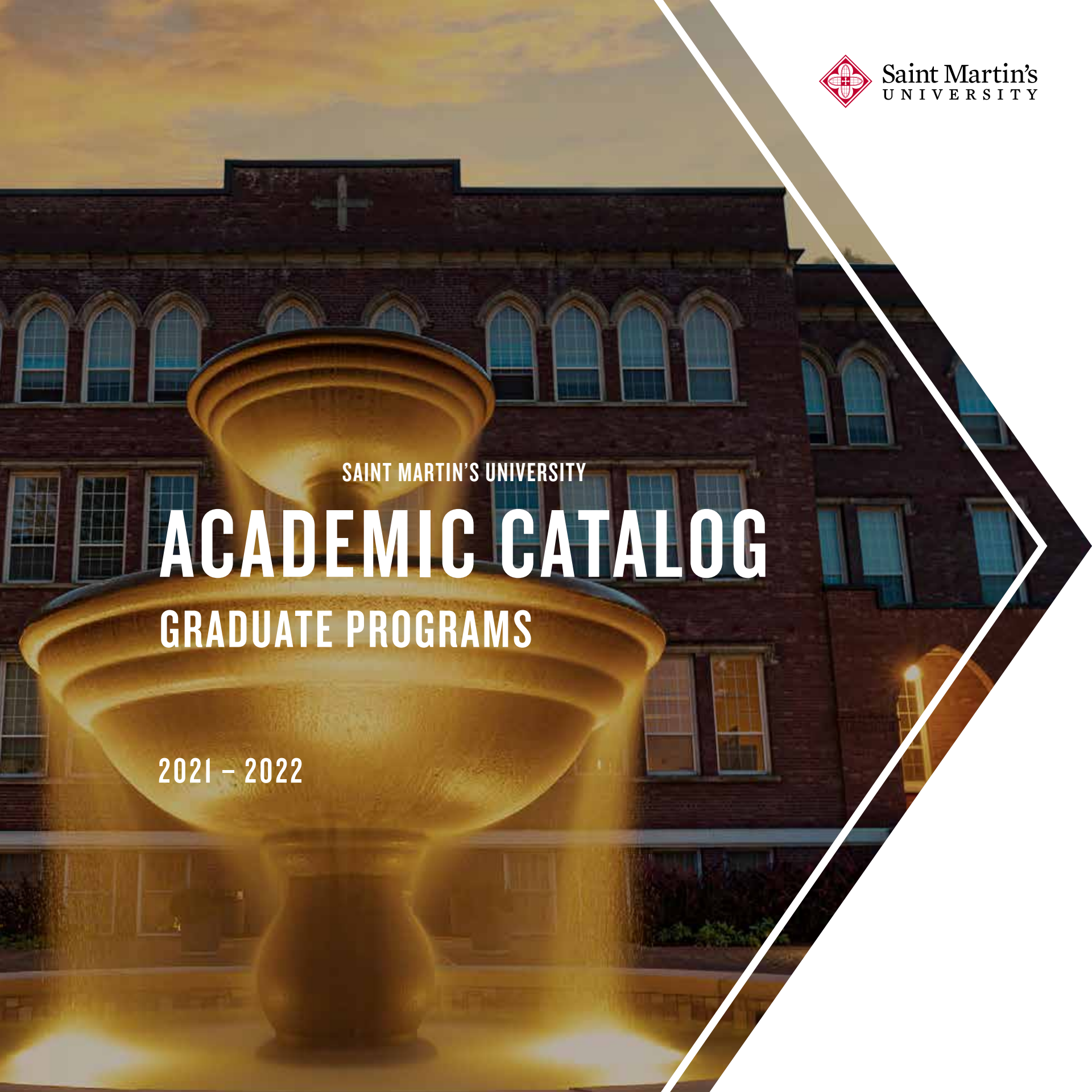

Saint Martin's UNIVERSITY

SAINT MARTIN'S UNIVERSITY

ACADEMIC CATALOG

GRADUATE PROGRAMS

2021 – 2022

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ACCREDITATION

Saint Martin's University is a comprehensive institution offering undergraduate and graduate level programs. Established in 1895, Saint Martin's is a Catholic university and is the educational apostolate of St. Martin's Abbey, a Benedictine monastery of the Roman Catholic Church. Members of the Abbey pray, work and live together on the University campus.

Saint Martin's University is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

This school is authorized under federal law to enroll non-immigrant alien students.

The undergraduate and graduate programs in business administration and accounting are accredited by the Accreditation Council for Business Schools and Programs (ACBSP, www.acbsp.org).

The education programs are accredited by the Washington State Board of Education (www.sbe.wa.gov).

The University is a member of the; Association of Catholic Colleges and Universities; Council for Independent Colleges; Council for the Advancement and Support of Education; Independent Colleges of Washington; National Association of Independent Colleges and Universities; Association of Benedictine Colleges and Universities; United Nations Academic Impact; and the Carnegie Academy for the Scholarship of Teaching and Learning.

Saint Martin's University's programs of study are approved by the Washington Student Achievement Council (formerly the Higher Education Coordinating Board) for enrollment of people eligible to receive educational benefits under Title 38 and Title 10.

Saint Martin's University reserves the right to make changes as it deems necessary to procedures, policies, calendar, curriculum, overall academic programs or majors and costs.


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MISSION STATEMENT

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor.

Saint Martin's students learn to make a positive difference in their own lives and in the lives of others through the interaction of faith, reason and service.

The University honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

HISTORY

Saint Martin's University was established in 1895 by monks of the Roman Catholic Order of Saint Benedict. The Order, the oldest in Western civilization, was founded by Saint Benedict of Nursia in about 528.

From that early time to the present, Benedictines have worked in education. Their abbey schools nurtured and protected the legacy of the classics of Western civilization. Monk scholars helped write the cultural and educational history of Europe and, in the past century, that of the United States.

Benedictine history in the United States began in 1845 when Abbot Boniface Wimmer, O.S.B., established the first American abbey school, Saint Vincent College, near Latrobe, Pennsylvania. From there, Benedictines founded high schools, colleges and universities throughout the country. Saint Martin's is one of 18 Benedictine colleges and universities in the United States and Canada and the only one west of the Rockies.

The site of Saint Martin's University and Abbey, on a wooded hillside in rural Lacey, Washington, was selected in 1893 by Abbot Bernard Locnikar, O.S.B., of Minnesota's Saint John's Abbey, Saint Martin's motherhouse.

Saint Martin's first enrolled boys and young men between the approximate ages of 10 to 20. The school admitted its first student, Angus McDonald, on Sept. 11, 1895.

Both boarders and "day scholars" were accepted and taught from a curriculum of preparatory and high school classes, plus classical and commercial college courses.

By 1897, 29 students were attending Saint Martin's and College-level courses were added in 1900 to provide the necessary education for candidates planning to enter the Benedictine order of monks.

Saint Martin's University also has a long history of building global relationships. In 1920, Father Placidus Houtmeyers, O.S.B., was one of the first monks to take Catholic education principles to Beijing. Saint Martin's strong relationships with China and Japan continue today. The University's collaboration with Mukogawa Women's University is more than 25 years old.

Saint Martin's became a four-year, accredited, baccalaureate-granting institution in 1940. The University became coeducational in 1965. Graduate programs were added in the early 1980s with the first master's degree awarded in 1984. The institution changed its name from Saint Martin's College to Saint Martin's University in August 2005 to more clearly define its programs, strengthen its outreach, and better fulfill its global mission.

SAINT MARTIN'S AT A GLANCE

Saint Martin's University is located in Lacey, Washington, adjacent to Olympia, the state capital. The population of the Lacey area is about 50,000, and that of Thurston County—which includes the greater Olympia area of Lacey, Olympia, and Tumwater—is about 280,000.

The pastoral beauty of the 300-acre Saint Martin's campus reflects the rich intellectual and spiritual nature of its presence in the Pacific Northwest, the University's stewardship of its natural surroundings and the community's care of its members. The wooded areas of campus are threaded with pleasant walking trails. Many species of wildlife roam the undeveloped acres on campus and the meadows below the main University buildings.

Located near the shores of South Puget Sound, Saint Martin's is conveniently located near Interstate-5, less than an hour from Seattle, two hours from Portland, Oregon, and 30 minutes from Tacoma. In nearby cities, students can take advantage of events such as art shows, concerts, and theater, as well as a variety of professional sports. With its proximity to metropolitan areas, the greater Olympia area also attracts nationally recognized entertainers, artists and musicians, providing cultural opportunities to complement the University's educational experience.

The University's proximity to the state capital gives students an opportunity to learn about and participate in legislative and government-related activities. The University facilitates student internships and work experiences in government offices and agencies.

For nature lovers, the area is exceptional. Swimming and other water activities are as close as five minutes from campus on a wealth of nearby lakes, streams and ocean inlets. Pacific Ocean beaches, just 50 miles west, offer opportunities for clamming, kite-flying, deep-sea fishing and sailing. Less than an hour away, hikers, skiers, backpackers, and other outdoor enthusiasts can pursue their favorite pastimes in the mountains or enjoy such spectacular Northwest attractions as Mount Rainier National Park, Mount St. Helens, the Olympic Peninsula, and the San Juan Islands.

LACEY, WASHINGTON

60 ACADEMIC PROGRAMS

40+ CAMPUS CLUBS

13 DIVISION II SPORTS

22 MONKS ON CAMPUS

12:1 FACULTY TO STUDENT

SAINT MARTIN OF TOURS

Saint Martin of Tours, the patron saint of the University, figures prominently in the development of Christianity in fourth-century Europe. During his lifetime, Martin established nearly 3,500 churches.

Although his youth was spent as a cavalryman in the Roman army, he longed for something more. He horrified his father, a tribune in the army, by studying to become a Christian. Legend has it that Martin, while still a soldier, chanced upon a shivering beggar clutching his rags about him in the bitter cold. Martin cut his flowing cavalry cloak in two and gave half to warm the beggar. Sometime thereafter, Martin had a vision in which that beggar revealed himself to be the Lord Jesus Christ. Soon after, Martin obtained a discharge from the army.

As a free man, he began his commitment to Christianity in earnest, studying under famous scholars and teachers of the era. Soon he was considered the holiest man in France. Although he was sought as a bishop, he chose to remain a missionary until 371 A.D., when the people of Tours, France, prevailed upon him to become bishop. Saint Martin's Abbey and University take their name from this illustrious patron.

BENEDICTINE VALUES

Inspired by its Benedictine heritage, the Saint Martin's University community embraces Benedictine values derived from The Rule of Benedict.

CORE THEMES

The mission of Saint Martin's University is embodied in its core themes: faith, reason, service and community.

FAITH: In the Catholic and Benedictine tradition, faith in God, whether explicit or implicit, seeks understanding, guides the human person's pursuit of truth, and grounds a person's deepest and lifelong commitments. Other traditions, communities, and individuals use different languages to articulate their ultimate concerns or their conceptions of the holy. For that reason, we acknowledge the importance, even the necessity, of engagement in respectful dialogue on the place of faith and reason in the education of the whole person. We do this through the academic curriculum, co-curricular experiences, the services and programs of campus ministry and the liturgical celebrations with the Benedictine community.

REASON: In the Catholic and Benedictine tradition, reason is understood to be a capacity with which God has uniquely gifted human beings to seek truth. Through exercising reason, we come to know our selves, the world, and God; our pursuits grow more searching and assured when animated by faith and embodied in community. The primary purpose of education is the cultivation of reason to inspire self-growth and lead students to recognize their responsibility to care for all of creation. We do this at Saint Martin's University through the undergraduate core; majors, minors, and graduate and professional programs; and co-curricular experiences.

SERVICE: In the Catholic and Benedictine tradition, service is the response to the moral obligation to build a more humane and just society. When we engage in service, we acknowledge the dignity of the human person in others; commit to listening deeply and learning in solidarity; and choose consciously to exist for something beyond ourselves. Informed by reason and driven by faith, we undertake service with hearts open to transformation as we encounter others and work together for peace, justice and the common good. We do this at Saint Martin's by creating a culture of service and intentional reflection; incorporating service learning and leadership courses in academic curriculum and co-curricular programming; and providing opportunities for all to exercise social responsibility and civic engagement.

COMMUNITY: In the Catholic and Benedictine tradition, community is the context within which everything takes place: prayer, work, and relationships. In community we recognize our interconnectedness and explore a deeper understanding of ourselves and humanity. Through an inclusive, equitable community, where all individuals are distinctive and all faiths, backgrounds, and talents are respected, we cultivate empathy and promote the exchange of ideas. This provides a valuable foundation for life, preparing students to serve the larger world community. We do this at Saint Martin's by developing academic curriculum and co-curricular programming; actively recruiting and supporting a diverse body of students, faculty, and staff; and maintaining spaces to encourage dialog and self-reflection.

STUDENT LEARNING OUTCOMES

In addition to program-specific learning outcomes, all Saint Martin's University students, supported and nurtured by faculty and staff, will aspire to ...

- Develop the ability to raise vital questions, gather evidence while suspending judgment, and critique and construct compelling arguments. **(CRITICAL THINKING SKILLS)**
- Develop values-based convictions and act upon them. Show concern for issues that transcend their own interests and participate in civic life. **(SOCIAL RESPONSIBILITY AND CIVIC ENGAGEMENT)**
- Cultivate a lifelong engagement in intellectual growth. (Lifelong learning)
- Listen carefully and thoughtfully and express ideas effectively through writing and speech. **(COMMUNICATION SKILLS)**
- Demonstrate an awareness of diverse perspectives in understanding issues and interacting with others as well as show an appreciation of diverse cultural values and the interconnectedness among cultures. **(GLOBAL AND INTERCULTURAL COMPETENCIES)**
- Assess critical needs of a situation and create a vision to address those needs. Motivate and inspire people to engage with that vision. **(LEADERSHIP SKILLS)**


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GRADUATE PROGRAMS

GRADUATE PROGRAMS

Saint Martin's University's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

The full academic calendar can be found at www.stmartin.edu/academics/academic-resources/academic-calendar

2021–22 DEGREE CONFERRAL DATES

Fall 2021 . . . . . December 19, 2021

Spring 2022 . . . . . May 08, 2022

Summer 2022 . . . . . August 21, 2022

MASTER'S PROGRAMS

- School of Business
  - Master of Accountancy (M.Acc)
  - Master of Business Administration (MBA)
- College of Education and Counseling
  - Master in Teaching (MIT)
  - Secondary Teacher Alternate Route (STAR) to MIT
  - Master of Arts in Counseling (MAC)
  - Master of Education (MED)
  - Master of Education—Higher Education in Student Affairs (MED-HESA)

- The Hal and Inge Marcus of School of Engineering
  - Master of Engineering Management (MEM)
  - Master of Science in Civil Engineering (MSCE)
  - Master of Science in Computer Science (MSCS)
  - Master of Science in Environmental Engineering (MSEV)
  - Master of Science in Mechanical Engineering (MSME)

POST-BACCALAUREATE PROGRAMS

- School of Business
  - Health Care Management Certificate
  - Internal Audit and Risk Management Certificate
- College of Education and Counseling
  - English Language Learner Certificate
  - Higher Education and Student Affairs Certificate
  - Secondary Teacher Alternate Route (STAR) Certificate
- The Hal and Inge Marcus of School of Engineering
  - Construction Management
  - Engineering Management Fundamentals
  - Entrepreneurship and Innovation Management
  - Lean Methodology and Six Sigma Green Belt

POST-MASTER'S PROGRAMS

- Residency School Principal Certificate
- Program Administrator Certification

DOCTORAL PROGRAMS

- Leadership Studies

SCHOOL OF BUSINESS

SCHOOL OF BUSINESS

VISION, MISSION, OR PURPOSE

The School of Business supports the University's Catholic Benedictine identity by empowering students to pursue a lifetime of learning and accomplishment in the fields of business, economics, and accounting.

Students make a positive difference in business practices by engaging with businesses and business leaders through internships, research projects, data analysis and dissemination of findings to strengthen the public and private sectors, locally, regionally, and nationally.

A focus on ethical decision-making and engagement with international contexts ensures that our students are prepared to lead and serve in their local, national, and global communities.

LEARNING OUTCOMES

The School of Business offers a variety of business programs in addition to the MBA. Students choose Saint Martin's graduate programs to enrich their undergraduate business and accounting degrees as well as to complement nonbusiness backgrounds with targeted expertise. Graduate programs expand career opportunities.

The primary difference between an MBA and a specialized graduate degree or certificate program is breadth versus depth. The M.Acc. degree, concentrations in Accounting and Finance or Health Care Management and certificate programs in Health Care Management or Internal Audit and Business Risk provide deeper dives into specialized content.

THE SCHOOL OF BUSINESS OFFERS THE FOLLOWING GRADUATE DEGREE PROGRAMS AND CERTIFICATES:

- Master of Accountancy (M.Acc.)
- Master of Business Administration (MBA)
  - Accounting and Finance Concentration
  - Global Leadership Concentration
  - Health Care Management Concentration
- Health Care Management Certificate
- Internal Audit and Business Risk Certificate

STAFF

Chung-Shing Lee
Dean

Samantha Kinnard
Executive Assistant to the Dean

ADMISSION REQUIREMENTS

Applicants must meet all of the university requirements for unconditional admission plus the following program specific requirements:

- Minimum 2.75 cumulative undergraduate GPA.
- Demonstration of strong analytic, problem solving and writing skills as evidenced by previous coursework, resume and admissions essay.
- Bachelor's degree from a regionally accredited college or university, with sufficient coursework in accounting, finance, economics, marketing, and management to be successful in graduate coursework. See the Prerequisite courses for Masters degrees section.
- Program-specific requirements.

Applicants not meeting the unconditional admission requirements but who otherwise demonstrate the potential to benefit from graduate education may be admitted conditionally

Prerequisite Courses for Master's degrees

The 500-level courses listed below are provided for applicants without a sufficient background in these areas. They do not count toward the M.Acc. or MBA degree. However, M.Acc. or MBA students who lack sufficient undergraduate business coursework or who cannot demonstrate significant professional experience in these areas must complete the relevant 500-level courses as determined by the Program Director.

Prerequisite courses (0-15 semester hours)

MBA 500	Survey of Economics
MBA 501	Survey of Accounting Systems
MBA 502	Survey of Finance
MBA 503	Survey of Management and Marketing
MBA 504	Quantitative Methods for Management

Application procedure

Applications are accepted on a rolling basis. However, to receive priority consideration for admission and scholarships, applications should be submitted by the priority deadline of the desired session.

Application requirements: Applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

- Resume
- A personal essay. Saint Martin's University espouses the core values of faith, reason, service, and community. The personal essay should be written in the context of these values. "Faith" expresses our confidence that our actions can positively influence our experience. "Reason" encompasses our ability to learn about ourselves, others, and our circumstances. "Service" describes our investment of ourselves in others. "Community" conveys the ways we connect and remain connected to those around us. The personal essay should be typed, double spaced and describe in detail (about 200 words per area) some special interest, significant experience, or achievement in each of the following areas:

  Faith—Describe a significant personal or professional challenge you faced and the steps you took to address this challenge. Include whether you turned to anyone in facing the challenge, the role that person played, and what you learned about yourself.

  Reason—Describe any of your special interests and how you have developed knowledge in these areas. This may include examples of your creativity; the ability to see alternatives; take diverse perspectives; come up with many, varied, or original ideas; or a willingness to try new things.

  Service—Describe what you have done to serve those around you. Give examples of specific programs, projects, or activities in which you have been involved.

  Community—Describe the way or ways in which you engage your community. This may include how you connect with colleagues, members of your community, members of your family, or other communities. Describe why this connection is important to you.

Application forms and materials can be found on the Office of Graduate Studies website: WWW.STMARTIN.EDU/GRADSTUDIES.

All application materials should be sent/emailed directly to:

Office of Graduate Admissions
Saint Martin's University
5000 Abbey Way SE
Lacey, WA 98503-7500
gradstudies@stmartin.edu

Priority Deadlines

Fall 10 (August–October)	July 15
Fall 11 (October–December)	September 1
Spring 10 (January–March)	December 1
Spring 11 (March–May)	February 1
Summer (May–August)	April 15

After all materials are received, the applicant's file will be reviewed. Possible outcomes include unconditional admission, conditional admission, or non-acceptance. Once application materials are submitted, they become the property of the university, and cannot be returned.

Class locations

Classes are offered on the main campus in Lacey or in a blended on-line format.

Calendar

The Graduate Program is offered in five eight-week sessions per year with some classes on the 16-week semester schedule.

The sessions are as follows:

Fall 10	Aug.–Oct.
Fall 11	Oct.–Dec.
Spring 10	Jan.–March
Spring 11	March–May
Summer	May–July

Registration

Registration must be completed by the second class meeting of the session.

DEGREE REQUIREMENTS

Academic Standards: A cumulative graduate level grade point average (GPA) of 3.0 ('B') is required for graduation. Grades of 'B-' or below are not considered acceptable graduate-level work, but will be counted when calculating grade point average. A student receiving a grade of 'C' will be placed on academic warning. Students who receive a grade lower than 'C' or two grades of 'C' will be placed on academic probation or suspended from the program. Prior to reinstatement, students with more than one 'C' and/or a grade or grades of C- or lower must repeat the failed courses earning a grade of B- or better.

Students who will not be registered for longer than a year must apply to the School of Business for a leave of absence. Any student who does not register for one full year and is not granted a leave of absence will be ex-matriculated and will need to reapply to the program and re-pay the $50 application fee.

MASTER OF ACCOUNTANCY (M.ACC.)

VISION, MISSION, OR PURPOSE

Saint Martin's University Master of Accountancy Program (M.Acc.) provides students with professional knowledge of complex topics in accounting, tax, audit, business, and ethics. Students will identify and research accounting principles and theories, critically analyze and interpret accounting data, and present information in professional written and oral communications. Courses will incorporate professional ethics and support professional certification.

The program operates year-round. All classes are offered at night to accommodate working professionals.

The program consists of 30 semester credits and can be completed in 12 months.

LEARNING OUTCOMES

- Students will possess an advanced knowledge of accounting practices and knowledge across the functional areas of accounting and understand the strategic role of accounting in organizations.
- Students will use standard research methodology and current research tools to solve accounting problems.
- Students will critically analyze and interpret financial data to make decisions and implement laws, regulations and standards.
- Students will be aware of the professional responsibilities and ethical standards of the accounting profession.
- Students will effectively present financial information by acquiring needed information and engaging in business presentations.

FACULTY

Diane Bingaman
Director, M.Acc. Program

Suzanne Chaille
Assistant Professor

Prashant Joshi
Assistant Professor,

John Craighill
Lecturer

Shawn Newman
Instructor

Otto Rabe
Lecturer

ADMISSION REQUIREMENTS

Applicants must meet all of the School of Business requirements for unconditional admission to a graduate program plus one of the following program specific requirements:

- Bachelor's degree in Accounting; or
- Completion of a Bachelor's degree in Business with undergraduate accounting courses in Intermediate Accounting I and II, Cost Accounting, Audit, and Taxation; or
- A Bachelor's degree in a non-Accounting or Business field and completion of the SMU MBA 500 series or comparable undergraduate coursework and undergraduate accounting courses in Intermediate Accounting I and II, Cost Accounting, Audit, and Taxation.

Additional information: For further information, contact: Director, M.Acc. Program, Saint Martin's University, 5000 Abbey Way SE, Lacey, WA 98503-7500

DEGREE REQUIREMENTS

Applicants must meet all of the university requirements for unconditional admission plus the following program specific requirements:

Candidates must complete 30 total semester hours (10 courses) to be awarded a Master of Accountancy degree. A maximum of nine (9) credit hours of graduate work from other institutions is permitted. Candidates may not earn both the Master of Accountancy and the MBA/Accounting and Finance concentration degrees from Saint Martin's University. A maximum of twelve (12) credit hours of graduate work from a Saint Martin's University certificate program may be counted towards the M.Acc. degree.

MASTER OF ACCOUNTANCY	
Accounting Core courses (required 12 semester hours):	
ACC 603	Strategic Cost Management
ACC 664	Financial Statement Analysis for Decision Making and Valuation
ACC 667	Internal Audit
ACC 668	Advanced Federal Tax
Accounting elective courses (choose two courses—6 semester hours)	
ACC 613	Accounting Internship
ACC 628	Investment Analysis and Portfolio Management
ACC 660	Fraud Examination
ACC 662	Research and Communication
ACC 695	Special Topic
Required MBA courses (6 semester credits)	
MBA 661	Commercial Law
MBA 665	Business Ethics & Society
Elective courses (choose two courses—6 semester hours) (for descriptions, see MBA catalog section):	
MBA 602	Financial Planning & Control
MBA 605	Business Analytics
MBA 630	Entrepreneurship
MBA 631	Operations Management
MBA 635	Risk Management
MBA 640	Project Management
MBA 670	Leadership & Change

4 + 1 PROGRAM — BACHELOR OF ARTS IN ACCOUNTING / MASTER OF ACCOUNTANCY

Eligibility to Apply Requirements

- Students must meet all graduate admissions eligibility requirements. Students will not be required to prove English Language Proficiency a second time.
- Students must have completed a minimum of 60 credits, including credits earned from Advanced Placement, Running Start (Dual Credit), International Baccalaureate (IB), etc. in order to apply. Students must apply before the completion of the undergraduate degree.
- Transfer students must have completed a minimum of 60 credits—whether from the transfer institution alone or in combination with Saint Martin's credits.
- Students must meet all prerequisites prior to enrollment in Graduate courses.

- Individual departments may impose additional admission requirements. Please visit the department's website for information on GPA requirements.

Admission to the Program

- A graduate application and supporting materials must be submitted. Please visit the graduate
- website for information on application requirements.
- A program of study signed by the applicant, the undergraduate and graduate advisor, and the program director must be submitted.
- The program of study must be clearly indicated on the 4+1 application, and include the following:
    - The courses (up to 12 credits of approved graduate coursework) that may be double counted for both the undergraduate and graduate degrees. *These courses will be taken prior to completing the bachelor's degree.*
    - The courses that will be taken as a graduate student. These courses will be taken after completing the bachelor's degree.
    - The anticipated graduation date for the master's degree.
- After review of the materials submitted, a letter of acceptance (or denial) to the master's program, conditional upon meeting the 4+1 requirements, is issued.
- Applications accepted for admission to the master's program will not be matriculated as graduate students until completion of the bachelor's degree.

Requirements for Completion

- Students must complete their bachelor's degree prior to entering the master's program.

Students in the 4+1 program may not elect to bypass the bachelor's degree.

- No more than twelve (12) credits of graduate coursework may be counted toward the requirements of both degrees. If a student will not meet undergraduate requirements to graduate until August, they can spread those courses out through the three semesters (Fall, Spring, and Summer) as long as they are of senior standing and are enrolled full time*.
- *Students may be enrolled as part-time students during the Summer semester due to limited course offerings.

- Students may not take more than six (6) credits of graduate work within their first semester of the 4+1 program.
- Students must be enrolled in BOTH undergraduate courses and graduate courses and be enrolled full-time (12 credits).
- Students should be able to complete the master's degree within 12 months from the completion of the bachelor's degree.
- Please refer to the department's website for GPA requirements.
- In order to qualify for the undergraduate flat rate tuition, the student must be enrolled in 12.0 undergraduate credits. Otherwise the tuition rate will be billed per credit, based on current undergraduate and graduate credit rates.
- Each semester the undergraduate student intends to take graduate level courses (prior to degree conferral), they must complete an Undergraduate Permission to take Graduate Level courses form.

MASTER OF BUSINESS ADMINISTRATION (MBA)

VISION, MISSION, OR PURPOSE

Saint Martin's Master of Business Administration Program provides students with decision-making tools and an understanding of the total administrative system.

The program develops a capacity for understanding managerial relationships and provides specialized training and personal research in a functional field of management.

The program operates year-round. All classes are offered at night to accommodate working professionals. Many students complete the program in 15 months.

Additional information: For further information, contact: Director, MBA Program, Saint Martin's University, 5000 Abbey Way SE, Lacey, WA 98503-7500

LEARNING OUTCOMES

- Communication: Graduates communicate correctly and purposefully in written and oral presentation formats.
- Innovation and Critical Thinking: Graduates identify problems, analyze information, form conclusions, and propose innovative solutions within the business context.
- Leadership and Ethics: Graduates understand and approach issues faced by business leaders from an informed and ethical perspective. Graduates understand and exercise respect for other cultures and people of different faiths and races.
- Core Level Business Knowledge: Graduates demonstrate their understanding of general business theories and principles. Graduates also demonstrate general skills in Accounting, Economics, Finance, Management, and Marketing. Graduates will continually update their skills and competencies to stay competitive in today's global world.

CONCENTRATIONS

If you intend to complete a concentration, you must declare that concentration with the Office of the Registrar at least 2 semesters prior to expected completion of studies. Saint Martin's University offers three concentrations for the MBA: 1) Accounting and Finance and 2) Management Global Leadership, and 3) Health Care Management.

FACULTY

Gina Armer
Director, MBA Program

Don Conant
Associate Professor

Prashant Joshi
Assistant Professor

Shawn Newman
Instructor

David Slotwinski
Instructor

Accounting and Finance Concentration

This program allows students to receive an MBA with an Accounting and Finance focus. Applicants must meet the existing MBA entry requirements. The accounting and finance strand is composed of 36 semester hours.

- Core courses: (nine courses—27 semester hours)
  - Identical to the regular MBA core.
- Accounting and Finance concentration
  - Choose three (3) ACC 600-level courses (for descriptions see the course listings section)

Global Leadership Concentration

This program allows students to receive an MBA with a Global Leadership focus. Applicants must meet the existing MBA entry requirements. The Global Leadership strand is composed of 36 semester hours.

• Core courses: (nine courses—27 semester hours)

- Identical to the regular MBA core.

• Global Leadership concentration (three courses —nine semester hours)

- MBA 625 – International Management – required

- MBA 670 – Leadership and Change – required

Choose one more elective from among the following options:

- MBA 627 – Managerial Communications

- MBA 628 – International Travel Experience

- MBA 629 – Designing Competitive Organizations

- MBA 630 – Entrepreneurship

- MBA 640 – Project Management

- MBA 665 – Business Ethics & Society

- MBA 695 – Special Topics, as approved

Health Care Management Concentration

This program allows students to receive an MBA with a Health Care focus. Applicants must meet the existing MBA entry requirements. The health care management strand is composed of 36 semester hours.

- Core courses: (nine courses—27 semester hours)
  - Identical to the regular MBA core.
- Health Care Management concentration (three courses—nine semester hours)
  - MBA 680—The Health Care System
  - MBA 681—Health Care Policy and Regulation
  - MBA 682—Ethics in the Business of Health Care

DEGREE REQUIREMENTS

Applicants must meet all of the university requirements for unconditional admission plus the following program specific requirements:

Candidates must complete 36 total semester hours (12 courses) to be awarded an MBA degree. This consists of 27 semester hours (nine courses) of core work and nine semester hours (three courses) of elective work.

A maximum of nine (9) credit hours of graduate work from other institutions is permitted. A maximum of twelve (12) credit hours of graduate work from a Saint Martin's University certificate program may be counted towards the MBA degree. Students may not receive both a Master of Business Administration/ Accounting and Finance degree and a Master of Accountancy degree.

The MBA Program allows students to take nine elective credits at participating international partner universities in Europe and Asia. Participation in study abroad opportunities is limited and subject to a selection process.

MASTER OF BUSINESS ADMINISTRATION	
MBA Core courses (nine courses—27 semester hours):	
MBA 601	Organization Theory and Behavior
MBA 602	Financial Planning and Control
MBA 603	Accounting for Managerial Decision Making
MBA 605	Business Analytics
MBA 622	Marketing Management
MBA 624	Human Resources Management
MBA 631	Operations Management
MBA 650	Strategy and Policy Analysis
MBA 661	Commercial Law
MBA Elective courses (three courses—9 semester hours):	
MBA 620	Financial Institutions and Markets
MBA 623	Management Information and Control Systems
MBA 625	International Management
MBA 626	Consumer Behavior
MBA 627	Managerial Communications
MBA 628	International Travel Experience
MBA 629	Designing Competitive Organizations
MBA 630	Entrepreneurship
MBA 632	Lean Six Sigma
MBA 635	Risk Management
MBA 640	Project Management
MBA 665	Business Ethics and Society
MBA 670	Leadership and Change
MBA 680	The Health Care System
MBA 681	Health Care Policy and Regulation
MBA 682	Ethics in the Business of Health Care
MBA 687	Health Care Management Practicum
MBA 696	International Practicum—Introduction
MBA 697	International Practicum—Intermediate
MBA 698	International Practicum—Advanced
MBA 695	Special Topics

4 + 1 PROGRAM — BACHELOR OF ARTS IN BUSINESS ADMINISTRATION / MASTER OF BUSINESS ADMINISTRATION

Eligibility to Apply Requirements

- Students must meet all graduate admissions eligibility requirements. Students will not be required to prove English Language Proficiency a second time.
- Students must have completed a minimum of 60 credits, including credits earned from Advanced Placement, Running Start (Dual Credit), International Baccalaureate (IB), etc. in order to apply. Students must apply before the completion of the undergraduate degree.
- Transfer students must have completed a minimum of 60 credits—whether from the transfer institution alone or in combination with Saint Martin's credits.
- Students must meet all prerequisites prior to enrollment in Graduate courses.
- Individual departments may impose additional admission requirements. Please visit the department's website for information on GPA requirements.

Admission to the Program

- A graduate application and supporting materials must be submitted. Please visit the graduate website for information on application requirements.
- A program of study signed by the applicant, the undergraduate and graduate advisor, and the program director must be submitted.
- The program of study must be clearly indicated on the 4+1 application, and include the following:
    - The courses (up to 12 credits of approved graduate coursework) that may be double counted for both the undergraduate and graduate degrees. *These courses will be taken prior to completing the bachelor's degree.*
    - The courses that will be taken as a graduate student. These courses will be taken after completing the bachelor's degree.
    - The anticipated graduation date for the master's degree.
- After review of the materials submitted, a letter of acceptance (or denial) to the master's program, conditional upon meeting the 4+1 requirements, is issued.
- Applications accepted for admission to the master's program will not be matriculated as graduate students until completion of the bachelor's degree.

Requirements for Completion

- Students must complete their bachelor's degree prior to entering the master's program. Students in the 4+1 program may not elect to bypass the bachelor's degree.
- No more than twelve (12) credits of graduate coursework may be counted toward the requirements of both degrees. If a student will not meet undergraduate requirements to graduate until August, they can spread those courses out through the three semesters (Fall, Spring, and Summer) as long as they are of senior standing and are enrolled full time*.
- *Students may be enrolled as part-time students during the Summer semester due to limited course offerings.
- Students may not take more than six (6) credits of graduate work within their first semester of the 4+1 program.
- Students must be enrolled in BOTH undergraduate courses and graduate courses and be enrolled full-time (12 credits).
- Students should be able to complete the master's degree within 12 months from the completion of the bachelor's degree.
- Please refer to the department's website for GPA requirements.
- In order to qualify for the undergraduate flat rate tuition, the student must be enrolled in 12.0 undergraduate credits. Otherwise the tuition rate will be billed per credit, based on current undergraduate and graduate credit rates.
- Each semester the undergraduate student intends to take graduate level courses (prior to degree conferral), they must complete an Undergraduate Permission to take Graduate Level courses form.

HEALTH CARE MANAGEMENT CERTIFICATE

LEARNING OUTCOMES

Students completing the Health Care Management Certificate program (15 credits) will be able to manage healthcare resources for an organization which include personnel, equipment, supplies, services, etc.; introduce and reinforce specific skill sets needed across the healthcare industry; identify, analyze, and manage healthcare resources in organizations through projects with partners; effectively and efficiently manage an organization's resources including informed decision making through data analytics, and high level leadership abilities; and develop the interpersonal and communication skills necessary to develop effective business relationships, deliver credible information, and project a professional image.

CERTIFICATE REQUIREMENTS

HEALTH CARE MANAGEMENT CERTIFICATE	
MBA 680	The Health Care System (3 credits)
MBA 681	Health Care Policy and Regulation (3 credits)
MBA 682	Ethics in the Business of Health Care (3 credits)
MBA 687	Health Care Management Practicum (3 credits)
MBA 631	Operations Management (3 credits)
MBA 632	Lean Six Sigma (with health care focused project) (0 credits)

ADMISSION REQUIREMENTS

Applicants must meet all of the university requirements for unconditional admission. In addition, applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

- Two letters of recommendation
- A written statement of three to five pages (typed, double spaced) describing the reasons for applying for the program and how the certificate connects with career objectives.

INTERNAL AUDIT AND RISK MANAGEMENT CERTIFICATE

LEARNING OUTCOMES

The Internal Audit and Risk Management Certificate program (12 credits) has the following objectives:

1. Understand the risk-based internal audit standards, core frameworks, and risk management.
2. Understand and apply the principles and methodology of occupational fraud prevention, detection, and investigation.
3. Identify, analyze and manage risk in organizations through Enterprise Risk Management projects with partners.
4. Plan, perform, and communicate internal controls, fraud prevention and detection measures, and Enterprise Risk Management: and
5. Develop the interpersonal and communication skills necessary to develop effective business relationships, deliver credible information and project a professional image.

CERTIFICATE REQUIREMENTS

INTERNAL AUDIT AND RISK MANAGEMENT CERTIFICATE	
Core Courses	
ACC 667	Internal Audit
ACC 660	Fraud Examination
MBA 635	Risk Management
Elective Course (choose 1)	
MBA 605	Business Analytics
MBA 627	Managerial Communications
ACC 613	Accounting Internship (Internal Audit focus)
MBA 665	Business Ethics & Society

ADMISSION REQUIREMENTS

Applicants must meet all of the university requirements for unconditional admission. In addition, applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

- Two letters of recommendation
- A written statement of three to five pages (typed, double spaced) describing the reasons for applying for the program and how the certificate connects with career objectives.

COLLEGE OF EDUCATION AND COUNSELING

COLLEGE OF EDUCATION AND COUNSELING

MISSION STATEMENT

The mission of the College of Education and Counseling is to prepare a dynamic inclusive community of reflective professionals who use their knowledge, skills and dispositions to positively transform the lives of those they serve.

VISION STATEMENT

As a community, we lead intellectual pursuits in a culture inspired by the interaction of faith, reason, and service. Our graduates embrace the values of flexibility, equity, excellence, and compassion as reflective practitioners.

PHILOSOPHY STATEMENT

The education and counseling programs at Saint Martin's University have been constructed to allow for the confluence of 1,500 years of Benedictine traditions of scholarship, education, hospitality, and community with current thoughts and practices of today. We feel that the blending of tradition and modernity allows us to develop education and counseling professionals with curiosity, who promote stimulating and caring environments for increasingly diverse students and/or clients, and who value the dynamics of pluralism, change, and individuality.

COMMITMENT TO EXCELLENCE

We are committed to assuring that candidates will be provided an intellectual and professional learning/counseling environment that is rigorous, relevant, and realistic. Academic courses and program experiences are purposefully designed for candidates to probe deeper, reach further and to encourage creative and resourceful exploration of alternative pathways to address presented issues and tasks.

Our programs are developed and conducted with high expectations that graduate students will be personally engaged in their learning, stimulated in their thinking and genuinely challenged to expand the knowledge, skills, and dispositions within their chosen field. Faculty and staff intentionally guide, coach, and support graduate students in their enhancement of relevant and

STAFF

Jeff Crane, Ph.D.
Interim Dean

Olivia Holden
Executive Assistant to the Dean

meaningful teaching, counseling, and administrative skills. Graduates will demonstrate their abilities to meet professional standards through effective oral and written communications, completion of realistic analysis, and critical thinking and problem solving tasks. Graduate students are held accountable to demonstrate professional dispositions and organize and simultaneously manage multiple projects within established timelines.

Our learning community instills excellence in thought and service while nurturing a candidate's sense of personal and professional development. Therefore, candidates completing our academic degree and certification programs will be agents of change and educational leaders who are resilient, reflective practitioners meeting the needs of an evolving world.

CORE VALUES

Our programs, therefore, involve the recognition of change, the constructivist approach to knowledge and skills formulation, multi-age grouping practices, technological utilization, and significant themes of inquiry integrating both the practical and the theoretical aspects of knowledge.

Our curriculum engages students in basic skills development through inquiry-oriented, critical, reflective, creative and imaginative thinking, and ethical decision making. Our programs support the use of case studies, field experiences, performance and reflective assessment, a strong background in academic content areas, and the need for students to be active agents in their education.

Students who complete our program(s) are able to function as future educators in a pluralistic, consensual, democratic society and recognize the need for instruction in both social (group) and personal (individual) realms.

GUIDING PRINCIPLES

To the general University emphasis on basic strength in academic areas of study for all graduates, the College of Education and Counseling adds strong professional training programs which comply with specific state requirements. The programs are also shaped by practitioners who serve on its programmatic professional advisory boards. True to its Catholic Benedictine heritage, the College of Education and Counseling shares the University's strong emphasis on moral and ethical values and development of the whole person—intellectually, physically, and spiritually. Graduates of our programs will enter their chosen fields prepared not only with knowledge, but also with strong values, an educational philosophy centered on meeting the needs of the individual child or college student, and a base of experience upon which to build.

EDUCATION AND COUNSELING PROGRAMS

The programs offered through the College of Education and Counseling include bachelor's and master's degree options as well as certificates of advanced study options. Those offerings at the graduate level include:

- Master of Arts in Counseling
  - Individual, Couple, and Family Counseling
- Master of Education P-12 Strands
  - Advanced Teaching and Learning
  - English as a Second Language/English Language Learners
  - Principal/Program Administrator
  - Reading and Literacy
  - Special Education
- Master of Education—HESA
  - Higher Education and Student Affairs
- Master in Teaching
  - Elementary Education—certification track
  - Secondary Education—certification track
  - Special Education—certification track
  - Secondary Teaching Alternative Route (STAR) —certification track
- Post-Bachelor's Certificates
  - Catholic Education Leadership Certificate
  - English Language Learners (ELL) Certificate
  - Higher Education and Student Affairs (HESA) Certificate
  - Secondary Teaching Alternative Route (STAR) Certificate
- Post-Master's Certificates
  - Residency School Principal Certificate
  - Program Administrator Certification
- Doctorate in Leadership Studies

Both the Master of Arts in Counseling program and the MED/MiT/CASE Education programs have developed comprehensive program designs guided by overarching goals and procedures which are described in the respective sections.

MASTER OF ARTS IN COUNSELING (MAC)

VISION, MISSION, OR PURPOSE

The Master of Arts in Counseling Program (MAC) prepares professionals in the theoretical foundations and skills necessary for advanced positions in the fields of individual, couple, and family counseling. Built on a philosophy of service, intellectual hunger, fundamental respect, social justice, and a focus on the person of the counselor, the MAC program strives to embody spirit, empathic care, intellect, and wisdom. The MAC program is characterized by personal, social, and professional transformation, liberation, and enrichment.

MAC Faculty areas of interest include anti-oppression, appreciative inquiry, access and technology, authentic leadership, collaboration, conflict as opportunity, decolonization, depth work, faith and community, indigenous wisdom, love, military families, professional identity, relational approaches to research, social change, spontaneity and creativity, subtle activism, and vulnerability. Our work strives to embody social justice through a continuing cultivation of ethical and culturally relevant methodologies. In resonance with the values of the American Counseling Association, the National Board for Certified Counselors, accrediting organizations for counseling programs, and our Catholic framework, we recognize the dominance of white/euro-centric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of indigenous and native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, and heterosexism in our communities by admitting complicity and implementing corrective actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.

LEARNING OUTCOMES

The MAC Program is committed to preparing highly competent counselors through contextual experiential learning and professional development, including:

- Preparing our graduates for National Certification through the National Board for Certified Counselors (NBCC) and both WA state licenses: Licensed Mental Health Counselor (LMHC), and Licensed Marriage and Family Therapist (LMFT)
- Preparing future counselors in the theoretical foundations and skills necessary for advanced positions

FACULTY

K. Alexandra Onno
Chair

Leticia Nieto
Professor

Johanna Powell
Assistant Professor

Peggy Zorn
Associate Professor

- Emphasizing attention and responsiveness to populations served by the MAC program, including but not limited to: couples and families; military and state positions; clinical and educational settings, chemical dependency and addiction recovery situations; and underserved populations
- Supporting commitment to the self-awareness skills essential to counseling through ongoing emphasis on developing "The Person of the Counselor"
- Supporting commitment to ethical decision making, action, and delivery of counseling services
- Cultivating contextual and discerning thinkers through a commitment to systemic thinking (contextual, relational, attuned, reflective, responsive, and rooted in evidence based and scientifically supported practice)
- At the same time, exercising full acceptance of, excellence in training in, and Benedictine hospitality for all other counseling orientations and modalities (including group therapy, individual counseling, chemical dependency and recovery support, vocational rehabilitation, school based counseling, and mental health counseling)
- Supporting commitment to cultural humility and skilled anti-oppression in counseling, in alignment with the MAC position on social justice
- Further deepening and supporting the learning community at a program level and within the university as a whole through collaboration, mentorship, discussion, modeling, curriculum integration, alumni community engagement and training opportunities

PROGRAM SUMMARY

The 60-credit MAC program follows a three-year cohort model. Year one focuses on foundations of counseling, year two on impacts, and year three on reflective practice. Courses are primarily offered once a week with course sections offered in the afternoons or evenings. While the MAC program is designed to be able to be completed in a minimum of three years, students can attend full or part time and have up to seven years to complete the program.

