's academic achievements.
6. A \$50 nonrefundable application fee is required and cannot be waived.

* An applicant may apply only in one genre to enter the program, but may apply for a third year of study in a second genre upon the successful completion of the first year.

Note: Though GRE scores are not required, the applicant must have a bachelor's degree and must submit official transcripts from previous schools attended.

MASTERS OF FINE ARTS - CREATIVE WRITING

MFA - Creative Writing Courses

Course	Credits
ENG 6100 Art and Faith	3
ENG 6210 Workshop I	3
ENG 6220 Workshop II	3
ENG 6230 Workshop III	3
ENG 6240 Workshop IV	3
ENG 6250 Workshop V	3
ENG 6310 Craft I	3
ENG 6320 Craft II	3
ENG 6330 Craft III	3
ENG 6410 Tutorial I	6
ENG 6420 Tutorial II	6
ENG 6430 Tutorial III	6

ENG 6440 Tutorial IV	6
ENG 6450 Tutorial V	6
ENG 6460 Final Manuscript Tutorial	6
ENG 6500 Manuscript and Reading	1
SECTION CREDITS REQUIRED	64
TOTAL CREDITS REQUIRED	64

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

COURSE DESCRIPTIONS:

[ENG 6100](#) | [ENG 6210](#) | [ENG 6220](#) | [ENG 6230](#) | [ENG 6240](#) | [ENG 6250](#) | [ENG 6260](#) | [ENG 6270](#) | [ENG 6310](#) | [ENG 6320](#) | [ENG 6330](#) | [ENG 6340](#) | [ENG 6350](#) | [ENG 6410](#) | [ENG 6420](#) | [ENG 6430](#) | [ENG 6440](#) | [ENG 6450](#) | [ENG 6460](#) | [ENG 6470](#) | [ENG 6480](#) | [ENG 6490](#) | [ENG 6500](#) | [ENG 6900](#) | [VIEW ALL](#)

ENG 6100: Art and Faith (3) [Offerings](#)

A theological and cultural overview of the relationship between the arts and religion, grounded in the tradition of Christian humanism.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6210: Workshop I (3) [Offerings](#)

The residency workshops consist of intimate classes in which students engage in peer critique, guided by one or more faculty members.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6220: Workshop II (3) [Offerings](#)

The residency workshops consist of intimate classes in which students engage in peer critique, guided by one or more faculty members.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6230: Workshop III (3) [Offerings](#)

The residency workshops consist of intimate classes in which students engage in peer critique, guided by one or more faculty members.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6240: Workshop IV (3) [Offerings](#)

The residency workshops consist of intimate classes in which students engage in peer critique, guided by one or more faculty members.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6250: Workshop V (3) [Offerings](#)

The residency workshops consist of intimate classes in which students engage in peer critique, guided by one or more faculty members.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6260: Workshop VI (3) [Offerings](#)

The sixth residency workshop is for students who are studying a second genre. Workshops consist of intimate classes in which students engage in peer critique, guided by one or more faculty members.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6270: Workshop VII (3) [Offerings](#)

The seventh residency workshop is for students who are studying a second genre. Workshops consist of intimate classes in which students engage in peer critique, guided by one or more faculty members.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6310: Craft I (3) [Offerings](#)

At the residencies, students are offered a class that focuses on craft issues in their chosen genre.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6320: Craft II (3) [Offerings](#)

At the residencies, students are offered a class that focuses on craft issues in their chosen genre.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6330: Craft III (3) [Offerings](#)

At the residencies, students are offered a class that focuses on craft issues in their chosen genre.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6340: Craft IV (3) [Offerings](#)

A class that focuses on craft issues in the student's second genre of study.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6350: Craft V (3) [Offerings](#)

Focuses on craft issues in the student's second genre of study.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6410: Tutorial I (6) [Offerings](#)

Each quarter students produce three packets of material: new or revised parts of their creative project, plus short critical responses to the literary readings they have selected.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6420: Tutorial II (6) [Offerings](#)

Three more packets of material are generated.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6430: Tutorial III (6) [Offerings](#)

Three more packets of material are generated.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6440: Tutorial IV (6) [Offerings](#)

Three more packets of material are generated.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6450: Tutorial V (6) [Offerings](#)

Three more packets of material are generated.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6460: Final Manuscript Tutorial (6) [Offerings](#)

Three more packets of material are generated.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6470: Tutorial VII (6) [Offerings](#)

Three packets of material in the student's second genre of study are generated.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6480: Tutorial VIII (6) [Offerings](#)

Three more packets of material in the student's second genre of study are generated.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6490: Tutorial IX (6) [Offerings](#)

Three more packets of material in the student's second genre of study are generated.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6500: Manuscript and Reading (1) [Offerings](#)

The final manuscript is presented, publicly read, and discussed.

[Restrictions:](#) *Creative Writing Majors only.*

ENG 6900: Independent Study (1-6) [Offerings](#)

Student works with a faculty member on a mutually agreed upon topic. May be repeated for credit up to 15 credits.

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

COLLEGE OF ARTS AND SCIENCES
M.A.-TESOL PROGRAM
MARSTON HALL 227
206-281-2670
TESOL@SPU.EDU
WWW.SPU.EDU/DEPTS/TESOL

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, which offers 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, begun 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 once a week for two-and-a-half 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 score of 500 on the verbal portion and 3.5 on the analytical writing portion; 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.)
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 completed 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 abroad. The program may be completed in six quarters of full-time coursework. Practica scheduling and other considerations may extend this period.

Many ESL programs run on a limited and shortened basis during Summer Sessions; practicum placements are typically unavailable at that time.

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 GRADUATE DEGREE

M.A. TESOL Academic Preparation Courses

Course	Credits
LIN 6145 Phonology	3
LIN 6150 Morphology	3
LIN 6410 Syntax	3

LIN 6200 Second Language Acquisition	3
TESL 6650 Professional Issues & Ethics	3
TESL 6070 Comparative Religion	3
SECTION CREDITS REQUIRED	18

M.A. TESOL Pedagogy Courses

Course	Credits
LIN 6365 Methodology Foreign Lang Tchng	3
TESL 6250 Testng & Curriculum Development	3
TESL 6300 Technology in Language Teachng	3
TESL 6400 Teaching ESL Grammar	3
TESL 6480 Teaching ESL Reading	3
TESL 6500 Teaching Listening & Speaking	3
TESL 6581 Teaching ESL Writing	3
SECTION CREDITS REQUIRED	21

Select from the Following Electives:

Course	Credits
COM 6180 Cultural Communication (3)	
LIN 6601 History of English Language (3)	
LIN 6300 Historical Linguistics (3)	
LIN 6400 Comparative Syntax (3)	6
LIN 6430 Sociolinguistics (3)	
LIN 6370 Intensive Grammar (3)	
LIN 6950 Special Topics (1-5)	
SECTION CREDITS REQUIRED	6

M.A. TESOL Practicum Courses

Course	Credits
TESL 6930 Language Learning Practicum	3
TESL 6940 Teaching Practicum Phase I	3
TESL 6941 Teaching Practicum Phase II	3
SECTION CREDITS REQUIRED	9

TOTAL CREDITS REQUIRED 54

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

M.A. TESOL GRADUATE DEGREE WITH K-12 CERTIFICATION

Foundations Element (MAT)

Course	Credits
EDU 6120 American Eductn:Past & Present	3
EDU 6132 Students as Learners	3
EDU 6918 Introduction to Teaching	1
SECTION CREDITS REQUIRED	7

Academic Preparation (TESOL)

Course	Credits
LIN 6145 Phonology	3
LIN 6150 Morphology	3
LIN 6410 Syntax	3
LIN 6200 Second Language Acquisition	3
TESL 6650 Professional Issues & Ethics	3
EDU 6085 Moral Issues in Education (3)	3
TESL 6070 Comparative Religion (3)	3
SECTION CREDITS REQUIRED	18

Application Element (TESOL)

Course	Credits
LIN 6365 Methodology Foreign Lang Tchng	3
TESL 6250 Testng & Curriculum Develpment	3
TESL 6300 Technology in Language Teachng	3
TESL 6400 Teaching ESL Grammar	3
TESL 6480 Teaching ESL Reading	3
TESL 6581 Teaching ESL Writing	3
TESL 6930 Language Learning Practicum	3
TESL 6500 Teaching Listening & Speaking	3
SECTION CREDITS REQUIRED	24

Field Experience Element (MAT)

Course	Credits
EDU 6942 September Experience	1
EDU 6949 MAT Internship	16
EDU 6989 Field Experience/Issues	3
SECTION CREDITS REQUIRED	20

Orientation Element (MAT)

Course	Credits
EDU 6139 Leadership in Teachng	3
SECTION CREDITS REQUIRED	3

TOTAL CREDITS REQUIRED 72

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

COURSE DESCRIPTIONS:

[TESL 6070](#) | [TESL 6250](#) | [TESL 6300](#) | [TESL 6400](#) | [TESL 6480](#) | [TESL 6500](#) | [TESL 6581](#) | [TESL 6650](#) | [TESL 6900](#) | [TESL 6930](#) | [TESL 6940](#) | [TESL 6941](#) | [TESL 6995](#) | [VIEW ALL](#)

TESL 6070: Comparative Religion (3) [Offerings](#)

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. Focuses on enabling future ESL/EFL instructors to gain an understanding of the religious perspectives and ethical systems which have influenced their students. Windows to the worlds' major faith traditions will be opened through readings in the history of the tradition (including an introduction to the key figures of that tradition), readings from important and relevant scriptures, readings on current faith and practice, some use of video materials, lecture and discussion.

TESL 6250: Testng & Curriculum Development (3) [Offerings](#)

Explores approaches to curriculum development, the assessment of ESL proficiency and the development of tests.

[Restrictions:](#) *Undergraduate are excluded.*

TESL 6300: Technology in Language Teachng (3) [Offerings](#)

Develops an understanding of how to effectively integrate technology such as audio, video, computer software, the Internet and e-mail into the communicative language classroom.

[Restrictions:](#) *Undergraduate are excluded.*

TESL 6400: Teaching ESL Grammar (3) [Offerings](#)

Helps MA-TESOL students develop a better conscious understanding of the grammar of the language they have chosen to teach, and allows them to effectively present grammatical points to their own future students. Discusses the basic elements of word classes, phrases and sentences, and focuses on elements of English grammar that are especially difficult for non-native speakers, including tenses, negation, interrogatives and modals.

[Restrictions:](#) *Undergraduate are excluded.*

TESL 6480: Teaching ESL Reading (3) [Offerings](#)

Introduces recent research on second language reading. Explores a number of approaches that enable second language students to develop these modes of language.

[Restrictions:](#) *Undergraduate are excluded.*

TESL 6500: Teaching Listening & Speaking (3) [Offerings](#)

Highlights historical and current perspectives on the theory and practice of teaching listening and speaking. Includes pronunciation, communicative strategies and cross-cultural aspects.

[Restrictions:](#) *Undergraduate are excluded.*

TESL 6581: Teaching ESL Writing (3) [Offerings](#)

Explores a variety of approaches and strategies for teaching ESL writing.

[Restrictions:](#) *Undergraduate are excluded.*

TESL 6650: Professional Issues & Ethics (3) [Offerings](#)

Examines the characteristics of ethical leaders and the influence of core values on teaching. Gives attention to the issues involved in being an effective teacher/leader and colleague in a work environment that is often challenging and unpredictable. Invites students to reflect on these issues in light of Christian faith and beliefs.

[Restrictions:](#) *Undergraduate are excluded.*

TESL 6900: Independent Study (1-6) [Offerings](#)

Student works with a faculty member on a mutually agreed upon topic. May be repeated for credit up to 15 credits.

[Restrictions:](#) *Undergraduate are excluded.*

TESL 6930: Language Learning Practicum (3) [Offerings](#)

Provides students the opportunity to become members of an elementary class in a language they have never studied, responsible for all activities, home-work and tests. In addition, they keep a journal and observe their learning experience. Students in the practicum participate in online discussions with one another and the practicum supervisor, and write a brief summary at the end of the quarter.

[Restrictions:](#) *Undergraduate are excluded.*

TESL 6940: Teaching Practicum Phase I (3) [Offerings](#)

Allows students to observe professional teachers in the TESOL field model teaching methods and techniques in a classroom setting. Gives students a sense of the day-by-day progress of classes - something quite different from micro-teaching a single point. Students observe ESL classes eight hours per week. 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.

[Restrictions:](#) *Undergraduate are excluded.*

TESL 6941: Teaching Practicum Phase II (3) [Offerings](#)

Allows students to attend class two hours daily continuing with one of the Phase I teachers and 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 students 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 MA-TESOL committee, guided by the recommendations of the practicum supervisor and the host instructor. May be repeated for credit up to 12 credits.

[Restrictions:](#) *Undergraduate are excluded.*

TESL 6995: Thesis (1-6) [Offerings](#)

Prerequisites: LIN 6200, EDU 6975 and 6976. Provides structure for students to produce individual qualitative or quantitative 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 program guidelines. May be repeated for credit up to 12 credits.

[Restrictions:](#) *TESOL Majors only.*

COURSE DESCRIPTIONS:

[LIN 6145](#) | [LIN 6150](#) | [LIN 6200](#) | [LIN 6300](#) | [LIN 6365](#) | [LIN 6370](#) | [LIN 6400](#) | [LIN 6410](#) | [LIN 6430](#) | [LIN 6601](#) | [LIN 6900](#) | [LIN 6950](#) | [VIEW ALL](#)

LIN 6145: Phonology (3) [Offerings](#)

Prerequisite: LIN 2100. Provides 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.

[Restrictions:](#) *Undergraduate are excluded.*

LIN 6150: Morphology (3) [Offerings](#)

Prerequisite: LIN 2100. Features a thorough study of word structures and processes, with problem-solving experience in the analysis of English and other languages.

[Restrictions:](#) *Undergraduate are excluded.*

LIN 6200: Second Language Acquisition (3) [Offerings](#)

Prerequisite: LIN 2100. Presents an intensive study of the research literature so that students will become familiar with recent findings on the acquisition of a second language and with the research process.

[Restrictions:](#) *Undergraduate are excluded.*

LIN 6300: Historical Linguistics (3) [Offerings](#)

Prerequisite: LIN 2100. Studies the nature of language change, illustrated by the history of the Indo-European language family, especially English. Presents a diachronic study of phonology, morphology and syntax, with emphasis on reconstructed Indo-European, classical texts and modern European diversity. Offered alternate years.

LIN 6365: Methodology Foreign Lang Tchng (3) [Offerings](#)

Prerequisite: LIN 2100. Overviews the theoretical paradigms of second language learning and teaching; definition and evaluation of communicative competence; strategies for teaching skills of listening, speaking, reading and writing; and selection and development of instructional materials.

[Restrictions:](#) *Undergraduate are excluded.*

LIN 6370: Intensive Grammar (3) [Offerings](#)

Provides an intensive review and in-depth study of traditional English grammar with attention to simple and complex phrase and clause structure pro-forms and discourse functions.

LIN 6400: Comparative Syntax (3) [Offerings](#)

Prerequisite: LIN 2100. Provides an intensive investigation into non-English sentence structure. Examines basic rule-making and rule-testing in a variety of languages. Not offered every year.

[Restrictions:](#) *Undergraduate are excluded.*

LIN 6410: Syntax (3) [Offerings](#)

Prerequisite: LIN 2100. Provides an intensive investigation into contemporary English sentence structures through the application of current syntactic theory. Examines basic rule-making and rule-testing in English.

[Restrictions:](#) *Undergraduate are excluded.*

LIN 6430: Sociolinguistics (3) [Offerings](#)

Prerequisite: One introductory linguistics course. Explores the effect of social structure (social class, age, gender, and ethnicity) on language variation. Other topics examined include research methodology, language change, bilingualism, language attitudes, language policy, and the sociolinguistics of second language acquisition.

LIN 6601: History of English Language (3) [Offerings](#)

Examines Anglo-Saxon, middle and modern forms of English in historical development and individual language systems. Includes phonology, morphology, syntax and some of the relationships of each language stage to literary expression during its era. Offered alternate years.

LIN 6900: Independent Study (1-5) [Offerings](#)

Student works with a faculty member on a mutually agreed upon topic.

[Restrictions:](#) *Undergraduate are excluded.*

LIN 6950: Special Topics (1-5) [Offerings](#)

Focuses on topics relating to linguistics. May be repeated for credit 1 time.

Business Administration (M.B.A.)

SCHOOL OF BUSINESS AND ECONOMICS
DAVID L. MCKENNA HALL
206-281-2753
LPETERSO@SPU.EDU
WWW.SPU.EDU/DEPTS/SBE

The M.B.A. program 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.

Seattle Pacific's School of Business and Economics (SBE) 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, finance, information systems management, or e-business.
- Communicate effectively, work in teams, use information technology, and self-assess personal abilities, strengths, and weaknesses.

ADMISSION

Applicants must have at least a 3.0 GPA in their undergraduate studies, at least a 490 [GMAT score](#) and evidence of at least one year of continuous, full-time, substantive work experience after receipt of the bachelor's degree.

A [TOEFL score](#) of more than 225 for the computer-based test (or equivalent TOEIC scores) is preferred for international (ESL) applicants.

Submission of two letters of recommendation from employers and a three- to four-page personal statement that responds to essay questions available from the School are optional, but strongly encouraged.

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. Pre-qualified status does not guarantee full admission at a later date.

APPLICATION DEADLINES

SPU's 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 Quarter/September	August 1
Winter Quarter/January	November 1
Spring Quarter/March	February 1
Summer Session/June	May 1

Application deadlines for **international students** are as follows:

Quarter/Starting Month	Application Deadline
Autumn Quarter/September	June 1
Winter Quarter/January	September 1
Spring Quarter/March	December 1
Summer Session/June	(Not open to international students)

CONTACT

Admission into the M.B.A. program at Seattle Pacific University is administered by the School of Business and Economics. All correspondence and admission materials should be directed to the associate graduate director.

Questions or requests for an admission application may be directed to the associate graduate director at 206-281-2753, faxed to 206-281-2733, emailed to sbe-grad@spu.edu, or requested 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 management, finance, human resource management, international business, technology 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.

M.B.A. FINANCE TRACK

M.B.A. Foundations Core Courses

Course	Credits
BUS 6110 Macroeconomics for Managers (3)	27
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 [Statistics for Business Decisns](#) (3)

SECTION CREDITS REQUIRED **27**

M.B.A. Advanced Courses

Course	Credits
BUS 6201 Christian Values & Marketplace (3)	
BUS 6202 Bus Ethcs:Cur Iss & Moral Ldrs (3)	
BUS 6210 Managerial Economics (3)	
BUS 6220 Financial Analysis (3)	
BUS 6250 Marketing Analysis (3)	30
BUS 6260 Managerial Communication (3)	
BUS 6266 Leadership in Organizations (3)	
BUS 6271 Enterprise Analysis & Integrtn (3)	
BUS 6280 Global Political Economics (3)	
BUS 6299 Strategic Policy & Planning (3)	

SECTION CREDITS REQUIRED **30**

Finance Track

Course	Credits
BUS 6320 Investments & Portfolio Mngmnt	3
BUS 6321 Futures,Options&Risk Managemnt	3
BUS 6322 Advanced Problems in Finance	3
BUS 6323 International Finance	3

SECTION CREDITS REQUIRED **12**

Electives

Course	Credits
BUS 6263 Designing Organizations (3)	
BUS 6300 Human Resource Management (3)	
BUS 6301 Labor & Employee Relations (3)	
BUS 6302 Performance Management (3)	
BUS 6303 Compensation & Benefits (3)	
BUS 6305 Managing Cultural Diversity (3)	
BUS 6360 Innovation & Change Management (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 6382 European Enterprise (3)	
BUS 6383 Emerging Economy Enterprise (3)	3
BUS 6389 Issues in Global Enterprise (3)	
BUS 6390 Entrepreneurial Management (3)	
BUS 6916 Managerial Issues Seminar (1-6)	
BUS 6969 Practice of Business (1-6)	
ISM 6212 Database Managmnt & Warehousng (3)	
ISM 6225 Information & Technology Ethcs (3)	
ISM 6245 Info Technology Infrastructure (3)	
ISM 6255 Knowledge Mgmt & Bus Intellignc (3)	
ISM 6313 IT As a Strategic Advantage (3)	
ISM 6335 IT Engineering Managemnt (3)	
ISM 6345 Distributed Applications (3)	

SECTION CREDITS REQUIRED	3
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TOTAL CREDITS REQUIRED	72
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Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

M.B.A. HUMAN RESOURCES TRACK

M.B.A. Foundations Core Courses

Course	Credits
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)	27
BUS 6150 Managerial Marketing (3)	
BUS 6164 Operations Management (3)	
BUS 6170 Information Systems Management (3)	
BUS 6171 Statistics for Business Decisions (3)	

SECTION CREDITS REQUIRED	27
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M.B.A. Advanced Courses

Course	Credits
BUS 6201 Christian Values & Marketplace (3)	
BUS 6202 Business Ethics: Current Issues & Moral Leaders (3)	
BUS 6210 Managerial Economics (3)	
BUS 6220 Financial Analysis (3)	
BUS 6250 Marketing Analysis (3)	30
BUS 6260 Managerial Communication (3)	
BUS 6266 Leadership in Organizations (3)	
BUS 6271 Enterprise Analysis & Integration (3)	
BUS 6280 Global Political Economics (3)	
BUS 6299 Strategic Policy & Planning (3)	

SECTION CREDITS REQUIRED	30
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Human Resources Track

Course	Credits
BUS 6300 Human Resource Management (3)	
BUS 6301 Labor & Employee Relations (3)	
BUS 6302 Performance Management (3)	12
BUS 6303 Compensation & Benefits (3)	
BUS 6305 Managing Cultural Diversity (3)	
BUS 6361 Advanced Negotiations (3)	

SECTION CREDITS REQUIRED	12
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Electives

Course		Credits
BUS 6263	Designing Organizations (3)	
BUS 6300	Human Resource Management (3)	
BUS 6301	Labor & Employee Relations (3)	
BUS 6302	Performance Management (3)	
BUS 6303	Compensation & Benefits (3)	
BUS 6305	Managing Cultural Diversity (3)	
BUS 6320	Investments & Portfolio Mngmnt (3)	
BUS 6321	Futures,Options&Risk Managemnt (3)	
BUS 6322	Advanced Problems in Finance (3)	
BUS 6323	International Finance (3)	
BUS 6360	Innovation & Change Management (3)	
BUS 6361	Advanced Negotiations (3)	
BUS 6365	The High Technology Enterprise (3)	
BUS 6367	Project Management (3)	
BUS 6381	Pacific Rim Enterprise (3)	3
BUS 6382	European Enterprise (3)	
BUS 6383	Emerging Economy Enterprise (3)	
BUS 6389	Issues in Global Enterprise (3)	
BUS 6390	Entrepreneurial Management (3)	
BUS 6916	Managerial Issues Seminar (1-6)	
BUS 6969	Practice of Business (1-6)	
ISM 6212	Database Managmnt & Warehousng (3)	
ISM 6225	Information & Technology Ethcs (3)	
ISM 6245	Info Technology Infrastructure (3)	
ISM 6255	Knowledge Mgmt & Bus Intellgnc (3)	
ISM 6313	IT As a Strategic Advantage (3)	
ISM 6335	IT Engineering Managemnt (3)	
ISM 6345	Distributed Applications (3)	
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SECTION CREDITS REQUIRED		3
 TOTAL CREDITS REQUIRED		 72

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

M.B.A. INFORMATION SYSTEMS TRACK

M.B.A. Foundations Core Courses

Course		Credits
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)	27
BUS 6150	Managerial Marketing (3)	
BUS 6164	Operations Management (3)	
BUS 6170	Information Systems Management (3)	
BUS 6171	Statistics for Business Decisns (3)	

SECTION CREDITS REQUIRED 27

M.B.A. Advanced Courses

Course		Credits
BUS 6201	Christian Values & Marketplace (3)	
BUS 6202	Bus Ethcs:Cur Iss & Moral Ldrs (3)	
BUS 6210	Managerial Economics (3)	
BUS 6220	Financial Analysis (3)	
BUS 6250	Marketing Analysis (3)	
BUS 6260	Managerial Communication (3)	30
BUS 6266	Leadership in Organizations (3)	
BUS 6271	Enterprise Analysis & Integrtn (3)	
BUS 6280	Global Political Economics (3)	
BUS 6299	Strategic Policy & Planning (3)	

SECTION CREDITS REQUIRED 30

Information Systems Track

Course		Credits
ISM 6212	Database Managmnt & Warehousng (3)	
ISM 6225	Information & Technology Ethcs (3)	
ISM 6245	Info Technology Infrastructure (3)	12
ISM 6255	Knowledge Mgmt & Bus Intellignc (3)	
ISM 6313	IT As a Strategic Advantage (3)	
ISM 6335	IT Engineering Managemnt (3)	
ISM 6345	Distributed Applications (3)	

SECTION CREDITS REQUIRED 12

Electives

Course		Credits
BUS 6263	Designing Organizations (3)	
BUS 6300	Human Resource Management (3)	
BUS 6301	Labor & Employee Relations (3)	
BUS 6302	Performance Management (3)	
BUS 6303	Compensation & Benefits (3)	
BUS 6305	Managing Cultural Diversity (3)	
BUS 6320	Investments & Portfolio Mngmnt (3)	
BUS 6321	Futures,Options&Risk Managemnt (3)	
BUS 6322	Advanced Problems in Finance (3)	
BUS 6323	International Finance (3)	
BUS 6360	Innovation & Change Management (3)	
BUS 6361	Advanced Negotiations (3)	
BUS 6365	The High Technology Enterprise (3)	3
BUS 6367	Project Management (3)	
BUS 6381	Pacific Rim Enterprise (3)	
BUS 6382	European Enterprise (3)	
BUS 6383	Emerging Economy Enterprise (3)	
BUS 6389	Issues in Global Enterprise (3)	
BUS 6390	Entrepreneurial Management (3)	
BUS 6916	Managerial Issues Seminar (1-6)	
BUS 6969	Practice of Business (1-6)	
ISM 6212	Database Managmnt & Warehousng (3)	
ISM 6225	Information & Technology Ethcs (3)	
ISM 6245	Info Technology Infrastructure (3)	
ISM 6255	Knowledge Mgmt & Bus Intellignc (3)	

- ISM 6313 [IT As a Strategic Advantage](#) (3)
 ISM 6335 [IT Engineering Managemnt](#) (3)
 ISM 6345 [Distributed Applications](#) (3)

SECTION CREDITS REQUIRED **3**

TOTAL CREDITS REQUIRED **72**

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

M.B.A. INTERNATIONAL BUSINESS TRACK

M.B.A. Foundations Core Courses

Course	Credits
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)	27
BUS 6150 Managerial Marketing (3)	
BUS 6164 Operations Management (3)	
BUS 6170 Information Systems Management (3)	
BUS 6171 Statistics for Business Decisions (3)	

SECTION CREDITS REQUIRED **27**

M.B.A. Advanced Courses

Course	Credits
BUS 6201 Christian Values & Marketplace (3)	
BUS 6202 Business Ethics: Current Issues & Moral Leaders (3)	
BUS 6210 Managerial Economics (3)	
BUS 6220 Financial Analysis (3)	
BUS 6250 Marketing Analysis (3)	30
BUS 6260 Managerial Communication (3)	
BUS 6266 Leadership in Organizations (3)	
BUS 6271 Enterprise Analysis & Integration (3)	
BUS 6280 Global Political Economics (3)	
BUS 6299 Strategic Policy & Planning (3)	

SECTION CREDITS REQUIRED **30**

International Business Track

Course	Credits
BUS 6305 Managing Cultural Diversity (3)	
BUS 6323 International Finance (3)	
BUS 6381 Pacific Rim Enterprise (3)	12
BUS 6382 European Enterprise (3)	
BUS 6383 Emerging Economy Enterprise (3)	
BUS 6389 Issues in Global Enterprise (3)	

SECTION CREDITS REQUIRED **12**

Electives

Course	Credits
BUS 6263 Designing Organizations (3)	
BUS 6300 Human Resource Management (3)	
BUS 6301 Labor & Employee Relations (3)	
BUS 6302 Performance Management (3)	
BUS 6303 Compensation & Benefits (3)	
BUS 6305 Managing Cultural Diversity (3)	
BUS 6320 Investments & Portfolio Mngmnt (3)	
BUS 6321 Futures,Options&Risk Managemnt (3)	
BUS 6322 Advanced Problems in Finance (3)	
BUS 6323 International Finance (3)	
BUS 6360 Innovation & Change Management (3)	
BUS 6361 Advanced Negotiations (3)	
BUS 6365 The High Technology Enterprise (3)	
BUS 6367 Project Management (3)	
BUS 6381 Pacific Rim Enterprise (3)	3
BUS 6382 European Enterprise (3)	
BUS 6383 Emerging Economy Enterprise (3)	
BUS 6389 Issues in Global Enterprise (3)	
BUS 6390 Entrepreneurial Management (3)	
BUS 6916 Managerial Issues Seminar (1-6)	
BUS 6969 Practice of Business (1-6)	
ISM 6212 Database Managmnt & Warehousng (3)	
ISM 6225 Information & Technology Ethcs (3)	
ISM 6245 Info Technology Infrastructure (3)	
ISM 6255 Knowledge Mgmt & Bus Intellgnc (3)	
ISM 6313 IT As a Strategic Advantage (3)	
ISM 6335 IT Engineering Managemnt (3)	
ISM 6345 Distributed Applications (3)	
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SECTION CREDITS REQUIRED	3
 TOTAL CREDITS REQUIRED	 72

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

M.B.A. MANAGEMENT TRACK

M.B.A. Foundations Core Courses

Course	Credits
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)	27
BUS 6150 Managerial Marketing (3)	
BUS 6164 Operations Management (3)	
BUS 6170 Information Systems Management (3)	

BUS 6171 [Statistics for Business Decisions](#) (3)

SECTION CREDITS REQUIRED **27**

M.B.A. Advanced Courses

Course	Credits
BUS 6201 Christian Values & Marketplace (3)	
BUS 6202 Bus Ethcs:Cur Iss & Moral Ldrs (3)	
BUS 6210 Managerial Economics (3)	
BUS 6220 Financial Analysis (3)	
BUS 6250 Marketing Analysis (3)	30
BUS 6260 Managerial Communication (3)	
BUS 6266 Leadership in Organizations (3)	
BUS 6271 Enterprise Analysis & Integrtn (3)	
BUS 6280 Global Political Economics (3)	
BUS 6299 Strategic Policy & Planning (3)	

SECTION CREDITS REQUIRED **30**

Management Track

Course	Credits
BUS 6263 Designing Organizations (3)	
BUS 6300 Human Resource Management (3)	
BUS 6301 Labor & Employee Relations (3)	
BUS 6302 Performance Management (3)	
BUS 6303 Compensation & Benefits (3)	
BUS 6305 Managing Cultural Diversity (3)	
BUS 6320 Investments & Portfolio Mngmnt (3)	
BUS 6321 Futures,Options&Risk Managemnt (3)	
BUS 6322 Advanced Problems in Finance (3)	
BUS 6323 International Finance (3)	
BUS 6360 Innovation & Change Management (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 6382 European Enterprise (3)	15
BUS 6383 Emerging Economy Enterprise (3)	
BUS 6389 Issues in Global Enterprise (3)	
BUS 6390 Entrepreneurial Management (3)	
BUS 6916 Managerial Issues Seminar (1-6)	
BUS 6939 Managemnt Consulting Practicum (1-6)	
BUS 6969 Practice of Business (1-6)	
ISM 6212 Database Managmnt & Warehousng (3)	
ISM 6225 Information & Technology Ethcs (3)	
ISM 6245 Info Technology Infrastructure (3)	
ISM 6255 Knowledge Mgmt & Bus Intellignc (3)	
ISM 6313 IT As a Strategic Advantage (3)	
ISM 6335 IT Engineering Managemnt (3)	
ISM 6345 Distributed Applications (3)	

SECTION CREDITS REQUIRED **15**

TOTAL CREDITS REQUIRED **72**

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

M.B.A. SOCIAL & SUSTAINABLE ENTERPRISE TRACK

M.B.A. Foundations Core Courses

Course	Credits
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)	27
BUS 6150 Managerial Marketing (3)	
BUS 6164 Operations Management (3)	
BUS 6170 Information Systems Management (3)	
BUS 6171 Statistics for Business Decisions (3)	
SECTION CREDITS REQUIRED	27

M.B.A. Advanced Courses

Course	Credits
BUS 6201 Christian Values & Marketplace (3)	
BUS 6202 Business Ethics: Current Issues & Moral Leaders (3)	
BUS 6210 Managerial Economics (3)	
BUS 6220 Financial Analysis (3)	
BUS 6250 Marketing Analysis (3)	30
BUS 6260 Managerial Communication (3)	
BUS 6266 Leadership in Organizations (3)	
BUS 6271 Enterprise Analysis & Integration (3)	
BUS 6280 Global Political Economics (3)	
BUS 6299 Strategic Policy & Planning (3)	
SECTION CREDITS REQUIRED	30

Social & Sustainable Enterprise Track

Course	Credits
BUS 6312 Business & Stewardship: Global Sustainability	3
BUS 6313 Business as Community of Work	3
BUS 6314 Business and Global Poverty	3
BUS 6917 Spirituality in Management	1-3
SECTION CREDITS REQUIRED	12

Electives

Course	Credits
BUS 6263 Designing Organizations (3)	
BUS 6300 Human Resource Management (3)	3
BUS 6301 Labor & Employee Relations (3)	

BUS 6302	Performance Management (3)
BUS 6303	Compensation & Benefits (3)
BUS 6305	Managing Cultural Diversity (3)
BUS 6360	Innovation & Change Management (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 6382	European Enterprise (3)
BUS 6383	Emerging Economy Enterprise (3)
BUS 6389	Issues in Global Enterprise (3)
BUS 6390	Entrepreneurial Management (3)
BUS 6916	Managerial Issues Seminar (1-6)
BUS 6969	Practice of Business (1-6)
ISM 6212	Database Managmnt & Warehousng (3)
ISM 6225	Information & Technology Ethcs (3)
ISM 6245	Info Technology Infrastructure (3)
ISM 6255	Knowledge Mgmt & Bus Intellgnc (3)
ISM 6313	IT As a Strategic Advantage (3)
ISM 6335	IT Engineering Managemnt (3)
ISM 6345	Distributed Applications (3)

SECTION CREDITS REQUIRED **3**

TOTAL CREDITS REQUIRED **72**

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

M.B.A. TECHNOLOGY MANAGEMENT TRACK

M.B.A. Foundations Core Courses

Course	Credits
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) 27
BUS 6150	Managerial Marketing (3)
BUS 6164	Operations Management (3)
BUS 6170	Information Systems Management (3)
BUS 6171	Statistcs for Business Decisns (3)

SECTION CREDITS REQUIRED **27**

M.B.A. Advanced Courses

Course	Credits
BUS 6201	Christian Values & Marketplace (3)
BUS 6202	Bus Ethcs:Cur Iss & Moral Ldrs (3) 30

BUS 6210	Managerial Economics (3)
BUS 6220	Financial Analysis (3)
BUS 6250	Marketing Analysis (3)
BUS 6260	Managerial Communication (3)
BUS 6266	Leadership in Organizations (3)
BUS 6271	Enterprise Analysis & Integrtn (3)
BUS 6280	Global Political Economics (3)
BUS 6299	Strategic Policy & Planning (3)

SECTION CREDITS REQUIRED 30

Technology Management Track

Course	Credits
BUS 6360	Innovation & Change Management 3
BUS 6365	The High Technology Enterprise 3
BUS 6390	Entrepreneurial Management 3
ISM 6313	IT As a Strategic Advantage 3

SECTION CREDITS REQUIRED 12

Electives

Course	Credits
BUS 6263	Designing Organizations (3)
BUS 6300	Human Resource Management (3)
BUS 6301	Labor & Employee Relations (3)
BUS 6302	Performance Management (3)
BUS 6303	Compensation & Benefits (3)
BUS 6305	Managing Cultural Diversity (3)
BUS 6320	Investments & Portfolio Mngmnt (3)
BUS 6321	Futures, Options & Risk Managemnt (3)
BUS 6322	Advanced Problems in Finance (3)
BUS 6323	International Finance (3)
BUS 6361	Advanced Negotiations (3)
BUS 6367	Project Management (3)
BUS 6381	Pacific Rim Enterprise (3) 3
BUS 6382	European Enterprise (3)
BUS 6383	Emerging Economy Enterprise (3)
BUS 6389	Issues in Global Enterprise (3)
BUS 6916	Managerial Issues Seminar (1-6)
BUS 6969	Practice of Business (1-6)
ISM 6212	Database Managmnt & Warehousng (3)
ISM 6225	Information & Technology Ethcs (3)
ISM 6245	Info Technology Infrastructure (3)
ISM 6255	Knowledge Mgmt & Bus Intellignc (3)
ISM 6335	IT Engineering Managemnt (3)
ISM 6345	Distributed Applications (3)

SECTION CREDITS REQUIRED 3

TOTAL CREDITS REQUIRED 72

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

COURSE DESCRIPTIONS:

[BUS 6110](#) | [BUS 6120](#) | [BUS 6130](#) | [BUS 6132](#) | [BUS 6140](#) | [BUS 6150](#) |
[BUS 6164](#) | [BUS 6170](#) | [BUS 6171](#) | [BUS 6201](#) | [BUS 6202](#) | [BUS 6210](#) |
[BUS 6220](#) | [BUS 6250](#) | [BUS 6260](#) | [BUS 6263](#) | [BUS 6266](#) | [BUS 6271](#) |
[BUS 6280](#) | [BUS 6299](#) | [BUS 6300](#) | [BUS 6301](#) | [BUS 6302](#) | [BUS 6303](#) |
[BUS 6305](#) | [BUS 6312](#) | [BUS 6313](#) | [BUS 6314](#) | [BUS 6320](#) | [BUS 6321](#) |
[BUS 6322](#) | [BUS 6323](#) | [BUS 6360](#) | [BUS 6361](#) | [BUS 6365](#) | [BUS 6367](#) |
[BUS 6381](#) | [BUS 6382](#) | [BUS 6383](#) | [BUS 6389](#) | [BUS 6390](#) | [BUS 6900](#) |
[BUS 6916](#) | [BUS 6917](#) | [BUS 6939](#) | [BUS 6969](#) | [VIEW ALL](#)

BUS 6110: Macroeconomics for Managers (3) [Offerings](#)

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 and economic systems. Considers Christian understandings of money, wealth, economic justice, and human well-being.

[Restrictions:](#) *Graduate only.*

BUS 6120: Managerial Finance (3) [Offerings](#)

Prerequisites: BUS 6132. Develops a working knowledge of basic corporate financial concepts and tools, organized around four key functional areas of the financial manager: valuation decisions, financial planning, asset structure decisions and ownership structure decisions.

[Restrictions:](#) *Graduate only.*

BUS 6130: Financial Accounting (3) [Offerings](#)

Covers the principles, concepts and procedures underlying the preparation and interpretation of financial statements.

[Restrictions:](#) *Graduate only.*

BUS 6132: Managerial Accounting (3) [Offerings](#)

Prerequisite: BUS 6130. Completes certain financial accounting topics not covered in BUS 6130 and introduces the principles of managerial accounting. Describes the development and use of accounting for management planning, control and decision making.

[Restrictions:](#) *Graduate only.*

BUS 6140: Legal Environment of Business (3) [Offerings](#)

Studies the legal environment in which businesses operate. Includes topics such as corporate law, partnership law, agency law, federal regulation of business (e.g., anti-trust and consumer protection), and business torts and crimes.

[Restrictions:](#) *Graduate only.*

BUS 6150: Managerial Marketing (3) [Offerings](#)

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.

[Restrictions:](#) *Graduate only.*

BUS 6164: Operations Management (3) [Offerings](#)

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.

[Restrictions:](#) *Graduate only.*

BUS 6170: Information Systems Management (3) [Offerings](#)

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.

[Restrictions:](#) *Graduate only.*

BUS 6171: Statistics for Business Decisions (3) [Offerings](#)

Examines the basic tools and concepts of descriptive statistics and statistical inference including probability distributions, confidence intervals, hypothesis testing, analysis of variance, and regression analysis.

[Restrictions:](#) *Graduate only.*

BUS 6201: Christian Values & Marketplace (3) [Offerings](#)

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.

[Restrictions:](#) *Graduate only.*

BUS 6202: Business Ethics: Current Issues & Moral Leaders (3) [Offerings](#)

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.

[Restrictions:](#) *Graduate only.*

BUS 6210: Managerial Economics (3) [Offerings](#)

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. Employs marginal analysis and regression analysis.

[Restrictions:](#) *Graduate only.*

BUS 6220: Financial Analysis (3) [Offerings](#)

Prerequisite: BUS 6120. Provides experience in applying concepts and tools of financial analysis to evaluate financial performance and value investment opportunities.

[Restrictions:](#) *Graduate only.*

BUS 6250: Marketing Analysis (3) [Offerings](#)

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-business and the use of information technology in marketing.

[Restrictions:](#) *Graduate only.*

BUS 6260: Managerial Communication (3) [Offerings](#)

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.

[Restrictions:](#) *Graduate only.*

BUS 6263: Designing Organizations (3) [Offerings](#)

Prerequisites: BUS 6170 or ISM 6211, 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.

[Restrictions:](#) *Graduate only.*

BUS 6266: Leadership in Organizations (3) [Offerings](#)

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. Includes topics such as 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.

[Restrictions:](#) *Graduate only.*

BUS 6271: Enterprise Analysis & Integrtn (3) [Offerings](#)

Prerequisites: BUS 6130, 6164 and 6170. 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 strategic and tactical IT/IS plans with business plans. Addresses managing information systems and organizational changes brought about by information systems.

BUS 6280: Global Political Economics (3) [Offerings](#)

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. Includes topics such as international trade and finance, major types of national political economies, multinational corporate structures and strategies, development processes and implications for business practices. Addresses the implications of the Internet on international business.

[Restrictions:](#) *Graduate only.*

BUS 6299: Strategic Policy & Planning (3) [Offerings](#)

Prerequisites: BUS 6202, 6220, 6250, 6271, 6280. Develops students' ability to think strategically. Gives experience in analyzing and solving complex strategic business issues. Blends functional and strategic management, and introduces students to the best new thinking in strategy. Integrates previous M.B.A. learning, and instills a broadened perspective.

[Restrictions:](#) *Graduate only.*

BUS 6300: Human Resource Management (3) [Offerings](#)

Introduces students to principles of effective management of human capital in organizations. Examines 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. This course is taught from a general management perspective.

[Restrictions:](#) *Graduate only.*

BUS 6301: Labor & Employee Relations (3) [Offerings](#)

Prerequisite: BUS 6300. Survey course designed to help students 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.

[Restrictions:](#) *Graduate only.*

BUS 6302: Performance Management (3) [Offerings](#)

Addresses ways to improve employee performance through the development and implementation of strategic performance management systems. Covers the various kinds of systems used by organizations to evaluate and reward employee performance appraisal. Topics include goal setting, coaching, giving feedback and employee discipline.

[Restrictions:](#) *Graduate only.*

BUS 6303: Compensation & Benefits (3) [Offerings](#)

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.

[Restrictions:](#) *Graduate only.*

BUS 6305: Managing Cultural Diversity (3) [Offerings](#)

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.

[Restrictions:](#) *Graduate only.*

BUS 6312: Bus&Stewrdshp Glbl Sustainblty (3) [Offerings](#)

Prerequisites: BUS 6110, 6130, 6150, 6164, and 6201. Explores the role of business and business strategies for addressing global economic, social, and environmental sustainability. Informed by Christian theological understandings of creation care, stewardship, justice, human well-being and restoration. Topics include environmental management, clean technologies, social performance, and globalization.

[Restrictions:](#) *Graduate only.*

BUS 6313: Business as Community of Work (3) [Offerings](#)

Prerequisites: BUS 6164 and 6201. Explores the role of business and sustainable business strategies for providing meaningful and creative work. Informed by Christian theological understandings of work, vocation, Sabbath, community, and restoration. Topics include work as vocation, job and organizational design, organizational culture, managing employees, and strategies for community formation in organizations.

[Restrictions:](#) *Graduate only.*

BUS 6314: Business and Global Poverty (3) [Offerings](#)

Prerequisites: BUS 6110, 6130, 6150, 6164, and 6201. Explores the role of business and sustainable business strategies for addressing global poverty. Informed by Christian theological understandings of justice, community and economic development, wealth and poverty, human well-being and restoration. Topics include microfinance, microenterprise and community development, social enterprise and other sustainable business models for creating economic and social value and alleviating poverty.

BUS 6320: Investments & Portfolio Mngmnt (3) [Offerings](#)

Prerequisite: BUS 6120. Studies securities markets and the processes of risk analysis, valuing securities, selecting investments, and portfolio construction and management.

[Restrictions:](#) *Graduate students only.*

BUS 6321: Futures,Options&Risk Managemnt (3) [Offerings](#)

Prerequisite: BUS 6320. Studies futures and options markets, pricing, and their use in asset allocation, hedging and risk management.

[Restrictions:](#) *Graduate only.*

BUS 6322: Advanced Problems in Finance (3) [Offerings](#)

Prerequisite: BUS 6220. Examines corporate cost of capital and company valuation methods through projects and case studies.