Teaching methods include an experiential emphasis on dyad and small-group work, lectures, media, individual and group presentations, collaboration and discussions as well as supervised role playing, psychodrama, experiential and introspective exercises. A required 600-hour internship complements coursework by providing students with a supervised, in-depth opportunity to work in a variety of counseling settings. The goals, roles, methods, and evaluations in the MAC program are relational and developmentally attuned.

ADMISSION REQUIREMENTS

Applicants to the MAC program must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog), plus the following program specific materials:

- MAC supplemental application.
- A minimum of two letters of recommendation posted directly from the letter writer to your university online graduate admissions application page, preferably one from a previous college or university professor and another from a supervisor in a counseling, workplace, or volunteer position.
- A written statement of three to five pages (typed, double-spaced) in which the applicant describes their preparation for the program, reasons for desiring entrance into the program, and career objectives.

APPLICATION PROCEDURE

To receive priority consideration for financial aid, application to the Master of Arts in Counseling program should be made by the priority deadline for the fall of the desired year. The usual arc is to begin with the new cohort in the fall semester. While it is an option to start in spring, usually with a single class, no new students begin attending classes in the summer. Note that exceptions to the following deadline dates may be made at the discretion of the program chair.

While experience in the field is highly valued, applicants who do not have prior experience will be considered; however the student may be asked to obtain additional experience in their first two semesters.

DEADLINES

Fall semester (late August–December)	June 1
Spring semester (January–May)	November 1

More information about the application process can be found online at:
https://www.stmartin.edu/admissions-aid/how-to-apply/graduate

All application forms, letters of recommendation, and fees should be posted on the online graduate admissions application page or sent to:

Office of Graduate Admissions
Saint Martin's University
5000 Abbey Way SE
Lacey, WA 98503-3200
gradstudies@stmartin.edu

After all materials are received, the applicant's file will be reviewed. Students whose backgrounds closely match program objectives will be called for a prospective student interview. Possible outcomes include conditional admission, or non-acceptance; full status for admittance is granted upon completion of degree candidacy prior to internship. Once application materials are submitted, they become the property of the university, and cannot be returned.

TRANSFER CREDIT

Under special circumstances, a maximum of nine semester hours of graduate work may be considered for transfer credit pending review from MAC faculty. Requests for transfer credit should be made at the time of application. Courses considered for transfer credit must be graduate-level courses consistent with the educational goals of the MAC Program and must have been completed at a CACREP accredited college or university. The courses must have been taken in the last seven years and prior to admission to the program. Grades lower than "B" cannot be considered for transfer credit.

PROGRAM FORMAT

The program is sixty credits that may be completed in 3 to 7 years. Courses are three credits each.

When completed in three years, the usual distribution of credits is as follows:

First Year: Fall = 6 credits, Spring = 9 credits, Summer = 6 credits

Second Year: Fall = 9 credits, Spring = 6 credits, Summer = 6 credits

Third Year: Fall = 6 credits, Spring = 6 credits, Summer = 6 credits

The MAC Program is open to qualified students who are interested in working in the field of counseling.

The conceptual foundation for individual, couple, and family counseling is the interacting social system. Counselors are trained and licensed to work with individuals, couples, relationships, family systems, and groups. According to systemic theory, it is the interplay between the elements of any social system that most influences for healthy functioning. All classes in the MAC Program are rooted in a commitment to highly relational delivery, whether offered face to face or in hybrid online.

Designed to meet national accreditation standards and to serve students with commitment and interest in counseling, coursework in the MAC program consists of 60 credits that support counseling careers and prepares graduates for National Certification through the National Board for Certified Counselors (NBCC) and both WA state licenses: Licensed Mental Health Counselor (LMHC), and Licensed Marriage and Family Therapist (LMFT).

All students must successfully complete 60 semester credits over a period of three to seven years designed to follow the sequence below.

MASTER OF ARTS IN COUNSELING	
Required Courses	
Year 1: Foundations	
MAC 508	Counseling and Helping Relationships
MAC 518	Group Counseling
MAC 528	Foundations of Couple and Family Counseling
MAC 538	Professional Counseling Orientation and Ethics
MAC 548	Crisis, Trauma, Violence, Abuse
MAC 558	Contextual Dimensions of Couple and Family Counseling 1
MAC 568	Human Growth and Development
Year 2: Impacts	
MAC 578	Impacts of Addictions
MAC 588	Assessment and Testing 1
MAC 598	Counseling Practicum
MAC 608	Research and Program Evaluation
MAC 618	Social and Cultural Diversity
MAC 628	Assessment and Testing 2
MAC 638	Family Structure and Family of Origin
Year 3: Reflective Practice	
MAC 648	Practice of Couple and Family Counseling
MAC 658	Career Development
MAC 668	Counseling Internship 1
MAC 678	Counseling Internship 2
MAC 688	Applied Group Work
MAC 698	Contextual Dimensions of Couple and Family Counseling 2

ADVANCEMENT TO CANDIDACY PROCESS

Upon completion of all 500 level coursework, and the personal counseling requirement, students may apply to advance to candidacy. Advancement to candidacy is necessary to begin an internship. Advancement to candidacy is not automatic. Advancement to candidacy will be based on:

- Grade point average in graduate courses.
- Completion of an essay of 200–300 words.

- A letter of recommendation from a current student who has been in the MAC program at least as long as the applicant or a MAC alumnus.
- Recommendation of graduate faculty, who evaluate academic preparation and personal suitability of the student for a career in counseling.

DEGREE REQUIREMENTS

Degree candidates must complete the approved course of graduate study listed in the program requirements. A total of 60 credits are required for completion of the MAC program.

MAC students are expected to maintain a grade point average of 3.0 ('B' or better) in their coursework and to receive a grade of at least a 'C+' in all MAC courses. Students whose cumulative grade point average falls below 3.0, or who receive a grade of 'C' in any single class, will be subject to being placed on immediate academic probation and their standing reviewed by the MAC faculty. A student who: 1. fails to return the GPA to a 3.0 by the end of the next semester; 2. receives two grades of 'C; or 3. receives any grade lower than 'C' in any class, normally will be withdrawn from the MAC program and from Saint Martin's University.

While the design of the program is for students to complete in three years, under special circumstances the time limit for completing degree requirements is seven years. Students who fail to take courses for more than one academic year will be required to reapply to the program and re-enter under requirements current at the time the new application is submitted.

PERSONAL COUNSELING REQUIREMENT

All MAC students are required to complete a minimum of 10 sessions of individual, group or family counseling with a licensed practitioner while in the program. This is true even for those students who have received some kind of counseling before entering Saint Martin's University or those who intend to seek counseling after they have finished the MAC program. This counseling is expected to take place during the first two semesters of the program, and must be completed before application for degree candidate status (see the University's MAC web page for more detailed information).

Counseling must be conducted by a licensed mental health counselor, a licensed marriage and family therapist, a licensed clinical social worker, a licensed clinical psychologist, an MD psychiatrist, or a mental health therapist of equivalent status. The therapist must be approved prior to beginning therapy. Forms are available on the University's MAC web page.

ADDITIONAL INFORMATION

Further information may be obtained by contacting:

Counseling Admissions & Advising Program Coordinator
MAC Program
Saint Martin's University
5000 Abbey Way SE
Lacey, WA 98503-3200
Telephone: 360-438-4560

TEACHER PREPARATION PROGRAMS

WASHINGTON STATE ACCREDITATION

The Teacher Preparation Programs at Saint Martin's University—which include the Master of Education (MED), Master of Education—Higher Education and Student Affairs (MED-HESA), Master in Teaching (MiT) and the post-bachelor's and post-master's certificate programs—is granted full accreditation by Professional Educators' Standards Board (PESB) and Office of Superintendent of Public Instruction (OSPI).

TITLE II 2017-2018 INSTITUTIONAL REPORT CARD INFORMATION

Title II 2018-2019 Institutional Report Card Information: Title II 2019-2020 Institutional Report Card Information: The pass rate of the WEST-E for traditional program completers is 100 percent and for alternative route program completers is 100 percent. A total of 34 candidates were enrolled during 2019-2020; 25 traditional program and 9 alternate route program candidates were enrolled in supervised student teaching during the 2019-2020 academic year. Candidates in the traditional program typically participate in 16 weeks of full-time supervised student teaching (450 hours); candidates in the alternate route program typically participate in a yearlong full-time supervised practicum and student teaching (690 hours). Complete Title II Reports are available on the University website.

VISION, MISSION, OR PURPOSE

Purpose statement: The purpose of the Saint Martin's University education programs is to provide a distinctive professional educational experience as well as professional preparation. In partnership with our students and P-12 professional educators, we strive to realize potential of students to think critically, love learning, and grow in spiritual and ethical character with the goal of promoting the better education and welfare of children. As a community of educators, we see the values of hard work, flexibility, compassion, and camaraderie reflected in our commitment to bridging and connecting the classrooms of Saint Martin's with the schools of the community. We demonstrate this as we mutually support each other with personal encouragement and academic integrity.

Goals: The following three goals, therefore, lead us to the core of the College of Education and Counseling Conceptual Framework for P-12 educators:

- **Curriculum (subject matter knowledge)**

  The College of Education and Counseling is dedicated to developing culturally competent, knowledgeable educators who have strong understanding of subject matter. Individuals completing our programs will use inquiry, problem solving, and creative and critical approaches. They will also use technology to deepen learning experiences.

- **Pedagogy (pedagogical knowledge and skills)**

  Individuals will use a variety of pedagogical skills in their planning, teaching, and assessment to ensure culturally responsive instruction. Educators also will actively engage families and communities and will focus on leveraging the vast assets of these groups to strengthen student engagement and learning. Individuals completing our programs will have participated in a variety of leadership and service opportunities and multiple P- 12 field experiences, including placements with school districts with diverse student populations.

- **Caring community (professional dispositions)**

  Programs within the College of Education and Counseling will operate in ways that value relationships and that support the creation of caring, professional communities. These communities will be focused on social justice and advancing equity and will function in ways that are culturally responsive, welcoming of innovation, and democratic.

LEARNING OUTCOMES

With these goals in mind, the education programs were designed to supply its students with: an excellent background in academic and pedagogical theory and knowledge; the ability to apply that theory and knowledge in practical, daily situations, technological, and teaching techniques for successfully transmitting that knowledge and application skill; a caring, nurturing attitude toward children and colleagues; skill, confidence, and sensitivity in classroom leadership; and, the ability to gain employment.

Spiral/integrated program design: Programs have been designed to integrate knowledge/skills throughout courses and various learning and field experience opportunities. Knowledge/skills are introduced, developed, practiced, and mastered as students proceed through the program from the introductory courses, to methods courses and content area coursework, and, finally, to the capstone or student teaching/internship.

MASTER OF EDUCATION (MED)

PROGRAM SUMMARY

Saint Martin's University's P-12 Strands are typically pursued by (though not limited to) teaching professionals who already possess a teaching certificate or individuals with a bachelor's degree who plan on teaching outside the United States. These strands do not typically lead to a certification (with the exception of the principal/program administrator strand), and are rather meant to provide the theoretical foundations and practical applications of education as a discipline. Students who wish to become certified in the state of Washington should pursue the Master in Teaching program outlined later in this chapter.

VISION, MISSION, OR PURPOSE

The mission of the College of Education and Counseling is to prepare a dynamic inclusive community of reflective, culturally responsive professionals who use their knowledge, skills, and dispositions to positively transform the lives of those they serve. The Master of Education degree provides teachers and future administrators the opportunity to gain advanced professional skills in the areas of advanced teaching and learning; English as a Second Language (teaching English Language Learners), reading literacy; principal or program administrator; and special education.

LEARNING OUTCOMES

The Education Programs at Saint Martin's University have been constructed to allow for the confluence of 1,500 years of Benedictine traditions of scholarship, education, hospitality, and community with current thoughts and practices of today. We feel that the blending of tradition and modernity allows us to develop education professionals with curiosity, who promote stimulating environments for increasingly diverse students, and who value the dynamics of pluralism, change, and individuality.

MED graduates will have the following:

- an excellent background in academic and pedagogical theory and knowledge
- the ability to apply that theory and knowledge in practical, daily situations
- technological and teaching techniques for successfully transmitting that knowledge and application skill
- a caring, nurturing attitude toward children and colleagues
- skill, confidence and sensitivity in classroom leadership
- the ability to gain employment

FACULTY

Christopher Strople
Director

Eric Boyer
Assistant Professor

Marcela de Souza
Assistant Professor

Ronald Gordon
Assistant Professor

Theresa Hickey
Program Director, Assistant Professor

Linda Maier
Associate Professor

Karen Rizzo
Program Director

Celeste Trimble
Assistant Professor

ADMISSION REQUIREMENTS

The MED is a 32–41 semester-hour degree offered during summers, evenings and weekends. The program has three components: core, strands, and electives. The number of semester hours varies with the strand a student chooses to follow (please see description below).

NOTE: The Master in Teaching (MIT) degree is an option for individuals seeking residency teacher certification leading to a master's degree. If you are seeking residency certification, see the MIT section.

APPLICATION PROCEDURE

Applicants typically have had at least one year of relevant work experience in the field of education, usually under contract in a state-accredited school, though this is not required for all strands. Students pursuing Principal certification as part of the Principal/Program Administrator MED Strand must possess a current residency teacher certificate (or higher) or educational staff associate (ESA) certificate in Washington State in order to meet state requirements for a residency principal certification, according to the WAC.

Applications are accepted on a rolling basis. However, in order to receive priority consideration for admission and scholarships, applications should be submitted by the priority deadline of the desired semester or session.

Applicants not meeting the minimum grade requirements for unconditional admission but who otherwise demonstrate the potential to benefit from graduate education may be admitted conditionally at the approval of the program director.

APPLICATION REQUIREMENTS

Applicants must meet all of the university requirements for unconditional admission. In addition, applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

- At least a 3.0 GPA for undergraduate work
- Curriculum vitae outlining professional or work experience details
- Pre-program advising appointment either in person or by phone or email
- Written response of approximately 300–400 words to a prompt provided by the Office of Graduate Admissions
- Two letters of recommendation from professional references (available on website) and one additional reference's contact information.

Students pursuing a graduate strand that will lead to a post master's certificate must also meet the following requirements:

- Proof of fingerprinting and clearance through OSPI
  - Information about obtaining fingerprint clearance can be obtained by contacting the Office of Graduate Admissions at 360-412-6128 or by contacting the College of Education and Counseling main office at 360-438-4333
- WSP/FBI Fingerprint Background Check form
- Proof of current CPR / First Aid certification for children and adults
- A valid residency or higher teacher certificate or ESA certificate in the state of Washington as detailed above

After all materials are received, the applicant's file will be reviewed. Once application materials are submitted, they become the property of the university, and cannot be returned.

Priority Deadlines

Lacey Campus

Summer semester (May–July)	April 15
Fall semester (late August–December)	July 15
Spring semester (January–May)	November 15

JBLM Campus

Summer session (May–July)	April 1
Fall session 1 (August–October)	July 1
Fall session 2 (October–December)	September 1
Spring session 1 (January–March)	November 1
Spring session 2 (March–May)	February 1

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

Graduate students plan courses of study in consultation with a program advisor. That course plan may not be changed without prior approval. Degree candidates are expected to receive a grade of at least a 'B' in all courses. The time limit for completion of degree requirements is seven years.

All MED P-12 Strand degree candidates are required to take 11 semester hours of Core Requirement courses. In addition to the core requirements and strand requirements, students must choose an exit option. Students may choose from either a thesis option

or a non-thesis option (capstone project), the latter requiring at least one additional graduate-level course (at least two credits) beyond the requirements for the thesis option.

Elective courses are selected to complete required credit hours. These courses must be acceptable for graduate credit and typically are taken from courses offered in education. However, they may include an undergraduate course (with prior approval only) or graduate courses from other departments.

NOTE: Rules, regulations, policies, and procedures determined by state and national policymakers may take precedence over the contents of this catalog for certification/ endorsements.

Strand areas

The Master of Education P-12 Strands have six areas of emphasis (which could lead to partial endorsements and/or certification). A strand requires between four and nine courses (16 to 29 semester hours).

- Advanced Teaching and Learning
- English as a Second Language/English Language Learners (may include endorsement)
- Principal/Program Administrator (includes requirements for Washington
- administration-principal or program administrator post-master's certification)
- Reading and Literacy (may include endorsement)
- Special Education (may include endorsement)

Thesis option

The MED thesis option requires a thesis or field project as part of the degree. The thesis/field project must be developed in consultation with the candidate's advisor and graduate committee. Please refer to Graduate Handbook for the committee formation and thesis guidelines. It will be characterized in the following way:

- The nature of the thesis/project will demonstrate advanced competency related to the area of specialization.
- The development of the thesis/project will show significant effort above and beyond normal employment expectations of an employer.
- The thesis/project will result in a usable, well-researched product (e.g., a written document, a curriculum guide, a movie, a case study) and will be accompanied by a quality research study and thesis.

- The thesis/project should make a significant contribution to candidates and/or their immediate professional position, as well as a more general contribution to the field.
- The thesis/project cannot be approved on an ex-post-facto basis.

Once the final thesis/project is completed and approved, the candidate will present the thesis/project at a public seminar. This oral defense is a sharing of information, materials and/or procedures having potential usefulness to the educational community as well as to answer questions related to the thesis.

It is likely that the thesis exit option may take more than one semester to complete. Students should consult with their advisor as early in the program as possible when pursuing the thesis exit option to discuss a fully formed timeline to include research, literature review, draft writing, oral defense, and final acceptance of the thesis for graduation requirements.

Non-thesis option

The MED non-thesis option requires a minimum of 36 credits which includes one additional graduate-level course beyond the requirements for the thesis option. These elective courses may be from any strand area and must be approved by the student's advisor and the instructor if the course has prerequisites that the student has not yet satisfied. Not all electives are suitable for all students. The courses must be acceptable for graduate credit and typically are taken from courses offered in in education. However, they may include graduate courses from other departments.

The MED non-thesis option requires enrollment and successful completion of MED 698 Integrating Theory and Practice in Education. This capstone course is intended to be a culminating experience in the Master's Degree Program. During the semester, candidates will work closely with their instructor and academic advisor to complete their capstone project. The final project is presented to a small group of peers and colleagues in a seminar setting.

Internship (Principal/Program Administrator in pursuit of certificate)

A 540-hour internship over two semesters is required for the principal and program administrator strand/certificate.

MASTER OF EDUCATION	
Core Requirements (11 semester hours)	
MED 601	Educational Research Methods I (3)
MED 605	Diversity and Social Context in the Classroom: Theory and Practice (3)
MED 607	Foundations for Educational Practice (3)
Strand Requirements (students must choose one strand)	
Advanced Teaching and Learning strand (18 semester hours)	
MED 506	Curriculum and Instruction (2) -or- MED 635 Inquiry Development (2)
MED 630	Creative Thinking and Problem-solving (3)
MED 631	Curriculum Theory and Development (3)
MED 633	Models of Teaching (3)
MED 538	Literature for Children and Young Adults (2)
Approved electives (5)	
English as a Second Language/ English Language Learner strand (18 semester hours)	
MED 525	Issues & Trends in ELL & BE (3)
MED 526	Language Acquisition Methods (3)
MED 527	Social Linguistics and People: Theory and Practice (3)
MED 528	Reading Instruction for English Language Learners (3)
MED 566	Assessment in Special Education (3)
Approved electives (3)	
Principal/Program Administrator strand (21 semester hours)	
MED 651	Leadership in Supervision and Evaluation (2)
MED 652	Leadership for Professional Capacity (2)
MED 653	Principles and Equity in Leadership (3)
MED 654	Principal as Leader of Learning Community (3)
MED 655	School and Community Relations (2)
MED 658	Leadership for Equitable School Operations and Management (3)
MED 659	Principal/Administrative Leadership Internship (6) typically completed over two semesters
Reading and Literacy strand (18 semester hours)	
MED 671	Philosophy of Reading (2)
MED 672	Writing, Spelling, and Phonics Instruction: From Theory to Practice (3)
MED 673	Strategies for Reading Improvement K-12 (3)
MED 674	Literature Across the Curriculum (3)
MED 675	Literacy Assessment and Evaluation (3)
MED 678	Literacy Leadership (2)
Approved elective(s) (2)	
Special Education strand (29 semester hours)	

MED 524 Early Childhood Education (3) (P-3rd Grade)-or-MED 545 School Drug Prevention and Counseling (3) (4th-12th Grade)	
MED 526	Language Acquisition Methods (3)
MED 561	Instructional Methods of Exceptional Learners (2)
MED 563	Management Strategies for Exceptional Learners (3)
MED 565	Transitions to Adulthood for Special Populations (3)
MED 566	Assessment in Special Education (3)
MED 567	Legal Issues and the IEP (3)
MED 569	Practicum in Special Education (3)
Approved electives (6)	
Electives	
(Select from choices below, with permission of advisor and instructor)	
MED courses listed in any strand, or	
MED 511	Methods of Teaching Math (may not duplicate ED 411)
MED 515	Methods of Teaching Science (may not duplicate ED 415)
MED 518	Methods of Teaching Social Studies (may not duplicate ED 418)
MED 529	Arts and Movement (may not duplicate ED 429)
MED 537	Methods of Teaching Intermediate Literacy (may not duplicate ED 437)
MED 562	Educational Law and Issues of Abuse (may not duplicate ED 362)
MED 580	Readings in Education
MED 584	Secondary Methods (may not duplicate ED 484)
MED 595	Directed study/Special Topics as approved by advisor
MED 643	Assessment and Appraisal
Exit Options	
Thesis option	
MED 699	Final Project/Thesis (3) -or-
Non-thesis option:	
MED 698	Integrating Theory and Practice in Education: Capstone Course (3)
One additional graduate-level elective course in education (3) or other course as appropriate and approved by advisor	
Satisfactory completion of a capstone project	

ACADEMIC POLICIES

Grade Policy

Students are expected to receive a grade of at least a 'B' in all graduate level courses and maintain a cumulative grade point average of at least 3.0 ('B' or better). Students whose cumulative grade point average falls below 3.0, or who receive a grade of 'C' in any single class, will be subject to being placed on immediate academic probation and their standing reviewed by the faculty. A student who: 1. fails to return the GPA

to a 3.0 by the end of the next semester; 2. receives two grades of 'C; or 3. receives any grade lower than 'C' in any class, may be withdrawn from the MED program and from Saint Martin's University. A student who is removed from the program may apply for reinstatement, though readmission to the program is not guaranteed. The time limit for completion of degree requirements is seven years from admission to the program.

Transfer Credit

Nine semester hours of graduate work may be transferred from another institution, provided the work fits the P-12 Strand and student's program plan; is recommended by the program advisor; is approved by the director of master's programs in education; and carries a grade of 'B' or better. All course substitution and waiver forms must be approved by the committee and dean during the first semester of entrance to the program.

Students applying for program admission must request to have previously earned graduate credits considered for transfer into the program prior to admission.

Students already enrolled in the master's program must receive the appropriate approvals for transfer credit prior to enrolling in the courses to be transferred.

Candidacy

A student working toward a Master of Education degree must be accepted as a degree candidate. To be a degree candidate, the student must complete the following:

- Have completed 15 semester hours of graduate study.
- Be in good standing.
- Have earned a cumulative grade point average of 3.0.
- Have completed MED 601 (or be enrolled in MED 601 during the semester in which the application is submitted).
- Formed a supervisory committee.

Degree candidates must complete an approved course of 32-41 semester hours to secure their degree.

Candidates who already possess a residency certificate may coordinate the MED degree with requirements for continuing certification or an added endorsement in the case of the ESL/ELL or Special Education strands.

MASTER OF EDUCATION—HIGHER EDUCATION AND STUDENT AFFAIRS (HESA)

PROGRAM SUMMARY

The Master in Teaching (MIT) degree is approved by the Washington State Professional Educator Standards Board.

VISION, MISSION, OR PURPOSE

The MiT program is designed to prepare teacher candidates to become outstanding P-12 professionals and provide them a pathway to receive a residency teaching certificate in conjunction with a master's degree. The program is approved by the WA State Professional Educator Standards Board (PESB). All educator preparation programs are reviewed annually through examination of evidence of upholding PESB program standards and through the use of select performance indicators.

To ensure eligibility for state certification, the College of Education and Counseling Faculty may sometimes make program revisions to comply with any changes to certification standards or requirements according to the Washington State Board of Education. Rules, regulations, policies, and procedures determined by state and national policymakers may take precedence over the contents of this catalog for certification and/or endorsement requirements.

Master in Teaching students can pursue graduate paths toward a degree and residency teacher certification in the following areas:

- Elementary Education
- Secondary Education
- Special Education (in conjunction with Elementary or Secondary Education)*

*NOTE: Completion of the special education MiT program leads to a special education endorsement. That endorsement does not allow the certificate holder to teach in a regular elementary or secondary classroom. Therefore, students also must complete the required elementary or secondary sequence, including at least four weeks of internship in a regular classroom.

FACULTY

Jackie Clark
Director

LEARNING OUTCOMES

The design of the program is to provide challenge and support to the next generation of scholar-practitioners in the field of higher education and student affairs.

- MED-HESA candidates will articulate prominent college student development and leadership theories and apply these theories in the course of addressing a variety of higher education and student affairs issues and problems
- MED-HESA candidates will realistically appraise their personal strengths and weaknesses exercising leadership. They will practice the application of theory-informed leadership in real and complex situations on university and college campuses
- MED-HESA candidates will be able to use a range of perspectives and theoretical constructs within various functional areas (admissions, academic advising, career development financial aid, campus ministry, student activities, residence life, alumni affairs, etc) Particular emphasis within the program will be placed on understanding Benedictine Leadership values and ethics on how they can be applied within a variety of college and university settings
- MED-HESA candidates will understand how to be good consumers of research so that they can assess the value of application to their various functional areas
- Students' written and oral communication will be clear, coherent, well organized, and technically correct
- Students will critically examine culture other than own, and apply the knowledge gained within their personal and professional lives

ADMISSION REQUIREMENTS

Application Procedure

To receive priority consideration for financial aid, application to the Master of Education in Higher Education & Student Affairs program should be made by the priority deadline of the desired semester. Note that exceptions to the deadline dates may be made at the discretion of the program director.

Application Requirements

Applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

- A minimum of two letters of recommendation.
- A written statement of three to five pages (typed/double spaced) in which

applicants describes their preparation for the program, reasons for desiring entrance into the program, reasons for desiring entrance into the program, and career objectives.

After all materials are received, the applicant's file will be reviewed. Once application materials are submitted, they become the property of the university, and cannot be returned.

Priority Deadlines

Summer semester (May–July)	April 1
Fall semester (late August–December)	July 1
Spring semester (January–May)	November 1

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

Graduate students plan courses of study in consultation with a program advisor. That course plan may not be changed without prior approval. Degree candidates are expected to receive a grade of at least a 'B' in all courses. The time limit for completion of degree requirements is seven years.

All MED HESA degree candidates are required to take 30 semester hours of core requirements courses. In addition to the core requirements, students must choose an elective and complete a capstone course.

Elective courses are selected to complete required credit hours. These courses must be acceptable for graduate credit and typically are taken from courses offered in the College of Education and Counseling, but may draw from other graduate programs at Saint Martin's University at the approval of the student's advisor.

MASTER OF EDUCATION — HIGHER EDUCATION AND STUDENT AFFAIRS	
Core Requirements (30 semester hours)	
The core studies higher education and student affairs philosophical foundations while assisting students making connections between theory and practice when working with college and university students. The design intentionally invites master's degree students to explore, begin to understand, and critically examine concepts, values, ethics, competencies, and theories that provide foundational perspectives on higher education and student affairs.	
MAC 508	Counseling and Helping Relationships (3)
MED 601	Educational Research Methods I (3)
MAC 618	Social and Cultural Diversity (3)
MED 653	Principles of Leadership (3)
MED 661	Practicum in HESA (1)
MED 662	Introduction to Higher Education & Student Affairs (3)
MED 663	College Student Development Theory (3)
MED 664	Higher Education & Student Affairs Administration (3)
MED 665	The American College/University (3)
MED 667	Ethics & Legal Issues in Higher Education (3)
MED 668	Internship/Assistantship in HESA (1-2)
Elective Requirement (3 semester hours)	
Graduate level coursework determined by student along with their advisor to meet career goals after graduation.	
Graduate course elective (3)	
Capstone Requirement (3 semester hours)	
The Capstone Course provides an opportunity for students to synthesize their coursework while preparing for their next steps with their careers in higher education.	
MED 698	Integrating Theory and Practice in Education Capstone Course (3)

ACADEMIC POLICIES

Grade Policy

Students are expected to receive a grade of at least a 'B' in all graduate level courses and maintain a cumulative grade point average of at least 3.0 ('B' or better). Students whose cumulative grade point average falls below 3.0, or who receive a grade of 'C' in any single class, will be subject to being placed on immediate academic probation and their standing reviewed by the faculty. A student who: 1. fails to return the GPA to a 3.0 by the end of the next semester; 2. receives two grades of 'C; or 3. receives any grade lower than 'C' in any class, may be withdrawn from the MED program and from Saint Martin's University. A student who is removed from the program may apply for reinstatement, though readmission to the program is not guaranteed. The time limit for completion of degree requirements is seven years from admission to the program.

Transfer Credit

Nine semester hours of graduate work may be transferred from another institution, provided the work fits the HESA program plan; is recommended by the program advisor; is approved by the director of master's programs in education; and carries a grade of 'B' or better. All course substitution and waiver forms must be approved by the committee and dean during the first semester of entrance to the program.

Students applying for program admission must request to have previously earned graduate credits considered for transfer into the program prior to admission.

Students already enrolled in the master's program must receive the appropriate approvals for transfer credit prior to enrolling in the courses to be transferred.

Candidacy

A candidate working toward a Master of Education degree in Higher Education & Student Affairs must be accepted as a degree candidate. To be a degree candidate, the student must complete the following:

- Have completed 15 semester hours of graduate study.
- Be in good standing.
- Have earned a cumulative grade point average of 3.0.
- Have completed MED 601 (or be enrolled in MED 601 during the semester in which the application is submitted).
- Formed a supervisory committee.

Degree candidates must complete an approved course of 36 semester hours to secure their degree.


SAINT MARTIN'S UNIVERSITY
SAINT MARTIN'S UNIVERSITY
A bit more than two hundred years ago, outside a city called Charleston, South Carolina,
a girl and her mother picked blackberries from the plantation garden.

MASTER IN TEACHING (MIT)

PROGRAM SUMMARY

The Master in Teaching (MIT) degree is approved by the Washington State Professional Educator Standards Board.

VISION, MISSION, OR PURPOSE

The MIT program is designed to prepare teacher candidates to become outstanding P-12 professionals and provide them a pathway to receive a residency teaching certificate in conjunction with a master's degree. The program is approved by the WA State Professional Educator Standards Board (PESB). All educator preparation programs are reviewed annually through examination of evidence of upholding PESB program standards and through the use of select performance indicators.

To ensure eligibility for state certification, the College of Education and Counseling Faculty may sometimes make program revisions to comply with any changes to certification standards or requirements according to the Washington State Board of Education. Rules, regulations, policies, and procedures determined by state and national policymakers may take precedence over the contents of this catalog for certification and/or endorsement requirements.

Master in Teaching students can pursue graduate paths toward a degree and residency teacher certification in the following areas:

- Elementary Education
- Secondary Education
- Special Education (in conjunction with Elementary or Secondary Education)*

**NOTE: Completion of the special education MIT program leads to a special education endorsement. That endorsement does not allow the certificate holder to teach in a regular elementary or secondary classroom. Therefore, students also must complete the required elementary or secondary sequence, including at least four weeks of internship in a regular classroom.*

FACULTY

Christopher Strople
Director

Eric Boyer
Assistant Professor

Ronald Gordon
Assistant Professor

Theresa Hickey
Program Director, Assistant Professor

Linda Maier
Associate Professor

Karen Rizzo
Program Director

Celeste Trimble
Assistant Professor

Marcela de Souza
Assistant Professor

LEARNING OUTCOMES

Students gain knowledge and skills essential to effective teaching and participate in varied field experiences in school classrooms. University faculty and local school district teachers and administrators participate in the program and contribute to its quality and relevance.

The Master in Teaching program is offered during days, evenings, summers, and weekends. The number of semester hours varies with the specific endorsement, area of certification, and according to each student's educational history prior to entering the program. The student may need to complete pre-requirements and/or endorsement courses.

The College of Education and Counseling also offers the post-baccalaureate Certificate of Advanced Study (Residency Teacher Certification) option for those who already have a baccalaureate degree and wish to pursue a certification-only option. Please see the Undergraduate Catalog for more information on certification-only options.

MIT graduates will have the following:

- an excellent background in academic and pedagogical theory and knowledge
- the ability to apply that theory and knowledge in practical, daily situations
- technological and teaching techniques for successfully transmitting that knowledge and application skill
- a caring, nurturing attitude toward children and colleagues
- skill, confidence and sensitivity in classroom leadership
- the ability to gain employment

ADMISSION REQUIREMENTS

Application Procedure

Applications are accepted on a rolling basis. However, in order to receive priority consideration for admission and scholarships, applications should be submitted by the priority deadline of the desired semester or session.

Applicants not meeting the minimum grade requirements for unconditional admission but who otherwise demonstrate the potential to benefit from graduate education may be admitted conditionally at the approval of the program director.

Application requirements

Applicants must meet all of the university requirements for unconditional admission. In addition, applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

- At least a 3.0 GPA for undergraduate work and a grade of C or better in all pre-professional required coursework
- Passing WEST-B scores or scores on the SAT/ACT that meet minimum requirements as set by the Washington Administrative Code (WAC)
- Cleared fingerprints documented by a local Educational Service District (ESD). Fingerprints from other law enforcement agencies are not accepted. Applicants must be fingerprinted at an ESD and be cleared in OSPI's system.
    - Information about obtaining fingerprint clearance can be obtained by contacting the Office of Graduate Admissions at 360-412-6128 or by contacting the College of Education and Counseling main office at 360-438-4333
- Pre-Residency Certificate Clearance through the Office of Superintendent of Public Instruction (OSPI) website
- Proof of current CPR / First Aid certification for children and adults
- Curriculum vitae outlining professional or work experience details
- Pre-program advising appointment either in person or by phone or email with a graduate advisor or graduate program director
- Written response of approximately 300-400 words to a prompt provided by the Office of Graduate Admissions
- WSP/FBI Fingerprint Background Check form
- Pre-Program Observation Requirement Documentation
- Two completed recommendation forms/letters from professional references (available through the online Saint Martin's University graduate application) and one additional reference's contact information. Each recommender will have the opportunity to submit a letter on the applicant's behalf in which they may further detail the applicant's qualifications and capacity for graduate work and/or the teaching profession.

After all materials are received, the applicant's file will be reviewed. Once application materials are submitted, they become the property of the university, and cannot be returned.

Priority Deadlines

Lacey campus

Summer semester (May–July)	April 15
Fall semester (late August–December)	July 15
Spring semester (January–May)	November 15

JBLM campus

Summer session (May–July)	April 1
Fall session 1 (August–October)	July 1
Fall session 2 (October–December)	September 1
Spring session 1 (January–March)	November 1
Spring session 2 (March–May)	February 1

STAR to MIT Program Cohort

Summer Academy (summer start only)	April 1

Competency-Based Endorsements

All teacher certification candidates are required to complete one competency-based endorsement of up to 30 or more semester credits or equivalent. Although only one endorsement is required, it is strongly recommended that elementary education students consider adding additional coursework toward an endorsement in special education or a second endorsement in English language learners (ELL), middle level (humanities, math, or science), Reading/Literacy, or another content area. The addition of a second endorsement allows students to become more highly qualified for specific teaching positions. Course requirements may be satisfied by coursework completed at a regionally accredited, state-approved college/university with a grade of "C" or better; approved waiver documentation for previous life and/or work experience; and successful passing of the appropriate WEST-E/NES exams and Teacher Performance Assessment (edTPA).

Saint Martin's has been authorized by the Washington Professional Educator Standards Board to offer residency teacher certificate competency-based endorsements in the following fields:

- bilingual education**
- Biology
- chemistry
- choral music
- drama/theatre arts

- early childhood education
- early childhood special education**
- elementary education
- English language arts
- English language learner**
- French
- general music
- health/fitness
- history
- instrumental music
- Japanese
- mathematics
- middle-level humanities**
- middle-level math
- middle-level science **
- physics
- reading
- social studies
- Spanish
- special education*

Contact an education advisor for assistance in developing an approved endorsement program.

For Washington State teacher education endorsements, please refer to the requirements and guidelines available in the office of the College of Education and Counseling.

**NOTE: Dual Endorsement Requirement: According to the Washington Administrative Code (WAC), "a teacher who obtains a special education, early childhood special education, bilingual education, or English language learner endorsement after September 1, 2019, must earn and/or hold a second endorsement in another endorsement area. Special education, early childhood special education, bilingual education, English language learner... do not qualify as the other endorsement area." (WAC 181-79A-132). Therefore, students pursuing the previously listed endorsements in this note must pursue and complete requirements for a second endorsement according to state law before they can be recommended for certification.*

***NOTE: Dual Endorsement Requirement (WAC Change in WAC 181-79A-132 and 227): Any candidate who seeks to earn one of the following endorsements (indicated by the double star above) will be required to pair it with a second endorsement.*


Korea
Seoul
Sogang

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

Candidates plan courses of study in consultation with a program advisor. That course plan may not be changed without prior approval. Degree candidates are expected to receive a grade of at least a 'B' in all courses. The time limit for completion of degree requirements is seven years.

All MIT degree candidates are required to take 11 semester hours of graduate core requirements. In addition to the graduate core requirements, certification requirements, methods requirements, internship requirements, and any additional endorsement course requirements, students must choose an exit option. Students may choose either a thesis option or a non-thesis option (capstone project), the latter requiring at least one additional graduate-level course (at least two credits) beyond the requirements for the thesis option.

Elective courses are selected to complete required credit hours and should be discussed with an advisor and/or the instructor prior to registration. These courses must be acceptable for graduate credit and typically are taken from courses offered in education. However, they may include an undergraduate course (with prior approval only) or graduate courses from other departments.

Courses in teacher education completed more than seven years before admission or readmission do not meet professional requirements. Students may need to repeat all or part of these courses or document current knowledge/skills before student teaching in order to meet programmatic or endorsement requirements set by the State of Washington.

Pre-professional requirements (required before formal admission)

Pre-professional requirements are meant to ensure that a teaching candidate possesses the necessary basic skills to perform well in the classroom from the very start of the program. These courses at the undergraduate level must be completed prior to full acceptance into the MiT program if they were not already completed as part of the student's bachelor's degree program. These courses equal a total of 37–38 undergraduate credit hours. Students must have received a grade of 'C' or better in order to meet program and state requirements in the courses listed below. Pre-professional requirements are as follows:

Methods Requirements

Students in the MIT program must pursue one of three options toward a certification and master's program.

Students who want to teach in an elementary setting (Pre-K through 8th Grade) should pursue the Elementary Methods block of coursework. This method block also satisfies endorsement requirements for an Elementary Education (P-8) endorsement.

Students who want to teach in a middle or secondary setting (4th grade through 12th grade) should pursue the Secondary Methods block of coursework. These students typically possess a baccalaureate academic major or equivalent (30 semester-hour minimum) in the area in which they intend to be endorsed. However, this is not required at the time of admission. This may require the student to complete additional coursework (potentially at the undergraduate level) in order to meet endorsement standards. The Secondary Methods block of coursework does not lead directly to an endorsement since middle level and 5–s12 content area endorsements require specialized content area knowledge. Students should work with an advisor to determine what coursework is required in addition to the Secondary Methods block for endorsement purposes. Students should also work with Student Financial Services to determine how these requirements may affect funding and/or financial aid packages.

Students who wish to teach differently abled students should pursue the Special Education Methods block of coursework. As detailed above in the Competency-Based Endorsement section, students with a Special Education endorsement must also possess a second endorsement. Therefore, students must also complete the Elementary Methods or Secondary Methods block (and any additional endorsement requirements) to satisfy this state requirement. Requirements for each block are listed below. Courses previously taken at the undergraduate level may apply at the approval of the program director.

Internship requirements

All teacher certification programs require a supervised student teaching/internship equaling a minimum of 450 hours per the Washington Administrative Code (WAC). Each student is expected to complete all required pre-professional requirements, graduate core requirements, certification core requirements, methods requirements, additional endorsement courses and be advanced to candidacy before applying for the internship.

All internship candidates must take the WEST-E/NES in at least one endorsement area prior to starting their internship according to the WAC. Students must take and pass all endorsement appropriate WEST-E/NES tests prior to being recommended for certification by the CEC certification specialist.

All internship assignments are considered full-time work, normally requiring seven hours a day in the school plus additional time for class preparation and seminars. Taking coursework during the semester of internship is highly discouraged. Special permission to take coursework concurrently with an internship is required and must be obtained prior to the end of the preceding semester.

Internship Placement

Candidates must apply for an internship placement the semester before the internship will take place. Candidates must submit their application before the deadline. Applications submitted after the deadline may not be processed and may delay the candidate's internship. Completion of an application for internship teaching and assignment to a school or classroom are tentative and are based on successful completion of coursework in progress.

Candidates may NOT make arrangements for an internship placement on their own. All candidates must comply with CEC and district regulations regarding internship placement. Candidates may make special requests, though the College of Education and Counseling makes no guarantee of placement in a particular school district or school building, with a particular cooperating teacher or University supervisor, or during a particular semester.

Candidates may NOT be placed in the same school in which a spouse or family member is employed, or in attendance. To do so may jeopardize placement at that school and/or district and may result in termination of any/all field experience placements in that district for the student.

The Placement Specialist/Officer and Field Experience Director(s) will work diligently to obtain a placement for internship, but final acceptance of a student teacher candidate is ultimately the prerogative of the school district. University supervisors will discuss individual placement problems that occur during an internship with students, but the University ultimately makes the internship assignments in cooperation with school district personnel.

Students may be withdrawn from internship teaching at the discretion of the College of Education and Counseling faculty or of the administrators of the P-12 school.

Exit Options

Thesis Option

The MIT thesis exit option requires a thesis or field project as part of the degree. The thesis/field project must be developed in consultation with the candidate's advisor and graduate committee. Please refer to Graduate Handbook for the committee formation and thesis guidelines. It will be characterized in the following way:

- The nature of the thesis/project will demonstrate advanced competency related to the area of specialization.
- The development of the thesis/project will show significant effort above and beyond normal employment expectations of an employer.
- The thesis/project will result in a usable, well-researched product (e.g., a written

document, a curriculum guide, a movie, a case study) and will be accompanied by a quality research study and thesis.

- The thesis/project should make a significant contribution to candidates and/or their immediate professional position, as well as a more general contribution to the field.
- The thesis/project cannot be approved on an ex-post-facto basis.

Once the final thesis/project is completed and approved, the candidate will present the thesis/project at a public seminar. This oral defense is a sharing of information, materials and/or procedures having potential usefulness to the educational community as well as to answer questions related to the thesis.

It is likely that the thesis exit option may take more than one semester to complete. Students should consult with their advisor as early in the program as possible when pursuing the thesis exit option to discuss a fully formed timeline to include research, literature review, draft writing, oral defense, and final acceptance of the thesis for graduation requirements.

Non-Thesis Option

The MIT non-thesis exit option requires a minimum of 36 credits which includes one additional graduate-level course beyond the requirements for the thesis option. These elective courses may be from certification coursework (though is not limited to) and must be approved by the student's advisor and the instructor if the course has prerequisites that the student has not yet satisfied. Not all electives are suitable for all students. The courses must be acceptable for graduate credit and typically are taken from courses offered in education. However, they may include graduate courses from other departments or other appropriate course as approved by their advisor.

The MIT non-thesis option requires enrollment and successful completion of MED 698 Integrating Theory and Practice in Education. This capstone course is intended to be a culminating experience in the Master's Degree Program. During the semester, candidates will work closely with their instructor and academic advisor to complete their capstone project. The final project is presented to a small group of peers and colleagues in a seminar setting.