[Restrictions:](#) *Graduate only.*

BUS 6323: International Finance (3) [Offerings](#)

Prerequisites: BUS 6220 and 6280. Studies the principles of finance in the international context, including the monetary system, financing of international trade, balance of payments, exchange rates and exchange risk, foreign security markets, international sources of capital, and analysis of foreign investments.

[Restrictions:](#) *Graduate only.*

BUS 6360: Innovation & Change Management (3) [Offerings](#)

Prerequisite: BUS 6263. Explores strategies and practices for effectively leading innovation and change in organizations. Topics include new technologies; sources of innovation; innovation and change processes in organizations; developing organization structures, processes and cultures that foster creativity and innovation; transformational leadership; and the management of change, especially in turbulent industry and economic environments.

[Restrictions:](#) *Graduate only.*

BUS 6361: Advanced Negotiations (3) [Offerings](#)

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.

[Restrictions:](#) *Graduate only.*

BUS 6365: The High Technology Enterprise (3) [Offerings](#)

Addresses the administrative and strategic issues specific to high-tech companies.

[Restrictions:](#) *Graduate only.*

BUS 6367: Project Management (3) [Offerings](#)

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.

[Restrictions:](#) *Graduate only.*

BUS 6381: Pacific Rim Enterprise (3) [Offerings](#)

Prerequisite: BUS 6280. Study of trading relations with and among Pacific Rim countries.

[Restrictions:](#) *Graduate only.*

BUS 6382: European Enterprise (3) [Offerings](#)

Prerequisite: BUS 6280. Study of trading relations with and among European nations.

[Restrictions:](#) *Graduate only.*

BUS 6383: Emerging Economy Enterprise (3) [Offerings](#)

Prerequisite: BUS 6280. Study of trading relations with and among emerging economies.

BUS 6389: Issues in Global Enterprise (3) [Offerings](#)

Prerequisite: BUS 6280. Explores issues faced by business leaders engaged in global enterprise in a seminar format that includes a consulting project conducted around a study abroad experience.

BUS 6390: Entrepreneurial Management (3) [Offerings](#)

Prerequisites: BUS 6120, 6150. Examines the characteristics of the

entrepreneurial personality. Students select venture opportunities (for-profit, non-profit, or social venture) and prepare and present business plans. Significant one-on-one interaction with instructor and mentors.

[Restrictions:](#) *Graduate only.*

BUS 6900: Independent Study (1-6) [Offerings](#)

Provides the opportunity to study a topic of special interest under faculty supervision. May be repeated for credit up to 15 credits.

[Restrictions:](#) *Graduate only.*

BUS 6916: Managerial Issues Seminar (1-6) [Offerings](#)

Discusses variable topics related to the effective management of organizations. The same topic cannot be taken for credit more than once. May be repeated for credit up to 6 credits.

[Restrictions:](#) *Graduate only.*

BUS 6917: Spirituality in Management (1-3) [Offerings](#)

Prerequisite: BUS 6201. This seminar course provides in-depth study of issues related primarily to Christian spirituality and management and their application across business discipline areas. The same topic cannot be taken for credit more than once. May be repeated for credit up to 6 credits.

BUS 6939: Managemnt Consulting Practicum (1-6) [Offerings](#)

Presents an application of academic scholarship to a "real life" enterprise case. May be repeated for credit up to 6 credits.

[Restrictions:](#) *Graduate only.*

BUS 6969: Practice of Business (1-6) [Offerings](#)

Prerequisites: BUS 6220, 6250, 6263. Allows students to apply 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.

[Restrictions:](#) *Graduate only.*

Information Systems Management (M.S.-I.S.M)

SCHOOL OF BUSINESS AND ECONOMICS
DAVID L. MCKENNA HALL
206-281-2753
LPETERSO@SPU.EDU
WWW.SPU.EDU/DEPTS/SBE

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.

Today's successful businesses can no longer maintain their strategic advantage without competent leadership from their IT organizations. This program develops those leaders with a strong balance of management, technology, and leadership skills needed to handle complex globally integrated systems.

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.

The M.S.-ISM 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 a student to integrate information systems and business processes as a project manager, an information manager, and, ultimately, as a CIO.

The evolving curriculum of this program keeps up-to-date on the changing demands placed upon information systems managers. Current topics emphasized in this program include: outsourcing models, large-scale integration projects, security and ethics, knowledge management and business intelligence, and other related special topics, such as health informatics, retail information systems, manufacturing information systems, and others.

To gain the most out of the ISM degree, students are encouraged to specialize in one of our two tracks. The systems integration track is more technically focused providing for a mastery of information flow integration. The program management track is more managerially focused on the complexities of managing people, projects, programs, and systems.

SYSTEMS INTEGRATION TRACK

This track focuses on ensuring the free flow of information in a business, enabling the implementation and management of the business strategy and operations.

Accomplishing this calls for the integration of the IT infrastructure, IS applications, and business data supporting the business world using today's and tomorrow's technology.

The systems integration track provides the student with a focus on the strategic, technological, financial, and organizational issues and matching these issues with the right technology, applications, and data across the enterprise. This track builds on the core courses in information systems management and requires three of the following four courses:

- ISM 6345 Distributed Applications
- ISM 6255 Knowledge Management & Business Intelligence
- ISM 6910 Seminar in Info Systems Management
- ISM 6930 ISM Consulting Practicum

PROGRAM MANAGEMENT TRACK

This track provides the student with a focus on ensuring the successful development and implementation of an organization's information systems. The student will focus gain further expertise in the areas of project management, organizational structures and behavior, as well as strategy and system development standards. In addition to the core ISM courses, the student will choose three of the following four courses:

- BUS 6367 Project Management
- ISM 6335 IT Engineering Management
- BUS 6365 The High Technology Enterprise
- BUS 6263 Designing Organizations

SPU's 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 (ISM) program are to develop students' 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.

DEVELOPING IT LEADERS

This program develops IT leaders who will apply information technology and information systems to solve important problems in organizations. Students are prepared to lead and manage the integration of information systems and business processes as a project manager, an information manager, and, ultimately, as a CIO.

SPU's School of Business and Economics (SBE) 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 (ISM) program are to develop students' 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

Applicants must have at least a 3.0 GPA in their undergraduate studies, [GRE scores](#) of at least 525 quantitative and 450 verbal and evidence of at least one year of continuous, full-time, substantive work experience after receipt of the bachelor's degree.

A [TOEFL score](#) of more than 225 for the computer-based test (or equivalent TOEIC scores) is preferred for international (ESL) applicants.

Submission of two letters of recommendation from employers and a three- to four-page personal statement that responds to essay questions available from the School are optional, but strongly encouraged.

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).

Prequalified students may not take advanced or elective courses. If they wish to continue in a graduate program, they must apply for admission. Prequalified status does not guarantee full admission at a later date.

APPLICATION DEADLINES

The School of Business and Economics admits students for all three academic quarters, as well as Summer Session.

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

Application Deadlines for International Students

Quarter/Starting Month	Application Deadline
Autumn/September	June 1
Winter/January	September 1
Spring/March	December 1
Summer/June	(Not open to international students)

CONTACTS

Admission into the ISM program at Seattle Pacific University is administered by the School of Business and Economics. All correspondence and admission materials should be directed to the associate graduate director.

Questions or requests for an admission application may be directed to the associate graduate director at 206-281-2753, faxed to 206-281-2733, or emailed to ism@spu.edu. For more information, visit www.spu.edu/sbe.

PREREQUISITES

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

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 ISM program, any courses completed that cover the same body of knowledge as background courses in the ISM program may be waived. To qualify, a minimum grade of B or better must have been received in the undergraduate course. Courses taken pass/no credit will not waive the ISM background-course requirement.
2. If the bachelor's degree was completed more than seven years prior to admission, or if the grade in the undergraduate course is below B but not below C+, the student may take a competency examination in the subject. Competency tests must be completed within the year following the student's date of admission to the program. If the competency examination is successfully completed, the applicable ISM course will be waived. If not, the student must take the ISM course as a regular student or successfully complete a credit by examination test for which tuition and an examination fee are charged.

REQUIRED COURSES

Required courses total 30 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 (15 credit hours)

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

M.S. - INFORMATION SYSTEMS MANAGEMENT

M.S. Information System Management Background Courses

Course	Credits
BUS 6130 Financial Accounting	3
BUS 6164 Operations Management	3
SECTION CREDITS REQUIRED	6

M.S. - Information Systems Management Required Courses

Course	Credits
BUS 6201 Christian Values & Marketplace	3
BUS 6260 Managerial Communication	3
BUS 6266 Leadership in Organizations	3
ISM 6211 Information Sys Mngmt & Stratg	3
ISM 6212 Database Managmnt & Warehousng	3
ISM 6213 Enterprise Analysis & Integrtn	3
BUS 6202 Bus Ethcs:Cur Iss & Moral Ldrs	3
ISM 6231 Info Sys Project Management I	3
ISM 6245 Info Technology Infrastructure	3
ISM 6331 Information Systems Security	3
SECTION CREDITS REQUIRED	30

M.S. Information Systems Management Elective Courses

Course	Credits
ISM 6255 Knowledge Mgmt & Bus Intellgnc (3)	
ISM 6313 IT As a Strategic Advantage (3)	
ISM 6335 IT Engineering Managemnt (3)	
ISM 6345 Distributed Applications (3)	
ISM 6910 Seminar in Info Syst Mangmnt (1-6)	
ISM 6930 ISM Consulting Practicum (3-6)	15
ISM 6960 Master's Project (3)	
BUS 6360 Innovation & Change Management (3)	
BUS 6365 The High Technology Enterprise (3)	
BUS 6367 Project Management (3)	

SECTION CREDITS REQUIRED 15

TOTAL CREDITS REQUIRED 51

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

COURSE DESCRIPTIONS:

[ISM 6211](#) | [ISM 6212](#) | [ISM 6213](#) | [ISM 6225](#) | [ISM 6231](#) | [ISM 6232](#) | [ISM 6245](#) | [ISM 6255](#) | [ISM 6313](#) | [ISM 6331](#) | [ISM 6335](#) | [ISM 6345](#) | [ISM 6900](#) | [ISM 6910](#) | [ISM 6930](#) | [ISM 6960](#) | [VIEW ALL](#)

ISM 6211: Information Sys Mngmt & Stratg (3) Offerings

Introduces the key concepts, systems, and strategies needed to manage information as a strategic resource. Explores the impact of managing information in an environment of constant technological and organizational change.

Restrictions: *Graduate only.*

ISM 6212: Database Managmnt & Warehousng (3) Offerings

Explores the various processes involved in the creation and management of organizational data. Topics include: developing sound entity-relationship data models, building normalized relational database management systems, and understanding how to move from an operational system to a decision support-based data warehouse.

Restrictions: *Graduate only.*

ISM 6213: Enterprise Analysis & Integrtn (3) Offerings

Prerequisites: 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 strategic and tactical IT/IS plans with business plans. Addresses managing information systems and organizational changes brought about by information systems.

Restrictions: *Graduate only.*

ISM 6225: Information & Technology Ethics (3) [Offerings](#)

Prerequisites: ISM 6211 and BUS 6201. Explores the moral and legal implications of information management issues. Includes topics such as security, privacy, transborder data flow, information ownership and responsibility, information as power, vendor relations, virtual organizations, personal interactions, discrimination, behavior in and out of the work place, and other related issues.

[Restrictions:](#) *Graduate only.*

ISM 6231: Info Sys Project Management I (3) [Offerings](#)

Prerequisites: 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 IS project teams.

[Restrictions:](#) *Graduate only.*

ISM 6232: Info Sys Project Management II (3) [Offerings](#)

Prerequisite: ISM 6231 Continues the system development and management practices begun in ISM 6231. Covers the techniques, tools, project management methods and leadership issues related to managing the activities of the design, development, test, implementation and maintenance stages of the software development life cycle. Compares other SDLC approaches including object-oriented and rapid application development.

[Restrictions:](#) *Graduate only.*

ISM 6245: Info Technology Infrastructure (3) [Offerings](#)

Prerequisite: ISM 6211. Explores the technologies needed to design, implement and manage effective computer networks. Includes local and wide area networks, Internet, intranet, and extranet architectures and issues in e-business systems implementation.

[Restrictions:](#) *Graduate only.*

ISM 6255: Knowledge Mgmt & Bus Intellignc (3) [Offerings](#)

Prerequisites: ISM 6211, 6212. Examines advanced database and knowledge management topics. Develops a method for migrating from relational operational systems to multidimensional decision support systems that supports business intelligence activities.

[Restrictions:](#) *Graduate only.*

ISM 6313: IT As a Strategic Advantage (3) [Offerings](#)

Prerequisite: ISM 6211 or BUS 6170. Examines the competitive advantage created by Information Technology. Includes the competitive landscape of e-business, adoption of new technologies, and appraisal of business models, strategies and value configurations.

[Restrictions:](#) *Graduate only.*

ISM 6331: Information Systems Security (3) [Offerings](#)

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.

[Restrictions:](#) *Graduate only.*

ISM 6335: IT Engineering Managemnt (3) [Offerings](#)

Prerequisite: ISM 6211. Explores issues in software engineering such as development methodologies and standards, reusability, software quality assurance, CASE tools, software metrics, and tools to evaluate, control, and estimate the systems development function.

[Restrictions:](#) *Graduate only.*

ISM 6345: Distributed Applications (3) [Offerings](#)

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.

[Restrictions:](#) *Graduate only.*

ISM 6900: Independent Study (3-6) [Offerings](#)

Provides the opportunity for a student to study a topic of special interest under faculty supervision. May be repeated for credit up to 15 credits.

[Restrictions:](#) *Graduate only.*

ISM 6910: Seminar in Info Syst Mangmnt (1-6) [Offerings](#)

Prerequisite: ISM 6211. Explores variable topics related to effective management of information systems. May be repeated for credit up to 6 credits.

[Restrictions:](#) *Graduate only.*

ISM 6930: ISM Consulting Practicum (3-6) [Offerings](#)

Prerequisite: ISM 6231. Provides an opportunity for students to gain practical experience in the information systems management field under instructor supervision. May be repeated for credit up to 6 credits.

[Restrictions:](#) *Information Systems Management Majors only. Graduate only.*

ISM 6960: Master's Project (3) [Offerings](#)

Prerequisite: ISM 6231. Allows students to complete 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 ISM. May be repeated for credit 1 time.

[Restrictions:](#) *Information Systems Management Majors only. Graduate only.*

Alternative Routes to Certification (ARC)

SCHOOL OF EDUCATION
PETERSON HALL
206-281-2214
GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/SOE

The Alternative Routes to Certification (ARC) program at Seattle Pacific University integrates a residency teacher certification program with a master of arts degree in the elements of teaching (M.A.T.). The ARC program is designed to prepare students who already have a bachelor's degree to teach. The program is to be completed on a full-time basis.

Throughout the program, 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.

The certification component of the program is a one-year, internship-based program of study leading to recommendation for Washington state residency certification. All credits are offered at the graduate level and are adaptations of courses offered in SPU's current [master of arts in teaching program](#).

PROGRAM HIGHLIGHTS

The certification component of the program is considered intense. Students progress through this component as a cohort and begin with an intensive, on-campus learning academy during the summer. The summer coursework includes classes in general teaching methods, classroom management, professional teaching issues, and the creation of the student's personalized teacher development plan, which serves as his or her individualized plan throughout the time in the program.

Students continue throughout the year with internship experiences and additional coursework. The coursework involves field-based, online, and traditional classes. The traditional on-campus classes meet one night a week from approximately 4:30 p.m. to 9:30 p.m. The online courses allow students to engage in a virtual learning environment and benefit from its asynchronous discussion formats.

Field-based classes allow students to take concepts under consideration into the field and to study directly from their internship site. During this time, they are required to carry out observations and engage professionals in the field in meaningful, learning-focused discussions.

THE ARC INTERNSHIP

The internship is a vital, integrative experience in which students are paired with a mentor-teacher and conduct supervised teaching in a school setting over the course of an entire school year (three quarters, September through June, five days a week).

Typically, the internship begins with an extended period of observation, one-on-one, and small-group work. This leads to individual lesson and unit instruction.

Throughout the school year, the intern takes on additional teaching responsibilities so that by Winter-Spring quarter, the intern has assumed responsibility for his or her mentor teacher's instructional load. Interns are also expected to help out during after-school hours just as any new teacher would.

COMPLETION OF THE M.A.T. MASTER'S DEGREE

Five non-certification classes (15 credits) comprise the master's degree component of the program. The master's component is typically completed during the summer immediately following the certification component, or it may be completed after the student begins his or her teaching career. It includes classes in educational inquiry, educational technology, and moral issues in education.

Students who already have a master's degree when entering the program will need to complete only the certification component and EDU 6085 to receive a second master's degree.

ADVANTAGES OF THE ARC PROGRAM

- Washington State Residency Certification in one year.
- Progression through the program as a cohort.
- Emphasis on field-based experiences with diverse learners.
- Development of personalized Teacher Development Plan.
- Personalized advisement and mentoring.
- Guaranteed enrollment in certification courses.
- Technology embedded in the curriculum.
- Master of arts degree in the elements of teaching.

APPLICATION

Applicants are those people who:

- Have a baccalaureate degree.
- Have completed a program of study at the college/university level in the area or areas in which they want to be endorsed to teach.
- Meet the endorsement requirements for their desired teaching area.
- Meet University [graduate admission requirements](#). This includes a GPA of at least 3.0 (4.0=A) in the last 45 quarter credits (30 semester credits) of coursework completed before applying for admission or in all undergraduate work, whichever is higher.
- Are available for full-time internship during the entire school year.
- Have successfully completed the [WEST-B basic competency test](#). This is a Washington state requirement.
- Have successfully completed a [WEST-E](#) competency test. This is one of the Washington state requirements for completion of an endorsement.

Completed applications will include the following:

- Graduate student [application](#).
- Personal statement that addresses the following areas: endorsement area and teaching level of interest, personal strengths, knowledge of the subject matter, interest/experience in teaching, ability to be a positive role model for students, and leadership skills. The statement should also summarize previous experience of working with children or adolescents in a school or other setting.
- Professional résumé.
- Two letters of recommendation.
- WEST-B scores.

- WEST-E score(s).
- Official transcript(s).
- [GRE scores](#) or [MAT scores](#) — either a score of 950 or higher (verbal and quantitative) on the Graduate Record Exam (GRE) or a scaled score of 385 or higher on the Miller Analogy Test.
- Application fee.

APPLICATION INFORMATION AND DEADLINE

Financial aid is available for qualified applicants through [Student Financial Services](#) or by calling 206-281-2061.

Paraprofessionals, instructional assistants, and conditionally certified teachers are encouraged to apply to the Alternative Routes to Certification program as they may be able to use their positions as internships.

For your general reference, visit the [Office of the Washington Superintendent of Public Instruction](#) for useful information as you consider the teacher certification process in the state of Washington.

If you are interested in the Alternative Routes to Certification program, please contact:

[Ted Hiemstra](#)

Associate Director of Graduate Admissions

Seattle Pacific University
 3307 Third Avenue West, Suite 111
 Seattle, WA 98119-1922
 206-378-5478
 800-601-0603

ARC - ELEMENTARY

Courses Common to All Endorsement Areas

Course	Credits
EDU 6130 Classroom Management	3
EDU 6132 Students as Learners	3
EDU 6133 Diversity in America	3
EDU 6134 Profssnl Iss:Child Abuse/Other	2
EDU 6139 Leadership in Teachng	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6160 Appld Inq Teach Assess Methods	3
EDU 6918 Introduction to Teaching	4

SECTION CREDITS REQUIRED 24

Courses Specific for an Elementary Endorsement

Course	Credits
EDU 6136 Content Methods	3
EDMA 6432 Elementary Math Methods	3
EDRD 6529 Teach Reading:Strategies Instr	3

EDU 6945 ARC Internship	12
SECTION CREDITS REQUIRED	21
Master's in Teaching Course Requirements	
Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6120 American Eductn:Past & Present	3
EDU 6526 Survey Instructnl Strategies	3
EDSP 6644 Educating Exceptional Students	3
SECTION CREDITS REQUIRED	12
Approved EDRD/EDSP/EDTC/EDU 6000-level electives	6
TOTAL CREDITS REQUIRED	60

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

ARC - SECONDARY & K-12

Courses Common to All Endorsement Areas	
Course	Credits
EDU 6130 Classroom Management	3
EDU 6132 Students as Learners	3
EDU 6133 Diversity in America	3
EDU 6134 Profssnl Iss:Child Abuse/Other	2
EDU 6139 Leadership in Teachng	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6160 Appld Inq Teach Assess Methods	3
EDU 6918 Introduction to Teaching	4
SECTION CREDITS REQUIRED	24
Courses Specific for Secondary and K-12 art, music, health	
Course	Credits
EDU 6136 Content Methods	3
EDU 6945 ARC Internship	15
SECTION CREDITS REQUIRED	18

Master's in Teaching Course Requirements	
Course	Credits

EDU 6085	Moral Issues in Education	3
EDU 6120	American Eductn:Past & Present	3
EDU 6526	Survey Instructnl Strategies	3
EDSP 6644	Educating Exceptional Students	3
SECTION CREDITS REQUIRED		12
Approved EDRD/EDSP/EDTC/EDU 6000-level electives		6
TOTAL CREDITS REQUIRED		60

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

ARC - SPECIAL EDUCATION

Courses Common to All Endorsement Areas

Course		Credits
EDU 6130	Classroom Management	3
EDU 6132	Students as Learners	3
EDU 6133	Diversity in America	3
EDU 6134	Profssnl Iss:Child Abuse/Other	2
EDU 6139	Leadership in Teachng	3
EDU 6150	Gen Inqry Teach Assess Methods	3
EDU 6160	Appld Inq Teach Assess Methods	3
EDU 6918	Introduction to Teaching	4
SECTION CREDITS REQUIRED		24

Courses Specific for a Special Education Endorsement

Course		Credits
EDSP 6651	Special Education Assessment	3
EDSP 6642	Individual Education Programs	3
EDSP 6950	Topics in Special Education	3
EDU 6945	ARC Internship	12
SECTION CREDITS REQUIRED		21

Master's in Teaching Course Requirements

Course		Credits
EDU 6085	Moral Issues in Education	3
EDU 6120	American Eductn:Past & Present	3
EDU 6526	Survey Instructnl Strategies	3

EDSP 6644 Educating Exceptional Students	3
SECTION CREDITS REQUIRED	12
Approved EDRD/EDSP/EDTC/EDU 6000-level electives	6
TOTAL CREDITS REQUIRED	60

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MAT - ELEMENTARY

Residency Teacher Certification Component

Course	Credits
EDU 6918 Introduction to Teaching	1
EDU 6120 American Eductn:Past & Present	3
EDU 6133 Diversity in America	3
EDU 6132 Students as Learners	3
EDRD 6529 Teach Reading:Strategies Instr	3
EDU 6989 Field Experience/Issues	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6130 Classroom Management	3
EDMA 6432 Elementary Math Methods	3
EDU 6942 September Experience	1
EDU 6362 Sci/Hlth/Mat Meth Elem/Mid Sch	3
EDU 6949 MAT Internship	15
EDU 6363 LA/Soc Stud/Hum/ Meth-Elem/MS	3
EDU 6139 Leadership in Teachng	3
SECTION CREDITS REQUIRED	50

Masters Degree Component

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6526 Survey Instructnal Strategies	3
EDSP 6644 Educating Exceptional Students	3
EDCN 5858 Interdisciplinry Studies Model	3
SECTION CREDITS REQUIRED	12

Any 6000-Level EDTC Elective	3
TOTAL CREDITS REQUIRED	65

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MAT - FAMILY CONSUMER SCIENCES

Residency Teacher Certification Component

Course	Credits
EDU 6918 Introduction to Teaching	1
EDU 6120 American Eductn:Past & Present	3
EDU 6132 Students as Learners	3
EDU 6133 Diversity in America	3
EDU 6989 Field Experience/Issues	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6130 Classroom Management	3
EDU 6942 September Experience	1
EDU 6160 Appld Inq Teach Assess Methods	3
EDU 6949 MAT Internship	15
EDU 6139 Leadership in Teachng	3
EDRD 6530 Reading/Writg in Content Areas	3
SECTION CREDITS REQUIRED	44

Family Consumer Sciences

Course	Credits
FCS 4512 Aspects Career&Tech Ed FACSE	3
FCS 4511 Curr & Eval in FCS Education	5
SECTION CREDITS REQUIRED	8

Masters Degree Component

Course	Credits
EDU 6085 Moral Issues in Education	3

EDU 6526 Survey Instructnal Strategies	3
EDSP 6644 Educating Exceptional Students	3
EDCN 5858 Interdisciplinry Studies Model	3
SECTION CREDITS REQUIRED	12
Any 6000-Level EDTC Elective	3
TOTAL CREDITS REQUIRED	67

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MAT - K-12 HEALTH/FITNESS

Residency Teacher Certification Component

Course	Credits
EDU 6918 Introduction to Teaching	1
EDU 6120 American Eductn:Past & Present	3
EDU 6132 Students as Learners	3
EDU 6133 Diversity in America	3
EDU 6989 Field Experience/Issues	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6130 Classroom Management	3
EDU 6942 September Experience	1
EDU 6160 Appld Inq Teach Assess Methods	3
EDU 6949 MAT Internship	15
EDU 6139 Leadership in Teachng	3
EDRD 6530 Reading/Writg in Content Areas	3
SECTION CREDITS REQUIRED	44

K-12 Health/Fitness

Course	Credits
PES 5051 Foundations and Methods	5
PES 5056 Alternative Sports and Games	2
PES 5055 Health Fitness Special Needs	3
SECTION CREDITS REQUIRED	10

Masters Degree Component

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6526 Survey Instructnal Strategies	3
EDSP 6644 Educating Exceptional Students	3
EDCN 5858 Interdisciplinry Studies Model	3
SECTION CREDITS REQUIRED	12
Any 6000-Level EDTC Elective	3
TOTAL CREDITS REQUIRED	69

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MAT - K-12 MUSIC EDUCATION

Residency Teacher Certification Component

Course	Credits
EDU 6918 Introduction to Teaching	1
EDU 6120 American Eductn:Past & Present	3
EDU 6132 Students as Learners	3
MUS 4654 Context Studies in Music I	3
EDU 6989 Field Experience/Issues	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6130 Classroom Management	3
EDU 6942 September Experience	1
MUS 3503 Gen Music Methods & Materials	3
EDU 6160 Appld Inq Teach Assess Methods	3
EDU 6949 MAT Internship	15
MUS 3504 Choral Mus Methods & Matrials	2
MUS 3505 Instrmntl Mus Meths & Matrials	2
EDU 6139 Leadership in Teachng	3
SECTION CREDITS REQUIRED	48

Masters Degree Component

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6526 Survey Instructnal Strategies	3
EDSP 6644 Educating Exceptional Students	3

EDCN 5858 Interdisciplinry Studies Model	3
SECTION CREDITS REQUIRED	12
Any 6000-Level EDTC Elective	3
TOTAL CREDITS REQUIRED	63

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MAT - K-12 VISUAL ARTS

Residency Teacher Certification Component

Course	Credits
EDU 6918 Introduction to Teaching	1
EDU 6120 American Eductn:Past & Present	3
EDU 6132 Students as Learners	3
EDU 6133 Diversity in America	3
EDU 6989 Field Experience/Issues	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6130 Classroom Management	3
EDU 6942 September Experience	1
EDU 6160 Appld Inq Teach Assess Methods	3
EDU 6949 MAT Internship	15
EDU 6139 Leadership in Teachng	3
EDRD 6530 Reading/Writg in Content Areas	3
SECTION CREDITS REQUIRED	44

K-12 Visual Arts

Course	Credits
ART 2302 Painting Studio:Still Life-Oil	5
ART 3546 Art Education	3
SECTION CREDITS REQUIRED	8

Masters Degree Component

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6526 Survey Instructnal Strategies	3
EDSP 6644 Educating Exceptional Students	3
EDCN 5858 Interdisciplinry Studies Model	3

SECTION CREDITS REQUIRED	12
Any 6000-Level EDTC Elective	3
TOTAL CREDITS REQUIRED	67

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MAT - MIDDLE LEVEL HUMANITIES

Residency Teacher Certification Component

Course	Credits
EDU 6918 Introduction to Teaching	1
EDU 6120 American Eductn:Past & Present	3
EDU 6132 Students as Learners	3
EDU 6133 Diversity in America	3
EDU 6989 Field Experience/Issues	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6130 Classroom Management	3
EDU 6942 September Experience	1
EDRD 6530 Reading/Writg in Content Areas	3
EDU 6160 Appld Inq Teach Assess Methods	3
EDU 6949 MAT Internship	15
EDU 6139 Leadership in Teachng	3
SECTION CREDITS REQUIRED	44

Humanities

Course	Credits
EDU 6363 LA/Soc Stud/Hum/ Meth-Elem/MS	3
SECTION CREDITS REQUIRED	3

Masters Degree Component

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6526 Survey Instructnal Strategies	3
EDSP 6644 Educating Exceptional Students	3
EDCN 5858 Interdisciplinry Studies Model	3
SECTION CREDITS REQUIRED	12

Any 6000-Level EDTC Elective	3
TOTAL CREDITS REQUIRED	62

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MAT - MIDDLE LEVEL MATH/SCIENCE

Residency Teacher Certification Component

Course	Credits
EDU 6918 Introduction to Teaching	1
EDU 6120 American Eductn:Past & Present	3
EDU 6132 Students as Learners	3
EDU 6133 Diversity in America	3
EDU 6989 Field Experience/Issues	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6130 Classroom Management	3
EDU 6942 September Experience	1
EDRD 6530 Reading/Writg in Content Areas	3
EDU 6160 Appld Inq Teach Assess Methods	3
EDU 6949 MAT Internship	15
EDU 6139 Leadership in Teachng	3
SECTION CREDITS REQUIRED	44

Math/Science

Course	Credits
EDU 6362 Sci/Hlth/Mat Meth Elem/Mid Sch	3
SECTION CREDITS REQUIRED	3

Masters Degree Component

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6526 Survey Instructnal Strategies	3
EDSP 6644 Educating Exceptional Students	3
EDCN 5858 Interdisciplinry Studies Model	3
SECTION CREDITS REQUIRED	12

Any 6000-Level EDTC Elective	3
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Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MAT - SECONDARY ENGLISH/LANGUAGE ARTS**Residency Teacher Certification Component**

Course	Credits
EDU 6918 Introduction to Teaching	1
EDU 6120 American Eductn:Past & Present	3
EDU 6132 Students as Learners	3
EDU 6133 Diversity in America	3
EDU 6989 Field Experience/Issues	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6130 Classroom Management	3
EDU 6942 September Experience	1
EDU 6160 Appld Inq Teach Assess Methods	3
EDU 6949 MAT Internship	15
EDU 6139 Leadership in Teachng	3
EDRD 6530 Reading/Writg in Content Areas	3
SECTION CREDITS REQUIRED	44

English/Language Arts

Course	Credits
EDU 6361 Secondary English Methods	3
SECTION CREDITS REQUIRED	3

Masters Degree Component

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6526 Survey Instructnal Strategies	3
EDSP 6644 Educating Exceptional Students	3
EDCN 5858 Interdisciplinry Studies Model	3
SECTION CREDITS REQUIRED	12

Any 6000-Level EDTC Elective	3
TOTAL CREDITS REQUIRED	62

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MAT - SECONDARY FOREIGN LANGUAGE

Residency Teacher Certification Component

Course	Credits
EDU 6918 Introduction to Teaching	1
EDU 6120 American Eductn:Past & Present	3
EDU 6132 Students as Learners	3
EDU 6133 Diversity in America	3
EDU 6989 Field Experience/Issues	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6130 Classroom Management	3
EDU 6942 September Experience	1
EDU 6160 Appld Inq Teach Assess Methods	3
EDU 6949 MAT Internship	15
EDU 6139 Leadership in Teachng	3
EDRD 6530 Reading/Writg in Content Areas	3
SECTION CREDITS REQUIRED	44

Foreign Language

Course	Credits
LIN 2100 Foundations of Language Study	5
EDU 6365 Methodology Foreign Lang Tchng	3
SECTION CREDITS REQUIRED	8

Masters Degree Component

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6526 Survey Instructnal Strategies	3
EDSP 6644 Educating Exceptional Students	3
EDCN 5858 Interdisciplinry Studies Model	3
SECTION CREDITS REQUIRED	12

Any 6000-Level EDTC Elective	3
TOTAL CREDITS REQUIRED	67

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MAT - SECONDARY HISTORY/SOCIAL STUDIES

Residency Teacher Certification Component

Course	Credits
EDU 6918 Introduction to Teaching	1
EDU 6120 American Eductn:Past & Present	3
EDU 6132 Students as Learners	3
EDU 6133 Diversity in America	3
EDU 6989 Field Experience/Issues	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6130 Classroom Management	3
EDU 6942 September Experience	1
EDU 6160 Appld Inq Teach Assess Methods	3
EDU 6949 MAT Internship	15
EDU 6139 Leadership in Teachng	3
EDRD 6530 Reading/Writg in Content Areas	3
SECTION CREDITS REQUIRED	44

History/Social Studies

Course	Credits
EDU 6364 Tchng Secndry Social Studies	3
SECTION CREDITS REQUIRED	3

Masters Degree Component

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6526 Survey Instructnal Strategies	3
EDSP 6644 Educating Exceptional Students	3
EDCN 5858 Interdisciplinry Studies Model	3
SECTION CREDITS REQUIRED	12

Any 6000-Level EDTC Elective	3
TOTAL CREDITS REQUIRED	62

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MAT - SECONDARY LIBRARY MEDIA

Residency Teacher Certification Component

Course	Credits
EDU 6918 Introduction to Teaching	1
EDU 6120 American Eductn:Past & Present	3
EDU 6132 Students as Learners	3
EDU 6133 Diversity in America	3
EDU 6989 Field Experience/Issues	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6130 Classroom Management	3
EDU 6942 September Experience	1
EDU 6160 Appld Inq Teach Assess Methods	3
EDU 6949 MAT Internship	15
EDU 6139 Leadership in Teachng	3
EDRD 6530 Reading/Writg in Content Areas	3
SECTION CREDITS REQUIRED	44

Secondary Library Media

Course	Credits
EDLR 5043 Soc, Eth, Lgl Iss Schl Lib Med	4
SECTION CREDITS REQUIRED	4

Masters Degree Component

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6526 Survey Instructnal Strategies	3
EDSP 6644 Educating Exceptional Students	3
EDCN 5858 Interdisciplinry Studies Model	3
SECTION CREDITS REQUIRED	12

Any 6000-Level EDTC Elective	3
TOTAL CREDITS REQUIRED	63

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MAT - SECONDARY MATH

Residency Teacher Certification Component

Course	Credits
EDU 6918 Introduction to Teaching	1
EDU 6120 American Eductn:Past & Present	3
EDU 6132 Students as Learners	3
EDU 6133 Diversity in America	3
EDU 6989 Field Experience/Issues	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6130 Classroom Management	3
EDU 6942 September Experience	1
EDU 6160 Appld Inq Teach Assess Methods	3
EDU 6949 MAT Internship	15
EDU 6139 Leadership in Teachng	3
EDRD 6530 Reading/Writg in Content Areas	3
SECTION CREDITS REQUIRED	44

Secondary Math

Course	Credits
EDMA 6357 Teaching Secondary Mathematics	3
SECTION CREDITS REQUIRED	3

Masters Degree Component

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6526 Survey Instructnal Strategies	3
EDSP 6644 Educating Exceptional Students	3
EDCN 5858 Interdisciplinry Studies Model	3
SECTION CREDITS REQUIRED	12

Any 6000-Level EDTC Elective	3
TOTAL CREDITS REQUIRED	62

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MAT - SECONDARY SCIENCE

Residency Teacher Certification Component

Course	Credits
EDU 6918 Introduction to Teaching	1
EDU 6120 American Eductn:Past & Present	3
EDU 6132 Students as Learners	3
EDU 6133 Diversity in America	3
EDU 6989 Field Experience/Issues	3
EDU 6150 Gen Inqry Teach Assess Methods	3
EDU 6130 Classroom Management	3
EDU 6942 September Experience	1
EDU 6160 Appld Inq Teach Assess Methods	3
EDU 6949 MAT Internship	15
EDU 6139 Leadership in Teachng	3
EDRD 6530 Reading/Writg in Content Areas	3
SECTION CREDITS REQUIRED	44

Secondary Science

Course	Credits
EDSC 6359 Teaching Secondary Science	3
SECTION CREDITS REQUIRED	3

Masters Degree Component

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6526 Survey Instructnal Strategies	3
EDSP 6644 Educating Exceptional Students	3
EDCN 5858 Interdisciplinry Studies Model	3
SECTION CREDITS REQUIRED	12

Any 6000-Level EDTC Elective	3
TOTAL CREDITS REQUIRED	62

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the

MAT - SPECIAL EDUCATION**Residency Teacher Certification Component**

Course	Credits
EDU 6918 Introduction to Teaching	1
EDU 6120 American Eductn:Past & Present	3
EDSP 6657 Behavior Management	3
EDU 6132 Students as Learners	3
EDRD 6529 Teach Reading:Strategies Instr	3
EDSP 6642 Individual Education Programs	3
EDSP 6658 Issues in Special Education	3
EDSP 6653 Teaching Rdng to Excptl Stdnts	3
EDMA 6432 Elementary Math Methods	3
EDU 6942 September Experience	1
EDSP 6651 Special Education Assessment	3
EDU 6949 MAT Internship	15
EDSP 6648 Tch Stdnts w/Emotnl&Bhvr Dsord	3
EDSP 6652 Sem Learning Disabilities&ADHD	3
SECTION CREDITS REQUIRED	50

Master's Degree Component

Course	Credits
EDSP 6644 Educating Exceptional Students	3
EDSP 6646 Severe Disabilities	3
EDU 6085 Moral Issues in Education	3
EDU 6982 Educational Inquiry	3
SECTION CREDITS REQUIRED	12

Any 6000-Level EDTC Elective	3
TOTAL CREDITS REQUIRED	65

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

Master of Arts in Teaching (Elementary/Middle and Secondary)

SCHOOL OF EDUCATION
PETERSON HALL
206-281-2214
GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/SOE

PROGRAM OVERVIEW

Be sure to read this [important overview and information](#), including application information, about outcomes for graduate students in the master of arts in teaching degree program.

MASTER OF ARTS IN TEACHING

The master of arts in teaching (M.A.T.) combines a program for elementary/middle-level and secondary teacher certification 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 is completed in two years. The master's component may be done concurrently with the certification component, or it may be completed after the student has begun a teaching career.

The M.A.T. is designed to prepare students who already have a bachelor's degree to teach. Satisfactory completion of the certification component of the M.A.T. will qualify an individual to apply for a Washington State Residency Teaching Certificate. An additional 15 credits of non-certification classes will complete the master's degree portion of the M.A.T.

Note: Students who already have a master's degree when entering the program will need to complete only the certification component to receive a second master's.

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. Students will participate in various field experiences, culminating in an extended school-site teaching experience in the Spring Quarter of the second year.

ADMISSION REQUIREMENTS

The Master of Arts in Teaching program begins once a year during Autumn Quarter. Application materials should be

submitted early during Winter Quarter so students may be informed of final decisions by Spring Quarter. The following items are required for application review:

1. A [graduate application](#).
2. A \$50 processing fee. (Make checks payable to Seattle Pacific University.)
3. A transcript from each college/university where a degree was obtained, a professional certification program was completed, and where any graduate coursework was taken. These must be official transcripts and remain sealed in the original envelopes. Transcripts may be mailed directly to [The Graduate Center](#) at SPU.
4. Scores from either the [Miller Analogies Test \(MAT\)](#) or the [Graduate Record Exam \(GRE\)](#). Official results must be sent directly to The Graduate Center at SPU. Test scores must be less than five years old to be valid.
5. A personal statement. This should be one to two pages, double-spaced, and address the following areas relative to your decision to pursue a teaching career: personal strengths, knowledge of the subject matter, interest/experience in teaching, ability to be a positive role model for students, and leadership skills. It should also summarize previous experience of working with children or adolescents in a school or other setting.
6. Two letters of recommendation.
7. The Moral Character and Personal Fitness Policy (available from the School of Education Administration Office, [Peterson 300](#)).
8. The Character and Fitness Supplement (available from the School of Education Administration Office, [Peterson 300](#)).
9. Washington Educator Skills Test-Basic (WEST-B) scores. (Passing scores on reading, writing, and mathematics subtests of Praxis I or CBEST may be substituted for the WEST-B.)
10. Endorsement exam. You must pass the WEST-E in your desired endorsement area before enrolling in MAT classes.

The applicant must also have a personal interview with the School of Education faculty. In addition to the general requirements of the University, specific program admission requirements include a score of 385 or better on the MAT, or 950 or better on the GRE (verbal plus quantitative).

In addition to the above prerequisites for admission, each applicant must have completed the content requirements for an endorsement in a subject area approved by the state.

ALTERNATIVE ROUTE TO CERTIFICATION

An alternative route to certification based on the master of arts in teaching is also available. Contact [The Graduate Center](#) for the most up-to-date information.

Admission and application information can be obtained from The Graduate Center at 206-281-2091 or 800-601-0603 or gradadmissions@spu.edu. You may also [apply online](#).

Counselor Education (Ph.D.)

SCHOOL OF EDUCATION
PETERSON HALL
206-281-2214

GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/SOE

PURPOSE

The primary aim of the Ph.D. option is to educate and prepare doctoral students to serve as college and university-level school counseling educators, who can effectively teach and supervise graduate-level students and conduct publishable research and other scholarly work.

Some graduates may seek positions as supervisors/directors of counseling services. Opportunities for co-authoring professional publications are available.

FOCI

The program's key emphases are multicultural approaches to school counseling, collaboration with families, implementation and evaluation of comprehensive school counseling programs, and the intersection of counseling and spirituality. As such, the Ph.D. program emphasizes both cutting edge counselor education theory and research. Best practice and supervisorial skills are included as well.

ENTRANCE REQUIREMENTS

- Application and fee.
- Official transcripts documenting excellent undergraduate and graduate-level GPA.
- Preferable: Master's degree in school counseling or psychology, mental health counseling, counseling psychology, MFT, or related counseling discipline. ESA certification in school counseling. Highly qualified bachelor's (B.A./B.S.) level students in psychology or related discipline may also apply.
- Master's level applicants should have a minimum of two-years experience counseling in schools. B.A./B.S. to Ph.D. applicants should have experience serving (paid and/or volunteer) students in a educationally related settings.

- Minimum GRE score of 1200 (verbal + quantitative) taken within five years of application. (Exceptional applicants with lower scores will be considered.)
- Three letters of recommendation (two must be academic recommendations).
- A writing sample demonstrating competency in academic writing.
- Personal Statement that includes professional academic goals and focus of study (no more than 500 words).
- Personal interview with two graduate-level faculty

REQUIREMENTS FOR APPLICANTS WITH A BACHELOR'S DEGREE

The program requires 72 quarter credits for a M.Ed. in school counseling and the ESA certification (needed to practice school counseling in WA). An additional 66 credits of doctoral level courses (total 138 credits [quarter]) are completed. Students earn a M.Ed. in school counseling, K-12 Washington state school counseling certification, and a Ph.D. in school counselor education.

Foundations and Instructional Leadership (15 credits)

- EDU 7910 (3 credits [quarter]) Seminar in Educational Values
- EDU 7101 (3) Instructional Theory
- EDU 7102 (3) Curriculum Design
- EDU 7990 (3) Leadership Colloquium
- EDU 7106 (3) Trends and Research in Global Education

Research and Dissertation (36 credits):

- EDU 7107 (3) Program Evaluation
- EDU 7972 (3) Doctoral Research Design and Analysis I
- EDU 7973 (3) Doctoral Research Design and Analysis II
- EDU 7974 (3) Doctoral Research Design and Analysis III
- EDU 7970 (3) Advanced Quantitative Research
- EDU 7991 (1) Dissertation Orientation Seminar
- EDU 7995 (20) Dissertation

Specialization and Electives (15 credits)

- EDU 7110 (3) Advances in Educational Assessment (new)
- EDU 7115 (3) Advances in Educational Psychology (new)
- EDCO 6882 (3) Positive Psychology and Spirituality in the Schools
- EDU 7930 (3) University Teaching Practicum Seminar (new)
- EDCO 7910 (1-6) School Counseling Supervision Seminar (new)

REQUIREMENTS FOR APPLICANTS WITH A MASTER'S DEGREE

Depending upon the applicant's academic background, the Ph.D. in counselor education requires a minimum of 90 quarter credits, including the following courses:

Foundations and Instructional Leadership (15 credits)

- EDU 7910 (3 credits [quarter]) Seminar in Educational Values
- EDU 7101 (3) Instructional Theory
- EDU 7102 (3) Curriculum Design
- EDU 7990 (3) Leadership Colloquium
- EDU 7106 (3) Trends and Research in Global Education

Research and Dissertation (36 credits):

- EDU 7107 (3) Program Evaluation
- EDU 7972 (3) Doctoral Research Design and Analysis I
- EDU 7973 (3) Doctoral Research Design and Analysis II
- EDU 7974 (3) Doctoral Research Design and Analysis III
- EDU 7970 (3) Advanced Quantitative Research
- EDU 7991 (1) Dissertation Orientation Seminar
- EDU 7995 (20) Dissertation

Specialization and Electives (15 credits)

- EDU 7110 (3) Advances in Educational Assessment (new)
- EDU 7115 (3) Advances in Educational Psychology (new)
- EDCO 6882 (3) Positive Psychology and Spirituality in the Schools
- EDU 7930 (3) University Teaching Practicum Seminar (new)
- EDU 7910 (3) School Counseling Supervision Seminar (new)
- Min. 24 elective credits (for master's students)

MORE INFORMATION

For more information, contact Dr. Christopher Sink, Ph.D. program advisor, at csink@spu.edu or 206-281-2453, or Dr. Rick Eigenbrood, director of doctoral studies, at eigend@spu.edu or 206-281-2710.

COUNSELOR EDUCATION (PH.D.)

Foundations and Instructional Leadership

Course	Credits
EDU 7910 Seminar in Educational Values	3
EDU 7101 Instructional Theory	3
EDU 7102 Curriculum Design	3
EDU 7990 Leadership Colloquium	3
EDU 7106 Trends&Research in Global Educ	3-6
SECTION CREDITS REQUIRED	15

Research and Dissertation

Course	Credits
EDU 7107 Program Evaluation	3
EDU 7972 Doctoral Rsrch Dsgn&Analysis I	3
EDU 7973 Doctoral Rsrch Dsgn&Analys II	3
EDU 7974 Doctoral Rsrch Dsgn&Analys III	3
EDU 7970 Advanced Quantitative Research	3
EDU 7991 Dissertation Orientation	1
EDU 7995 Doctoral Dissertation	20
SECTION CREDITS REQUIRED	36

Specialization and Electives

Course	Credits
EDU 7110 Advances in Eductnl Assessment	3
EDU 7115 Advances in Eductnl Psychology	3
EDCO 6882 Positive Psych/Sprtlty Schools	3
EDU 7930 Univ Teaching Practicm Seminar	3
EDCO 7910 Sch Counslng Suprvsn Seminar I	3
SECTION CREDITS REQUIRED	15

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

Curriculum and Instruction (M.Ed.)

SCHOOL OF EDUCATION

PETERSON HALL

206-281-2214

GRADADMISSIONS@SPU.EDU

WWW.SPU.EDU/DEPTS/SOE

PROGRAM OVERVIEW

Be sure to read this [overview and important information](#), including application information, about outcomes for graduate students in the master of curriculum and instruction degree program.

CURRICULUM AND INSTRUCTION (M.ED.)

At Seattle Pacific University, the master of education degree in curriculum and instruction is designed to help teachers strengthen their instructional skills while they develop leadership abilities for such roles as department chairs, staff development leaders, or curriculum coordinators.

The curriculum and instruction master's program may be completed either online or blended with courses on campus. Fully online students will be required to visit campus two to three times over the course of the program.

Important: All of the coursework for Washington state's professional certification can be completed at SPU and count toward the M.Ed. in curriculum and instruction. The only planning requirement is that no more than two courses (6 credits) can be at the 5000 level, including the Pre-Assessment Seminar (3 credits) and the Culminating Seminar (3 credits).

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 by the Curriculum and Instruction program chairperson.

A PORTFOLIO AND PRESENTATION

In addition to course requirements, students are required to create a portfolio over the course of their program, publicly present a solid piece of research in their interest area, and complete a comprehensive examination. However, these requirements will be integrated into students' coursework as much as possible.

M.ED. CURRICULUM AND INSTRUCTION

Foundations and Research Core

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6120 American Educatn:Past & Present	3
EDU 6655 Human Devlpmnt&Prncpl of Lrng	3
EDU 6975 Interprt&Apply Ed Research I	3
EDU 6976 Interprt&Apply Ed Research II	3
SECTION CREDITS REQUIRED	15

Teaching and Learning

Course	Credits
EDU 6524 Curriculum Design	3
EDU 6525 Culturally Responsive Teaching	3
EDU 6526 Survey Instructnal Strategies	3
EDU 6613 Standards-Based Assessment	3
EDSP 6644 Educating Exceptional Students	3
EDU 6600 Communication&Collaboration	3
EDRD 6641 Foundations of Reading Instrct	3
EDU 6899 Curric & Instruction Capstone	2
EDTC 6431 Learning with Technology (3)	3
EDTC 6432 Computer Authoring (3)	
EDTC 6433 Teaching with Technology (3)	
EDTC 6434 Netwrkng & Telcomctn for Edctn (3)	
EDTC 6535 Issues & Advances in Ed Tech (3)	
EDTC 6536 Instr Technology & Info Mangmt (3)	
EDU 6895 Curriclm&Instructn Orientation	1
SECTION CREDITS REQUIRED	27

Electives: approved 6000-level courses, online or on campus **6**

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

Educational Leadership/School Principal or Program Administrator Certificate

SCHOOL OF EDUCATION
PETERSON HALL
206-281-2214
GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/SOE

PROGRAM OVERVIEW

Be sure to read this [important overview and information](#), including application information, about outcomes for graduate students in the master in educational leadership/school principal or program administrator certification.

In addition to on-campus classes, graduate education courses in school administration are offered at off-campus locations such as the Olympic ESD #114 in Bremerton, ESD #113 in Olympia, and in the Stanwood School District. Check the [Time Schedule](#) to determine when these occur.

A [School Principal "Certificate Only" program](#) (30 credits) or Program Administrator "Certificate Only" program are also available for those who already hold a master's or other advanced degree.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

The Master of Education in Educational Leadership program (51 credits) is designed to prepare an individual for a position as a school principal or program leader in the elementary or secondary school.

This degree is nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE), and its successful completion will qualify the student for a Washington Residency PK–12 Certificate as a school principal or program administrator.

A year-long (9-credit) internship is a part of both the master's degree program in educational leadership and the Principal Certification-only or Program Administrator-only program. It is a vital, integrative experience in which students perform administrative activities while being supervised in a school-district setting.

The primary objective is for the intern to acquire and practice the skills of effective management and leadership. Internship experiences will center 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, or served in an ESA role for a minimum of three years in an instructional setting. Those in the program administrator program are not required to hold a teaching or ESA certificate.

Exceptions should be approved through Richard Smith, chair and professor of educational leadership, at 206-281-2375 or rsmith@spu.edu.

COMPREHENSIVE EXAMINATION FOR MASTER'S DEGREE

This two-part examination, consisting of 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 of school counseling 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.

ITEMS REQUIRED FOR APPLICATION REVIEW

Applicants are to submit the following items to [The Graduate Center](#) to be considered for admissions:

- A graduate [application](#).
- A \$50 processing fee. Make checks payable to "Seattle Pacific University."
- An official transcript from any college or university where a degree was obtained, a professional-certification program was completed, and where any graduate coursework was taken.
- A copy of the most current teaching or ESA certificate. Non-certified persons should contact Richard Smith (rsmith@spu.edu), chair of educational leadership, to determine the possibility of entering this program. Program administrator candidates are not required to hold a teaching or ESA certificate.
- Two letters of recommendation. Recommendations must come from present principals and other school administrators who recommend support of the applicant's pursuit of administrative certification. At least one of the letters must be from a school-district administrator who affirms district support for the candidate to conduct a year-long administrative internship, school-based for Principal Certification.
- For master's candidates: Scores from either the [Miller's Analogy Test \(MAT\)](#) or the [Graduate Record Exam \(GRE\)](#). Official results must be sent directly to the graduate program manager in [The Graduate Center](#). Test scores must be less than five years old to be valid.
- A personal statement. Applicants are to submit a typed personal statement on their academic and professional goals. The personal statement should not exceed two pages in length.

Mail all information to:

The Graduate Center
Seattle Pacific University
3307 Third Avenue West, Suite 111
Seattle, Washington 98119

SCHOOL PRINCIPAL OR PROGRAM ADMINISTRATOR "CERTIFICATE-ONLY" PROGRAM (30 CREDITS)

People who otherwise qualify to enter the educational leadership 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 or program administrator.

It is necessary to complete only the school principal or program administrator certification courses (21 credits) and internship (9 credits). The same guidelines and procedures for program admission apply.

M.ED. EDUCATIONAL LEADERSHIP/ SCHOOL PRINCIPAL CERTIFICATION

Foundations/Research Core

Course		Credits
EDU 6120	American Eductn:Past & Present	3
EDU 6085	Moral Issues in Education	3
EDU 6655	Human Devlpmnt&Princpl of Lrng	3
EDU 6524	Curriculum Design	3
EDU 6975	Interpretg&Apply Ed Research I	3
EDU 6976	Interprt&Apply Ed Research II	3
SECTION CREDITS REQUIRED		18

School Administration Core

Course		Credits
EDAD 6580	Educational Administration	3
EDAD 6581	The Principalship (3)	3
EDAD 6582	Private School Principalship (3)	
EDAD 6584	Washington School Finance	3
EDAD 6585	Washington School Law	3
EDAD 6586	Human Resources Administration	3
EDAD 6588	Instructional Supervision	3
EDAD 6589	Current Issues in Ed Leadershp	3
SECTION CREDITS REQUIRED		21

Internship

Course		Credits
EDAD 6940	Principal Adminstratv Intrnshp	9
SECTION CREDITS REQUIRED		9

Elective, with approval of program chair	3
TOTAL CREDITS REQUIRED	51

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

M.ED. IN EDUCATIONAL LEADERSHIP/PROGRAM ADMINISTRATOR CERT

Foundations/Research Core

Course		Credits
EDU 6120	American Eductn:Past & Present	3
EDU 6085	Moral Issues in Education	3
EDU 6655	Human Devlpmnt&Princpl of Lrng	3
EDU 6524	Curriculum Design	3
EDU 6975	Interpretg&Apply Ed Research I	3
EDU 6976	Interprtg&Apply Ed Research II	3
SECTION CREDITS REQUIRED		18

School Administration Core

Course		Credits
EDAD 6580	Educational Administration	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 Ed Leadershp	3
SECTION CREDITS REQUIRED		18

Internship

Course		Credits
EDAD 6941	Program Administratr Internshp	9
SECTION CREDITS REQUIRED		9

Electives, with approval of program chair	6
TOTAL CREDITS REQUIRED	51

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

PRINCIPAL'S CERTIFICATION-ONLY PROGRAM

School Administration Core

Course		Credits
EDAD 6580	Educational Administration	3
EDAD 6581	The Principalship (3)	3

EDAD 6582	Private School Principalship (3)	
EDAD 6584	Washington School Finance	3
EDAD 6585	Washington School Law	3
EDAD 6586	Human Resources Administration	3
EDAD 6588	Instructional Supervision	3
EDAD 6589	Current Issues in Ed Leadershp	3
SECTION CREDITS REQUIRED		21

Internship

Course		Credits
EDAD 6940	Principal Adminstratv Intrnshp	9
SECTION CREDITS REQUIRED		9

TOTAL CREDITS REQUIRED 30

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

PROGRAM ADMINISTRATOR CERTIFICATION-ONLY PROGRAM

School Administration Core

Course		Credits
EDAD 6580	Educational Administration	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 Ed Leadershp	3
SECTION CREDITS REQUIRED		18

Internship

Course		Credits
EDAD 6941	Program Administratr Internshp	9
SECTION CREDITS REQUIRED		9

Electives, with approval of program chair 3
TOTAL CREDITS REQUIRED 30

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the

Doctor of Education (Ed.D.)

SCHOOL OF EDUCATION
PETERSON HALL
206-281-2214

GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/SOE

PROGRAM DESCRIPTION

The Doctor of Education (Ed.D.) Program is a 90-quarter credit (post-master's) interdepartmental degree offered by the SPU School of Education. The Ed.D. program serves school practitioners who are primarily interested in preparing for a variety of leadership positions in educational systems, including superintendent, district office, school counseling, and other areas. In addition, the program also serves students who have interest in other related careers in education, including nonprofit and higher-education administration, and other education-related professions. It can be tailored to meet varied professional needs and interests. This degree is for active professionals interested in leadership positions in all fields and levels of education.

For additional program information, see the [Doctoral Handbook \(PDF\)](#).

COURSE OF STUDY

Using the educational benefits of collaborative and cooperative learning combined with continued professional association, the program uses a cohort approach for core doctoral classes. Students admitted to the program proceed through these cohort courses as a group, following 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, or from other schools within Seattle Pacific University (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 the following:

- Superintendent
- Principal
- Program administrator
- Curriculum and instruction
- Global education
- Literacy education
- Educational technology
- School counseling
- Self-designed specialization

Earning Washington State certification/endorsement as a superintendent, principal, program administrator, or school counselor is possible as an area of specialization while working on the Ed.D. degree.

COURSE REQUIREMENTS

(90 quarter credits, post-M.S./M.A. degree; 135 quarter credits post-B.A./B.S.)

Foundations and Instructional Leadership (24 credits)

EDU 6085 (3) Moral Issues in Education
EDU 6120 (3) American Education: Past and Present
EDU 7101 (3) Instructional Theory*
EDU 7102 (3) Curriculum Design*
EDU 7106 (3) Trends and Research in Global Education*
EDU 7910 (3) Seminar in Educational Values
EDAD 7120 (3) Educational Organizations and Systems
EDU 7990 (3) Leadership Colloquium*

Inquiry and Dissertation (30 credits)

EDU 7107 (3) Program Evaluation*
EDU 7201 (3) Educational Inquiry and Research I*
EDU 7202 (3) Educational Inquiry and Research II *
EDU 7991 (1) Dissertation Orientation Seminar*
EDU 7995 (20) Dissertation

Students are encouraged to take additional research courses linked to their specific dissertation project methods and design.

* *cohort course*

Specialization and Electives (36 credits)

These courses may include certification or endorsement programs, internships, practicum, graduate seminars, or existing graduate courses. The electives are to be decided by the program advisor and approved by the director of doctoral studies. Students may choose from the following specializations:

- Superintendent (with endorsement)
- Principal (with endorsement)
- Program administrator (with endorsement)
- School counseling (with certification)
- Curriculum and instruction (may include a specific content area)
- Teacher preparation
- Global education
- Literacy education
- Educational technology

Prerequisite Coursework

Depending on a student's educational background, the following prerequisites may be required for the doctoral degree:

- EDU 6975 Interpreting and Applying Educational Research I
- EDU 6976 Interpreting and Applying Educational Research II
- EDU 6655 Human Development & Principles of Learning
- EDU 6524 Approaches to Curriculum Design
- EDU 6526 Survey of Instructional Strategies
- EDU 6613 Standards-Based Assessment

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. Graduate faculty of the School of Education conduct an evaluation of the scholarship and colloquium. 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

Under the direction of a faculty dissertation advisor and committee, the student completes a dissertation project during the final phase of the degree program. The dissertation is designed to integrate theories and tools learned throughout the program, and should demonstrate mastery of concepts and methods. As a final demonstration of scholarly competence, the student prepares a written dissertation report and conducts an oral presentation/defense.

The dissertation requirement may be demonstrated by a study of an educational problem such as curriculum evaluation, development and evaluation of administrative models, field testing of a diagnostic tool or curricular material, or development and evaluation of educator training models. It may also take the traditional form of a research study. Students are encouraged to take additional research courses linked to their specific dissertation methods and design.

Students will choose problems of practice originating from external practitioners and policymakers, generated through the suggestion and review of faculty members. External practitioners may include school districts, educational service districts (ESDs), universities, state agencies, and research groups.

ADMISSION REQUIREMENTS

Because the 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. Admission decisions will be based on the following:

- Submission of the [doctoral degree application](#) with the application processing fee.
- Official transcripts documenting excellent undergraduate and graduate GPAs.
- Academic degree(s) in education or related field from an accredited university.
- Minimum of three years successful experience as an educator.
- Graduate Record Exam (GRE) or Miller Analogies Test (MAT) score taken within five years of application.
- Four (4) letters of recommendation (two academic and two professional).
- Personal statement – including goals and proposed area of study (no more than 500 words).
- Personal interview with at least two SPU core doctoral faculty members.

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.

PROGRAM AND ENROLLMENT POLICIES

At the time of admission, a student may transfer up to 15 post-master's degree credits into the Doctoral Program with the

approval of the director of doctoral studies. Courses transferred must be graduate level, from a regionally accredited institution and relevant to the student's course of doctoral study.

They must have been taken within the three years prior to admission and must have been part of a planned program leading to a graduate degree or a professional certificate. Courses with grades below a 3.0 ("B"), or those receiving "pass" or "satisfactory" grades cannot transfer into the program.

Finally, transferred classes may be substituted for degree requirements if the student can document in writing that they are comparable to required courses offered through SPU. Modifications to these transfer policies may be made at the discretion of the director of doctoral studies in consultation with the Doctoral Admissions Committee.

RESIDENCY REQUIREMENT

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

GRADE POINT AVERAGE

A 3.2 overall GPA is required for graduation.

DEGREE COMPLETION

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

DOCTOR OF EDUCATION (ED.D.)

Foundations

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6120 American Educatn:Past & Present	3
EDU 7910 Seminar in Educational Values	3
SECTION CREDITS REQUIRED	9

Instructional Leadership

Course	Credits
EDU 7101 Instructional Theory	3
EDU 7102 Curriculum Design	3
EDU 7106 Trends&Research in Global Educ	3
EDU 7120 Educatnl Organizations&Systems	3
EDU 7990 Leadership Colloquium	3
SECTION CREDITS REQUIRED	15

Research and Dissertation

Course	Credits
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EDU 7107 Program Evaluation	3
EDU 7201 Educational Inquiry&Research I	3
EDU 7202 Educationl Inquiry&Research II	3
EDU 7991 Dissertation Orientation	1
EDU 7995 Doctoral Dissertation	20
SECTION CREDITS REQUIRED	30
Pre-reqs, Electives/Specialization, &/or Transferred Courses	36
TOTAL CREDITS REQUIRED	90

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

Doctor of Philosophy in Education (Ph.D.)

SCHOOL OF EDUCATION
 PETERSON HALL
 206-281-2214
GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/SOE

PROGRAM DESCRIPTION

The Doctor of Philosophy (Ph.D.) in Education program is a 90-quarter credit (post-master's) interdepartmental degree offered by the SPU School of Education. The aim of this program is to educate and prepare scholars to serve as college and university-level educators who can effectively prepare teachers and conduct publishable research and other scholarly work. The Ph.D. program will emphasize teaching and learning theory, research, teacher preparation, and university teaching.

For additional program information, see the [Doctoral Handbook](#) (PDF).

COURSE OF STUDY

Using the educational benefits of collaborative and cooperative learning combined with continued professional association, the program uses a cohort approach for core doctoral classes. Students admitted to the program proceed though these cohort courses as a group, following 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, or from other schools within Seattle Pacific University (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 the following:

- Curriculum and instruction (may include a specific content area)
- Teacher preparation
- Global education
- Literacy education
- Educational technology
- Or other area of interest

COURSE REQUIREMENTS

(90 quarter credits, post-M.S./M.A. degree; 135 quarter credits post-B.A./B.S.)

Foundations and Instructional Leadership (24 credits)

EDU 6085 (3) Moral Issues in Education

EDU 6120 (3) American Education: Past and Present

EDU 7101 (3) Instructional Theory*

EDU 7102 (3) Curriculum Design*

EDU 7106 (3) Trends and Research in Global Education*

EDU 7910 (3) Seminar in Educational Values

EDU 7912 (3) Review of Theory and Research in Curriculum and Instruction

EDU 7990 (3) Leadership Colloquium

Inquiry and Dissertation (39 credits)

EDU 7107 (3) Program Evaluation*

EDU 7911 (3) Review of Research Methods and Statistics

EDU 7972 (3) Doctoral Research Design and Analysis I*

EDU 7973 (3) Doctoral Research Design and Analysis II*

EDU 7974 (3) Doctoral Research Design and Analysis III*

EDU 7970 (3) Advanced Quantitative Research*

EDU 7991 (1) Dissertation Orientation Seminar*

EDU 7995 (20) Dissertation

* *cohort course*

Specialization and Electives (27 credits)

EDU 6600 (3) Communication and Collaboration: Parents, Colleagues, and Community

EDU 6882 (3) Positive Psychology and Spirituality in Schools

EDU 7110 (3) Advances in Educational Assessment

EDU 7115 (3) Advances in Educational Psychology

EDU 7930 (3) University Teaching Practicum (teaching and intern supervision)

EDAD 7588 (3) Improving Student Learning

Electives may include internships, practicum, graduate seminars, or existing graduate courses. The electives are to be decided by the program advisor and approved by the Director of Doctoral Studies.

Students may choose from the following specializations:

- Curriculum and instruction (may include a specific K-12 content area)
- Teacher preparation
- Global education
- Literacy education
- Educational technology
- Other self-designed

Prerequisite Coursework

Depending on a student's educational background, the following prerequisites may be required for the doctoral degree:

- EDU 6975 Interpreting and Applying Educational Research I
- EDU 6976 Interpreting and Applying Educational Research II
- EDU 6655 Human Development and Principles of Learning
- EDU 6524 Approaches to Curriculum Design
- EDU 6526 Survey of Instructional Strategies
- EDU 6613 Standards-Based Assessment

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. Graduate faculty of the School of Education conduct an evaluation of the scholarship and colloquium. 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 Ph.D. in 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 courses 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.

ADMISSION REQUIREMENTS

Because the 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. Admission decisions will be based on the following:

- Submission of the [doctoral degree application](#) with the application processing fee.
- Official transcripts documenting excellent undergraduate and graduate GPAs.
- Academic degree(s) in education or related field from an accredited university.
- Minimum of three years successful experience as an educator.
- Graduate Record Exam (GRE) score taken within five years of application.
- Four (4) letters of recommendation (two academic and two professional).
- Personal statement – including goals and proposed area of study (no more than 500 words).
- A writing sample demonstrating graduate-level writing skills. The sample could include, but not be limited to, papers from graduate courses, master's thesis, professional blog, policy statement, white paper/report, etc. Please limit submission to seven pages total.
- Personal interview with at least two SPU core doctoral faculty members.

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.

PROGRAM AND ENROLLMENT POLICIES

At the time of admission, a student may transfer up to 15 post-master's degree credits into the Doctoral Program with the

approval of the director of doctoral studies. Courses transferred must be graduate level, from a regionally accredited institution and relevant to the student's course of doctoral study.

They must have been taken within the three years prior to admission and must have been part of a planned program leading to a graduate degree or a professional certificate. Courses with grades below a 3.0 ("B"), or those receiving "pass" or "satisfactory" grades cannot transfer into the program.

Finally, transferred classes may be substituted for degree requirements if the student can document in writing that they are comparable to required courses offered through SPU. Modifications to these transfer policies may be made at the discretion of the director of doctoral studies in consultation with the Doctoral Admissions Committee.

RESIDENCY REQUIREMENT

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

GRADE POINT AVERAGE

A 3.2 overall GPA is required for graduation.

DEGREE COMPLETION

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

PHD IN EDUCATION

Foundations and Instructional Leadership

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6120 American Eductn:Past & Present	3
EDU 7101 Instructional Theory	3
EDU 7102 Curriculum Design	3
EDU 7106 Trends&Research in Global Educ	3-6
EDU 7910 Seminar in Educational Values	3
EDU 7912 Review Thry Rsrch Curric Instr	3
EDU 7990 Leadership Colloquium	3
SECTION CREDITS REQUIRED	24

Inquiry and Dissertation

Course	Credits
EDU 7107 Program Evaluation	3
EDU 7911 Review Research Methds & Stats	3

Master of Education in Literacy (M.Ed.)

SCHOOL OF EDUCATION
PETERSON HALL
206-281-2214
GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/SOE

PROGRAM OVERVIEW

Be sure to read this [important overview and information](#), including application information, about outcomes for graduate students in the master of education in literacy degree program.

MASTER OF EDUCATION IN LITERACY (M.ED.)

The M.Ed. in literacy is designed for educators who would like to become reading specialists, literacy coaches, or better-equipped teachers of reading in K–12 classrooms.

The program is aligned with the endorsement competencies for reading/literacy in the state of Washington, and will help prepare students for the WEST-E Reading Test. Upon admission, students may begin in any quarter.

Graduates of this program will have a foundation in the theoretical and empirical bases of effective literacy instruction, with an understanding of reading and writing development, the nature and causes of reading difficulties, and principles and strategies for effective teaching.

THE WEST-E TEST

Important: Qualifications for adding the reading endorsement include passing the WEST-E test in reading and a successful pedagogy assessment.

Due to the focus of the literacy 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 by the literacy program chairperson.

Those who wish to pursue the M.Ed. in literacy along with teacher certification at Seattle Pacific, see below.

MASTER OF EDUCATION IN LITERACY (M.Ed.) PLUS TEACHER CERTIFICATION

The M.Ed. in literacy-plus-teacher-certification route combines the required coursework (and internship experiences) for a Washington State Residency Teaching Certificate with the M.Ed. in literacy program. The certification component is designed to be completed on a part-time basis over a two-year period. Following certification, the M.Ed. in literacy can be completed in approximately one additional year (see suggested course sequence).

This route is designed for those who seek a Washington State Teaching Certificate (teachers from other states, those who wish to return to teaching and need a current certificate, those who wish to become teachers, etc.) and have a passion for literacy instruction. Completion of the program prepares students to add a reading endorsement to their certificate.

Those interested should apply to the M.Ed. Literacy program (see application requirements) and indicate on the application that you are seeking certification along with the M.Ed. in literacy.

MASTER OF EDUCATION IN LITERACY PLUS CERTIFICATION

Foundations and Research

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6120 American Eductn:Past & Present	3
EDU 6132 Students as Learners	3
EDU 6133 Diversity in America	3
EDU 6975 Interpretg&Apply Ed Research I	3
EDU 6976 Interprt&Apply Ed Research II	3
SECTION CREDITS REQUIRED	18

Certification Core

Course	Credits
EDMA 6432 Elementary Math Methods	3
EDU 6130 Classroom Management	3
EDU 6139 Leadership in Teachng	3
EDU 6362 Sci/Hlth/Mat Meth Elem/Mid Sch	3
EDU 6363 LA/Soc Stud/Hum/ Meth-Elem/MS	3
EDU 6150 Gen Inqry Teach Assess Methods	3

EDU 6918	Introduction to Teaching	1
EDU 6942	September Experience	1
EDU 6949	MAT Internship	15
EDU 6989	Field Experience/Issues	3
SECTION CREDITS REQUIRED		38

Reading and Language Arts

Course		Credits
EDRD 6506	Literacy Assessment&Standards	3
EDRD 6507	Lang Development,Diversty & Lit	3
EDRD 6508	Vocabulary Development	3
EDRD 6529	Teach Reading:Strategies Instr	3
EDRD 6530	Reading/Writg in Content Areas	3
EDRD 6531	Children's/Young Adult Lit	3
EDRD 6533	Writing: Process to Product	3
EDRD 6641	Foundations of Reading Instrct	3
EDSP 6653	Teaching Rdng to Excptl Stdnts	3
SECTION CREDITS REQUIRED		27

Practicum

Course		Credits
EDRD 6980	Field Exp & Pedagogy Assessmnt	3
SECTION CREDITS REQUIRED		3

TOTAL CREDITS REQUIRED 86

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MASTERS IN LITERACY

Foundations and Research

Course		Credits
EDU 6085	Moral Issues in Education	3
EDU 6120	American Eductn:Past & Present	3
EDU 6525	Culturally Responsive Teaching	3
EDU 6655	Human Devlpmnt&Princpl of Lrng	3
EDU 6975	Interpretg&Apply Ed Research I	3
EDU 6976	Interprtng&Apply Ed Research II	3

SECTION CREDITS REQUIRED	18
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Reading/Language Arts

Course	Credits
EDRD 6507 Lang Development,Diversty & Lit	3
EDRD 6641 Foundations of Reading Instrct	3
EDRD 6506 Literacy Assessment&Standards	3
EDRD 6530 Reading/Writg in Content Areas	3
EDRD 6531 Children's/Young Adult Lit	3
EDRD 6533 Writing: Process to Product	3
EDSP 6653 Teaching Rdng to Excptl Stdnts	3

SECTION CREDITS REQUIRED	24
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Choose one of the following courses:

Course	Credits
EDRD 6508 Vocabulary Development (3)	
EDRD 6952 Topics in Language Arts (3)	
EDRD 6953 Topics in Reading (3)	
EDSP 6644 Educating Exceptional Students (3)	
EDTC 6536 Instr Technology & Info Mangmt (3)	3
EDU 6524 Curriculum Design (3)	
EDU 6600 Communication&Collaboration (3)	
TESL 6480 Teaching ESL Reading (3)	
TESL 6581 Teaching ESL Writing (3)	

SECTION CREDITS REQUIRED	3
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Practicum

Course	Credits
EDRD 6980 Field Exp & Pedagogy Assessmnt	3

SECTION CREDITS REQUIRED	3
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TOTAL CREDITS REQUIRED	48
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Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

School Counseling (M.Ed.)

SCHOOL OF EDUCATION
PETERSON HALL
206-281-2214
GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/SOE

PROGRAM OVERVIEW

Be sure to read this important [overview and information](#), including application information, about outcomes for graduate students in the master of education in school counseling program.

A [School Counseling "Certificate Only" program](#) is also available for those who already hold a master's or other advanced degree.

MASTER OF EDUCATION IN SCHOOL COUNSELING

The Master of Education in School Counseling program is designed to prepare individuals for a school counseling position in the elementary, middle, or high school.

This degree is nationally accredited by the [National Council for the Accreditation of Teacher Education \(NCATE\)](#), and its successful completion will qualify the student for a [Washington Initial Educational Staff Associate \(ESA\)](#) PK–12 certificate as a school counselor.

PROGRAM REQUIREMENTS

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 600 hours participation in a variety of meaningful activities related to the competencies required by the state of Washington knowledge base for school counselors (WAC 181-78A-270), as well as those recommended by the School of Education.

RECOMMENDATIONS

It is recommended, but not required for admission, that applicants for this program have previously obtained experience working as an educator (e.g., teacher, para-educator, teacher's assistant) and/or a bachelor's degree in psychology, social work, education, or a related field with one to two years' professional experience assisting children.

Exceptions must be approved through the chair of school counseling by calling 206-281-2286.

SCHOOL COUNSELING: MASTER'S DEGREE WITH ESA CERTIFICATION SCHOOL COUNSELING REQUIREMENTS (72 credits)

Professional Core (15 credits)

EDU 6085 Moral Issues in Education (3)
EDU 6120 American Education: Past and Present (3)
EDU 6655 Human Development and Principles of Learning (3)
EDU 6975 Interpreting and Applying Educational Research I (3)
EDU 6976 Interpreting and Applying Educational Research II (3)

Major Courses (48 credits)

EDCO 6130 Strengths Based Classroom Management for School Counselors (3)
EDCO 6600 Introduction to Systems Theory (2)
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 and Resiliency: Assessment and Intervention (3)
EDCO 6677 Multicultural Counseling in the Schools (3)
EDCO 6679 Career Counseling in the Schools (3)
EDCO 6680 Special Education: Program and Methods (3)
EDCO 6681 Family Advocacy in K-12 Settings (3)
EDCO 6882 Positive Psychology and Spirituality in the Schools (3)

Internship (9 credits)

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

Note: *The internship requires a minimum of 600 hours spread over an entire school year (three quarters). Interns register for 3 credits per quarter.*

SCHOOL COUNSELING "CERTIFICATE ONLY" PROGRAM

People who otherwise qualify to enter the School Counseling program and already have a master's or other advanced degree need not complete a second master's degree in school counseling to obtain ESA (educational staff associate) certification as a school counselor.

It is necessary to complete only the major courses (48 credits), internship (9 credits), and comprehensive exam. Some coursework may be waived based on prior relevant graduate-level courses taken within the last five years.

COMPREHENSIVE EXAMINATION

A comprehensive 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.
- To take the comprehensive exams, students must have completed all school counseling courses (except the internship).

EDUCATION BLOCK

School counseling students who do not have a valid teacher's certificate may be required, at the discretion of the program chair, to complete the "Education Block," which requires 100 hours of work in one classroom as a teacher's assistant.

ADMISSION REQUIREMENTS

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

1. A [graduate application](#)
2. A \$50 processing fee. (Make checks payable to Seattle Pacific University.)
3. A transcript from each college/university where a degree was obtained, a professional certification program was completed, and where any graduate coursework was taken. These must be official transcripts and remain sealed in the original envelopes. Transcripts may be mailed directly to The Graduate Center at SPU.
4. Scores from either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE). Official results must be sent directly to [The Graduate Center](#) at SPU. Test scores must be less than five years old to be valid. However, if the applicant has an undergraduate GPA of 3.4 or higher, or has a master's degree from an accredited university, MAT or GRE scores are waived. **Note:** An alternative to submitting a GRE or MAT score may be available to certain applicants with permission of the chair of the school counseling program.
5. If certified as a teacher, school social worker, etc., submit a copy of the actual certificate. Washington state law does not require a school counselor to be certificated as a teacher.
6. A personal statement. Applicants are to submit a Word (or .pdf) document, not to exceed 300 words, that includes a statement of personal academic and professional goals.
7. Two letters of recommendation. These letters should provide a current assessment of qualifications relative to past and future service in the professional setting, and capability for graduate study. Recommendations should come from present principals, supervisors, former professors, pastors, or colleagues.
8. The Moral Character and Personal Fitness Policy (available from the School of Education Administration Office, [Peterson 300](#)).
9. The Character and Fitness Supplement (available from the School of Education Administration Office, [Peterson 300](#)).

All applicants must also have a personal interview with the school counseling faculty.

SCHOOL COUNSELING- MASTER'S DEGREE WITH ESA CERTIFICATE

M.Ed. School Counseling- Professional Core

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6120 American Eductn:Past & Present	3
EDU 6655 Human Devlpmnt&Princpl of Lrng	3
EDU 6975 Interpretg&Apply Ed Research I	3
EDU 6976 Interprtng&Apply Ed Research II	3
SECTION CREDITS REQUIRED	15

M.Ed. School Counseling- Internship

Course	Credits
EDCO 6940 School Counseling Internship	9

SECTION CREDITS REQUIRED **9**

M.Ed. School Counseling Major Courses

Course	Credits
EDCO 6130 Strengths Based Class Managmnt	3
EDCO 6600 Introduction to Systems Theory	2
EDCO 6670 Intro to School Counseling	4
EDCO 6671 Counseling Theory & Practice I	3
EDCO 6672 K-12 Comprehensv Sch Counslng	3
EDCO 6673 Group Counseling in Schools	3
EDCO 6674 Intro Psychoeducational Assmnt	3
EDCO 6675 Legal & Ethical Iss:Sch Counsl	3
EDCO 6676 Resilncy/At-Rsk Assesmnt-Intvn	3
EDCO 6677 Multicultural Counslng-Schools	3
EDCO 6679 Career Counseling in Schools	3
EDCO 6680 Special Ed:Programs & Methods	3
EDCO 6681 Family Advocacy in K-12 Settnng	3
EDCO 6882 Positive Psych/Sprtlty Schools	3
EDCO 6930 Counslng Theory & Practice II	3
EDCO 6931 Counslng Theory & Practc III	3

SECTION CREDITS REQUIRED **48**

TOTAL CREDITS REQUIRED **72**

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

COURSE DESCRIPTIONS:

[EDCO 6130](#) | [EDCO 6600](#) | [EDCO 6670](#) | [EDCO 6671](#) | [EDCO 6672](#) |
[EDCO 6673](#) | [EDCO 6674](#) | [EDCO 6675](#) | [EDCO 6676](#) | [EDCO 6677](#) |
[EDCO 6678](#) | [EDCO 6679](#) | [EDCO 6680](#) | [EDCO 6681](#) | [EDCO 6882](#) |
[EDCO 6900](#) | [EDCO 6910](#) | [EDCO 6930](#) | [EDCO 6931](#) | [EDCO 6940](#) |
[EDCO 6951](#) | [EDCO 7201](#) | [EDCO 7202](#) | [EDCO 7203](#) | [EDCO 7204](#) |
[EDCO 7205](#) | [EDCO 7206](#) | [EDCO 7209](#) | [EDCO 7900](#) | [EDCO 7910](#) |
[EDCO 7940](#) | [EDCO 7951](#) | [VIEW ALL](#)

EDCO 6130: Strengths Based Class Managmnt (3) [Offerings](#)

Presents classroom management theory, research and strategies for K-

12 school setting. Designed for school counselors who deliver classroom-based lessons but are not classroom teachers.

[Restrictions:](#) *Doctoral, Graduate only.*

EDCO 6600: Introduction to Systems Theory (2) [Offerings](#)

Introduces students to the theory and research base for the school counseling program, focusing on a systemic understanding of individuals within their family, classrooms, schools and communities. Course Fee.

[Restrictions:](#) *Doctoral, Graduate only.*

EDCO 6670: Intro to School Counseling (4) [Offerings](#)

Overviews the history of the profession and the role of developmental school counseling in the K-12 setting. Covers such relevant topics as consultation and referral, individual and group counseling, large group guidance, and coordination of guidance and counseling programs. Serves as an introduction to the codes, organizations, and guidelines involved with the profession. Includes 20 hours of field observations of school counselors.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated students only.*

EDCO 6671: Counseling Theory & Practice I (3) [Offerings](#)

Prerequisite: EDCO 6675. Integrates theory, research and practice and provides students with a knowledge base in individual and family dynamics in terms of major counseling theories, principles and techniques. 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.

[Restrictions:](#) *Doctoral, Graduate only.*

EDCO 6672: K-12 Comprehensive Sch Counseling (3) [Offerings](#)

Prerequisite: EDCO 6600 and 6670. Discusses the following aspects of a school counselor's work: developing and implementing a comprehensive school counseling program with emphasis on a balance of responsive services, systems support, individual planning and guidance curriculum; organizational responsibilities such as class scheduling, advising and placement; program evaluation; guidance curriculum development; and planning and instructing large group guidance lessons. Class should be taken toward the end of the student's program.

[Restrictions:](#) *Doctoral, Graduate students only.*

EDCO 6673: Group Counseling in Schools (3) [Offerings](#)

Prerequisites: EDCO 6600, 6670, 6671, 6675, and 6930 (either concurrent enrollment or completed). Focuses on the understanding of group theory, research and process, the development, implementation, and evaluation of small task-related groups in K-12 schools, and participation as a group member.

[Restrictions:](#) *Doctoral, Graduate students only.*

EDCO 6674: Intro Psychoeducational Assmnt (3) [Offerings](#)

Prerequisites: EDCO 6670 and EDU 6975. Examines theory and practice of assessment for school counselors and school psychologists. Provides exposure to major tests and appraisal instruments,

assessment guidelines and procedures, and interpretation models used in area schools. Covers the basics of psychometric theory and interpretation.

[Restrictions:](#) *Doctoral, Graduate students only.*

EDCO 6675: Legal & Ethical Iss:Sch Counsl (3) [Offerings](#)

Presents the knowledge and skills needed to apply Washington state and federal law in the K-12 school setting. Explores school counseling codes of ethics and standards of practice. Students become familiar with standard procedures for dealing with issues such as abuse and discrimination.

[Restrictions:](#) *Doctoral, Graduate only.*

EDCO 6676: Resilncy/At-Rsk Assesmnt-Intvsn (3) [Offerings](#)

Explores significant topics related to students and their families: person abuse, substance abuse, discrimination, changes in family roles and structures, crisis intervention, consultation about grief, suicide prevention, drop-out prevention, and preventative programs which alleviate the unique needs of students in the above areas as they interfere with a student's progress in school.

[Restrictions:](#) *Doctoral, Graduate only.*

EDCO 6677: Multicultural Counslng-Schools (3) [Offerings](#)

Focuses on promoting cultural competency for school counselors working with diverse populations. The course is organized around three components: promoting awareness of student's worldview; creating knowledge of various cultural groups; and learning cross cultural counseling skills.

[Restrictions:](#) *Doctoral, Graduate students only.*

EDCO 6678: Adv Developmental Foundations (3) [Offerings](#)

Presents a lifespan approach to human growth and development, focusing on issues which relate to school counseling 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.

[Restrictions:](#) *Doctoral, Graduate only.*

EDCO 6679: Career Counseling in Schools (3) [Offerings](#)

Features 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. Provides a model for educational and career decision making through career developmental theories, programs, inventories and information services. Course Fee.

[Restrictions:](#) *Doctoral, Graduate students only.*

EDCO 6680: Special Ed:Programs & Methods (3) [Offerings](#)

Addresses the arenas in which school counselors and education teachers collaborate, including student populations such as developmentally or learning disabled, and gifted and behavior disordered. Discusses working with parents, referral sources, legal issues and in-school staff collaboration and consultation.

[Restrictions:](#) *Doctoral, Graduate only.*

EDCO 6681: Family Advocacy in K-12 Setting (3) [Offerings](#)

Focuses on both the theory and skills to work collaboratively with families in K-12 school settings. Includes knowledge of diverse family influences on student learning, and introduces theoretical application of systems thinking to work with families and relevant organizations. Enables school counselors to meet relevant professional standards as outlined in Washington Administrative Code.

EDCO 6882: Positive Psych/Sprtlty Schools (3) [Offerings](#)

Prerequisite: EDU 6655. Explores the linkages between human spirituality and positive psychology. The usefulness and appropriateness of utilizing the students' expressions of spirituality in the educational setting to further their personal-social and educational development are also discussed. The course examines the major theories, research, ethical concerns, and best practices relating to spirituality-positive psychology connections. Through course activities and readings, participants will gain a richer understanding of their own spirituality and learn to dialogue effectively about others' spiritual formulation. Participants are asked to articulate their own spiritual lens and how it might influence their work with school-age children. Various approaches and materials that can assist counselors/educators in matters of student spirituality are explored.

EDCO 6900: Independent Study (1-5) [Offerings](#)

Student works with a faculty member on a mutually agreed upon topic. May be repeated for credit up to 6 credits.

EDCO 6910: Peer Review (2) [Offerings](#)

Continuing certification class to meet OSPI requirement. Open to ESA certificated school counselors.

EDCO 6930: Counseling Theory & Practice II (3) [Offerings](#)

Prerequisites: EDCO 6671 and 6675. Provides students with a knowledge base in individual and family dynamics in terms of major counseling theories, principles and techniques. Students refine basic counseling skills, learn advanced counseling skills, and strategies for assisting students in K-12 schools. Video-taped sessions with peers are evaluated by professor, supervisors and peers. This course is an extension of EDCO 6671.

[Restrictions:](#) *Doctoral, Graduate students only.*

EDCO 6931: Counseling Theory & Practice III (3) [Offerings](#)

Prerequisites: EDCO 6671, 6675, 6930. Focuses on significant issues in counseling and advanced counseling skills and processes. Refines students 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.

[Restrictions:](#) *Doctoral, Graduate students only.*

EDCO 6940: School Counseling Internship (1-9) [Offerings](#)

Prerequisites: All EDCO courses. Develops competencies necessary for the school counselor. May be repeated for credit up to 9 credits.

[Restrictions:](#) *Doctoral, Graduate students only.*

EDCO 6951: Topics in School Counseling (3) [Offerings](#)

Examines a current topic or issue in school counseling. May be repeated for credit 1 time.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDCO 7201: Intro to School Psychology (3) [Offerings](#)

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.

[Restrictions:](#) *Doctoral, Graduate only.*

EDCO 7202: Abnormal Psychology (3) [Offerings](#)

Uses the DSM-IV to explore the clinical world of psychopathology. Explores key concepts in exceptionalism, deviancy, physiological and biological factors in personality and behavior. Presents etiology, diagnosis and the development of treatment plans with emphasis on working with children.

[Restrictions:](#) *Doctoral, Graduate only.*

EDCO 7203: Cognitive Assessment & Intervention (3) [Offerings](#)

Prerequisites: EDCO 6674, 7201, and 7202. Trains school psychologists in individual intellectual assessment and nonverbal intellectual assessment. Emphasizes individual intellectual testing of children, adolescents and adults. Explores test administration procedures, interpretation methods, as well as how to integrate the information into a psychoeducational report. Develops students' writing skills for cognitive psychological reporting.

[Restrictions:](#) *Doctoral, Graduate only.*

EDCO 7204: Behavioral Assessment, Intervention & Consultation (3) [Offerings](#)

Prerequisite: EDCO 7201. 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. Discusses how to create individualized interventions and apply their behavioral assessment skills as a psychological consultant in school settings. Develops students' writing skills for behavioral assessment and intervention reports.

[Restrictions:](#) *Doctoral, Graduate only.*

EDCO 7205: Personality Assessment & Intervention (3) [Offerings](#)

Prerequisites: EDCO 6674, 7201, 7202, 7203, and 7204. Highlights personality theory and the 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. Addresses family assessment through parent and child interviews. Develops students' writing skills for personality-based psychological reporting.

[Restrictions:](#) *Doctoral, Graduate only.*

EDCO 7206: Academic Assessment & Intervention (2) [Offerings](#)

Prerequisites: EDCO 6674, 7201 and 7202. 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. Addresses intervention and remedial strategies for learning disabilities and develops writing skills for academic-based psychological reporting.

Restrictions: *Doctoral, Graduate only.*

EDCO 7209: Practicum: Assmnt & Intrvn Intg (3) [Offerings](#)

Prerequisites: EDCO 7201, 7202, 7203, 7204, 7205 and 7206. Provides the student clinical experience in integration of all of the assessment and intervention strategies that are practiced by school psychologists. Includes experiences in consultation and functioning on multi-disciplinary teams for evaluation and placement of special education students. Discusses 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.