MASTER IN TEACHING	
Pre-professional requirements (required before formal admission)	
ENG 101	College Writing I (3)
ENG 102	College Writing II (3)
COM 106	Public Address -or- THR 211 Acting I (3)
PSY 101	Introduction to Psychology (3)
College Algebra or equivalent as approved by program director (3)	
Natural science, with laboratory (4-5)	
US History course (3)	
Non-US History course (3)	
HIS 326	Pacific Northwest History (3)
ED 205	Child and Adolescent Development (3), or MED 607 at a later time
ED 202	Intercultural Communications – or – Diversity in Education Systems (3), or MED 605 at a later time.
ED 204	Introduction to Education (3)
Graduate core requirements (11 graduate semester hours; cannot be substituted with undergraduate coursework)	
MED 601	Educational Research Methods I (3)
MED 605	Diversity and Social Context in the Classroom: Theory and Practice (3)
MED 607	Foundations for Educational Practice (3)
Certification core requirements (16 semester hours; must be taken at the graduate level)	
MED 504	Practicum, level 1 (1)
MED 506	Curriculum and Instruction (2)
MED 512	Technology for the Classroom (2)
MED 526	Methods of Teaching Language Acquisition (3)
MED 559	Introduction to Exceptionality (2)
MED 560	Classroom Management (2)
MED 562	Educational Law and Issues of Abuse (2)
MED 570	Classroom Assessment (2)
Methods Requirements	
Elementary Methods block (17 semester hours)	
MED 508	Practicum, level 2 (1)
MED 511	Methods of Teaching Math (2)
MED 515	Methods of Teaching Science (2)
MED 518	Methods of Teaching Social Studies (2)
MED 529	Arts and Movement (2)
MED 537	Methods of Teaching Intermediate Literacy (2)

MED 538	Child and Adolescent Literature (2)
MED 574	Methods of Teaching Primary Literacy (2)
MED 592	Elementary Education Practicum (2) -or- MED 579 Reading Practicum (2)
Secondary Methods block (7 semester hours)	
MED 508	Practicum Level 2 (1)
MED 568	Secondary Literacy (2)
MED 584	Secondary Methods (2)
MED 587	Secondary Methods Practicum/Seminar (2)
Special Education Methods block (20 semester hours)	
MED 524	Issues and Trends in ECE (3) -or- MED 526 Methods of Language Acquisition (3), (for P-3rd grade)
MED 561	Instructional Methods of Exceptional Learners (2)
MED 563	Management Strategies for Exceptional Learners (3)
MED 565	Transitions to Adulthood for Special Populations (3)
MED 566	Assessment in Special Education (3)
MED 567	Legal Issues and the IEP (3)
MED 569	Practicum in Special Education (3)
Internship Requirements (typically 7-12 semester hours)	
MED 593	Internship: Special Education (5-10) -or- MED 594 Teacher Internship (5-10)
MED 598	Teacher Internship Seminar (2)
Exit options	
Thesis option	
MED 699	Final Project/Thesis (3)
-or-	
Non-thesis option	
MED 698	Integrating Theory and Practice in Education: Capstone Course (3)
One additional graduate-level elective course in education (3)	
Satisfactory completion of a capstone project	

SECONDARY TEACHER ALTERNATE ROUTE (STAR) TO MIT

PROGRAM SUMMARY

The Secondary Teacher Alternate Route (STAR) Program is an accelerated teacher certification program for students who wish to teach at the middle/high school level. The Saint Martin's University STAR program is identified by the Professional Education Standards Board (PESB) as a state-approved alternate route program and follows the rules and guidelines as outlined in the Washington Administrative Code as alternate route programs for teacher certification.

STAR is based on a cohort model and begins with an intensive 8-week Summer Teaching Academy, followed by additional coursework and an unpaid full academic-year mentored internship in an area school district.

VISION, MISSION, OR PURPOSE

The program was created for individuals with baccalaureate degrees and unique qualifications* who are seeking an alternate route to teacher certification and a master's degree.

LEARNING OUTCOMES

The coursework required of STAR students similar to traditional MIT students pursuing certification in a secondary education setting. STAR students must complete all Pre-Professional, Graduate Core, Certification Core, Secondary Methods block, additional endorsement specific coursework, and internship requirements as outlined below. STAR students must also complete all required state assessments in order to be eligible for certification. Students who wish to pursue a certification-only option in conjunction with the STAR program should refer to the undergraduate catalog section regarding Post-Baccalaureate Certification options.

**Unique STAR program qualifications: Non-certificated school district employees who hold Bachelor's degrees (or higher) in a shortage subject area and who are seeking residency (initial) certification or district employees who hold a Bachelor's degree and who may be career-changers (their Bachelor's degree is not in an endorsable subject). Districts generally give priority to individuals who are seeking residency teacher certification in endorsements in the following fields: math, biology, chemistry, general science, middle level (math/science option), English language learner, bilingual education, special education, foreign language (Japanese) or in subject matter shortages due to geographic locations.*

FACULTY

Christopher Strople
Director

Rebecca Campeau
Director

Eric Boyer
Assistant Professor

Ronald Gordon
Assistant Professor

Theresa Hickey
Program Director, Assistant Professor

Linda Maier
Associate Professor

Karen Rizzo
Program Director

Celeste Trimble
Assistant Professor

Marcela de Souza
Assistant Professor


2021

ADMISSION REQUIREMENTS

Candidates should contact the Director of the STAR Program, Dr. Rebecca Campeau, for current information concerning admission or application requirements, endorsement requirements, schedule, credits, tuition/fees, State and other program requirements.

Pre-professional requirements (37-38 undergraduate credits to be completed prior to starting the program)

- ENG 101 College Writing I (3)
- ENG 102 College Writing II (3)
- COM 106 Public Address -or- THR 211 Acting I (3)
- PSY 101 Introduction to Psychology (3)
- College Algebra or equivalent as approved by program director (3)
- Non-US History Course (3)
- US History Course (3)
- Natural Science with Lab (4-5)
- ED 202 Intercultural Communications -or- Diversity in Education Systems (3), or MED 605 at a later time
- ED 204 Introduction to Education (3)
- ED 205 Child and Adolescent Development (3), or MED 607 at a later time
- HIS 326 Pacific Northwest History (3)

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

Candidates should contact the Director of the STAR Program, Dr. Rebecca Campeau, for current information concerning admission or application requirements, endorsement requirements, schedule, credits, tuition/fees, State and other program requirements.

SECONDARY TEACHER ALTERNATE ROUTE (STAR) TO MASTER IN TEACHING (MIT)

Graduate core requirements (11 graduate semester hours; cannot be substituted with undergraduate coursework)	
MED 601	Educational Research Methods I (3)
MED 605	Diversity and Social Context in the Classroom: Theory and Practice (3)
MED 607	Foundations for Educational Practice (3)
Certification core requirements (15 semester hours)	
MED 506	Curriculum and Instruction (2)
MED 512	Technology for the Classroom (2)
MED 526	Methods of Teaching Language Acquisition (3)
MED 559	Introduction to Exceptionality (2)
MED 560	Classroom Management (2)
MED 562	Educational Law and Issues of Abuse (2)
MED 570	Classroom Assessment (2)
Secondary Methods Requirements (6 semester hours)	
MED 568	Secondary Literacy (2)
MED 584	Secondary Methods (2)
MED 587	Secondary Methods Practicum/Seminar (2)
Endorsement Requirements	
(depending on endorsement chosen, additional courses required range from a total of 0 additional credit hours to 30 additional credit hours)	
Coursework is determined based on student's academic history and chosen endorsement(s) and approved by a faculty advisor.	
Internship Requirements (typically 7-12 semester hours)	
MED 594	Teacher Internship (5-10)
MED 598	Teacher Internship Seminar (2)
Exit Options	
Please see the preceding MiT section for complete details about the exit options available to MiT students. STAR to MiT students must follow these same guidelines in order to complete their master's degree.	

ACADEMIC POLICIES

Grade Policy

Students are expected to receive a grade of at least a 'B' in all graduate level courses and maintain a cumulative grade point average of at least 3.0 ('B' or better). Students whose cumulative grade point average falls below 3.0, or who receive a grade of 'C' in any single class, will be subject to being placed on immediate academic probation and their standing reviewed by the faculty. A student who: 1. fails to return the GPA to a 3.0 by the end of the next semester; 2. receives two grades of 'C; or 3. receives any grade lower than 'C' in any class, may be withdrawn from the MiT program and from Saint Martin's University. A student who is removed from the program may apply for reinstatement, though readmission to the program is not guaranteed. The time limit for completion of degree requirements is seven years from admission to the program.

Transfer Credit

Nine semester hours of graduate work may be transferred from another institution, provided the work fits the MiT and certification program plan; is recommended by the program advisor; is approved by the director of master's programs in education; and carries a grade of 'B' or better. All course substitution and waiver forms must be approved by the committee and dean during the first semester of entrance to the program.

Students applying for program admission must request to have previously earned graduate credits considered for transfer into the program prior to admission.

Students may apply previous baccalaureate level work toward satisfying certification/endorsement requirements. Students should work with their advisor to determine which credits satisfy state requirements and those which satisfy MiT program requirements in pursuit of a graduate degree.

Candidacy

A student working toward a Master in Teaching degree must be accepted as a degree candidate prior to internship and prior to completing the program. To be a degree candidate, the student must complete the following:

- Have completed 15 semester hours of graduate study.
- Be in good standing.
- Have earned a cumulative grade point average of 3.0.
- Have completed MED 601 (or be enrolled in MED 601 during the semester in which the application is submitted).
- Formed a supervisory committee.

CERTIFICATE IN CATHOLIC EDUCATION LEADERSHIP

VISION, MISSION, OR PURPOSE

The Catholic Education Leadership Certificate Program is a 13-credit, four course certificate program. Coursework is based on the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools and provides students with a common framework of Catholic identity and Catholic school excellence. Course objectives will equip Catholic educators to lead effectively within the context of their own culture and community within a faith-filled environment.

LEARNING OUTCOMES

The successful completion of this certificate supports the professional growth and the needed skills and knowledge to move forward as a leader within the Catholic Schools. Students are prepared to lead in an educational setting while advancing their careers.

Upon completion of this certificate, graduates will be able to:

- Articulate the Catholic Church's teaching mission and unique identity within the Catholic schools.
- Demonstrate understanding of leading for spiritual formation and advocating for social justice.
- Demonstrate knowledge and skills of leading and implementing a school's mission and vision.
- Demonstrate knowledge of design, implementation, and assessment of academic excellence
- Comprehend the operational vitality in four key areas of Catholic schools: finances, human resources/personnel, facilities, and institutional advancement

ADMISSION REQUIREMENTS

Application Procedures

Applicants typically have had at least one year of relevant work experience in the field of education. Applications are accepted on a rolling basis. However, in order to

receive priority consideration for admission, applications should be submitted by the priority deadline of the desired semester or session.

Applicants not meeting the minimum grade requirements for unconditional admission but who otherwise demonstrate the potential to benefit from graduate education may be admitted conditionally at the approval of the program director.

Application Requirements

Applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

1. Minimum of 3.0 GPA for undergraduate work
2. Resume outlining professional or work experience details
3. Written response of approximately 300–400 words to a prompt provided by the Office of Graduate Admissions
4. Two letters of recommendation from professional references

After all the materials are received, the applicant's file will be reviewed. Once application materials are submitted, they become the property of the university, and cannot be returned.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

CERTIFICATE IN CATHOLIC EDUCATION LEADERSHIP	
Completion of 13.0 credits listed below:	
MED 611	Leadership in Social Justice, School Identity and Mission (3)
MED 612	Leading for Academic Excellence in Catholic Schools (3)
MED 613	Operational Vitality in Catholic Schools (4)
MED 614	Effective Governance and Leadership in Catholic Schools (3)

ENGLISH LANGUAGE LEARNER CERTIFICATE

The Added endorsement Certificate in ELL Program is a 12-credit, four course certificate program. The program is meant for current teaching practitioners who already possess Washington State Teaching certificate in related areas who may wish to add extra endorsement to enhance teaching practices.

LEARNING OUTCOMES

The successful completion of this certificate supports the professional growth and the needed skills and knowledge to move forward as a leader in ELL areas. Candidates are prepared to lead in an educational setting while advancing their careers.

ADMISSION REQUIREMENTS

Application Procedures

Applicants typically have had at least one year of relevant work experience in the field of education. Applications are accepted on a rolling basis. However, in order to receive priority consideration for admission, applications should be submitted by the priority deadline of the desired semester or session.

Applicants not meeting the minimum grade requirements for unconditional admission but who otherwise demonstrate the potential to benefit from graduate education may be admitted conditionally at the approval of the program director.

FACULTY

Christopher Strople
Director

Theresa Hickey
Program Director, Assistant Professor

Application Requirements

Applicants must meet all of the university requirements for unconditional admission. In addition, applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

- Minimum of 3.0 GPA for undergraduate work
- Resume outlining professional or work experience details
- Written response of approximately 300-400 words to a prompt provided by the Office of Graduate Admissions
- Two letters of recommendation from professional references

After all the materials are received, the applicant's file will be reviewed. Once application materials are submitted, they become the property of the university, and cannot be returned.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

ENGLISH LANGUAGE LEARNER CERTIFICATE	
Completion of 12.0 credits listed below:	
MED 525	Issues and Trends in English Language Learners and Bilingual Education (3)
MED 526	Methods of Teaching Language Acquisition (3)
MED 527	Sociolinguistics and Language Teaching: Theory and Practice (3)
MED 528	Reading Instruction of English Language Learners (3)

HIGHER EDUCATION AND STUDENT AFFAIRS CERTIFICATE

CERTIFICATE SUMMARY

The Higher Education and Student Affairs (HESA) Certificate provides two pathways for continuing education:

1. Professionals who currently possess a master's degree outside of HESA and desire HESA coursework in their current position.
2. Professionals who seek graduate level education outside of a masters's degree.

VISION, MISSION, OR PURPOSE

Practical course of study emphasizes foundational student affairs knowledge areas such as history of the field, student development theory, higher education administration, functional areas, and current professional practices.

LEARNING OUTCOMES

The design of the program provides challenge and support to the next generation of scholar-practitioners in the field of higher education and student affairs.

- MED-HESA candidates will articulate prominent college student development and leadership theories and apply these theories in the course of addressing a variety of higher education and student affairs issues and problems
- MED-HESA candidates will realistically appraise their personal strengths and weaknesses exercising leadership They will practice the application of theory-informed leadership in real and complex situations on university and college campuses
- MED-HESA candidates will be able to use a range of perspectives and theoretical constructs within various functional areas (admissions, academic advising, career development financial aid, campus ministry, student activities, residence life, alumni affairs, etc.) Particular emphasis within the M.Ed. program will be placed on understanding Benedictine Leadership values and ethics on how they can be applied within a variety of college and university settings
- MED-HESA candidates will understand how to be good consumers of research so that they can assess the value of application to their various functional areas

FACULTY

Jackie Clark
Director

- Students' written and oral communication will be clear, coherent, well organized, and technically correct
- Students will critically examine culture other than own, and apply the knowledge gained within their personal and professional lives

ADMISSION REQUIREMENTS

Application Requirements

Applicants must meet all of the university requirements for unconditional admission. In addition, applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

- A minimum of two letters of recommendation.
- A written statement of three to five pages (typed/double spaced) in which applicants describes their preparation for the program, reasons for desiring entrance into the program, and how obtaining the certificate with connect with their career objectives.

After all materials are received, the applicant's file will be reviewed.

Applications are accepted on a rolling basis. However, in order to receive priority consideration for admission and scholarships, applications should be submitted by the priority deadline of the desired semester or session. Please contact the Director of the HESA program or the Office of Graduate Admissions for more information on application deadlines.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

HIGHER EDUCATION AND STUDENT AFFAIRS CERTIFICATE	
Core requirements (12 semester hours)	
MED 662	Introduction to Higher Education and Student Affairs (3)
MED 663	College Student Development Theory (3)
MED 664	Higher Education and Student Affairs Administration (3)
MED 665	The American College/University (3)
Elective requirement (3 semester hours, choose one)	
MED 653	Principles of Leadership (3)
MED 667	Ethics and Legal Issues in Higher Education (3)
MED 695	Selected HESA Elective (3) (examples include The College Student, The Small College, The Environment, Community College Leadership, Special Topics)
Experiential Learning Requirement (1semester hour)	
MED 661	Practicum in Higher Education (1)

ACADEMIC POLICIES

Grade Policy

Students are expected to receive a grade of at least a 'B' in all graduate level courses and maintain a cumulative grade point average of at least 3.0 ('B' or better). Students whose cumulative grade point average falls below 3.0, or who receive a grade of 'C' in any single class, will be subject to being placed on immediate academic warning and their standing reviewed by the faculty. A student who: 1. Fails to return the GPA to a 3.0 by the end of the next semester, 2. Receives two grades of 'C', or 3. Receives any grade lower than 'C' in any class, may be withdrawn from the HESA Certificate program and from Saint Martin's University. A student who is removed from the program may apply for reinstatement, though readmission to the program is not guaranteed. The time limit for completion of degree requirements is seven years from admission to the program.


REASON

SECONDARY TEACHER ALTERNATE ROUTE (STAR) CERTIFICATE

PROGRAM SUMMARY

The Secondary Teacher Alternate Route (STAR) Certificate Program is an accelerated teacher certification program for students who wish to teach at the middle/high school level. The SMU STAR program is identified by the Professional Education Standards Board (PESB) as a state-approved alternate route program and follows the rules and guidelines as outlined in the Washington Administrative Code as alternate route programs for teacher certification.

STAR is based on a cohort model and begins with an intensive 8-week Summer Teaching Academy, followed by additional coursework and an unpaid full academic-year mentored internship in an area school district. The program was created for individuals with baccalaureate degrees and unique qualifications* who are seeking an alternate route to teacher certification. The coursework required of STAR students similar to traditional Secondary Certificate students pursuing certification in a secondary education setting. STAR students must complete all Pre-Professional, Certification Core, Secondary Methods block, and Internship Requirements as outlined below. STAR students must also complete all required state assessments in order to be eligible for certification.

*Unique STAR program qualifications: Non-certificated school district employees who hold Bachelor's degrees (or higher) in a shortage subject area and who are seeking residency (initial) certification or district employees who hold a Bachelor's degree and who may be career-changers (their Bachelor's degree is not in an endorsable subject). Districts generally give priority to individuals who are seeking residency teacher certification in endorsements in the following fields: math, biology, chemistry, general science, middle level (math/science option), English language learner, bilingual education, special education, foreign language (Japanese) or in subject matter shortages due to geographic locations.

ADMISSION REQUIREMENTS

Candidates should contact the Director of the STAR Program, Dr. Rebecca Campeau, for current information concerning admission or application requirements, endorsement requirements, schedule, credits, tuition/fees, State and other program requirements.

FACULTY

Christopher Strople
Director

Rebecca Campeau
Director

Eric Boyer
Assistant Professor

Ronald Gordon
Assistant Professor

Theresa Hickey
Program Director, Assistant Professor

Linda Maier
Associate Professor

Karen Rizzo
Program Director

Celeste Trimble
Assistant Professor

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

Candidates should contact the Director of the STAR Program, Dr. Rebecca Campeau, for current information concerning admission or application requirements, endorsement requirements, schedule, credits, tuition/fees, State and other program requirements.

SECONDARY TEACHER ALTERNATE ROUTE (STAR) CERTIFICATE	
Pre-Professional Requirements (31-32 undergraduate credits to be completed prior to starting the program)	
ENG 101	College Writing I (3)
ENG 102	College Writing II (3)
COM 106	Public Address -or- THR 211 Acting I (3)
PSY 101	Introduction to Psychology (3)
College Algebra or equivalent as approved by program director (3)	
Non-US History Course (3)	
US History Course (3)	
Natural Science with Lab (4-5)	
Introduction to Education (3)	
Child and Adolescent Development (3)	
Certification Core Requirements (17 semester hours)	
MED 506	Curriculum and Instruction (2)
MED 512	Technology for the Classroom (2)
MED 514	Methods of Teaching Pacific Northwest History (2)
MED 526	Methods of Teaching Language Acquisition (3)
MED 559	Introduction to Exceptionality (2)
MED 560	Classroom Management (2)
MED 562	Educational Law and Issues of Abuse (2)
MED 570	Classroom Assessment (2)
Secondary Methods Requirements (6 semester hours)	
MED 568	Secondary Literacy (2)
MED 584	Secondary Methods (2)
MED 587	Secondary Methods Practicum/Seminar (2)
Endorsement Exam Requirements	
All STAR candidates must pass the WEST-E in the subject area prior to the entrance to the program.	
Internship Requirements (typically 7-12 semester hours)	
MED 594	Teacher Internship (5-10)
MED 598	Teacher Internship Seminar (2)

ACADEMIC POLICIES

Grade Policy

Students are expected to receive a grade of at least a 'B' in all graduate level courses and maintain a cumulative grade point average of at least 3.0 ('B' or better). Students whose cumulative grade point average falls below 3.0, or who receive a grade of 'C' in any single class, will be subject to being placed on immediate academic probation and their standing reviewed by the faculty. A student who: 1. fails to return the GPA to a 3.0 by the end of the next semester; 2. receives two grades of 'C; or 3. receives any grade lower than 'C' in any class, may be withdrawn from the graduate program and from Saint Martin's University. A student who is removed from the program may apply for reinstatement, though readmission to the program is not guaranteed. The time limit for completion of degree requirements is seven years from admission to the program.

Transfer Credit

Nine semester hours of university work may be transferred from another institution, provided the work fits the certification program plan; is recommended by the program advisor; and carries a grade of 'B' or better. All course substitution and waiver forms must be approved by the committee and Dean during the first semester of entrance to the program.

Students applying for program admission must request to have previously earned graduate credits considered for transfer into the program prior to admission.

Students may apply previous baccalaureate level work toward satisfying certification/endorsement requirements. Students should work with their advisor to determine which credits satisfy state requirements.

RESIDENCY SCHOOL PRINCIPAL CERTIFICATE

PROGRAM ADMINISTRATOR CERTIFICATION

LEARNING OUTCOMES

Candidates who successfully complete this program will demonstrate the following:

- The capacity to promote the success and well-being of all students through data use, technology, equity, diversity, digital citizenship, and community
- The ability to advocate for ethical decisions and demonstrate professional dispositions and norms
- The knowledge and skills to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture
- The knowledge and skills necessary to evaluate, develop, and implement a coherent systems of curriculum, instruction, data systems, supports, and assessments
- The capacity to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of the school and community
- The ability to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies and regulations in a school environment
- The knowledge and skills to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning
- The capacity to complete a year-long internship and apply the knowledge and skills identified and required for program completers

FACULTY

Linda Maier
Associate Professor

ADMISSION REQUIREMENTS

Application Procedure

Applicants must meet all of the university requirements for unconditional admission. In addition, applicants must already possess a master's degree in a field-appropriate area of study and typically have had at least one year of relevant work experience in the field of education, usually under contract in a state-accredited school. Students pursuing Principal certification must possess a current residency teacher certificate (or higher) or educational staff associate (ESA) certificate in Washington State in order to meet state requirements for a residency principal certification, according to the WAC.

Applications are accepted on a rolling basis. However, in order to receive priority consideration for admission and scholarships, applications should be submitted by the priority deadline of the desired semester or session. Please contact the School Administration Program Director or the Office of Graduate Admissions for more information on application deadlines.

Applicants not meeting the minimum grade requirements for unconditional admission but who otherwise demonstrate the potential to benefit from graduate education may be admitted conditionally at the approval of the program director.

Application Requirements

Applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

- At least a 3.0 GPA for undergraduate work
- Curriculum vitae outlining professional or work experience details
- Pre-program advising appointment either in person or by phone or email
- Written response of approximately 300–400 words to a prompt provided by the Office of Graduate Admissions
- Two completed recommendation forms/letters from professional references and one additional reference's contact information. Have each recommender send their signed letter directly to the Saint Martin's University Office of Graduate Admissions

- Proof of fingerprinting and clearance through OSPI
    - Information about obtaining fingerprint clearance can be obtained by contacting the Office of Graduate Admissions at 360-412-6128 or by contacting the College of Education and Counseling main office at 360-438-4333
- WSP/FBI Fingerprint Background Check form
- Proof of current CPR / First Aid certification for children and adults
- A valid residency or higher teacher certificate or ESA certificate in the state of Washington as detailed above for Principal certification applicants

After all materials are received, the applicant's file will be reviewed. Once application materials are submitted, they become the property of the university, and cannot be returned.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

CERTIFICATE OF ADVANCED STUDY FOR RESIDENCY SCHOOL PRINCIPAL AND/OR PROGRAM ADMINISTRATOR CERTIFICATION	
Certificate Courses (21 semester hours)	
MED 651	Leadership in Supervision and Evaluation (2)
MED 652	Leadership for Professional Capacity (2)
MED 653	Principles and Equity in Leadership (3)
MED 654	Principal as Leader of Learning Community (3)
MED 655	School and Community Relations (2)
MED 658	Leadership for Equitable School Operations and Management (3)
MED 659	Principal/Administrative Leadership Internship (6) completed over two semesters
Internship (Principal/Program Administrator in pursuit of certificate only)	
A 540-hour internship over two semesters is required for the principal and program administrator strand/certificate.	

ACADEMIC POLICIES

Grade Policy

Students are expected to receive a grade of at least a 'B' in all graduate level courses and maintain a cumulative grade point average of at least 3.0 ('B' or better). Students whose cumulative grade point average falls below 3.0, or who receive a grade of 'C' in any single class, will be subject to being placed on immediate academic probation and their standing reviewed by the faculty. A student who: 1. fails to return the GPA to a 3.0 by the end of the next semester; 2. receives two grades of 'C; or 3. receives any grade lower than 'C' in any class, may be withdrawn from the Post-Master's Certificate program and from Saint Martin's University. A student who is removed from the program may apply for reinstatement, though readmission to the program is not guaranteed. The time limit for completion of degree requirements is seven years from admission to the program.

Transfer Credit

The Post-Master's Certificate programs operate in a cohort manner, and transferring in credits to cover coursework is not typical. However, nine semester hours of graduate work may potentially be transferred from another institution, provided the work fits the certification requirements and student's program plan; is recommended by the program advisor; is approved by the director of master's programs in education; and carries a grade of 'B' or better. All course substitution and waiver forms must be approved by the program director and dean during the first semester of entrance to the program.

Students applying for program admission must follow the application procedures and requirements as defined in the MED P-12 Strands section above with regard to the Guidance and Counseling or Principal/Program Administrator strand guidelines.

PH.D. IN LEADERSHIP STUDIES

VISION, MISSION, OR PURPOSE

As Saint Martin's first doctoral program, Leadership Studies provides a way in which to bring our Benedictine Liberal Arts approach to undergraduate degree to a doctoral degree. Saint Martin's University is recognized for our student/faculty relationships, engagement, and collaborative approach. Our intent is to offer a rigorous yet practical course of study grounded in prevailing theory and a social change/transformation orientation.

LEARNING OUTCOMES

The design of the program is to empower the next generation of researchers, scholars, and practitioners to make significant contributions to the field of leadership studies while addressing the pressing need for leadership in today's world.

- Ph.D. candidates will articulate prominent leadership theories in Leadership Studies, analyze and critique these theories, and apply these theories in the course of addressing a variety of organizational issues and problems.
- Ph.D. candidates will realistically appraise their personal strengths and weaknesses exercising leadership. They will actualize leadership in real and complex situations.
- Ph.D. candidates will be able to use a range of perspectives and theoretical constructs from various social science/humanities disciplines/fields of study to analyze, critique, and make decisions about an array of leadership and organizational issues and problems. Particularly, emphasis will be placed on understanding Benedictine Leadership values and ethics.
- Ph.D. candidates will demonstrate the methodological skills necessary to design, analyze, critique, and conduct research using both qualitative and quantitative research techniques.
- Ph.D. candidates' written and oral communication will be clear, coherent, well organized, and technically correct.
- Ph.D. candidates will critically examine culture other than own, and apply the knowledge gained within their personal and professional lives

Leadership Core Curriculum (18 credits) Core studies leadership through interdisciplinary and multicultural lenses. The design intentionally invites doctoral students to explore, begin to understand, and critically examine concepts, values, ethics, competencies, and theories that provide foundational perspectives on leadership. The coursework and faculty encourage students to develop, examine,

FACULTY

Jackie Clark
Interim Director

Kate Boyle
Provost

Julia Chavez
Associate Professor

Emily Coyle
Associate Professor

Irina Gendelman
Associate Professor

Aaron Goings
Associate Professor

Theresa Hickey
Assistant Professor

Prashant Joshi
Assistant Professor

Linda Maier
Associate Professor

Leticia Nieto
Professor

Lisa Power
Assistant Professor

Janie Sacco
Associate Director

Christopher Strople
Assistant Professor

Matondo Wawa
Lecturer

Teresa Winstead
Associate Professor


AMERICAN
EAGLE

and critically explore strategies and ways of implementing philosophies to their work within their organizations and their potential to lead.

Concentration Curriculum (15 credits) Graduate level coursework in leadership drawn from Saint Martin's University graduate programs in Teaching and Learning (MEd/MIT), Business Administration and Accountancy (MBA, MAcc), Counseling, (MAC), and Higher Education and Student Affairs (MEd). Faculty in these programs approve courses for the Concentration Curriculum.

Research Curriculum (9 credits) (Prerequisite: meet graduate level prerequisite of Introduction to Research class) Graduate level course work focused on gaining an understanding of qualitative and quantitative methodologies and specialization in advanced methodology chosen for dissertation research.

Dissertation Research (9 credits) (Prerequisite: Candidacy met by successful completion of Comprehensive Exam Process determined by faculty) Dissertation Proposal and Dissertation expectations met with Dissertation Chair

ADMISSION REQUIREMENTS

Application Deadline April 1

Modified Cohort Program that begins only once a year: cohort begins summer semester

Applicants must meet all of the university requirements for unconditional admission. In addition, applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

- Master's degree from a regionally accredited institution
- A minimum of three letters of recommendation sent directly from the letter writer to the university (two of which should be from a faculty member who can speak to academic readiness for a doctoral degree).
- A written statement of three to five pages (typed/double spaced) in which applicants describes their preparation for the program, reasons for desiring entrance into the program, reasons for desiring entrance into the program, and career objectives.
- Essay response to leadership article

All application forms, letters of recommendation, and fees should be mailed/emailed to:

Office of Graduate Admissions
Saint Martin's University
5000 Abbey Way SE
Lacey, WA 98503-7500
gradstudies@stmartin.edu

After all materials are received, the applicant's file will be reviewed and if appropriate, an interview will be scheduled. Decision outcomes include unconditional admission, conditional admission, or non-acceptance at any stage in the process. Once application materials are submitted, they become the property of the university, and cannot be returned.

ACADEMIC POLICY

Degree candidates must maintain a GPA of 3.0 or higher. Although candidates are expected to receive a grade of at least a 'B' in all courses, they must earn at least grade of 'C' (2.00) in each program course, including pre-program requirements. Candidates who receive a 'C-' in any course required by their program are required to retake the course. Candidates who receive two grades of 'C-' or lower in any program course, or whose overall grade point average falls below 3.0 (a 'B' average), will be automatically withdrawn from the program. Candidates may reapply to for reinstatement to the program when grade discrepancies have been rectified. The time limit for completion of degree requirements is seven years.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

Candidates plan courses of study in consultation with a program advisor. That course plan may not be changed without prior approval.

A candidate working toward a Ph.D. degree in Leadership Studies must be accepted as a degree candidate. To be a degree candidate, the student must complete the following:

1. Have completed the leadership studies core curriculum with their cohort
2. Good standing
3. Minimum cumulative GPA of 3.0
4. Completion of LD 810 and 811 and enrolment in 901, 902, 903, or 904 during the semester in which the application is submitted
5. Formation of Dissertation Committee

Degree candidates must complete an approved course of 51 semester hours to secure their degree.

Transfer Credit

Twelve semester hours of graduate work may be transferred, provided the work fits the program plan; is recommended by the program advisor; is approved by the Program Director; and carries a grade of 'B' or better. All course substitution and waiver forms must be approved by the committee and Dean during the first semester of entrance to the program.

Students applying for program admission must request to have previously earned graduate credits considered for transfer into the program prior to admission.

Students already enrolled in the doctoral program must receive the appropriate approvals for transfer credit prior to enrolling in the courses to be transferred.

PH.D. IN LEADERSHIP STUDIES	
Leadership Core Requirements (18 semester hours)	
LD 801	Multi-disciplinary Perspectives of Leadership & Practice (3)
LD 802	Philosophies of Knowledge Acquisition and Research (3)
LD 803	Political, Economic, and Social Understandings of Leadership (3)
LD 804	Past, Present, and Current Leadership Theories – Future Possibilities (3)
LD 805	Leadership through the Lens of Power, Freedom, and Change (3)
LD 806	Applied Leadership Practices (Doctoral Internship (3)
Concentration Requirements (15 semester hours)	
Options to be determined by faculty teaching in current graduate programs and approved by your advisor/instructor. Transfer graduate credits can also count in this area.	
Research Requirements (9 semester hours)	
Required	
LD 810	Applied Statistics & Quantitative Research Methods (3)
LD 811	Qualitative Research Methods (3)
Choose One of the following (choose what needed for dissertation) – (3)	
LD 901	Advanced Quantitative Research Methods OR
LD 902	Advanced Qualitative Research Methods OR
LD 903	Action Research Methods OR
LD 904	Historical Research Methods
Dissertation Requirements (9 semester hours)	
LD 910	Dissertation Proposal (3)
LD 911	Dissertation I (3)
LD 912	Dissertation II (3)


#1
#1


INEER DO?

HAL AND INGE MARCUS SCHOOL OF ENGINEERING

HAL AND INGE MARCUS SCHOOL OF ENGINEERING

MISSION STATEMENT

The mission of the Hal and Inge Marcus School of Engineering is "To provide Saint Martin's engineering and computer science graduates with an education that will prepare them for successful careers in professional practice, and to prepare students for advanced graduate studies and lifelong learning, all while keeping with our Benedictine tradition as the guiding principle."

The guiding philosophy of the Hal and Inge Marcus School of Engineering is to provide both a strong fundamental liberal arts foundation and a strong technical education. The liberal arts portion of the program emphasizes ethical values, team work, effective communication, problem-solving skills and service to society and is administered in a supportive environment. It provides the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context. The professional portion of the program is student centered, recognizing, supporting and developing the unique strengths and capabilities of each individual. Additionally, the professional's role in the team, in the company and in society is a common thread that lends cohesion to the programs.

The Engineering Advisory Board is a voluntary group of practicing professionals who help guide HIMSE in setting these program goals and evaluating graduates.

With the Catholic, Benedictine tradition as the guiding principle, the University accomplishes its mission by recognizing the spiritual and ethical dimensions of all human activity and by celebrating the uniqueness and worth of each human being. The goal is to provide a living and learning environment that prepares students for active, responsible, and productive lives in their professions and as members of the local and global community.

STAFF

David H. Olwell, Ph.D.
Dean

Tamara Léger
Executive Assistant to the Dean

In keeping with our Benedictine heritage, we provide an environment where spirituality, hospitality, service, and creativity can flourish. We nurture the student's spirit of inquiry and discovery, including self-discovery, and provide opportunities for them to develop their skills in varied forms of communication.

ENGINEERING GRADUATE PROGRAMS

Saint Martin's University School of Engineering offers graduate studies leading to Master of Science in Civil Engineering, Master of Science in Computer Science, Master of Science in Environmental Engineering, Master of Science in Mechanical Engineering and Master of Engineering Management degrees. Saint Martin's also offers Graduate Certificates in Engineering Management.

MASTER OF ENGINEERING MANAGEMENT (MEM)

VISION, MISSION, OR PURPOSE

The Master of Engineering Management (MEM) Program prepares engineering and science graduates for management careers in the field of engineering program and project management. The program offers Graduate Certificates and a Master of Engineering Management degree.

The program emphasizes the continuity of management and engineering-related efforts from planning through design to execution. The program stresses the inter-relationship of these phases and focuses on the role of the project manager in managing and controlling all aspects of the project.

LEARNING OUTCOMES

Students will emerge with management and business skills to allow effective performance in directing engineering organizations and in assessing client needs from a business and engineering standpoint.

- Students will analyze complex, multidisciplinary problems and apply critical, sound, and ethical judgment while designing sustainable engineering systems for our society.
- Students will learn to be adept project managers and to add value to organizations as practicing engineering managers.
- Students will apply effective communications, interpersonal, and leadership skills.
- Students will identify the value in pursuing personal and professional growth opportunities (e.g., continuing education, advanced degrees, professional licensing, membership in professional societies, etc.) to foster personal and organizational growth.
- Students will embrace service to their profession and their communities, consistent with the Benedictine tradition to serve.

FACULTY

Frank Washko
Director

David Olwell
Dean, Hal and Inge Marcus School of Engineering
Professor

Jae Ho Chung
Assistant Professor

ADMISSION REQUIREMENTS

Applicants must meet all of the university requirements for unconditional admission. In addition, applicants must meet the following program specific requirements:

- A bachelor's degree in engineering, science, or computer science (with a year of calculus) with a cumulative grade point average of at least 2.80; or
- Successful completion of the engineering license.

In special cases, conditional acceptance by the program director may be allowed, with final acceptance into the program by the admissions committee. Applicants not meeting the unconditional admission requirements but who otherwise demonstrate the potential to benefit from graduate education may be admitted conditionally.

Application procedure

Applications are accepted on a rolling basis. However, in order to receive priority consideration for admission and scholarships, applications should be submitted by the priority deadline of the desired semester.

Priority deadlines

Summer semester (May–July)	April 1
Fall semester (late August–December)	July 1
Spring semester (January–May)	November 1

Application requirements

Applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

- Online application
- Application fee
- Two letters of recommendation, sent directly from the letter writers. Letters should preferably be from professors, registered engineers, or supervisors (Letters are not required for graduates of the Hal and Inge Marcus School of Engineering).
- Current resume
- Official transcripts from all colleges and universities attended

Application forms and materials can be found on the Office of Graduate Admissions website: www.stmartin.edu/gradstudies

All application materials should be sent directly to:
Office of Graduate Admissions
Saint Martin's University
5000 Abbey Way SE
Lacey, WA 98503-7500
gradstudies@stmartin.edu

After all materials are received, the applicant's file will be reviewed. Possible outcomes include unconditional admission, conditional admission, or non-acceptance. Once application materials are submitted, they become the property of the university, and cannot be returned.

PROGRAM REQUIREMENTS

Degree candidates must satisfactorily complete 30 semester hours of designated coursework, or 24 semester hours of designated coursework plus a six semester-hour thesis. All work must be completed by the candidate within seven years of starting the program.

Each student's performance record is reviewed upon completion of 12 semester hours to ensure that satisfactory progress is being made.

Coursework must be completed with a minimum cumulative grade point average of 3.00. Once the student starts a thesis, continuous enrollment is required. The department has set a maximum course load of 12 semester hours per semester unless approval for a larger course load is obtained in writing via an overload petition from the program director.

MASTER IN ENGINEERING MANAGEMENT	
Core requirements (15 semester hours)	
MEM 514	Engineering Economics and Venture Finance (3)
MEM 610	Systems Engineering Management—Planning (3)
MEM 611	Systems Engineering Management—Design (3)
MEM 612	Project Management (3)
MEM 620	Engineering Law (3)
Concentration areas (9 semester hours)	
Students must select one MEM program concentration set of courses:	
Construction Management	
MEM 660	Construction and Consulting Estimating (3)
MEM 680	Environmental Management (3)
MEM 691	Construction Management (3)
Innovation and New Product Development	
MEM 583	Engineering Design and Creative Problem Solving (3) or MEM 511 New Product Development (3)
MEM 512	Technology Entrepreneurship (3)
MEM 513	Engineering Innovation (3) or MEM 514 Engineering Economics and Venture Finance (3)
Information Technology Management (for CS/IT undergrads)	
CSC 530	Data Analysis (3)
MEM 520	Information Systems for Managers OR MBA 623 Management Information Systems (3)
MEM 575	Designing Business Intelligence Solutions (3)
Renewable and Sustainable Engineering Management	
MME 533	Photovoltaics (3)
MEM 680	Environmental Management (3)
MCE 583	Water Supply & Sustainability in Water and Wastewater Management OR MBA 695 Ethics and Society (3)
Electives	
Students must take 6 semester hours of approved graduate electives in the MEM, MSCE, MSME, MBA, or MSCSC program. Elective classes must be numbered at the 500 level and above. Electives taken other than MEM must be first approved by the program director.	

4 + 1 PROGRAM — BACHELOR OF SCIENCE IN CIVIL ENGINEERING OR MECHANICAL ENGINEERING / MASTER OF ENGINEERING MANAGEMENT

Eligibility to Apply Requirements

- Students must meet all graduate admissions eligibility requirements. Students will not be required to prove English Language Proficiency a second time.
- Students must have completed a minimum of 60 credits, including credits earned from Advanced Placement, Running Start (Dual Credit), International Baccalaureate (IB), etc. in order to apply. Students must apply before the completion of the undergraduate degree.
- Transfer students must have completed a minimum of 60 credits—whether from the transfer institution alone or in combination with Saint Martin's credits.
- Students must meet all prerequisites prior to enrollment in Graduate courses.
- Individual departments may impose additional admission requirements. Please visit the department's website for information on GPA requirements.

Admission to the Program

- A graduate application and supporting materials must be submitted. Please visit the graduate website for information on application requirements.
- A program of study signed by the applicant, the undergraduate and graduate advisor, and the program director must be submitted.
- The program of study must be clearly indicated on the 4+1 application, and include the following:
    - The courses (up to 12 credits of approved graduate coursework) that may be double counted for both the undergraduate and graduate degrees. *These courses will be taken prior to completing the bachelor's degree.*
    - The courses that will be taken as a graduate student. These courses will be taken after completing the bachelor's degree.
    - The anticipated graduation date for the master's degree.

- After review of the materials submitted, a letter of acceptance (or denial) to the master's program, conditional upon meeting the 4+1 requirements, is issued.
- Applications accepted for admission to the master's program will not be matriculated as graduate students until completion of the bachelor's degree.

Requirements for Completion

- Students must complete their bachelor's degree prior to entering the master's program. Students in the 4+1 program may not elect to bypass the bachelor's degree.
- No more than twelve (12) credits of graduate coursework may be counted toward the requirements of both degrees. If a student will not meet undergraduate requirements to graduate until August, they can spread those courses out through the three semesters (Fall, Spring, and Summer) as long as they are of senior standing and are enrolled full time*.
- *Students may be enrolled as part-time students during the Summer semester due to limited course offerings.
- Students may not take more than six (6) credits of graduate work within their first semester of the 4+1 program.
- Students must be enrolled in BOTH undergraduate courses and graduate courses and be enrolled full-time (12 credits).
- Students should be able to complete the master's degree within 12 months from the completion of the bachelor's degree.
- Please refer to the department's website for GPA requirements.
- In order to qualify for the undergraduate flat rate tuition, the student must be enrolled in 12.0 undergraduate credits. Otherwise the tuition rate will be billed per credit, based on current undergraduate and graduate credit rates.
- Each semester the undergraduate student intends to take graduate level courses (prior to degree conferral), they must complete an Undergraduate Permission to take Graduate Level courses form.

DUAL DEGREE PROGRAM — MASTER OF ENGINEERING MANAGEMENT / MASTER OF SCIENCE IN CIVIL ENGINEERING

A dual degree allows a student to pursue two graduate degrees simultaneously. The student needs to be accepted in both programs. Up to 12 credits of cross-listed or approved courses may be applied to both degrees with the written approval of the program directors. Each degree will be conferred separately upon completion of all requirements for that specific program.

For more information, refer to the section on Master of Science in Civil Engineering.

GRADUATE CERTIFICATES IN ENGINEERING MANAGEMENT

Graduate Certificates in the Engineering Management Department are designed to provide concentrated coursework in a specific area to enhance the skills of working professionals or to build expertise in a specific area of interest. Students are required to complete 12 semester hours in the Graduate Certificates
(15 semester hours for the Engineering Management Fundamentals Certificate):

Admission requirements

Applicants must meet all of the university requirements for unconditional admission. In addition, applicants must meet the following program specific requirements:

- A bachelor's degree in engineering, science, or computer science (with a year of calculus) with a cumulative grade point average of at least 2.80.

CERTIFICATES

GRADUATE CERTIFICATE IN ENGINEERING MANAGEMENT FUNDAMENTALS	
MEM 514	Engineering Economics and Venture Finance (3)
MEM 610 S	ystems Engineering Management—Planning (3)
MEM 611	Systems Engineering Management—Design (3)
MEM 612	Project Management (3)
MEM 620	Engineering Law (3)
Graduate Certificate in Construction Management	
MEM 612	Project Management (3)
MEM 620	Engineering Law (3)
MEM 660	Construction and Consulting Estimating (3)
MEM 691	Construction Management (3)
Graduate Certificate in Entrepreneurship and Innovation Management	
MEM 583	Engineering Design and Creative Problem Solving (3) OR MEM 511 New Product Development (3)
MEM 512	Technology Entrepreneurship (3)
MEM 513	Engineering Innovation (3)
MEM 514	Engineering Economics and Venture Finance (3)
Graduate Certificate in Lean Methodology and Six Sigma Green Belt Certification	
MEM 582	Industrial Engineering (3)
MEM 650	Quality Control (3)
MEM 612	Project Management (3)
MBA 631	Operations Management (3)
Black Belt Certification	
A student seeking Six Sigma Black Belt certification will find the Graduate Certificate in Lean Methodology plus the following class and its projects to be excellent preparation for the Black Belt examination.	
MEM 675	Lean Six Sigma Principles (3)
MEM Degree	
A student admitted to the Graduate Certificate program who has completed the Graduate Certificate in Engineering Management Fundamentals plus any of the other Engineering Management certificate, may complete the following course and receive the Master in Engineering Management degree:	
MEM 699	Capstone Research Project (3)

MASTER OF SCIENCE IN CIVIL ENGINEERING (MSCE)

VISION, MISSION, OR PURPOSE

The Master of Civil Engineering Program is designed to provide engineering and science graduates with specialized technical knowledge oriented toward professional engineering practice in their field of interest within civil engineering. The program includes advanced courses in structural engineering, transportation engineering, environmental engineering, geotechnical engineering and construction management.