Restrictions: *Doctoral, Graduate only.*

EDCO 7900: Independent Study (1-5) [Offerings](#)

Student works with a faculty member on a mutually agreed upon topic. May be repeated for credit up to 9 credits.

EDCO 7910: Sch Counslng Suprvsn Seminar I (1-6) [Offerings](#)

This graduate level course provides students with both didactic and lab experiences related to supervision issues in counselor education. The course examines the major supervision theories, supervision models, research, ethical concerns, and best practices relating to supervision of counseling practicum students.

Restrictions: *Doctoral only.*

EDCO 7940: School Psychology Internship (1-9) [Offerings](#)

Prerequisite: EDCO 6674, 7201, 7202, 7203, 7204, 7205, 7206 and 7209. Includes experience as a full-time intern in schools. Provides 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 1200 hours of full-time training in assessment, consultation and intervention. Students attend class once a week for group supervision. This is a 3-quarter course. May be repeated for credit up to 9 credits.

Restrictions: *Doctoral, Graduate only.*

EDCO 7951: Topics in School Psychology (3) [Offerings](#)

Prerequisites: CPY 7320, EDCO 7205. Examines an advanced issue in school psychology or psychological assessment. May be repeated for credit up to 6 credits.

Restrictions: *Clinical Psychology, School Counseling Majors only. Doctoral only.*

School Executive Leadership and Superintendent Certificate

SCHOOL OF EDUCATION
PETERSON HALL
206-281-2214
GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/SOE

The School Executive Leadership and Superintendent Certification programs emphasize the knowledge and skills appropriate to district-level administrative assignments in the PK–12 setting such as superintendent, assistant superintendent, deputy superintendent, directors, and other similar roles.

While both programs prepare educational leaders, the two programs differ in the fact that the executive leadership program does not necessarily lead to superintendent certification unless the candidate possesses the prerequisite certification requirement.

SUPERINTENDENT CERTIFICATION

The superintendent program is based on the [Interstate School Leaders Licensure Consortium \(ISLLC\)](#) standards and, as a result, those completing the program should be able to:

- Develop and implement a vision for learning that is supported by school and community stakeholders.
- Ensure there is a culture that sustains a coherent professional development and instructional program conducive to student learning.
- Effectively manage the organization and resources for a safe and effective learning environment.
- Collaborate with families and community members to mobilize resources in responding to diverse community interests and needs.

- Act with integrity, fairness, and in an ethical manner.
- Understand and appropriately respond to the political, social, and cultural dynamics of a school district.

A candidate who possesses the necessary prerequisite certificates and successfully completes this program will qualify 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-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.
- **Field Experience.** Field experience is an integral part of the coursework and takes place over the same two-year period as the coursework. The goal of the internship is to develop the hands-on experience and skill needed to increase student learning through district-level leadership. The major focus of the internship is a meaningful, district-wide project that will make a difference in improving the district and address the portfolio criteria for the internship. In addition, shadowing, teamwork, and reflection are part of the internship process.

ITEMS REQUIRED FOR ADMISSION

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

1. A [graduate application](#).
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.) Each candidate for the school superintendent's certification program must have completed a master's, doctorate, or other advanced degree.
4. A copy of the applicant's most recently earned professional teacher, ESA, principal, or program administrator certificate.
5. Proof of three years experience as a school administrator.
6. Two letters of recommendation. These must represent a current assessment of the applicant's qualifications. It is preferred that one recommendation be from the applicant's supervisor. The other may be from an instructor, another supervisor, pastor, or a colleague. Recommendations must remain sealed in their original envelopes.
7. 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, the applicant should include a note to this effect with the application.)

Exceptions to the above requirements should be approved through the program chair, Dr. Richard Smith, before application materials are submitted. Contact him at 206-281-2375 or rsmith@spu.edu.

SCHOOL EXECUTIVE LEADERSHIP

The School Executive Leadership program is intended for those who wish to prepare to become educational leaders but do not meet the prerequisite certification requirements necessary for superintendent certification.

Students in this program will take the same coursework as the Superintendent Certification program but will not be eligible for a superintendent's certificate at the completion of the program.

GENERAL ADMISSION INFORMATION

The two tracks of this program — school executive leadership and superintendent certification — are set up on a cohort format, with coursework beginning Autumn Quarter.

- 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 with the approval of the program chairperson.

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

The Graduate Center
 Seattle Pacific University
 3307 Third Avenue West, Suite 111
 Seattle, Washington 98119-1922

Applications 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.

EVALUATION

Once all items have been received, the evaluation will be based on University standards for graduate admission. Individuals are notified by letter.

Call [The Graduate Center](#) at 206-281-2091 or 800-601-0603 if you have questions about this process.

PROGRAM REQUIREMENTS (24 credits)

One 3-credit course and one 1-credit field experience will be offered each quarter. Participants who take one course every quarter, plus the field experience, will finish in two years. Participants may take longer, but taking one course each quarter is highly recommended.

The Superintendent Certification program is a self-contained program leading to state certification.

It can also be an integral part of a [doctor of education degree](#). The School Executive Leadership program will prepare individuals for work in educational administration. Coursework from the School Executive Leadership and Superintendent Certification program meets the elective requirements of the doctoral program.

EXECUTIVE LEADERSHIP AND SUPERINTENDENT CERTIFICATION

Program Courses

Course	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 & Ethics	3

SECTION CREDITS REQUIRED 18

Field Experience (one credit per quarter)

Course	Credits
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EDAD 7890 Superintendent Field Experience	6
SECTION CREDITS REQUIRED	6
TOTAL CREDITS REQUIRED	24

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

Educational Leadership/School Principal or Program Administrator Certificate

SCHOOL OF EDUCATION
 PETERSON HALL
 206-281-2214
GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/SOE

PROGRAM OVERVIEW

Be sure to read this [important overview and information](#), including application information, about outcomes for graduate students in the master in educational leadership/school principal or program administrator certification.

In addition to on-campus classes, graduate education courses in school administration are offered at off-campus locations such as the Olympic ESD #114 in Bremerton, ESD #113 in Olympia, and in the Stanwood School District. Check the [Time Schedule](#) to determine when these occur.

A [School Principal "Certificate Only" program](#) (30 credits) or Program Administrator "Certificate Only" program are also available for those who already hold a master's or other advanced degree.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

The Master of Education in Educational Leadership program (51 credits) is designed to prepare an individual for a position as a school principal or program leader in the elementary or secondary school.

This degree is nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE), and its successful completion will qualify the student for a Washington Residency PK–12 Certificate as a school principal or program administrator.

A year-long (9-credit) internship is a part of both the master's degree program in educational leadership and the Principal Certification-only or Program Administrator-only program. It is a vital, integrative experience in which students perform administrative activities while being supervised in a school-district setting.

The primary objective is for the intern to acquire and practice the skills of effective management and leadership. Internship experiences will center 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, or served in an ESA role for a minimum of three years in an instructional setting. Those in the program administrator program are not required to hold a teaching or ESA certificate.

Exceptions should be approved through Richard Smith, chair and professor of educational leadership, at 206-281-2375 or rsmith@spu.edu.

COMPREHENSIVE EXAMINATION FOR MASTER'S DEGREE

This two-part examination, consisting of 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 of school counseling 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.

ITEMS REQUIRED FOR APPLICATION REVIEW

Applicants are to submit the following items to [The Graduate Center](#) to be considered for admissions:

- A graduate [application](#).
- A \$50 processing fee. Make checks payable to "Seattle Pacific University."
- An official transcript from any college or university where a degree was obtained, a professional-certification program was completed, and where any graduate coursework was taken.
- A copy of the most current teaching or ESA certificate. Non-certified persons should contact Richard Smith (rsmith@spu.edu), chair of educational leadership, to determine the possibility of entering this program. Program administrator candidates are not required to hold a teaching or ESA certificate.
- Two letters of recommendation. Recommendations must come from present principals and other school administrators who recommend support of the applicant's pursuit of administrative certification. At least one of the letters must be from a school-district administrator who affirms district support for the candidate to conduct a year-long administrative internship, school-based for Principal Certification.
- For master's candidates: Scores from either the [Miller's Analogy Test \(MAT\)](#) or the [Graduate Record Exam \(GRE\)](#). Official results must be sent directly to the graduate program manager in [The Graduate Center](#). Test scores must be less than five years old to be valid.
- A personal statement. Applicants are to submit a typed personal statement on their academic and professional goals. The personal statement should not exceed two pages in length.

Mail all information to:

The Graduate Center
Seattle Pacific University
3307 Third Avenue West, Suite 111
Seattle, Washington 98119

SCHOOL PRINCIPAL OR PROGRAM ADMINISTRATOR "CERTIFICATE-ONLY" PROGRAM (30 CREDITS)

People who otherwise qualify to enter the educational leadership 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 or program administrator.

It is necessary to complete only the school principal or program administrator certification courses (21 credits) and internship (9 credits). The same guidelines and procedures for program admission apply.

M.ED. EDUCATIONAL LEADERSHIP/ SCHOOL PRINCIPAL CERTIFICATION

Foundations/Research Core	
Course	Credits
EDU 6120 American Eductn:Past & Present	3
EDU 6085 Moral Issues in Education	3
EDU 6655 Human Devlpmnt&Princpl of Lrng	3
EDU 6524 Curriculum Design	3
EDU 6975 Interpretg&Apply Ed Research I	3
EDU 6976 Interprtng&Apply Ed Research II	3
SECTION CREDITS REQUIRED	18
School Administration Core	
Course	Credits
EDAD 6580 Educational Administration	3
EDAD 6581 The Principalship (3)	3
EDAD 6582 Private School Principalship (3)	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 Ed Leadershp	3
SECTION CREDITS REQUIRED	21
Internship	
Course	Credits
EDAD 6940 Principal Adminstratv Intrnshp	9
SECTION CREDITS REQUIRED	9
Elective, with approval of program chair	3
TOTAL CREDITS REQUIRED	51

M.ED. IN EDUCATIONAL LEADERSHIP/PROGRAM ADMINISTRATOR CERT

Foundations/Research Core

Course	Credits
EDU 6120 American Eductn:Past & Present	3
EDU 6085 Moral Issues in Education	3
EDU 6655 Human Devlpmnt&Princpl of Lrng	3
EDU 6524 Curriculum Design	3
EDU 6975 Interpretg&Apply Ed Research I	3
EDU 6976 Interprtng&Apply Ed Research II	3
SECTION CREDITS REQUIRED	18

School Administration Core

Course	Credits
EDAD 6580 Educational Administration	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 Ed Leadershp	3
SECTION CREDITS REQUIRED	18

Internship

Course	Credits
EDAD 6941 Program Administratr Internshp	9
SECTION CREDITS REQUIRED	9

Electives, with approval of program chair	6
TOTAL CREDITS REQUIRED	51

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

PRINCIPAL'S CERTIFICATION-ONLY PROGRAM

School Administration Core

Course	Credits
EDAD 6580 Educational Administration	3

EDAD 6581	The Principalship (3)	3
EDAD 6582	Private School Principalship (3)	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 Ed Leadershp	3
SECTION CREDITS REQUIRED		21

Internship

Course		Credits
EDAD 6940	Principal Adminstratv Intrnshp	9
SECTION CREDITS REQUIRED		9

TOTAL CREDITS REQUIRED 30

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

PROGRAM ADMINISTRATOR CERTIFICATION-ONLY PROGRAM

School Administration Core

Course		Credits
EDAD 6580	Educational Administration	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 Ed Leadershp	3
SECTION CREDITS REQUIRED		18

Internship

Course		Credits
EDAD 6941	Program Administratr Internshp	9
SECTION CREDITS REQUIRED		9

Electives, with approval of program chair 3

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

Educational Leadership/Program Administrator Certificate

SCHOOL OF EDUCATION
PETERSON HALL
206-281-2214

GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/SOE

PROGRAM OVERVIEW

Read important [overview and information](#), including application information, about outcomes for graduate students in the Master in Educational Leadership/Program Administrator certification.

In addition to on-campus classes, graduate education courses in school leadership and program administration are offered at off-campus locations such as the AWSP office in Olympia, ESD #114 in Bremerton, and in Stanwood-Camano Island School District. Check the [online schedule](#) to determine when these occur.

A [Program Administrator "Certificate Only" program](#) (30 credits) is also available for those who already hold a master's or other advanced degree.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

The Master of Education in Educational Leadership program (51 credits) is designed to prepare an individual for a position as a program leader in the elementary or secondary school. This degree is nationally accredited by the [National Council](#)

[for the Accreditation of Teacher Education \(NCATE\)](#), and its successful completion will prepare an individual for entry level leadership in a school district.

A year-long (9-credit) internship is a part of both the master's degree program in educational leadership and the Program Administrator Certification-only program. It is a vital, integrative experience in which students perform administrative activities while being supervised in a school district setting.

The primary objective is for the intern to acquire and practice the skills of effective management and leadership. Internship experiences will center on those competencies and skills defined in the Washington Administrative Code and the Interstate School Leaders Licensure Consortium (ISLLC).

Certification as a teacher or ESA is not required for admission to the Program Administrator Certification program, but is recommended. Exceptions should be approved through Richard Smith, chair and professor of educational leadership. Contact him at 206-281-2375 or rsmith@spu.edu.

COMPREHENSIVE EXAMINATION FOR MASTER'S DEGREE

This two-part examination, consisting of 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.

ITEMS REQUIRED FOR APPLICATION REVIEW

Applicants are to submit the following items to [The Graduate Center](#) to be considered for admissions:

- A [graduate application](#).
- A \$50 processing fee. Checks are to be made payable to Seattle Pacific University.
- An official transcript from any college or university where a degree was obtained, a professional-certification program was completed, and where any graduate coursework was taken.
- Two letters of recommendation. Recommendations must come from present principals and other school administrators who recommend support of the applicant's pursuit of administrative certification. At least one of the letters must be from a school-district administrator who affirms district support for the candidate to conduct a year-long administrative internship, school-based for Program Administrator Certification.
- For master's candidates: Scores from either the [Miller's Analogy Test \(MAT\)](#) or the [Graduate Record Exam \(GRE\)](#). Official results must be sent directly to the graduate program manager in [The Graduate Center](#). Test scores must be less than five years old to be valid.
- A personal statement. Applicants are to submit a typed personal statement on their academic and professional goals. The personal statement should not exceed two pages in length.
- For program administrator candidate: Submit a current résumé that shows work in the program area of interest (e.g., business/finance, special education, curriculum, ELL, etc.).

Mail all information to:

The Graduate Center
Seattle Pacific University
3307 Third Avenue West, Suite 111
Seattle, Washington 98119

PROGRAM ADMINISTRATOR "CERTIFICATE-ONLY" PROGRAM (30 CREDITS)

People who otherwise qualify to enter the educational leadership program and already have a master's or other advanced degree need not complete a second master's degree to obtain certification as a program administrator.

It is necessary to complete only the Program Administrator Certification courses (21 credits) and internship (9 credits). The same guidelines and procedures for program admission apply.

School Counseling (M.Ed.)

SCHOOL OF EDUCATION
PETERSON HALL
206-281-2214
GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/SOE

PROGRAM OVERVIEW

Be sure to read this important [overview and information](#), including application information, about outcomes for graduate students in the master of education in school counseling program.

A [School Counseling "Certificate Only" program](#) is also available for those who already hold a master's or other advanced degree.

MASTER OF EDUCATION IN SCHOOL COUNSELING

The Master of Education in School Counseling program is designed to prepare individuals for a school counseling position in the elementary, middle, or high school.

This degree is nationally accredited by the [National Council for the Accreditation of Teacher Education \(NCATE\)](#), and its successful completion will qualify the student for a [Washington Initial Educational Staff Associate \(ESA\)](#) PK–12 certificate as a school counselor.

PROGRAM REQUIREMENTS

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 600 hours participation in a variety of meaningful activities related to the competencies required by the state of Washington knowledge base for school counselors (WAC 181-78A-270), as well as those recommended by the School of Education.

RECOMMENDATIONS

It is recommended, but not required for admission, that applicants for this program have previously obtained experience working as an educator (e.g., teacher, para-educator, teacher's assistant) and/or a bachelor's degree in psychology, social work, education, or a related field with one to two years' professional experience assisting children.

Exceptions must be approved through the chair of school counseling by calling 206-281-2286.

SCHOOL COUNSELING: MASTER'S DEGREE WITH ESA CERTIFICATION SCHOOL COUNSELING REQUIREMENTS (72 credits)

Professional Core (15 credits)

EDU 6085 Moral Issues in Education (3)
EDU 6120 American Education: Past and Present (3)
EDU 6655 Human Development and Principles of Learning (3)
EDU 6975 Interpreting and Applying Educational Research I (3)
EDU 6976 Interpreting and Applying Educational Research II (3)

Major Courses (48 credits)

EDCO 6130 Strengths Based Classroom Management for School Counselors (3)
EDCO 6600 Introduction to Systems Theory (2)
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 and Resiliency: Assessment and Intervention (3)
EDCO 6677 Multicultural Counseling in the Schools (3)
EDCO 6679 Career Counseling in the Schools (3)
EDCO 6680 Special Education: Program and Methods (3)
EDCO 6681 Family Advocacy in K-12 Settings (3)
EDCO 6882 Positive Psychology and Spirituality in the Schools (3)

Internship (9 credits)

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

Note: *The internship requires a minimum of 600 hours spread over an entire school year (three quarters). Interns register for 3 credits per quarter.*

SCHOOL COUNSELING "CERTIFICATE ONLY" PROGRAM

People who otherwise qualify to enter the School Counseling program and already have a master's or other advanced degree need not complete a second master's degree in school counseling to obtain ESA (educational staff associate) certification as a school counselor.

It is necessary to complete only the major courses (48 credits), internship (9 credits), and comprehensive exam. Some coursework may be waived based on prior relevant graduate-level courses taken within the last five years.

COMPREHENSIVE EXAMINATION

A comprehensive 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.
- To take the comprehensive exams, students must have completed all school counseling courses (except the internship).

EDUCATION BLOCK

School counseling students who do not have a valid teacher's certificate may be required, at the discretion of the program chair, to complete the "Education Block," which requires 100 hours of work in one classroom as a teacher's assistant.

ADMISSION REQUIREMENTS

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

1. A [graduate application](#)
2. A \$50 processing fee. (Make checks payable to Seattle Pacific University.)
3. A transcript from each college/university where a degree was obtained, a professional certification program was completed, and where any graduate coursework was taken. These must be official transcripts and remain sealed in the original envelopes. Transcripts may be mailed directly to The Graduate Center at SPU.
4. Scores from either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE). Official results must be sent directly to [The Graduate Center](#) at SPU. Test scores must be less than five years old to be valid. However, if the applicant has an undergraduate GPA of 3.4 or higher, or has a master's degree from an accredited university, MAT or GRE scores are waived. **Note:** An alternative to submitting a GRE or MAT score may be available to certain applicants with permission of the chair of the school counseling program.
5. If certified as a teacher, school social worker, etc., submit a copy of the actual certificate. Washington state law does not require a school counselor to be certificated as a teacher.
6. A personal statement. Applicants are to submit a Word (or .pdf) document, not to exceed 300 words, that includes a statement of personal academic and professional goals.
7. Two letters of recommendation. These letters should provide a current assessment of qualifications relative to past and future service in the professional setting, and capability for graduate study. Recommendations should come from present principals, supervisors, former professors, pastors, or colleagues.
8. The Moral Character and Personal Fitness Policy (available from the School of Education Administration Office, [Peterson 300](#)).
9. The Character and Fitness Supplement (available from the School of Education Administration Office, [Peterson 300](#)).

All applicants must also have a personal interview with the school counseling faculty.

SCHOOL COUNSELING- MASTER'S DEGREE WITH ESA CERTIFICATE

M.Ed. School Counseling- Professional Core

Course	Credits
EDU 6085 Moral Issues in Education	3
EDU 6120 American Eductn:Past & Present	3
EDU 6655 Human Devlpmnt&Princpl of Lrng	3
EDU 6975 Interpretg&Apply Ed Research I	3
EDU 6976 Interprt&Apply Ed Research II	3
SECTION CREDITS REQUIRED	15

M.Ed. School Counseling- Internship

Course	Credits
EDCO 6940 School Counseling Internship	9

SECTION CREDITS REQUIRED 9

M.Ed. School Counseling Major Courses

Course	Credits
EDCO 6130 Strengths Based Class Managmnt	3
EDCO 6600 Introduction to Systems Theory	2
EDCO 6670 Intro to School Counseling	4
EDCO 6671 Counseling Theory & Practice I	3
EDCO 6672 K-12 Comprehensv Sch Counslng	3
EDCO 6673 Group Counseling in Schools	3
EDCO 6674 Intro Psychoeducational Assmnt	3
EDCO 6675 Legal & Ethical Iss:Sch Counsl	3
EDCO 6676 Resilncy/At-Rsk Assesmnt-Intvn	3
EDCO 6677 Multicultural Counslng-Schools	3
EDCO 6679 Career Counseling in Schools	3
EDCO 6680 Special Ed:Programs & Methods	3
EDCO 6681 Family Advocacy in K-12 Settnng	3
EDCO 6882 Positive Psych/Sprtlty Schools	3
EDCO 6930 Counslng Theory & Practice II	3
EDCO 6931 Counslng Theory & Practc III	3

SECTION CREDITS REQUIRED 48

TOTAL CREDITS REQUIRED 72

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

COURSE DESCRIPTIONS:

[EDU 6030](#) | [EDU 6085](#) | [EDU 6120](#) | [EDU 6125](#) | [EDU 6130](#) | [EDU 6132](#) |
[EDU 6133](#) | [EDU 6134](#) | [EDU 6135](#) | [EDU 6136](#) | [EDU 6139](#) | [EDU 6150](#) |
[EDU 6160](#) | [EDU 6361](#) | [EDU 6362](#) | [EDU 6363](#) | [EDU 6364](#) | [EDU 6365](#) |
[EDU 6524](#) | [EDU 6525](#) | [EDU 6526](#) | [EDU 6600](#) | [EDU 6613](#) | [EDU 6655](#) |
[EDU 6882](#) | [EDU 6895](#) | [EDU 6899](#) | [EDU 6900](#) | [EDU 6918](#) | [EDU 6942](#) |
[EDU 6945](#) | [EDU 6946](#) | [EDU 6949](#) | [EDU 6950](#) | [EDU 6960](#) | [EDU 6975](#) |
[EDU 6976](#) | [EDU 6982](#) | [EDU 6989](#) | [EDU 6995](#) | [EDU 7101](#) | [EDU 7102](#) |
[EDU 7105](#) | [EDU 7106](#) | [EDU 7107](#) | [EDU 7110](#) | [EDU 7115](#) | [EDU 7120](#) |

EDU 6030: Educational Methods in Theatre (3) [Offerings](#)

Explores contemporary methods and trends in the teaching of high school theatre, emphasizing the following: 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.

[Restrictions:](#) *Master of Arts in Teaching Majors only. Graduate only.*

EDU 6085: Moral Issues in Education (3) [Offerings](#)

Assists students in developing a theologically, philosophically, historically, and politically informed understanding of how religious and other moral considerations are properly addressed in schools. Specific attention is also paid to how Christian ideas and commitments can shape the theory and practice of education.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDU 6120: American Education: Past & Present (3) [Offerings](#)

Examines historical aims and practical challenges related to popular education from the colonial period to the present. Democratic citizenship, equality of educational opportunity, and other major ideals of the common school will be discussed, with specific attention to how these ideals relate to present-day issues in education.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDU 6125: Philosophy of Education (3) [Offerings](#)

Presents a critical examination of selected readings in educational philosophy.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDU 6130: Classroom Management (3) [Offerings](#)

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.

[Restrictions:](#) *Master of Arts in Teaching Majors only.*

EDU 6132: Students as Learners (3) [Offerings](#)

Studies developmental psychology, sociology, developmental domains, learning theory as they apply to students in the classroom.

[Restrictions:](#) *Master of Arts in Teaching Majors only.*

EDU 6133: Diversity in America (3) [Offerings](#)

Explores the diversity found in American classrooms. Discusses theoretical bases related to diversity and methods for dealing with this diversity in a positive and practical manner.

[Restrictions:](#) *Master of Arts in Teaching Majors only.*

EDU 6134: Profssnl Iss:Child Abuse/Other (2) [Offerings](#)

Examines professional ethics, legal rights and responsibilities of teachers, professional organizations and extracurricular responsibilities.

[Restrictions:](#) *Master of Arts in Teaching Majors only.*

EDU 6135: General Teaching Methods (3) [Offerings](#)

Presents instruction and practice in planning for instruction, teaching strategies, instructional technology and microteaching.

[Restrictions:](#) *Master of Arts in Teaching Majors only.*

EDU 6136: Content Methods (3) [Offerings](#)

Provides specific content methods pertaining to instructional theory, lesson planning, classroom management and related topics designed to enhance and to be applied in an actual classroom setting.

EDU 6139: Leadership in Teachng (3) [Offerings](#)

A capstone experience that provides the opportunity to use coursework in foundations, research, pedagogy and internship to develop tentative answers to challenges encountered in teaching. Students will be asked to reflect upon significant events, knowledge gained throughout the program, and the successes, challenges, disappointments, and surprises they encountered during their internships.

[Restrictions:](#) *Master of Arts in Teaching Majors only.*

EDU 6150: Gen Inqry Teach Assess Methods (3) [Offerings](#)

The first of a two-course sequence addressing general instructional inquiry, teaching methods, and standards-based assessment common to all classrooms. Develops attitudes and skills necessary to provide sound classroom instructional experiences that positively impact student learning. Assists teachers as they develop the skills and judgement needed to integrate inquiry and assessment into instruction. Includes microteaching.

[Restrictions:](#) *Graduate only.*

EDU 6160: Appld Inq Teach Assess Methods (3) [Offerings](#)

The second of a two-course sequence addressing applied instructional inquiry, teaching methods, and standards-based assessment in the classroom. Focuses on integrating inquiry approaches with instruction and assessment. Includes analysis of formal and informal assessment activities, reflective assessment, the use and interpretation of standardized instruments, the analysis of student work and structured classroom observations.

[Restrictions:](#) *Graduate only.*

EDU 6361: Secondary English Methods (3) [Offerings](#)

Provides a foundation for teaching in the language arts classroom. Explores appropriate methods for secondary education and examines recent trends in the field.

[Restrictions:](#) *Master of Arts in Teaching Majors only. Graduate only.*

EDU 6362: Sci/Hlth/Mat Meth Elem/Mid Sch (3) [Offerings](#)

Prerequisite: EDMA 6432. Provides an introduction to interdisciplinary

methods for elementary and middle level instruction in science, health, and social studies. Integrated approaches to science and mathematics are encouraged as well as development of research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students. Coursework will focus on inquiry-based instruction.

[Restrictions:](#) *Master of Arts in Teaching Majors only.*

EDU 6363: LA/Soc Stud/Hum/ Meth-Elem/MS (3) Offerings

Prerequisite: EDRD 6529. Presents an overview of interdisciplinary methods for elementary and middle level instruction in language arts, social studies, and humanities instruction. Provides a functional approach to content-centered instruction for teaching reading and writing skills simultaneously with an emphasis on skills needed by elementary and middle level students to learn content from a variety of sources and materials.

[Restrictions:](#) *Master of Arts in Teaching Majors only.*

EDU 6364: Tchng Secndry Social Studies (3) Offerings

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.

[Restrictions:](#) *Master of Arts in Teaching Majors only. Graduate only.*

EDU 6365: Methodology Foreign Lang Tchng (3) Offerings

Overviews the theoretical paradigms of second language learning and teaching; definition and evaluation of communicative competence; strategies for teaching skills of listening, speaking, reading and writing; and selection and development of instructional materials, including new technology.

[Restrictions:](#) *Master of Arts in Teaching Majors only. Graduate only.*

EDU 6524: Curriculum Design (3) Offerings

Addresses theoretical and practical issues including philosophies of curriculum, curricular goals and objectives, alternate conceptions and designs of curriculum, process and content possibilities, planning with respect to scope and sequence, and the role of educators in the selection and development of curriculum materials. Students who successfully complete the course will be able to articulate the relationships between theoretical and practical models and will be able to critically assess, implement, and design developmentally appropriate curricular experiences for school and school-related environments.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDU 6525: Culturally Responsive Teaching (3) Offerings

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. Assist students in understanding and becoming aware of working with and teaching diverse groups within the educational setting. Examines the complex issues facing educational environments which include issues of race, class, gender, religion, ethnicity, and exceptionality.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDU 6526: Survey Instructnal Strategies (3) [Offerings](#)

Examines research in improving teaching including the selection, implementation and evaluation of instructional strategies.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDU 6600: Communication&Collaboration (3) [Offerings](#)

This course addresses the responsibilities of professional educators beyond the classroom, including communication with parents, colleagues and external agencies within the community; and collaboration with peers, administration, district and state personnel. Teacher leadership and school improvement processes provide the framework for these explorations of effective collaboration.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDU 6613: Standards-Based Assessment (3) [Offerings](#)

Develops attitudes and skills necessary to provide sound classroom assessment experiences that yield accurate, usable information for students, teachers and parents. Assists teachers as they develop the skills and judgment needed to integrate assessment into instruction. Focuses on integrating instruction and assessment and includes analysis of teacher-made tests, informal assessment activities, the use and interpretation of standardized instruments, reporting procedures and other sources related to student growth in academic, social and psychomotor areas.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated students only.*

EDU 6655: Human Devlpmnt&Princpl of Lrng (3) [Offerings](#)

Examines research in the social, psychological and biological dimensions of learning, cognition and motivation that are relevant to the educational process.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDU 6882: Positive Psych/Sprtly Schools (3) [Offerings](#)

Explores the linkages between human spirituality and positive psychology. The usefulness and appropriateness of utilizing the students' expressions of spirituality in the educational setting to further their personal-social and educational development are also discussed. The course examines the major theories, research, ethical concerns, and best practices relating to spirituality-positive psychology connections. Through course activities and readings, participants will gain a richer understanding of their own spirituality and learn to dialogue effectively about others' spiritual formulation. Participants are asked to articulate their own spiritual lens and how it might influence their work with school-age children. Various approaches and materials that can assist counselors/educators in matters of student spirituality are explored.

EDU 6895: Curriclm&Instructn Orientation (1) [Offerings](#)

This course is an orientation to the Curriculum and Instruction Master's degree program. Students will become familiar with the university, the School of Education, the SPU Library, the SPU online learning

environment, and standards for the Curriculum and Instruction Program. During the course, students will establish a program portfolio and create a program completion plan.

EDU 6899: Curric & Instruction Capstone (2) [Offerings](#)

Enables students to collect work related to Curriculum and Instruction program standards created in their various developmental portfolio(s), collectively reflect on the implications of this work, and prepare and share a presentation portfolio. Also addresses the Comprehensive Examination questions that relate to the Curriculum and Instruction program standards.

EDU 6900: Independent Study (1-6) [Offerings](#)

Independent study of approved topics with periodic conferences. May be repeated for credit up to 24 credits.

[Restrictions:](#) *Doctoral, Graduate students only.*

EDU 6918: Introduction to Teaching (1) [Offerings](#)

Introduces the critical elements leading to successful teaching. Provides opportunities to become familiar with the changing standards and expectations that result from Washington state's educational reform movement. This course is held at Camp Casey the weekend before Autumn classes begin. Extra fee.

[Restrictions:](#) *Master of Arts in Teaching Majors only.*

EDU 6942: September Experience (1) [Offerings](#)

Prerequisite: Admission to the School of Education. Requires 20 hours 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. Includes any faculty meetings, preparation days and in-service workshops that take place prior to the students' arrival at school.

[Restrictions:](#) *Graduate only.*

EDU 6945: ARC Internship (1-20) [Offerings](#)

A full-day, 14-week supervised experience in a classroom setting functioning as a classroom teacher. May be repeated for credit up to 20 credits.

[Restrictions:](#) *Master of Arts in Teaching-ARC only.*

EDU 6946: TESOL Internship (1-17) [Offerings](#)

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.

[Restrictions:](#) *TESOL Majors only. Graduate only.*

EDU 6949: MAT Internship (1-20) [Offerings](#)

A full-day, 14-week supervised experience in a classroom setting functioning as a classroom teacher. May be repeated for credit up to 20 credits.

[Restrictions:](#) *Master of Arts in Teaching Majors only.*

EDU 6950: Topics in Education (1-6) [Offerings](#)

Examination of a current topic or issue. May be repeated for credit up to

24 credits.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated students only.*

EDU 6960: Master's Project (3) [Offerings](#)

Prerequisites: EDU 6975, 6976; approval of application and proposal by supporting professor and director of graduate studies. Involves the practical application of knowledge and skills which results in a product useable in the individual's professional or potential role. This is approved and supervised by a faculty member with expertise in the selected area of study. May be repeated for credit 2 times.

[Restrictions:](#) *Graduate only.*

EDU 6975: Interpretg&Apply Ed Research I (3) [Offerings](#)

The first of a two-course sequence on research methods in education, emphasizing the concepts, procedures, and vocabulary of quantitative research. Covers descriptive statistics, probability and the normal distribution, educational measurement, and research designs. Prepares students to critically evaluate research articles and to develop an original research proposal.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated students only.*

EDU 6976: Interprtg&Apply Ed Research II (3) [Offerings](#)

Prerequisite: EDU 6975. Teaches students to apply statistical concepts in a research setting and experience the excitement associated with research. Emphasizes understanding the use and interpretation of inferential statistics techniques. Prepares students to become aware of the relationship between statistics and research methodology and develop skills to critically analyze research in the behavioral sciences.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated students only.*

EDU 6982: Educational Inquiry (3) [Offerings](#)

Investigates basic inquiry approaches to problems in education, including quantitative, qualitative and case study research paradigms.

[Restrictions:](#) *Master of Arts in Teaching Majors only.*

EDU 6989: Field Experience/Issues (2-4) [Offerings](#)

Introductory field experience designed to familiarize prospective teachers with classroom procedures, teaching methods and learner needs. Included is a seminar which examines professional ethics, legal rights and responsibilities of teachers, professional organizations and extracurricular responsibilities. May be repeated for credit up to 6 credits.

[Restrictions:](#) *Master of Arts in Teaching Majors only.*

EDU 6995: Master's Thesis (3,6) [Offerings](#)

Prerequisites: EDU 6975, 6976. Makes formal investigation, under the direction of a committee assigned by the director of graduate studies, into a research question that involves original data and primary sources and results in a scholarly manuscript suitable for binding and possible publication. Requires demonstrated, acceptable progress on thesis study; and periodic conferences with major advisor. May be repeated for credit up to 9 credits.

[Restrictions:](#) *Graduate only.*

EDU 7101: Instructional Theory (3) [Offerings](#)

Studies teaching/learning theories with applications to instructional settings. Examines 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.

[Restrictions:](#) *Doctoral only.*

EDU 7102: Curriculum Design (3) [Offerings](#)

Examines curriculum design based on an advanced study of theoretical constructs of the curriculum. Discusses the academic centered, society centered and learner centered models. Students will be expected to develop a curriculum design appropriate to their areas of emphasis that includes significant research findings as well as specific curricular applications.

[Restrictions:](#) *Doctoral only.*

EDU 7105: Issues in Education (3) [Offerings](#)

Prerequisites: EDU 6120, 6085. Studies 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.

[Restrictions:](#) *Doctoral only.*

EDU 7106: Trends&Research in Global Educ (3-6) [Offerings](#)

The course provides students with an overview of past developments, emerging trends, relevant research findings, teaching and learning methods, and prominent ideas in global education. The nature and quality of research in global, comparative, and international education represent a particular focus of the course. Students will be expected to participate interactively and to show evidence of reflection on the purposes and design of education as it is organized in societies around the world. A key question organizing the seminar is, how do different approaches to educational theory, practice, and research inform our perspectives on teaching and learning, educational policies and requirements, and expectations of teachers and students in an increasingly interconnected, global society? May be repeated for credit up to 6 credits.

EDU 7107: Program Evaluation (3) [Offerings](#)

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.

[Restrictions:](#) *Doctoral only.*

EDU 7110: Advances in Educatnl Assessment (3) [Offerings](#)

Prerequisite: EDCO 6674 or equivalent; EDU 7973 is recommended. This course is designed to extend students' knowledge of psychoeducational techniques, with strong focus on processes underlying the development of interventions to support student learning. Planning and implementing curriculum that corresponds with the findings of student assessment as well as current accountability assessment systems are examined. Advanced methods of scale development are presented, including, e.g. confirmatory factor analysis

and item response theory.

[Restrictions:](#) *Doctoral, Graduate only.*

EDU 7115: Advances in Educational Psychology (3) [Offerings](#)

Prerequisite: EDU 6655 or equivalent. This graduate level course examines research and applications of current learning and development theories. Building upon prior coursework, students will more intensely focus on selected theories. Topics may include, but are not limited to, cognitive development, information processing, moral and spiritual development, social psychology, and motivation.

[Restrictions:](#) *Doctoral, Graduate only.*

EDU 7120: Educational Organizations & Systems (3) [Offerings](#)

Studies organizational and systems theories as they apply to leadership of educational organizations. Emphasis is placed in both the internal and external contextual settings in which educational institutions operate. Students will be expected to describe, understand and predict human behavior in the environment of the formal educational setting.

[Restrictions:](#) *Doctoral only.*

EDU 7201: Educational Inquiry & Research I (3) [Offerings](#)

This course will provide a conceptual overview of the research process. The course will cover quantitative and qualitative data analysis techniques with an emphasis on statistical literacy rather than procedural knowledge. Students will learn how to choose appropriate research methods and data analyses for their own research.

[Restrictions:](#) *Doctoral only.*

EDU 7202: Educational Inquiry & Research II (3) [Offerings](#)

This course is a follow up to EDU 7201 "Educational Inquiry and Research I". It continues the overview of research designs and covers more advanced data analyses procedures. Additionally, students will learn how to be informed consumers of research and how to use research results in decision-making.

[Restrictions:](#) *Doctoral only.*

EDU 7900: Independent Study (1-6) [Offerings](#)

Student works with a faculty member on a mutually agreed upon topic. May be repeated for credit up to 24 credits.

EDU 7910: Seminar in Educational Values (3) [Offerings](#)

Prerequisite: EDU 6085. Studies ethics and values as they affect educational decision making and policy.

[Restrictions:](#) *Doctoral only.*

EDU 7911: Review Research Methods & Stats (3) [Offerings](#)

Prerequisites: EDU 7972, 7973, and 7974. This seminar is designed to review basic and advanced statistical analyses skills and concepts. The course should assist students with preparation for their research comprehensive examinations.

[Restrictions:](#) *Doctoral only.*

EDU 7912: Review Theory Research Curriculum Instruction (3) [Offerings](#)

Prerequisites: EDU 7101, 7102. This seminar is designed to review current theories and research in Curriculum and Instruction and in the foundations of education. The course should assist doctoral students with preparation for their research comprehensive examinations.

[Restrictions:](#) *Doctoral only.*

EDU 7930: Univ Teaching Practicm Seminar (3) [Offerings](#)

Students will instruct a graduate level course in their area of doctoral specialization with close supervision from a School of Education professor. Students will plan the course, write the syllabus, and serve as the primary instructor and evaluator.

EDU 7970: Advanced Quantitative Research (3) [Offerings](#)

Examination of a current topic or issue.

EDU 7972: Doctoral Rsrch Dsgn&Analysis I (3) [Offerings](#)

Prerequisites: EDU 6975, 6976 or equivalent. Focuses on social science research methodology including quantitative and qualitative research designs, descriptive statistics, and univariate and multivariate statistical analyses. The first in a sequence of three courses; the course must be taken in sequence and is designed to prepare the student for the production of a dissertation.

[Restrictions:](#) *Doctoral only.*

EDU 7973: Doctoral Rsrch Dsgn&Analys II (3) [Offerings](#)

Prerequisite: EDU 7972 or equivalent within the last two years. Focuses on social science research methodology including quantitative and qualitative research designs, descriptive statistics, and univariate and multivariate statistical analyses. The second in a sequence of three courses; the course must be taken in sequence and is designed to prepare the student for the production of a dissertation.

[Restrictions:](#) *Doctoral only.*

EDU 7974: Doctoral Rsrch Dsgn&Analys III (3) [Offerings](#)

Prerequisite: EDU 7973. Focuses on qualitative research designs. The third in a sequence of three courses; the course must be taken in sequence and is designed to prepare the student for the production of a dissertation.

[Restrictions:](#) *Doctoral only.*

EDU 7990: Leadership Colloquium (3) [Offerings](#)

Students 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.

[Restrictions:](#) *Doctoral only.*

EDU 7991: Dissertation Orientation (1) [Offerings](#)

Prerequisites: EDU 7972, 7973 and 7974, or EDU 7107. Focuses on the dissertation process and includes topics such as writing the proposal and the dissertation.

[Restrictions:](#) *Doctoral only.*

EDU 7995: Doctoral Dissertation (1-20) [Offerings](#)

Prerequisites: EDU 7972, 7973, 7974. Requires original research conducted under the guidance of a faculty advisor. Includes a dissertation orientation class. May be repeated for credit up to 20 credits.

[Restrictions:](#) *Doctoral only.*

COURSE DESCRIPTIONS:

[EDAD 6580](#) | [EDAD 6581](#) | [EDAD 6582](#) | [EDAD 6584](#) | [EDAD 6585](#) |
[EDAD 6586](#) | [EDAD 6588](#) | [EDAD 6589](#) | [EDAD 6900](#) | [EDAD 6940](#) |
[EDAD 6941](#) | [EDAD 6950](#) | [EDAD 7580](#) | [EDAD 7581](#) | [EDAD 7584](#) |
[EDAD 7586](#) | [EDAD 7588](#) | [EDAD 7589](#) | [EDAD 7890](#) | [VIEW ALL](#)

EDAD 6580: Educational Administration (3) [Offerings](#)

Explores the administrative process, role of leadership, theories related to administration and leadership, and 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.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDAD 6581: The Principalship (3) [Offerings](#)

Prepares students to effectively assume leadership positions as principals in schools and school districts that are educating students for living and working in this rapidly changing society. An off-campus, overnight retreat is required in this course. Course fee.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDAD 6582: Private School Principalship (3) [Offerings](#)

Explores why the demands on and responsibilities of administrators in the private sector, while parallel to those of their public school counterparts, differ in significant ways. Addresses 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 is open only to candidates for private school administration and is offered on demand.

EDAD 6584: Washington School Finance (3) [Offerings](#)

Surveys principles of finance, sources of revenue, distribution of monies, budget, financial accounting and reporting practices in Washington state. Emphasis is placed on developing an allocation plan to support the improvement of student learning.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDAD 6585: Washington School Law (3) [Offerings](#)

Familiarizes educators, particularly aspiring and practicing administrators, with legal issues present in American public and private education, focusing special attention on the statutes, regulations, and

cases which affect the common schools of Washington state.

Restrictions: *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDAD 6586: Human Resources Administration (3) [Offerings](#)

Concentrates on the human resources function in the school system and examines this function from the perspective of both the principal and the district office. Stresses knowledge, skills, attitudes and abilities to function effectively and assists in the improvement of skills in the administration of personnel policies and regulations in light of today's complex climate in public education.

Restrictions: *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate only.*

EDAD 6588: Instructional Supervision (3) [Offerings](#)

Examines principles, practices and procedures needed for effective supervision of instruction within schools, emphasizing the principal's role in the teaching and learning process.

Restrictions: *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDAD 6589: Current Issues in Ed Leadership (3) [Offerings](#)

Acquaints the student with major issues in American education and provides an avenue for exploring the controversies surrounding these issues. Presents a framework for analyzing the issues facing educational leaders.

Restrictions: *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDAD 6900: Independent Study (1-5) [Offerings](#)

Allows student to work with a faculty member on a mutually agreed upon topic.

EDAD 6940: Principal Administratv Intrnshp (1-9) [Offerings](#)

Advanced internship for principals. Focuses on state educational competencies. May be repeated for credit up to 9 credits.

Restrictions: *Doctoral, Graduate students only.*

EDAD 6941: Program Administratr Internshp (1-9) [Offerings](#)

Provides advanced internship for aspiring, entry-level, program administrators. The course focuses on state educational and ISLLC competencies in a school or district site appropriate for a program administrator. May be repeated for credit up to 9 credits.

EDAD 6950: Topics in Education (1-6) [Offerings](#)

Examination of a current topic or issue. May be repeated for credit up to 9 credits.

EDAD 7580: Professional Growth Planning (3) [Offerings](#)

Covers professional growth planning through data gathering and analysis of personal and professional styles. Develop leadership skills to apply concepts to create models of self-directed learning organizations.

Restrictions: *Superintendent Majors only. Doctoral only.*

EDAD 7581: Systems Leadership (3) [Offerings](#)

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

[Restrictions:](#) *Superintendent Majors only. Doctoral only.*

EDAD 7584: Resource Management (3) [Offerings](#)

Covers working with fiscal resources, facilities and the personnel within the district to enhance achievement of the district vision and accountability for resources.

[Restrictions:](#) *Superintendent Majors only. Doctoral only.*

EDAD 7586: Interpersonal Relations (3) [Offerings](#)

Covers building positive interpersonal relations, monitoring climate, empowering employees and creating the teams necessary to achieve the district vision. Addresses working with the community, the media, parents, business and the many related agencies to create additional partners in achieving the district vision.

[Restrictions:](#) *Superintendent Majors only. Doctoral only.*

EDAD 7588: Improving Student Learning (3) [Offerings](#)

Explores integrating teaching, learning and assessment in an aligned curriculum model that supports successful student learning.