The curriculum is adaptable to both recent graduates and engineers with professional experience. Students will emerge with enhanced engineering analysis and design skills tailored to their professional objectives. All courses are offered in the late afternoon or evening to accommodate working students who are professionals. Classes are generally scheduled to allow a student to complete the program in a two to three year period by taking two classes per semester.

LEARNING OUTCOMES

- Students will develop an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- Students will develop an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- Students will develop an ability to communicate effectively with a range of audiences
- Students will develop an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- Students will develop an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives

FACULTY

Jae Ho Chung
Director

Floraliza Bornasal
Assistant Professor

Dintie Mahamah
Professor

Jill Walsh
Assistant Professor

Corrie Walton-Macaulay
Assistant Professor

- Students will develop an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- Students will develop an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
- Students will develop an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

ADMISSION REQUIREMENTS

In order to be considered for unconditional admission, applicants must meet all of the university requirements for unconditional admission plus the following program specific requirements:

1. A Bachelor of Science degree in Civil Engineering with:

- A cumulative grade point average of at least 2.80 for all undergraduate work, or
- A 3.00 for all upper-division engineering courses, or
- A passing score on the nationally conducted Fundamentals of Engineering (FE) Examination.

2. A Bachelor of Science degree in another engineering field or the sciences and:

- A cumulative grade point average of at least 2.80 for all undergraduate work.
- Completion of calculus (one year), differential equations, physics (one year), chemistry (one-half year), statics, mechanics of materials and dynamic**s.**

3. A Bachelor of Science degree in any field, plus current registration as a Professional Engineer (PE).

Applicants not meeting the unconditional admission requirements but who otherwise demonstrate the potential to benefit from graduate education may be admitted conditionally.

Application procedure

Applications are accepted on a rolling basis. However, in order to receive priority consideration for admission and scholarships, applications should be submitted by the priority deadline of the desired semester.

Priority deadlines

Summer semester (May–July)	April 1
Fall semester (late August–December)	July 1
Spring semester (January–May)	November 1

Applicants must meet all of the university requirements for unconditional admission. In addition, applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

- A current resume or CV
- Statement of purpose
- Two letters of recommendation, preferably from professors, registered engineers or supervisors (Letters are not required for graduates of the Hal and Inge Marcus School of Engineering).

Application forms and materials can be found on the Office of Graduate Studies website: www.stmartin.edu/gradstudies

All application materials should be sent directly to:
Office of Graduate Admissions
Saint Martin's University
5000 Abbey Way SE
Lacey, WA 98503-7500
gradstudies@stmartin.edu

After all materials are received, the applicant's file will be reviewed. Possible outcomes include unconditional admission, conditional admission, or non-acceptance. Once application materials are submitted, they become the property of the university, and cannot be returned.

Program preparation and continuation

Within the first semester following admission, the student shall, in consultation with an advisor, prepare a program of study to present to the program director for approval. Students must meet the prerequisites listed for all program courses taken. In some cases, this may require the student to take additional preparatory undergraduate courses that may not count toward the MSCE degree. The maximum course load per semester is 12 semester hours unless approval for a larger course load approved in writing by the MSCE program director.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

Candidates for the Master of Science in Civil Engineering degree must satisfactorily complete 30 semester hours of approved coursework, including three semester hours of Advanced Design Project (MCE 502) or six semester hours of thesis (MCE 503). A maximum of four hours of independent study (MCE 501) is allowed. All courses must be from the MSCE program course list or must be pre-approved in writing by the program director. Coursework must be completed with a minimum grade point average of 3.00 ('B'). Students must complete all work within seven years from the start of the program.

A maximum of nine semester hours of equivalent coursework from other institutions may be transferred into the program if approved by the program director.

MASTER OF SCIENCE IN CIVIL ENGINEERING	
All courses applied toward the MSCE degree must be taken from the following list un-less specifically preapproved by the program director. The number of semester hours earned by the student for each course is listed after the course name.	
MCE 501	Independent Study (1-4)
MCE 502	Advanced Design Projects/Advanced Special Projects (3)
MCE 503	Thesis (1-3)
MCE 505	Insitu Soil Testing (3)
MCE 518	Seismic Evaluation (3)
MCE 525	Advanced Transportation Engineering (3)
MCE 533	Prestressed Concrete Design (3)
MCE 535	Pavement Design (3)
MCE 540	Structural Steel Design (3)
MCE 541	Advanced Steel Design (3)
MCE 545	Timber Design (3)
MCE 552	Masonry Design (3)
MCE 553	Matrix Structural Analysis (3)
MCE 555	Advanced Foundation Design (3)
MCE 560	Structural Systems Design (3)
MCE 563	Dynamics of Structures (3)
MCE 565	Traffic Capacity Analysis (3)
MCE 570	Solid Waste Engineering (3)
MCE 571	Transportation Planning Applications (3)
MCE 573	Earthquake Engineering (3)
MCE 575	Bridge Engineering and Design (3)
MCE 580	Environmental Laboratory Processes (3)
MCE 583	Water Supply & Sustainability in Water and Wastewater Management (3)
MCE 585	Wastewater Systems Engineering (3)

MCE 595	Special Topics (2-3)
MCE 596	Industrial Waste Engineering (3)
MCE/MEM 612	Project Management— A Holistic Approach (3)
MCE/MEM 660	Engineering Project Costing (3)
MCE/MEM 680	Environmental Management (3)
MCE/MEM 691	Construction Management (3)
Suggested Programs of Study	
Many program arrangements meeting the requirements for the Master of Science in Civil Engineering degree are possible. Students are free to take any of the MSCE program courses for which they meet the prerequisites. The following are three examples of non-thesis programs with disciplinary focus.	
Structures and Foundations Focus	
MCE 502	Advanced Design Projects/Advanced Special Projects (3)
MCE 505	Insitu Soil Testing (3)
MCE 518	Seismic Evaluation (3)
MCE 533	Prestressed Concrete Design (3)
MCE 540	Structural Steel Design (3)
MCE 541	Advanced Steel Design (3)
MCE 545	Timber Design (3)
MCE 552	Masonry Design (3)
MCE 553	Matrix Structural Analysis (3)
MCE 555	Advanced Foundation Design (3)
MCE 560	Structural Systems Design (3)
MCE 563	Dynamics of Structures (3)
MCE 573	Earthquake Engineering (3)
MCE 575	Bridge Engineering and Design (3)
MCE/MEM 612	Project Management (3)
MCE/MEM 660	Engineering Project Costing (3)
MCE/MEM 691	Construction Management (3)
Transportation and Project Management Focus	
MCE 501	Independent Study (3)
MCE 502	Advanced Design Projects/Advanced Special Projects (3)
MCE 505	Insitu Soil Testing (3)
MCE 525	Advanced Transportation Engineering (3)
MCE 535	Pavement Design (3)
MCE 565	Traffic Capacity Analysis (3)
MCE 570	Solid Waste Engineering (3)
MCE 571	Transportation Planning Applications (3)
MCE/MEM 612	Project Management (3)
MCE/MEM 660	Engineering Project Costing (3)
MCE/MEM 680	Environmental Management (3)
MCE/MEM 691	Construction Management (3)

Environmental Engineering Focus	
MCE 501	Independent Study (3)
MCE 502	Advanced Design Projects/Advanced Special Projects (3)
MCE 525	Advanced Transportation Engineering (3)
MCE 535	Pavement Design (3)
MCE 570	Solid Waste Management (3)
MCE 580	Environmental Laboratory Processes (3)
MCE 583	Water Supply & Sustainability in Water and Wastewater Management (3)
MCE 585	Wastewater Systems Engineering (3)
MCE 596	Industrial Waste Engineering
MCE/MEM 612	Project Management (3)
MCE/MEM 660	Engineering Project Costing (3)
MCE/MEM 680	Environmental Management (3)
MCE/MEM 691	Construction Management (3)

4 + 1 PROGRAM | BACHELOR OF SCIENCE IN CIVIL ENGINEERING / MASTER OF SCIENCE IN CIVIL ENGINEERING

Eligibility to Apply Requirements

- Students must meet all graduate admissions eligibility requirements. Students will not be required to prove English Language Proficiency a second time.
- Students must have completed a minimum of 60 credits, including credits earned from Advanced Placement, Running Start (Dual Credit), International Baccalaureate (IB), etc. in order to apply. Students must apply before the completion of the undergraduate degree.
- Transfer students must have completed a minimum of 60 credits—whether from the transfer institution alone or in combination with Saint Martin's credits.
- Students must meet all prerequisites prior to enrollment in Graduate courses.
- Individual departments may impose additional admission requirements. Please visit the department's website for information on GPA requirements.

Admission to the Program

- A graduate application and supporting materials must be submitted. Please visit the graduate website for information on application requirements.
- A program of study signed by the applicant, the undergraduate and graduate advisor, and the program director must be submitted.

- The program of study must be clearly indicated on the 4+1 application, and include the following:
    - The courses (up to 12 credits of approved graduate coursework) that may be double counted for both the undergraduate and graduate degrees. *These courses will be taken prior to completing the bachelor's degree.*
    - The courses that will be taken as a graduate student. These courses will be taken after completing the bachelor's degree.
    - The anticipated graduation date for the master's degree.
- After review of the materials submitted, a letter of acceptance (or denial) to the master's program, conditional upon meeting the 4+1 requirements, is issued.
- Applications accepted for admission to the master's program will not be matriculated as graduate students until completion of the bachelor's degree.

Requirements for Completion

- Students must complete their bachelor's degree prior to entering the master's program. Students in the 4+1 program may not elect to bypass the bachelor's degree.
- No more than twelve (12) credits of graduate coursework may be counted toward the requirements of both degrees. If a student will not meet undergraduate requirements to graduate until August, they can spread those courses out through the three semesters (Fall, Spring, and Summer) as long as they are of senior standing and are enrolled full time*.
- *Students may be enrolled as part-time students during the Summer semester due to limited course offerings.
- Students may not take more than six (6) credits of graduate work within their first semester of the 4+1 program.
- Students must be enrolled in BOTH undergraduate courses and graduate courses and be enrolled full-time (12 credits).
- Students should be able to complete the master's degree within 12 months from the completion of the bachelor's degree.
- Please refer to the department's website for GPA requirements.

- In order to qualify for the undergraduate flat rate tuition, the student must be enrolled in 12.0 undergraduate credits. Otherwise the tuition rate will be billed per credit, based on current undergraduate and graduate credit rates.
- Each semester the undergraduate student intends to take graduate level courses (prior to degree conferral), they must complete an Undergraduate Permission to take Graduate Level courses form.

DUAL DEGREE PROGRAM — MASTER OF SCIENCE IN CIVIL ENGINEERING / MASTER OF ENGINEERING MANAGEMENT

A dual degree allows a student to pursue two graduate degrees simultaneously. The student needs to be accepted in both programs. Up to 12 credits of cross-listed or approved courses may be applied to both degrees with the written approval of the program directors. Each degree will be conferred separately upon completion of all requirements for that specific program.

MASTER OF SCIENCE IN COMPUTER SCIENCE (MSCS)

VISION, MISSION, OR PURPOSE

The Master of Science in Computer Science is focused on providing the necessary skills for graduates to be successful in computer science and information technology jobs. Students will have an opportunity to improve their skills in various areas of computer science, including Databases, Software Engineering, Cyber Security, Artificial Intelligence, Big Data, and Data Analysis.

The curriculum is appropriate for both recent computer science graduates and engineers with professional experience. The student will emerge with enhanced computer knowledge and skills tailored to his or her professional objectives. Courses will usually be offered in the late afternoon or evening to accommodate working students who are professionals. Classes are generally scheduled to allow a student to complete the program two years, by taking three classes per semester.

LEARNING OUTCOMES

Students will improve their skills in various areas of computer science, including Databases, Software Engineering, Cyber Security, Artificial Intelligence, Big Data, and Data Analysis.

- Students will develop an ability to research, analyze, identify and define the computing requirements appropriate to its solution
- Students will develop an ability to design, implement, Students will develop and evaluate a computer-based system, process, component, or program to meet desired needs
- Students will develop an ability to function effectively on teams to accomplish a common goal
- Students will develop a recognition of the need for and an ability to engage in continuing research and professional development
- Students will develop an ability to use advanced techniques, skills, and tools necessary for computing practice.

FACULTY

Xuguang Chen
Director

Mario Guimaraes
Chair of Computer Science

Richard Beer
Professor

Razvan Mezei
Assistant Professor

Harold Nelson
Instructor

ADMISSION REQUIREMENTS

Minimum requirements for unconditional admission: In order to be considered for unconditional admission, applicants must meet all of the university requirements for unconditional admission plus one of the following lists of criteriaApplicants

1. Bachelor of Science degree in computer science with:

- A cumulative grade point average of at least 2.80 (or equivalent) for all undergraduate work.
- And a 3.00 average (or equivalent) for upper-division computer science courses.

2. Bachelor degree in other fields:

- A cumulative grade point average of at least 2.80 (or equivalent) for all undergraduate work.
- Completion of the following courses:
  - MTH 200 Mathematics for Computer Science or equivalent
  - CSC 180 Introduction to Programming or equivalent
  - CSC 385 Operating System or equivalent
  - CSC 210 Database Fundamentals or equivalent
- Additional undergraduate foundation classes may be required as determined by the admissions committee.

Applicants not meeting the unconditional admission requirements but who otherwise demonstrate potential to benefit from graduate education may be admitted conditionally.

Application procedure

Applications are accepted on a rolling basis. However, in order to receive priority consideration for admission and scholarships, applications should be submitted by the priority deadline of the desired semester as listed below:

Priority deadlines

Summer semester (May–July)	April 1
Fall semester (late August–December)	July 1
Spring semester (January–May)	November 1

Application requirements

Applicants must submit all of the required materials for university graduate admission as listed on the admission section of the graduate catalog, plus the following program specific materials:

- A current resume or CV.
- Two letters of recommendation, preferably from professors, registered engineers or supervisors.

Application forms and materials can be found on the Office of Graduate Admissions website: www.stmartin.edu/gradstudies

All application materials should be sent directly to:
Office of Graduate Studies
Saint Martin's University
5000 Abbey Way SE
Lacey, WA 98503-7500
gradstudies@stmartin.edu

After all materials are received, the applicant's file will be reviewed. Possible outcomes include unconditional admission, conditional admission, or non-acceptance.

Program preparation and continuation

Within the first semester following admission, the student shall, in consultation with his/her advisor, prepare a program of study to present to the Department Chair for approval. Students must meet all course prerequisites. In some cases, this may require the student to take additional preparatory undergraduate course(s). The maximum course load per semester is 12 semester hours unless approval for a larger course load is obtained from the Department Chair. Although the program is in a cohort-like model, students have the flexibility to take leveling courses, independent study, project or thesis, as well as take courses at a slower pace and eventually move to the next cohort.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

Candidates for the Master of Science in Computer Science degree must satisfactorily complete 30 semester hours of approved coursework, including three semester hours of Advanced Design and Research Project (CSC 598) or six semester hours of Thesis Research (CSC 599). A maximum of six semester hours of directed study (CSC 597) is allowed. All courses must be from the approved CSC courses list or must be pre-approved by the Department Chair.

Coursework must be completed with a minimum grade point average of 3.00 (“B”). Students must complete all work within seven years from the start of the program.

A maximum of nine semester hours of equivalent coursework from the graduate program of other regionally-accredited institutions may be transferred into the program if approved by the Department/Graduate Committee.

For fully qualified students, the MSCS program provides two options for completing the degree requirements: project and thesis.

The following presents the MSCS program requirements for each program option. Students must choose the MSCS program option, thesis or project option, they will be following at the time of application.

Before the student starts the Advanced Design/Research Project or Thesis Research, they need to 1) complete the core requirements, 2) define a topic and an advisor, 3) together with the advisor, select at least two more members for the committee. 4) present a formal proposal to the committee.

One of the committee members selected must be a faculty member from the Computer Science Department.

Courses will be offered every semester (including the summer shortened semester) in a cohort format in order to optimize resources. Appendix B shows the courses offered each semester over a 2 year period. As can be seen, the working professional can complete the masters in 2 years by taking 2 courses every semester (including the summer).

MASTER OF SCIENCE IN COMPUTER SCIENCE

Thesis option (30 semester hours)	
The thesis route requires students to pursue research supported by the Department of Computer Science. A fully qualified student may complete a Master's thesis route by undertaking 24 semester hours of coursework as well as 6 semester hours of thesis research together with the thesis defense.	
CSC 510	Foundations of Programming Languages (3)
CSC 515	Data Structures and Algorithm Analysis (3)
CSC 520 or CSC 530	CSC 520 Computer Organizations and Operating System Architecture (3) or CSC 530 Data Analysis (3)
These above classes must be taken by all students in the Masters of Science in CS during the first three terms that they are enrolled.	
CSC 5xx	CSC Elective (3)
CSC 5xx	CSC Elective (3)
CSC 5xx	CSC Elective (3)
CSC 5xx	CSC Elective (3)
CSC 5xx	CSC Elective (3)
CSC 599	6 semester hours
TOTAL	30 semester hours
Project option (30 semester hours)	
A fully qualified student may complete a Master's project route by undertaking 27 semester hours of coursework, 3 semester hours of professionally oriented project research, presentation and defense.	
CSC 510	3 semester hours
CSC 515	3 semester hours
CSC 520 or CSC 530	3 semester hours
CSC 5xx	3 semester hours
CSC 5xx	3 semester hours
CSC 5xx	3 semester hours
CSC 5xx	3 semester hours
CSC 5xx	3 semester hours
CSC 5xx	3 semester hours
CSC 5xx	3 semester hours
CSC 598	3 semester hours
TOTAL	**30 credit hours**

Before the student starts the Advanced Design/Research Project or Thesis Research, they need to 1) Complete the Core requirements, 2) Define a topic and an advisor, 3) Together with the advisor, select at least two more members for the committee. 4) A formal proposal presentation should be done.

One of the committee members selected must be a faculty from the Computer Science Department.

Courses will be offered every semester (including the summer shortened semester) in a cohort format in order to optimize resources. Appendix B shows the courses offered each semester over a 2 year period. As can be seen, theworking professional can complete the masters in 2 years by taking 2 courses every semester (including the summer).

Courses in the MSCS program are scheduled in accordance with enrollment numbers and demand. Students may not take both the undergraduate and graduate versions of a class for credit.

4 + 1 PROGRAM — BACHELOR OF SCIENCE IN COMPUTER SCIENCE / MASTER OF SCIENCE IN COMPUTER SCIENCE

Eligibility to Apply Requirements

- Students must meet all graduate admissions eligibility requirements. Students will not be required to prove English Language Proficiency a second time.
- Students must have completed a minimum of 60 credits, including credits earned from Advanced Placement, Running Start (Dual Credit), International Baccalaureate (IB), etc. in order to apply. Students must apply before the completion of the undergraduate degree.
- Transfer students must have completed a minimum of 60 credits—whether from the transfer institution alone or in combination with Saint Martin's credits.
- Students must meet all prerequisites prior to enrollment in Graduate courses.
- Individual departments may impose additional admission requirements. Please visit the department's website for information on GPA requirements.

Admission to the Program

- A graduate application and supporting materials must be submitted. Please

visit the graduate website for information on application requirements.

- A program of study signed by the applicant, the undergraduate and graduate advisor, and the program director must be submitted.
- The program of study must be clearly indicated on the 4+1 application, and include the following:
  - The courses (up to 12 credits of approved graduate coursework) that may be double counted for both the undergraduate and graduate degrees. These courses will be taken prior to completing the bachelor's degree.
  - The courses that will be taken as a graduate student. These courses will be taken after completing the bachelor's degree.
  - The anticipated graduation date for the master's degree.
- After review of the materials submitted, a letter of acceptance (or denial) to the master's program, conditional upon meeting the 4+1 requirements, is issued.
- Applications accepted for admission to the master's program will not be matriculated as graduate students until completion of the bachelor's degree.

Requirements for Completion

- Students must complete their bachelor's degree prior to entering the master's program. Students in the 4+1 program may not elect to bypass the bachelor's degree.
- No more than twelve (12) credits of graduate coursework may be counted toward the requirements of both degrees. If a student will not meet undergraduate requirements to graduate until August, they can spread those courses out through the three semesters (Fall, Spring, and Summer) as long as they are of senior standing and are enrolled full time*.
- *Students may be enrolled as part-time students during the Summer semester due to limited course offerings.
- Students may not take more than six (6) credits of graduate work within their first semester of the 4+1 program.
- Students must be enrolled in BOTH undergraduate courses and graduate courses and be enrolled full-time (12 credits).

- Students should be able to complete the master's degree within 12 months from the completion of the bachelor's degree.
- Please refer to the department's website for GPA requirements.
- In order to qualify for the undergraduate flat rate tuition, the student must be enrolled in 12.0 undergraduate credits. Otherwise the tuition rate will be billed per credit, based on current undergraduate and graduate credit rates.
- Each semester the undergraduate student intends to take graduate level courses (prior to degree conferral), they must complete an Undergraduate Permission to take Graduate Level courses form.

Dual Degree Programs: Master of Science in Mechanical Engineering/Master of Science in Civil

- Engineering/Master of Engineering Management/Master of Science in Computer Science

A dual degree allows a student to pursue two degrees simultaneously.

- The student needs to apply for and be accepted into both programs.
- Up to 12 credits of cross-listed or approved courses may be applied to both degrees.
- Each degree will be conferred separately upon completion of all requirements for that specific program.

MASTER OF SCIENCE IN ENVIRONMENTAL ENGINEERING (MSEV)

VISION, MISSION, OR PURPOSE

The Master of Science in Environmental Engineering Program is designed to provide engineering and science graduates with specialized technical knowledge oriented toward professional engineering practice in environmental engineering to include water quality engineering, chemical biological and physical design of water and wastewater treatment systems, and air quality management.

The curriculum is adaptable to both recent graduates with science or engineering degrees as well as those with field experience. Laboratory exercises are an important component of the program. Most MSEV/MSCE courses are offered in the late afternoon or evening to accommodate working students and professionals. Classes are generally scheduled to allow a student to complete the program in a two- to three-year period.

LEARNING OUTCOMES

Students will emerge with enhanced analysis and design skills tailored to their professional choices.

- Students will develop an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- Students will develop an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- Students will develop an ability to communicate effectively with a range of audiences
- Students will develop an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

FACULTY

Dintie S. Mahamah
Director

Floraliza Bornasal
Assistant Professor

Jae Ho Chung
Director
Assistant Professor

Tapas Das
Lecturer

Doug Howie
Lecturer

David Jansen
Lecturer

Corrie Walton-Macaulay
Assistant Professor

- Students will develop an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- Students will develop an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- Students will develop an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
- Students will develop an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

ADMISSION REQUIREMENTS

Applicants must meet all of the university requirements for unconditional admission. In addition, applicants must meet the following program specific requirements:

1. A Bachelor of Science degree in Engineering with:
   - A cumulative grade point average of at least 2.80 for all undergraduate work, or
   - A 3.00 for all upper-division engineering courses, or
   - A passing score on the nationally conducted Fundamentals of Engineering (FE) Examination.

2. A Bachelor of Science degree in the natural sciences and:
   - A cumulative grade point average of at least 2.80 for all undergraduate work.
   - Completion of calculus (one year), physics (one year), differential equations, statics, mechanics of materials, dynamics, and fluid mechanics.

Applicants not meeting the unconditional admission requirements but who otherwise demonstrate the potential to benefit from graduate education may be admitted conditionally.

Application Procedure

Applications are accepted on a rolling basis. However, in order to receive priority consideration for admission and scholarships, applications should be submitted by the priority deadline of the desired semester.

Priority Deadlines

Summer semester (May–July)	April 1
Fall semester (late August–December)	July 1
Spring semester (January–May)	November 1

Application Requirements

Applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

- Two letters of recommendation, preferably from professors, registered engineers or supervisors (Letters are not required for graduates of the Hal and Inge Marcus School of Engineering).
- Statement of purpose.

Application forms and materials can be found on the Office of Graduate Admissions website:

www.stmartin.edu/gradstudies

All application materials should be sent directly to:
Office of Graduate Admissions
Saint Martin's University
5000 Abbey Way SE
Lacey, WA 98503-7500
gradstudies@stmartin.edu

After all materials are received, the applicant's file will be reviewed. Possible outcomes include unconditional admission, conditional admission, or non-acceptance. Once application materials are submitted, they become the property of the university, and cannot be returned.

Program Preparation and Continuation

In the first semester following admission, the student shall, in consultation with an advisor, prepare a program of study to present to the program director for approval. Students must meet the prerequisites listed for all program courses taken. In some cases, this may require the student to take additional preparatory undergraduate courses that may not count toward the MSEV degree. The maximum course load per semester is 12 semester hours unless approval for a larger course load approved in writing by the MSEV program director.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

A Master of Science in Environmental Engineering (MSEV) degree requires coursework and the successful defense of a thesis or an oral exam as summarized below.

1. A total of 27 credits (30 credits for non-thesis option) of coursework, and
2. 3 credits of thesis (MEV 602) or,

3 credits of master's special project (MEV 600 + MEV 603)

Candidates with non-engineering degrees may be accepted on conditional basis, and regularized after completing the deficiencies as stated above.

A maximum of nine semester hours of equivalent coursework from other institutions may be transferred into the program if approved by the program director.

MASTER OF SCIENCE IN ENVIRONMENTAL ENGINEERING	
Core Requirements (12 credits)	
MEV 581	Environmental Measurements (3.0)
MEV 582	Physicochemical Water and Wastewater Treatment (3.0)
MEV 583	Biochemical Wastewater Treatment (3)
In addition to the above MSEV candidates must take;	
MEV 602 OR	Master's Research, Thesis (3.0)
MEV 600	Master's Special Problems, Directed Study (2.0) and,
MEV 603	MEV Oral Exam (1.0)
Suggested Electives (18 or 21 credits)	
Students must take 18 (21 for non-thesis option), semester hours of approved electives in the MSEV, MSCE, or MEM program. Elective classes must be numbered at the 500 level and above and selected from the list below. Electives taken other than MEV or MCE/MEM must first be approved by the program director.	
MCE 570	Solid Waste Engineering (3.0)
MCE 580	nvironmental Laboratory Processes (3.0)
MCE 583	Water Supply and Sustainability in Water and Wastewater management (3.0)
MEV 584	Air Quality Management (3.0)
MEV 585	Hazardous Waste Engineering (3.0)
MEV 586	Environmental Microbiology (3.0)
MCE 596	Industrial Waste Engineering (3.0)
MCE/MEM 612	Project Management—A Holistic Approach (3.0)
MCE/MEM 585	Wastewater Systems Design (3.0)
MCE/MEM 680	Environmental Management (3.0)
Thesis or Project Option (3 credits)	
MEV 602 OR	Master's Research, Thesis
MEV 600	Master's Special Problems
MEV 603	MEV Oral Exam

4 + 1 PROGRAM — BACHELOR OF SCIENCE IN CIVIL ENGINEERING / MASTER OF SCIENCE IN ENVIRONMENTAL ENGINEERING

Eligibility to Apply Requirements

- Students must meet all graduate admissions eligibility requirements. Students will not be required to prove English Language Proficiency a second time.
- Students must have completed a minimum of 60 credits, including credits earned from Advanced Placement, Running Start (Dual Credit), International Baccalaureate (IB), etc. in order to apply. Students *must apply* before the completion of the undergraduate degree.
- Transfer students must have completed a minimum of 60 credits—whether from the transfer institution alone or in combination with Saint Martin's credits.
- Students must meet all prerequisites prior to enrollment in Graduate courses.
- Individual departments may impose additional admission requirements. Please visit the department's website for information on GPA requirements.

Admission to the Program

- A graduate application and supporting materials must be submitted. Please visit the graduate website for information on application requirements.
- A program of study signed by the applicant, the undergraduate and graduate advisor, and the program director must be submitted.
- The program of study must be clearly indicated on the 4+1 application, and include the following:
    - The courses (up to 12 credits of approved graduate coursework) that may be double counted for both the undergraduate and graduate degrees. *These courses will be taken prior to completing the bachelor's degree.*
    - The courses that will be taken as a graduate student. These courses will be taken after completing the bachelor's degree.
    - The anticipated graduation date for the master's degree.

- After review of the materials submitted, a letter of acceptance (or denial) to the master'sprogram, conditional upon meeting the 4+1 requirements, is issued.
- Applications accepted for admission to the master's program will not be matriculated as graduate students until completion of the bachelor's degree.

Requirements for Completion

- Students must complete their bachelor's degree prior to entering the master's program. Students in the 4+1 program may not elect to bypass the bachelor's degree.
- No more than twelve (12) credits of graduate coursework may be counted toward the requirements of both degrees. If a student will not meet undergraduate requirements to graduate until August, they can spread those courses out through the three semesters (Fall, Spring, and Summer) as long as they are of senior standing and are enrolled full time*.
- *Students may be enrolled as part-time students during the Summer semester due to limited course offerings.
- Students may not take more than six (6) credits of graduate work within their first semester of the 4+1 program.
- Students must be enrolled in BOTH undergraduate courses and graduate courses and be enrolled full-time (12 credits).
- Students should be able to complete the master's degree within 12 months from the completion of the bachelor's degree.
- Please refer to the department's website for GPA requirements.
- In order to qualify for the undergraduate flat rate tuition, the student must be enrolled in 12.0 undergraduate credits. Otherwise the tuition rate will be billed per credit, based on current undergraduate and graduate credit rates.
- Each semester the undergraduate student intends to take graduate level courses (prior to degree conferral), they must complete an Undergraduate Permission to take Graduate Level courses form.

MASTER OF SCIENCE IN MECHANICAL ENGINEERING (MSME)

VISION, MISSION, OR PURPOSE

The Master of Science in Mechanical Engineering Program is designed to give engineering, mathematics, and science graduates an opportunity to explore advanced and emerging topics in mechanical engineering.

The curriculum can be tailored to both recent graduates and engineers with professional experience. Most courses are offered in the late afternoon or evening to accommodate working students. Another accommodation is that most courses are eight-week (half-semester), two-credit courses, meeting four hours per week, which allows a student to focus on one or two courses at a time. A student typically completes the program in a two- to three-year period by taking three to four courses per semester.

LEARNING OUTCOMES

Students will emerge with enhanced engineering analysis and design skills tailored to their professional objectives.

Program educational objectives

The program objectives of the MSME program are:

1. to prepare students for specialization in advanced engineering topics of interest to them;
2. to prepare students for the competitive high-technology job market;
3. to prepare students to become technology researchers and pursue PhD degrees in Mechanical Engineering and related fields; and
4. to prepare students to become responsible and effective leaders of technology development.

In addition to these student-oriented objectives, the program has the objectives to contribute to the thriving of the Saint Martin's University community through supporting faculty research programs and through generating strong revenue streams of tuition and externally funded research.

FACULTY

Rico Picone
Director

Shawn Duan
Professor

Daniel Einstein
Assistant Professor

Frank Washko
Associate Professor

Shelbie Davis
Instructor

Shahlaa Al Wakeel
Instructor

Student outcomes

The following student outcomes are from the Accreditation Board for Engineering and Technology (ABET) and are consistent with the Mechanical Engineering undergraduate program. Upon graduation, students should have:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors;
3. an ability to communicate effectively with a range of audiences;
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts;
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions; and
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

DEGREE CONCENTRATIONS

Emerging and advanced fields of mechanical engineering can be studied in-depth through concentrations. Saint Martin's offers the following concentrations:

- Bioengineering Concentration
- Design and Entrepreneurship Concentration
- Intelligent and Dynamic Systems Concentration
- Fluid Mechanics and Energy Systems Concentration
- Numerical Analysis Concentration

Although not required, students may choose one or more concentrations for their degree plan. A student must satisfactorily pass five of the courses of a concentration for successful completion of the concentration. Courses can count toward multiple concentrations, up to three courses shared between any pair of concentrations. With prior approval by the program director, one of the five courses required for a concentration may be satisfied by a relevant offering of MME 596.

If you intend to complete a concentration, you must declare that concentration with the Office of the Registrar at least 2 semesters prior to expected completion of studies.

ADMISSION REQUIREMENTS

Applicants must meet all of the university requirements for unconditional admission. In addition, applicants must meet one of the following program specific requirements:

- A Bachelor of Science degree in mechanical engineering with:
  - A cumulative grade point average of at least 2.80 for all undergraduate work; or
  - A 3.00 average for upper-division engineering courses; or
  - A passing score on the national Fundamentals of Engineering (FE).
- A Bachelor of Science degree in another engineering field or the sciences and:
  - A cumulative grade point average of at least 2.80 for all undergraduate work.
  - Completion of calculus (one year), multivariable calculus, differential equations, linear algebra, calculus-based physics (one year), chemistry (one-half year), statics, mechanics of materials, dynamics, thermodynamics, and fluid mechanics. Some additional remedial undergraduate classes may be required.
- A Bachelor of Science degree in any field, plus current registration as a professional engineer (PE) in mechanical engineering.

Applicants not meeting the unconditional admission requirements but who otherwise demonstrate the potential to benefit from graduate education may be admitted conditionally.

Application procedure

Applications are accepted on a rolling basis. However, in order to receive priority consideration for admission and scholarships, applications should be submitted by the priority deadline of the desired semester.

Priority deadlines

Summer semester (May–July)	April 1
Fall semester (late August–December)	July 1
Spring semester (January–May)	November 1

Application requirements

Applicants must submit all of the required materials for university graduate admission (see the graduate admission section of the catalog) plus the following program specific materials:

- A current resume or CV.
- A brief (one page) personal statement discussing your immediate educational and long-range career objectives in relation to your chosen field.
- Two letters of recommendation, send directly from the letters writers. Letters should preferably be from professors, registered engineers or supervisors. (Letters are not required for graduates of the Hal and Inge Marcus School of Engineering.)

Application forms and materials can be found on the Office of Graduate Admissions website: www.stmartin.edu/gradstudies.

If not uploaded into the application or sent electronically to gradadmission@stmartin.edu, transcripts and other required documentation should be sent directly to:

Office of Graduate Admissions
Saint Martin's University
5000 Abbey Way SE
Lacey, WA 98503-7500
gradstudies@stmartin.edu

After all materials are received, the applicant's file will be reviewed. Possible outcomes include unconditional admission, conditional admission, or non-acceptance. Once application materials are submitted, they become the property of the university, and cannot be returned.

REQUIRED COURSES OR OTHER DEGREE REQUIREMENTS

Within the first semester following admission, the student shall consult with an advisor to prepare a program of study to present to the program director for approval.

Students must meet all course prerequisites. In some cases this may require the student to take additional preparatory undergraduate course(s).

The maximum course load per semester is 12 semester hours unless approval for a larger course load is obtained from the MSME program director.

Thesis and non-thesis options

Two options are offered:

1. a thesis option, which requires the successful defense of a thesis or
2. a non-thesis option, which requires only coursework.

The thesis option requires students complete

1. the required MSME Core courses (see below),
2. a total of 24 credits (including the MSME Core) of non-thesis coursework, and
3. at least six credits of thesis (MME 599).

The non-thesis option requires students complete

1. the required MSME Core courses (see below) and
2. a total of 30 credits (including the MSME Core) of non-thesis coursework.

If a student begins a thesis but fails to complete it, up to two thesis credits can count toward the coursework for the non-thesis option. This only applies if at least two thesis credits have been earned with a passing grade. Additional satisfactory thesis credits (those for which the instructor assigns a passing grade) will not count for coursework.

Coursework must be completed with a minimum grade point average of 3.00 ('B'). Students must complete all work within seven years from the start of the program.

Directed study (MME 596) is limited to two credits per semester and six credits in total.

A maximum of eight semester hours of equivalent coursework from other institutions may be transferred into the program if approved by the program director. Similarly, a maximum of eight credit hours of approved courses may be taken from Master of Science in Civil Engineering (MSCE), Master of Science in Computer Science (MSCS), and Master of Engineering Management (MEM) programs at Saint Martin's University. A combination of transferred, MSCE, MSCS, and MEM credits counting toward an MSME degree cannot exceed eight.

MASTER OF SCIENCE IN MECHANICAL ENGINEERING	
Core Courses	
The following are MME core courses. MME 501 and 503 are optional, but recommended. MME 502 must be completed by all MSME students.	
MME 501	Advanced Mechanical Engineering Design (2 credits)
MME 502	Engineering Analysis I: Mathematical Foundations (2 credits)
MME 503	Engineering Analysis II: Computational Extensions (2 credits)
Concentration Courses	
Although not required, students may choose one or more Concentration for their degree plan. A student must satisfactorily pass five of the courses of a Concentration for successful completion of the Concentration.	
Bioengineering Concentration	
MME 581	Biofluid Mechanics
MME 582	Microfluidics and Biomedical Applications
MME 584	Comparative Biomechanics
MME 585	Biomechanical Engineering
MME 586	Advanced Biomechanical Engineering
MME 587	Prosthetics and Medical Devices
MME 589	Biosolids and Continuum Mechanics
MME 526	Computational Fluid Dynamics
Design and Entrepreneurship Concentration	
MME 501	Advanced Mechanical Engineering Design
MME 513	Engineering Innovation
MME 514	Engineering Economics and Venture Finance
MME 517	Technology Entrepreneurship
MME 518	New Product Development
MME 583	Engineering Design and Creative Problem Solving
Intelligent and Dynamic Systems Concentration	
MME 504	Finite Element Analysis
MME 510	Vibration Theory
MME 519	Hydraulic Control Systems

MME 561	Control Systems I
MME 562	Control Systems II
MME 564	Flight Mechanics
MME 565	Robotics
MME 566	Multibody Dynamic Systems
MME 567	Machine Intelligence
MME 568	Modeling and Simulation
MME 569	Linear Systems Theory
MME 572	Digital Control
MME 577	Embedded Computing for Mechanical Control
CSC 530	Data Analysis
CSC 565	Artificial Intelligence and Cyber Security
Fluid Mechanics and Energy Systems Concentration	
MME 526	Computational Fluid Dynamics
MME 551	Intermediate Fluid Mechanics
MME 564	Flight Mechanics
MME 581	Biofluid Mechanics
MME 582	Microfluidics and Biomedical Applications
MME 533	Photovoltaics
MME 540	Internal Combustion Engines
MME 541	Intermediate Thermodynamics
MME 542	Advanced Internal Combustion Engines
Numerical	Analysis Concentration
MME 503	Engineering Analysis II: Computational Extensions
MME 504	Finite Element Analysis
MME 522	Numerical Methods in Engineering
MME 523	Numerical Optimization in Mechanical Engineering
MME 526	Computational Fluid Dynamics
MME 527	Metaheuristics in Engineering Optimization
MME 568	Modeling and Simulation
CSC 515	Data Structures and Algorithm Analysis
CSC 530	Data Analysis
Thesis Courses (optional)	
MME 599	Thesis

4 + 1 PROGRAM—BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING / MASTER OF SCIENCE IN MECHANICAL ENGINEERING

Eligibility to Apply Requirements

- Students must meet all graduate admissions eligibility requirements. Students will not be required to prove English Language Proficiency a second time.
- Students must have completed a minimum of 60 credits, including credits earned from Advanced Placement, Running Start (Dual Credit), International Baccalaureate (IB), etc. in order to apply. Students must apply before the completion of the undergraduate degree.
- Transfer students must have completed a minimum of 60 credits—whether from the transfer institution alone or in combination with Saint Martin's credits.
- Students must meet all prerequisites prior to enrollment in Graduate courses.
- Individual departments may impose additional admission requirements. Please visit the department's website for information on GPA requirements.

Admission to the Program

- A graduate application and supporting materials must be submitted. Please visit the graduate website for information on application requirements.
- A program of study signed by the applicant, the undergraduate and graduate advisor, and the program director must be submitted.
- The program of study must be clearly indicated on the 4+1 application, and include the following:
    - The courses (up to 12 credits of approved graduate coursework) that may be double counted for both the undergraduate and graduate degrees. *These courses will be taken prior to completing the bachelor's degree.*
    - The courses that will be taken as a graduate student. These courses will be taken after completing the bachelor's degree.
    - The anticipated graduation date for the master's degree.
- After review of the materials submitted, a letter of acceptance (or denial) to the master's program, conditional upon meeting the 4+1 requirements, is issued.
- Applications accepted for admission to the master's program will not be matriculated as graduate students until completion of the bachelor's degree.

Requirements for Completion

- Students must complete their bachelor's degree prior to entering the master's program. Students in the 4+1 program may not elect to bypass the bachelor's degree.
- No more than twelve (12) credits of graduate coursework may be counted toward the requirements of both degrees. If a student will not meet undergraduate requirements to graduate until August, they can spread those courses out through the three semesters (Fall, Spring, and Summer) as long as they are of senior standing and are enrolled full time*.
- *Students may be enrolled as part-time students during the Summer semester due to limited course offerings.
- Students may not take more than six (6) credits of graduate work within their first semester of the 4+1 program.
- Students must be enrolled in BOTH undergraduate courses and graduate courses and be enrolled full-time (12 credits).
- Students should be able to complete the master's degree within 12 months from the completion of the bachelor's degree.
- Please refer to the department's website for GPA requirements.
- In order to qualify for the undergraduate flat rate tuition, the student must be enrolled in 12.0 undergraduate credits. Otherwise the tuition rate will be billed per credit, based on current undergraduate and graduate credit rates.
- Each semester the undergraduate student intends to take graduate level courses (prior to degree conferral), they must complete an Undergraduate Permission to take Graduate Level courses form.

DUAL DEGREE PROGRAM—MASTER OF SCIENCE IN MECHANICAL ENGINEERING / MASTER OF ENGINEERING MANAGEMENT

A dual degree allows a student to pursue two graduate degrees simultaneously. The student needs to be accepted in both programs. Up to 12 credits of cross-listed or approved courses may be applied to both degrees with the written approval of the program directors. Each degree will be conferred separately upon completion of all requirements for that specific program.

GRADUATE CERTIFICATES IN ENGINEERING MANAGEMENT

Graduate Certificates in the Engineering Management Department are designed to provide concentrated coursework in a specific area to enhance the skills of working professionals or to build expertise in a specific area of interest. Students are required to complete 12 semester hours in the Graduate Certificates (15 semester hours for the Engineering Management Fundamentals Certificate).

Saint Martin's University offers graduate certificates in the following areas:

- Engineering Management Fundamentals
- Construction Management
- Entrepreneurship and Innovation Management
- Lean Methodology and Six Sigma Green Belt Certification

ADMISSION REQUIREMENTS

Applicants must meet all of the university requirements for unconditional admission. In addition, applicants must meet the following program specific requirements:

A bachelor's degree in engineering, science, or computer science (with a year of calculus) with a cumulative grade point average of at least 2.80.

CERTIFICATE REQUIREMENTS

Graduate Certificate in Engineering Management Fundamentals	
MEM 514	Engineering Economics and Venture Finance (3)
MEM 610	Systems Engineering Management — Planning (3)
MEM 611	Systems Engineering Management — Design (3)
MEM 612	Project Management (3)
MEM 620	Engineering Law (3)
Graduate Certificate in Construction Management	
MEM 612	Project Management (3)
MEM 620	Engineering Law (3)
MEM 660	Construction and Consulting Estimating (3)
MEM 691	Construction Management (3)
Graduate Certificate in Entrepreneurship and Innovation Management	
MEM 583 OR	Engineering Design and Creative Problem Solving (3)
MEM 511	New Product Development (3)
MEM 512	Technology Entrepreneurship (3)
MEM 513	Engineering Innovation (3)
MEM 514	Engineering Economics and Venture Finance (3)
Graduate Certificate in Lean Methodology and Six Sigma Green Belt Certification	
MEM 582	Industrial Engineering (3)
MEM 650	Quality Control (3)
MEM 612	Project Management (3)
MBA 631	Operations Management (3)
Black Belt Certification: A student seeking Six Sigma Black Belt certification will find the Graduate Certificate in Lean Methodology plus the following class and its projects to be excellent preparation for the Black Belt examination.	
MEM 675	Lean Six Sigma Principles (3)
MEM Degree	
A student admitted to the Graduate Certificate program who has completed the Graduate Certificate in Engineering Management Fundamentals plus any of the other Engineering Management certificate, may complete the following course and receive the Master in Engineering Management degree:	
MEM 699	Capstone Research Project (3)

COURSE DESCRIPTIONS

COURSE DESCRIPTIONS

SCHOOL OF BUSINESS

Master of Accountancy

ACC 603 Strategic Cost Management (3)

This course emphasizes the use of cost information and analysis in supporting strategic positioning of a business. The course focuses on understanding cost concepts and how they interrelate with strategic development for business success. Subjects covered with this emphasis include cost behavior concepts, activity-based costing, departmental cost allocations, cost estimating, decision making, cost planning for product life-cycles, strategic pricing, target costing, value chain costing analysis, theory of constraints, the value of variance analysis, strategic evaluation of investment centers and the identification and use of transfer pricing. Prerequisites: ACC353 or equivalent.

ACC 613 Accounting Internship (3)

The internship is designed to be a cooperative learning experience between student, faculty and employer. Employer performance evaluations are required. The student is required to give oral presentations and written reports on the internship and have prior approval from faculty and the internship director.

ACC 628 Investment Analysis and Portfolio Management (3)

Comprehensive coverage of descriptive and quantitative areas of portfolio analysis design /management. Prerequisites: MBA 602.

ACC 660 Fraud Examination (3)

Fraud examination will cover the principles and methodology of occupational fraud detection and deterrence. The course includes such topics as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and interviewing witnesses.

ACC 662 Research & Communication (3)

This applied course requires students to research, analyze and communicate topics in accounting and/or tax. Students learn effective communication methods used in the profession. FASB and tax research databases will be used. Prerequisite: ACC 302 Intermediate Accounting II or equivalent and undergraduate tax class.

ACC 664 Financial Statement Analysis for Decision Making and Valuation (3)

Course includes analysis of the balance sheet, income statement, cash flow statement, and note disclosures for foreign and domestic companies. Emphasis on management decision-making and business valuation techniques. Case studies and projects related to actual company financial statements will be used.

ACC 667 Internal Audit (3)

Internal Audit will cover the principles of internal auditing to include professional standards; basic auditing concepts; internal controls; sampling tools; fraud; planning, conducting, and communicating audit engagements; and conducting consulting engagements.

ACC 668 Advanced Federal Tax (3)

Course includes advanced topics in individual and business entity taxation. The primary objective of this course is to use analytical tools to understand the role taxes play in evaluating decisions confronted by individuals and businesses. Prerequisite: Completion of undergraduate tax course.

ACC 695 Special Topics (0-4)

Course will explore a variety of specialized tax, accounting, or audit topics.

Master of Business Administration

MBA 500 Survey of Economics (3)

Introduction to the economic analysis of consumers, individual firms and their market interaction, as well as analysis of key aggregate variables, including inflation and unemployment. Credit not applicable toward graduation requirement in fields of economics, management or related majors. Course content duplicates ECN 101 or its equivalent.

MBA 501 Survey of Accounting Systems (3)

Introduction to the basic assumptions, principles and techniques that form the basis for contemporary accounting practices. Credit not applicable toward any graduation requirement in accounting, economics, management or related majors. Course content duplicates ACC 201 and ACC 202 or equivalent.

MBA 502 Survey of Finance (3)

Development and use of basic financial information for management analysis, decision-making, planning and control, along with exploration of contemporary financial institutions and U.S. monetary system. Credit not applicable toward any graduation requirement in fields of economics, management or related majors. Course content duplicates BA 300 and BA 311 or equivalent.

MBA 503 Survey of Management and Marketing (3)

Analysis of the organizational activities of planning, production and control, as well as of mutual interaction of people and organizations. Organizational marketing activities also are covered. Credit not applicable toward any graduation requirement in management or related fields. Course content duplicates BA 335 and BA 330 or equivalent.

MBA 504 Quantitative Methods for Management (3)

Introduction to applied topics in algebraic functions, sets, statistics and linear programming used in management and related fields. Credit not applicable toward graduation requirement in management, mathematics or related fields. Course duplicates MTH 201, BA 302 or equivalent.

MBA 601 Organization Theory and Behavior (3)

An analysis of historical and contemporary organizations and an examination of models for understanding human behavior within a complex social environment. Prerequisite: MBA 503 or equivalent.

MBA 602 Financial Planning and Control (3)

Analysis of operational financial policies. Intensive, critical investigation of evaluation process and resulting impact on firm investment, financing and dividend policies. Contemporary theory and controversies of financial policy and structure. Prerequisites: MBA 500, MBA 502 and MBA 504 or equivalents.

MBA 603 Accounting for Managerial Decision Making (3)

Study and application of accounting concepts and techniques used by management for planning and controlling organizational activities. Equivalent to MEM 603. Prerequisites: MBA 500, MBA 501, MBA 502 and MBA 504 or equivalents.

MBA 605 Business Analytics (3)

Concepts of statistical decision theory, sampling, forecasting, linear programming and other stochastic and deterministic models applied to managerial problems. Prerequisite: MBA 504 or equivalent.

MBA 606 Marketing Concepts and Theory (3)

Provides an understanding of societal, managerial and strategic underpinning of marketing theory and practice. A study of the basic concepts and tools necessary in analysis of markets and marketing opportunities, as well as designing tactical marketing strategies. Prerequisite: MBA 503 or equivalent.

MBA 610 Seminar in Research Methods (3)

Selection of research projects, design of experimental procedures, observation methods, analysis of data and reporting of findings. Seminar will culminate in the design of a research proposal. Approval of the proposal leads to initiation of a research project or thesis that will be completed in MBA 611 or MBA 612. Prerequisite: MBA 605.

MBA 611 Research Project (3)

Student will research a topic of interest approved by a faculty sponsor. The project is designed not as original research, but instead as a survey of literature with respect to the topic selected. Quantitative analysis will be encouraged, but not required. A student selecting the research project alternative will be required to take one additional elective course. Candidate may select MBA 611 upon completion of MBA 610 during any term.

MBA 612 Graduate Thesis (6)

Student will develop a proposition to be maintained against argument. The result will be a monograph embodying original research. The student will begin with an idea, develop a hypothesis, create a research design, create a survey instrument if necessary, carry out research design, analyze data, state a conclusion and document the process and conclusions. Candidate may select MBA 612 upon completion of MBA 610 during any term.

MBA 613 Internship (3)

The internship is designed to be a cooperative learning experience between student, faculty and employer. Employer performance evaluations are required. The student is required to give oral presentations and written reports on the internship and have prior approval from faculty and the internship director.

MBA 620 Financial Institutions and Markets (3)

Analysis of central role of money, finance and financial institutions in capitalistic economic systems. The relationship between financial institutions and economic growth and instability are covered through study of the development of the banking industry, central banking and financial sophistication. Prerequisite: MBA 602.

MBA 622 Marketing Management (3)

Examination of the marketing system, its operations and mechanism for coordinating these operations. Market research, advertising and consumer psychology to assist marketing managers in major marketing decisions will be explored. Emphasis on development of integrated marketing program.

MBA 623 Management Information and Control Systems (3)

Evaluation of organizational information needs and the ability of computer technology to meet those needs in an economical way. Emphasis is on identification, specification and installation of appropriate computer technology and the subsequent need for direction, control and overall management of the information function.

MBA 624 Human Resources Management (3)

Analysis and discussion of problems/ opportunities administering personnel systems and policies. Coverage includes retention, recruitment, employment, appraisal, training and compensation. Prerequisite: MBA 601. Equivalent to MEM 624.

MBA 625 International Management (3)

Discussion and analysis of the scope of international business within a framework that identifies the specific role of the multinational corporation and provides an orientation into every aspect of the functional intricacies of these firms. Prerequisites: MBA 601 and MBA 602.

MBA 626 Consumer Behavior (3)

Course studies purchase decisions for individual consumers and industrial buyers; examines various models of purchasing behavior while exploring motivations, influences, roles played and situational factors influencing the purchase of products and services.

MBA 627 Managerial Communications (3)

An examination of current theories of interpersonal and organizational communications. Special emphasis is placed on identifying barriers to effective communication and developing a prescription to solve those problems. Prerequisite: MBA 601.

MBA 628 International Travel Experience (0)

Successful business leaders are global citizens who understand the value of diverse perspectives and cultures in creative problem solving and establishing an engaged society. The MBA 7-10 day international travel experience will include site visits to universities, public organizations, and companies to understand the differences in national culture and its impact on leadership and business practices. Assignments that

engage students with community and local perspectives, such as exchanges with on-site partners, service learning projects, and other experiential learning opportunities, will also be included.

MBA 629 Designing Competitive Organizations (3)

Designing Competitive Organizations will examine how to design a competitive and winning organization focused on identifying and serving customers, establishing and building commitment to core values, creating accountability for performance, adapting to change, and developing a winning culture with the goal of improving organizational performance and increasing market share.

MBA 630 Entrepreneurship (3)

The course objective is to investigate the concepts, tools, and practices of entrepreneurship. Specifically, we will concentrate on the following areas: (1) identifying new venture opportunities (versus ideas), (2) understanding which skills are necessary for success and building a team that possesses those attributes, (3) evaluating the viability of the new venture, and (4) financing, starting and operating the business. The study of entrepreneurship requires an interactive learning environment. This course will help you understand what that entails, by guiding you step-by-step through the process of proposing a new business idea, product, or service. Students are expected to actively contribute and participate in class discussions and exercises. In addition to helping students understand the area of entrepreneurship, assignments are designed to develop the student's written and oral skills.

MBA 631 Operations Management (3)

This course is an intensive study of strategies employed in the design and operation of all processes required for the production of goods and delivery of services. Since operations management spans almost all the real value-added activities of an organization, this course looks at a breadth of topics including product and process design, facility layout, job design, customer order fulfillment, production scheduling, material requirements planning and supply chain, inventory and quality management. Quantitative decision-modeling techniques also are explored for planning, scheduling, control and analysis of operations.

MBA 632 Lean Six Sigma (0)

This course provides students with an introduction to the tools, techniques and methodologies that will empower them to lead Lean Six Sigma projects in their organization. Students learn the problem-solving framework for improving processes—Define, Measure, Analyze, Improve and Control (DMAIC)—and also receive instruction in the tools for streamlining production and services from end to end. By course completion, students will be well-versed in the knowledge and skills needed for successfully leading a Green Belt-level project to reduce or eliminate waste, lower defects in an organization's products and processes, and improve customer satisfaction. This course is taught by a certified Lean Six Sigma Black Belt instructor. As a course graduate, students will be certified as a Lean Six Sigma Green Belt. Prerequisite: MBA 631. Graded as P/NP.

MBA 635 Risk Management (3)

This course provides a framework to understand risk management and its purpose and benefit in organizations. The course is intended to assist the student in identifying and analyzing all types of risk and in managing that risk. This course looks at the myriad of potential losses facing business and individuals, together with the general risk management process and the many alternative risk management tools, including loss control, risk retention, and risk transfer.

MBA 640 Project Management (3)

This course provides exposure to key project management concepts, including the practical steps involved in initiating, planning, delivering, and completing projects. The course is designed to introduce the student to the key elements of project management across the project lifecycle, and is in general alignment with the order of the text chapters. As such, the course will encompass practical knowledge and experiences of the instructor and students, as well as theoretical components.

MBA 650 Strategy and Policy Analysis (3)

This capstone course will explore the process of strategic planning and policy development, and engage in a critical analysis of historical and contemporary organizations in terms of their strategy, policy decision-making, and execution. Students will discuss concepts of building important and ethical internal and external business relationships. The course provides a managerial context

for operating an organization effectively and ethically in a competitive global market. Students will develop tools for identifying, analyzing, and resolving complex management, policy and operational problems through the use of lectures, discussion, student analysis and activities, and case studies of various kinds of organizations. A final project will culminate the MBA experience, drawing from other MBA courses.

MBA 661 Commercial Law (3)

Advanced law course including topics in contracts, bankruptcy, uniform commercial code, property, business organizations and government regulations. Prerequisite: Completion of undergraduate business law course.

MBA 665 Business Ethics and Society (3)

This course examines the foundations of moral reasoning and analysis of ethical issues that arise in a wide range of contemporary business practices, both domestically and globally. This course is designed to inform and stimulate thinking on ethical issues, corporate social responsibility, conscious capitalism, and professional challenges encountered in business. The course material should enable students to recognize and manage ethical issues and to formulate their own standards of integrity and professionalism.

MBA 670 Leadership and Change (3)

This course develops understanding and insight into the role of leadership in the public and private sectors. Important areas include leadership theory, self-awareness, leadership strategies, incentives, innovation, and change management. By the end of the course students will have an understanding of their personal leadership strengths and weaknesses, their ability to motivate others, and their capacity for change. These insights will prepare students to successfully lead organizations in a dynamic and diverse global environment.

MBA 680 The Health Care System (3)

This course will provide a basic and broad overview of the American health care system. Participants will learn about the key components of today's American health care system, including the payers of health care, the providers of health care services, other key service sectors, the role of consumers, and the financial aspects of health care.

MBA 681 Health Care Policy and Regulation (3)

This core course examines contextual contributors to health status and the current social, legal, and political determinants of healthcare systems, emphasizing the U.S. system. Issues are explored to understand their impact on current and future delivery of health care, including accessibility, equity, quality, and cost containment from a policy perspective. We will also examine the culture of decision-making as the structure and role of key U.S. and international regulatory bodies. We will look at how current regulations impact the quality of health care services and their delivery, enhance or restrict access, and affect costs. Product and drug regulation, risk management, public health issues, and other topics are discussed in this comprehensive course.

MBA 682 Ethics in the Business of Health Care (3)

This course examines ethical issues that arise in the administration of the non-profit and for-profit healthcare business models. With the increasing complexity in technology and administration of care systems, ethics has become a pressing concern in our society. The course surveys fundamental questions that arise when business or legal concerns bump head-to-head with the ideal of provision of patient-centered healthcare. These concerns encompass reproductive health, neonatal care, emergency services, care for the debilitated or terminally ill, care using new experimental methods, and other areas. The aim is to engender in students the thinking and practical skills to resolve hard ethical cases that arise for administrators of the healthcare system.

MBA 687 Health Care Management Practicum (3-6 credits)

This course gives MBA students the opportunity to experience a field practicum in a health care facility. Under the guidance of a qualified preceptor, students are provided opportunities to study and analyze an organization's characteristics, functions, goals, strategies, and decision-making processes. Managerial skill is developed through the performance of administrative tasks and through participation in problem-solving processes. A research paper is required.

MBA 695 Special Topics (0-3)

Course covers topics announced by faculty.

MBA 696 International Practicum—Introduction (3)

The introduction to international practicum provides students with an initial exposure to academic and project-based practical opportunities in a country other than the home country of the student. The practicum may take the form of university course work outside of their current program or internships in a variety of industries.

MBA 697 International Practicum—Intermediate (3)

The intermediate level of the international practicum allows students to build on their previous exposure to academic and project-based practical opportunities in a country other than the home country of the student. The practicum may take the form of university course work outside of their current program or internships in a variety of industries.

MBA 698 International Practicum—Advanced (3)

The advanced level of the international practicum allows students to build on their previous exposure to academic and project-based practical opportunities in a country other than the home country of the students. The practicum may take the form of university course work outside o their current program or internships in a variety of industries.

COLLEGE OF EDUCATION AND COUNSELING

Master of Arts in Counseling

MAC 508 Counseling and Helping Relationships (3)

Theories and models of counseling and relevant strategies for establishing and maintaining the counseling relationship in person and through the use of technology.

MAC 518 Group Counseling (3)

Theoretical foundations, therapeutic factors, characteristics and functions of effective group leaders, types and stages of groups, and experience constructing, participating in, and facilitating group process.

MAC 528 Foundations of Couple and Family Counseling (3)

History, development, theories, and models of family systems and dynamics, counselor role and responsibility, and the therapeutic relationship.

MAC 538 Professional Counseling Orientation and Ethics (3)

Philosophy and practice of ethically based counseling, case-study based examination of ethical standards, counselor role and responsibilities, and legal considerations.

MAC 548 Crisis, Trauma, Violence, Abuse (3)

Psychosocial and systemic considerations of the effects of crisis, disasters, suicidality, and trauma on individuals and systems. The role of society, history, and intergenerational impacts, with strategies for promoting resilience.

MAC 558 Contextual Dimensions of Couple and Family Counseling 1 (3)

Roles, structures, and styles of intimate relationship. Conjoint counseling with an emphasis on sexuality, identity, sexual orientation, dysfunction, and dynamics.

MAC 568 Human Growth and Development (3)

Meta-theoretical perspectives and systemic approaches to human development over the life-span, including learning, personality, differing abilities, and factors affecting development.

MAC 578 Impacts of Addictions (3)

Theories, etiology, and counseling of addictions. Biological, neurological, physiological, systemic, and environmental factors.

MAC 588 Assessment and Testing 1 (3)

Historical perspectives on mental health and pathology, assessment and diagnosis through the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and the International Classification of Diseases (ICD).

MAC 597 Directed Study (3)

Student independent study or research projects with faculty direction and consultation.

MAC 598 Counseling Practicum (3)

Defined supervised experience for counseling skills development. Professional roles, collaboration, consultation, advocacy, professional organizations, and credentialing.

MAC 608 Research and Program Evaluation (3)

Ethically and culturally relevant strategies for conducting and reporting the results of research and program evaluation. Skillful consuming, interpreting, and applying counseling research findings in advocacy and service to clients.

MAC 618 Social and Cultural Diversity (3)

Exploration of the impact of social memberships and privilege/ marginalization. Spiritual beliefs, heritage, acculturation. Social justice competence and cultural humility in counseling.

MAC 628 Assessment and Testing 2 (3)

Ethical and culturally relevant strategies for assessment and documentation through the lens of theories, assessment measures, and the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and the International Classification of Diseases (ICD).

MAC 638 Family Structure and Family of Origin (3)

Theories and counseling practices for children, adolescents, parenting, and family. Systemic case conceptualization, play therapy, and expressive techniques.

MAC 648 Practice of Couple and Family Counseling (3)

Assessment, evaluation, conceptualization, techniques, and interventions of systemic counseling fostering family wellness and support for grief and loss.

MAC 658 Career Development (3)

Ethically and culturally relevant strategies, applying theories and models of career counseling.

MAC 668 Counseling Internship 1 (3)

Ethically and culturally relevant supervised off-campus experience for refining and enhancing counseling skills and knowledge. Case conceptualization, diagnosis, treatment planning, and case directed application of theory into ethical counseling practice. Emergency management. Self-evaluation.

MAC 678 Counseling Internship 2 (3)

Continued ethically and culturally relevant supervised off-campus experience for refining and enhancing counseling skills and knowledge. Case conceptualization, diagnosis, treatment planning, and case directed application of theory into ethical counseling practice. Attention to self-care, labor market, and professional identity.

MAC 688 Applied Group Work (3)

Direct experience as group participant and as group facilitator. Dynamics, functions, strategies, and techniques.

MAC 695 Special Topics (3)

Course devoted to selected topics relevant to counseling.

MAC 697 Directed Study (1-3)

Student independent study or research projects with faculty direction and consultation.

MAC 698 Contextual Dimensions of Couple and Family Counseling 2 (3)

Ethical, legal, practice, and management considerations in couples and family counseling. Gender, socio-economic concerns, cultural factors, race, and immigration. Resolution/dissolution of couples and families. Aging and intergenerational influence.

Education

Split-level course requirements

Many courses offered in the Master of Education and Master in Teaching programs have an undergraduate level course offered concurrently with the graduate level course. Graduate core split level courses (e.g., ED 306/MED 506) are typically one credit less than the undergraduate section. The "equal work but less credit" split-level courses therefore adjust for graduate credit earned. Graduate students also will be required to analyze or perform research or provide evidence of greater leadership in the course content. In split-level courses for which undergraduate and graduate

students earn the same credit, graduate students will be expected to complete additional requirements. Split-level courses are numbered at the 500 level. Courses at the 600 level are designed to be offered for graduate credit only.

MED 504 Practicum Level 1 (1)

This 30 hour classroom-based field experience course is taken concurrently with MED506. It connects the practices and theory learned in MED506 with practical classroom application. A one-hour bimonthly seminar provides time for students to discuss what they are learning. Students enroll in the course concurrently with MED 506.

MED 506 Curriculum and Instruction (2)

This course explores curriculum and instruction with an emphasis on becoming a culturally responsive educator. Students learn principles of equity-centered planning and teaching, and focus on asset-based student engagement and community/family involvement. This course is taken concurrently with MED 504 by those in the teacher certification route.

MED 508 Practicum Level 2 (1)

This 30 hour classroom-based field experience that connects the theory learned in coursework with practical application. A one-hour bimonthly seminar provides time for students to discuss what they are learning. Students enroll in the course concurrently with elementary methods courses and/or secondary reading courses.

MED 511 Methods of Teaching Math (2)

This course explores equity and mathematics teaching and learning at the preschool-grade 8 level. The content includes a focus on culturally responsive practices, mindset, teacher math identity, and the use of routines and rich tasks. Uses Common Core State Standards, research, learning theory, reflection, and technology to build equity-focused instructional practices.

MED 512 Technology for the Classroom (2)

This class investigates ways to integrate technology into the classroom. It explores technology use to enrich learning, teaching, and assessment, as well as its use to engage and connect learners. Discussions focus on issues and trends in technology use within education, as well as on current tools for instruction, learning, and learning management. Candidates will develop curriculum and classroom materials using a variety of school-appropriate learning and management tools. Emphasis on development of electronic portfolio.

MED 514 Methods of Teaching Pacific Northwest History (2)

History of the Pacific Northwest region. Emphasis on how to integrate this history into P-12 classrooms in all disciplines. Includes in depth study of the Since Time Immemorial tribal sovereignty curriculum. Prerequisite: MED 506 or concurrent enrollment.

MED 515 Methods of Teaching Science (2)

This course focuses on the theory, methods, and structure of inquiry-based science instruction at the preschool-grade 8 level. It includes the use of Next Generation Science Standards, culturally responsive practices, field-based learning, hands-on labs, and the connection of science learning across the curriculum.

MED 518 Methods of Teaching Social Studies (2)

This course introduces specific methods used in preschool-grade 8 to teach social studies. Emphasis on integrated thematic unit planning, map-globe interpretation and content specified in the Washington State Essential Academic Learning Requirements for grades primary-12.

MED 523 English Language Learner Practicum (3)

The purpose of this course is to apply theoretical knowledge learned in the elementary education program to the classroom setting and to gain experience working with English language learners in an educational setting. This practicum serves as an opportunity to practice culturally responsive and language proficiency appropriate instructional strategies, learning activities, and assessment tools in an extended field experience. The practicum will require candidates to spend 90 hours in a classroom containing at least 15% English language learners (students qualifying for language assistance based on state assessments).

MED 524 Early Childhood Education (3)

Important issues related to teaching preschool- 3 are emphasized. Methods, curriculum and assessment specific to early childhood education will be reviewed, as will the relationship of family and community to the student, classroom environment and promotion of social competence.

MED 525 Issues and Trends in English Language Learners and Bilingual Education (3)

The purpose of this course is to examine educational theories, practice and research related to the education of English Language Learners (ELLs) and bilingual education. Topics covered in this course include program models; increasing parent involvement; recognizing linguistic and cultural biases in curricula and assessment instruments; bi/multicultural identity development; historical, legal, and political foundations of bilingual education; advocacy for ELLs and their families; and the preparation of non-ESOL (English for Speakers of Other Languages). Resources for continuing professional development in the fields of second language instruction and bilingual education will be provided.

MED 526 Language Acquisition Methods (3)

This course provides candidates with concepts, theories, and research from applied linguistics, second language acquisition, and literacy development. Throughout the semester, candidates will have multiple opportunities to demonstrate their knowledge and skills as they develop their own personal teaching style. Topics covered in this course include the diversity within the English Language Learner (ELL) population, Specially Designed Academic Instruction in English (SDAIE), the integration of English Language Proficiency (ELP) Standards in lesson planning, the incorporation of home languages and cultures as educational assets, the interrelationship between language and culture and its effects on teaching and learning, appropriate adaptations and assessment tools for ELLs with special needs, and a wide range of teaching practices to create an inclusive, equitable, positive classroom environment.

MED 527 Sociolinguistics and Language Teaching: Theory and Practice (3)

The course concerns the nature of human language, what the study of language tells us about the human mind and the relation of language to its cultural and educational context. The scope of the course is interdisciplinary and the topics explored reach beyond the boundaries of linguistics to other scientific disciplines that constitute the field of cognitive science: psycholinguistics, philosophy of language and the mind, anthropology and artificial intelligence. Research and practice related to the education of diverse populations will be examined. The impact of social context factors such as race, ethnicity, culture, gender and economic status on social linguistics, knowledge bases, learning styles, socialization patterns and educational opportunity will be studied. Emphasis will be placed on the development of culturally-relevant curriculum and culturally-responsive practices.

MED 528 Reading Instruction of English Language Learners (3)

The course provides knowledge of various methods of reading instruction for English Language Learners and students in bilingual education programs with an emphasis on techniques for effective instruction and assessment of oral language development, reading and writing. Candidates develop a multicultural curriculum to support learning to read in English.

MED 529 Arts and Movement (2)

This course explores the elements, principles and pedagogy of visual art, drama, music and creative movement for the elementary classroom. Students will create and participate in arts experiences for the class and others.

MED 532 Early Childhood Education Curriculum (2)

Important issues related to teaching preschool—3rd grade will be emphasized. Methods, curriculum and assessment specific to early childhood education will be reviewed, as well as the relationship of family and community to the student, classroom environment and promotion of social competence.

MED 537 Methods of Teaching Intermediate Literacy (2)

This course includes the theory and application of the literacy components of reading, writing, listening, speaking, viewing, visual representation, as well

as comprehension skills and strategies for fiction and content area text as they pertain to teaching grades 3-8. Current trends in intermediate literacy curriculum and assessment will be explored through the lens of Common Core Standards.

MED 538 Literature for Children and Young Adults (2)

Nature, history and sources of children's books are the focus of this course. It is required for elementary certification, special education, reading, English and English/language arts endorsements.

MED 545 School Drug Prevention and Counseling (3)

Examines pharmacology, counseling approaches and school programs related to the school counselors' role in prevention, counseling and referral of students with drug and alcohol problems. Prerequisite: MED 640 (concurrent enrollment allowed).

MED 559 Introduction to Exceptionality (2)

This is an Introduction to philosophical, historical, legal and social implications of the exceptional student from an integrated, strategy-based pedagogical perspective. Includes 10 hours of classroom experience as a part of the course.

MED 560 Classroom Management (2)

This course explores current equity-focused theories and practices in classroom management. It includes continued work on teacher identity development, a focus on culturally responsive practices, and the study and use of restorative practices. The course also addresses current inequities in discipline rates, and implicit bias and its effect on discipline. Students use research and theory to construct a personal philosophy of classroom management.

MED 561 Instructional Methods of Exceptional Learners (2)

In this course, students learn about principles of organizing, sequencing, delivering, and evaluating instruction for exceptional learners. Effective methods for teaching content-area material such as reading, math or science. Selecting and adapting curriculum. Prerequisites: MED 559.

MED 562 Educational Law and Issues of Abuse (2)

This course reviews Washington State requirements for understanding educational law and its relationship to contemporary school issues and problems. It also addresses the teacher's role in identifying, reporting, and working with children who have been victims of child abuse, including sexual abuse and exploitation. It covers knowledge and skill standards required by the state regarding emotional or behavioral distress, including indicators of substance abuse, violence, and youth suicide. No prerequisite required.

MED 563 Management Strategies for Exceptional Learners (3)

Strategies for individual and group behavior/instructional management are the emphasis. Various competencies are developed in systematic application of specific models for exceptional learners. Strategies for organization, administration and participation with families and other significant parties are included. Prerequisites: MED 559.

MED 565 Transitions to Adulthood for Special Populations (3)

This course examines the educational transition from school-based special education programs to independent living or agency-supported living for differently abled people through presentation and discussion of current literature, field-based participatory research, on-site visits and other appropriate formats. Prerequisite: MED 559.

MED 566 Assessment in Special Education (3)

This course is a study of professional practice in special education assessment, including ecological, classroom and curriculum-based assessment; norm- and criterion-referenced testing; diagnostic instruments and procedures; and alternative assessment strategies. Observation of school-based assessment techniques and practical application of learned techniques is required. Prerequisites: MED 570 and MED 559.

MED 567 Legal Issues and the IEP (3)

Comprehensive study of federal and state regulations on populations is the emphasis of this course. Communicative ethics and collaborative strategies joining families, school personnel and outside agencies are emphasized. Prerequisites: MED 566 and MED 559.

MED 568 Secondary Literacy (2)

This literacy course explores the analysis of reading behavior through several assessment strategies, including informal reading inventories, miscue analysis, and classroom-based assessments. Both theoretical context and actual assessment strategies are studied, and applied to content areas taught in the secondary school (Gr. 5-12). The ultimate outcome is to understand how and why struggling adolescent readers have difficulty with comprehension, and important ways with which to help said readers. This course also explores the reading process as it is applied to content areas taught in the secondary school. This course facilitates the application of specific reading and writing strategies to assist comprehension of expository materials in all subject areas by students at all levels of reading. Major components of reading (fluency, vocabulary, and comprehension) are used in planning strategy lessons for use with students. How to effectively deliver and assesses disciplinary specific vocabulary within one's given content area is the primary outcome.

MED 569 Practicum in Special Education (3)

This course conducts observation, small group instruction, and assessment of exceptional learners in public and private sectors. Includes a 90-hour practicum and 15-hour seminar. Prerequisite: Minimum of 3.33 grade point average in three prior special education courses.

MED 570 Classroom Assessment (2)

Students learn how to construct and evaluate classroom assessments to assess student learning. Also covered are state and national trends in assessment and testing, educational statistics, norm- and criterion-referenced tests, standardized tests, alternative assessments, grading, assessment management technology and conferencing skills. Prerequisite: MED 506, or concurrent enrollment.

MED 572 Integrated Approach to Phonics and Spelling (2)

This course teaches an in-depth exploration of the theoretical rationale and research base for the learning and teaching of the reading skills, content and strategies of phonemic awareness, phonics and spelling as they are integrated into the reading program in elementary school. Prerequisites: MED 537 and MED 574.

MED 574 Methods of Teaching Primary Literacy (2)

This course includes the theory and application of the literacy components of phonemic awareness, phonics, concepts of print, fluency, vocabulary, writing, as well as comprehension skills and strategies of fiction and content area text as they pertain to teaching grades P-2. Current trends in primary literacy curriculum and assessment will be explored through the lens of Common Core Standards.

MED 575 Reader-Writer Workshop (3)

The purpose of this course is to develop an understanding of the reader-writer workshop approach to teaching reading and writing as an integrated process for K-8 students. Prerequisites: MED 537, MED 538, and MED 574.

MED 577 Reading Diagnosis (2)

This course explores the area of reading disabilities. Students learn when and how to use various assessments and instructional strategies to help struggling readers. Reading behavior is analyzed using informal reading inventories, miscue analysis and other assessment tools. Includes a 10 hour practicum in a weekly tutoring experience, diagnosing children, planning and implementing instruction. Prerequisites: MED 537 and MED 574.

MED 579 Reading Practicum (3)

The purpose of this course is to apply theoretical knowledge learned in the reading program. Includes a 90 hour practicum and a 15 hour seminar that serves as an opportunity to observe and practice instructional activities in reading in an extended field experience. Prerequisites: MED 537 and MED 574.

MED 580 Readings in Education (1-2)

This is an independent readings course for students with special needs. Reading list to be developed by student and advisor. Prerequisite: Graduate status. Restricted enrollment.

MED 581 Issues and Trends in Literacy Instruction (3)

This course is designed as a student-centered forum in which students take a leadership role in the study and discussion of current reading topics and current research in literacy education. Prerequisites: MED 537 and MED 574.

MED 584 Secondary Methods (2)

Candidates learn varied instructional methods via performance and observation of peer teaching. Also covered are advanced instructional planning and forming more effective relationships with students. Required: concurrent enrollment with MED 587.

MED 587 Secondary Methods Practicum/Seminar (2)

This is a 90 hour practicum for secondary teacher candidates to integrate skills in planning, teaching and assessing student learning in a secondary classroom (grades 6-12) middle school, junior high or high school. Research based teaching methods will be emphasized. Field experiences and assignments will relate to teacher candidates primary teaching endorsement (subject) area. Includes a 15 hour seminar. Requires concurrent enrollment in MED 584.

MED 591 Added Endorsement Practicum (3)

This practicum includes 90 hours of structured observation, teaching preparation, teaching experience, and reflection in a P-12 setting in the added endorsement field plus 15 hours of research/lesson plans/final paperwork. Includes a minimum of two observations by a University supervisor using the Washington State Performance based Pedagogy Assessment. Prerequisite: Acceptance to added endorsement program; permission of instructor.

MED 592 Elementary Education Practicum (2)

The purpose of this course is to apply theoretical knowledge learned in the elementary education program to the classroom setting. This seminar and specialty practicum serves as an opportunity to practice instructional activities in an extended field experience. Includes a 90 hour practicum in an elementary classroom plus a 15 hour seminar. Course may be substituted with MED569 or MED579. Prerequisite: Last semester of coursework before student teaching.

MED 593 Internship, Special Education (5-10)

This is a supervised full-time internship with a split assignment. Special education candidates will split their internship between special education and either an elementary or a secondary school, depending on their endorsements. Prerequisites: Completion of all required coursework and endorsements leading to recommendation for certification. Course fees apply.

MED 594 Teacher Internship (5-10)

This is a supervised full-time internship in an elementary school for one semester. Prerequisites: Completion of all required coursework and endorsements leading to recommendation for certification. Course fees apply.

MED 595 Directed Study (1-3)

Independent study on topics of special interest. Restricted enrollment.

MED 597 Directed Practicum (1-3)

This course is a 15-90 hour classroom-based field experience assigned to students that need an extra practicum to complete their degree or certification. Includes direct supervision and observations by instructor at the school site. No prerequisites. Instructor approval is required. Course may be repeated for credit.

MED 598 Teacher Internship Seminar (2)

This is a seminar for student or intern teachers and must be taken concurrently with internship. Corequisite: MED 593 or MED 594.

MED 601 Educational Research Methods I (3)

An introduction to traditional and alternative forms of understanding and communicating about the teaching profession. A variety of techniques related to understanding and writing, including library research, field research, narrative, metaphoric and personal reflection will be studied. This course is a prerequisite for the thesis course, MED 699. To be taken prior to admission to candidacy. Prerequisites: Admission to graduate program.

MED 605 Diversity and Social Context in the Classroom: Theory and Practice (3)

Examination of the educational theories, practice and research related to the education of diverse populations. The impact of social context factors such as race, ethnicity, culture, gender and economic status on knowledge bases, learning styles, socialization patterns and educational opportunity will be studied. Development of appropriate and diverse classrooms and curriculums will be emphasized. Prerequisites: Admission to the graduate program; relevant professional experience.

MED 607 Foundations for Educational Practice (3)

This is a course designed to provide a graduate student the basic knowledge and skills in educational philosophy and educational psychology. Graduate students will be asked to think critically and creatively about concepts involved with the control of education, educational philosophy and psychology. The course will include how these philosophies or theories affect best practice; and how best practice affects these theories. Focus will be on those basic concepts central to the certification requirements as well as refinement and extension of those concepts.

MED 611 Leadership in Social Justice, School Identity and Mission (3)

An excellent Catholic school is guided and driven by a clearly communicated mission, identity, and a total academic curriculum that integrates faith, culture, and life. The purpose of this course is to equip education leaders to be advocates for service, social justice, and academic excellence. Prerequisite: Admission into the Catholic Education Leadership Program. Not repeatable for credit.

MED 612 Leading for Academic Excellence in Catholic Schools (3)

Examination of the educational theories, practice and research related to the education of diverse populations. The impact of social context factors such as race, ethnicity, culture, gender and economic status on knowledge bases, learning styles, socialization patterns and educational opportunity will be studied. Development and leadership of appropriate and diverse classrooms and curriculums will be emphasized. Prerequisite: Admission into the Catholic Education Leadership Program. Not repeatable for credit.

MED 613 Operational Vitality in Catholic Schools (4)

Course presents an overview of the operational vitality of Catholic schools and public school finances. Focus will be on the "operation" of the Catholic school- how it works and how it is supported- in four key areas: finances, human resources/ personnel, facilities, and institutional advancement. Includes an introduction to legal and historical basis of public school funding, sources of funding for schools, basics of funding mechanisms, budgeting procedures, and building level financial management. Emphasis will be placed on legal foundations and requirements for practice. Prerequisite: Admission into the Catholic Education Leadership Program. Not repeatable for credit.

MED 614 Effective Governance and Leadership in Catholic Schools (3)

An introduction to the information and competencies necessary to prepare administrators capable of facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community; who are advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth; who are capable of ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment; and who will act with integrity, fairness and in an ethical manner. Prerequisite: Admission into the Catholic Education Leadership Program. Not repeatable for credit.

MED 630 Creative Thinking and Problem-solving (3)

Examination of basic theoretical concepts involved with creativity and problem-solving. Attention to development of creative thinking and problem-solving abilities. Development of ideas and design of activities aimed at enhancing the capabilities of others.

MED 631 Curriculum Theory and Development (3)

Design, development and evaluation of instructional material. Emphasis on construction of educational sequences for various types of learning tasks. Selection, sequencing, teaching procedures and assessment are discussed.

MED 633 Models of Teaching (3)

Comprehensive review of various instructional strategies frequently used in classroom settings. Emphasis on strategies amenable to analytical review and evaluation.

MED 635 Inquiry Development (2)

Development of questioning techniques that enable teachers to increase the verbal skills of students and make students more autonomous, productive learners.

MED 636 Individualized Instruction (2)

Rationale and principles of individualized instruction, with special attention to programs, methods and materials now available, as well as development of new programs.

MED 637 The Gifted Child (2)

Investigation of the gifted student, emphasizing definition, attributes, identification and implications for the educator.

MED 640 Guidance and Counseling (3)

Consideration of major principles and practices of guidance and counseling. Roles of the teacher and school counselor in the guidance and counseling process. Includes 10-hour practicum in a P-12 setting.

MED 641 Individual Counseling (3)

Consideration of major principles and practices of individual counseling for school counselors. Either MED 641 or MAC 508 can be taken to meet the individual counseling requirement for the guidance and counseling strand. Prerequisite MED 640.

MED 642 Group Processes (3)

Consideration of major principles and practices of group counseling for school counselors. Either MED 642 or MAC 518 can be taken to meet the group counseling requirement for the guidance and counseling strand. Prerequisite: MED 640

MED 643 Assessment and Appraisal (3)

Introduction to major techniques of assessing strengths and weaknesses of individuals in academic, psychological and social domains.

MED 644 High School and Career Counseling (3)

The course combines two topics: 1) topics and skills needed for high school counselors, and 2) career counseling topics and skills needed for K-12 school counselors. Prerequisite: MED 640

MED 646 Assessment and Current Issues in School Counseling (3)

Covers research on current issues of interest to school counselors; consulting and training design roles of school counselors; and testing and assessment competencies needed by school counselors. Prerequisite: MED 640.

MED 647 Education Foundations for ESA Certification (1)

Focuses on problems of school and society, human growth development, learning and American school law for ESA school counseling candidates without prior coursework in the above topics.

MED 648 Elementary and Middle School Counseling (3)

Covers topics and skills needed for elementary and middle school counselors. Emphasis on pragmatic, developmentally appropriate, counseling skills for working with K-8 students. Topics include community resources, testing and measurement, working with parents, visitations to K-8 schools, the varying roles of K-8 school counselors, prevention programs and the role of school counselor as staff trainer and consultant. Includes a 10-hour practicum. Prerequisite: MED 640.

MED 649 Internship in School Counseling (1-5)

An accumulation of 400 hours of supervised and school based internship in a P-12 school setting and a one-hour weekly seminar. Must be repeated each semester that a student is working on the internship. Each student must take a total of five credits. Prerequisite: Instructor permission.

MED 651 Leadership in Supervision and Evaluation (2)

This course involves the study and development of knowledge, skills, and strategies needed by educational leaders in their role as instructional leaders and evaluators. State instructional frameworks will be reviewed and analyzed, state requirements, processes and forms for teacher evaluations will be presented, and strategies for courageous conversations will be rehearsed in order to support school improvement and student success.

MED 652 Leadership for Professional Capacity (2)

This course involves the study and development of needed knowledge, skills, and strategies needed by educational leaders in their efforts to recruit and retain a highly effective and diverse staff. Using research and school data, it will identify opportunities for professional growth and development for staff that encourages their leadership, cultural responsiveness, digital literacy, school improvement, and student success.

MED 653 Principles and Equity in Leadership (3)

This course examines the basic principles of school leadership utilizing an equity lens. Using research, theory from education and the social sciences, and knowledge based on effective practices, students will examine various aspects of the daily work of principals, the characteristics of effective and equitable schools, and the value of leading school change and improvement. Special attention will be given to how principals lead, manage programs and shape school culture using an equity lens. Theories, concepts, and models will be applied to the realities of successful, productive leadership.

MED 654 Principal as Leader of Learning Community (3)

An introduction to the information and competencies necessary to prepare administrators capable of applying the knowledge and skills necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, support, and assessment. The course prepares administrators who are able to facilitate the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community; who are advocating, nurturing and sustaining an equitable school culture and instructional program conducive to student learning and staff professional growth; who are capable of ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment; and who will act with integrity, fairness and in an ethical manner.

MED 655 School and Community Relations (2)

A course designed to provide a thorough examination of a school and its interaction with families and its community. The course will examine the internal and external communities and the relationship between and among these entities, including the role of communications in school-community relations. The course prepares leaders to actively engage families and communities in sustainable relationships in support of all students.

MED 658 Leadership for Equitable School Operations and Management (3)

This course provides an overview of the knowledge and skills needed by building-level leaders to promote the success of every student through school management and operations including the uses of school resources and structure in order to achieve equitable outcomes for diverse student populations. School-based budgeting, strategies for acquiring resources, information on legal and historical basis for school funding, and requirements surrounding federal funds will be presented. Laws, rights, policies, and regulations enacted by state, local, and federal authorities that affect schools, students, and adults will be reviewed as will local collective bargaining agreements.

MED 659 Principal/Program Administrator Internship (1-6) normally three credits in each of two semesters

An accumulation of 540 hours of school-based, supervised, internship in a kindergarten through grade 12 school setting and a weekly one-hour seminar. (A minimum of 270 of the hours must be accumulated during the regular school day.) Repeated each semester that a student is working on the internship. Each student must take a total of six credits.

MED 661 Practicum in Higher Education (1)

An effective student affairs professional practitioner understands the interweaving of theory and practice. The purpose of this course is to focus on a supplemental practicum experience and to provide opportunities for students to reflect on their practice. The student is involved in a 100-hour practicum experience with an on-site mentor at a college or university. Students will keep a reflective journal.

MED 662 Introduction to Higher Education & Student Affairs (3)

An introductory course for graduate students enrolled in the Higher Education & Student Affairs program. Student affairs educators are employed in a wide range of institutional types and functional areas (i.e., academic advising, admissions, campus ministry, career development, financial aid, residence life, student activities, etc.). To work effectively in these settings, student affairs educators must understand the role of student affairs in facilitating the learning and personal development of students. Knowledge and appreciation of connecting functional areas with the history, philosophy, and theoretical underpinnings of the field and current issues facing higher education is an important fundamental graduate understanding. Equally important is learning how to best present oneself as an emerging professional and understanding the wide variety of functional areas available within the field.

MED 663 College Student Development Theory (3)

To be effective professional student affairs educators or hold positions as faculty in institutions of higher education, one must understand a thorough and comprehensive review of key student developmental theories. The theories in this course will describe student patterns of growth and development during the college years. Further, this course will explore barriers to student development and the roles and responsibilities student affairs staff share with faculty and students themselves in reducing these barriers. We will also explore the emerging theories and models, and their translation into practice for working with diverse cohorts of students attending institutions of higher education. Additionally, you will be encouraged to use multiple perspectives to understand and appreciate the influence of college and university environments on student behavior.

MED 664 Higher Education & Student Affairs Administration (3)

This course explores the connections of theory and practice in administrative leadership and management of higher education student services/student affairs. Beginning with higher education finance and budget management the course broadens to include the principles of supervision and management and their connections to professional standards and best practices. You will be provided the opportunity to practice leadership and management in your own department while also creating the partnerships needed within student affairs and with other faculty and staff colleagues.

MED 665 The American College/ University (3)

This course explores and examines the differing and shared belief systems and practices between public and private, two-year and four-year, non-profit and for-profit institutions of higher education in the United States. Special attention will be given to moral reasoning and ethical frameworks, how power dynamics affect ethics in practice, authenticity and integrity, ethical dilemmas and issues and how these concepts are played out in the practice of implementing values based on educational experiences in the co-curriculum as practiced within the pluralistic nature of our society.

MED 667 Ethics and Legal Issues in Higher Education (3)

This course is designed to provide higher education and student affairs graduate students with a basic understanding of the legal issues that they may confront in their institutions of higher education. Emphasis is placed on the ability to recognize the issues and act within the parameters of the law and refer to university counsel as appropriate.

MED 668 Internship/Assistantship in Higher Education & Student Affairs (1-2)

An effective student affairs professional practitioner understands the interweaving of theory and practice. The purpose of this course is to focus on a practical internship experience and to provide opportunities for students to reflect on their internships. Further, this course will explore career preparation tactics in which individuals move from their role as student/practitioner to practitioner/scholar. The student is involved in a 250-hour internship experience (or full-time position) with an on-site mentor at a college or university. Interns keep a reflective journal and participate in on-going professional development. This course is repeatable with 2 credits required. Credits may be taken together (2 credits during on term) or consecutively (1 credit in 2 consecutive terms).

MED 671 Philosophy of Reading Instruction (2)

Explores theoretical and historical base of teaching of reading and writing in grades kindergarten-8. Also offers an overview of the body of knowledge associated with the field of reading instruction.

MED 672 Writing, Spelling, and Phonics Instruction: From Theory to Practice (3)

This course is designed for the serious student of literacy education to study and evaluate the trends and issues in the field of education that have led to the professionally accepted best practices in the areas of writing, spelling, and phonics instruction in America's schools.

MED 673 Strategies for Reading Improvement K-12 (3)

Students learn how to create a learning environment that fosters reading improvement at the K-12 level. This course focuses on those cognitive strategies needed for the instruction of reading comprehension and effective study methods. Students assess the effectiveness of the school/class reading curriculum and learn how to supplement that curriculum for diverse learners.