[Restrictions:](#) *Superintendent Majors only. Doctoral only.*

EDAD 7589: Policy, Governance & Ethics (3) [Offerings](#)

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.

[Restrictions:](#) *Superintendent Majors only. Doctoral only.*

EDAD 7890: Superintendent Field Experience (1-6) [Offerings](#)

Field experience runs parallel to the coursework and involves application, discussion and reflection of the above content in a two-year, six-quarter format. Portfolios and journals are a part of the field experience work. May be repeated for credit up to 6 credits.

[Restrictions:](#) *Superintendent Majors only. Doctoral only.*

COURSE DESCRIPTIONS:

[EDMA 6357](#) | [EDMA 6432](#) | [EDMA 6900](#) | [VIEW ALL](#)

EDMA 6357: Teaching Secondary Mathematics (3) [Offerings](#)

Overviews content methods and strategies appropriate for the teaching of secondary school mathematics. Emphasizes problem solving, and gives attention to the NCTM Standards and to the Washington State Essential Academic Learning requirements.

[Restrictions:](#) *Master of Arts in Teaching Majors only. Graduate only.*

EDMA 6432: Elementary Math Methods (3) [Offerings](#)

Examines contemporary curricula, materials, and issues in teaching K-8 mathematics, with an emphasis on research, learning theory, pedagogy, and the use of technology. Gives attention to the development of appropriate instruction based on the NCTM standards and the Washington State Essential Academic Learning Requirements.

EDMA 6900: Independent Study (1-5) [Offerings](#)

Student works with a faculty member on a mutually agreed upon topic.

COURSE DESCRIPTIONS:

[EDRD 6506](#) | [EDRD 6507](#) | [EDRD 6508](#) | [EDRD 6529](#) | [EDRD 6530](#) |
[EDRD 6531](#) | [EDRD 6533](#) | [EDRD 6641](#) | [EDRD 6900](#) | [EDRD 6952](#) |
[EDRD 6953](#) | [EDRD 6980](#) | [VIEW ALL](#)

EDRD 6506: Literacy Assessment&Standards (3) [Offerings](#)

Prerequisites: EDRD 6507, 6641 or instructor approval. Develops attitudes and skills necessary to provide sound classroom assessment experiences that yield accurate, usable information for students, teachers and parents. Focuses on integrating instruction and assessment and includes analysis of teacher-made tests, informal assessment activities, the use and interpretation of standardized instruments, reporting procedures and other sources related to student growth in literacy. This course is a reading-specific section of EDU 6613.

[Restrictions:](#) *Doctoral, Graduate students only.*

EDRD 6507: Lang Development,Diversty & Lit (3) [Offerings](#)

Examines the impact of social, linguistic, and cultural differences on children's acquisition of language and literacy. Helps students understand the role of home and community in literacy development, to communicate and collaborate with families about children's literacy needs and growth, and to plan and implement literacy instruction that addresses the strengths and needs of all students.

[Restrictions:](#) *Undergraduate are excluded. Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDRD 6508: Vocabulary Development (3) [Offerings](#)

Examines the role of vocabulary knowledge in literacy, the processes by which students learn words, principles of effective instructional practice in the area of vocabulary, and ways to communicate the skills and attitudes necessary for independent word learning.

EDRD 6529: Teach Reading:Strategies Instr (3) [Offerings](#)

Develops the understanding and skills necessary to select, implement, and evaluate strategies of effective literacy instruction, across all levels of reading development and a variety of text types and purposes for reading. This course is a reading-specific section of EDU 6526.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDRD 6530: Reading/Writg in Content Areas (3) [Offerings](#)

Provides skills and instructional strategies for developing and improving reading comprehension of written material from various content areas, fostering higher-order, critical and reflective thinking about text.

Restrictions: *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDRD 6531: Children's/Young Adult Lit (3) [Offerings](#)

Prerequisite: EDRD 6641, or permission of instructor. Considers a variety of literary genres appropriate for K-8 classrooms, the selection of literature appropriate for students from diverse backgrounds, and the effective utilization of this literature.

Restrictions: *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDRD 6533: Writing: Process to Product (3) [Offerings](#)

Examines current issues and research on writing, its development, and its relation to reading. Covers elements of effective writing instruction, including strategies for planning, drafting, revising, editing, and publishing student writing of different genres for a variety of purposes and audiences.

Restrictions: *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDRD 6641: Foundations of Reading Instrct (3) [Offerings](#)

Examines the theoretical and empirical bases of effective reading instruction, surveying research on key aspects of literacy including phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Students will gain an understanding of the process of reading development, the nature and causes of reading difficulties, and principles and strategies for effective literacy instruction.

Restrictions: *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDRD 6900: Independent Study (1-5) [Offerings](#)

Student works with a faculty member on a mutually agreed upon topic.

EDRD 6952: Topics in Language Arts (3) [Offerings](#)

Prerequisites: EDRD 6641 or 6529, or permission of the Instruction. Explores selected current issues in language arts from the perspective of research theory and pedagogical practice.

Restrictions: *Doctoral, Graduate students only.*

EDRD 6953: Topics in Reading (3) [Offerings](#)

Prerequisites: EDRD 6506, 6507, 6529, 6531, 6533, 6641, EDU 6970, 6971. Explores issues, problems and recent developments in reading instruction. Discusses selected current issues in reading from the perspective of research, theory and pedagogical practice. May be repeated for credit up to 6 credits.

Restrictions: *Doctoral, Graduate students only.*

EDRD 6980: Field Exp & Pedagogy Assessmnt (3) [Offerings](#)

Students will complete an independent field experience and a portfolio that documents impact on student learning.

COURSE DESCRIPTIONS:

[EDSC 6359](#) | [EDSC 6900](#) | [VIEW ALL](#)

EDSC 6359: Teaching Secondary Science (3) [Offerings](#)

Assists students in relating their understanding in various science disciplines to the practical problems of planning and implementing learning experiences for secondary students. Emphasizes the use of inquiry/problem-solving approaches to science learning and the Washington State Essential Academic Learning requirements.

[Restrictions:](#) *Master of Arts in Teaching Majors only. Graduate only.*

EDSC 6900: Independent Study (1-5) [Offerings](#)

Student works with a faculty member on a mutually agreed upon topic.

COURSE DESCRIPTIONS:

[EDSP 6642](#) | [EDSP 6644](#) | [EDSP 6646](#) | [EDSP 6648](#) | [EDSP 6651](#) |
[EDSP 6652](#) | [EDSP 6653](#) | [EDSP 6657](#) | [EDSP 6658](#) | [EDSP 6931](#) |
[EDSP 6950](#) | [VIEW ALL](#)

EDSP 6642: Individual Education Programs (3) [Offerings](#)

Prerequisite: EDSP 3107 or EDSP 6644. Classroom presentation centers around the interaction of the disabled child with the school. Topics include federal and state regulations for the education of the disabled; procedures for referral, diagnosis and placement; formation of individual education programs, service models, task analysis and sequencing of skills; formation and evaluation of behavioral objectives; selection of instructional materials and methodology; and classroom organization. (Pre-service emphasis.)

EDSP 6644: Educating Exceptional Students (3) [Offerings](#)

Examines the learning needs of students with a wide variety of disabilities with a special emphasis on strategies for the inclusion of these students in the general education curriculum. Students will become aware of specific accommodations, modifications, as well as the need for specially designed instruction. Students will also receive an overview of the requirements of special education law as outlined in the Individuals with Disabilities Education Act (IDEA) and other legislation.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDSP 6646: Severe Disabilities (3) [Offerings](#)

Prerequisite: EDSP 3107 or EDSP 6644. Explores the issues surrounding the education of the developmentally disabled person. Includes definitions and classification systems, etiology, theoretical approaches, strategies for educational diagnosis and intervention, family problems and other issues.

EDSP 6648: Tch Stdnts w/Emotnl&Bhvr Dsord (3) [Offerings](#)

Prerequisite: EDSP 3107 or EDSP 6644. Provides special educators with knowledge related to characteristics and inclusion strategies for children and youth with behavior disorders or emotional disturbance.

EDSP 6651: Special Education Assessment (3) [Offerings](#)

Prerequisite: EDSP 3107. Teaches diagnostic and evaluative procedures commonly used with exceptional children. Includes construction of criterion referenced tests and curriculum based assessment; use and interpretation of formal and informal tests, and procedures and related ethics procedures, and related issues.

[Restrictions:](#) *Undergraduate are excluded.*

EDSP 6652: Sem Learning Disabilities&ADHD (3) [Offerings](#)

Prerequisite: EDSP 3107 or 6644. Studies the characteristics and educational/social needs associated with learning disabilities. Includes definitions and characteristics, theoretical approaches to learning disabilities, available resources, etiologies and educational approaches to learning disabilities.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDSP 6653: Teaching Rdng to Excptl Stdnts (3) [Offerings](#)

Prerequisite: EDSP 3107 or EDSP 6644. Focuses on diagnosis of reading strengths and weaknesses; of correlates of reading problems; and analysis and selection of methods and materials for reading instruction of special needs children, including children who speak English as their second language.

[Restrictions:](#) *Education only. Undergraduate are excluded.*

EDSP 6657: Behavior Management (3) [Offerings](#)

Prerequisite: EDSP 3107. Focuses on an in-depth explanation of applied behavior analysis and classroom management strategies useful in meeting the needs of children and youth with behavioral disabilities.

[Restrictions:](#) *Undergraduate are excluded.*

EDSP 6658: Issues in Special Education (3) [Offerings](#)

Prerequisite: EDSP 3107 or EDSP 6644. Explores major trends and issues affecting special education, including the rights of the disabled, emerging trends in educational services and major issues surrounding the quality of life of disabled individuals. Open to special education majors only.

[Restrictions:](#) *Education only. Undergraduate are excluded.*

EDSP 6931: Practicum (3) [Offerings](#)

Provides an opportunity for students to use multiple programs learned in previous methods courses to create an efficient, effective learning environment. May be repeated for credit 2 times.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDSP 6950: Topics in Special Education (3) [Offerings](#)

Examination of a current topic or issue. May be repeated for credit 2 times.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

COURSE DESCRIPTIONS:

[EDTC 6431](#) | [EDTC 6432](#) | [EDTC 6433](#) | [EDTC 6434](#) | [EDTC 6535](#) | [EDTC 6536](#) | [EDTC 6900](#) | [VIEW ALL](#)

EDTC 6431: Learning with Technology (3) [Offerings](#)

Addresses strategies for promoting effective student use of educational technology through application of research and theory from social learning, cooperative learning and learning styles.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDTC 6432: Computer Authoring (3) [Offerings](#)

Covers development of skills in authoring computer learning materials, production of media materials and creation of interactive multimedia products.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDTC 6433: Teaching with Technology (3) [Offerings](#)

Provides survey and analysis of current approaches to the planning, use and evaluation of media and computer learning materials.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDTC 6434: Netwrkng & Telcomctn for Edctn (3) [Offerings](#)

Examines basic local and wide area networking systems for schools. Explores information literacy, resources and applications with emphasis upon issues related to the design, delivery and evaluation of instruction via networks.

EDTC 6535: Issues & Advances in Ed Tech (3) [Offerings](#)

Discusses current issues in research and practice in educational technology. Covers recent trends in equipment, materials and educational practices in the field.

[Restrictions:](#) *Doctoral, Graduate, Non-Matriculated, Post-Baccalaureate students only.*

EDTC 6536: Instr Technology & Info Mangmt (3) [Offerings](#)

Examines common and emerging uses of instructional technology with an emphasis on tools that enhance teaching, learning and information management. Includes hands-on experience with a variety of technologies as well as discussions on technology's role in school reform.

EDTC 6900: Independent Study (1-5) [Offerings](#)

Student works with a faculty member on a mutually agreed upon topic.
May be repeated for credit up to 6 credits.

Nursing (M.S.N.) and Certificate Programs

SCHOOL OF HEALTH SCIENCES
MARSTON HALL
206-281-2616
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www.spu.edu/depts/hsc

OVERVIEW

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 of Science in Nursing (M.S.N.) program, with emphasis in leadership and advanced practice pathways, prepares students to serve as leaders in nursing. The degree provides students with the opportunity to expand their career opportunities.

At SPU, several pathways may be incorporated into the master of science in nursing. Students who focus on roles in education, administration, clinical nurse specialties, the clinical nurse leader, or nurse informatics complete a 49- to 56-credit program designed to be completed in two to three years of study.

Students who choose the adult/gerontological or family nurse practitioner pathway, complete a 56- to 59-credit program designed to be completed in two to three years of study.

The M.S.N. program integrates theory, research, and evidence to prepare graduates of the highest quality within a Christian worldview.

CERTIFICATE PROGRAMS

Two certificate programs are also available:

- **ARNP Certificate (Post-Master's):** Available to individuals who have obtained a master's degree in nursing. This program is 38–41 credits and is designed to take four quarters to complete.
- **Nurse Educator Certificate (Post-Baccalaureate/Post-Master's):** For students who have obtained their bachelor's degree in nursing and plan to teach in clinical or academic settings. The nurse-educator courses may be applied to coursework for the M.S.N. program.

APPLICATION REQUIREMENTS

1. [Application](#) and \$50 application fee.
2. Personal statement of professional and leadership goals as related to the specific mission statement of the [School of Health Sciences](#) and a statement of the applicant's expectations of graduate education. This includes a description of the applicant's potential for success in a master's level, leadership-focused program of study for advanced practice.
3. Official college/university transcripts.
4. Undergraduate nursing degree with GPA 3.0 or better in the last 45 quarter nursing credits.
5. Proof of undergraduate statistics course with 2.0 or better.
6. Recommendation forms: one personal, two professional (one of which must be from a supervisor).
7. [In-house writing requirement](#).
8. A Washington state R.N. license with no practice restrictions.
9. No convictions for crimes against persons (Washington or resident state background check).
10. Nurse practitioner applicants only: documentation of active nursing practice within the last two years.
11. Graduate admission interview.
12. Proof of R.N. liability insurance.
13. Professional résumé.

APPLICATION PROCESS

The School of Health Sciences admits students in the Autumn Quarter. Students may enroll in courses as a non-matriculated student. These students must have the approval of the director of the M.S.N. program and a current license. It is recommended, however, that students complete application materials before February in order to be eligible for [scholarships and grants](#) (PDF).

ADMISSION PROCEDURE

Once all application materials are received, the administrative assistant for the graduate program schedules an admission's interview for the applicant with the director of the M.S.N. program.

During this interview, the applicant is asked to address career objectives, the reasons for seeking a graduate degree, professional and personal strengths, practice experiences, personal values, and why the student is choosing Seattle Pacific University.

Additionally, because the graduate record exam (GRE) is optional for admission to the program, in lieu of the GRE, applicants will complete a brief writing exercise during the interview process, which is focused on a practical issue in nursing.

ACADEMIC PROGRAM COURSEWORK

Students admitted to the graduate program begin the sequence of core graduate nursing courses during Autumn Quarter.

Students take core courses the first year and separate into specialty areas the second or third year of the program. Internship experiences begin after the core courses are completed and continue during the final year of the program of studies.

PROGRAM CONCENTRATIONS

Students choose to complete either a scholarly clinical project or a thesis. The scholarly clinical project is designed within the context of the three research courses. One or two public presentations of the scholarly project are conducted prior to graduation. Students selecting a thesis register for 3–5 additional thesis credits and work closely with a faculty member and a thesis committee.

See courses required for the [master of science in nursing](#); the [nurse educator certificate](#); and for [post-master's nurse practitioner certificate preparation](#).

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.

CONTACT INFORMATION

To request application materials, contact The Graduate Center at gradadmissions@spu.edu, or at 206-281-2888 or 800-601-0603 (toll free). [Online applications](#) are also available.

MSN ADMINISTRATION

Core Requirements		
Course		Credits
NUR 6101	Prof Ldrshp Role:Indvdual&Grp	3
NUR 6102	Prof Ldrshp Role:Hlthcare Mgmt	3
NUR 6103	Prof Ldrshp Role:Health Policy	3
NUR 6209	Parameters of Health	2
NUR 6210	Advanced Health Promotion	2
NUR 6301	Values, Faith and Ethics	3
NUR 6970	Research in Nurs:Methods & App	3
NUR 6971	Research Utiliz in Adv Nsg Pra	3
NUR 6302	Prof Nursing Practice Capstone	2
NUR 6972	Research Completion	1
SECTION CREDITS REQUIRED		25

Administration/Informatics		
Course		Credits
NUR 6260	Legal & Entrepreneurial Issues	3
NUR 6921	Theortcl Fndtn/Evidnc Nrs Prac	5

NUR 6922	Applic Concepts in Nursng Prac	5
NUR 6923	Synthesis of Care in Nur Pract	5
SECTION CREDITS REQUIRED		18
Additional School of Business and Economics courses		6
TOTAL CREDITS REQUIRED		49

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MSN ADULT NURSE PRACTITIONER

Core Requirements		
Course		Credits
NUR 6101	Prof Ldrshp Role:Indvdual&Grp	3
NUR 6102	Prof Ldrshp Role:Hlthcare Mgmt	3
NUR 6103	Prof Ldrshp Role:Health Policy	3
NUR 6209	Parameters of Health	2
NUR 6210	Advanced Health Promotion	2
NUR 6301	Values, Faith and Ethics	3
NUR 6970	Research in Nurs:Methods & App	3
NUR 6971	Research Utiliz in Adv Nsg Pra	3
NUR 6302	Prof Nursing Practice Capstone	2
NUR 6972	Research Completion	1
SECTION CREDITS REQUIRED		25

Adult Nurse Practitioner		
Course		Credits
NUR 6211	Advanced Health Assessment I	2
NUR 6212	Advanced Health Assessment II	2
NUR 6910	Evidenc-Bsd&Therapeutc Reasong	3
NUR 6911	Evd-Bsd&Thrptc Mg Mlti-Sys Hlt	3
NUR 6912	Evidnc Bsd&Thrptc Mg Cmplx Hlt	3
NUR 6260	Legal & Entrepreneurial Issues	3
NUR 6951	Advnc Clinical Pathophysiology	3

NUR 6958	Advanced Pharmacology	3
NUR 6955	Special Topics	3
NUR 6940	Prim Care Modl Adv Prac Intern	12
SECTION CREDITS REQUIRED		34
TOTAL CREDITS REQUIRED		59

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MSN CLINICAL NURSE SPECIALIST

Core Requirements		
Course		Credits
NUR 6101	Prof Ldrshp Role:Indvdual&Grp	3
NUR 6102	Prof Ldrshp Role:Hlthcare Mgmt	3
NUR 6103	Prof Ldrshp Role:Health Policy	3
NUR 6209	Parameters of Health	2
NUR 6210	Advanced Health Promotion	2
NUR 6301	Values, Faith and Ethics	3
NUR 6970	Research in Nurs:Methods & App	3
NUR 6971	Research Utiliz in Adv Nsg Pra	3
NUR 6302	Prof Nursing Practice Capstone	2
NUR 6972	Research Completion	1
SECTION CREDITS REQUIRED		25

Clinical Nurse Specialist		
Course		Credits
NUR 6211	Advanced Health Assessment I	2
NUR 6921	Theortcl Fndtn/Evidnc Nrs Prac	5
NUR 6922	Applic Concepts in Nursng Prac	5
NUR 6923	Synthesis of Care in Nur Pract	5
NUR 6951	Advnc Clinical Pathophysiology	3
NUR 6958	Advanced Pharmacology	3
SECTION CREDITS REQUIRED		23

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MSN FAMILY NURSE PRACTITIONER**Core Requirements**

Course		Credits
NUR 6101	Prof Ldrshp Role:Indvdual&Grp	3
NUR 6102	Prof Ldrshp Role:Hlthcare Mgmt	3
NUR 6103	Prof Ldrshp Role:Health Policy	3
NUR 6209	Parameters of Health	2
NUR 6210	Advanced Health Promotion	2
NUR 6301	Values, Faith and Ethics	3
NUR 6970	Research in Nurs:Methods & App	3
NUR 6971	Research Utiliz in Adv Nsg Pra	3
NUR 6302	Prof Nursing Practice Capstone	2
NUR 6972	Research Completion	1
SECTION CREDITS REQUIRED		25

Family Nurse Practitioner

Course		Credits
NUR 6211	Advanced Health Assessment I	2
NUR 6212	Advanced Health Assessment II	2
NUR 6910	Evidenc-Bsd&Therapeutc Reasong	3
NUR 6911	Evd-Bsd&Thrptc Mg Mlti-Sys Hlt	3
NUR 6912	Evidnc Bsd&Thrptc Mg Cmplx Hlt	3
NUR 6260	Legal & Entrepreneurial Issues	3
NUR 6951	Advnc Clinical Pathophysiology	3
NUR 6955	Special Topics	3
NUR 6958	Advanced Pharmacology	3
NUR 6940	Prim Care Modl Adv Prac Intern	12
SECTION CREDITS REQUIRED		34

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MSN GERONTOLOGICAL NURSE PRACTITIONER**Core Requirements**

Course		Credits
NUR 6101	Prof Ldrshp Role:Indvdual&Grp	3
NUR 6102	Prof Ldrshp Role:Hlthcare Mgmt	3
NUR 6103	Prof Ldrshp Role:Health Policy	3
NUR 6209	Parameters of Health	2
NUR 6210	Advanced Health Promotion	2
NUR 6301	Values, Faith and Ethics	3
NUR 6970	Research in Nurs:Methods & App	3
NUR 6971	Research Utiliz in Adv Nsg Pra	3
NUR 6302	Prof Nursing Practice Capstone	2
NUR 6972	Research Completion	1
SECTION CREDITS REQUIRED		25

Gerontological Nurse Practitioner

Course		Credits
NUR 6211	Advanced Health Assessment I	2
NUR 6212	Advanced Health Assessment II	2
NUR 6910	Evidenc-Bsd&Therapeutc Reasong	3
NUR 6911	Evd-Bsd&Thrptc Mg Mlti-Sys Hlt	3
NUR 6912	Evidnc Bsd&Thrptc Mg Cmplx Hlt	3
NUR 6260	Legal & Entrepreneurial Issues	3
NUR 6951	Advnc Clinical Pathophysiology	3
NUR 6958	Advanced Pharmacology	3
NUR 6955	Special Topics	3
NUR 6940	Prim Care Modl Adv Prac Intern	12
SECTION CREDITS REQUIRED		34

TOTAL CREDITS REQUIRED 59

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MSN NURSE EDUCATOR**Core Requirements**

Course	Credits
NUR 6101 Prof Ldrshp Role:Indvdual&Grp	3
NUR 6102 Prof Ldrshp Role:Hlthcare Mgmt	3
NUR 6103 Prof Ldrshp Role:Health Policy	3
NUR 6210 Advanced Health Promotion	2
NUR 6301 Values, Faith and Ethics	3
NUR 6302 Prof Nursing Practice Capstone	2
NUR 6970 Research in Nurs:Methods & App	3
NUR 6971 Research Utiliz in Adv Nsg Pra	3
NUR 6972 Research Completion	1
SECTION CREDITS REQUIRED	23

Nurse Educator Pathway

Course	Credits
NUR 6960 Course Devlpmt/Teachng Stratg	3
NUR 6962 Role Devlpmt for Nurse Educatr	3
EDTC 6434 Netwrkng & Telcomctn for Edctn (3)	3
EDTC 6535 Issues & Advances in Ed Tech (3)	
EDTC 6536 Instr Technology & Info Mangmt (3)	
NUR 6951 Advnc Clinical Pathophysiology	3
NUR 6211 Advanced Health Assessment I	2
NUR 6921 Theortcl Fndtn/Evidnc Nrs Prac	5
NUR 6922 Applic Concepts in Nursng Prac	5
NUR 6923 Synthesis of Care in Nur Pract	5
SECTION CREDITS REQUIRED	29

TOTAL CREDITS REQUIRED 52

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

NURSE EDUCATOR CERTIFICATE

Nurse Educator Certificate

Course	Credits
NUR 6960 Course Devlpmnt/Teachng Stratg	3
NUR 6961 Nurse Educator Internship	3
NUR 6962 Role Devlpmt for Nurse Educatr	3
EDTC 6434 Netwrkng & Telcomctn for Edctn (3)	
EDTC 6535 Issues & Advances in Ed Tech (3)	3
EDTC 6536 Instr Technology & Info Mangmt (3)	
SECTION CREDITS REQUIRED	12
TOTAL CREDITS REQUIRED	12

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

POST-MASTER'S ADULT NURSE PRACTITIONER CERTIFICATE

Core Courses

Course	Credits
NUR 6210 Advanced Health Promotion	2
NUR 6211 Advanced Health Assessment I	2
NUR 6910 Evidenc-Bsd&Therapeutc Reasonng	3
NUR 6911 Evd-Bsd&Thrptc Mg Mlti-Sys Hlt	3
NUR 6912 Evidnc Bsd&Thrptc Mg Cmplx Hlt	3
NUR 6260 Legal & Entrepreneurial Issues	3
NUR 6951 Advnc Clinical Pathophysiology	3
NUR 6958 Advanced Pharmacology	3
NUR 6301 Values, Faith and Ethics	3
NUR 6212 Advanced Health Assessment II	2
NUR 6940 Prim Care Modl Adv Prac Intern	12
SECTION CREDITS REQUIRED	36

Adult Nurse Practitioner

Course	Credits
NUR 6955 Special Topics	3
SECTION CREDITS REQUIRED	3
TOTAL CREDITS REQUIRED	39

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

POST-MASTER'S FAMILY NURSE PRACTITIONER CERTIFICATE

Core Courses

Course	Credits
NUR 6210 Advanced Health Promotion	2
NUR 6211 Advanced Health Assessment I	2
NUR 6910 Evidenc-Bsd&Therapeutc Reasong	3
NUR 6911 Evd-Bsd&Thrptc Mg Mlti-Sys Hlt	3
NUR 6912 Evidnc Bsd&Thrptc Mg Cmplx Hlt	3
NUR 6260 Legal & Entrepreneurial Issues	3
NUR 6951 Advnc Clinical Pathophysiology	3
NUR 6958 Advanced Pharmacology	3
NUR 6301 Values, Faith and Ethics	3
NUR 6212 Advanced Health Assessment II	2
NUR 6940 Prim Care Modl Adv Prac Intern	12
SECTION CREDITS REQUIRED	36

Family Nurse Practitioner

Course	Credits
NUR 6955 Special Topics	3
SECTION CREDITS REQUIRED	3
TOTAL CREDITS REQUIRED	39

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

POST-MASTER'S GERONTOLOGICAL NURSE PRACTITIONER CERTIFICATE

Core Courses

Course	Credits
NUR 6210 Advanced Health Promotion	2
NUR 6211 Advanced Health Assessment I	2
NUR 6910 Evidenc-Bsd&Therapeutc Reasong	3
NUR 6911 Evd-Bsd&Thrptc Mg Mlti-Sys Hlt	3
NUR 6912 Evidnc Bsd&Thrptc Mg Cmplx Hlt	3
NUR 6260 Legal & Entrepreneurial Issues	3
NUR 6951 Advnc Clinical Pathophysiology	3
NUR 6958 Advanced Pharmacology	3
NUR 6301 Values, Faith and Ethics	3
NUR 6212 Advanced Health Assessment II	2
NUR 6940 Prim Care Modl Adv Prac Intern	12
SECTION CREDITS REQUIRED	36

Gerontology Nurse Practitioner

Course	Credits
NUR 6955 Special Topics	1-5
SECTION CREDITS REQUIRED	3

TOTAL CREDITS REQUIRED 39

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

COURSE DESCRIPTIONS:

[NUR 6101](#) | [NUR 6102](#) | [NUR 6103](#) | [NUR 6209](#) | [NUR 6210](#) | [NUR 6211](#) | [NUR 6212](#) | [NUR 6220](#) | [NUR 6260](#) | [NUR 6301](#) | [NUR 6302](#) | [NUR 6700](#) | [NUR 6900](#) | [NUR 6910](#) | [NUR 6911](#) | [NUR 6912](#) | [NUR 6921](#) | [NUR 6922](#) | [NUR 6923](#) | [NUR 6940](#) | [NUR 6951](#) | [NUR 6952](#) | [NUR 6955](#) | [NUR 6958](#) | [NUR 6960](#) | [NUR 6961](#) | [NUR 6962](#) | [NUR 6970](#) | [NUR 6971](#) | [NUR 6972](#) | [NUR 6999](#) | [VIEW ALL](#)

NUR 6101: Prof Ldrshp Role:Indvdual&Grp (3) [Offerings](#)

Concepts of leadership, within the framework of the professional nursing role (CNS, CNL, NP, N Ed, N Admin), are assessed. Analysis of effective leadership in small groups, critical thinking, and clinical decision making is explored. Theories of leadership, values, and interdisciplinary team management are integrated.

[Restrictions:](#)*Health Sciences only. Graduate only.*

NUR 6102: Prof Ldrshp Role:Hlthcare Mgmt (3) [Offerings](#)

Prerequisite: NUR 6101. Continues analysis, application and evaluation of leadership concepts introduced in NUR 6101. Quality improvement, evidence based practice, fiscal responsibilities (billing and reimbursement implications), and healthcare delivery in the professional role are developed.

[Restrictions:](#)*Health Sciences only. Graduate only.*

NUR 6103: Prof Ldrshp Role:Health Policy (3) [Offerings](#)

Prerequisites: NUR 6102. Promotes integration of 6101 and 6102 concepts. Development of professional role responsibilities, cultural competency, and sociopolitical interactions through healthcare within global communities.

[Restrictions:](#)*Health Sciences only. Graduate only.*

NUR 6209: Parameters of Health (2) [Offerings](#)

Analyzes primary prevention (health promotion and protection), secondary prevention, and community measures for assessing, monitoring, and implementing change for the health of communities. Examines epidemiological and selected evidenced based methods of assessing health outcomes for global populations. Considers factors that influence change at the individual and community level for application to clinical practice. Assesses current issues influencing health as well as health care system readiness and responses to natural and man-made disasters.

[Restrictions:](#)*Health Sciences only. Graduate only.*

NUR 6210: Advanced Health Promotion (2) [Offerings](#)

Compares health promotion and levels of prevention across a continuum of health. Standards of professional role including assessment, prioritization, and implementation of safe, efficacious delivery of care are incorporated.

[Restrictions:](#)*Health Sciences only. Graduate only.*

NUR 6211: Advanced Health Assessment I (2) [Offerings](#)

Comprehensive assessment skills (Physical exam, assessment of diagnostics, comprehensive history, differential diagnoses, and plan of treatment) are applied. Integrates supporting theory and evidence with practice to develop specialty competencies; includes practice labs and guided clinical practice for demonstration of required competencies. Extra Fee.

[Restrictions:](#)*Health Sciences only. Graduate only.*

NUR 6212: Advanced Health Assessment II (2) [Offerings](#)

Prerequisite: NUR 6211. Continues application concepts begun in NUR 6211 to expand clinical decision making, evidence based judgment, and use of differential diagnoses and plan of treatment common to specialty area of practice. Demonstration of clinical documentation, in depth

history and physical examination, diagnostic tools, and treatment plan is emphasized. Advancing skills in the interpretation and use of common diagnostic tests/screenings needed to plan and implement care within specialty pathway. Extra Fee.

Restrictions: *Health Sciences only. Graduate only.*

NUR 6220: Women's Health (3) Offerings

Takes an integrated multidisciplinary approach to women's health which integrates historical, sociocultural, biophysical, and psychosocial aspects of women's health and nursing practice with women and their families.

Restrictions: *Health Sciences only. Graduate only.*

NUR 6260: Legal & Entrepreneurial Issues (3) Offerings

Explores nursing practice roles and responsibilities in health care delivery and in shaping health policy. Examines trends in expanded roles and entrepreneurship pertinent to specialty practice. Identifies fiscal management, sociopolitical influences on health care, and analyzes potential risks and legal issues as they relate to personal and professional roles and health care delivery systems.

Restrictions: *Health Sciences only. Graduate only.*

NUR 6301: Values, Faith and Ethics (3) Offerings

Examines ethical theories and decision making in the context of nursing, nursing leadership and the health care environment. Explores the relationship between moral, faith, values development, and spirituality. Integrates a Biblical understanding of ethics and values. Provides opportunity for personal and professional synthesis.

Restrictions: *Health Sciences only. Graduate only.*

NUR 6302: Prof Nursing Practice Capstone (2) Offerings

Encompasses reasoning and reflection of the components of leadership and specialty practice roles in the contemporary health care arena. Considers integration of previous areas of study and implementation of leadership competencies into defined areas of practice. Provides a summative competency review for each area of practice with a focus on the interdisciplinary healthcare team.

Restrictions: *Health Sciences only. Graduate only.*

NUR 6700: Issues in Global Health (3) Offerings

This seminar course provides in-depth study of current issues in global health care as well as methods for addressing global inequities in health. Specific topics include: the inter-relationships between health, poverty, and violence; development and foreign aid; forces of health disparities, and ethics, human rights and Christianity. Graduate students will be required to develop a Program Evaluation Plan that evaluates an existing program to address health inequities in a developing country.

NUR 6900: Independent Study (1-5) Offerings

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.

Restrictions: *Health Sciences only. Graduate only.*

NUR 6910: Evidenc-Bsd&Therapeutc Reasong (3) [Offerings](#)

Prerequisite: NUR 6210, 6211, 6212, 6958, and 6951. Provides for study and case analysis of selected health conditions within professional role. Includes analysis of data for problem identification, therapeutics, and evaluation of acute and chronic problems with integration of previous knowledge. Focuses on advanced assessment, differential diagnosis, and treatment. Competency is gained in accurate and skillful presentation and ability to determine therepeutic options; focus varies depending on students' specialty pathway.

[Restrictions:](#)*Nursing Majors only. Graduate only.*

NUR 6911: Evd-Bsd&Thrptc Mg Mlti-Sys Hlt (3) [Offerings](#)

Prerequisite: NUR 6910. Continues to provide for study and case analysis of selected health conditions. Focuses on professional role and the ability to critically analyze situations in which several conditions are present, prioritize diagnosis and problems and select appropriate therapeutic interventions; moving from more simple to more complex health conditions. Focus varies depending on students' specialty pathway. Emphasizes the clinical context and systems of care for quality, reimbursement mechanisms, and supportive environments for care.

[Restrictions:](#)*Nursing Majors only. Graduate only.*

NUR 6912: Evidnc Bsd&Thrptc Mg Cmplx Hlt (3) [Offerings](#)

Prerequisite: NUR 6911. Provides for study and case analysis of selected health conditions. Focuses on history taking, physical assessment, problem identification, therapeutics, and evaluation of complex acute and chronic multi-system conditions. Integration of specialty practice and professional role-related to selected complex conditions are analyzed.

[Restrictions:](#)*Nursing Majors only. Graduate only.*

NUR 6921: Theortcl Fndtn/Evidnc Nrs Prac (5) [Offerings](#)

Integrates nursing theory and leadership principles to develop professional role within selected specialty pathway. Guided clinical practice is initiated with emphasis on quality improvement, resource and team management. Incorporates in-depth holistic approach to client centered care delivery. Lecture 40 hours, internship minimum 167 hours.

[Restrictions:](#)*Health Sciences only. Graduate only.*

NUR 6922: Applic Concepts in Nursng Prac (5) [Offerings](#)

Prerequisite: NUR 6921. Continued development of nursing theory and leadership principles initiated in NUR 6921 to facilitate professional role development within selected specialty pathway. Guided clinical practice is continued with emphasis on expanding competencies to function in the specialty pathway. Incorporates in-depth holistic approach to client centered care delivery. Lecture 40 hours, internship minimum 167 hours.

[Restrictions:](#)*Health Sciences only. Graduate only.*

NUR 6923: Synthesis of Care in Nur Pract (5) [Offerings](#)

Prerequisite: NUR 6922. Progressive development of nursing theory and leadership principles initiated in NUR 6921 and NUR 6922 to establish professional role development within selected specialty pathway.

Guided clinical practice is continued with emphasis on expanding competencies to function in the specialty pathway. Incorporates in-depth holistic approach to client centered care delivery and includes a personal plan for lifelong professional development. Lecture 40 hours, internship minimum 167 hours.

[Restrictions:](#) *Health Sciences only. Graduate only.*

NUR 6940: Prim Care Modl Adv Prac Intern (4) [Offerings](#)

Clinical theory and judgement skills begun in NUR 6910, 6911, and 6912 are expected to be demonstrated in the practice settings. Internship practice provides an opportunity for patient, care, peer review of patient care, and integration of evidenced based practice under supervision of an established advanced practitioner. A minimum of 167 hours distributed evenly across the quarter are required. More hours that are clinical may be assigned a student in order to attain skill competence. May be repeated for credit up to 12 credits.

[Restrictions:](#) *Health Sciences only. Graduate only.*

NUR 6951: Advnc Clinical Pathophysiology (3) [Offerings](#)

Investigates pathogenesis of human responses to stress and disease with analysis of selected clinical cases; comparing study findings with accepted health states; applying research based diagnostic methods; and reimbursement coding of pathology utilized.

[Restrictions:](#) *Health Sciences only. Graduate only.*

NUR 6952: Health Issues of Older Adults (3) [Offerings](#)

Analyzes current theories of aging, and psychological, social, cultural, environmental and spiritual factors that influence development in the second half of life. Discusses selected biological factors. Students choose related special topics to study in depth and present in class.

[Restrictions:](#) *Health Sciences only. Graduate only.*

NUR 6955: Special Topics (1-5) [Offerings](#)

Students will work on specialized areas of interest with faculty in advanced nursing coursework. May be repeated for credit up to 15 credits.

[Restrictions:](#) *Health Sciences only. Graduate only.*

NUR 6958: Advanced Pharmacology (3) [Offerings](#)

Prepares students with a foundation in pharmacology and pharmacotherapeutics for specialty nursing practice. Focuses on pharmacokinetics, pharmacodynamics, adverse drug reactions, drug interactions, drugs in special populations, prescription-writing and the pharmacology and pharmacotherapeutics of selected drug groups.

[Restrictions:](#) *Health Sciences only. Graduate only.*

NUR 6960: Course Devlpmnt/Teachng Stratg (3) [Offerings](#)

Provides nurse educators in both academic and service settings with knowledge and practical skills to become an effective educator. 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.

[Restrictions:](#) *Health Sciences only. Graduate only.*

NUR 6961: Nurse Educator Internship (3) [Offerings](#)

Prerequisite: NUR 6960 or instructor permission. Provides nurse educators in both academic and service settings with practice teaching experience in classroom and clinical settings under supervision of a faculty preceptor/mentor. Includes application of content from NUR 6960 plus modules on coaching, documentation, clinical evaluation and management of learner issues.

[Restrictions:](#) *Health Sciences only. Graduate only.*

NUR 6962: Role Devlpmt for Nurse Educatr (3) [Offerings](#)

Includes philosophy of nursing education, curriculum design, research, publishing, grant writing, interpersonal dynamics and team-work in academic and practice settings, functioning within institutional expectations, developing a teaching portfolio, legal issues, and future directions in nursing education.

[Restrictions:](#) *Health Sciences only. Graduate only.*

NUR 6970: Research in Nurs:Methods & App (3) [Offerings](#)

Focuses on research strategies as utilized in nursing research. Discusses qualitative and quantitative designs and measurement strategies with accompanying statistical analyses. Begins Scholarly Clinical Project.

[Restrictions:](#) *Health Sciences only. Graduate only.*

NUR 6971: Research Utiliz in Adv Nsg Pra (3) [Offerings](#)

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. Explores issues related to evidence based practice.

[Restrictions:](#) *Health Sciences only. Graduate only.*

NUR 6972: Research Completion (1) [Offerings](#)

Prerequisite: NUR 6971. Provides guided assistance for students who are completing the Scholarly Clinical Project.

[Restrictions:](#) *Health Sciences only. Graduate only.*

NUR 6999: Thesis: NUR (1-6) [Offerings](#)

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 6 credits.

[Restrictions:](#) *Graduate only.*

Clinical Psychology (Ph.D.)

SCHOOL OF PSYCHOLOGY, FAMILY, AND COMMUNITY
MARSTON/WATSON HALL
206-281-2839
CLINICALPSYC@SPU.EDU
WWW.SPU.EDU/DEPTS/CLINICALPSYC

Faculty, students, and staff in the School of Psychology, Family, and Community strive to become a community of learners:

- **Guided by faith.** Exploring the implications of vital expressions of Christian faith for the human condition, as well as for emotional and relational healing and health.
- **Rooted in academic discipline.** Fostering rigorous and creative learning environments, as well as contributing primary scholarship to the scientific study of psychological and social processes.
- **Committed to service.** Grounding our learning community in the theory, research, and application of our disciplines in order to produce skilled graduates who can serve with character and competence in a broken world; nurturing creative partnerships with our local community and beyond in order to serve in and learn from socially and culturally diverse settings.

MISSION STATEMENT

As a community of scholars and professionals who embrace a broad Christian worldview, we are committed to developing psychologists who accomplish the following:

- Integrate the findings of scientific psychology with the interpersonal skills and sensitivity necessary for effective clinical practice.
- Incorporate bio-psychosocial and spiritual perspectives into the science and practice of the discipline.
- Appreciate and respect the inherent diversity that characterizes individuals and groups.
- Embrace a vocation of service to individuals, families, and their communities.

PROGRAM DISTINCTIVES

The doctorate of philosophy (Ph.D.) in clinical psychology is accredited by the [American Psychological Association](#). This 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. The local clinical-scientist embodies and expands upon the original scientist-practitioner model of clinical psychology.

Research and clinical practice are balanced in the curriculum, and our graduates function in various roles as health care clinicians, university scholars, program directors, and supervisors.

Coursework is grounded in empirical literature that examines the interplay among biological, psychological, and social factors related to human adjustment. This bio-psychosocial perspective infuses all aspects of the doctoral curriculum and training experiences.

Perspectives on diversity are incorporated throughout the curriculum, addressing individual and group differences and the implications of diversity for the ethical and effective practice of clinical psychology. And, in our view, a full appreciation of diversity includes spiritual and religious factors as well. Additionally, both faculty and students are committed to a vocation of service to others.

SEQUENCE OF STUDY

To graduate with the Ph.D., each student must complete 204 quarter units of courses, which include:

- 32 units of dissertation
- Two one-year, part-time practicum placements
- A full-time one-year internship

A master of arts in psychology (M.A.; the first two years of 77 quarter credits) is earned en route to the doctorate.

GENERAL ADMISSIONS INFORMATION

The program begins in Autumn Quarter and admits students once a year. The application deadline is December 15. Listed below is a brief outline of University and program requirements for admission to clinical psychology doctoral studies.

For detailed information on admission, visit [The Graduate Center: Apply online](#), or request an application packet by email at gradadmissions@spu.edu or by phone at 206-281-2091 or 800-601-0603.

1. Applicants must have a bachelor's degree from a regionally accredited institution and prior to admission with a minimum grade-point average of 3.0. An undergraduate major in psychology is preferable. However, applicants whose bachelor's degrees are not in psychology may wish to take the [Graduate Record Exam \(GRE\) Psychology Subject Test](#) to demonstrate adequate knowledge of general psychology. **All applicants** should have successfully completed a statistics or tests and measurements course, as well as at least five other psychology courses prior to application from among the following: abnormal, developmental, experimental, physiological, social, learning, motivation, or personality.
2. The [Graduate Record Exam \(GRE\)](#) is required. A minimum score of 1100 for the combined verbal and quantitative sections of the GRE is preferred. The test must have been administered within five years of the deadline date for application to the program. The [Psychology Subject Test of the GRE \(PGRE\)](#) is not required, but may be advantageous for applicants without a psychology bachelor's degree.
3. Applicants will submit three letters of recommendation, one professional reference from a person in a related field (e.g., clinical supervisor), one academic reference from a former professor or instructor, and one personal recommendation (e.g., any professional, but not a member of the applicant's family). **Note:** Please use the forms included in the [application](#), being sure to follow the instructions.

4. Applicants must submit a typed personal statement. 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 choose to attend SPU. Mention professional and personal strengths as they apply to clinical psychology, related work experiences, research interests, personal values, religious ideals, and other information you deem appropriate. **Note:** Preference is shown to those applicants who possess potential for both clinical and scientific work, as demonstrated by prior work or volunteer experiences.
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. Documentation must be included in the application packet.

ADMISSIONS PROCESS

The Admissions Committee of the Clinical Psychology Department (CPY) will conduct a preliminary screening process. Finalists will be invited to come to campus for personal interviews in late February or early March. Admission to the doctoral program depends upon recommendation by the CPY faculty and approval from the chair of the department.

TRANSFER OF CREDIT

Students with a master's degree, or those who have taken other graduate coursework in psychology at a regionally accredited institution, may be allowed to transfer up to 20 quarter units.

Students must submit syllabi of any courses for which they request transfer of credit. Courses accepted for transfer must have been passed at a grade of B or higher and completed within seven years of transfer. Any transfer credit petitions should be submitted only after formal admission to the program.

Note: Additional details regarding the requirements of our clinical psychology doctoral program can be found in the *Doctoral Student Handbook*, *Clinical Training Guidelines*, and *Research and Dissertation Guidelines* available from the [Department of Clinical Psychology](#).

CLINICAL PSYCHOLOGY (PH.D.)