MED 674 Literature Across the Curriculum (3)

Literature is part of a balanced-literacy program. In this course, students will build their knowledge of quality children's and young adult literature and develop practical teaching methods using literature. Using a literacy curriculum framework, students will explore ways to effectively use literature to supplement, extend, and enhance student learning.

MED 675 Literacy Assessment and Evaluation (3)

The study of reading development and the analysis of reading behavior using a variety of assessment tools, including Running Records, Informal Reading Inventories and Miscue Analysis. Students work with children individually and in small groups to diagnose, plan, and implement effective instruction.

MED 678 Literacy Leadership (2)

This course is designed to aid the master teacher in the development of leadership skills in preparation for filling the role of reading specialist in schools. It is further planned to facilitate the preparation of teachers to be effective reading coaches in their schools. Prerequisites: Must be taken in the last 12 hours of the graduate program.

MED 685 School Counselor Peer Review (1)

This is a Washington state required OSPI course for continued School Counselor Certification (WAC 181-79A-221). Students will share, examine, and receive and provide peer review on their approaches for having a positive impact on their student's academic learning and lives. Prerequisite: previously earned ESA School Counselor Certificate.

MED 695 Special Topics (1-3)

Course devoted to selected topics relevant to education.

MED 698 Integrating Theory and Practice in Education: Capstone Course (3)

Required for non-thesis option students. This course is intended to be a culminating experience in the Master's Degree Program. During the semester, candidates will work closely with their instructor and academic advisor to complete their capstone project. The final project is presented to a small group of peers and colleagues in a seminar setting. Class is designed to be taken during the last semester of the candidate's program. Prerequisite: All graduate core courses completed or by permission of instructor and MED/MIT Director.

MED 699 Final Project/Thesis Research Component (3)

Designed for the student to complete the thesis/final project (thesis option).

Leadership

LD 801 Multi-disciplinary Perspectives of Leadership & Practice (3)

This course provides an essential understanding of leadership and authority and is designed as well to generate personal insights into one's own patterns of response to social forces and skills for leadership. The course has a strong experiential component that continually provides participants with opportunity to test and integrate their learning with experience.

LD 802 Philosophies of Knowledge Acquisition and Research (3)

This particular course sets the stage for subsequent courses that focus on specific research methods. The course focuses on different thinking about the nature of knowledge (sometimes referred to as epistemology) and the different types of research designs and methods that tend to be associated with different epistemologies. The course also demonstrates that the sorts of conceptual disagreements found in the social sciences also can be found in leadership practice. Finally, the course gives students an opportunity to hone their writing and presentation skills and diagnose any difficulties they may have with writing and making oral presentations at the start of their doctoral work. Once aware of any communication-related problems they have, students can use the Ph.D. program to correct diagnosed difficulties. Prerequisite: LD 801

LD 803 Political, Economic, and Social Understandings of Leadership (3)

The activities in this class are fundamental to effective, ethical leadership at any level. This course urges, pushes, and cajoles you to view things through different lenses than you might ordinarily use. The more lenses you master, the more tools you have at your disposal. This course provides several theoretical perspectives – in brief, the basic premises of the social science disciplines — through which to view organizational problems. Generally, at least one of these perspectives will be quite helpful to understanding and working toward a particular problem solution. Even when these particular perspectives do not fit exactly, the habit of looking at a problem in such a manner opens other viewpoints and other possibilities. The course begins with the premise that organizational issues are messy and complex, and that they are generally too deeply rooted in economic, political, and cultural issues to allow a formulaic 1-2-3 resolution. The course also introduces the idea of a case study to formally examine an issue and to seek a solution unique to a particular case. Such an examination generally reveals the fact that, while cases may display similarities, each is unique enough to require a tailored solution. This insight requires all leaders to stay humble and nimble. Prerequisite: LD 802

LD 804 Past and Current Leadership Theories— Future Possibilities (3)

This course provides an overview of foundational leadership theories. As a core program course, students will examine the foundations, current theories of the discipline, and trends of leadership theory as a whole. Students will obtain a firm understanding through thorough exploration of the strengths and weaknesses of various approaches in leadership studies and provide them with the knowledge required to continue research and analysis in the field. As with all courses in the Leadership Studies program, this course will employ an interdisciplinary approach in materials covered and examined. Prerequisite: LD 803

LD 805 Leadership through the Lens of Power, Freedom, and Change (3)

This course will introduce critical ways of thinking about the concepts of power, freedom, and change within institutions. This course is an intersection of leadership and theories of difference. Philosophical, theoretical, and personal frameworks will be challenged and developed using multicultural/ diversity/ social justice and leadership lenses. Students will be invited to explore leadership within multicultural and global perspectives. Prerequisite: LD 804

LD 806 Applied Leadership Practices (Doctoral Internship (3)

Via a seminar combined with an internship, this course offers the opportunity for students to be engaged in an integral self and systems approach to leadership. Particular emphasis will be placed on the development of the "self-as-instrument" while attending to the complex dynamics that are present in the contemporary organizational context. The course blends an emphasis on mastery of conceptual frameworks with an experiential "theory-in-practice" orientation to learning. As such, students are offered an opportunity to bring an applied leadership perspective to their rigorous scholarly exploration of different dimensions of development commonly researched and encountered in the human and organizational condition. By Permission

LD 810 Applied Statistics & Quantitative Research Methods (3)

This course provides instruction in a variety of quantitative research designs and select data collection and statistical analysis procedures appropriate to each design. In other words, this course will provide students with the statistical skills necessary to understand many of the important analytical procedures used in social scientific research. This course also serves as the prerequisite for the advanced quantitative methods course (LD 901).

LD 811 Qualitative Research Methods (3)

This course considers the underlying philosophy of qualitative research, the type of research questions various methods appropriately address, and an overview of the major qualitative methodologies. Assignments provide guided practice in data collection, analysis, and presentation of research, moving gradually from less to more complex qualitative methodologies. Students acquire beginning skills in qualitative research and are able to critically evaluate qualitative studies in the literature. This course also serves as the prerequisite for the advanced qualitative methods course (LD 902).

LD 901 Advanced Quantitative Research Methods (3)

The purpose of this course is to help students develop the skills necessary to do high quality theoretically informed quantitative research. This is a statistic course in that we will calculate or derive equations. The emphasis for this course will be on applying quantitative analysis techniques on data to test ideas. This course assume that students have a knowledge of basic descriptive and inferential statistics. As such, this course requires students to have successfully completed the basic doctoral-level quantitative research methods course, LD 810 or an equivalent introductory statistics course. Any students not meeting this prerequisite will need the special approval of the instructor before formally enrolling in this course.

LD 902 Advanced Qualitative Research Methods (3)

This class is designed to support students' skill development in conducting all the important steps necessary to complete a qualitative research project. In order to ensure that students have the opportunity to engage in the complete process of doing this kind of research, all students will conduct interviews, observations, document analysis, code, develop thematic units, conduct analysis and write a final paper that will inform the research topic under study. To complete all of this and prepare you for your individual dissertation work, it is essential that you begin your work immediately. Alongside work in the field, students will investigate qualitative research methods. Particular attention will be paid to two methods that support a very specific philosophy of qualitative inquiry. Both approaches take as their source the following: all meaning is actually a contested site of multiple practices, the social world in all its cultural and structural diversity is created and re-created through interaction, and that it is incumbent upon the researcher to understand the meaning that individuals give to their activity. All students are required to have taken a qualitative research class (LD 811 or equivalent) prior to enrollment in this class.

LD 903 Action Research Methods (3)

This course will introduce students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The goals of action research are the improvement of practice, a better understanding of that practice, and an improvement in the situation in which the practice is carried out. Topics include an analysis of collaborative and spectator forms of research, ways to identify problems to investigate, the selection of appropriate research methods, collecting and analyzing data, and ways to draw conclusions from the research. Prerequisite: LD 810 or 811, or equivalent.

LD 904 Historical Research Methods (3)

This course will introduce students to historical research methods and familiarize students with the tools and techniques that historians use to study the past. Students will learn about the process of modern historical inquiry and gain a better understanding of the diverse resources that historians use to conduct research. The course will be structured on research methodology and the examination of how and why historians conduct research on the past. We will also examine how different historical resources can be used for historical research. By the end of the course, students will understand how to conduct research on past events and be familiar with the variety of physical

and electronic resources available for historical research. Prerequisite: LD 810 or 811, or equivalent.

LD 910 Dissertation Proposal (3)

Student works with dissertation chair (supported by committee members) to complete a proposal for dissertation research. Prerequisite: Pass Comprehensive Exam and completion of LD 901, LD 902, LD 903, or LD 904.

LD 911 Dissertation I (3)

Student works with dissertation chair (supported by committee members) to progress toward completion of dissertation research. Prerequisite: LD 910

LD 912 Dissertation II (3)

Student works with dissertation chair (supported by committee members) to complete research and write the dissertation. Prerequisite: LD 911.

SCHOOL OF ENGINEERING

Master of Engineering Management

MEM 511 New Product Development (3)

The design of complex new products is an essential skill of professional practice and requires unique knowledge, skills, and attitudes common to a number of disciplines. Students will explore the process of product definition, ideation, and engineering by analyzing real world problems. The unit will allow students the opportunity to examine humanitarian problems in disadvantaged communities. Students will be encouraged to view design problems from holistic perspectives, paying attention to biases, values, and needs of customers and users.

MEM 512 Technology 4 Entrepreneurship (3)

This course explores the entrepreneur's contribution to new ventures in engineering industries as well as to examine the nature of entrepreneurial behavior and its role in both small and large technology organizations. It introduces concepts and practices of entrepreneurship and will offer the foundation by providing knowledge and skills relevant to the creation and leadership of entrepreneurial ventures and how new technology ventures are created.

MEM 513 Engineering Innovation (3)

Innovation has a crucial role in the competitive positioning and performance of organizations, for example, in creating new products, identifying new markets, transforming industries, and revitalizing mature organizations. This course covers concepts common and necessary to successful product innovation development. You will learn the theories of creativity and idea generation, examine the role of technology in goal-setting and strategic management of companies.

MEM 514 Engineering Economics and Venture Finance (3)

This course will consider a broad range of questions that entrepreneurs deal with in financial strategy, including: strategies for raising capital; the structure of finance deals; economic projections in business plans; and company valuation. Students will gain knowledge on how to launch, lead, and manage a viable business starting with concept validation to commercialization and successful business formation. It will also examine strategic management of technology and how the results of innovation development are valued.

MEM 523 Implementing a Data Warehouse (3)

Students will learn how to implement a data warehouse to support a business intelligence solution and learn about data integrity and how to enforce it using Master Data Services. Students will become familiar with basic challenges of Extract Transact Load (ETL) as well as the pros and cons of different data warehouse design models.

MEM 560 Data Analysis (3)

This course introduces Language R and other tools, methods, and skills that data scientists need in order to understand data. Students will explore topics such as data manipulation, data analysis with statistics, machine learning, data communication with information visualization, and working with big data. Prerequisites: MTH 201 or MTH 357, or equivalent. Concurrent enrollment: CSC 210 or equivalent. A minimum grade of C- is required for all prerequisites.

MEM 563 Data Visualization Tools (3)

The course covers tools and techniques for summarizing data, and it introduces a wide aspect of visualization such as story, numbers, architecture, and code. Plotting systems in R will be covered, along with basics of data graphics including visualization of multidimensional data. SQL Server reporting services will also be

used to build modes. Prerequisite: CSC 360 or equivalent. A minimum grade of C- is required for all prerequisites.

MEM 575 Designing Business Intelligence Solutions (3)

Students will learn (review) how to implement a data warehouse to support a business intelligence solution and learn about data integrity and how to enforce it using Master Data Services. Students will become familiar with basic challenges of Extract Transact Load (ETL) as well as the pros and cons of different data warehouse design models. Students will learn about NOSQL Databases and become familiar with MongoDB. Students will also be learning Data Mining. Students will apply their knowledge in a final project. Prerequisites: CSC 360, 380, and CSC 463 or equivalent.

MEM 582 Industrial Engineering (3)

This course is designed for MEM students who have not previously majored in industrial engineering. The objectives are for the students to understand the scope of industrial engineering and the basic concepts of industrial engineering. Topics include manufacturing systems analysis, methods analysis and work measurement, motion economy, work place layout, line balancing, work sampling and compensation management and labor relations. Concepts of lean manufacturing and concurrent engineering will be introduced as well. Topics related project work will be conducted to give the students an opportunity to apply the theoretical content.

MEM 583 Engineering Design/ Creative Problem Solving (3)

Learn engineering design methodologies related to: product definition, concept generation; individual, group, and organizational decision making; project management; and problem solving processes. Use techniques to generate innovative product solutions that include creative critical thinking, logical analysis, brainstorming techniques, and intuitive design. In addition to lectures and discussions, the course emphasizes application of these skills through real world application, case studies, small group discussions, and projects.

MEM 585 Biomechanical and Instrumentation in Ergonomics (3)

This course covers occupational biomechanical calculations of forces and torques developed in a worker's body while performing occupational activities, strength limitations of various worker groups that can guide the engineers in job and product designs, muscle activities related to various work activities and different task scheduling. It also provides the students exposure to some instrumentation methods such as measurements of hand forces in performing job activities, hand-arm vibration when using power tools, reactions times related to different display designs, measurement of workload and product usability evaluations.

MEM 603 Accounting for Managerial Decision-making (3)

Study and application of accounting concepts and techniques used by management for planning and controlling organizational activities. Equivalent to MBA 603.

MEM 610 Systems Engineering Management – Planning (3)

Covers approaches to planning, including strategies, forecasting and modeling. Emphasizes techniques useful in scope planning, managing feasibility studies, concept analysis, EA/EIS, public meetings and workshops, city planning, zoning ordinances. Also covered are human behavior approaches to problem-solving and scheduling.

MEM 611 Systems Engineering Management – Design (3)

Stresses development of management skills to be applied in scope definition, cost-estimating and design of engineering projects. Includes study of various methods of decision analysis. Topics include criteria development, conversion of client needs to engineering specifications, value engineering, quality control and assurance, trades integration and computer software applications for design management.

MEM 612 Project Management—A Holistic Approach (3)

Intensive coverage of management in a wide range of project applications from concept through operations. Planning, scheduling, controlling, economic analysis, quality control and customer

satisfaction are stressed in this course. Course credit cannot be given to students who have taken MCE 612.

MEM 615 Managerial and Engineering Economy (3)

Economic evaluation of engineering alternatives geared to maximize investment potentials.

MEM 620 Engineering Law (3)

Practical legal considerations, including engineering ethics, contract law and practice, patents, copyrights, general and special considerations, specifications, scope of work, liabilities, labor law, property rights and a focus on contract administration.

MEM 623 Seminar in Management Information and Control Systems (3)

Evaluation of organizational information needs and the ability of computer technology to meet those needs in an economical fashion. Emphasis on identification, specification and installation of appropriate computer technology and subsequent need for direction, control and overall management of the information function. Equivalent to MBA 623.

MEM 624 Human Resource Management (3)

The management of human resources informal organizations, organizational design and structure, human resource planning and recruitment, job analysis/evaluation and compensation, management development, labor relations and training. Course uses case studies. Equivalent to MBA 624.

MEM 640 Marketing for Engineers (3)

Market information, forecasts, qualitative and quantitative analysis and trends. Marketing methods, proposal preparation, joint venture strategy, customer relations, performance evaluation, formal presentations, use of visual aids, job cost determinations, methodology portrayal, phase selection and marketing cost factors.

MEM 650 Quality Control (3)

Use of various methods and recent developments of quality control (such as QA/QC, six sigma, ISO 9000 and TQM) are covered in detail. Quality in design and planning is stressed as equally important to quality in the completed project and quality in production of goods and services.

MEM 660 Engineering Project Costing (3)

Cost estimation for engineering projects, including construction and manufacturing projects, with emphasis on materials, labor, financing, administration, and associated costs. Estimation techniques to evaluate professional technological costs of engineering, research and development; planning; and design.

MEM 675 Lean Six Sigma Principles (3)

This course builds the advanced tools and techniques to apply six sigma principles to any type of project or organization. Concepts introduced will support preparation for the student to sit for a Six Sigma Black Belt examination. A six sigma application project will be completed during the class to further support Black Belt certification. Prerequisite or concurrent enrollment: MEM 650 and MBA 631. A minimum grade of C- is required for all prerequisites.

MEM 680 Environmental Management (3)

Engineering and administrative functions in the control of environmental factors affecting human health and survival. Focuses on challenges of managing engineering approaches such as meeting environmental assessments, environmental impact statements and other legal requirements. Course credit cannot be given to students who have taken MCE 680.

MEM 690 Thesis (3)

Independent research in the student's area of interest, under the supervision of faculty. Successful completion of a final oral examination and successful defense of the thesis before a faculty panel is required. Students may register for a maximum of three hours per semester. Prerequisite: Consent of instructor. May be repeated.

MEM 691 Construction Management (3)

Covers engineering project management from concept through design, procurement, construction and closeout. Topics include construction techniques, equipment management, project delivery, contractual arrangements, cost-estimating, critical-path method scheduling, tracking and cost control, trend analysis and forecasting, safety,

administration of group process and leadership and economic feasibility analysis. Course material applicable to the senior capstone design courses. Course credit cannot be given to students who have taken MCE 691.

MEM 692 Construction Contract Management (3)

The class will emphasize the management of construction contracts. The instructor will provide students an in depth and detailed examination of various types of construction contracts. The course incorporates a combination of text readings, class discussions, practical problems for discussion in class and lectures provided to augment and lead weekly discussions.

MEM 695 Special Topics (3)

Course devoted to selected topics relevant to engineering management studies.

MEM 698 Independent Research/ Advanced Topics (3)

A student/faculty selected project or course of study that allows the student to do research in a specialized area or on a specialized topic of interest. Offered on approval by the chair of the department. Prerequisite: Instructor Permission.

MEM 699 Capstone Research Project (3)

An applied engineering management project typically involving a challenge in the student's workplace. Offered on approval by the director of the department for students seeking to earn the MEM after completing two Graduate Certificates. Prerequisite: Instructor Permission.

Master of Science in Civil Engineering

Courses in the MSCE program are scheduled in accord with enrollment numbers and demand. Students may not take both the undergraduate and graduate versions of a class for credit. For example, CE 480 and MCE 580 may not both be taken for credit.

MCE 501 Independent Study (1–4)

Prerequisites: Consent of instructor and approval of program director.

MCE 502 Advanced Design Project / Advanced Special Projects (3)

Course is required of all students not writing a thesis. An independent or small team-based comprehensive graduate-level design project in the student's discipline interest area, in consultation with faculty. A formal written, graphical and oral presentation of the completed project is required. Prerequisites: Completion of 18 semester hours in the MSCE program and consent of instructor.

MCE 503 Thesis (1-3)

Independent research in the student's area of interest, under supervision of faculty. Successful completion of a final oral examination and successful defense of the thesis before a faculty panel is required. Students may register for a maximum of three hours per semester. 6.0 credits required for Thesis option. Prerequisite: Consent of instructor.

MCE 505 Insitu Soil Testing (3)

Introduction to site investigation procedures and institute testing techniques to characterize field behavior of soils related to engineering properties. Field exercises in the use and interpretation of the standard penetration test, cone penetration test and pressure meter test. Exercises in reducing field data and deriving soil properties for application to foundation design problems. Course provides a connection between introductory soil mechanics and foundation design and introduces both current practice as well as state-of-art site investigation techniques. Independent research report or design project required for graduate credit. Credit not allowed for students who have taken CE 405. Prerequisites: CE 321, CE 322. A minimum grade of C- is required for all prerequisites.

MCE 518 Seismic Evaluation (3)

Fundamentals of seismology and geotechnical earthquake engineering, in accordance with the NEHRP and USGS procedures, with correlation to the Uniform Building Code and International Building Code. Topics covered include plate tectonics, earthquake faults, seismic magnitude and intensity, ground motion, seismic wave attenuation, development of response spectra, seismic hazard analysis, ground motion amplification, liquefaction analysis, dynamic slope stability, seismic design of retaining walls and mitigation of hazardous sites. Prerequisites: CE 321, CE 360, CE 450. A minimum grade of C- is required for all prerequisites.

MCE 525 Advanced Transportation Engineering (3)

Selected topics in advanced transportation planning techniques, signalization design, airport planning and design and transportation economics. Course is designed to equip students with practical design-oriented knowledge of land-use impacts on transportation, travel demand forecasting, models of trip distribution and traffic assignment on the road network. Independent research report or design project required for graduate credit. Course credit cannot be given to students who have taken CE 425. Prerequisites: CE 323, GE 359. A minimum grade of C- is required for all prerequisites.

MCE 533 Prestressed Concrete Design (3)

Analysis and design of components of prestressed concrete structures, in accordance with applicable national and international building code requirements. Prerequisite: CE 360. A minimum grade of C- is required for all prerequisites.

MCE 535 Pavement Design (3)

Asphalt and concrete pavement design for highways and airfields. Covers wheel loads and design factors; stresses in flexible and rigid pavements; vehicle and traffic considerations; soil classification and characteristics; subgrade, bases and subbases; and design methods. Combines soil mechanics theory and traffic requirements for an understanding of the fundamental behavior of pavements under traffic loads, with design of material and thickness to satisfy strength and serviceability performance objectives. Independent research report or design project required for graduate credit. Course credit cannot be given to students who have taken CE 435. Prerequisite: CE 321. A minimum grade of C- is required for all prerequisites.

MCE 540 Structural Steel Design (3)

Analysis and design of structural steel members, connections and systems in accordance with current AISC Specification. Topics include steel properties, load combinations, design specifications, design of tension members, columns, beams, beam-columns, trusses, welded and bolted connections and structural systems to resist vertical and lateral loads. Senior CE undergraduate as well as MSCE graduate students will learn how to apply the principles of mechanics of materials and structural analysis to the design of steel structures in conformance with current codes. Independent research report or design project is required for graduate credit. Course credit cannot be given to students who have taken CE 440. Prerequisite: CE 350. A minimum grade of C- is required for all prerequisites.

MCE 541 Advanced Steel Design (3)

Analysis and design of steel structures, including special connections, plate girders, composite steel-concrete members, structural systems and bracing for lateral load resistance. Coursework based on load and resistance factor design methods, in accordance with applicable national and international building code requirements. Prerequisite: CE 440 or MCE 540. A minimum grade of C- is required for all prerequisites.

MCE 545 Timber Design (3)

Analysis and design of wood structures by the allowable stress method, in accordance with the National

Design Specification (NDS) for Wood Construction. Topics include wood properties and specifications, design of solid and glued-laminated members, tension members, columns, beams, beam-columns, bolted and nailed connections, and plywood diaphragms and shear walls to resist lateral loads. Senior civil engineering students learn to apply the principles of mechanics of materials and structural analysis to the design of wood buildings in conformance with current codes. Prerequisite: CE 350. A minimum grade of C- is required for all prerequisites.

MCE 552 Masonry Design (3)

Analysis and design of masonry structures per current building code requirements with focus on reinforced masonry. Topics include general types and applications of masonry construction systems, basic masonry and reinforcing steel properties, introduction to fundamental unreinforced and reinforced masonry behavior and design philosophy, development of simple loads and load paths, load combinations, construction specifications and basic building applications. Design/analysis elements include wall, lintel and beam sections over a full range of behavior, including ultimate strength, serviceability and basic detailing; integration of masonry components into simple building systems. Introduces basic concepts of lateral bracing, diaphragm action, fire safety,

architectural features and rehabilitation of older masonry buildings. Students apply mechanics of materials, structural analysis principles and methods first developed in reinforced concrete to the design of masonry components. Prerequisites CE 360. A minimum grade of C- is required for all prerequisites.

MCE 553 Matrix Structural Analysis (3)

Development and application of matrix methods as the basis for modern computer based structural analysis. Topics covered include matrix algebra; basic concepts of force and displacement methods of structural analysis; member and structural stiffness matrices; the Gaussian elimination algorithm; and exercises in solving indeterminate trusses, beams and frames. Students learn to extend classical structural analysis to the advanced analytical techniques used in professional practice. Introduction of commercial software currently used by structural engineers. Independent research report or design project required for graduate credit. Course credit cannot be given to students who have taken CE 453. Prerequisite: CE 350. A minimum grade of C- is required for all prerequisites.

MCE 555 Advanced Foundation Design (3)

Advanced topics in settlement and bearing capacity analysis of shallow and deep foundations, including application of insitu testing and numerical schemes to foundation design. Prerequisite: CE 430. A minimum grade of C- is required for all prerequisites.

MCE 560 Structural Systems Design (3)

Current professional practice in the design of structural systems for buildings. Multiple material types are used in creating structural systems designed to resist dead, live, wind and earthquake loads in accordance with Uniform Building Code criteria. Economical arrangements of components to achieve material compatibility, strength, serviceability and constructability are emphasized. The impacts of different professional disciplines' responsibilities comprising a typical project team are examined.

MCE 563 Dynamics of Structures (3)

Introduction of free and forced vibration of structures; equations of motion for single and multi degree-of-freedom structural system, response to harmonic, arbitrary or step excitations, analytical and numerical methods of finding natural frequency of vibration, linear and nonlinear system, undamped, damped and resonant behavior of structures. These general concepts on the dynamic behavior of buildings and bridges are related to the structural response under earthquake-induced motion. Structural design and analysis against earthquake-loading will be introduced.

MCE 565 Traffic Capacity Analysis (3)

Analyzes and evaluates capacity and level of service of highway facilities using methodology of the Highway Capacity Manual (HCM). Covers operational, design and planning applications. Specific focus on the application of the HCM methodology to two-lane rural highways, freeways and multilane highways, ramps and weaving segments, urban streets and signalized intersections. Use of HCS software emphasized.

MCE 570 Solid Waste Engineering (3)

Engineering management and principles as applied to the collection, transport, reuse and disposal of solid wastes. Emphasis is on municipal wastes. Prerequisite: CE 385 or instructor permission. A minimum grade of C- is required for all prerequisites.

MCE 571 Transportation Planning Applications (3)

Techniques of transportation planning applied in urban areas and for resource transportation; calibration, testing and application of traffic estimation models; evaluation of alternate plans. Prerequisite: CE 435 or MCE 535. A minimum grade of C- is required for all prerequisites.

MCE 573 Earthquake Engineering (3)

Structural design for earthquake forces in accordance with the UBC and the IBC. Fundamentals of earthquake ground motion: tectonics, seismic waves, intensity, magnitude, seismic maps, soil effects, structural dynamics and response spectra. A detailed study of the IBC static force provisions, including seismic use groups, spectral maps, site coefficients, base shear, force distribution, torsion and reliability factor; comparison to the UBC provisions. Detailed analysis and design of diaphragm and shear-wall systems in wood, masonry and concrete. Analysis of steel moment frames, braced frames and eccentrically braced frames. Overview of foundation design

considerations, seismic isolation and seismic retrofit. Course credit cannot be given to students who have taken CE473. Prerequisites: CE 321, CE 350, and CE 360. A minimum grade of C- is required for all prerequisites.

MCE 575 Bridge Engineering and Design (3)

Analysis and design of bridge structures based on load resistance factor design in accordance with AASHTO and WSDOT bridge design specifications. Topics include load-resistant factors and parameters; new live-load system and application; flexural analysis and design; modified compression field theory in shear and torsion design, and strut and tie analysis and design for disturbed region; fatigue and fracture problems in steel bridge and substructure design. Focus on reinforced concrete deck and prestressed girder composite bridge structures. Design of steel girder bridge also introduced. Students will design and prepare structural drawings of a bridge. Course credit cannot be given to students who have taken CE475. Prerequisites CE 360, CE 440 or MCE 540, and MCE 533 or approval of instructor. A minimum grade of C- is required for all prerequisites.

MCE 580 Environmental Laboratory Processes (3)

Laboratory analysis for water and wastewater evaluation, including solids, dissolved oxygen, coliform counts, BOD and microbial examinations. Independent research report or design project required for graduate credit. Graduate credit not allowed for students who have taken CE 480. Prerequisite: CE 385. A minimum grade of C- is required for all prerequisites.

MCE 583 Water Supply & Sustainability in Water and Wastewater Management (3)

Application of principles of hydrology and hydraulic engineering to water supply systems design. Collection and distribution, treatment, storage sizing, pump stations, water quality and economic considerations. Sustainable principles in water management. Reclaimed water from sewage treatment and use. Prerequisites: CE 330, CE 370, or equivalent. A minimum grade of C- is required for all prerequisites.

MCE 585 Wastewater Systems Engineering (3)

Advanced wastewater systems design, including treatment plant design, biosolids management, pump station and collection system design. Prerequisites: CE 370, CE 385. A minimum grade of C- is required for all prerequisites.

MCE 595 Special Topics (2–3)

Selected topics in civil engineering. Offered on demand. Prerequisite: Consent of instructor.

MCE 596 Industrial Waste Engineering (3)

Problems of waste pollution from industries such as pulp and paper, cannery, beverage, metal plating, petroleum, chemical, tannery, etc. Modern methods of management including treatment, waste minimization, reduction, recovery, recycling and reuse are covered. Independent research report or design project required for graduate credit. Graduate credit not allowed for students who have taken CE 496. Prerequisite: CE 385. A minimum grade of C- is required for all prerequisites.

MCE 612 Project Management—A Holistic Approach (3)

Intensive coverage of management in industrial applications from concept through operations. Planning, scheduling, controlling, economic analysis, quality control and customer satisfaction are stressed. Course credit cannot be given to students who have taken MEM 612.

MCE 660 Engineering Project Costing (3)

Cost estimation for engineering projects, including construction and manufacturing projects, with emphasis on materials, labor, financing, administration, and associated costs. Estimation techniques to evaluate professional technological costs of engineering, research and development; planning; and design.

Course credit cannot be given to students who have taken MEM 660.

MCE 680 Environmental Management (3)

Engineering and administrative function in the control of environmental factors affecting human health and survival. Focuses on the challenges of managing engineering approaches, such as meeting environmental assessment, environmental impact statements and other legal requirements. Course credit cannot be given to students who have taken MEM 680.

MCE 691 Construction Management (3)

Covers engineering project management from concept through design, procurement, construction and closeout. Topics include construction techniques, equipment management, project delivery, contractual arrangements, cost-estimating, critical-path method scheduling, tracking and cost control, trend analysis and forecasting, safety, administration of group process and leadership and economic feasibility analysis. Course material applicable to the senior capstone design courses.

Course credit cannot be given to students who have taken MEM 691.

Master of Science in Computer Science

Courses in the MSCS program are scheduled in accordance with enrollment numbers and demand. Students may not take both the undergraduate and graduate versions of a class for credit.

CSC 510 Foundations of Programming Languages (3)

This course introduces programming concepts with an emphasis on program design and computer science concepts. The topics, such as core programming concepts including common data structures, function and class definition, inheritance, polymorphism, file I/O and exceptions, and recursion, are included. Prerequisite: Acceptance to the Graduate Program.

CSC 515 Data Structures and Algorithm Analysis (3)

This course introduces data structures and algorithmic techniques, including runtime analysis and big-oh notation. A modern language will be used. Topics include dynamically allocating memory, pointer declaration and use, and the implementation of data structures such as lists, stacks, queues, binary search trees, and graphs. Analysis techniques are provided, such as the growth of functions, recurrence equations, advanced sorting techniques, elementary graph algorithms, minimum spanning trees, greedy algorithms. Prerequisite: Acceptance to the Graduate Program.

CSC 520 Computer Organizations and Operating System Architecture (3)

This course introduces the selected concepts from computer architecture, such as number systems, digital logic, basic logic design in combinational and sequential circuits, and assembly and machine language. In addition, Operating Systems concepts are introduced, such as management of resources including processes, real and virtual memory, jobs, processes, peripherals, network, and files. Prerequisite: Acceptance to the Graduate Program.

CSC 525 Secure Software Development (3)

This course introduces the theories and tools used for secure software design, threat analysis, secure coding, and vulnerability analysis. It also covers various analysis and design techniques for improving software security, as well as how to use these techniques and tools to improve and verify software designs and security. Finally, it also discusses the technical trends affecting software security. Prerequisites: CSC 515 or equivalent.

CSC 530 Data Analysis (3)

The course topics include visualization techniques to summarize and display high dimensional data, dimensional reduction techniques such as principal component analysis and factor analysis, clustering techniques for discovering patterns from large datasets, and classification techniques for decision-making. Prerequisite: Acceptance to the Graduate Program.

CSC 540 Database Administration and Security (3)

This course includes Database Design, Query Languages (SQL), Stored Procedures and Triggers, Views and Materialized Views, Embedded SQL and provide an overview of the methodologies to protect data. It covers both traditional and emerging security mechanisms and services, the common threats and vulnerabilities of database and transaction processing systems. The course will also cover security of databases in a distributed environment. Both theoretical and practical issues will be addressed in the course. Prerequisite: Acceptance to the Graduate Program.

CSC 545 Geographical Information System (3)

This course offers an introduction to methods of managing and processing geographic information. Emphasis will be placed on the security issues of geographic information system, the nature of geographic information, data

models and structures for geographic information, geographic data input, data manipulation and data storage, spatial analytic and modeling techniques, and error analysis. Prerequisite: Acceptance to the Graduate Program.

CSC 550 Network Security (3)

This course offers an introduction to basic concepts and techniques in information security and management such as risks and vulnerabilities, applied cryptography, authentication, access control, multilevel security, multilateral security, network attacks and defense, intrusion detection, physical security, copyright protection, privacy mechanisms, security management, system assurance and evaluation, and information warfare. In addition, it also covers the high-level concepts such as confidentiality, integrity, and availability applied to hardware, software, and data. Prerequisite: CSC520 or equivalent.

CSC 555 Computer Forensics (3)

The course covers basic issues of recovering and analyzing data from the Forensics point of view. It also covers the societal and legal impact of computer activity: computer crime, intellectual property, privacy issues, legal codes; risks, vulnerabilities, and countermeasures; methods and standards for extraction, preservation, and deposition of legal evidence in a court of law. Prerequisite: CS550 or equivalent.

CSC560 Cyber Resiliency (3)

Involves Penetration Testing, Auditing, Risk Mitigation, Disaster Recovery and Contingency Plans.

Prerequisite: CSC540 or equivalent.

CSC 565 Artificial Intelligence and Cyber Security (3)

This course will introduce basics of Artificial Intelligence and how it can apply to Security. Humans are recognized as a major point of weakness in the defense of cyber systems. To mitigate this problem, we build models of human behavior and enable formal reasoning about how human beings interact with systems. Prerequisite: CSC 510 or equivalent.

CSC570 Video Game Development (3)

Students will have an overview of the whole game development process (Design, Sound, Animation, and Development), game industry, popular game engines, and programming languages. Students will develop a video game as the main product of the class. Prerequisite: CSC510 or CSC515.

CSC 575 Business Intelligence and Data Warehouse (3)

Students will learn how to implement a data warehouse to support a business intelligence solution. Students will become familiar with basic challenges of automating the Extract Transact Load (ETL) and Designing a Data Warehouse with a modern Business Intelligent Tool Such as SSIS.

CSC 595 Special Topics (3)

Selected topics in computer science. Offered on demand. Prerequisites: Enrollment in MSCS program, consent of instructor, and approval of the Department//Graduate Committee.

CSC 597 Directed Study (3)

Directed study is designed for students who wish to research and study a topic not covered in a course offering or to explore a topic in greater depth.

CSC 598 Advanced Design/ Research Project (3)

Course is required of all students not writing a thesis. An independent or small team based comprehensive graduate-level design/research project in the student's discipline of interest area, in consultation with faculty. A formal written report and oral presentation of the completed project is required. Prerequisites: Completion of 18 semester hours in the MSCS program, consent of instructor, and approval of the Department Chair.

CSC 599 Thesis Research (3)

Independent research in the student's area of interest, under supervision of faculty. Successful completion of a final oral examination and successful defense of the thesis before a faculty panel is required. Students may register for a maximum of three hours per semester. (A total of six semester hours are required.) Prerequisites: Enrollment in MSCS program, consent of instructor, and approval of the Department Chair. Repeatable

Master of Science in Environmental Engineering

All courses applied toward the degree must be taken from the following list unless specifically preapproved by the program director. The number of semester hours earned by the student for each course is listed after the course name.

MEV 581 Environmental Measurements (3)

Theory and laboratory measurement techniques used in analyzing environmental quality parameters. Prerequisite: CE 385 (Or equivalent as approved by the MEV director).

MEV 582 Physicochemical Water and Wastewater Treatment (3)

Principles of physical and chemical operations used in water and wastewater treatment, including chemical reactor theory, sedimentation, filtration, precipitation, mass transfer, coagulation/flocculation, disinfection, adsorption and ion exchange.

MEV 583 Biochemical Wastewater Treatment (3)

Principles of biochemical operations used in wastewater treatment including biochemical energetics, kinetics, activated sludge and fixed film reactors, nutrient removal, and sludge handling and treatment.

MEV 584 Air Quality Management (3)

Air pollution from the perspective of an environmental manager; regulatory framework, management strategies, monitoring, modeling tools, and control technologies.

MEV 585 Hazardous Waste Engineering (3)

Hazardous waste properties, chemical dynamics, health effects, risk assessment and hazardous waste remediation.

MEV 586 Environmental Microbiology (3)

Provides a fundamental understanding of microbiology of relevance to environmental engineering to include cell structure and metabolism; microbial ecology.

MEV 600 Master's Special Problems (1–3)

Independent research in special problems, directed study, credit for students in a non-thesis master's degree program. Students must have graduate degree-seeking status and should check with their major advisor/committee chair before enrolling for MEV 600. (P/NP)

MEV 602 Master's Research, Thesis (3)

May be repeated for credit. Independent research and advanced study for students working on their master's research, thesis and/or final examination. Students must have graduate degree-seeking status and should check with their Advisor/Committee chair before enrolling for MEV 602. (P/NP)

MEV 603 MEV Oral exam (1)

Committee of three faculty conducts a 2-hr oral exam of candidate on technical issues in environmental engineering. (P/NP)

Master of Science in Mechanical Engineering

Courses in the MSME program are scheduled in accordance with enrollment numbers and demand. Students may not take both the undergraduate and graduate versions of a class for credit. For example, both ME 420 and MME 520 may not be taken for credit.

MME 501 Advanced Mechanical Engineering Design (2)

The course builds upon undergraduate design experiences and extends into advanced design topics, such as: design optimization methods; statistical foundations behind reliability testing; testing and analysis tools; design of experiments; failure analysis; and other topics.

MME 502 Engineering Analysis I: Mathematical Foundations (2)

An introduction to the mathematical foundations of advanced engineering analysis. The course prepares one for the further study of specific analytic techniques and begins with a survey of the mathematical fields and their applications to engineering analysis. Topics introduced in detail include Fourier analysis, solution of partial differential equations using methods including separation of variables, differential and vector calculus, and complex analysis.

MME 503 Engineering Analysis II: Computational Extensions (2)

This course focuses on the development and application of computational models

and simulations to solve complex physical problems arising in engineering analysis and design. Students will learn practical and efficient computational techniques that are routinely encountered in modeling, simulation and analysis of engineering problems. Topics include the solution of large-scale linear systems, root finding, solution of simultaneous nonlinear equations, minimization, optimization, integration, solutions of coupled ODE's and the solution of PDE's with the finite difference methods. The aim is to provide students with a solid foundation in numerical analysis such that they can deepen their understanding and expertise in later courses. Students will be expected to write a significant amount of MATLAB computer code to both implement presented methods and to apply them to practical engineering problems. A substantial part of the semester will be dedicated to applying presented numerical methods to a problem related to the student's research area.

MME 504 Finite Element Analysis (2)

The course introduces the finite element method, its mathematical foundation, and its use in the analysis of engineering systems and structures. The course covers finite element concepts including mathematical/variational formulations, shape functions, two and three-dimensional solids, stiffness of truss, beam, and plate members, elements assembly, computer programming and convergence. "ANSYS" and COMSOL Multiphysics" finite element software packages will be used.

MME 505 Structural Composites (2)

Macro-behavior of a lamina. Stress transfer of short fiber composites. Classical lamination theory, static analysis of laminated plates, free-edge effect, failure modes.

MME 510 Vibration Theory (2)

Course deals with some limitations imposed on the design of dynamic systems due to vibrations. Course covers single and multiple degree of freedom systems, free and forced vibrations, spectral analysis of forcing functions and system response, vibration resonance and damping, wheel and rotor balancing, vehicle suspension system design, protection of delicate and sensitive instruments from environmental vibrations, design concepts in seismometers and accelerometers. Students conduct a paper design of an instrument employing the principles of vibration theory, or resolve an actual vibration problem in a machine or equipment.

MME 513 Engineering Innovation (2)

Innovation has a crucial role in the competitive positioning and performance of organizations, for example, in creating new products, identifying new markets, transforming industries, and revitalizing mature organizations. This course covers concepts common and necessary to successful product innovation development. You will learn the theories of creativity and idea generation, examine the role of technology in goal-setting and strategic management of companies.

MME 514 Engineering Economics and Venture Finance (2)

This course will consider a broad range of questions that entrepreneurs deal with in financial strategy, including: strategies for raising capital; the structure of finance deals; economic projections in business plans; and company valuation. Students will gain knowledge on how to launch, lead, and manage a viable business starting with concept validation to commercialization and successful business formation. It will also examine strategic management of technology and how the results of innovation development are valued.

MME 517 Technology Entrepreneurship (2)

This course explores the entrepreneur's contribution to new ventures in engineering industries as well as to examine the nature of entrepreneurial behavior and its role in both small and large technology organizations. It introduces concepts and practices of entrepreneurship and will offer the foundation by providing knowledge and skills relevant to the creation and leadership of entrepreneurial ventures and how new technology ventures are created.

MME 518 New Product Development (2)

The design of complex new products is an essential skill of professional practice and requires unique knowledge, skills, and attitudes common to a number of disciplines. Students will explore the process of product definition, ideation, and engineering by analyzing real world problems. The unit will allow students the opportunity to examine

humanitarian problems in disadvantaged communities. Students will be encouraged to view design problems from holistic perspectives, paying attention to biases, values, and needs of customers and users.

MME 519 Hydraulic Control Systems (2)

This course introduces fundamentals of hydraulic power transmission and controls at component and system level. Fluid power transmission and controls are based on physical laws of fluid mechanics and basic principles of control theory. Fundamentals: principles of hydraulic power transmission, fluid properties, fluid mechanics for hydraulic power transmission, electrohydraulic analogy, basic hydraulic parts (pumps, valves, actuators), basic hydraulic circuits, flow and pressure control, motion control using resistance control, and hydraulic servo systems.

MME 523 Numerical Optimization in Mechanical Engineering (2)

Numerical optimization applies to most engineering activities and processes, management operations activities, as well as to numerous other fields in science where performance can be numerically quantified by a mathematical model. The focus of this course is to develop a practical understanding of numerical optimization, enhanced by a theoretical understanding of classical gradient-based numerical optimization methods to help guide students in their selection of an appropriate method and to avoid potential pitfalls. Implementation will be in MATLAB but we will discuss and work with several open-source toolkits for solving practical optimization problems. By the end of the course, students should expect to be able to work with others to optimize practically any design or system and improve its performance.

MME 526 Computational Fluid Dynamics (2)

This course provides an introduction to the scientific principles and applications of CFD. It first provides an understanding of basic numerical methods used in CFD applications including finite difference and finite volume methods, cemented through the implementation and use of selected methods in MATLAB. Commercial CFD codes are then used in a number of analysis projects, so as to give additional practical experience. Model problems are used to study the interaction of physical processes with numerical techniques, including: model stability, grid generation, boundary conditions, and turbulence models.

MME 527 Metaheuristics in Engineering Optimization (2)

This graduate-level course introduces the main metaheuristic evolutionary algorithms and their applications in optimization. Students will learn several meta-heuristic and evolutionary algorithms and will focus on assessing their performance in solving practical optimization problems in mechanical engineering. Presented methods include the pattern search (PS) algorithm, the genetic algorithm (GA), the simulated annealing (SA), ant colony optimization (ACO), and particle swarm optimization (PSO) techniques. Weekly coding exercises in MATLAB will focus on implementation, customization and application. A substantial part of the semester will be dedicated to applying metaheuristics to an optimization problem related to the student's research area. Prerequisite: MME 523. A minimum grade of C- is required for all prerequisites.

MME 533 Photovoltaics (2)

This is a combination lecture series and lab course elective designed to give students the ability to understand and design photovoltaic power generation systems for home and small utility scale applications. Topics covered will include the history and future of solar cell technology, electrical characteristics and limitations of thin-film, polycrystalline and mono-crystalline silicon cells, power conversion and maximization, off grid and grid-interactive systems, siting and mounting considerations, regulatory compliance, instrumentation, and system economics. Students will characterize simulated solar panels and, working in teams, will integrate balance-of-systems components to achieve a predictably cost-effective power production system. As the dominant technology in today's solar market, the physics of silicon based solar cells will be explored both in lecture and lab. In addition to engineering principles, the economics of solar power, the environmental considerations, and the impact of photovoltaics on public policy will be explored. Students will specifically design off-grid photovoltaic

systems which includes sizing battery banks, panel arrays, inverters, charge controllers, wiring, and generators.

MME 540 Internal Combustion Engines (2)

Study of the design and operation of basic internal combustion engines, including performance, efficiency, durability, and emissions. Thermodynamics of different engine cycles are analyzed, along with mechanical components, combustion, and lubrication, as they all relate to design decisions in different applications, phenomena, and fuel properties, with reference to engine power, efficiency, and emissions. Students examine the design features and operating characteristics of different types of internal combustion engines.

MME 541 Intermediate Thermodynamics (2)

Emphasis is placed on practical applications of the principles of thermodynamics in cycle analysis. Applications include steam power plants, refrigerators, heat pumps, and gas power and refrigeration cycles. Topics such as the applications of psychrometric principles, gas mixtures, thermodynamic property relations, chemical and phase equilibrium, the thermodynamics of high-speed gas flows and combustion are also covered.

MME 542 Advanced Internal Combustion Engines (2)

An advanced study of modern engines, including the design of hybrid powertrains, variable geometry engines, stratified-charge, mixed cycle engines, and the design of components integrated into advanced engine designs. A further analysis of fluid flow, heat transfer, and simulation techniques is integrated. Prerequisite: MME 540 or equivalent. A minimum grade of C- is required for all prerequisites.

MME 551 Intermediate Fluid Mechanics (2)

This course reinforces the fluid mechanics principles learned in undergraduate fluid mechanics courses, and builds an expanded understanding and skill set that serves as a base for advanced study and/or research in fluid mechanics. Control volume methods are used to model fluid flow phenomena. Differential methods are derived and used to solve for fluid fields in a variety of conditions. Laminar boundary layer analysis is taught, and students are introduced to turbulence and turbulent boundary layer models. Additional models and methods of fluid flow analysis are introduced.

MME 561 Control Systems I (2)

The feedback control of linear systems using so-called "classical" control theory techniques. Root locus and frequency-response methods are introduced for controlling single-input, single-output (SISO) systems. Stability is evaluated in terms of both root locus and frequency response. PID and lag-lead controllers are discussed extensively. MATLAB-based controller design is used throughout the course. Controller hardware instantiation is also introduced.

MME 562 Control Systems II (2)

An introduction to multiple-input, multiple-output (MIMO) optimal control. Topics include MIMO poles and zeros, the Riccati equation, linear quadratic regulation (LQR), linear quadratic Gaussian (LQG) estimation, and Kalman filtering. Prerequisite: MME 569. A minimum grade of C- is required for all prerequisites.

MME 564 Flight Mechanics (2)

Application of fluid mechanics and dynamics to flight. Aircraft lift, drag, propulsion, range, endurance, rate of climb, takeoff, landing, stability and control are discussed. Students learn to apply principles of dynamics and fluid mechanics to traditional flight problems of aircraft, such as its range, rate of climb, stability and controllability. Emphasis will be on developing methods for use in design. Students will demonstrate their ability to use these methods through team design problems. Safety of the flight is emphasized. Application to aircraft design.

MME 565 Robotics (2)

The course begins with a survey of the evolving field of robotics, including major categories such as mobile and manipulation robotics. Topics surveyed include effectors, actuators, locomotion, manipulation, sensors, feedback control, control architectures, navigation, emergence, and group robotics. Upon conclusion of the survey, the focus of the course turns to a special topic chosen by the instructor. The instructor could choose, for instance, swarm robotics or robot kinematics and dynamics—or a project.

MME 566 Multibody Dynamic Systems (2)

Analytical and numerical analysis of dynamic behavior of multibody mechanical systems. Emphasis on understanding aspects of modeling and analysis process associated with multibody dynamic systems. Review of traditional dynamic analysis methods including Newton-Euler, Lagrange, Kane's methods. Comparison of the different formulations and applicability of computer simulation and as well as their applications in various multibody dynamic systems such as robotics, molecular structures, human body, and wind turbines. Treatment of constraints, extraction of data from equations of motion, and computational issues.

MME 567 Machine Intelligence (2)

An introduction to artificial/machine intelligence. The study of this evolving and diverse topic begins with a survey and classification of techniques, including search-based, logic-based, statistical, and embodied. Applications of intelligent technologies explored include natural language processing, vision, expert knowledge, game-playing, and several robotics applications. Upon conclusion of the survey, the focus of the course turns to a special topic chosen by the instructor. The instructor could choose, for instance, machine learning, embodiment, evolutionary robotics, or artificial life—or a project.

MME 568 Modeling and Simulation (2)

Analytical and numerical analysis of dynamic behavior of dynamical or mechanical systems via multibody modeling and simulation. Emphasis on understanding aspects of modeling and analysis process associated with real systems (spacecraft, automotive, etc.). Review of traditional dynamic analysis methods (including Kane's method). Comparison of the different formulations and their applicability of computer simulation. Treatment of constraints, extraction of data from equations of motion, and computational issues. Use of Autolev software.

MME 569 Linear Systems Theory (2)

The representation, stability, controllability, and observability of linear time-invariant and time-varying systems. Continuous and discrete systems are represented in state space, block diagrams, and transfer functions. Stability is explored in terms of Lyapunov and bounded-input, bounded-output (BIBO). State and output feedback are introduced, with special attention to the controllability and observability of linear systems. This course lays the foundation for further study in multiple-input, multiple-output (MIMO), state-space control theory (i.e. "modern" control theory).

MME 572 Digital Control (2)

This course includes the control of sampled-data systems and z-transforms, frequency domain properties, sampling D/A and A/D conversion, controller design via discrete time equivalents, direct methods, state feedback, and observers, quantization effects, LQR control and introduction to LQG optimal control. Prerequisite: MME 561 or equivalent. A minimum grade of C- is required for all prerequisites.

MME 577 Embedded Computing for Mechanical Control (2)

This course is an introduction to microprocessor-based measurement and control of electrical, mechanical, and electro-mechanical systems. Topics include microprocessor architecture, computer memory, C programming, hardware and software interfaces, and communications. Emphasis is placed on hardware and software interface design for real-time measurement, control, and user interface. Prerequisite: an introductory programming course. A minimum grade of C- is required for all prerequisites.

MME 581 Biofluid Mechanics (2)

This course covers the analysis of fluid flow phenomena in the human body, including the cardiovascular, respiratory and other systems. Relationships between fluid mechanics and physiological function and disease are explored.

MME 582 Microfluidics and Biomedical Applications (2)

This course focuses on applications of fluid flow in microfluidic devices. Basic modern micro/nanofabrication techniques and concepts of microscale transport of momentum and materials are introduced. Applications in biology and medicine are explored so as to solidify student understanding of physical phenomena, as well as to build an understanding of ways in which these phenomena can be harnessed in technology that greatly improves health care and opportunities for scientific discovery. Principles and applications

covered in the course are then applied through a design project, in which students assimilate concepts and technologies from the course to meet specific goals.

MME 583 Engineering Design/ Creative Problem Solving (2)

Learn engineering design methodologies related to: product definition; concept generation; individual, group, and organizational decision making; project management; and problem-solving processes. Use techniques to generate innovative product solutions that include creative critical thinking, logical analysis, brainstorming techniques, and intuitive design. In addition to lectures and discussions, the course emphasizes application of these skills through real world applications, case studies, small group discussions, and projects.

MME 584 Comparative Biomechanics (2)

Engineering analysis will be applied to the investigation of how life has adapted to its physical environment. We will look at the incredible diversity of methods that enable animals to swim and fly, organisms to respond to winds and water currents, as well as examining circulatory and suspension-feeding systems in various species. We will also look at the connection between the properties of biological materials—such as spider silk, jellyfish jelly, and muscle—and their structural and functional roles. We will learn how nature has inspired many practical engineering solutions, such as Velcro®, and consider how natural design at the micro and macro-scales can inform creative solutions to pressing mechanical and biomedical problems.

MME 585 Biomechanical Engineering (2)

Course makes students aware of the various ways in which engineers can contribute in the field of medicine. Students are introduced to the mechanics of the human body's physical movements and are given an overview of physiology and anatomy as applicable to mechanics and kinematics of joints. Focus is on sensory organs, mechanics of load-bearing, dynamics of human motion and the causes and effects of the failures of joints. A major component is the design of engineering artifacts to assist in motion and/or replace limbs. In addition, students design measurement techniques for assessing the performance of sensory organs.

MME 586 Advanced Biomechanical Engineering (2)

Course makes students aware of the various ways in which engineers can contribute in the field of medicine. Students are introduced to the mechanics of the human body's physical movements and are given an overview of physiology and anatomy as applicable to mechanics and kinematics of joints. Focus is on sensory organs, mechanics of load-bearing, dynamics of human motion and the causes and effects of the failures of joints. A major component is the design of engineering artifacts to assist in motion and/or replace limbs. In addition, students design measurement techniques for assessing the performance of sensory organs.

MME 587 Prosthetics and Medical Devices (2)

This course covers the design of prosthetics, orthotics, and medical device design. It reviews the solution of clinical problems by use of implants from the design and manufacturing perspective. Emphasis is on the role of stress analysis in the design; anatomic fit, shape, and size of implants; selection of biomaterials; instrumentation for surgical implantation procedures; and preclinical testing for safety and efficacy. Prerequisite: MME 585 or equivalent. A minimum grade of C- is required for all prerequisites.

MME 588 Electromechanical Machines (2)

This course provides an introduction to electrical machines. The course begins with a review of circuit theory and electromagnetics, then introduces the concept of electromechanical energy conversion, as applied to the analysis and design of: direct-current generators and motors; synchronous generators and motors; single-phase and polyphase motors; and actuators.

MME 589 Biosolids and Continuum Mechanics (2)

This course aims to provide a foundation in the study of the mechanics of biological tissues through the study and application of non-linear continuum mechanics. The mechanical behavior of biological tissues is extremely complex, including nonlinearity, visco- or poroelastic behavior subject to very large deformations. A background in Tensor Analysis will be provided.

MME 590 Independent Study (1-3)

Prerequisites: Enrollment in MSME Program, consent of instructor and approval of program director.

MME 595 Special Topics (2)

Selected topics in mechanical engineering. Offered on demand. Prerequisites: enrollment in MSME Program, consent of instructor and approval of program director.

MME 596 Directed Study (2)

This course allows graduate study of a mechanical engineering topic. The specific course content is determined by the instructor in collaboration with students. Creative and unique courses of study are encouraged. If the course already exists (but is not being offered), the student should enroll in Independent Study instead. Registration requires faculty approval.

MME 598 Advanced Design/ Research Project (2)

An independent or small team based comprehensive graduate-level design/ research project in the student's discipline of interest area, in consultation with faculty. A formal written report and oral presentation of the completed project is required. Prerequisites: enrollment in the MME Program, consent of the instructor, and approval of the program director.

MME 599 Thesis (1-3)

Independent research in the student's area of interest under supervision of faculty. Successful completion of a final oral examination and successful defense of the thesis before a faculty panel is required. Students may register for a maximum of three hours per semester.
(A total of six semester hours are required.) Prerequisites: enrollment in the MSME Program, consent of the instructor, and approval of the program director.


SAINTS
SOCIAL WORK

ACADEMIC INFORMATION

GRADUATE PROGRAMS

Saint Martin's University's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Semester system: A semester hour of credit is given for attending one class period a week for at least 15 weeks or the equivalent in other time blocks. The standard for the duration of a lecture class period is 50 minutes per semester credit. Two to three hours of outside preparation is expected of the student for each lecture class period.

Course number classifications: The University gives credit for all courses numbered 100 through 699 in each academic department.

- **Courses at the 100-200 level** generally provide a foundation or overview of a discipline. They are intended primarily for freshmen and sophomores.
- **Courses at the 300-400 level** frequently assume prior knowledge of the field and a higher level of analysis and difficulty. They are intended primarily for juniors or seniors.
- **Courses at the 500-600 level** are considered graduate courses. They generally involve individual research projects, critical discussion of issues and oral presentations.
- **Courses at the 800-900 level** are considered doctoral courses suitable only for students with a masters degree. They require deep and broad knowledge of a content area, integration and synthesis of information from multiple fields of knowledge with their own professional experience, and production of significant original research.

APPLICATION FOR GRADUATION AND COMMENCEMENT

Commencement ceremonies occur once a year at the close of the spring semester for students earning a Saint Martin's University degree. Certificate students do not participate in the University Commencement but may be recognized by their individual departments. Students completing degree requirements in each of the three graduating semesters for that academic year (fall, spring, and summer) are encouraged to share in the celebration of their dedication and achievement. In order to participate in the ceremony and to be considered for degree conferral, students must apply for graduation according to posted deadlines, and pay the $55 graduation fee. The fee is non-refundable, and is assessed each time a student applies for graduation. Students need to apply for graduation in order to have their degree/certificates conferred, regardless of whether they plan to participate in commencement activities.

Summer applicants in good academic standing with no more than six credits left to complete their degree, will be allowed to walk at Commencement providing they pre-register for the remaining six credits of course work in the first summer session following commencement. Walking at commencement does not guarantee receipt of a degree. A degree or certificate will be conferred only upon completion of all requirements.

Pre-approved exceptions to the above listed policy are found below. These students must notify their department and be added to a list that will be sent to the Office of the Registrar no later than 6 weeks from the date of commencement. There will be no extension of this timeline, as we must account for the time necessary to order caps and gowns.

Students on International Visas that will require them to return to their home country upon completion of their studies.

Students in the Teacher Preparation Program who only have teaching assignments left to complete in the fall, and who have maintained a GPA above 3.0 may be eligible to walk at commencement providing they have completed all other coursework for their degree.

RN-BSN students who apply for summer graduation will also be permitted to participate in the commencement ceremony provided they are enrolled in their final courses prior to walking.

Beyond the pre-approved exceptions listed above, other exceptional circumstance requests must be sent in writing to the Registrar.

The Saint Martin's-JBLM commencement ceremony for students graduating in fall, spring, and summer will take place in May. Saint Martin's-JBLM students wishing to attend both the Saint Martin's-JBLM commencement and Lacey campus ceremonies may do so.

GRADUATE STUDENT ADVISING

Academic advising is the responsibility of both faculty members and the student. Faculty members are prepared to help students explore various career choices, explain University requirements and provide guidance in selecting classes.

Advisors are expected to provide accurate information to students and help them make informed choices about programs and courses. Students, however, are responsible for keeping themselves informed about policies, policy revisions, academic and graduation requirements and for seeking help from their advisor.

Student responsibility: Students are responsible for meeting academic regulations. They also are expected to truthfully complete all documents pertaining to their University studies and activities. Failure to do so may constitute grounds for disciplinary action.


ENGINEER DO?

POLICIES AND PROCEDURES

ACADEMIC POLICIES AND PROCEDURES

The Office of the Registrar is guided by the ethical standards and policies of AACRAO, the American Association of Collegiate Registrars and Admissions Officers.

ACADEMIC DISHONESTY

What is Academic Integrity?

Saint Martin's University is a community of faculty, students and staff engaged in the exchange of ideas in the ongoing pursuit of academic excellence. Essential to our mission is a focused commitment to scholarly values, intellectual integrity and a respect for the ideas, beliefs and work of others. This commitment extends to all aspects of academic performance. All members are expected to abide by ethical standards both in their conduct and their exercise of responsibility to themselves and toward other members of the community. As an expression of our shared belief in the Benedictine tradition, we support the intellectual, social, emotional, physical and spiritual nurturing of students.

What is Academic Dishonesty?

Saint Martin's University defines academic dishonesty as violating the academic integrity of an assignment, test and or evaluation of any coursework. This dishonest practice occurs when students seek to gain for themselves or another, an academic advantage by deception or other dishonest means. All students have a responsibility to understand the requirements that apply to particular assessments and to be aware of acceptable academic practice regarding the use of material prepared by others. Therefore, it is the student's responsibility to be familiar with the policies surrounding academic dishonesty as these may differ from other institutions.

What are the Most Common Forms of Academic Dishonesty?

Academic dishonesty includes but is not limited to:

1. Submitting material that is not yours as part of your course performance, such as submitting a downloaded paper off the Internet.
2. Using information or devices not allowed by the instructor (such as digital devices, formulas or a computer program or data).
3. Using unauthorized materials (such as a copy of an examination before it is given).
4. Fabricating information, such as data for a lab report.
5. Falsifying the results of your research; presenting as true or accurate material that you know to be false or inaccurate.
6. Collaborating with others on assignments without the instructor's consent when the assessment is a task designed for individuals and in which individual answers are required such as on-line assessments.
7. Misrepresenting one's own work, which includes submitting the same paper or computer program, or parts thereof, for credit in more than one course without prior permission of each the instructor.
8. Misrepresenting one's attendance in classes or at events required of students enrolled in the course (e.g., viewing films, attending concerts, or visiting museums).
9. Other forms of dishonest behavior, such as having another person take an exam for you, altering exam answers and requesting the exam be re-graded, communicating with anyone other than a proctor or instructor during the exam or grade tampering.

10. Assisting others to commit dishonest practice including impersonating another student in a test or examination, writing an assignment for another student, giving answers to another student in a test or examination by any direct or indirect means, and allowing another student to copy answers in a test, examination or any other assignment.

Plagiarism includes but is not limited to:

1. **Unintended Plagiarism: Level One**

   Although it is not intended, unintentional plagiarism is treated as dishonest practice. It is usually due to lack of care, naivety, and/or to a lack of understanding of acceptable academic behavior. This kind of plagiarism is easily avoided and is dealt with by the instructor and the chair. The provost is notified.

2. **Intentional Plagiarism: Level Two**

   Intentional plagiarism is gaining academic advantage by copying or paraphrasing someone else's work and representing it as your own, or helping someone else copy your work and represent it as their own. It also includes self-plagiarism which is when you use your own work in a different paper or program without indicating the source. As with other dishonest practices, intentional plagiarism is treated very seriously by the University.

What are the Penalties for Dishonest Practice?

The following steps are followed for incidents of academic dishonesty and their appeal:

a) The professor encounters an incident that he or she judges to be cheating or plagiarism. The professor prescribes a penalty in keeping with the seriousness of the offense. The scope of the consequence prescribed by the professor is limited to the course in which the incident of academic dishonesty was detected. In deciding on how to resolve the incident, the professor may contact the student for additional information. The professor files an incident report with the dean with cognizance of the course, with a copy to the department chair with cognizance of the course and the provost within seven days of notifying the student of the penalty. A copy of the incident report is provided to the student. If the course is outside the faculty member's home department, that chair is also provided a copy.

b) The student either accepts the penalty or files a written appeal with the chair of the department offering the course. The appeal must specify the grounds or reasons for the appeal, whether the student is appealing the charge of cheating/plagiarism, and/or the severity of the penalty prescribed.

c) The chair renders a decision on the appeal within five business days and informs the student in writing with a copy to the dean with cognizance of the course and the provost. The student accepts the decision of the chair or writes to the dean within five business days seeking further review of the appeal. The student may not submit additional documentation at this stage.

d) The dean reviews the appeal and informs the student of his/her decision within five business days, with a copy to the chair and provost. The chair informs the professor. The student may accept the decision of the dean or within five business days, ask the provost to additionally review his/her appeal.

e) The provost's decision on the appeal, made within five business days of receiving a written request for review of the appeal by the student, is final.

f) The dean may constitute ad hoc Appeals Committee(s) to hear the case. This committee, if constituted, must include two faculty members (one faculty member to be chosen by the student) and may also include the ASSMU President or his or her designee. The ad hoc Appeals Committee hears the case, investigates the circumstances surrounding it, and based on the facts of the case, advises the chair, dean, and provost. The provost's decision on the appeal is final.

g) In serious cases, the appeals committee or the provost may recommend suspension or expulsion of the student from the University.

h) In serious cases or in the event of multiple cases of academic dishonesty the provost may consider additional penalties beyond the scope of the course. These penalties may include suspension or expulsion from the university.

i) In seeking to suspend or expel the student, the provost may seek the recommendation of the Academic Standards Committee. The provost's decision constitutes the final appeal in these cases.

What are the components of an "Incident Report?"

1. The above policy should accompany the "Incident Report."
2. The "Incident Report" should specifically remind the student of the right of appeal and how to appeal.
3. The "Incident Report" includes the following:
   a. The date of the incident.
   b. The name and student ID of the student involved.
   c. The course number and description.
   d. A description of the assignment.
   e. A description of the act or acts of academic dishonesty.
   f. Evidence and/or documentation supporting the conclusion that academic dishonesty occurred.
   g. A detailed description of the penalty.

ACADEMIC WARNING AND SUSPENSION

No student may remain on academic warning for more than two consecutive semesters. Failure to meet the conditions of academic warning will result in removal from the program and/or suspension from the University. A student may be permanently suspended or dismissed from the University for consistently failing to maintain academic standards.

Students who have been suspended from Saint Martin's University for poor academic performance may appeal by writing to the provost. Details regarding the procedure to be followed are available in the Office of the Provost. Appeals to overturn a suspension must include clearly defined and exceptional circumstances that led to your suspension.

Students who have been dismissed from Saint Martin's University for conduct or behavior may not seek reinstatement, except in exceptional circumstances. Details regarding the procedure to appeal for reinstatement after conduct-related dismissal are available in the Office of Student Affairs.

Reinstatement from suspension (after sitting out a minimum of one semester)

If a student wishes to petition for reinstatement to the University, she or he may petition the provost. **This procedure is used after the student has been absent from the University for one or more semesters after academic suspension.** The student must submit the petition for reinstatement, complete with explanation and plan to the Provost's Office by March 15 to be considered for fall reinstatement or October 15 to be considered for spring or summer reinstatement. The petition will be forwarded to the Academic Standards Committee, who will review and act on the petition. Students are notified of the decision within 3 weeks of the submission deadline. If approved for reinstatement, the student must contact the Office of Graduate Admissions for procedures on readmission to the University. A copy of your reinstatement approval letter must be turned in to the Office of the Registrar.

The petition for reinstatement must consist of the following:

1. A written explanation that demonstrates the student's understanding of the reasons for her or his academic difficulties.
2. A realistic plan for addressing these difficulties. This plan must be developed in consultation with the student's academic advisor and the Center for Student Success.

ADVANCEMENT TO CANDIDACY

The admission of a student to graduate study does not imply admission to candidacy for an advanced degree. The major department in which the student intends to become a candidate for a master's degree must be satisfied as to the student's sound basic training and the ability to pursue studies at the graduate level. In general, students complete a minimum of 12 to 18 semester hours of coursework before review or application for admission to candidacy. Each program determines the particular format for the admission to candidacy and/or the particular time frame in which it is to occur.


Monaghan Family
Physics Suite
Cronk Family Foundation
Chemistry Suite

APPLICATION FOR DEGREES

Candidates for degrees must file an application for graduation the semester prior to completion of their degree requirements. Deadlines and applications for graduation can be found on the registrar's website: www.stmartin.edu/registrar.

The graduation application fee is $60. The fee is non-refundable, and is assessed each time a student applies for graduation.

ATTENDANCE

Students are expected to attend all classes for which they are registered. Decisions regarding absences from class are left to the individual instructor. Work missed because of late registration, illness or any other reason must be completed. The student is responsible for contacting the instructor to make arrangements. The failure to attend a class for which a student is registered, does not constitute a withdrawal—the student must initiate withdrawal from a course.

Research indicates that a strong positive correlation exists between class attendance and academic success. Since student success is our priority at Saint Martin's University, students are expected to make class attendance a priority. At the same time, the University recognizes the value of student participation in activities beyond the classroom and that, these activities may conflict with classes. Therefore, at Saint Martin's University:

1. If a student is unable to attend the first class, a student should contact his or her instructor before the class meets. Students who miss the first class of the semester without making prior arrangements may be, at the instructor's discretion, dropped from the course.
2. It is the responsibility of each student to be aware of instructors' attendance/grading requirements.
3. Students who enroll during add/drop period may not be counted absent when not formally enrolled in the course; however, it is the student's responsibility to contact the instructor about class assignments and content missed.
4. In individual courses, attendance may influence the grade the student receives. For absences due to university sanctioned activities, please read the policy on absences below.
5. The class attendance appeal process is provided to help students resolve questions with faculty and staff about the attendance policy.
6. If a student is marked as "never attending" by the instructor at the end of add/drop period, the student will be dropped from the course. Students who are dropped for never attending will not be authorized to participate and/or be graded in that class.

Class Attendance Appeal Process

Students with complaints that faculty or staff are not working under this policy must initiate the following procedure as soon as possible:

1. Initial attempts to resolve the matter should be made in writing to the faculty/staff person, who shall have five (5) school days to respond to the student in writing.
2. If the student is dissatisfied with the response, he/she may request a review in writing by the appropriate department chair/supervisor. The chair/supervisor must meet with the student and the faculty/staff person involved within five (5) school days after the student has requested the review and issue a written resolution to both parties within five (5) school days of the meeting.
3. If either party should be dissatisfied with the response, a written grievance may be filed with the Vice President for Academic Affairs within five (5) school days. The VP will convene a meeting involving the faculty/staff person, and the student and issue a final resolution with five (5) school days of the meeting.
4. This appeal process can be initiated anytime during the semester. It does not replace the final grade appeal, which can only be initiated after final grades for the term have been posted.

Attendance Policy Addressing Absences due to University Sanctioned Activities including Athletics

The Saint Martin's University faculty, staff, and administration agree that they will work together to optimize student learning—

both in and out of the classroom—by sharing the responsibility for communicating about and minimizing class absences due to activities that are under the supervision of university faculty or staff. Students will not be routinely penalized in course progress or evaluation for absences due to university sanctioned activities as long as all parties follow the procedures outlined below. This policy aims to help students, in collaboration with faculty and staff, navigate conflicts between class attendance and participation in university sanctioned activities.

Definitions

For the purposes of this policy, approved sanctioned activities where activities are under the supervision of faculty, staff, coaches or advisors include:

1. University academic competitions
2. Commitments on behalf of the University (e.g. ASCE, ASSMU, Choir, Theater)
3. Intercollegiate athletic competitions (not practices)
4. Approved class field trips
5. Professional activities recognized by the University related to academics (e.g. professional conference attendance, etc.)
6. Co-curricular service activities (e.g. Engineers Without Borders)

Procedures:

A. Responsibilities of Students Participating in University Sanctioned Activities including Athletics:

1. Students are expected to attend all classes, take all quizzes and exams (including final exams) except when there are conflicts with participation in university activities.
2. Students are responsible to review the syllabus, note potential conflicts, bring them to the attention of their professors and request alternative arrangements prior to events such as missed quizzes, exams, labs and assignments.
3. Students participating in university sanctioned activities will communicate, verbally and in writing, with faculty during the first week of class about the dates they expect to be absent for scheduled events.
4. In the first week of class, or as soon as feasible, students must give each of their professors a copy of a 'Written Notification,' issued by the sponsor, which details the anticipated missed class dates for the student. This letter must include the student's full name. In addition to the 'Written Notification Letter,' each professor will receive a copy of the event roster identifying the student with a specific club, activity etc. For student-athletes, this is the "Travel Letter."
5. Students will verify, at the faculty's request that an absence was caused by a university sanctioned event.
6. Students will notify sponsors of university sanctioned activities, at least one week in advance, of potential conflicts between scheduled events and course requirements. This will provide sponsors and faculty with the opportunity to communicate about the student and course in question.
7. Students will also remind the faculty immediately prior to an upcoming absence.
8. Students will recognize that they are not excused from academic work and that in some cases it is impossible to provide alternative assignments or reschedule critical learning experiences.
9. Students, in consultation with course faculty and their academic advisors, should carefully consider whether a particular course, due to the nature of the learning experiences involved, will work with their participation in a co-curricular activity and plan accordingly.
10. In the case where a student has conflicting university sanctioned activities, s/he will work with the activity sponsors and the academic advisor to reach a resolution. If a resolution is not reached, the student may use the Appeal Process.

Student-Athletes are expected to adhere to the following:

1. No student-athlete may absent him/herself from class to attend a practice session (NCAA Bylaw).

2. When an athletic competition takes place at Saint Martin's University (i.e., a 'home game'), no student-athlete is authorized to be absent from any class prior to two hours before the scheduled start of the competition unless the athlete plays baseball, soccer or softball which require 2 ½ hours for pre-game preparations. If the athlete needs rehabilitation from the athletic trainer, the athlete will be allowed to be absent from class up to three hours prior to scheduled start of the competition.

B. Responsibilities of Faculty and Staff Sponsors of University Sanctioned Activities including Athletics:

1. Faculty and staff leading university sanctioned activities will work to enable participating students to miss as few classes as possible, keeping in view the detrimental impacts caused by absences from the classroom.

2. Faculty and staff sponsors of university sanctioned activities will provide students with a written schedule by the first day of classes and will post the schedules on the Saint Martin's University websites.

3. Faculty and staff sponsors of university sanctioned activities will, as a rule, not schedule events during study days or the week of final examinations.

4. They will also, whenever possible, avoid scheduling events during the week prior to both fall and spring break, due to the fact that midterm exams are often scheduled during these weeks.

5. Faculty and staff sponsors of university sanctioned activities will not penalize participating students for an absence from an event if their academic success in a course prohibits such absence.

6. If a student is a focus of concern for Early Alert, the faculty and staff sponsors will be involved, as needed, to support the student in making the identified improvements.

7. **Athletic coaches are expected to adhere to the following:** Athletic supervisors and coaches will create a list for faculty showing when student-athletes are required attend competitions and post on the P drive.

8. Athletic supervisors and coaches will take the academic calendar and schedule into account when scheduling athletic contests, practices and team meetings.

9. No practice session or team meeting may be scheduled during mandated orientation sessions. Coaches must modify practice schedules to allow student-athletes to participate in mandated orientation sessions.

C. Responsibilities of Faculty Teaching Academic Courses:

1. Faculty will make a good faith effort to accommodate students who miss a reasonable number of classes because of their participation in university sanctioned activities.

2. Faculty will clearly articulate their attendance/grading policies on their course syllabi. This policy should directly address student absences due to participation in university sanctioned activities, as well as student absences due to illness, family functions and crises, etc.

3. Faculty are encouraged to communicate directly with students and sponsors of university sanctioned events in the event that a student has a specific conflict between his/her success in an academic course and his/her role in a university sanctioned event.

4. Faculty will communicate with students if excessive absences, caused by university sanctioned events either alone or in combination with other factors, point to withdrawal from the class or an incomplete as an advisable option.

Faculty supporting Student-Athletes:

1. Student-athletes are expected to attend all classes, take all quizzes and exams (including final exams) except when there are conflicts with inter collegiate competitions. In the case of missed quizzes or exams, a faculty member may choose to have the quiz or exam administered and proctored through the athletics program (i.e. coach, host faculty athletics representative). The discretion ultimately lies with faculty member.

2. Faculty should take into consideration the schedules of student-athletes when scheduling graded activities that are in addition to those already listed on the syllabus.

3. In case of conflict the student-athlete should follow the student handbook for academic appeal. The faculty athletics representative (FAR) should also be included as needed.

CHANGE OF REGISTRATION

Dates relating to the student's ability to add, drop or withdraw from courses can be found on the university's academic calendar and the Office of the Registrar's website. If a student fails to meet the prerequisite for a course, the Office of the Registrar will remove the course from the student schedule. Exceptions will only be considered for students submitting a signed prerequisite override form. Any student who is marked as never attended during the attendance accounting period by an instructor will be administratively dropped from the course. Individual graduate programs may have policies that restrict the add/drop period further. Graduate students should check with their specific program for the policy for add/drop deadlines.

DIRECTED STUDY

Directed study is designed for students who wish to research and study a topic not covered in a course offering or to explore a topic in greater depth.

The student, in consultation with an advisor and course instructor, initiates a directed study. The instructor's role is to aid the student in defining the topic, suggesting resource materials and evaluating student achievement. Together, they must complete a detailed outline, "A proposal of directed study," before the student registers for the directed study. Students taking a directed study must schedule regular meetings with the faculty supervisor at the outset of the study.

Respective academic departments define how many hours of directed study will be assigned and will approve topics and content.

Directed studies are not appropriate for regular catalog courses (see Independent Study section).

Graduate students must have a cumulative grade point average of 3.0 to be eligible to apply for directed study.

Additional requirements for directed study are provided on the directed study request form.

ENROLLMENT

All students are expected to report to campus on the date officially listed in the Saint Martin's University Academic Catalog. New students will not be admitted unless they have received official notice of acceptance from the Office of Graduate Admissions. Individuals can be registered as either full-time or part-time students. A full-time student is one carrying a minimum of six semester hours of academic credits per semester.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) & SOLOMON AMENDMENT

Saint Martin's University is in compliance with the federal **Family Educational Rights and Privacy Act** (FERPA**)** of 1974. The University guarantees each student the right to inspect and review his or her personal educational records. For more information, visit **http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html**.

Notification of Rights Under Family Educational Rights and Privacy Act for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) provides students certain rights with respect to their Saint Martin's University records. These rights include:

1. *The right to inspect and review his or her education records within 45 days of the day the University receives a written request for access.* The request to inspect records should specify items for review and should be submitted to the registrar, dean, department chair, or other appropriate official. The University official will make arrangements for access and notify the student of the time and place where the records can be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. *The right to request amendment to education records the student believes to be inaccurate.* If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of their right to a hearing.

3. *The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.* Student educational records can be disclosed without prior consent to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research role or a support staff position (including law enforcement unit personnel and health staff members); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the University's board of trustees; or a student serving on an official committee such as a disciplinary or grievance committee or a student who is assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Saint Martin's University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C., 20202-4605.

In compliance with FERPA regulations, Saint Martin's University has identified certain pieces of student information as directory information. Directory information and records requested under the Solomon Amendment (more information will be found below) may be released to third-parties without student consent. Saint Martin's University defines directory information as the following:

Dates of Attendance
Major
Degree or Certificate Received
Degree Conferral Date
Honors

Any request for information beyond directory information will require a signed release from the student. Students have the right to restrict disclosure/release of directory information to third-parties. Please contact the Office of the Registrar for additional information.

Solomon Amendment is a federal law that allows military recruiters to access some address, biographical and academic program information on students age 17 and older.

The Department of Education has determined the Solomon Amendment supersedes most elements of FERPA. An institution is therefore obligated to release data included in the list of "student recruiting information," which goes beyond Saint Martin's University's directory information. However, if the student has submitted a request to the Office of the Registrar to restrict the release of his/her directory information, then no information from the student's education record will be released under the Solomon Amendment.

Student Recruitment Information included in the Solomon Amendment is listed below.

- Name
- Address (home and mailing)
- Telephone (home and mailing)
- Age
- Place of birth
- Level of education
- Academic major
- Degrees received

Procedure for releasing information to military recruiter:

Under the Solomon Amendment, information will be released for military recruitment purposes only. The military recruiters may request student recruitment information once each term

or semester for each of the 12 eligible units within the five branches of the service:

1. **Army:** Army, Army Reserve, Army National Guard
2. **Navy:** Navy, Navy Reserve
3. **Marine Corps:** Marine Corps, Marine Corps Reserve
4. **Air Force:** Air Force, Air Force Reserve, Air Force National Guard
5. **Coast Guard:** Coast Guard, Coast Guard Reserve

The request should be submitted in writing on letterhead clearly identifying the unit of service requesting the student recruitment information.

The request should specify whether the information needed is for the current or previous semester.

GRADES

Grades: Grades are issued at the end of the semester and at the end of summer session. For courses on the session schedule, grades are issued at the end of the designated session.

Grades are awarded on the following basis:

A+	4.00	Represents superlative achievement and demonstration of deep knowledge of the subject covered in the course as well as ability to undertake independent research on related subjects.
A	4.00	Represents outstanding achievement and demonstration of deep knowledge of the subject covered in the course as well as ability to undertake independent research on related subjects.
A-	3.67	Represents significant mastery of the subject and strong potential for independent research and work on related subjects.
B+	3.33	Represents demonstrable mastery of the subject with areas of potential growth that could be addressed through further commitment to the discipline.
B	3.00	Represents knowledge of the subject and potential to develop greater mastery of the subject.
B-	2.67	Represents general knowledge of the subject.
C+	2.33	Represents general knowledge of the subject with shortcomings in achieving course objectives.
C	2.00	Represents minimum acceptable knowledge of the subject with shortcomings in achieving course objectives.
C-	1.67	Represents unsatisfactory academic performance. This is a failing grade.
D+	1.33	Represents unsatisfactory academic performance. This is a failing grade.
D	1.00	Represents unsatisfactory academic performance. This is a failing grade.
D-	0.67	Represents unsatisfactory academic performance. This is a failing grade.
F	0.00	Represents unsatisfactory academic performance. This is a failing grade.
XF	0.00	Failure, due to non-attendance. It counts as an F toward student GPA
V	0.00	Instructor initiated withdrawal for excessive absences or failure to complete coursework. It counts as an F toward student GPA.
W		Withdrawal, not calculated in grade point average (GPA).
AU		Audit, not calculated in GPA. However, students are enrolled in and expected to complete all assignments unless other arrangements are made with the instructor.
I		Incomplete, not calculated in GPA.
IP		In Progress, not calculated in GPA; used only for master thesis or internships.
P		Pass, not computed in GPA.
NP		No Pass, not computed in GPA

IP (In Progress): The "IP" grade is used only for graduate thesis courses that, by the nature of the requirements involved, cannot be completed or graded at the end of a given term. Faculty members may assign "IP" to extend the time permitted for the completion of research or course requirements. The student must be making satisfactory progress in the course to receive a grade of "IP." A student awarded an "IP" grade must

continuously re-enroll in a "Thesis/Practicum: In Progress" course. The "Thesis: In Progress" course is a zero credit course used to notate progress. The final grade will be submitted by the faculty member at the end of the term in which the work is completed. In the case of an "IP" grade for the thesis or internship, a student who does not complete a thesis or internship during the period of candidacy will have the "IP" grade changed to an F. A $110 matriculation fee will be assessed each time a student registers for a "Thesis: In Progress" course.

Thesis Courses

MBA 612	6.0 Required	6.0 Credit	Not Repeatable
MED 699	3.0 Required	3.0 Credit	Not Repeatable
MCE 503	6.0 Required	1-3 Variable	Repeatable
MEV 602	3.0 Required	3.0 Credit	Not Repeatable
CSC 599	6.0 Required	3.0 Credit	Repeatable
MEM 690	6.0 Required	1-3 Variable	Repeatable
MME 599	6.0 Required	1-3 Variable	Repeatable

Grading: Student must enroll in credit bearing Thesis course until they've enrolled in the required number of credits. If continued enrollment is necessary to either meet the minimum credit requirement or to complete the thesis work, then the assigned grade should be **IP**. Once the student has enrolled in the required number of thesis credits, and if continued work is still necessary, then they are still graded **IP** and would need to be enrolled into the zero credit Thesis IP course. Students must remain enrolled in the Thesis IP course each semester until they have successfully defended their thesis. At this point, the credited courses would be graded accordingly, and the Thesis IP courses would be changed to either P/NP.

Grade Point Average:

GPA (grade point average) is computed by dividing the total number of graduate level grade points by the total number of graduate level semester hours attempted (excluding pass/no pass credits). (If a program permits taking undergraduate courses for graduate credit, those courses will be included in the calculation.) The cumulative grade point average represents the student's performance for all graduate courses completed. The Saint Martin's University transcript reflects Saint Martin's University grade point only and is so labeled.

Transfer 'C' Grades:

Transfer 'C' grades are not accepted for graduate level credit or to satisfy Saint Martin's University graduation requirements.

Pass/No Pass Grades:

The pass/no pass grade option may be allowed within the limits of the following guidelines:

- A grade of 'P" (pass) may be given for specific courses. Normally, these will be workshops, independent studies, directed studies and internships/student teaching.
- Under special circumstances—and with approval of the student, instructor, advisor and department chair—a course may be taken pass/no pass.
- Pass/no pass courses may be taken only with prior knowledge and agreement of the student and instructor.
- A student wishing to take a course for graded credit when the course is designated pass/no pass must request the change of grade status at the time of registration and obtain the instructor's permission prior to the second class session.
- The equivalent of a 'B-' or better is required for a pass grade.

Request for an Incomplete Grade:

The grade of "I" (incomplete) signifies that a student has not completed all required course work for a class in which she/he is enrolled.

A student must request an "I" grade by speaking with the faculty member of her/his course and then by submitting a formal request (details below).

A faculty member may assign a grade of "I" at his/her discretion based on unforeseen circumstances beyond the student's control.

The student must be in good academic standing in the course (passing grade), and have completed a minimum of 50% of the coursework at the time the incomplete is requested.

An incomplete must be requested prior to Finals Week for 16 week courses, or the last week of a shorter term session.

Procedures for Requesting and Receiving an "I" Grade:

- Prior to the last week of the semester, the student must discuss with his/her faculty member the reason for the request of and "I" grade, and submit to the faculty and "Incomplete Form" which details the work yet to be completed.
- The faculty member must indicate on the form the letter grade the student will earn if she/he fails to complete the required coursework by the specified deadline. Typically to be completed by the end of the following regular semester. Extension requests for up to an additional semester can be approved by the faculty member, who must notify the Registrar's Office of the extended time. Appeals for time beyond 1 year, must be submitted by the student directly to the provost.
- The faculty member may add additional comments relating to the reasons for the incomplete grade, and must include the specific work required to remove the incomplete grade before approving the request with his/her signature.
- The student must submit the approved "Incomplete Form" to the Office of the Registrar prior to the final week of the semester.
- The faculty member has sole responsibility for assigning/approving an incomplete grade via the incomplete form.
- The Registrar's Office is responsible for recording the incomplete, and for converting the "I" grade to either: 1) a faculty assigned grade at the end of the specified timeframe for completion, or 2) to a default grade of "F" for those who fail to complete the requirements in the specified timeframe. The Registrar's Office will also notify both the faculty and the student when a revision to an incomplete grade has been processed.

Note: The removal of an "I" grade is the student's responsibility. All coursework must typically be completed by the end of the next regular (fall or spring) semester after the incomplete was granted. An incomplete will remain on the

student's transcript for one (1) regular semester (fall or spring), or until the instructor submits a grade change (whichever occurs first). Requests for an extended additional semester must be discussed with the instructor, and if approved, the instructor must notify the Registrar's Office prior to conversion of the incomplete grade to an F.

If a grade change has not been submitted within the allotted time frame, the "I" grade will convert to an F or designated letter grade indicated by the faculty on the incomplete form, and will remain part of the student's permanent official record.

Change of Grade:

A grade change requested due to instructor error and/or the conversion on an incomplete grade, may be filed with the Office of the Registrar within one semester of the initial grade assignment, and will not require a dean's signature. All other grade change requests will require the appropriate college dean signature. You may obtain a Grade Change Form by contacting the Office of the Registrar.

Notes: In certain extraordinary circumstances, a faculty member may find himself/herself compelled to assign a temporary grade to his/her entire class. Faculty are advised not to use the "I" grade as a temporary grade. Extraordinary circumstances might include, for example, unexpected health-related setbacks for the faculty member during the period when final papers/examinations have to be graded and grades submitted to the registrar. In such circumstances, if all student in the class are passing the course, the faculty member may assign a standard letter grade such as a "P" to the entire class, inform students that his is a temporary grade, and change the grade to what is assigned to each student within the next four weeks. The faculty member must communicate with students in advance to inform them of the above process, and he/she must inform his/her chair, dean, and the registrar about the circumstances which warrant such action.

Grievances Regarding Grades:

Academic problems related to a course, a professor or a grade should be solved at the lowest level possible. If the problem cannot be resolved directly between the student and the faculty member involved or if the student is unable to confront the faculty member involved, then the following steps may be taken.

It is the intent of the procedure that a student be given a fair hearing and provided with a resolution process that protects the rights and recognizes the responsibilities of both the affected student and the faculty member(s).

NOTE: For complaints or problems that include possible harassment and/or discrimination, please refer to the Student Conduct and Policies section of the current student handbook.

Process for Filing a Grievance About a Course Procedure or a Grade:

Academic problems related to a course, a professor or a grade should be solved at the lowest level possible. If the problem cannot be resolved directly between the student and the faculty member involved or if the student is unable to find resolution with the faculty member involved, then the following steps may be taken.

It is the intent of the procedure that a student be given a fair hearing and provided with a resolution process that protects the rights and recognizes the responsibilities of both the affected student and the faculty member(s).

NOTE: For complaints or problems that include possible harassment and/or discrimination, please refer to the Student Conduct and Policies section of the current Student Handbook.

1. The student should address the issue directly with the faculty member or members involved in a timely manner. For example, if the student is given a grade that he or she thinks is unwarranted, he or she should ask the faculty member for clarification about grading criteria and his or her evaluation of coursework immediately after receiving the grade in question.

2. If the complaint remains unresolved, the student should take a written explanation of the situation and copies of relevant documents to the dean of the faculty member's academic unit. A student can obtain the name and location of the dean directly from the Office of Academic Affairs at the University's Lacey campus (Old Main 269; telephone 360-438-4310). If the grievance is related to the **Saint Martin's-JBLM** campus you will also need to contact Dr. Kathleen Boyle (360-438-4333).

3. The dean will read the written explanation and related documentation and consult with the department chair of the course in question. The dean or chair will investigate the details of the complaint as necessary and appropriate. The dean or chair will then provide the student with a

written response and explanation regarding the findings in a timely manner. Copies of that response will be filed with the dean of the school or college, the appropriate department chair, and the instructor of the course in question.