Year One Coursework

Course	Credits
CPY 7200 Personality Theory & Research	5
CPY 7400 Ethics & Law in Clinical Psych	5
CPY 7927 Clinical Foundations I	2
CPY 7101 Biopsych&Behavrial Neurosci I	5
CPY 7210 Developmental Psychology	5
CPY 7928 Clinical Foundations II	2
CPY 7102 Biopsych&Behavrial Neurosci II	5
CPY 7230 Cognition & Learning	5
CPY 7020 Statistical Methods	5
CPY 7220 Psychopathology	5
SECTION CREDITS REQUIRED	44

Year Two Coursework

Course	Credits
CPY 7031 Research Methds & Statistics I	5
CPY 7310 Psy Intv I: Cogntv & Bhv Thrpy	5
CPY 7004 FMP Foundations: Epistemology	1-2
CPY 7032 Research Methds & Statistcs II	5
CPY 7315 Psy Intv II: Psychodynam Thrpy	5
CPY 7001 FMP Foundations: Personhood	1-2
CPY 7033 Research Methds & Statstcs III	5
CPY 7300 Meth Psy Assess:Intell&Achvmt	5
CPY 7002 FMP Foundations:Development	1-2
CPY 7929 Pre-Practicum	2
CPY 7240 Social Psychology	5
CPY 7330 Meth Psy Assess:Persnl&Psycpth	5
CPY 7003 FMP Foundations:Dysfunctn	1-2
SECTION CREDITS REQUIRED	46

Year Three Coursework

Course	Credits
CPY 7316 Psy Intv III: Fam & Chld Thrpy	5
CPY 7201 Addictive Behavior	4
CPY 7000 History & Systems of Psycholgy	5
CPY 7130 Human Sexuality & Sex Therapy	5
CPY 7010 Psychmetrc Thry/Test Constrctn	5
CPY 7411 Group Therapy	4
CPY 7110 Psychopharmacology	5
CPY 7280 Divrsty&Cultrl Iss:Clinical Psy	5
SECTION CREDITS REQUIRED	38

Cognate Courses (Choose 12 credits of the following)

Course	Credits
CPY 7141 Neuropsychological Assessment (4)	
CPY 7147 Health Psy & Behavioral Medicn (4)	12
CPY 7148 Hypnosis,Biofeed&Mind Therapy (4)	
OR	
CPY 7148 Hypnosis,Biofeed&Mind Therapy (4)	
CPY 7502 Child Psychopatholgy & Intrvn (4)	12
CPY 7520 Maritl & Cnjnt Intvn:Thry&Tech (4)	
OR	
ORG 7100 Organizational Behavior (4)	
ORG 7101 Org Development & Consultation (4)	12
ORG 7300 Leadership & Team Development (4)	

SECTION CREDITS REQUIRED 12

Practicum Training

Course	Credits
CPY 7930 Practicum	8
CPY 7931 Advanced Practicum	8

SECTION CREDITS REQUIRED 16

Internship

Course	Credits
CPY 7940 Clinical Internship	16

SECTION CREDITS REQUIRED 16

Dissertation

Course	Credits
CPY 7995 Research and Dissertation	32

SECTION CREDITS REQUIRED 32

TOTAL CREDITS REQUIRED 204

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

COURSE DESCRIPTIONS:

[CPY 7000](#) | [CPY 7001](#) | [CPY 7002](#) | [CPY 7003](#) | [CPY 7004](#) | [CPY 7010](#) |
[CPY 7020](#) | [CPY 7031](#) | [CPY 7032](#) | [CPY 7033](#) | [CPY 7101](#) | [CPY 7102](#) |
[CPY 7110](#) | [CPY 7130](#) | [CPY 7141](#) | [CPY 7147](#) | [CPY 7148](#) | [CPY 7200](#) |
[CPY 7201](#) | [CPY 7210](#) | [CPY 7220](#) | [CPY 7230](#) | [CPY 7240](#) | [CPY 7280](#) |
[CPY 7300](#) | [CPY 7310](#) | [CPY 7315](#) | [CPY 7316](#) | [CPY 7319](#) | [CPY 7320](#) |
[CPY 7330](#) | [CPY 7400](#) | [CPY 7411](#) | [CPY 7502](#) | [CPY 7510](#) | [CPY 7520](#) |
[CPY 7901](#) | [CPY 7912](#) | [CPY 7927](#) | [CPY 7928](#) | [CPY 7929](#) | [CPY 7930](#) |
[CPY 7931](#) | [CPY 7940](#) | [CPY 7944](#) | [CPY 7995](#) | [CPY 7999](#) | [VIEW ALL](#)

CPY 7000: History & Systems of Psychology (5) [Offerings](#)

Focuses on an understanding of the historical and philosophical roots, cultural influences and basic scientific assumptions which 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.

[Restrictions:](#) *Clinical Psychology, Industrial/Organizational Psy Majors only. Doctoral only.*

CPY 7001: FMP Foundations: Personhood (1-2) Offerings

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.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7002: FMP Foundations: Development (1-2) Offerings

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.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7003: FMP Foundations: Dysfunctn (1-2) Offerings

Discusses the relationship between psychological/systems theories and theological perspectives on individual and relational dysfunction. Examines the psychology of evil, with a special emphasis on the psychological issues of shame, guilt, and forgiveness. Considers also the theological concepts of sin and grace. Colloquium also addresses specific issues that arise out of the content of other courses concurrently being taken by the student.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7004: FMP Foundations: Epistemology (1-2) Offerings

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. Examines and critiques various philosophical assumptions underlying the clinical psychological enterprise. Colloquium also addresses specific issues that arise out of the content of other courses concurrently being taken by the student.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7010: Psychmetrc Thry/Test Constrctn (5) Offerings

Topics include classical testing theory, survey development/test design, norming, reliability, validity, and item response theory using tools such as item analysis, confirmatory and exploratory factor analysis, and rasch modeling. Applies psychometric theory to the creation and evaluation of psychological instruments. In preparation for their dissertation (or alternative research project) students will compare the capacity of existing measures to represent a single construct in their research proposal.

Restrictions: *Clinical Psychology, Industrial/Organizational Psy Majors only. Doctoral only.*

CPY 7020: Statistical Methods (5) Offerings

Introduces students to introductory statistical concepts such as descriptive statistics, probability, statistical inference including mean differences, analysis of variance, correlation, linear prediction and non-parametric statistics emphasizing their mathematical and theoretical derivations. Explores null hypothesis effect size, power analysis, statistical and clinical significance. Discusses defining research questions, applying appropriate statistics and interpreting results. Uses SPSS computer software for statistical analysis.

Restrictions: *Clinical Psychology, Industrial/Organizational Psy Majors only. Doctoral only.*

CPY 7031: Research Methods & Statistics I (5) [Offerings](#)

Prerequisite: CPY 7020. Introduces students to the philosophy, structure and ethics related to qualitative research and applied/experimental quantitative research. Focuses on research pertaining to evidence-based clinical practice and case study design in light of the local clinical scientist model. Statistical training focuses on analysis of variance techniques including factorial ANOVA, planned comparisons, post-hoc analysis and repeated measures. Students will have the opportunity to write a research proposal including a proposed method section.

Restrictions: *Clinical Psychology, Industrial/Organizational Psy Majors only. Doctoral only.*

CPY 7032: Research Methods & Statistics II (5) [Offerings](#)

Prerequisite: CPY 7031. Explores multiple regression techniques and their application to clinical research. Students complete ethical data collection methodology including writing research applications for an institutional review board.

Restrictions: *Clinical Psychology, Industrial/Organizational Psy Majors only. Doctoral only.*

CPY 7033: Research Methods & Statistics III (5) [Offerings](#)

Prerequisite: CPY 7032. Introduces advanced statistical modeling such as path analysis, structural equation modeling and hierarchical linear modeling. Students also learn data analytic and interpretation strategies, as well as written and oral presentation skills. Students will complete a final research project to present at a professional conference and submit to a peer review journal.

Restrictions: *Clinical Psychology, Industrial/Organizational Psy Majors only. Doctoral only.*

CPY 7101: Biopsych&Behavioral Neurosci I (5) [Offerings](#)

Provides a full overview of human peripheral and central nervous system functional anatomy, including developmental processes. Focuses on neural communication, including electrophysiology, neurotransmitter biosynthesis, and synaptic transmission. Regional specificity within the brain, as well as local network theories will be discussed.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7102: Biopsych&Behavioral Neurosci II (5) [Offerings](#)

Prerequisite: CPY 7101. Applies functional neural anatomy and scientific processes covered in Biopsychology and Behavioral Neuroscience 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. Discusses an overview of numerous neural pathological conditions including depression, schizophrenia, the anxiety disorders, and substance use disorders.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7110: Psychopharmacology (5) [Offerings](#)

Overviews 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, 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.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7130: Human Sexuality & Sex Therapy (5) Offerings

Surveys biopsychosocial aspects of sexual development and behavior, sexual orientations, and the assessment and treatment of sexual dysfunction.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7141: Neuropsychological Assessment (4) Offerings

Focuses on specific neuropsychological testing measures, along with methods to evaluate the psychological status and coping abilities of those with both acute and chronic medical conditions. Emphasizes the evaluation of brain-behavior relationships through flexible and fixed battery neuropsychological assessment approaches. Particular attention is paid to cultural and linguistic issues in assessment and the application of test findings in health care settings.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7147: Health Psy & Behavioral Medicn (4) Offerings

Presents 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. Gives attention 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. Addresses issues of primary and secondary disease prevention, as well as some coverage for organizational and community-based approaches to health promotion.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7148: Hypnosis,Biofeed&Mind Therapy (4) Offerings

Describes the clinical procedures of hypnosis, biofeedback and relaxation training, all of which share an emphasis on psychophysiological processes and effects. Covers the historical background as well as the contemporary research literature, 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.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7200: Personality Theory & Research (5) Offerings

Explores contemporary systems of studying human personality. Examines biological, psychological, interpersonal, and social contributors to normal and abnormal personality characteristics. Discusses personality research in gender and in diverse cultural

populations.

Restrictions: *Clinical Psychology, Industrial/Organizational Psy Majors only. Doctoral only.*

CPY 7201: Addictive Behavior (4) Offerings

Examines biological, psychosocial, spiritual and developmental models of understanding substance use and addiction. Emphasizes the role of Clinical Psychologists in diagnosing and treating primary and co morbid addictive behavior. In addition to a review of major evidence-based treatment approaches to addictive behavior, students will gain practiced exposure to Motivational Interviewing as an adjunctive and primary treatment for substance use and addiction.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7210: Developmental Psychology (5) Offerings

Provides 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. Introduces topics and research in the area of developmental psychopathology, a field that bridges the gap between research on development and clinical issues.

Restrictions: *Clinical Psychology, Industrial/Organizational Psy Majors only. Doctoral only.*

CPY 7220: Psychopathology (5) Offerings

Provides an in-depth exploration of psychopathological disorders from a biopsychosocial perspective. Uses the DSM-IV-TR 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.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7230: Cognition & Learning (5) Offerings

Addresses major theories of human cognition and learning. Examines models that are based on individual perceptual and behavioral processes (such as social learning theory) and the role of cognition and learning in psychopathology.

Restrictions: *Clinical Psychology, Industrial/Organizational Psy Majors only. Doctoral only.*

CPY 7240: Social Psychology (5) Offerings

Examines the social bases of behavior, exploring the major theories, concepts and research topics in social psychology. Studies the social and interpersonal determinants and consequences of individual behavior, with special reference to social dynamics that shape attitudes, emotions, perception and behavior.

Restrictions: *Clinical Psychology, Industrial/Organizational Psy Majors only. Doctoral only.*

CPY 7280: Diversity & Cultural Issues: Clinical Psy (5) Offerings

Analyzes 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. Emphasizes implications for clinical

diagnosis, assessment, intervention and treatment in the local clinical-scientist tradition.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7300: Meth Psy Assess: Intell & Achvmt (5) [Offerings](#)

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, WMS III, WJ-3, WISC IV, WTAR, WRAT 3, etc. Pays special attention to issues of ethnicity and culture in the interpretation of these instruments.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7310: Psy Intv I: Cogntv & Bhv Thrpy (5) [Offerings](#)

Provides doctoral students with the essential theoretical and conceptual background of cognitive and behavioral approaches to psychotherapy along with practical exposure to specific application of cognitive behavioral therapies. Gives students the opportunity to critically examine the evidence for the effectiveness of cognitive behavioral approaches to psychopathology including cross cultural and integrated applications.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7315: Psy Intv II: Psychodynam Thrpy (5) [Offerings](#)

Explores the theoretical bases and treatment approaches falling under the broader category of psychodynamic and analytical interventions, including the perspectives of Freud, attachment theory, and the Neo-analytical and object relations theories. Considers the empirical evidence for the efficacy of psychodynamic interventions for various forms of psychopathological disorders.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7316: Psy Intv III: Fam & Chld Thrpy (5) [Offerings](#)

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.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7319: Thry & Practice of Supervision (4) [Offerings](#)

Introduces students to the role of becoming clinical supervisors. Provides a technical and theoretical framework for understanding and deepening the supervisory process. Discusses 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.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7320: Child Assessment (4) [Offerings](#)

Examines the unique issues in clinical assessment, diagnosis and treatment as applied to the population of children, adolescents and their families.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7330: Meth Psy Assess:Persnl&Psycpth (5) Offerings

Introduces student to the administration and interpretation of a variety of objective tests of personality and pathology, with an emphasis on the MMPI-2/MMPI-2RF. The MCMI and PAI will also be reviewed. Surveys the principles underlying projective tests of personality. Pays special attention to issues of ethnicity and culture in the interpretation of these instruments.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7400: Ethics & Law in Clinical Psych (5) Offerings

Introduces students to the APA's Ethical Principles of Psychologists and Code of Conduct, the laws of practice in the State of Washington and the licensing laws of most states, in the context of philosophical approaches to ethics and moral standards. Explores in depth a variety of ethical dilemmas confronted in clinical practice and research.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7411: Group Therapy (4) Offerings

Presents major theoretical approaches as well as practical training and techniques for conducting group psychotherapy. Includes empirical evidence for the efficacy of certain types of group treatment for specific problems in particular patient populations. Students may be required to participate in group experiences or role plays within class and/or for their homework assignments to facilitate a better understanding of group processes.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7502: Child Psychopathology & Intrvn (4) Offerings

Exposes students to advanced research on child psychopathology and clinical interventions. Uses a developmental psychopathological perspective (i.e., bridging the gap between research with clinical and normative populations) to aid understanding normal development and child psychopathology. Presents information on interventions for a number of common child psychopathologies.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7510: Adolscnt Pschopathology&Intrvn (4) Offerings

Exposes students to advanced research on adolescent psychopathology and clinical interventions. Uses a developmental psychopathology approach. Presents information on etiology, phenomenology, and clinical interventions for a number of adolescent psychopathologies.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7520: Maritl & Cnjnt Intvntn:Thry&Tech (4) Offerings

Explores special areas and research of interest in family psychology such as pre-marital issues, infidelity, divorce, blended families, child custody issues, gender distinctives, multi-cultural issues, family violence and family systems consultation. Considers evaluation, assessment and relevant research 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.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7901: Independent Study (1-6) [Offerings](#)

Provides opportunity for the student to study a topic of special interest under faculty supervision. May be repeated for credit up to 12 credits.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7912: Special Topics Seminar (2-4) [Offerings](#)

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.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7927: Clinical Foundations I (2) [Offerings](#)

Provides an introduction to clinical psychology. Involves the development of interviewing skills and methods of counseling and psychotherapy using evidence-based approaches. Requires active student participation in psychotherapy role-plays along with class discussions of topical readings. This course begins the sequence of courses that are required for clinical students in preparation for their health-care placements in clinical practicum at medical and mental health centers.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7928: Clinical Foundations II (2) [Offerings](#)

Focuses on the development of the therapist within clinical-scientist and biopsychosocial models of training for clinical psychology. This second course in the sequence introduces a systemic model for treatment of individuals, couples and families.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7929: Pre-Practicum (2) [Offerings](#)

Prerequisite: CPY 7400. Allows students to begin learning and broadening their clinical knowledge and skills in psychological assessment, neuropsychological assessment, and psychological intervention skills in preparation for their subsequent practicum placement experiences. Emphasizes the development of students toward becoming professional local clinical scientist practitioners. Explains standards and procedures for the completion of the pre-practicum in the Clinical Training Guidelines.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7930: Practicum (2) [Offerings](#)

Allows students to apply their clinical knowledge and skills in psychological and cognitive assessment, diagnosis, psychotherapy and psychological consultation, as supervised by licensed psychologists. Standards and procedures for the completion of practicum are explained in the Clinical Training Guidelines. May be repeated for credit up to 16 credits.

[Restrictions:](#) *Clinical Psychology Majors only. Doctoral only.*

CPY 7931: Advanced Practicum (1-2) [Offerings](#)

Allows students to apply their clinical knowledge and skills in psychological and cognitive assessment, diagnosis, psychotherapy and psychological consultation, at a more advanced level of skills and

responsibility, as supervised by licensed psychologists. Standards and procedures for the completion of advanced practicum are explained in the Clinical Training Guidelines. May be repeated for credit up to 8 credits.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7940: Clinical Internship (2,4) Offerings

Allows students in clinical psychology to apply the clinical knowledge and skills they have obtained through their practicum experience and academic training in a formal, structured one year full-time placement (2000 hours) in a professional setting. Standards and procedures for the completion of the internship are explained in the Clinical Training Guidelines. Students' participation and completion of the pre-doctoral internship experience prepares the student for eventual licensure and post-doctoral training experiences. May be repeated for credit up to 16 credits.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7944: Extended Clinical Internship (1) Offerings

Registration Approval: Program Chair. Allows a student to continue internship after exhausting original sixteen quarter credits. Required to maintain active student status in the clinical psychology program. May be repeated up to 8 credits. May be repeated for credit up to 8 credits.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7995: Research and Dissertation (2,4) Offerings

Involves conducting research related to graduate projects, including the development and completion of the doctoral dissertation. Standards and procedures for the completion of the dissertation are explained in the Dissertation and Research Guidelines. May be repeated for credit up to 32 credits.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

CPY 7999: Extended Dissertation (1) Offerings

Continues dissertation activities beyond required program credits. Standards and procedures for the completion of the dissertation are explained in the dissertation and research guidelines. May be repeated for credit up to 8 credits.

Restrictions: *Clinical Psychology Majors only. Doctoral only.*

Industrial/Organizational Psychology (M.A., Ph.D.)

SCHOOL OF PSYCHOLOGY, FAMILY, AND COMMUNITY
MARSTON/WATSON HALL
206-281-2987
GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/PFC

MISSION STATEMENT

The master of arts (M.A.) and doctor of philosophy (Ph.D.) in Industrial-Organizational Psychology (IO) programs seek to develop scholars, professional practitioners, and leaders who will actively engage the community and businesses around them, improving organizations and developing people as part of their jobs.

Graduates of the Industrial-Organizational Psychology programs become scholars possessing the necessary tools, theoretical knowledge, and analytical skills to launch their academic or consulting careers. They are practitioners managing change, applying scientific methodologies, and improving the organizations around them; and they are leaders guiding organizations, motivating and building teams, and developing future leaders.

PROGRAM DISTINCTIVES

Both programs are designed with a focus on the science and rigor associated with quality degrees in this field along with an equal emphasis on the practice of industrial-organizational psychology.

- The program curriculum provides students with a strong theoretical foundation for meeting real-world challenges.
- Field practicum experiences allow them to design and deliver interventions, conduct research and develop leaders.

- A wide variety of electives encourages students to tailor their coursework to meet their individual vocational and professional goals.

The curricula for the master's and doctoral programs have been structured according to the guidelines for graduate training in industrial/organizational psychology published by the [Society for Industrial and Organizational Psychology \(SIOP\)](#), a division of the [American Psychological Association](#).

The curriculum in each of SPU's Industrial-Organizational Psychology programs satisfies the suggested areas of competence for graduates in industrial-organizational psychology, ensuring that our graduates are fulfilling not only the expectations for master's- and doctoral-level education, but also the expectations of experts working in the field.

THE MASTER OF ARTS (M.A.) IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

The master of arts degree in industrial-organizational psychology provides a theoretical foundation for addressing a broad range of behavioral issues in the workplace. It develops professionals within human resources, organizational development, and training fields, and provides organizational leaders with a graduate education that relates directly to their practice as leaders.

M.A. PROGRAM CURRICULUM

The M.A. is a 65-credit program (56 credits required, plus 9 elective credits) and is designed to be taken over a two-year/seven-quarter or three-year/11-quarter sequence.

Master's students may take any of the approved graduate courses to fulfill their elective requirements. Full-time students will typically take 8 credits a quarter (two classes) in their first year and 8-11 credits in their second year.

Students complete a master's project and a portfolio in their final year of the program.

GENERAL ADMISSIONS INFORMATION

The program begins in Autumn Quarter and admits students once a year. The [application](#) deadline is February 15.

Below is a brief outline of University and program requirements for admission to the Master of Arts in Industrial-Organizational Psychology program. For detailed information on admission, visit [The Graduate Center](#). You may also request an application packet by email to gradadmissions@spu.edu, or by phone at 206-281-2091 or 800-601-0603.

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 3.0 in all undergraduate work. Preference is for applicants to have completed a major or minor in psychology, and possibly a major or minor in business administration. A minimum of one business or social science statistics course and two courses in psychology must be completed (at a regionally accredited institution) prior to admission to the program.
2. [The GRE](#) must be taken, and the test must have been administered within five years of the deadline date for application to the program. A combined score of 950 on the verbal and quantitative sections of the GRE is preferred.
3. A typed personal statement that demonstrates writing and grammatical skills; addresses career objectives; the rationale for seeking the degree and choosing to attend Seattle Pacific; and indicates personal qualifications, experience, and other insights as deemed appropriate by the applicant.
4. Applicants must submit three letters of recommendation: (a) one from a person who has experienced the applicant in a professional setting (i.e., a current or former employer); (b) one academic reference from a former professor or instructor, and (c) one personal recommendation (not a member of the applicant's family). **Note:** Recommendations must be submitted on the forms provided in the application brochure. Recommendation forms should be sent to the applicant in a sealed envelope, signed across the flap, and included with the application package.
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. 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. This is necessary in order to issue the paperwork for an I-20 immigration form.

ADMISSIONS PROCESS

The Admissions Committee of the Industrial-Organizational Psychology program will conduct a preliminary screening process.

- Finalists will be invited to come to campus for personal interviews.
- Admission to the master's program depends upon recommendation by the IO faculty and approval from the IO chair.
- The entire process is usually completed within eight weeks after the final deadline date for applications.

TRANSFER OF CREDIT

Students who have taken graduate coursework at a regionally accredited institution may be allowed to transfer up to 12 quarter credits.

Students must provide applicable transcripts and/or syllabi. Each course must be at least 3 graduate quarter credits, equivalent to courses taught in the organizational psychology programs at Seattle Pacific University and completed within seven years of admission. A minimum grade of B will be needed for transferred work. Any transfer-credit petitions should be submitted only after formal admission to the master's program.

DOCTOR OF PHILOSOPHY (PH.D.) IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

The doctor of philosophy degree in industrial-organizational psychology provides graduates with the training to occupy the same positions as master's graduates. The distinctiveness of the doctoral program is in its additional emphasis on theory, methodology, and research. The Ph.D. in industrial-organizational psychology prepares graduates to take on higher-level academic, consulting, and leadership positions.

PH.D. PROGRAM CURRICULUM

The doctoral program is a 168-unit program (138 credits of required coursework and 30 credits of electives) and is designed to be taken over four years/16 quarters, with an integrated research and dissertation sequence. A full-time doctoral student will take 8–14 credits each quarter.

Outside of the required coursework, students may complete electives from a variety of disciplines (marriage and family therapy, clinical psychology, business administration, and education).

The doctoral program begins in autumn. Doctoral students will complete a master's level project in the second year and be awarded a master's degree upon completion of the equivalent M.A. requirements. By the summer of year three, doctoral students are working full time on their dissertation. The fourth year in the program includes full-time dissertation work and professional placement credits. [A sample four-year course sequence for the program.](#)

GENERAL ADMISSIONS INFORMATION

The program begins during Autumn Quarter and admits students once a year. The [application](#) deadline is January 15.

Listed below is a brief outline of University and program requirements for admission to the doctor of philosophy in industrial-organizational psychology program. For detailed information on admission, visit [The Graduate Center](#). You may also request an application packet by emailing gradadmissions@spu.edu, or by calling 206-281-2091 or 800-601-0603 (toll free).

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 3.0 in all undergraduate work. Preference is for applicants to have completed a major or minor in psychology, and possibly a major or minor in business administration. A minimum of one business or social science statistics course and three courses in psychology must be completed (at a regionally accredited institution) prior to admission to the program. Those who have already been granted the M.A. in organizational psychology at Seattle Pacific University and wish to pursue their Ph.D. must apply to the organizational psychology doctoral program.
2. [The GRE](#) must be taken, and the test must have been administered within five years of the deadline date for application to the program. A combined score of 1100 on the verbal and quantitative sections of the GRE is preferred. **NOTE:** Candidates with significant qualifications and exceptional recommendations who fail to meet the GPA or GRE minimum scores may still be considered for admission to the doctoral program.

3. A typed personal statement that demonstrates writing and grammatical skills; addresses career objectives and the rationale for seeking the degree and choosing to attend SPU; and indicates personal qualifications, experience, and other insights as deemed appropriate by the applicant.
4. Applicants must submit three letters of recommendation: (a) one from a person who has experienced the applicant in a professional setting, i.e., a current or former employer; (b) one academic reference from a former professor or instructor, and (c) one personal recommendation (not a member of the applicant's family). **NOTE:** Recommendations must be submitted on the forms provided in the application brochure. Recommendation forms should be sent to the applicant in a sealed envelope, signed across the flap, and included with the application package.
5. Students who are nonnative speakers of English must take the [Test of English as a Foreign Language \(TOEFL\)](#) and present a minimum score of 600 on the paper-based test or 250 on the computer-based test.
6. 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. This is necessary in order to issue the paperwork for an I-20 immigration form.

ADMISSIONS PROCESS

The Admissions Committee of the Industrial-Organizational Psychology program will conduct a preliminary screening process. Finalists will be invited to come to campus for personal interviews in March. Admission to the doctoral program depends upon recommendation by the IO faculty and approval from the IO program director. The entire process is usually completed within eight weeks after the final deadline date for applications.

TRANSFER OF CREDIT

Students who have taken graduate work at a regionally accredited institution may be allowed to transfer up to 12 quarter credits, and students who have been granted a master's degree from a regionally accredited university in psychology, organizational psychology, business administration, or a related field may be allowed to transfer up to 30 credits. A maximum of 20 credits may be transferred toward the elective requirement.

Students must provide applicable transcripts and/or syllabi for any course they wish to transfer. Each course must be at least 3 graduate quarter credits, equivalent to courses taught in the organizational psychology programs at Seattle Pacific University, and completed within seven years of admission. A minimum grade of B will be needed for transfer work. Any transfer-credit petitions should be submitted only after formal admission to the doctoral program.

Those who have already been granted the M.A. in industrial-organizational psychology at Seattle Pacific University and wish to pursue their Ph.D. must apply to the industrial-organizational psychology doctoral program.

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (M.A.)

Industrial-Organizational Psychology (M.A.) Year One

Course	Credits
ORG 6100 Organizational Behavior	4
ORG 6600 Research Methods & Statistics I	4
ORG 6610 Research Methods & Statistics II	4
ORG 6300 Leadership & Team Development	4
ORG 6101 Org Development & Consultation	4
ORG 6201 Orgnzt Diversity & Globalization	4
ORG 6240 Social Psychology	4
ORG 6000 History & Systems of Psychology	4
SECTION CREDITS REQUIRED	32

Industrial-Organizational Psychology (M.A.) Year Two

Course	Credits
ORG 6110 Org Development&Consultation II	4
ORG 6910 Topical Seminar:Orgnztnl Psych (4)	4
ORG 6912 Topical Seminr:Orgnaztnl Devlp (4)	
ORG 6010 Selection & Performance Mngmnt	4
ORG 6210 Program & Organiztnl Evaluatn	4
ORG 6001 FMP Foundations	4
ORG 6230 Lrng Sysms&on Job Devlopment	4
SECTION CREDITS REQUIRED	24

9 Credits of Approved Electives

Course	Credits
MFT 6300 Theories of MFT I (3)	9
MFT 6303 Theories of MFT II (3)	
MFT 6301 Becoming a Systems Therapist (3)	
MFT 6610 Treatment of Abusive Systems (3)	
MFT 6100 Social Ecology of Family (3)	
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 6201 Christian Values & Marketplace (3)	
BUS 6202 Bus Ethcs:Cur Iss & Moral Ldrs (3)	
BUS 6260 Managerial Communication (3)	
BUS 6300 Human Resource Management (3)	
BUS 6301 Labor & Employee Relations (3)	
BUS 6303 Compensation & Benefits (3)	
BUS 6305 Managing Cultural Diversity (3)	
BUS 6361 Advanced Negotiations (3)	
SECTION CREDITS REQUIRED	9

TOTAL CREDITS REQUIRED 65

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (PH.D.)

Industrial-Organizational Psychology (Ph.D.) Year One

Course	Credits
CPY 7020 Statistical Methods	5
ORG 7100 Organizational Behavior	4

CPY 7200	Personality Theory & Research	5
ORG 7001	FMP Found:Voc,Ethics&Integrity	4
ORG 7300	Leadership & Team Development	4
ORG 7230	Lrng Systms&on Job Development	4
ORG 7101	Org Development & Consultation	4
ORG 7000	History & Systems of Psycholgy	4
ORG 7240	Social Psychology	4
ORG 7201	Orgnzt Diversity&Globalization	4
SECTION CREDITS REQUIRED		42

Industrial-Organizational Psychology (Ph.D.) Year Two

Course		Credits
ORG 7110	Org Devlopment&Consultation II	4
ORG 7995	Research & Dissertation	8
CPY 7031	Research Methds & Statistics I	5
CPY 7032	Research Methds & Statstcs II	5
CPY 7033	Research Methds & Statstcs III	5
ORG 7002	FMP Fndtns:Work,Meang,Sabbath	4
ORG 7034	Qualitative Research Methods	4
ORG 7010	Adv Selection&Performance Mgmt	4
ORG 7200	Theortcl Perspctv on Organztns	4
SECTION CREDITS REQUIRED		43

Industrial-Organizational Psychology (Ph.D.) Year Three

Course		Credits
CPY 7010	Psychmetrc Thry/Test Constrctn	5
ORG 7120	Practice of Organizational Psy	4
ORG 7940	Placement	4
ORG 7995	Research & Dissertation	12
ORG 7210	Program & Organiztnl Evaluatn	4
SECTION CREDITS REQUIRED		29

Industrial-Organizational Psychology (Ph.D.) Year Four

Course		Credits
ORG 7940	Placement	12
ORG 7995	Research & Dissertation	12
SECTION CREDITS REQUIRED		24

30 Credits of Approved Electives

Course		Credits
MFT 6300	Theories of MFT I (3)	30

MFT 6303	Theories of MFT II (3)
MFT 6301	Becoming a Systems Therapist (3)
MFT 6610	Treatment of Abusive Systems (3)
MFT 6100	Social Ecology of Family (3)
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 6201	Christian Values & Marketplace (3)
BUS 6202	Bus Ethcs:Cur Iss & Moral Ldrs (3)
BUS 6260	Managerial Communication (3)
BUS 6300	Human Resource Management (3)
BUS 6301	Labor & Employee Relations (3)
BUS 6303	Compensation & Benefits (3)
BUS 6305	Managing Cultural Diversity (3)
BUS 6361	Advanced Negotiations (3)
CPY 7210	Developmental Psychology (5)
CPY 7230	Cognition & Learning (5)

SECTION CREDITS REQUIRED	30
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TOTAL CREDITS REQUIRED	168
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Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

COURSE DESCRIPTIONS:

[ORG 6000](#) | [ORG 6001](#) | [ORG 6010](#) | [ORG 6020](#) | [ORG 6034](#) | [ORG 6100](#) | [ORG 6101](#) | [ORG 6110](#) | [ORG 6201](#) | [ORG 6210](#) | [ORG 6230](#) | [ORG 6240](#) | [ORG 6300](#) | [ORG 6310](#) | [ORG 6600](#) | [ORG 6610](#) | [ORG 6910](#) | [ORG 6912](#) | [ORG 6940](#) | [ORG 7000](#) | [ORG 7001](#) | [ORG 7002](#) | [ORG 7010](#) | [ORG 7020](#) | [ORG 7034](#) | [ORG 7100](#) | [ORG 7101](#) | [ORG 7110](#) | [ORG 7120](#) | [ORG 7200](#) | [ORG 7201](#) | [ORG 7210](#) | [ORG 7230](#) | [ORG 7240](#) | [ORG 7300](#) | [ORG 7310](#) | [ORG 7400](#) | [ORG 7900](#) | [ORG 7910](#) | [ORG 7912](#) | [ORG 7930](#) | [ORG 7940](#) | [ORG 7995](#) | [ORG 7999](#) | [VIEW ALL](#)

ORG 6000: History & Systems of Psychology (4) Offerings

Focuses on an understanding of the historical and philosophical roots, cultural influences and basic scientific assumptions which underlie contemporary psychology in general, and organizational 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.

Restrictions: *Doctoral, Graduate only.*

ORG 6001: FMP Foundations (4) [Offerings](#)

Examines the concepts of leadership, work, vocation and faith from a biblical perspective. Colloquim also addresses issues that arise out of the content of other courses being taken concurrently by the student. A Portfolio is completed in this course.

[Restrictions:](#) *Doctoral, Graduate only.*

ORG 6010: Selection & Performance Mngmnt (4) [Offerings](#)

Prerequisite: ORG 6600, 6610. Introduces students to job analysis, selection, and performance management, including the measurement of performance, methods of feedback and compensation systems that reflect an integrated performance management system. Also includes legal considerations, 360 feedback, benefits, and cutting-edge incentive systems.

[Restrictions:](#) *Graduate only.*

ORG 6020: Survey Research (4) [Offerings](#)

Prepares students to conduct survey research in applied settings. Explores challenges and opportunities for survey research methodologies. Includes topics such as questionnaire generation, sampling, data interpretation and analysis, and the communication of results.

[Restrictions:](#) *Doctoral, Graduate only.*

ORG 6034: Qualitative Research Methods (4) [Offerings](#)

Examines the strengths and implications of using qualitative methods in the study of organizations, and strategies for enhancing the quality and credibility of qualitative findings. Investigates the complexities of mixed methods and triangulation along with interviewing strategies, content analysis, focus groups and narratives.

[Restrictions:](#) *Doctoral, Graduate only.*

ORG 6100: Organizational Behavior (4) [Offerings](#)

Introduces the literature addressing human behavior in organizational and community contexts. Examines interactions between people and systems in which they function from individual, group, and organizational levels of analysis. Topics include: individual differences, leadership, work motivation, perception, communication, decision making, power and politics, group development, performance, individual and work team effectiveness, conflict, organizational culture, organizational systems theory, and managing diversity.

[Restrictions:](#) *Doctoral, Graduate only.*

ORG 6101: Org Development & Consultation (4) [Offerings](#)

Introduces major theories, models and methods for evaluating the effects of interventions on groups and organizations. Explores the foundations in organizational development and the contributions made by other disciplines, theorists, and practitioners. Special focus on organizational entry, data collection, organizational diagnosis, development of interventions, evaluation, and contract termination. Also explores the role of consultant as internal/external facilitator in the organizational change process.

[Restrictions:](#) *Doctoral, Graduate only.*

ORG 6110: Org Development&Consultation II (4) [Offerings](#)

Prerequisite: ORG 6100, 6101. Continues study in the practice of organizational development dealing with planned changes in organization design, strategy, and other large-scale organizational systems. Introduces diagnostic models and methods for the planning of strategic change interventions in complex organizational systems. Explores the influence of politics, power, organizational culture, and leadership. Also includes topics such as quality management, organizational learning, and self-managed work groups.

Restrictions: *Doctoral, Graduate only.*

ORG 6201: Orgnzt Diversity&Globalization (4) Offerings

Examines the opportunities and challenges associated with a diversified workforce and organizational culture as they relate to gender, race, personality, nationality, religion, and other differentiating factors. Investigates the realities of organizational strategy, power, politics, communication, and leadership in the context of a global environment.

Restrictions: *Doctoral, Graduate only.*

ORG 6210: Program & Organiztnl Evaluatn (4) Offerings

Covers the major models and methods for evaluating the effects of intervention packages or programs on groups and organizations. Emphasizes 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. The Master's Project is completed in this course.

Restrictions: *Doctoral, Graduate only.*

ORG 6230: Lrng Systms&on Job Development (4) Offerings

Introduces tools and methods used to develop effective learning systems within organizational contexts. Also covers foundational theory in learning and training, curriculum and course development, and impact assessment. Explores strategies for utilizing on-the-job experiences as rich development opportunities along with strategic implications of leadership development for the organization.

Restrictions: *Doctoral, Graduate only.*

ORG 6240: Social Psychology (4) Offerings

Examines the social bases of behavior, exploring the major theories, concepts and research topics in social psychology. Studies the social and interpersonal determinants and consequences of individual behavior, with special reference to social dynamics that shape attitudes, emotions, perception and behavior.

Restrictions: *Doctoral, Graduate only.*

ORG 6300: Leadership & Team Development (4) Offerings

Prerequisite: ORG 6100. Introduces theoretical frameworks on leadership and team development. Highlights cutting edge tools and practices for selecting and developing leadership capacity within organizational settings as well as the interpersonal and structural dynamics that characterize effective groups. Explores systemic approaches to leadership in the context of organizational culture and interpersonal factors such as leadership ethics, purpose, motivation, power and communication.

Restrictions: *Doctoral, Graduate only.*

ORG 6310: Not for Profit Leadership (4) Offerings

Examines the unique opportunities and challenges of working with and changing human service, non-profit, and community-based organizations such as social service agencies, hospitals, schools, family service agencies, local governments, and faith based organizations.

Explores issues related to board governance, leadership of a volunteer workforce, burnout, vocational calling, and sense of purpose along with theoretical models for change in human service organizations.

Restrictions: *Doctoral, Graduate only.*

ORG 6600: Research Methods & Statistics I (4) Offerings

Part one of a two-course sequence that introduces students to applied research methodology and statistics through the development and execution of an applied organization based research project. Introduces students to methods of inquiry, hypothesis testing and research design. Examines the use of statistics as a critical thinking tool and reliability and validity coefficients in the evaluation of testing instruments.

Restrictions: *Doctoral, Graduate only.*

ORG 6610: Research Methods & Statistics II (4) Offerings

Prerequisite: ORG 6600. Part two of a two-course sequence that introduces students to applied research methodology and statistics through the development and execution of an applied organization based research project. Introduces students to descriptive statistics and inferential statistics including t-test, ANOVA, and correlation. Also examines data analysis techniques and the communication of results to a non-scientific audience.

Restrictions: *Doctoral, Graduate only.*

ORG 6910: Topical Seminar: Orgnztnl Psych (1-5) Offerings

What are the keys to lifelong learning and development? In this class we will draw on theory and research in motivation and adult development to answer the big questions that we all ask ourselves at one time or another: Who am I and who am I becoming? What are the motivational strategies that allow people to navigate through the challenges they face at work and in their personal lives? How will I know when I have arrived? Through readings, discussion, and application, students will explore how they can make lifelong learning a natural part of who they are and become a catalyst for others. May be repeated for credit 2 times.

Restrictions: *Doctoral, Graduate only.*

ORG 6912: Topical Seminar: Orgnaztnl Devlp (1-5) Offerings

Provides lecture/discussion in a seminar-style format of a special topic related to the theory and practice of organizational development. May be repeated for credit 2 times.

Restrictions: *Graduate only.*

ORG 6940: Internship (1-2) Offerings

Masters-level internships are a chance for students to apply the knowledge, skills, and abilities in I/O psychology that they are developing within an applied setting. Sites may include business and/or non-profit organizations. Students are responsible for finding their sites and must submit an internship application (located on the program Blackboard site), providing evidence that the work is commensurate with a masters-level I/O degree. The internship may be a paid or unpaid,

part-time or full-time position. Course requirements include a literature review, learning/reflection papers, and a final paper. The four credits would be taken over two or four quarters. For course requirements, see the posted placement guidelines.

[Restrictions:](#) *Graduate only.*

ORG 7000: History & Systems of Psychology (4) [Offerings](#)

Focuses on an understanding of the historical and philosophical roots, cultural influences and basic scientific assumptions which underlie contemporary psychology in general and organizational 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.

[Restrictions:](#) *Doctoral, Graduate only.*

ORG 7001: FMP Found:Voc,Ethics&Integrity (4) [Offerings](#)

Introduces the concept of vocation as a whole life model by reclaiming the meaning of work in the pre-industrial concept of one's entire life as a calling to God. Reviews the research on the spirituality inherent in work, the historic perspective on the religious implication of work, the nature of work vis a vis other life realms, definitions of vocation and the integrated whole-life model of vocation. Also examines the concepts of ethics and integrity from a biblical basis as they relate to the practice of organizational psychology and change management. Also investigates bases of moral development and ethical decision-making.

[Restrictions:](#) *Doctoral, Graduate only.*

ORG 7002: FMP Fndtns:Work,Meang,Sabbath (4) [Offerings](#)

Explores the implications of a biblical anthropology, develops a theology of personhood and encourages students in personal exploration of and engagement with these issues. Also introduces the characteristics of rest, reflection and relationships found in the biblical narrative regarding Sabbath. Introduces models of Sabbath observance and Sabbath culture and examines their implications for personal wellness and managing organizations. Reviews the organizational development practices of organizations who embrace some or all of the principles underlying Sabbath culture reflecting a spectrum of companies with Christian and non-Christian worldviews. Portfolio draft submitted in ORG 7002.

[Restrictions:](#) *Doctoral, Graduate only.*

ORG 7010: Adv Selection&Performance Mgmt (4) [Offerings](#)

Prerequisites: CPY 7020, 7031, 7032, and 7033. Advanced doctoral survey in job analysis, selection systems and their accompanying mathematical models to test for validity, fairness and utility. Introduces performance management including the measurement of performance, methods of feedback and compensation systems that reflect an integrated performance management system. Also includes legal considerations, 360 feedback, benefits and cutting edge incentive systems. Prepares students for senior-level positions in selection and performance management systems. Offered alternate years.

[Restrictions:](#) *Doctoral only.*

ORG 7020: Survey Research (4) [Offerings](#)

Prepares students to conduct survey research in applied settings. Explores challenges and opportunities for survey research methodologies. Includes topics such as questionnaire generation, sampling, data interpretation and analysis, and communication of results.

Restrictions: *Doctoral, Graduate only.*

ORG 7034: Qualitative Research Methods (4) [Offerings](#)

Examines the strengths and implications of using qualitative methods in the study of organizations, and strategies for enhancing the quality and credibility of qualitative findings. Investigates the complexities of mixed methods and triangulation along with interviewing strategies, content analysis, focus groups and narratives.

Restrictions: *Doctoral, Graduate only.*

ORG 7100: Organizational Behavior (4) [Offerings](#)

Introduces the literature addressing human behavior in organizational and community contexts. Examines interactions between people and systems in which they function from individual, group, and organizational levels of analysis. Topics include: individual differences, leadership, work motivation, perception, communication, decision making, power and politics, group development, performance, individual and work team effectiveness, conflict, organizational culture, organizational systems theory, and managing diversity.

ORG 7101: Org Development & Consultation (4) [Offerings](#)

Introduces major theories, models and methods for evaluating the effects of interventions on groups and organizations. Explores the foundations in organizational development and the contributions made by other disciplines, theorists, and practitioners. Special focus on organizational entry, data collection, organizational diagnosis, development of interventions, evaluation, and contract termination. Also explores the role of the consultant as internal/external facilitator in the organizational change process.

ORG 7110: Org Development&Consultation II (4) [Offerings](#)

Prerequisite: ORG 7100 and 7101. Continues study in the practice of organizational development dealing with planned changes in organization design, strategy, and other large-scale organizational systems. Introduces diagnostic models and methods for the planning of strategic change interventions in complex organizational systems. Explores the influence of politics, power, organizational culture, and leadership. Also includes topics such as quality management, organizational learning, and self-managed work groups.

Restrictions: *Doctoral, Graduate only.*

ORG 7120: Practice of Organizational Psy (4) [Offerings](#)

Examines the practice of organizational psychology and issues related to professional standards, ethical practice, relationship to clients, contracting and careers in the field. Pays special attention to the student as a developing professional and instrument of organizational change. Final portfolio submitted in ORG 7120.

Restrictions: *Doctoral, Graduate only.*

ORG 7200: Theoretcl Perspctv on Organztns (4) [Offerings](#)

Examines selected organizational theorists, models and systems. Tracks the shifts from top-down, hierarchically driven, tightly coupled organizational strategies to loosely coupled, adaptive, and employee driven structures. Presents selected readings in organizational theory and behavior. Also explores future directions for organizational theory.

Restrictions: *Doctoral, Graduate only.*

ORG 7201: Orgnzt Diversity&Globalization (4) [Offerings](#)

Examines the opportunities and challenges associated with a diversified workforce and organizational culture as they relate to gender, race, personality, nationality, religion, and other differentiating factors. Investigates the realities of organizational strategy, power, politics, communication, and leadership in the context of a global environment.

Restrictions: *Doctoral, Graduate only.*

ORG 7210: Program & Organiztnl Evaluatn (4) [Offerings](#)

Covers the major models and methods for evaluating the effects of intervention packages or programs on groups and organizations. Emphasizes 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. A draft of the Master's Project is completed in this course.

Restrictions: *Doctoral, Graduate only.*

ORG 7230: Lrng Systms&on Job Development (4) [Offerings](#)

Introduces tools and methods used to develop effective learning systems within organizational contexts. Also covers foundational theory in learning and training, curriculum and course development, and impact assessment. Explores strategies for utilizing on-the-job experiences as rich development opportunities along with strategic implications of leadership development for the organization.

Restrictions: *Doctoral, Graduate only.*

ORG 7240: Social Psychology (4) [Offerings](#)

Examines the social bases of behavior, exploring the major theories, concepts and research topics in social psychology. Studies the social and interpersonal determinants and consequences of individual behavior, with special reference to social dynamics that shape attitudes, emotions, perception and behavior.

Restrictions: *Doctoral, Graduate only.*

ORG 7300: Leadership & Team Development (4) [Offerings](#)

Prerequisite: ORG 7100. Introduces theoretical frameworks on leadership and team development. Highlights cutting edge tools and practices for selecting and developing leadership capacity within organizational settings as well as the interpersonal and structural dynamics that characterize effective groups. Explores systemic approaches to leadership in the context of organizational culture and interpersonal factors such as leadership ethics, purpose, motivation, power and communication.

Restrictions: *Doctoral, Graduate only.*

ORG 7310: Not for Profit Leadership (4) [Offerings](#)

Examines the unique opportunities and challenges of working with and

changing human service, non-profit, and community-based organizations such as social service agencies, hospitals, schools, family service agencies, local governments, and faith based organizations. Explores issues related to board governance, leadership of a volunteer workforce, burnout, vocational calling, and sense of purpose along with theoretical models for change in human service organizations.

[Restrictions:](#) *Doctoral, Graduate only.*

ORG 7400: Crse Devlpmnt & Teachg Stratgs (4) [Offerings](#)

Provides practitioners of organizational psychology in both academic and service settings with knowledge and practical skills to become effective educators. Includes philosophy of teaching/learning, learning styles, critical thinking, course development, teaching strategies, evaluation, documentation and integration of technology. Also incorporates an opportunity for developing and presenting a learning module.

[Restrictions:](#) *Doctoral, Graduate only.*

ORG 7900: Independent Study (1-5) [Offerings](#)

Provides an opportunity for a student to study a topic of special interest under faculty supervision. May be repeated for credit up to 12 credits.

[Restrictions:](#) *Doctoral, Graduate only.*

ORG 7910: Topical Seminar in Orgnz Psych (1-5) [Offerings](#)

What are the keys to lifelong learning and development? In this class we will draw on theory and research in motivation and adult development to answer the big questions that we all ask ourselves at one time or another: Who am I and who am I becoming? What are the motivational strategies that allow people to navigate through the challenges they face at work and in their personal lives? How will I know when I have arrived? Through readings, discussion, and application, students will explore how they can make lifelong learning a natural part of who they are and become a catalyst for others. May be repeated for credit 2 times.

[Restrictions:](#) *Doctoral, Graduate only.*

ORG 7912: Topical Semnr:Orgnaztnl Devlp (1-5) [Offerings](#)

Provides lecture/discussion in a seminar-style format of a special topic related to the theory and practice of organizational development. May be repeated for credit 2 times.

[Restrictions:](#) *Doctoral only.*

ORG 7930: Master Teaching Mentoring Prac (1-5) [Offerings](#)

Prepares students for careers as college level professors by pairing them with a faculty member who serves as their teaching mentor, providing feedback, advice, and resources as they prepare for careers as educators in higher education. May be repeated for credit 3 times.

[Restrictions:](#) *Doctoral, Graduate only.*

ORG 7940: Placement (1-5) [Offerings](#)

Provides the practical organizational experience required for doctoral students in organizational psychology. May be repeated for credit up to 16 credits.

[Restrictions:](#) *Doctoral, Graduate only.*

ORG 7995: Research & Dissertation (2-4) Offerings

Standards and procedures for the completion of the dissertation are explained in the Dissertation and Research Guidelines. May be repeated for credit up to 32 credits.

Restrictions: *Doctoral, Graduate only.*

ORG 7999: Extended Dissertation (1) Offerings

Continues dissertation activities beyond required program credits. Standards and procedures for the completion of the dissertation are explained in the dissertation and research guidelines. May be repeated for credit up to 8 credits.

Marriage and Family Therapy (M.S.)

SCHOOL OF PSYCHOLOGY, FAMILY, AND COMMUNITY
MARSTON/WATSON HALL
206-281-2987
GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/PFC

Faculty, students, and staff in the School of Psychology, Family, and Community strive to become a community of learners:

- **Guided by faith.** Exploring the implications of vital expressions of Christian faith for the human condition, as well as for emotional and relational healing and health.
- **Rooted in academic discipline.** Fostering rigorous and creative learning environments, as well as contributing primary scholarship to the scientific study of psychological and social processes.
- **Committed to service.** Grounding our learning community in the theory, research, and application of our disciplines in order to produce skilled graduates who can serve with character and competence in a broken world; nurturing creative partnerships with our local community and beyond in order to serve in and learn from socially and culturally diverse settings.

MISSION STATEMENT

The mission of the Marriage and Family Therapy (MFT) program at Seattle Pacific University is to provide the highest quality education and training in 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 — all 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.

Also see the [MFT Certificate program](#) overview below.

PROGRAM DISTINCTIVES

Our training is offered through academic coursework and supervised clinical practice, leading to a master of science degree in marriage and family therapy. The program provides a seven-quarter practicum sequence that delivers fundamental and comprehensive clinical training. Graduates are equipped to provide professional services as marriage and family therapists and to be effective participants in the ever-changing health care environment.

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.

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 the marriage and family therapy program. Courses are generally held during mid-afternoon and evening hours, Monday through Thursday, for 10 weeks. A typical full-time schedule is as follows:

- **First year:** Monday and Wednesday, 1:30–8:30 p.m.
- **Second year:** Tuesday and Thursday, 1:30–8:30 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 MFT degree prepares individuals for supervised service in clinical and agency mental health organizations, educational settings, and private psychotherapy. Other professional opportunities include educator, consultant, mediator, administrator, and medical family therapist.

Marriage and Family Therapy program 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 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 (100) 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 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 MFT curriculum. Post-master's students may also obtain a certificate in medical family therapy.

ACCREDITATION

In addition to regional accreditation by the [Northwest Commission of Colleges and Universities](#), the MFT program at Seattle Pacific University holds national accreditation through the [Commission of Accreditation for Marriage and Family Therapy Education \(COAMFTE\)](#), the accrediting agency for the American Association for Marriage and Family Training programs. AAMFT is the national professional organization dedicated to the practice of marriage and family therapy.

Graduates with post-master's degree experience are eligible to apply for licensure through Washington state's Department of Health. Five hundred (500) hours of clinical practice and 100 hours of supervision may be applied toward

Washington state MFT licensure if an applicant graduates from the SPU MFT program. Licensure in more states follow COAMFTE curriculum and supervision requirements.

GENERAL ADMISSIONS INFORMATION

The program begins in Autumn Quarter and admits students once a year. The application deadline is January 22.

Listed below is a brief outline of University and program requirements for admission to MFT students. For detailed information on admission, visit [The Graduate Center](#). You may also request an application packet by contacting The Graduate Center at gradadmissions@spu.edu or 206-281-2091 or 800-601-0603.

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 3.0 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 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 institution) 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, and developmental psychology or family studies. 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 and individual life-span development courses.
3. A minimum score of 950 (only verbal and quantitative) for the [Graduate Record Examination \(GRE\)](#) or 430 scaled score (35 raw score) 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. Further information on these tests can be obtained by calling the numbers listed below:

Graduate Record Exam
800-GRE-CALL or 800-473-2255
www.gre.org

Miller Analogies Test
800-622-3231
www.milleranalogies.com

UW Testing Center (for local applicants)
206-543-1170

If the candidate has earned a 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 significant qualifications and exceptional recommendations who fail to meet the GPA or GRE/MAT minimum scores may still be considered for admission to the MFT program, because the program admits all students on a probationary status (see "[Admission Procedures](#)").

4. Applicants will submit three letters of recommendation, including (1) 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 (2) at least one from a person qualified to evaluate academic ability (e.g., educator); and (3) a third personal recommendation that 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.
5. 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 (1) career objectives; (2) rationale for seeking the degree and choosing to attend Seattle Pacific University; (3) personal interest in marriage and family therapy; (d) professional and personal strengths as they apply to the mental health profession; (4) related volunteer or work experiences; (5) the way in which personal and professional life experiences have converged to motivate application to the MFT program; and (6) other insights as deemed appropriate by the applicant.
6. 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.
7. 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.

8. 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 March. It is highly recommended that applicants participate in the group-interview process. Telephone interviews are also permissible, but in only exceptional circumstances.

Admission to the graduate program depends upon recommendation by the MFT faculty and approval from the chair of marriage and family therapy. The entire process is usually completed within 10 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 for placement in an internship site to occur. To be considered for full admission, students must complete a minimum of 11 units in the MFT program, with average GPA of 3.0 or better in all courses, and must be recommended for continuance by MFT faculty.

TRANSFER OF CREDIT

Students wishing to apply master's degree level coursework completed at a regionally accredited institution prior to application must provide applicable transcripts and/or syllabi. Each course must be at least three graduate quarter credits and be equivalent to courses taught in the MFT program at Seattle Pacific University. A minimum grade of B will be needed for transferred work, and a maximum of 9 quarter credits may be transferred.

MEDICAL FAMILY THERAPY CERTIFICATE

The medical field is developing integrated health care teams in medical settings to address the physical, emotional, spiritual, and relational needs of patients. Due to rapid changes in the health care delivery system, which is struggling to provide a model to meet the needs of the consumer, payor and insurer, there is a growing need for sound training in integrative and collaborative health care.

Since 1995, the *Lancet*, the *Journal of the American Medical Association*, and the *New England Journal of Medicine* have published studies showing that an integrated treatment protocol resulted in prolonged survival rates, significant cost savings, and an increased quality of life for cancer and heart disease patients.

Seattle Pacific University has seen an increase in alumni obtaining jobs in different medical centers working with infertility, cancer, and diabetes. Master's level students with advanced training in medical family therapy can become a vital part of the collaborative health care team. This is an ideal time to join the movement toward integrated health care that focuses upon the needs of the whole person and family system.

PROGRAM OVERVIEW

SPU's Medical Family Therapy Certificate program is the only training program on the West Coast geared to training biomedical, psychosocial, and spiritual providers to work in medical settings as a part of an integrated health care team.

With its commitment to excellence, service and Christian faith, SPU's School of Psychology, Family, and Community stands ready to offer a bio-psychosocial model of specialized training in collaborative medicine. In addition, this training will the role of spirituality and faith practices in healing and health.

SPU's certificate in Medical Family Therapy will prepare health and mental health providers to be leaders in the development of this field. With the training and research emphasis on the role of spirituality in health and healing, our graduates will be equipped to introduce and implement a bio-psychosocial-spiritual model of care into a health care system struggling to be both cost-effective and healing.

COURSEWORK

There are two options for those interested in obtaining the Medical Family Therapy Certificate.

Graduate students already enrolled in the Marriage and Family Therapy program at SPU may add 14 additional credits focused on medical family therapy to receive the certificate.

The certificate in Medical Family Therapy, can be earned during or after completion of the MFT program.

Professionals who have a degree in marital and family therapy will need only to complete the core courses ([12-16 units](#)) to receive the certificate. Classes may be taken individually, also.

Those persons who have received graduate training in social work, behavioral science, theology, nursing, or medicine will need to review their prior classes. Depending upon past coursework, additional credits may be needed. For most students, the certificate can be completed over a two-year period.

INTERNSHIP

In the late summer or early fall after all coursework is complete, students will be placed in a yearlong internship 10 hours a week in an outpatient medical clinic. Students will have a chance to discuss internship placement possibilities prior to placement.

Clinics range from family medicine, oncology, rheumatology, women's health, and other specialty medicine sites. Students will work alongside physicians, nurses, and staff providing on-site psychosocial care. They will be actively involved in charting, consulting with medical team, program development, and clinical treatment.

Clinic schedule will be determined in consideration of clinic need, space restrictions and student's availability. During the internship year students will also be enrolled in the practicum supervision course.

MARRIAGE AND FAMILY THERAPY (M.S.)

Core Classes

Course	Credits
MFT 6100 Social Ecology of Family	3
MFT 6110 Human Sexuality	3
MFT 6200 History, Systems & Christian Persp	3
MFT 6210 Multicultural Issues in Family Therapy	2
MFT 6220 Gender Perspectives & Family Therapy	3
MFT 6300 Theories of MFT I	3
MFT 6301 Becoming a Systems Therapist	3
MFT 6303 Theories of MFT II	3
MFT 6401 Group Therapy I	1
MFT 6402 Group Therapy II	2
MFT 6410 Treatment of Couples	3
MFT 6600 Psychopathology & Family System	3
MFT 6610 Treatment of Abusive Systems	3

MFT 6620	Assesmnt & Testng Family Thrpy	3
MFT 6630	Psychopharm, Phys & Med Issues	3
MFT 6641	Trtmnt of Yng Chldrn & Families	1
MFT 6642	Treatmnt of Adolscnts & Family	1
MFT 6643	Parenting & Trtmnt of Families	1
MFT 6700	Graduate Research	3
MFT 6710	Graduate Research II	1
MFT 6810	Issues, Ethics & Law	3
MFT 6811	Ethical Issues & Crisis Intrvt	2
SECTION CREDITS REQUIRED		53

Theory and Elective Classes

Course		Credits
MFT 6310	Brief Family Therapy (2)	
MFT 6340	Experientl Theory & Fam Thrpy (2)	
MFT 6350	Narrative Family Therapy (2)	
MFT 6360	Advanced Bowen Theory & Therapy (2)	4
MFT 6370	Internal Family Systms Therapy (2)	
MFT 6411	Premarital Education (2)	
MFT 6819	Dilemmas in Psychotherapy (2)	
MFT 6820	MFT in Profsnl/Private Practic (2)	
SECTION CREDITS REQUIRED		4

Practicum Training

Course		Credits
MFT 6933	Clinical Practicum I (1)	
MFT 6934	Clinical Practicum II (2)	
MFT 6935	Clinical Practicum III (2)	
MFT 6936	Clinical Practicum IV (2)	13
MFT 6937	Clinical Practicum V (2)	
MFT 6938	Clinical Practicum VI (2)	
MFT 6939	Clinical Practicum VII (2)	
MFT 6941	Advanced Clinical Practicum (1-4)	
SECTION CREDITS REQUIRED		13

TOTAL CREDITS REQUIRED 70

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

COURSE DESCRIPTIONS:

MFT 6100	MFT 6110	MFT 6200	MFT 6201	MFT 6210	MFT 6220
MFT 6300	MFT 6301	MFT 6303	MFT 6310	MFT 6320	MFT 6340
MFT 6350	MFT 6360	MFT 6370	MFT 6401	MFT 6402	MFT 6410
MFT 6411	MFT 6600	MFT 6610	MFT 6620	MFT 6630	MFT 6632
MFT 6633	MFT 6634	MFT 6641	MFT 6642	MFT 6643	MFT 6647
MFT 6648	MFT 6649	MFT 6651	MFT 6652	MFT 6700	MFT 6710
MFT 6810	MFT 6811	MFT 6819	MFT 6820	MFT 6900	MFT 6912
MFT 6933	MFT 6934	MFT 6935	MFT 6936	MFT 6937	MFT 6938
MFT 6939	MFT 6941	VIEW ALL			

MFT 6100: Social Ecology of Family (3) [Offerings](#)

Develops a broad knowledge base of the dynamics and functioning of different family forms: nuclear, post-divorce, remarriage, and intergenerational families and alternative family groups. Covers 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). Integrates findings regarding individual development from birth to death. Contextual issues (e.g., culture, gender, socioeconomics) will inform discussions of the family as well.

Restrictions: *Marriage & Family Therapy, Nursing, School Counseling Majors only. Graduate only.*

MFT 6110: Human Sexuality (3) [Offerings](#)

Examines the place of sexuality in human life including developmental, cultural, psychological, biological, relational, and spiritual factors. Pays special attention to the issues of gender, intimacy, sexual functioning and sexual dysfunction from a psychotherapeutic perspective.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6200: Histry, Systms & Christn Persp (3) [Offerings](#)

Traces historical developments in formal and informal human services, historical developments in Christian thought, and how the two interrelate. Particularly important are theological and epistemological bases for human services vis-a-vis social ecology and systems thinking.

Restrictions: *Marriage & Family Therapy, Nursing, School Counseling Majors only. Graduate only.*

MFT 6201: Christn Prspctv of Psychothrp (2) [Offerings](#)

Recommended Prerequisite: MFT 6200. Focuses on the dynamic relationship between Christianity and the art and science of psychotherapy, particularly related to clinical problems. Consider how various Christian perspectives relate to clinical practices, ethics, treatment models, and social issues which particularly influence psychotherapy.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6210: Multicutrl Issues in Fam Thrpy (2) [Offerings](#)

Focuses on how ethnic, cross-cultural, multiracial and socioeconomic issues influence theories and practices of marriage and family therapy. Analyzes strengths and limitations of major modalities. Students will consider influences of their own cultural backgrounds upon their practice of marriage and family therapy.

Restrictions: *Marriage & Family Therapy, Nursing, School Counseling Majors only. Graduate only.*

MFT 6220: Gender Perspectives & Family Therapy (3) [Offerings](#)

Acquaints family therapy students with the MFT literature pertaining to gender. Through readings, videos, and class discussions, students will learn the many ways that gender impacts self and relationships on the personal as well as socio-cultural levels. Implications for therapeutic practice will be a major focus.

[Restrictions:](#) *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6300: Theories of MFT I (3) [Offerings](#)

Acquaints students with the basic theories and methods guiding the practice of family therapy, and the research basis for their use. Students will be encouraged to begin to develop their own personal style of therapy in light of those theories studied. Examines 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. 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.

[Restrictions:](#) *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6301: Becoming a Systems Therapist (3) [Offerings](#)

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

[Restrictions:](#) *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6303: Theories of MFT II (3) [Offerings](#)

Recommended 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. Encourages students to begin to develop their own personal style of therapy in light of those theories studied. Examines 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. 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. Class sessions will be divided between lectures and a practical application of theories.

[Restrictions:](#) *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6310: Brief Family Therapy (2) [Offerings](#)

Examines primary models of brief therapy. Includes relevant research and clinical data. By working through actual cases and other clinical examples, students acquire the conceptual bases and primary methods of these models. Helps students assess how clients' attempted solutions of problems have been effective and ineffective, and how to plan interventions to enhance effectiveness.

[Restrictions:](#) *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6320: Structural Family Therapy (2) [Offerings](#)

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.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6340: Experientl Theory & Fam Thrpy (2) [Offerings](#)

Provides an in-depth study and exploration of experiential family therapy. Examines the works of Whitaker and Satir in the light of their similarities and differences in the treatment of families. Presents research pertinent to experiential therapy. Emphasizes the development of the student's own self and style as a therapist.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6350: Narrative Family Therapy (2) [Offerings](#)

Examines developments in narrative therapy and the implications for clinical practice. Focuses primarily on the works of Michael White and David Epston 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.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6360: Advanced Bowen Theory & Therapy (2) [Offerings](#)

Provides advanced knowledge, training, experience, and research in Bowen Theory and its applications. Gives students opportunities to explore clinical applications of the theory for their own work.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6370: Internal Family Systms Therapy (2) [Offerings](#)

Provides an in depth study and exploration of Internal Family Systems Therapy. Develops clinical skills particularly relevant to working with trauma survivors and their families, as well as the development of self leadership within the clinician.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6401: Group Therapy I (1) [Offerings](#)

An experiential class that cultivates awareness and skill through participation in and leadership of group therapy processes related to marriage and family therapy. Grief will be a clinical issue addressed in the course.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6402: Group Therapy II (2) [Offerings](#)

Examines the theoretical and practical applications of process-oriented group experiences. Pays particular attention to the development and implementation of family and couple groups in a variety of settings, and skills related to group leadership. Research regarding participation in groups, including cultural factors, will be reviewed.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6410: Treatment of Couples (3) [Offerings](#)

Prerequisites: MFT 6300 and 6303. Reviews various models of couple interaction, couple evaluation and couple therapy. Provides 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. Examines ethnicity and cultural implications.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6411: Premarital Education (2) [Offerings](#)

Provides a practical overview of the theory, research, and practice of premarital and remarital therapy. Reviews goals, topics, and formats of premarital therapy within various contexts and settings. Examines issues related to culture, gender, diversity and special populations. Class sessions will be divided between lectures, discussions and practical applications. Students will be able to design a premarital program in a setting of interest to them.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6600: Psychopathology & Family System (3) [Offerings](#)

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 nosology in a family systems context.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6610: Treatment of Abusive Systems (3) [Offerings](#)

Examines the dynamics and treatment of abusive cycles and systems, with particular focus on substance abuse, sexual abuse, child abuse, domestic violence, and eating disorders. This didactic and experiential course highlights the effects of abuse on recipients, abusers and others within the contexts of culture, gender and spirituality.

Restrictions: *Marriage & Family Therapy, Nursing, School Counseling Majors only. Graduate only.*

MFT 6620: Assesmnt & Testng Family Thrpy (3) [Offerings](#)

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 both functional and dysfunctional relationship patterns and common mental health disorders within the context of marital and family systems.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6630: Psychopharm, Phys & Med Issues (3) [Offerings](#)

Examines the most common physical and medical issues that surface in the practice of marriage and family therapy. Special attention is given to psychopharmacology, neurophysiology, 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. Gives special attention to the biopsychosocial and spiritual implications of physical, emotional and relational suffering.

Restrictions: *Marriage & Family Therapy, Nursing, School Counseling*

Majors only. Graduate only.

MFT 6632: Collaborn Between Thrpst/Physc (1) [Offerings](#)

This seminar covers the core concepts needed for psychotherapists to collaborate successfully with physicians. Topics covered will include: Brief history of medicine, the new paradigm emerging in medicine, primary care vs. specialty care, continuity of care, core skills in collaboration, review of models of best practice, complex cases and high medical utilization, the medical home.

MFT 6633: Intrvwng Biopsy/Spiritual Care (1) [Offerings](#)

This seminar reviews the nature of the therapeutic interview versus the biomedical interview. We will cover various areas of import for therapists who wish to work successfully with physicians in service of their clients dealing with illness. Topics covered will include: understanding physician training, focus and language, evidenced based practice, outcome based practice, levels of collaboration & what is needed and when--and patient centered care protocols for collaboration and medical consultations.

MFT 6634: Marketing Practice to Physicns (1) [Offerings](#)

This seminar will review how to present and market your services to a physician. Various topics to be covered include: Identify differing areas of medicine, cultural differences in medicine to be considered before approaching a physician, the focus difference in medical family therapy not represented in other behavioral science fields, strategic connections in specialty and primary care, insurance obstacles and bridges, and the development of marketing products.

MFT 6641: Trtmnt of Yng Chldrn & Famliies (1) [Offerings](#)

Provides a didactic and experiential format in which to explore issues around therapeutic work with young children and their families. Explores developmental and family systems issues in the light of working with young children and their families.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6642: Treatmnt of Adolscnts & Family (1) [Offerings](#)

Provides a didactic and experiential format in which to explore issues around therapeutic work with adolescents and their families. Explores developmental and family systems issues in the light of working with adolescents and their families.

Restrictions: *Community Counseling, Counseling and Family Therapy, Marriage & Family Therapy Majors only.*

MFT 6643: Parenting & Trtmnt of Families (1) [Offerings](#)

Provides a didactic and experiential format in which to explore issues around therapeutic work with children, adolescents and their families. Explores parenting, developmental and family systems issues in the light of working with children, adolescents and their families in various therapeutic contexts.

Restrictions: *Marriage & Family Therapy Majors only.*

MFT 6647: PsyPharmacolgy Mental Hlth Prof (1) [Offerings](#)

This seminar will cover the latest information in psychotropic medication

used for the treatment of depression, anxiety, bi-polar, attention deficit, and some mental illnesses with psychotic features. The course will also cover what psychotherapists need to understand about how these medications alter brain function and common side effects.

MFT 6648: Fam Thrpy Tools Treat Med Illn (1) [Offerings](#)

This seminar will cover the most prevalent types of illnesses in children and adults while focusing on the impact on the patient and family. Topics to be covered include: types of illness from a psychosocial perspective, family life cycle implications, family structure implications, childhood diabetes and cancer, breast and prostate cancer, chronic progressive illness like M.S. and chronic pain.

MFT 6649: The Brain-Savvy Therapist (1) [Offerings](#)

This seminar will cover the latest information in brain science valuable to psychotherapists. Topics covered will include: the basics in brain physiology and neurobiology, how to use the understanding of brain science to facilitate interventions with clients and families, treatment ideas, case reviews and why therapists need to understand how a brain learns, changes and functions.

MFT 6651: Spirituality and Health (1) [Offerings](#)

This seminar will explore research regarding spirituality and health, encouraging a biopsychosocial-spiritual paradigm of healthcare practice. The impacts of prayer, meditative and other spiritual practices as well as spiritual communities/professionals will be examined within the contexts of health and longevity outcomes, mental health, stress-related diseases, substance abuse and management of chronic illnesses. Ethical and culturally-sensitive interventions will be highlighted.

MFT 6652: Addressing Harmful Hlth Behavr (1) [Offerings](#)

This seminar will focus on the impact of harmful health behaviors on health and wellness. It will review the need for psychosocial providers who can work with physicians to help patients as they make a significant lifestyle change. Topics will include: US statistics of diseases caused largely by lifestyle, the frustration of physicians who have time only for medical mandates, assessing motivation to change of patient and family, and motivational interviewing techniques used in both medicine and psychotherapeutic environs.

MFT 6700: Graduate Research (3) [Offerings](#)

Introduces graduate level statistics and research methods. Includes methods such as quantitative and qualitative designs in researching marriage and family therapy processes and outcomes. Develops skills in reviewing current research articles.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6710: Graduate Research II (1) [Offerings](#)

Assists the student in the integration of clinical work and research practice, bridging the gap between researcher and clinician. Students will be expected to examine their practicum case studies and/or clinical theory from a qualitative research perspective.

Restrictions: *Marriage & Family Therapy, Nursing, School Counseling Majors only. Graduate only.*

MFT 6810: Issues, Ethics & Law (3) [Offerings](#)

Considers major professional issues and practices in marriage and family therapy in the contexts of Christian perspectives, the ethical guidelines of the American Association for Marriage and Family Therapy, and other professional organizations. Examines the role of national and local laws, research findings and cultural/personal values.

[Restrictions:](#) *Marriage & Family Therapy, Nursing, School Counseling Majors only.*

MFT 6811: Ethical Issues & Crisis Intervt (2) [Offerings](#)

Focuses mainly on ethical issues and crisis interventions relevant to MFT clinicians and interns (e.g., harm to self and others). Provides initial preparation for student's placement in an internship site. Course is taken in conjunction with Clinical Practicum I (MFT 6933)

[Restrictions:](#) *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6819: Dilemmas in Psychotherapy (2) [Offerings](#)

The course examines common dilemmas in marriage and family therapy. These are issues in the lives of clients that defy clear-cut resolutions, such as client violence towards others, spiritual differences between therapist and client(s), and confidentiality with minors. The issues also carry personal and professional risks for therapists. While the issues are difficult, they can be addressed in ways that take into account the beliefs of therapist and clients, professional ethics, and professional law. This course also addresses interactions between the therapist's family-of-origin and clients' issues, plus implications for self-care of the therapist.

MFT 6820: MFT in Profsnl/Private Practic (2) [Offerings](#)

Focuses on the entry into the "real world" of therapeutic practice and setting up the "business" of therapy. Addresses current changes in the practice of couple and family therapy, and broadens career alternatives beyond the scope of private practice to include consultant, researcher, educator, trainer, and mediator.

[Restrictions:](#) *Marriage & Family Therapy, Nursing, School Counseling Majors only. Graduate only.*

MFT 6900: Independent Study (1-6) [Offerings](#)

Provides opportunity for the student to study a topic of special interest under faculty supervision. May be repeated for credit up to 12 credits.

[Restrictions:](#) *Marriage & Family Therapy Majors only. Graduate only. Graduate students only.*

MFT 6912: Seminar in Special Topics (1-4) [Offerings](#)

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.

[Restrictions:](#) *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6933: Clinical Practicum I (1) [Offerings](#)

Assists students in the integration of self, theory and the practice of family therapy. This seven-quarter sequence is designed to build step-

wise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VII). Student learning outcomes/objectives for the practicum sequence meet SPU MFT program goals and are tied to Association of Marital and Family Therapy Regulatory Board's (AMFTRB) practice domains for the MFT national examination. The SPU MFT program has selected 62 of the 67 task statements from the AMFTRB Practice Domains; these tasks fit with beginning MFT competencies and students are evaluated to achieve these competencies during the SPU 7-quarter MFT Clinical Practicum sequence. Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment).

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6934: Clinical Practicum II (2) Offerings

Assists students in the integration of self, theory and the practice of family therapy. This seven-quarter sequence is designed to build step-wise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VII). Student learning outcomes/objectives for the practicum sequence meet SPU MFT program goals and are tied to Association of Marital and Family Therapy Regulatory Board's (AMFTRB) practice domains for the MFT national examination. The SPU MFT program has selected 62 of the 67 task statements from the AMFTRB Practice Domains; these tasks fit with beginning MFT competencies and students are evaluated to achieve these competencies during the SPU 7-quarter MFT Clinical Practicum sequence. Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component on the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment).

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6935: Clinical Practicum III (2) Offerings

Assists students in the integration of self, theory and the practice of family therapy. This seven-quarter sequence is designed to build step-wise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VII). Student learning outcomes/objectives for the practicum sequence meet SPU MFT program goals and are tied to Association of Marital and Family Therapy Regulatory Board's (AMFTRB) practice domains for the MFT national examination. The SPU MFT program has selected 62 of the 67 task statements from the AMFTRB Practice Domains; these tasks fit with beginning MFT competencies and students are evaluated to achieve these competencies during the SPU 7-quarter MFT Clinical Practicum sequence. Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment).

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6936: Clinical Practicum IV (2) Offerings

Assists students in the integration of self, theory and the practice of family therapy. This seven-quarter sequence is designed to build step-wise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VII). Student learning outcomes/objectives for the practicum sequence meet SPU MFT program goals and are tied to Association of Marital and Family Therapy Regulatory Board's (AMFTRB) practice domains for the MFT national examination. The SPU MFT program has selected 62 of the 67 task statements from the AMFTRB Practice Domains; these tasks fit with beginning MFT competencies and students are evaluated to achieve these competencies during the SPU 7-quarter MFT Clinical Practicum sequence. Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment).

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6937: Clinical Practicum V (2) Offerings

Assists students in the integration of self, theory and the practice of family therapy. This seven-quarter sequence is designed to build step-wise toward each students' development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VII). Student learning outcomes/objectives for the practicum sequence meet SPU MFT program goals and are tied to Association of Marital and Family Therapy Regulatory Board's (AMFTRB) practice domains for the MFT national examination. The SPU MFT program has selected 62 of the 67 task statements from the AMFTRB Practice Domains; these tasks fit with beginning MFT competencies and students are evaluated to achieve these competencies during the SPU 7-quarter MFT Clinical Practicum sequence. Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment).

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6938: Clinical Practicum VI (2) Offerings

Assists students in the integration of self, theory and the practice of family therapy. This seven-quarter sequence is designed to build step-wise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VII). Student learning outcomes/objectives for the practicum sequence meet SPU MFT program goals and are tied to Association of Marital and Family Therapy Regulatory Board's (AMFTRB) practice domains for the MFT national examination. The SPU MFT program has selected 62 of the 67 task statements from the AMFTRB Practice Domains; these tasks fit with beginning MFT competencies and students are evaluated to achieve these competencies during the SPU 7-quarter MFT Clinical Practicum

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

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6939: Clinical Practicum VII (2) Offerings

Assists students in the integration of self, theory and the practice of family therapy. This seven-quarter sequence is designed to build step-wise toward each student's development of a personal theoretical orientation of treatment and a clinical demonstration of mastery of his/her stated orientation in the final quarter (VII). Student learning outcomes/objectives for the practicum sequence meet SPU MFT program goals and are tied to Association of Marital and Family Therapy Regulatory Board's (AMFTRB) practice domains for the MFT national examination. The SPU MFT program has selected 62 of the 67 task statements from the AMFTRB Practice Domains; these tasks fit with beginning MFT competencies and students are evaluated to achieve these competencies during the SPU 7-quarter MFT Clinical Practicum sequence. Students will present individual and family cases which they are currently working with in their clinical placement settings. Groups will not exceed six persons. This is the required on-campus component of the off-campus practicum experience. Students are required to stay in sequence once they have committed to their practicum (a seven-quarter commitment).

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

MFT 6941: Advanced Clinical Practicum (1-4) Offerings

Provides continued supervision for students who have completed the clinical practicum sequence, but have not fulfilled the 500 client contact hour requirement. May be repeated for credit up to 8 credits.

Restrictions: *Marriage & Family Therapy Majors only. Graduate only.*

Medical Family Therapy Certificate

SCHOOL OF PSYCHOLOGY, FAMILY, AND COMMUNITY
MARSTON/WATSON HALL
206-281-2987

GRADADMISSIONS@SPU.EDU
WWW.SPU.EDU/DEPTS/PFC

INTRODUCTION

The medical field is developing integrated health care teams in medical settings to address the physical, emotional, spiritual, and relational needs of patients. Due to rapid changes in the health care delivery system, which is struggling to provide a model to meet the needs of the consumer, payor and insurer, a growing need exists for sound training in integrative and collaborative health care.

Since 1995, the *Lancet*, the *Journal of the American Medical Association*, and the *New England Journal of Medicine* have published studies showing that an integrated treatment protocol resulted in prolonged survival rates, significant cost savings, and an increased quality of life for cancer and heart disease patients.

Seattle Pacific University has seen an increase in alumni obtaining jobs in different medical centers working with infertility, cancer, and diabetes. Master's level students with advanced training in medical family therapy can become a vital part of the collaborative health care team. This is an ideal time to join the movement toward integrated health care that focuses upon the needs of the whole person and family system.

PROGRAM OVERVIEW

In response to the fast-evolving field of integrated health care, Seattle Pacific University has developed a clinical specialization program in Medical Family Therapy. This is the only certificate program on the West Coast geared to training biomedical, psychosocial, and spiritual providers to work in medical settings as a part of an integrated health care team.

Now you can receive a post-master's certificate in medical family therapy to open doors in the growing field of collaborative health care. You'll learn skills to work within a health care environment, providing psychosocial and spiritual services to those suffering with chronic illness. And it's all offered from a university with a reputation for a century-plus commitment to academic excellence, faith, and service.

COURSEWORK

There are two options for those interested in obtaining the Medical Family Therapy Certificate.

Graduate students already enrolled in the [Marriage and Family Therapy program](#) at SPU may add 14 additional credits focused on medical family therapy to receive the certificate.

The certificate in Medical Family Therapy, can be earned during or after completion of the MFT program.

Professionals who have a degree in marriage and family therapy will need only to complete the core courses (12–16 credits) to receive the certificate. Classes may be taken individually, too.

Those persons who have received graduate training in social work, behavioral science, theology, nursing, or medicine will need to review their prior classes. Depending upon past coursework, additional credits may be needed. For most students, the certificate can be completed over a two-year period.

INTERNSHIP

In the late summer or early fall after all coursework is complete, students will be placed in a yearlong internship 10 hours a week in an outpatient medical clinic. Students will have a chance to discuss internship placement possibilities prior to placement.

- Clinics range from family medicine, oncology, rheumatology, women's health, and other specialty medicine sites.
- Students will work alongside physicians, nurses, and staff providing on-site psychosocial care.
- They will be actively involved in charting, consulting with medical team, program development, and clinical treatment.

Clinic schedule will be determined in consideration of clinic need, space restrictions, and student's availability. During the internship year, students will also be enrolled in the practicum supervision course.

Medical Family Therapy (Certificate) (20 Credits)

Coursework - Year One

Course	Credits
MDFT 6630 Psychopharm, Phys & Med Issues	3
MDFT 6933 Clinical Practicum I	2
MDFT 6640 Medical Family Therapy	3

MDFT 6934 Clinical Practicum II	2
MDFT 6645 Beliefs, Spirituality and Health	3
MDFT 6935 Clinical Practicum III	2
MDFT 6646 Applied Medical Family Therapy	3
MDFT 6936 Clinical Practicum IV	2
<hr/>	
SECTION CREDITS REQUIRED	20

Medical Internship - Year Two

TOTAL CREDITS REQUIRED 20

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

COURSE DESCRIPTIONS:

[MDFT 6632](#) | [MDFT 6633](#) | [MDFT 6634](#) | [MDFT 6647](#) | [MDFT 6648](#) |
[MDFT 6649](#) | [MDFT 6651](#) | [MDFT 6652](#) | [MDFT 6930](#) | [MDFT 6931](#) |
[MDFT 6932](#) | [MDFT 6937](#) | [VIEW ALL](#)

MDFT 6632: Collaborn Between Thrpst/Phyisc (1) [Offerings](#)

This seminar covers the core concepts needed for psychotherapists to collaborate successfully with physicians. Topics covered will include: Brief history of medicine, the new paradigm emerging in medicine, primary care vs. specialty care, continuity of care, core skills in collaboration, review of models of best practice, complex cases and high medical utilization, the medical home.

MDFT 6633: Intrvwng Biopsy/Spiritual Care (1) [Offerings](#)

This seminar reviews the nature of the therapeutic interview versus the biomedical interview. We will cover various areas of import for therapists who wish to work successfully with physicians in service of their clients dealing with illness. Topics covered will include: understanding physician training, focus and language, evidenced based practice, outcome based practice, levels of collaboration; what is needed and

when--and patient centered care protocols for collaboration and medical consultations.

MDFT 6634: Marketing Practice to Physicns (1) [Offerings](#)

This seminar will review how to present and market your services to a physician. Various topics to be covered include: Identify differing areas of medicine, cultural differences in medicine to be considered before approaching a physician, the focus difference in medical family therapy not represented in other behavioral science fields, strategic connections in specialty and primary care, insurance obstacles and bridges, and the development of marketing products.

MDFT 6647: PsyPharmacolgy Mental Hlth Prof (1) [Offerings](#)

This seminar will cover the latest information in psychotropic medication used for the treatment of depression, anxiety, bi-polar, attention deficit, and some mental illnesses with psychotic features. The course will also cover what psychotherapists need to understand about how these medications alter brain function and common side effects.

MDFT 6648: Fam Thrpy Tools Treat Med Illn (1) [Offerings](#)

This seminar will cover the most prevalent types of illnesses in children and adults while focusing on the impact on the patient and family. Topics to be covered include: types of illness from a psychosocial perspective, family life cycle implications, family structure implications, childhood diabetes and cancer, breast and prostate cancer, chronic progressive illness like M.S. and chronic pain.

MDFT 6649: The Brain-Savvy Therapist (1) [Offerings](#)

This seminar will cover the latest information in brain science valuable to psychotherapists. Topics covered will include: the basics in brain physiology and neurobiology, how to use the understanding of brain science to facilitate interventions with clients and families, treatment ideas, case reviews and why therapists need to understand how a brain learns, changes and functions.

MDFT 6651: Spirituality and Health (1) [Offerings](#)

This seminar will explore research regarding spirituality and health, encouraging a biopsychosocial-spiritual paradigm of healthcare practice. The impacts of prayer, meditative and other spiritual practices as well as spiritual communities/professionals will be examined within the contexts of health and longevity outcomes, mental health, stress-related diseases, substance abuse and management of chronic illnesses. Ethical and culturally-sensitive interventions will be highlighted.

MDFT 6652: Addressing Harmful Hlth Behavr (1) [Offerings](#)

This seminar will focus on the impact of harmful health behaviors on health and wellness. It will review the need for psychosocial providers who can work with physicians to help patients as they make a significant lifestyle change. Topics will include: US statistics of diseases caused largely by lifestyle, the frustration of physicians who have time only for medical mandates, assessing motivation to change of patient and family, and motivational interviewing techniques used in both medicine and psychotherapeutic environs.

MDFT 6930: Medical FT Clinical Pract I (1-2) [Offerings](#)

Places students in a bio-medical 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.

MDFT 6931: Medical FT Clinical Pract II (1-2) [Offerings](#)

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

MDFT 6932: Medical FT Clinical Pract III (1-2) [Offerings](#)

Places students in a bio-medical 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.

MDFT 6937: Medical FT Clinical Pract IV (1-2) [Offerings](#)

Places students in a bio-medical 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.

Master of Divinity (M.Div.)

SCHOOL OF THEOLOGY

ALEXANDER HALL

206-281-2342

THEOLOGY@SPU.EDU

WWW.SPU.EDU/THEOLOGY

OVERVIEW

The Master of Divinity (M.Div.) program is the normative degree to prepare persons for ordained ministry and for general pastoral leadership responsibilities in congregations and other settings. It is also the recommended first theological degree for admission to advanced doctoral programs oriented to theological research and teaching.

The M.Div. degree at Seattle Pacific University supports [SPU's vision](#) to engage the culture and change the world with the transforming gospel of Jesus Christ. The degree is built on the classical theological disciplines of Scripture, church history, theology, and ethics. The learning obtained from these fields of study is applied to the pressing needs of the contemporary church and the postmodern world.

The M.Div. degree at SPU incorporates knowledge of Christian heritage (Scripture, church history, and theology), understanding of cultural context, growth in spiritual depth and moral integrity, and capacity for ministerial and public

leadership. In addition, the M.Div. degree provides a breadth of exposure to the various theological fields of study, educating students for a comprehensive range of pastoral responsibilities and skills.

The degree consists of 120 quarter credits (which is equivalent to 80 semester credits). The first 42 quarter credits are taken in a core [curriculum](#) upon which all graduate programs in the [School of Theology](#) are based.

- The curriculum consists of two one-week intensive introductory courses in spiritual formation and mission, and three courses each in Bible, church history, and theology/ethics.
- The remaining credits are taken in a number of theological disciplines.

ADMISSION

University and program requirements for admission into the master of divinity (M.Div.) program include:

- A minimum of a bachelor's degree from a regionally accredited institution.
- Applicants must have had a minimum grade-point average of 3.0 in the last 45 quarter credits (30 semester credits) of course work completed before applying for admission or in all undergraduate work, whichever is higher.
- Successful submission of all other materials and documents required for admission, as detailed below.

APPLICATION PROCEDURE

Applicants who desire to enroll in Seattle Pacific University's master of divinity (M.Div.) program must submit:

1. A [graduate application](#) for admission.
2. A \$50 processing fee.
3. Official transcripts from all undergraduate institutions.
4. Two letters of recommendation: (1) one from a clergyperson, church staff person, or parachurch professional who will attest to the applicant's emotional, spiritual, and academic readiness for graduate theological study; and (2) one academic reference from a former professor who knows the applicant's academic work well.
5. A typed personal statement. Statements should be three to four pages in length. The statement should address career objectives, a narrative of personal Christian experience, rationale for seeking the degree and choosing to attend SPU, and other insights the applicant deems appropriate.

International Students

Applicants who do not speak English as their first language must also submit scores on the [Test of English as a Foreign Language](#) (TOEFL). A minimum score of 550 on the paper-based test or 213 on the computer-based test is required.

Applicants who are not citizens or permanent residents of the United States must provide an official confidential affidavit of financial support covering the first year of intended enrollment. Without this document, SPU cannot issue an I-20 immigration form.

ACCEPTANCE INTO THE PROGRAM

The School of Theology Graduate Admissions Committee will evaluate applicants on the basis of their application materials. The combination of previous coursework, academic achievement, professional experience, emotional and spiritual preparedness, and personal goals will be used in the evaluation.

Admission to the program will be made by the SOT Graduate Admissions Committee and communicated to the applicant in conjunction with The Graduate Center.

Transfer credits

Applicants who wish to apply graduate-level coursework at a regionally accredited university, divinity school, or seminary into the M.Div. program must provide applicable transcripts and/or syllabi. Applicants may transfer up to 40 quarter credits into the M.Div. program.

- To receive transfer credit, each course must be at least three graduate-quarter credits and be equivalent to courses taught in the School of Theology at SPU.
- Each course will be considered on a case-by-case basis as to the fulfillment of specific curricular requirements.
- A minimum grade of B will be needed for transferred work.
- All courses applied toward the graduate degree must be taken within seven years of admission.

- In all cases, the final 40 M.Div. credits must be taken at SPU.

Credit for prior coursework

Applicants who will have their transcripts evaluated during the admissions process for the following:

- Have been granted a master's degree from another regionally accredited university;
- Have taken graduate level coursework in theology or a field related to the cross-disciplinary courses offered in the Student Ministry and Culture or Business and Applied Theology tracks; or
- Have taken coursework related to the M.Div. degree.

APPLICATION DEADLINES

Applications are due May 15. It is recommended that students complete application materials before April 1 to be eligible for [financial aid](#).

CONTACT INFORMATION

To request application materials, contact The Graduate Center at gradadmissions@spu.edu, or at 206-281-2888 or 800-601-0603 (toll free). [Online Applications](#) are also available.

MASTER OF DIVINITY

Core Courses

Course	Credits
THEO 6001 Christn Formation in Discplshp	2
THEO 6002 Christian Formation in Mission	2
THEO 6010 Bible I: Intprt&Tchg Chrst Scrp	3
THEO 6020 Global Christian Heritage I	3
THEO 6030 Theology/Ethics I: God/Envirnmn	3
THEO 6040 Bible II: Intro to Old Testamnt	3
THEO 6050 Global Christian Heritage II	3
THEO 6060 Theology/Ethics II	3
THEO 6070 Bible III: Intro to New Testmnt	3
THEO 6080 Global Christian Heritage III	3
THEO 6090 Theology/Ethics III	3
THEO 6930 Theology Practicum	9
SECTION CREDITS REQUIRED	42

Basic Courses

Course	Credits
THEO 6403 Theology of Christian Worship	3
THEO 6610 Christian Faith/w other Faiths	3
THEO 6710 Intro to Practical Theology	3

THEO 6740	Preaching	3
THEO 6741	Evangelism and Mission	3
THEO 6743	Pastoral Care and Counseling	3
THEO 6943	Cross Cultural Immersion Exp	3
ORG 6300	Leadership & Team Development	4
SECTION CREDITS REQUIRED		51

Contextual Education

Course		Credits
THEO 6940	Contextual Education (2)	
THEO 6941	Contextual Education Intrnshp (6-12)	12
SECTION CREDITS REQUIRED		12

Interdisciplinary Elective Courses - 6 Credits

Course		Credits
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 6201	Christian Values & Marketplace (3)	
BUS 6202	Bus Ethcs:Cur Iss & Moral Ldrs (3)	
BUS 6312	Bus&Stewrdshp Gbl Sustainbly (3)	
BUS 6313	Business as Community of Work (3)	
BUS 6314	Business and Global Poverty (3)	
BUS 6917	Spirituality in Management (1-3)	
EDU 6085	Moral Issues in Education (3)	
EDU 6120	American Eductn:Past & Present (3)	6
EDU 6600	Communication&Collaboration (3)	
ORG 6100	Organizational Behavior (4)	
ORG 6101	Org Development & Consultation (4)	
ORG 6240	Social Psychology (4)	
ORG 6300	Leadership & Team Development (4)	
MFT 6100	Social Ecology of Family (3)	
MFT 6110	Human Sexuality (3)	
MFT 6201	Christn Prspctv of Psychothrpy (2)	
MFT 6210	Multicutrl Issues in Fam Thrpy (2)	
MFT 6220	Gender Perspctvs & Family Ther (3)	
MFT 6411	Premarital Education (2)	
MFT 6600	Psychopathology & Family System (3)	
MFT 6610	Treatment of Abusive Systems (3)	
MFT 6643	Parenting & Trtmnt of Families (1)	
SECTION CREDITS REQUIRED		6

Post-Core Scripture Electives - 6 Credits

Course		Credits
THEO 6210	Scripture in Original Lang-Grk (3)	
THEO 6220	Scripture w/Inductive Method (3)	6
THEO 6230	Scripture: Church's Calendar (3)	

SECTION CREDITS REQUIRED	6
Approved Electives - 15 Credits (THEO or Interdisciplinary)	15
TOTAL CREDITS REQUIRED	120

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

Master of Arts in Theology (M.A.)

SCHOOL OF THEOLOGY
ALEXANDER HALL
206-281-2342
THEOLOGY@SPU.EDU
WWW.SPU.EDU/THEOLOGY

OVERVIEW

The Master of Arts (M.A.) in Theology program is a foundational degree in theological studies, which prepares persons for various forms of ministry or further study.

Students may choose a general track (Christian studies) or several more specialized tracks in Christian Scripture, student ministry and culture, or business and applied theology.

The master of arts in theology degree at Seattle Pacific University supports [SPU's vision](#) to engage the culture and change the world with the transforming gospel of Jesus Christ.

The M.A. degree is built on the classical theological disciplines of Scripture, church history, theology, and ethics. The learning obtained from these fields of study is applied to the pressing needs of the contemporary church and the postmodern world.

This degree also integrates recent insights and methods from the humanities, social sciences, fine arts, education, psychology, and business and economics into the study of theology and the practice of Christian ministry.

The result is a core [curriculum](#) of 11 general theology courses (42 quarter credits) followed by specialized tracks. This core curriculum consists of two, one-week intensive introductory courses in discipleship and mission, and three courses each in Bible, church history, and theology/ethics. The M.A. in theology degree consists of 78 quarter credits overall (which is equivalent to 52 semester credits).

ADMISSION REQUIREMENTS

University and program requirements for admission into the M.A. in Theology program includes:

- A minimum of a bachelor's degree from a regionally accredited institution. Applicants must have had a minimum grade-point average of 3.0 in the last 45 quarter credits (30 semester credits) of course work completed before applying for admission or in all undergraduate work, whichever is higher.
- Successful submission of all other materials and documents required for admission, as detailed below.

APPLICATION PROCEDURE

Applicants who desire to enroll in Seattle Pacific University's Master of Arts in Theology program must submit:

1. A [graduate application](#) for admission.
2. A \$50 processing fee.
3. Official transcripts from all undergraduate institutions.
4. Two letters of recommendation: (1) one from a clergyperson, church staff person, or parachurch professional who will attest to the applicant's emotional, spiritual, and academic readiness for graduate theological study; and (2) one academic reference from a former professor who knows the applicant's academic work well.
5. A typed personal statement. Statements should be three to four pages in length. The statement should address career objectives, a narrative of personal Christian experience, rationale for seeking the degree and choosing to attend SPU, and other insights the applicant deems appropriate.

International Students

Applicants who do not speak English as their first language must submit scores on the [Test of English as a Foreign Language](#) (TOEFL). A minimum score of 550 on the paper-based test or 213 on the computer-based test is required.

Applicants who are not citizens or permanent residents of the United States must provide an official confidential affidavit of financial support covering the first year of intended enrollment. Without this document, SPU cannot issue an I-20 immigration form.

ACCEPTANCE INTO THE PROGRAM

The School of Theology Graduate Admissions Committee will evaluate applicants on the basis of their application materials. The combination of previous coursework, academic achievement, professional experience, emotional and spiritual preparedness, and personal goals will be used in the evaluation.

Admission to the program will be made by the SOT Graduate Admissions Committee and communicated to the applicant in conjunction with The Graduate Center.

Transfer credits

Applicants who wish to apply graduate-level coursework completed at a regionally accredited university, divinity school, or seminary into the M.A. in Theology program must provide applicable transcripts and/or syllabi. Applicants may transfer up to 27 quarter credits from an ATS-accredited institution into the M.A. in Theology program.

To receive transfer credit:

- Each course must be at least three graduate-quarter credits and be equivalent to courses taught in the School of Theology at SPU.
- Each course will be considered on a case-by-case basis as to the fulfillment of specific curricular requirements.
- A minimum grade of B will be needed for transferred work.
- All courses applied toward the graduate degree must be taken within seven years of admission.

- In all cases, the final 27 M.A. in theology credits must be taken at SPU.

Credit for prior coursework

Applicants who (1) have been granted a master's degree from another regionally accredited university or (2) have taken graduate level coursework in theology or a field related to the cross-disciplinary courses offered in the Student Ministry and Culture or Business and Applied Theology tracks will have their transcripts evaluated during the admissions process.

APPLICATION DEADLINES

Applications are due May 15. It is recommended that students complete application materials before April 1 to be eligible for [financial aid](#).

CONTACT INFORMATION

To request application materials, contact The Graduate Center at gradadmissions@spu.edu, or at 206-281-2888 or 800-601-0603 (toll free). [Online applications](#) are also available.

MASTER OF THEOLOGY - BUSINESS AND APPLIED THEOLOGY

Core Courses

Course	Credits
THEO 6001 Christn Formation in Discplshp	2
THEO 6002 Christian Formation in Mission	2
THEO 6010 Bible I: Intprt&Tchg Chrst Scrp	3
THEO 6020 Global Christian Heritage I	3
THEO 6030 Theology/Ethics I: God/Envirnmn	3
THEO 6040 Bible II: Intro to Old Testamnt	3
THEO 6050 Global Christian Heritage II	3
THEO 6060 Theology/Ethics II	3
THEO 6070 Bible III: Intro to New Testmnt	3
THEO 6080 Global Christian Heritage III	3
THEO 6090 Theology/Ethics III	3
THEO 6930 Theology Practicum	9
SECTION CREDITS REQUIRED	42

Business and Applied Theology Capstone

Course	Credits
THEO 6895 Theology&Business Integrtn Sem	3
SECTION CREDITS REQUIRED	3

Contextual Education

Course	Credits
THEO 6940 Contextual Education (2)	6

THEO 6941 [Contextual Education Intrnshp](#) (6-12)

SECTION CREDITS REQUIRED **6**

School of Business Electives - 24 Credits

Course	Credits
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)	24
BUS 6201 Christian Values & Marketplace (3)	
BUS 6202 Bus Ethcs:Cur Iss & Moral Ldrs (3)	
BUS 6312 Bus&Stewrdshp Glbl Sustainblty (3)	
BUS 6313 Business as Community of Work (3)	
BUS 6314 Business and Global Poverty (3)	
BUS 6917 Spirituality in Management (1-3)	

SECTION CREDITS REQUIRED **24**

School of Theology Electives - 3 Credits **3**

TOTAL CREDITS REQUIRED **78**

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MASTER OF THEOLOGY - CHRISTIAN SCRIPTURE

Core Courses

Course	Credits
THEO 6001 Christn Formation in Discplshp	2
THEO 6002 Christian Formation in Mission	2
THEO 6010 Bible I:Intprt&Tchg Chrst Scrp	3
THEO 6020 Global Christian Heritage I	3
THEO 6030 Theology/Ethics I:God/Envirmn	3
THEO 6040 Bible II:Intro to Old Testamnt	3
THEO 6050 Global Christian Heritage II	3
THEO 6060 Theology/Ethics II	3
THEO 6070 Bible III:Intro to New Testmnt	3
THEO 6080 Global Christian Heritage III	3
THEO 6090 Theology/Ethics III	3

THEO 6930 Theology Practicum	9
SECTION CREDITS REQUIRED	42

Basic Courses

Course	Credits
THEO 6942 Internshp Biblical&Theo Instrc	3
THEO 6899 Master's Thesis	6
SECTION CREDITS REQUIRED	9

Post-Core Scripture Electives - 15 Credits

Course	Credits
THEO 6210 Scripture in Original Lang-Grk (3)	15
THEO 6220 Scripture w/Inductive Method (3)	
THEO 6230 Scripture: Church's Calendar (3)	
THEO 6810 Contemporary Topics (3)	
SECTION CREDITS REQUIRED	15

Biblical Languages - 9 Credits

Course	Credits
THEO 6101 Elementary Koine Greek I (3)	9
THEO 6102 Elementary Koine Greek II (3)	
THEO 6103 Elementary Koine Greek III (3)	
THEO 6201 Hebrew I (3)	
THEO 6202 Hebrew II (3)	
THEO 6203 Hebrew III (3)	
SECTION CREDITS REQUIRED	9

Other Electives (THEO or Interdisciplinary but Non-Scripture) 3

TOTAL CREDITS REQUIRED 78

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MASTER OF THEOLOGY - CHRISTIAN STUDIES

Core Courses

Course	Credits
THEO 6001 Christn Formation in Discplshp	2
THEO 6002 Christian Formation in Mission	2
THEO 6010 Bible I: Intprt&Tchg Chrst Scrp	3

THEO 6020	Global Christian Heritage I	3
THEO 6030	Theology/Ethics I:God/Envirmn	3
THEO 6040	Bible II:Intro to Old Testamnt	3
THEO 6050	Global Christian Heritage II	3
THEO 6060	Theology/Ethics II	3
THEO 6070	Bible III:Intro to New Testmnt	3
THEO 6080	Global Christian Heritage III	3
THEO 6090	Theology/Ethics III	3
THEO 6930	Theology Practicum	9
SECTION CREDITS REQUIRED		42

Basic Courses

Course		Credits
THEO 6942	Internshp Biblical&Theo Instrc	3
THEO 6899	Master's Thesis	6
SECTION CREDITS REQUIRED		9

Post-Core Scripture Electives - 6 Credits

Course		Credits
THEO 6210	Scripture in Original Lang-Grk (3)	6
THEO 6220	Scripture w/Inductive Method (3)	
THEO 6230	Scripture: Church's Calendar (3)	
THEO 6810	Contemporary Topics (3)	
SECTION CREDITS REQUIRED		6

Other Electives (No more than 9 credits may be in Scripture) 21

TOTAL CREDITS REQUIRED 78

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

MASTER OF THEOLOGY - STUDENT MINISTRY AND CULTURE

Core Courses

Course		Credits
THEO 6001	Christn Formation in Discplshp	2
THEO 6002	Christian Formation in Mission	2
THEO 6010	Bible I:Intprt&Tchg Chrst Scrp	3

THEO 6020	Global Christian Heritage I	3
THEO 6030	Theology/Ethics I:God/Envirmn	3
THEO 6040	Bible II:Intro to Old Testamnt	3
THEO 6050	Global Christian Heritage II	3
THEO 6060	Theology/Ethics II	3
THEO 6070	Bible III:Intro to New Testmnt	3
THEO 6080	Global Christian Heritage III	3
THEO 6090	Theology/Ethics III	3
THEO 6930	Theology Practicum	9
SECTION CREDITS REQUIRED		42

Basic Courses

Course		Credits
ORG 6300	Leadership & Team Development	4
SECTION CREDITS REQUIRED		15

Contextual Education

Course		Credits
THEO 6940	Contextual Education (2)	
THEO 6941	Contextual Education Intrnshp (6-12)	6
SECTION CREDITS REQUIRED		6

Student Ministry Electives - 9 Credits	9
Other Electives (SOT, but Non-Student Ministry) - 6 Credits	6
TOTAL CREDITS REQUIRED	78

Additional Requirements:

For information about additional non-credit requirements in the major, refer to the major's general information page in the catalog

COURSE DESCRIPTIONS:

[THEO 6001](#) | [THEO 6002](#) | [THEO 6010](#) | [THEO 6020](#) | [THEO 6030](#) |
[THEO 6040](#) | [THEO 6050](#) | [THEO 6060](#) | [THEO 6070](#) | [THEO 6080](#) |
[THEO 6090](#) | [THEO 6101](#) | [THEO 6102](#) | [THEO 6103](#) | [THEO 6201](#) |
[THEO 6202](#) | [THEO 6203](#) | [THEO 6210](#) | [THEO 6220](#) | [THEO 6230](#) |
[THEO 6402](#) | [THEO 6403](#) | [THEO 6610](#) | [THEO 6710](#) | [THEO 6740](#) |
[THEO 6741](#) | [THEO 6743](#) | [THEO 6810](#) | [THEO 6895](#) | [THEO 6899](#) |
[THEO 6930](#) | [THEO 6940](#) | [THEO 6941](#) | [THEO 6942](#) | [THEO 6943](#) |
[VIEW ALL](#)

THEO 6001: Christn Formation in Discplshp (2) [Offerings](#)

This is the first course students take for the M.A. in Theology and the M.Div. degree programs. It is a one-week intensive study that introduces students to the spiritual practices associated with what John Wesley called "works of piety" or the "means of grace". The acts of piety include prayer, worship, celebration of the Lord's supper, the reading and hearing of Scripture, fasting, and mutual accountability and support in small groups. During this week, students live in community together and engage in both the academic study and the practice of these acts of piety. The course is structured vertically to deepen daily personal piety and horizontally to broaden life in community. The practices introduced in this course are then woven into the series of courses that comprise the M.A. and M.Div, degrees. Thus, this initial course provides students with insights and opportunities that are vital to the "Abbey" emphasis of the graduate program, and recognizes the essential role that acts of piety play in the ongoing life and ministry of the Church.

Restrictions: *Graduate, Non-Matriculated only.*

THEO 6002: Christian Formation in Mission (2) [Offerings](#)

This is the second course students will take for the M.A. in Theology and the M.Div. degree programs. It is a one-week intensive study that introduces students to the practices of support and advocacy associated with what John Wesley called "works of mercy": feeding the hungry, clothing the naked, welcoming the stranger, caring for the sick, visiting prisoners, sheltering the homeless, and peacemaking toward the goal of changing social structures for the sake of the Gospel. Students live in the urban context of Seattle and engage in both the academic study and the practice of these acts of mercy. Personal works of mercy are connected to the necessity of the ongoing communal work of social justice. Focusing on such practices helps define the "Apostolate" emphasis in the M.A. and M.Div degrees, and deepens students' understanding of and engagement in practices vital to the graduate program and to the ongoing life and ministry of the church. This course is structured vertically to deepen daily personal piety, and horizontally to broaden life in community.

Restrictions: *Graduate, Non-Matriculated only.*

THEO 6010: Bible I: Intprt&Tchg Chrst Scrp (3) [Offerings](#)

Equips students to interpret and teach Christian Scripture in relation to scholarship, ministry, and spiritual formation. Students will learn and carefully evaluate a variety of historical, literary, theological, and practical strategies for the interpretation and application of Scripture. Foundational in this course is a conception of Scripture that is indispensable for teaching diverse biblical texts to a global audience.

Restrictions: *Graduate, Non-Matriculated only.*

THEO 6020: Global Christian Heritage I (3) [Offerings](#)

Explores the history of Christianity from its beginnings through the fifteenth century. With particular attention to primary sources, the course introduces students to the thought, institutions, missionary endeavors, and modes of piety that marked Christianity, in its various contexts, during that period.

Restrictions: *Graduate, Non-Matriculated only.*

THEO 6030: Theology/Ethics I: God/Envirnmn (3) [Offerings](#)

Explores the basic beliefs and practices of the historic Christian faith in active engagement with the contemporary world. The course introduces

students to the doctrines of the Triune God, creation, and human nature with particular attention to their ethical, missional, and devotional embodiments.

[Restrictions:](#) *Graduate, Non-Matriculated only.*

THEO 6040: Bible II: Intro to Old Testament (3) [Offerings](#)

Prerequisite: THEO 6010. Equips students to interpret and teach the Old Testament as Christian Scripture. Students will survey Old Testament literature, learning to use a variety of approaches in adapting Scripture's witness to God for today's church and world.

[Restrictions:](#) *Graduate, Non-Matriculated only.*

THEO 6050: Global Christian Heritage II (3) [Offerings](#)

Explores the history of Christianity from the late medieval roots of the Reformation through the 19th century. With particular attention to primary sources, the course introduces students to the thought, institutions, missionary endeavors, and modes of piety that marked Christianity, in its various contexts, during that period.

[Restrictions:](#) *Graduate, Non-Matriculated only.*

THEO 6060: Theology/Ethics II (3) [Offerings](#)

Explores the basic beliefs and practices of the historic Christian faith in active engagement with the contemporary world. The course introduces students to the doctrines of the person of Jesus Christ, the work of Jesus Christ, and salvation with particular attention to their ethical, missional, and devotional embodiments.

[Restrictions:](#) *Graduate, Non-Matriculated only.*

THEO 6070: Bible III: Intro to New Testament (3) [Offerings](#)

Prerequisite: THEO 6040. Equips students to interpret the New Testament as Christian Scripture. Students will survey New Testament literature, learning to use a variety of approaches in adapting Scripture's witness to God for today's church and world.

THEO 6080: Global Christian Heritage III (3) [Offerings](#)

Explores the history of Christianity from the beginning of the 20th century to the present. With particular attention to primary sources, the course introduces students to the thought, institutions, missionary endeavors, and modes of piety that marked Christianity, in its various contexts, during that period.

[Restrictions:](#) *Graduate, Non-Matriculated only.*

THEO 6090: Theology/Ethics III (3) [Offerings](#)

Explores the basic beliefs and practices of the historic Christian faith in active engagement with the contemporary world. The course introduces students to the doctrines of the Holy Spirit, the church, and Christian hope with particular attention to their ethical, missional, and devotional embodiments.

[Restrictions:](#) *Graduate, Non-Matriculated only.*

THEO 6101: Elementary Koine Greek I (3) [Offerings](#)

Emphasizes the essentials of Koine Greek vocabulary, grammar, and syntax, enabling the student to begin reading the New Testament and with the potential to study other kinds of Greek literature, including the

Septuagint. Requirements include class participation, regular homework assignments, including translation from and into Greek, an event journal, and both midterm and final exams.

THEO 6102: Elementary Koine Greek II (3) [Offerings](#)

Prerequisite: THEO 6101. Emphasizes the essentials of Koine Greek vocabulary, grammar, and syntax, enabling the student to continue reading the New Testament without looking up every word and with the potential to study other kinds of Greek literature, including the Septuagint. Requirements include class participation, regular homework assignments, including translation from and into Greek, an event journal, and both midterm and final exams.

THEO 6103: Elementary Koine Greek III (3) [Offerings](#)

Prerequisites: THEO 6101 and 6102. Emphasizes the essentials of Koine Greek vocabulary, grammar, and syntax, enabling the student to read the New Testament for exegetical and homiletical purposes while knowing most of the grammar and with the potential to study other kinds of Greek literature, including the Septuagint. Requirements include class participation, regular homework assignments, including translation from and into Greek, an event journal, and both midterm and final exams.

THEO 6201: Hebrew I (3) [Offerings](#)

Surveys the essentials of biblical Hebrew, including grammar, morphology, syntax and vocabulary, through the translation of selected Old Testament texts.

THEO 6202: Hebrew II (3) [Offerings](#)

Prerequisite: THEO 6201. Continues to survey the essentials of biblical Hebrew, including grammar, morphology, syntax and vocabulary, through the translation of selected Old Testament texts. It seeks to provide a beginning knowledge of the exegetical task and the tools to achieve it. This course is meant to be taken in a sequence with Hebrew I. If the sequence is interrupted, a placement exam must be passed before the second quarter begins.

THEO 6203: Hebrew III (3) [Offerings](#)

Prerequisites: THEO 6201 and 6202. Continues to survey the essentials of biblical Hebrew, including grammar, morphology, syntax and vocabulary. It seeks to provide a beginning knowledge of the exegetical task and the tools to achieve it. This course is meant to be taken in a sequence with Hebrew I and II. If the sequence is interrupted, a placement exam must be passed before the third quarter begins. Includes a translation of the book of Jonah.

THEO 6210: Scripture in Original Lang-Grk (3) [Offerings](#)

Prerequisites: THEO 6101, 6102, and 6103 or GRK 6201, 6202, and 6203. Studies a selected text or texts from the Greek Old Testament (Septuagint) and/or the Greek New Testament. This course will include an in-depth exegetical treatment of the text, focusing on linguistic analysis of the Greek text. Attention will be given to historical, literary, and theological questions, as well as selected issues in the history of interpretation. May be repeated for credit up to 9 credits.

THEO 6220: Scripture w/Inductive Method (3) [Offerings](#)

Introduces students to the systematic and orderly study of the English text of a selected biblical book or books, where they will learn the basic techniques for relating large and small units (text and their various contexts, the parts to the whole). Furthermore, analysis will be conducted according to the genre: narrative, letter, poetry, apocalypse, etc. By paying such attention to the form and content of Scripture, one will be better able to ascertain the text's witness to the living Lord.

THEO 6230: Scripture: Church's Calendar (3) [Offerings](#)

Introduces students to a theological reading of the English texts, ordered by the church's liturgical calendar. Students will hone their exegetical skills on selected "lections" or reading of related passages from the Old Testament, Psalter, New Testament, and the Gospels. They will practice relating biblical exegesis to the core theological beliefs illumined by every season of the sacred year (e.g. Advent, Lent, Easter). In doing so, students will become familiar with a compelling strategy for interpreting and proclaiming Scripture so that its every part targets God's Incarnate Son and the global community of his disciples. May be repeated for credit up to 9 credits.

THEO 6402: Theology of John Wesley (3) [Offerings](#)

Examines the theological vision of John Wesley. The course will explore Wesley's historical context, his theological methodology, and his doctrinal commitments and emphases. Attention will be given to the ongoing relevance of Wesley's theology for ministry in the contemporary church.

THEO 6403: Theology of Christian Worship (3) [Offerings](#)

Examines the doctrinal content, aesthetic form and intended ethical outcomes of Christian worship. Representative liturgies and theologies of word and sacrament from the Eastern Orthodox, Roman Catholic and Protestant traditions will be studied in detail. The class may make several Sunday morning site visits to churches in the Seattle area which use these liturgies.

THEO 6610: Christian Faith/w other Faiths (3) [Offerings](#)

Examines the relationship between the ministry of the church and the complicated realities of race and culture in the modern world. The course will trace the development and varying interpretations of racial and cultural identity through theological and non-theological materials as well as cultivate a theological framework to negotiate these realities in the church and the world.

THEO 6710: Intro to Practical Theology (3) [Offerings](#)

Introduces students to practical theology as disciplined reflection on the church's life and ministry in response to God's revelation. Students will be encouraged to reflect critically on congregational practices in worship, education, pastoral care, and mission. Grounded in both theology and the social sciences, students will be equipped to design more faithful and effective ministries in multicultural, local, and global church contexts.

THEO 6740: Preaching (3) [Offerings](#)

Introduces the student to the theological context and practical dynamics of preaching. This course centers on preparation methods, presentation skills and critical review experienced in actual preaching by the students in the class sessions. Competencies include public speaking/proclamation, coherent organization and convincing presentation, theological understanding and solid biblical interpretation and vocational readiness.

THEO 6741: Evangelism and Mission (3) [Offerings](#)

Focuses on different paradigms and practices in evangelism and mission throughout the history of the Christian church, as well as different theological and literary approaches to understanding and communicating the good news of the kingdom of God. Attention will be given to sociological and cultural influences of postmodernism on popular culture. Equips students to generate new strategies for engaging the emerging generation with the gospel.

THEO 6743: Pastoral Care and Counseling (3) [Offerings](#)

Investigates a broad array of methods and skills for providing effective spiritual care and moral guidance to individuals, couples, and families within a Christian congregation. The resources of Christian Scripture and practical theology, as well as contemporary psychology and social theory (e.g., family systems theory, personality theory, and basic psychotherapy) will be used to train students to help their future parishioners meet their personal and social needs, conduct their interpersonal relationships, and handle life's problems, conflicts, crises and transitions in healthy, responsible and constructive ways.

THEO 6810: Contemporary Topics (3) [Offerings](#)

Provides a detailed examination of a topic in Christian Scripture, theology, or ministry chosen by the instructor. The course may be taught in an intensive format by a visiting faculty member. Students receive credit for the course as a Scripture, Theology or Ministry Elective, depending on topic. May be repeated for credit up to 9 credits.

THEO 6895: Theology&Business Integrtn Sem (3) [Offerings](#)

Serves as the capstone seminar for those in the Business and Applied Theology M.A. track. Provides an opportunity for students to correlate the learning they have received in graduate theology core classes and the Social and Sustainable Enterprise classes from the School of Business and Economics.

THEO 6899: Master's Thesis (6) [Offerings](#)

Provides the opportunity for students to utilize competencies developed in their coursework by engaging in a sustained research project on a carefully framed topic. This course is a faculty-supervised research component of the Christian Scripture and Christian studies tracks of the M.A. in Theology. The topic and research methodology must be approved in advance by the faculty supervisor.

THEO 6930: Theology Practicum (1-3) [Offerings](#)

Associated with each of the 3-credit courses in the Graduate Core Curriculum is a supplementary 1-credit Practicum. The Practicum is intended to help students make connections between the *academic* work they are doing in their Core courses and the *abbey* and

¿apostolate¿ dimensions of their theological formation. Students will register for the same number of Practicum credits as they are taking Graduate Core courses. (For example, students taking the full complement of three 3-credit Core courses in the autumn quarter of their first year study would enroll in THEO 6010, THEO 6020 and THEO 6030¿plus 3 credits of THEO 6930¿for a total load of 12 credits. Students taking only one or two Core courses would take only 1 or 2 Practicum credits, respectively.) Each student will work out an individualized learning contract with the designated Practicum Coordinator that will address vital areas of character, spiritual formation and missional competence. Ordinarily, this contract will require the student to do the following: (1) meet regularly with a mentor approved by the School of Theology; (2) participate in a weekly campus-based spiritual formation group with other students and a designated faculty member; and (3) design and execute a project that will integrate what he or she is learning in the Bible, Christian Heritage and/or Theology/Ethics courses with his or her personal and professional development as a minister of the gospel. May be repeated for credit up to 9 credits.

THEO 6940: Contextual Education (2) [Offerings](#)

This course fulfills the field education requirements of an internship in a congregational or other ministry setting. May be repeated for credit up to 12 credits.

Restrictions: *Graduate only.*

THEO 6941: Contextual Education Internship (6-12) [Offerings](#)

Offers an intensive on-site learning experience through supervised ministry that provides students with an opportunity to reflect on the practice of ministry in light of prior course learning. The six credits will be completed in one quarter or summer (30 hours/week for ten weeks). May not be taken in conjunction with any more than three additional quarter credits. Selection and approval of internship must be done in consultation with the Dean or Associate Dean of the School of Theology or the student's academic advisor prior to registration. May be repeated for credit up to 12 credits.

THEO 6942: Internship Biblical&Theo Instrc (3) [Offerings](#)

Provides experience in teaching biblical and theological curricula in a concrete ministry setting. This course is a faculty-supervised praxis component of the Christian Scripture and Christian Studies tracks of the M.A. in Theology. Students will work with faculty members in the preparation and delivery of teaching materials for the Center for Biblical and Theological Education and/or other on-campus or church-based programs and in the assessment of actual teaching experiences.

THEO 6943: Cross Cultural Immersion Exp (3) [Offerings](#)

Explores issues and questions pertaining to ministry across cultural boundaries. Students will have the opportunity to experience and reflect on specific historical and theological issues of culture and ministry as they pertain to a specific locale. This will include engagement with local ministries, developing paradigms of holistic ministry, biblical foundations of missions, theology of religions and community exegesis and development.

COURSE DESCRIPTIONS:

[GRK 6101](#) | [GRK 6102](#) | [GRK 6103](#) | [VIEW ALL](#)

GRK 6101: Elementary Koine Greek I (2) [Offerings](#)

Emphasizes the essentials of Koine Greek vocabulary, grammar, and syntax, enabling the student to begin reading the New Testament and with the potential to study other kinds of Greek literature, including the Septuagint. Requirements include class participation, regular homework assignments, including translation from and into Greek, an event journal, and both midterm and final exams.

GRK 6102: Elementary Koine Greek II (2) [Offerings](#)

Emphasizes the essentials of Koine Greek vocabulary, grammar, and syntax, enabling the student to continue reading the New Testament without looking up every word and with the potential to study other kinds of Greek literature, including the Septuagint. Requirements include class participation, regular homework assignments, including translation from and into Greek, an event journal, and both midterm and final exams.

GRK 6103: Elementary Koine Greek III (2) [Offerings](#)

Emphasizes the essentials of Koine Greek vocabulary, grammar, and syntax, enabling the student to read the New Testament for exegetical and homiletical purposes while knowing most of the grammar and with the potential to study other kinds of Greek literature, including the Septuagint. Requirements include class participation, regular homework assignments, including translation from and into Greek, an event journal, and both midterm and final exams.

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Strong, Douglas M. Dean, School of Theology; B.A. Houghton College 1978; Master of Divinity Princeton Theological Sem 1981; Doctor of Philosophy Princeton Theological Sem 1990; At SPU since 2007. ([Contact Info](#))

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ADDITIONAL FACULTY

(Including library faculty and emeriti faculty. For a complete list of graduate faculty, please see the Graduate Catalog or the schools' or departments' individual Web sites.)

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

Carrie Fry, Electronic Services, Systems, and Health Sciences Librarian; B.S., Seattle Pacific University, 1992; M.L.S., Indiana University-Bloomington, 1993. At SPU since 1998.

Liz Gruchala-Gilbert, Humanities/Fine Arts and Cataloguing Librarian; B.A., State University of New York-Buffalo, 1989; M.A.T., Vanderbilt University, 1990; M.L.S., University of Washington, 1997; At SPU since 2001.

Adrienne Meier, Librarian for the Social Sciences and Archives; B.A., Seattle Pacific University, 2004; M.L.I.S., University of Washington, 2009. At SPU since 2005.

Bryce Nelson, University Librarian; B.A., University of Washington, 1968; M.A.T., Northwestern University, 1969; Ph.D., University of Washington, 1981. At SPU since 2005.

Becky Paulson, Acquisitions Librarian; B.R.E., Prairie Bible College, 1992; B.A., Northwest University, 1999; M.L.I.S., University of Washington, 2001. At SPU since 2001.

Stephen Perisho, Library Specialist for Theology, Humanities and Fine Arts; B.A., George Fox College, 1984; M.Div., Princeton Theological Seminary, 1990; Th.M., Princeton Theological Seminary, 1998; M.L.I.S., Rutgers, The State University of New Jersey, 2002. At SPU since 2002.

Cindy Strong, Liaison Librarian, School of Education and School of Business and Economics; B.A., American University, 1997; M.L.S., University of Maryland, 2004. At SPU since 2009.

Natalee Vick, Librarian/Technical Services Coordinator; B.A., University of Montana, 1988; M.L.S., University of Washington, 1993. At SPU since 1999.

Emeriti

A. Leon Arksey, English; B.A., Greenville College, 1948; M.A., University of Illinois, 1952. At SPU 1959–1992. Emeritus since 1992.

Ed Bauman, Electrical Engineering; B.S.E.E, University of Minnesota, 1955; M.S., Aeronautics and Astronautics, Massachusetts Institute of Technology, 1960; Ph.D., University of California-Los Angeles, 1966. At SPU 1985–2000. Emeritus since 2000.

Janet Leslie Blumberg, English, B.A., University of Washington, 1968; M.A., 1969; Ph.D., Harvard University, 1976; At SPU 1974–2001. Emerita since 2001.

Barbara J. Bovy, Family & Consumer Sciences; B.S., University of Idaho, 1960; M.A., University of Washington 1971; Ph.D., University of Washington, 1979. At SPU 1978–2008. Emeritus since 2008.

R. Reed Boyce, Urban and Regional Studies; B.S., University of Utah, 1956; M.S., 1957; Ph.D., University of Washington, 1961. At SPU 1976–1997. Emeritus since 1997.

Gustave Breitenbach, German; B.A., Seattle Pacific College, 1941;

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June (Dilworth) Brown, Education; B.A., Aurora College, 1946; M.Ed., University of Washington, 1968. At SPU 1976–1985. Emerita since 1985.

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

Charles H. Burris Jr., Computer Science; B.S., University of Utah, 1965; M.S., University of Utah, 1967; Ph.D., University of New Mexico, 1974. At SPU 1982–2006. Emeritus since 2006.

Michael Caldwell, Art; B.S., University of Oregon, 1968; M.F.A., University of Oregon, 1970. At SPU 1970–2006. Emeritus since 2006.

Robert Chamberlain, Communication; B.A., Cascade College, 1961; M.S., University of Oregon, 1967; Ph.D., 1972. At SPU 1978–1999. Emeritus since 1999.

C.Y. Jesse Chiang, Political Science; B.A., St. John's University, 1944; M.A., University of Washington, 1951; Ph.D., 1958. At SPU 1964–1986. Emeritus since 1986.

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Lilyan Snow, Nursing; B.S., San Jose State University, 1970; M.S., 1973; Ph.D., University of Washington, 1983. At SPU 1984–1998. Emerita since 1998.

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

Della Tiede, Nursing; Director of the School of Health Sciences; B.S.N., University of Washington, 1951; M.N., 1967. At SPU 1966–1981. Emerita since 1981.

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

F. Wesley Walls, Political Science; B.A., Greenville College, 1937; M.A., University of Washington, 1943; Ph.D., 1958. At SPU 1941–1967 and 1969–1981. Emeritus since 1981.

Stella Warnick, Family and Consumer Sciences; B.S., University of Alberta, 1956; M.A., University of Washington, 1970; Ph.D., 1989. At SPU 1974–2001. Emerita since 2001. N.

Hubert Wash, Music; A.B., Greenville College, 1943; M.M.Ed., Illinois Wesleyan University, 1960; Ph.D., Michigan State University, 1971. At SPU 1951–1955, 1976–1979, and 1981–1988. Emeritus since 1988.

Cathryn Washington, Health Sciences; B.S.N., Duke University, 1965; M.S., University of Maryland, 1971; Certificate: Primary Care Practitioner, University of Maryland, 1974; Ph.D., University of Kansas, 1987. At SPU 1988–2002. Emerita since 2002.

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

Vernon Wicker, Music; B.M., Biola College, 1961; M.M., Indiana University, 1964; Goethe Institute, Germany, 1964; D.M.A., University of Oregon, 1979. At SPU 1979–2002. Emeritus since 2002.

Dick A. Wood, Mathematics and Computer Science; B.S., California State College at Long Beach, 1961; M.A., 1962; Ph.D., University of Montana, 1976. At SPU 1963–1965, 1968–1979, and 1984–2003. Emeritus since 2003.

Martha Worcester, Nursing; B.S., California State University Chico, 1962; M.S., University of California San Francisco, 1964; Ph.D.,

University of Washington, 1990. At SPU 1989–2007. Emerita since 2007.

BOARD OF TRUSTEES

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Sara R. Dial	2008–11	Scottsdale, Ariz.
Harvey Drake Jr.	2005–11	Renton, Wash.
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Beth T. Kawasaki	2006–12	Atherton, Calif.
David J. McIntyre Jr.	2000–09	Scottsdale, Ariz.
Victor C. Moses*	2003–12	Seattle, Wash.

Donald P. Nielsen	2006–12	Seattle, Wash.
Frederick J. Stabbert	1997–06, 2007–10	Bainbridge Is, Wash.
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* Executive Committee.

Honorary Trustee	Term(s) of Service	From
Matthew A. Thomas	2007–	Mead, Wash.

Emeriti Trustees	Years of Service	From
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V.O.McDole	1972–95	Bellevue, Wash.
Joel H. Paget	1971–96, 1999–05	Seattle, Wash.
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Administration

General Administration

PHILIP W. EATON, Ph.D.

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

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

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

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Vice President for [University Advancement](#)

B.A., Biola University, 1974; M.B.A., Seattle Pacific University, 1993. At SPU 1980–1984 and since 1989.

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Special Assistant to the President, Director, [The John Perkins Center for Reconciliation, Leadership Training, and Community Development](#)

B.A., University of Washington, 1994; M.A., Fuller Theological Seminary, 2007. At SPU since 2001.

Robert D. McIntosh

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Vice President for University Advancement, 1996-2008

Seattle Pacific University 1960-1963, SPU Trustee 1983–96. At SPU since 1996.

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.

Jordan L. Grant, M.P.A.

Director of [Student Financial Services](#)

B.S., University of Oregon, 1993.; M.P.A., Seattle University, 2004. At SPU since 2004.

Janet L. Ward, M.P.A.

Associate Vice President for [Information and Data Management](#)

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

Graduate Deans

Bruce D. Congdon, Ph.D.

Dean, [College of Arts and Sciences](#); Professor of Biology

B.S., University of the Ozarks, 1979; M.S., Colorado State University, 1981; Ph.D., University of California-Riverside, 1985. At SPU since 1985.

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Dean, [School of Health Sciences](#), Associate Professor of Nursing

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

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Rick Eigenbrood, Ph.D.

Dean, [School of Education](#); Professor of Education

B.S., Dordt College, 1974; M.A., University of Washington, 1979; Ph.D., University of Iowa, 1988. At SPU since 2001.

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The Graduate Center

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Computer Services Manager
B.S., Seattle Pacific University, 2010. At SPU since 2010.

UNIVERSITY CALENDAR 2010–11

Autumn Quarter 2010

Autumn Registration for Non-Admitted Students Begins	Wed, Sep 1
Waitlist Ends	Thu, Sep 23
Class Instruction Begins	Mon, Sep 27
Last Day to Register or Add Courses*, to Register Without Late Fee, or to Apply for Audit	Fri, Oct 1
Autumn Quarter 100% tuition refund deadline	Fri, Oct 1
Last Day to Apply for Pass/No Credit, Independent Study, Internships, and Individual Instruction	Fri, Oct 8
Autumn Quarter 75% tuition refund deadline	Fri, Oct 8
Day of Common Learning	Wed, Oct 13
Autumn Quarter 50% tuition refund deadline	Fri, Oct 15
Autumn Quarter 25% tuition refund deadline	Fri, Oct 29
Last Day to Withdraw From Courses	Fri, Nov 5
Veterans Day (holiday); no classes	Thu, Nov 11
Winter Registration for Admitted Undergraduate Students Currently in Attendance	Mon–Thu, Nov 15–18
Thanksgiving (holiday); no classes	Thu–Fri, Nov 25–26
Winter Registration for Graduate or New Admits Begins	Mon, Nov 29
Last Class for Day Classes	Fri, Dec 3
Final Examinations or Last Class for All Day and Evening Classes	Mon–Wed, Dec

Grades Due 6-8
Mon, Dec 20

Winter Quarter 2011

Waitlist Ends	Sun, Jan 2
Class Instruction Begins	Tue, Jan 4
Last Day to Register or Add Courses*, to Register Without Late Fee, or to Apply for Audit	Mon, Jan 10
Winter Quarter 100% tuition refund deadline	Mon, Jan 10
Martin Luther King Jr. Day (holiday); evening classes meet**	Mon, Jan 17
Last Day to Apply for Pass/No Credit, Independent Study, Internships, and Individual Instruction	Tue, Jan 18
Winter Quarter 75% tuition refund deadline	Tue, Jan 18
Winter Quarter 50% tuition refund deadline	Tue, Jan 25
Winter Quarter 25% tuition refund deadline	Tue, Feb 8
Last Day to Withdraw From Courses	Fri, Feb 11
Spring Registration for Admitted Undergraduate Students Currently in Attendance	Mon-Thu, Feb 14-17
<i>Presidents Day (holiday); evening classes meet**</i>	<i>Mon, Feb 21</i>
Spring Registration for Graduate or New Admits Begins	Mon, Mar 7
Last Class for Day Classes	Mon, Mar 14
Spring Registration for Non-Admitted Students Begins	Mon, Mar 14
Final Examinations or Last Class for All Day and Evening Classes	Wed-Fri, Mar 16-18
Spring Vacation	Mar 19-29
Grades Due	Thu, Mar 24

Spring Quarter 2011

Waitlist Ends	Mon, Mar 28
Class Instruction Begins	Wed, Mar 30
Last Day to Register or Add Courses*, to Register Without Late Fee, or to Apply for Audit	Tue, Apr 5
Spring Quarter 100% tuition refund deadline	Tue, Apr 5
Last Day to Apply for Pass/No Credit, Independent Study, Internships, and Individual Instruction	Tue, Apr 12
Spring Quarter 75% tuition refund deadline	Tue, Apr 12
Summer Registration Begins	Fri, Apr 15
Spring Quarter 50% tuition refund deadline	Tue, Apr 19
Good Friday (half-day holiday)	Fri, Apr 22
Spring Quarter 25% tuition refund deadline	Tue, May 4
Last Day to Withdraw From Courses	Fri, May 6
Autumn Registration for Admitted Undergraduate Students Currently in Attendance	Mon-Thu, May 16-19
Autumn Registration for New Admits Begins	Sat, May 21
Autumn Registration for Graduate Students Begins	Mon, May 23
<i>Memorial Day (holiday); evening classes meet**</i>	<i>Mon, May 30</i>
Last Class for Day Classes	Fri, Jun 3
Student Reading/Faculty In-Service Day	Mon, Jun 6
Final Examinations or Last Class for All Evening Classes	Mon-Thu, Jun 6-9
Final Examination for All Day Classes	Tue-Thu, Jun 7-9
Ivy Cutting	Fri, Jun 10
Commencement	Sat, Jun 11
Grades Due	Mon, Jun 20

Summer Sessions 2011

First Four-Week Session Begins	Mon, Jun 13
First Four-Week Graduate Education Session Begins	Mon, Jun 27
<i>Independence Day (holiday); no classes</i>	<i>Mon, Jul 4</i>

Second Four-Week Session Begins	Mon, Jul 11
Last day to register for independent study, internship, individual instruction and dissertation	Mon, Jul 11
Second Four-Week Graduate Education Session Begins	Mon, Jul 25
Grades Due	Wed, Sep 14

Evening classes include all classes that begin at 4:00 p.m. or later. The last day of class is the week prior to the scheduled final.

**Late fees will be charged if registration occurs after the fifth day of the instructional quarter. Students must process a registration petition to be considered for later registration with supporting statements from each instructor.*

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

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 its programs or activities, as required by applicable laws and regulations.

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

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

Associate Vice President for Academic Affairs/Dean of Student Life
 Campus Location: Room 209, Student Union Building
 Seattle Pacific University 3307 Third Avenue West, Suite 212
 Seattle, Washington 98119-1950
 206-281-2481

Executive Director of Human Resources
 Campus Location: 330 West Nickerson Street
 Seattle Pacific University
 3307 Third Avenue West, Suite 302
 Seattle, Washington 98119-1957
 206-281-2809

If you believe you may have been discriminated against in violation of this policy, immediately contact one of the individuals designated above. Copies of the Grievance Procedures may be obtained from the above designated individuals; the Office of Student Life; the Office of Human Resources; and copies of the grievance procedures are also [found here](#).

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.