4. If the dean is the faculty member involved in the complaint, or if the complaint cannot be resolved with the dean, then the student should take the complaint to the Provost's Office at the Lacey campus (Old Main 269; 360-438-4310).

The Provost's Office will read the student's written explanation and related documentation. The provost will investigate the details of the complaint as necessary and appropriate.

The Provost's Office will provide the student with a written response and explanation regarding the findings in a timely manner. Copies of that response will be filed with the academic unit dean, the instructor and the department chair of the course in question. Decisions of the provost are final.

GRADUATE STUDENT ADVISING

Academic advising is the responsibility of both faculty members and the student. Faculty members are prepared to help students explore various career choices, explain University requirements and provide guidance in selecting classes.

Advisors are expected to provide accurate information to students and help them make informed choices about programs and courses. Students, however, are responsible for keeping themselves informed about policies, policy revisions, academic and graduation requirements and for seeking help from their advisor.

Student responsibility: Students are responsible for meeting academic regulations. They also are expected to truthfully complete all documents pertaining to their University studies and activities. Failure to do so may constitute grounds for disciplinary action.

INDEPENDENT STUDY

An independent study course enables a student to take a course listed in the catalog on an individualized basis. Independent study may not be used when repeating a failed course. Requirements are similar to those for directed study and are provided on the independent study request form.

LATE VALIDATION

All students, no matter which campus they are enrolled at or if their classes are online, must pay in full or have financial arrangements completed by the first day of the semester/term. This includes students who are receiving financial aid or sponsored assistance. Failure to complete this financial obligation will result in a late validation fee of $50.

LEAVES OF ABSENCE

Leave of absence are types of withdrawals granted to students on the basis of extenuating personal circumstances.

- **Emergency, Military, or Family Care Leave**

  Saint Martin's University students are expected to manage their academic schedules and withdraw from any courses they are unable to complete by the deadlines provided in the normal academic schedule. The University will, however, consider requests for an emergency, military, or family care leaves of absence from a student who experiences an urgent personal situation. Examples of such situations include, a death or serious illness in the immediate family, orders to deploy, or other serious and unexpected circumstances, which requires the student to withdraw from all courses after the regular academic deadline for withdrawal. Documentation of the serious nature of the emergency must be provided to the Office of the Registrar.

  When this type of leave is granted, the course grade awarded is normally a W (withdrawn) in all courses unless the student initiates and receives appropriate approval for an incomplete (I) grade in any course. If the student is granted an incomplete (I) grade, he or she must complete the requirements of the courses according to the

guidelines specified by the instructor and policy outlined in the academic catalog. **Leave of absence forms can be found in the "forms" section on the Office of the Registrar's webpage.**

- **Voluntary Medical Leave**

  While Saint Martin's University prides itself on providing a range of support services to students with medical and mental health conditions, on occasion, students may experience health needs requiring a level of care that exceeds what the University can appropriately provide. In such circumstances, Saint Martin's University will consider requests for a voluntary medical leave of absence from a student experiencing a physical or mental health-related condition which impairs his or her ability to function safely or successfully as a student and requires the student's withdrawal during a semester or an absence of one or more semesters from the University. Voluntary medical leaves of absence are coordinated through the dean of students. Students granted medical leaves of absence are expected to use the time away from the University for treatment and recovery.

  Requests for voluntary medical leave for the current semester must be submitted no later than the last day of classes as published in the academic calendar. Students with significant health issues that arise during the final exam period should contact their academic dean's office, and may also wish to apply for a medical leave for the following semester. In circumstances in which adequate care cannot be provided in a short timeframe, a leave of absence for the following term may be a requirement for approval of a student request for medical withdrawal. Documentation of the serious nature of the health condition must be provided by a certified medical or mental health professional. Requests for leave are considered by dean of students or designee, who may meet with the student and consult with the Counseling and Wellness Center and other relevant professionals and/or campus administrators as appropriate, before recommending or approving the leave.

  When a voluntary medical leave of absence is granted, the course grade awarded is normally a W (withdrawn) in all courses unless the student initiates and receives appropriate approval for an incomplete (I) grade in any course. If the student is granted an incomplete (I) grade, he or she must complete the requirements of the courses according to the guidelines specified by the instructor and policy outlined in the academic catalog

  Students must move out of residence within three days of approval of the medical leave of absence. Students are not eligible to participate in student employment or activities nor visit the residence halls without prior approval effective the date of approval of the medical leave of absence and for the duration of their medical leave.

  Voluntary medical leaves do not constitute an adjustment in charges. It is designed to preserve the academic record. Extenuating circumstances may allow for an adjustment provided sufficient documentation is provided.

  Students must contact the dean of students to request a return from a voluntary medical leave of absence. This contact should be made with sufficient notice to complete the application and approval process before the beginning of the semester in which the student wishes to return (at least two weeks prior to start of classes). The dean of students or designee considers the approval of return from leave, and may consult with the Counseling and Wellness Center, other relevant professionals, and/or campus administrators, before recommending or approving the leave. The student must receive approval to return from leave before registering for courses or applying for on-campus residence for the semester.

  The request to return must include supporting documentation from the student's treating medical or mental health professional, providing evidence that the health condition has been, or is being, addressed and that the student is capable of successfully resuming study and functioning safely as a member of the University community. Depending on the individual circumstances of the voluntary medical leave, the student may be asked to provide additional documentation concerning the nature and duration of treatment, recommendations for ongoing

care once the student has returned from leave, or to provide releases to the Counseling and Wellness Center to allow communication with treatment providers, the dean of students, and/or the Behavioral Intervention Team, regarding the student's safe return to campus.

Depending upon the individual circumstances of the medical leave, the student may also be asked to provide a brief statement describing:

- The student's experience away from the University, including the activities undertaken while on leave;
- The student's current understanding of the factors leading to the need for the leave, and the insights the student has gained from treatment and time away; and
- How the student plans to ensure a successful return to the University.

The student will also need to schedule a meeting with the dean of students to review their plan for sustained health and safety. This should include recommendations for ongoing treatment, on or off-campus. Students with disabilities may be eligible for reasonable accommodations and/or special services in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students are responsible for communicating their requests for academic accommodation to Disability Support Services.

After considering the student's request and supporting documentation, if the dean of students determines the student is not ready to return to the University, the student will be advised of that decision in writing. The written response to the student will also include recommendations to enhance the student's chance of approval the next time the student's request is considered. If the student disagrees with the dean's decision and believes they are ready to return to the University immediately, the student may submit a request for reconsideration to the dean within five days after receiving the decision. The request for reconsideration should explain why the student disagrees with the dean's recommendations and whether there are alternate steps that can be taken that will allow the student to be able to return safely and be able to succeed academically during the current term, and may include any additional documentation from treating providers or other professionals that the student wants the dean to consider. The dean will respond to the student's request for reconsideration within five days of receiving the request.

- **Involuntary Medical Leave Of Absence**

  In situations where a student is unable or unwilling to carry out substantial self-care obligations, where current medical knowledge and/or the best available objective evidence indicates that a student poses a significant risk to the health or safety of others, or where a student poses an actual risk to their own safety not based on mere speculation, stereotypes, or generalizations about individuals with disabilities, and the student does not want to take a leave voluntarily, the dean of students has the authority to place the student on an involuntary leave of absence.

- **Threats to Self or Others**

  In the event that the University is presented with a credible report that a student has: (a) threatened or attempted suicide; (b) engaged in efforts to prepare to commit suicide; (c) expressed a preoccupation with suicide; (d) threatened to inflict serious harm upon another; (e) engaged in efforts to obtain weapons or other dangerous items in order to inflict serious harm upon another; (f) expressed a preoccupation with harming others; or (g) engaged in other behavior that poses a significant danger of causing substantial harm to the health or safety of the student or others, the University may require the student to participate in a professional assessment with a licensed counselor, psychiatrist, psychologist, or physician. These sessions are designed to foster the students' willingness and ability to maintain a reasonable concern for their own welfare and the welfare of others.

- **Involuntary Leave**

  Before placing any student on an involuntary leave of absence, Saint Martin's University will conduct an individualized assessment to determine if there are reasonable accommodations that would permit the student to continue to participate in the campus community without taking a leave of absence.

- Involuntary leave is intended to be invoked only in extraordinary circumstances, when a student is unable or unwilling to take a voluntary leave of absence. When the University considers imposing an involuntary leave, the dean of students or designee will initiate the following procedures:

  1. The dean of students or designee will notify the student that an involuntary leave is being considered; whether the leave being considered would require leave from the academic program, housing, and/or other University services, and the reasons that an involuntary leave is being considered. The student shall have the opportunity to respond with information that he/she believes should be considered.

  2. The dean of students or designee will direct the student to this policy and will encourage the student to agree to a voluntary leave of absence, thereby eliminating the need to complete the process for an involuntary leave.

  3. The dean of students or designee will confer with others as may be appropriate to obtain information relevant to the University's determination of whether an involuntary leave is necessary.

  4. The dean of students or designee will consider whether the student's actions are disruptive of the learning environment, pose a threat to the safety of others, and/or pose a direct threat to the safety of the student himself/herself. They will also consider accommodations that may be provided that would mitigate the need for an involuntary leave. The consideration must be based upon the student's conduct, actions, and statements, and not merely upon speculation, a remote risk of harm, or the knowledge or belief that the student is an individual with a disability.

  5. The University may require the student to undergo a mental or physical examination if doing so is likely to facilitate a more informed decision. Additionally, in order to assist with judging the risk of harm, the University may request authorization to consult with the healthcare professionals that are or have provided services to the student.

  6. Following these consultations and examinations (if any), the dean of students or designee will make a decision regarding the involuntary leave of absence and will provide written notice of the decision to the student.

     If involuntary leave is imposed, the notice shall identify whether the student is being withdrawn from the academic program, campus housing, and/or other University services and the time when the student must depart from campus (if applicable), and the steps that must be taken when the student wishes to re-enroll. If a student is removed from courses due to an involuntary withdrawal, W (withdrawn) grades will appear on their academic transcript and all applicable charges for those courses will remain. While on involuntary leave, the student may visit campus only as specified in the notice, or as otherwise authorized in writing by the dean of students or designee.

     All students subject to an involuntary leave of absence are entitled to appeal the decision in writing to the provost or designee within three days of receiving notice from the dean of students. Upon reviewing the documentation associated with the initial decision and consulting with appropriate University officials, the provost or designee will decide whether to uphold, reverse, or amend the dean's determination, at which point no further appeal is permitted.

     If involuntary leave is not imposed, the University may impose conditions and/or requirements under which the student is allowed to remain enrolled in the University's programs.

     The University reserves the right to notify a parent, guardian, or other person, of the circumstances leading to the consideration of involuntary leave, if notification is deemed appropriate. In addition, if leave is imposed, the parent, guardian, or other person may be asked to make arrangements for the safe removal of the student from campus.

After an involuntary leave, a formal request for reinstatement must be submitted to the dean of students who will decide whether or not to approve the reinstatement. The dean of students may condition reinstatement upon receipt of a certification from one or more appropriate healthcare professional(s) providing evidence that the behavior that precipitated the need for the involuntary leave has been ameliorated and that the student is able to participate in the University's programs without disruption of the learning environment and without posing a threat to personal or community safety.

This involuntary medical leave policy is not intended to take the place of disciplinary actions under Saint Martin's University Student Code of Conduct, and does not preclude sanctions, including the removal or dismissal of students from the University, University residence halls, or other University facilities or services, for violations of the Code of Conduct or other University policies.

NON-MATRICULATED GRADUATE STUDENTS

An individual may be admitted as a non-matriculated graduate student. Examples would include individuals enrolled in another institution wishing to take classes for transfer to their home institution; individuals taking classes, but not a specific degree or certificate program for professional development; or those taking classes because of interest or for personal enrichment. Please note, however, first enrollment priority will be given to degree-seeking students and permission of the program director and the instructor are required.

Since no program admission is implied, admission as a non-matriculated graduate student will be processed by the Office of Graduate Admissions following guidelines in the basic requirements for admission. Non-matriculated students will then be able to register for classes pending the permission of the program director and instructor on a space-available basis.

There is no limit to the total number of credits that may be taken by a non-matriculated graduate student. However, normally a maximum of nine semester credits taken as a non-matriculated graduate student may be applied to a Saint Martin's University graduate program, should the student later decide to apply for program admission. Limits for the number of credits that may be taken in a semester or term are the same as for graduate students enrolled in a degree or certificate program.

Non-matriculated graduate students may take those graduate courses for which they have met the prerequisite requirements. If a course is one for which program admission is required, authorization to enroll in that class requires the permission of the appropriate program director.

The Office of Graduate Admissions strongly recommends that applicants seeking non-matriculated status consider their funding options. In most cases, students admitted without a degree or certificate program will be ineligible for federal financial aid.

REGISTRATION

No student will receive credit for any course in which he or she is not registered. After a student has registered for classes, changes to a schedule must be properly approved and recorded by the registrar. If a student fails to meet the prerequisite for a course, the Office of the Registrar will remove the course from the student schedule. Exceptions will only be considered for students submitting a signed prerequisite override form. Any student who is marked as never attended during the attendance accounting period by an instructor will be administratively dropped from the course.

REPEATING COURSES

Only a course in which a grade of 'C' or lower was earned may be repeated, unless a designated repeatable course. The highest grade received will be used in computing cumulative grade point average, and credit will be allowed only once toward fulfilling graduation requirements.

SCHEDULE LIMITATIONS

To be considered full-time, a student must be enrolled for six (6) semester hours of credit with a maximum of thirteen (13) semester credits per semester.

STUDENT RIGHT-TO-KNOW ACT

Saint Martin's University adheres to the requirements of the Federal Student Right- to-Know Act in providing certain information about the University. Information on the institution, academics, financial assistance, graduation rates, institutional security policies and crime statistics, athletic program participation rates and financial support data is available on the University website, www.stmartin.edu. For questions or additional information, please contact the Office of Admission, 360-438-4485.

SWITCHING FROM UNDERGRADUATE TO GRADUATE

Students enrolled in undergraduate courses wishing to switch to the graduate level equivalent course must do so no later than the add/drop period for the respective term, and only with permission of their advisor and the dean on the appropriate Undergraduate Permission to take Graduate Level Courses Form. Applicable tuition rates will apply. Forms can be found in the Office of Graduate Admissions or with your specific college. Information on 4+1 Programs can be found in the undergraduate academic catalog.

TIME TO DEGREE COMPLETION, CONTINUITY OF ENROLLMENT, READMISSION

The amount of time permitted to complete a graduate degree is seven (7) years from the registration in the first course to be included in the degree or certificate program. For this purpose, enrollment in prerequisite courses that do not count toward the degree does not trigger the timeline, for example 500 level courses for the MBA.

Students working toward a degree at Saint Martin's University are expected to meet the graduation requirements contained in the academic catalog in effect for the year in which they begin coursework toward the degree. No students may use requirements in a catalog older than seven years prior to the date of their graduation.

When a student is admitted, the catalog in effect at the time of the initial enrollment in courses counting for the degree will normally govern graduation requirements as long as no break in attendance of greater than one year has occurred. If there is a break in enrollment exceeding one year, the catalog in effect at the time of readmission will normally govern graduation requirements.

Graduate students with a break of more than one year in registration will be required to apply for readmission. Students who do not have an approved leave of absence on file will be subject to the application fee in effect at the time of application for readmission. A student who was not in good academic standing (probation or suspension) must provide evidence to support the likelihood that readmission would be expected to lead to successful program completion.

The candidate for readmission must submit official transcripts of any college-level work completed since the last registration in Saint Martin's as part of the readmission process.

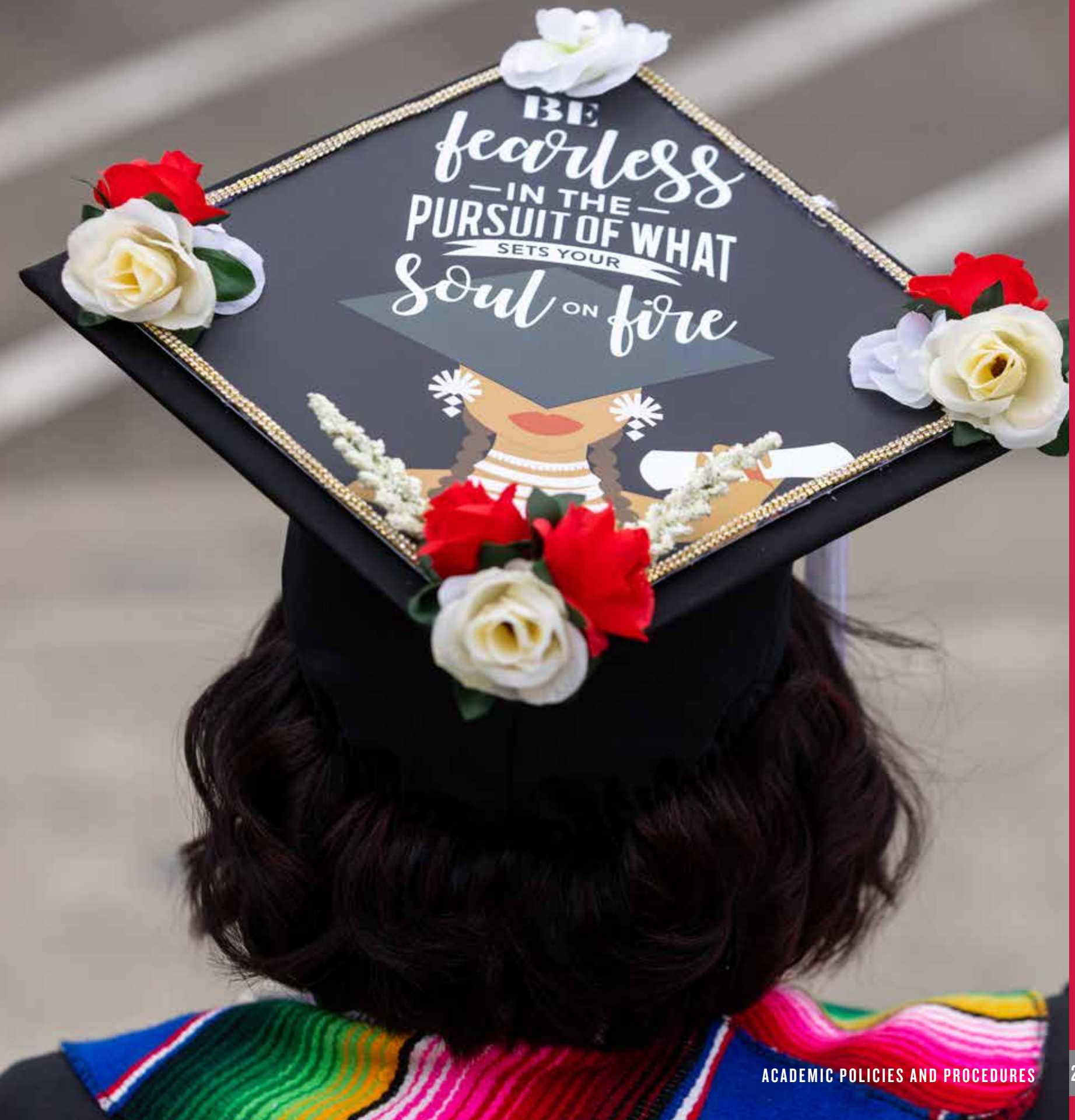
TRANSCRIPTS

A transcript is a copy of a student's permanent academic record which is maintained for all Saint Martin's University students by the Office of the Registrar. An official transcript is one bearing the University seal, the official signature of the registrar, and is either provided to the student in a sealed envelope or delivered (by mail) to someone other than the student. An unofficial transcript will contain the same information as an official, but will be produced on plain white paper and does not bear the official signature or seal. Other colleges/universities will likely need an official transcript for transfer course determination.

Transcripts will not be released for any student or former student who has an unresolved financial obligation with the university.

Transcripts can be ordered in person or online at the following link: **https://www.stmartin.edu/academics/academic-resources/office-registrar/request-transcripts**. We will not accept email requests for transcripts. Currently enrolled students can view/print their unofficial transcripts online via the self-service portal at no charge. Transcripts ordered in office are $15.00 each and transcripts ordered via the link above are $8.25 each. Transcript fees are subject to change.

Release of these records is protected by the Family Educational Rights and Privacy Act (FERPA).


BE
fearless
IN THE
PURSUIT OF WHAT
SETS YOUR
Soul ON fire

TRANSFER CREDIT

For students transferring to Saint Martin's: Transfer for credits earned prior to admission to Saint Martin's University as a graduate student will be reviewed at the time of application to ensure full consideration. Academic departments will make a determination on any courses that will transfer. Coursework that is older than seven years will typically not transfer and students must retake these courses and complete degree requirements in accordance with the catalog at the time of their re-entry into the University. As with all applicants, the student's application will be evaluated holistically, taking into account academic, service, and leadership considerations.

For current Saint Martin's students: Students enrolled in a Saint Martin's University graduate program who wish to take classes at another university must seek prior approval from their graduate program director in order for those credits to count towards a Saint Martin's University degree or certificate. Up to nine semester hours of graduate work may be taken at another institution and transferred for inclusion in a Saint Martin's University graduate program. To be eligible for transfer, the credit must have been pre-approved in writing by the program director and earned at a regionally accredited university (or the equivalent). Only those classes for which a grade of 'B' or higher is earned may be accepted for transfer.

Individual programs may have additional expectations.

VETERANS

Saint Martin's University's academic programs of study are approved by the Washington State Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC.

The Veterans Affairs representative counsels and advises students about regulations and rules set forth by the U.S. Veterans Administration and Saint Martin's University.

It is the veteran's responsibility to be fully informed of all academic regulations affecting his or her satisfactory progress. A student's progress will be monitored by midterm and final grades.

The administration's regional office will be notified within 30 days of less-than-satisfactory progress or dismissal from the University; of the student's withdrawal or non-attendance in courses that would result in a change of certification; or of the student's complete withdrawal from the University.

A veteran whose benefits have been terminated will not be certified for reenrollment unless a federal Veteran's Administration counseling psychologist approves. In the case of illness or other extenuating circumstances, these standards will be applied on an individual basis.

Students attending the university who expect to receive educational benefits from the Veterans Administration must meet the following requirements set by the Veterans Administration and the university. Failure to comply with regulations could result in student debt.

- It is the student's responsibility to take courses only within their degree plan. Courses outside of their degree plan will not be paid by the Veterans Administration.
- No benefits will be paid for XF,V or W grades.
- No benefits will be paid for repeated courses that were successfully completed as transfer work or previously through the university.
- Spouses of active duty servicemen do not qualify to receive Yellow Ribbon funding or the housing allowance.
- Saint Martin's University does not offer tuition waivers for dependents of deceased or 100% disabled veterans.

WITHDRAWAL POLICY

Withdrawal from courses

Withdrawal from courses at Lacey Campus: Students may withdraw from a course by completing the drop section of the add/drop form and returning the form to the Office of the Registrar. Withdrawal from a course will be reflected on the student's transcript as a "W."

Each semester, the Office of the Registrar announces the date for the official last day to withdraw from courses. This date can be found on the academic calendar and the Office of the Registrar's website.

Withdrawal from courses at Saint Martin's-JBLM: Students may withdraw from a course by completing the drop section of the add/drop form and returning the form to any Saint Martin's-JBLM campus office. Withdrawal from a course will be reflected on the student's transcript as a "W."

Each semester, the Office of the Registrar announces the date for the official last day to withdraw from courses. This date can be found on the academic calendar and the Office of the Registrar's website.

Complete exit from the University

Students wishing to completely withdraw from the University must fill out an electronic Complete Exit Form which is found on the Office of the Registrar's webpage.

Before submitting this form, be sure to check with Student Financial Services to determine the financial impact of withdrawing from your classes. You will be responsible for any charges incurred as a result of this withdrawal.

Also note that if you withdraw after the drop period but before the withdrawal deadline, your transcript will indicate a "W" for each course. If you withdraw after the withdrawal deadline, you will receive a grade for each course.

A student withdraws in good standing if the student is not dismissed for scholarship deficiencies, has disciplinary holds, and/or is not on academic probation at the time of withdrawal.

ADMISSION

Saint Martin's University seeks to enroll students of all ages and backgrounds who will benefit from the distinctive, personalized education provided by the University.

Graduate admission to Saint Martin's University is competitive and is based on the criteria outlined below. All applicants must meet the general admission requirements set for the university, found under **https://www.stmartin.edu/admissions-aid/how-to-apply/graduate**.

In addition, each graduate program also sets its own admissions requirements, which may exceed the general requirements set by the Office of Graduate Admissions. Applicants should carefully read the program admission requirements detailed under each graduate program in this catalog. Please note that applicants who do not meet the minimum admissions criteria may be admitted conditionally upon individual review and at the sole discretion of the Office of Graduate Admissions.

International graduate students must submit an additional processing fee of $100 with their application for admission. Applications will be processed and students notified about acceptance only after this fee has been received by the University. They must also submit their transcripts through one of the following approved transcript evaluation services:

- World Education Services (WES) www.wes.org
- International Educational Research Foundation (IERF) www.ierf.org
- International Education Evaluations, Inc. (IEE) www.foreigntranscripts.com
- Global Credentials Evaluators, Inc. (GCE) www.gceus.com
- Other NAFSA or NACES member/affiliate services may be approved once verified.

PRIORITY DEADLINES

Graduate programs have rolling admissions, which means that interested applicants can apply at any time. However, for assistantships and preferred admission consideration, applicants should submit their applications by the priority deadlines listed on the program websites.

ADMISSION REQUIREMENTS

The minimum admission requirements for unconditional graduate admission to the University include:

- An earned bachelor's degree from a regionally accredited college or university.
- A minimum undergraduate cumulative GPA of 3.0.
- Proof of English proficiency for international students: A minimum score of 79 iBT /550 PBT on the TOEFL or an overall band score of 6.5 on the academic version of the IELTS (test scores must be less than two years old at the time of application) or a bachelor's degree from a U.S. institution where English is the language of instruction. Pearson Test of English (PTE) scores of 58 or higher will be considered.
- Admission to a degree program or as a non-matriculated (non-degree seeking) student.

Three decisions can be made about a candidate's application:

- The student may be admitted unconditionally; or
- The student may be admitted conditionally with additional requirements specified that must be met within a set timeline; or
- The student may be denied admission.

There are different application procedures for admission depending on which program and which student type the applicant is pursuing.

- Graduate degree program admission
  - Master of Accountancy
  - Master of Business Administration
  - Master of Arts in Counseling
  - Master in Teaching
  - Master of Education
  - Master of Education—Higher Education and Student Affairs
  - Master of Science in Civil Engineering
  - Master of Engineering Management
  - Master of Science in Environmental Engineering
  - Master of Science in Mechanical Engineering
  - Master of Science in Computer Science
  - Ph.D. in Leadership Studies
- Graduate non-matriculated student admission
- Certificate or certification-only admission
  - HESA Certificate
  - Post-Master Administrative Certificate
  - Internal Audit and Risk Management Certificate
  - Healthcare Management Certificate
  - Post-Baccalaureate Certificate
  - Secondary Teaching Alternative Route
- Readmission of former Saint Martin's graduate students

A description of the application procedure for each one of these follows.

If it is found that an applicant has made a false or fraudulent statement or a deliberate omission on the application for admission or any accompanying documents or statements, the applicant may be denied admission. If the student is already enrolled when the fraud is discovered, the case will be adjudicated using the procedures specified for violations of the Saint Martin's University Code of Conduct & Policies as contained in the Student Handbook.

Graduate Degree Program Admission (Including Post-Baccalaureate and Post-Master's Certification and Certificate Programs)

Prospective students wishing to apply for one of our graduate degree programs, certificates, the Secondary Teaching Alternative Route, or the post-master's certification program should submit their application and supporting documentation to the Office of Graduate Admissions.

The application and admissions requirements vary for each graduate program and are described in detail in the graduate program section of this catalog. Details and forms also can be found on the Graduate Admissions website: **https://www.stmartin.edu/admissions-aid/how-to-apply/graduate**.

Supporting documentation for graduate admission consists of:

- A Graduate Application.
- $55 Application Fee.
- Official transcripts (paper or electronic) from all colleges and universities attended sent directly from the institution to the Office of Graduate Admissions.
- Resume
- Personal Statement (prompt questions individually listed on program website or in graduate program section of catalog

- 2 Letters of Recommendation (3 for Ph.D applicants) and either a third letter or reference name and contact information for other graduate applications.

Program-specific application materials are listed on the program website or in the graduate program section of this catalog. All programs in the College of Education and Counseling require additional documents. Please note that the Hal and Inge Marcus School of Engineering waives references and recommendations for engineering alumni of Saint Martin's University.

International Graduate Student Applicants: In addition to meeting the application requirements for each masters program, international applicants must also submit:

- A $50 graduate application fee and a $100 non-refundable international services fee.
- Official transcripts sent directly to Saint Martin's University by all colleges or universities attended.
- Official evaluation of all university-level coursework and degrees earned outside of the US completed and submitted directly to Saint Martin's University by an approved NACES evaluation company. Find approved evaluators here: www.naces.org/members
- If you are requesting transfer credits, a course-by-course evaluation is required.
- An official English translation is required for transcripts issued in a language other than English.
- Proof of English Proficiency may be satisfied in one of the following ways:
    - An undergraduate degree earned from a U.S. institution (instruction in English)
    - An official TOEFL, IELTS, or Duolingo score report (less than two years old) sent directly from reporting institution. For full admission we require: 79 IBT/213 CBT/550 PBT on the TOFEL, 100 on Duolingo, or 6.5 band score on the academic version of the IELTS, or
    - At the discretion of university personnel, an earned degree (instruction in English) from a country where English is the official language, or the applicant is from a country where English is the official language, may be considered upon request by the applicant.
      **Those students who do not meet the minimum required English proficiency but are otherwise admissible will be conditionally admitted through our ESL program. Saint Martins University is the sole judge of an applicant's English proficiency.*
- Proof of Finances
- Copy of Passport. **If currently studying in the US, a copy of your current I-20, visa, and transfer form will also be required.Graduate Nonmatriculated Student Admission*

Graduate Nonmatriculated Student Admission

Prospective students interested in taking graduate courses without enrolling in a degree program should submit the following:

- A non-degree seeking application
- Official transcript showing proof of bachelor's degree.

Enrollment in specific courses may require prior approval.

Readmission of Former Saint Martin's University Graduate Students

Students who have attended Saint Martin's previously and left voluntarily (i.e., were not suspended), should submit an Application for Re-Admission to the Office of Graduate Admissions if they have been away for more than one year from the last day of the semester or session last attended. This will require a $50 re-application fee. Readmitted students will be subject to the degree requirements of the catalog that is current at the time of their readmission.

Students who have attended another college or university during their absence from Saint Martin's University must submit official transcripts from each institution. International transcripts have to be submitted through an approved credential evaluator.

Students who have been away less than one year should contact the Office of Graduate Admissions in order for their record to be reactivated so they may register for classes.

In all cases listed here, students are strongly advised to contact the Student Financial Service Center at the same time and ask specifically what they need to do to reinstate or reapply for financial aid.

GRADUATE TEACHING AND RESEARCH ASSISTANTS

Saint Martin's University offers a limited number of Graduate Assistantships to graduate students enrolled in Business, Counseling, Education, and Engineering programs at the University. Opportunities exist to assist with teaching, research and key support functions. Graduate Assistants earn a partial tuition waiver and a modest stipend in exchange for just 10 hours per week of work. The Office of the Provost manages all graduate Assistantships and you can find more information on the website at **https://www.stmartin.edu/academics/academic-resources/office-provost**.

VETERANS ADMINISTRATION/VOCATIONAL REHABILITATION

Applicants applying through Veterans Administration or vocational rehabilitation programs should schedule an appointment with an admission counselor through the Office of Admissions or any extended campus to complete all required academic degree plans and necessary paperwork. Applicants to the University should allow a minimum of two weeks from the time of their advising appointment for completion of transcript evaluation, academic degree program, financing documentation and additional information.

SAINT MARTIN'S UNIVERSITY AT JOINT BASE LEWIS-MCCHORD (JBLM) ADMISSION

Applicants to graduate programs at the Saint Martin's University at JBLM (Saint Martin's-JBLM) campus apply following the same procedures as main campus applicants. Counselors at Saint Martin's-JBLM can provide some general assistance regarding graduate program admission; however, applicants can also contact Office of Graduate Admissions at the main campus.

Saint Martin's-JBLM is primarily for the benefit of active-duty service members and their families. Non-military-affiliated students may attend the Saint Martin's-JBLM campus; however, program and course enrollment priority always is granted to the University's military-affiliated students.

YELLOW RIBBON PROGRAM

Saint Martin's University is an approved institution for the education and training of veterans. Saint Martin's is a Yellow Ribbon Program school and supporter of the Post 9/11 GI Bill. The University does not cap the number of students who can participate in the Yellow Ribbon Program. Yellow Ribbon benefits replace other forms of Saint Martin's financial assistance such as merit scholarships and grants.

Saint Martin's is also a designated "Military Friendly School" and continues to be recognized every year for our service to the military community.

Students admitted to the University and eligible to receive VA benefits must contact their respective veteran's representative and submit the necessary paperwork for certification. The student must submit a copy of their Certificate of Eligibility sent by the VA and must also complete and submit the Saint Martin's request for certification electronic form (found on the Office of the Registrar's webpage) each session or semester to ensure continuous receipt of benefits prior to certification. Saint Martin's University will not certify students in advance; students must be registered with advisor approval and only courses within the student's degree plan will be certified to the VA. Saint Martin's will not participate in accelerated pay if the student is using Chapter 33. The VA pays directly to the school. Tuition and fees will not be reported to the VA prior to bills being assessed, or before the add/drop period is over to ensure accuracy of costs. It is the student's responsibility to promptly notify the VA representative of any changes they make to their schedule including, withdrawals, adds, and drops. Failure to promptly report any changes to registration could lead to an overpayment and the student may be responsible for debt repayment.

STUDENT FINANCIAL SERVICES

Endorsing the Catholic Benedictine values of faith, reason, service, and community, the Student Financial Service Center supports the mission of Saint Martin's University to empower students in their pursuit of learning and honors their sacredness as individuals as well as their families and our community in an efficient and caring professional manner. This service reflects the Benedictine traditions of hospitality, communication, and respect while maintaining a high level of accuracy and integrity. Our purpose is to provide efficient and welcoming service to all of the Saint Martin's community, and empathetic and reverent counsel to our students and their families in regards to their financial education concerns, inquiries, or limitations.

FINANCIAL AID

Applying for financial aid

The Free Application for Federal Student Aid (FAFSA) is required to apply for financial aid at Saint Martin's University. The FAFSA should be completed online at www.fafsa.ed.gov as soon as possible after October 1 of each year. The Saint Martin's University FAFSA code is 003794.

Priority Deadline for Filing Your FAFSA Application

- January 1 (Applies to students in all programs)

Financial aid notifications

SFSC STUDENT AID PORTAL

Students can view all of their financial aid information online at: **https://selfservice.stmartin.edu/NetPartnerStudent/**

*Students must have a financial aid record already established at Saint Martin's University for the academic year in order to access the SFSC Student Aid Portal. Students who have not begun the financial aid application process can get started by completing the Free Application for Federal Student Aid. Enter Saint Martin's University's school code 003794 on the application and we will automatically receive a copy. Once the information is received, students can start using the SFSC Student Aid Portal.

Applying for financial aid

The Free Application for Federal Student Aid (FAFSA) is required to apply for financial aid at Saint Martin's University. The FAFSA should be completed online at www.fafsa.ed.gov as soon as possible after October 1 of each year. The Saint Martin's University FAFSA code is 003794.

Priority Deadline for Filing Your FAFSA Application

- January 1 (Applies to students in all programs)

Types of financial aid

Saint Martin's University is part of the Federal Direct Loan Program. Students may apply for Federal Direct Loans to cover their educational expenses. Types of aid offered include Direct Unsubsidized Stafford Loans and Graduate PLUS Loans.

For student loan assistance, the contribution toward college costs expected from the student is calculated according to a federally mandated needs analysis system, which takes into account many factors representing the student's financial and family situation. Graduate students must be enrolled half-time, a minimum of three (3) credit hours per semester in a program leading to a degree or academic certificate to receive financial aid. Please note that all Direct Loans are loan money and must be repaid.

Direct Unsubsidized Loans are not based on financial need and interest is charged during all periods. Students can borrow up to $20,500 in Unsubsidized Stafford Loans each year.

ELIGIBILITY REQUIREMENTS

To be eligible to apply for and receive a student loan, a student must:

- Be a citizen of the United States or an eligible non-citizen.
- Be admitted to a regular degree program. Students classified as non-degree seeking are not eligible for federal student loans.
- Satisfy Selective Service requirements: see FAFSA for explanation.
- Not have defaulted student loans.
- File the Free Application for Federal Student Aid (FAFSA).
- Enroll half-time with a minimum of three credit hours; cannot include credits taken for enrichment or audit.
- Maintain satisfactory academic progress.

Students who do not maintain eligibility may be required to return all financial aid and need to start the repayment process on any federal student loan they have received

DIRECT UNSUBSIDIZED STAFFORD LOAN

Eligibility: Not need-based; must still file FAFSA

Amount: Cannot exceed $20,500 per academic year

Repayment: Begins six months after graduation or when student ceases to be enrolled at least half-time. Borrowers are responsible for interest while enrolled and during the repayment period. However, interest payments can be deferred while the student is enrolled and during their grace period.

GRADUATE PLUS LOANS

Eligibility: Not need-based; must still file FAFSA

Amount: Cannot exceed the cost of attendance

Repayment: The repayment period for a Grad PLUS borrower begins on the date of the final disbursement of the loan, and the first payment is due within 60 days after the date the loan is fully disbursed. Grad PLUS borrowers may receive a deferment while they are enrolled on at least a half-time basis at an eligible school. Upon dropping to less than half-time enrollment status, the borrower is not entitled to a grace period on Direct PLUS Loans.

Note: A Grad PLUS borrower must apply for an in-school deferment—deferment eligibility will not be determined automatically, as is possible with Federal Direct Subsidized Loans (Direct Subsidized Loans) and Direct Unsubsidized Loans. The Grad PLUS borrower may apply for an in-school deferment by submitting an In-School Deferment Request to the Direct Loan Servicing Center that holds the loan.

ZERO CREDITS EARNED

Students who earned zero credits (all grades of 'XF' or 'W') during a semester may be required to return all or a portion of their federal aid. If a formal date of withdrawal cannot be determined, the university will assume the student ceased participation in academic activities at the midpoint in the semester and will return the calculated percentage of the student's federal loan. The student will be responsible for any balance from the loss of funding.

SATISFACTORY ACADEMIC PROGRESS

The Student Financial Service Center monitors Satisfactory Academic Progress (SAP) for all students receiving federal, state and/or institutional financial aid. This process is separate from the Academic Progress that is monitored by the Academic Standards Committee.

When students accept financial aid, they also accept responsibility for making Satisfactory Academic Progress (note: the abbreviation SAP will be used interchangeably throughout the document). This progress is based on the number of credits students enroll in per semester, their term and cumulative grade point average(s) as well as the length of enrollment at Saint Martin's University in addition to any transfer courses accepted by the University.

Please read all this information carefully. You are responsible for understanding these requirements.

- Federal regulations stipulate that a student's SAP is monitored even if they are not receiving federal student aid.
- Students who are reinstated to the University are still required to submit an appeal and a copy of their reinstatement conditions to the Office of Student Financial Services.

If you have any questions or concerns regarding the requirements as described, contact the Office of Student Financial Services.

What is SAP? Federal and state financial aid regulations require that recipients of federal and state aid make Satisfactory Academic Progress toward the completion of a degree. Therefore, Saint Martin's University student aid recipients, in addition to meeting other financial aid eligibility criteria, must be in good academic standing and making satisfactory progress in their degree program. The SAP policy must be as strict as, or stricter, than the University's academic progress policy. The SAP policy is reviewed on an annual basis and if policy changes are made, they will then be updated and disseminated to the students.

Satisfactory Academic Progress is reviewed at the conclusion of each semester. Saint Martin's-JBLM and MBA students are reviewed on the same schedule: terms one and two comprising fall semester; and terms three and four comprising spring semester.

For financial aid purposes, students will be evaluated on the following criteria:

1. **Cumulative/term GPA:** Graduate degree candidates are required to maintain a cumulative/term GPA of 3.0 or higher.

2. **Number of credits a student enrolls per semester:** To be eligible for financial aid, a student must complete at least 67 percent of the overall attempted credits.

If a student drops below the cumulative 67 percent completion rate, the student will be placed on "warning" status and have one term to bring the completion rate above 67 percent before losing eligibility for aid.

If a student continues to maintain a completion rate below 67% rate, at the end of the warning term, financial aid will be suspended. Eligibility for aid may be regained as a result of a successful appeal or by completing a term without receiving financial aid and are no longer being in suspension status. See example below:

Credits Attempted	Credits that must be completed
6 or More Credits (full-time)	Minimum of 6 Credits
3-5 Credits (half-time)	Minimum of 3 Credits

3. **Maximum Time Frame (length of enrollment at Saint Martin's University):**

   - Maximum time frame restrictions placed on Graduate students outlined below must be met to continue receiving financial aid.

   - Maximum time frame restrictions are based upon the total credits attempted. All terms, including summer, in which a student is enrolled count toward the maximum time frame, even if the student completely withdraws from the University.

   - Terms of enrollment in which no aid is received will count towards the Maximum time frame limit. This includes transfer credit hours for which no aid was received.

Repeat courses—Courses count once in the calculation of attempted credit hours. Therefore, a repeat of an 'A,' 'B,' 'C,' or Pass will not count as additional credits unless otherwise noted for repeatable courses only..

- Students repeating courses in which a 'C-' or below was received can only repeat the course once and be eligible for funding for that course.

- Students repeating previously withdrawn 'W' courses are only eligible for funding one additional time for that course.

Audited courses—Audited courses do not count towards the release of a student's financial aid nor in the calculation of completed credit hours for SAP purposes.

Maximum time frame requirements for individual degree programs for receiving aid are outlined below:

- **Master of Business Administration (MBA):** 54 attempted credit hours
- **Master of Accountancy (M.Acc):** 45 attempted credit hours
- **Master of Arts in Counseling (MAC):** 72 attempted credit hours
- **Master of Education (MED):** 60 attempted credit hours
- **Master in Teaching (MIT):**
  - **Elementary education:** 92 attempted credit hours
  - **Secondary education:** 76 attempted credit hours
  - **Special education:** 110 attempted credit hours
- **Master of Engineering Management (MEM):** 45 attempted credit hours
- **Master of Science in Environmental Engineering (MSEV):** 45 attempted credit hours
- **Master of Science in Civil Engineering (MSCE):** 45 attempted credit hours
- **Master of Computer Science (MSCS):** 45 attempted credit hours
- **Master of Science in Mechanical Engineering (MSME):** 45 attempted credit hours

Eligibility for financial aid at Saint Martin's University is determined by a student's academic record, financial eligibility determined by the FAFSA application, academic program, or a combination of these factors. The award may include a combination of the following:

Saint Martin's assistantships, scholarships and grants:

- Athletic award—Offered to recruited athletes and at the discretion of the coaches.
- Graduate teaching/research assistantships—A limited number of graduate teaching/research assistantships (GTAs or GRAs) are available that provide partial tuition remission and/or a small stipend for graduate students are awarded by the individual graduate programs and typically require 10–15 hours of work per week per semester.
- **Alumni Association scholarship**—Competitive scholarship available for continuing undergraduate and graduate student awarded on the basis of academic achievement, community service, leadership, and an essay. The applications is distributed by the Alumni Association in early spring semester and are due March 1 for awards for the following academic year.
- **Peter V. Vale MBA scholarship**—Endowed scholarship for admitted or enrolled MBA students awarded on the basis of scholastic achievement, leadership, character, citizenship and motivation. Applications are required and are available from the MBA website or the School of Business administrative office and are due March 1 for awards for the following academic year.

FEDERAL GRANTS:

- **Federal TEACH Grant**—A grant awarded to students who agree to teach for four years as a highly-qualified teacher in a high-need field at a low-income school after completing their degree. If the four-year service requirement is not met, the funds must be repaid as an unsubsidized Federal Direct Loan.

Student loans:

- **Unsubsidized Federal Direct Student Loan**—Unsubsidized loans are available to students regardless of financial need. At least half-time enrollment is required. No payments are expected but interest will accrue while the student is enrolled

OTHER MEANS FOR PAYING EDUCATIONAL COSTS

Other loans:

- **Private or alternative loan**—A non-need-based loan borrowed from a private lender such as a bank or credit union.
- **Outside scholarships**—Many scholarships are offered by businesses, foundations, and philanthropic organizations and we encourage you to apply for all scholarships that might apply to you, even if they are small. Students are required to report any outside scholarships received. Saint Martin's will not reduce University aid unless the amount falls under our Limit on Total Aid policy.

FOR MORE INFORMATION

For more information, please contact the Student Financial Service Center at 360-438-4397 or finaid@stmartin.edu. Office hours are 8 a.m. to 5 p.m. Monday through Friday, with the exception of Wednesdays when the office is open from 11 a.m. to 5 p.m. The Student Financial Service Center is located on Saint Martin's Lacey campus, 5000 Abbey Way SE, Lacey, Washington 98503.

EXPENSES

All fees are subject to change on 30 days' notice.

Graduate tuition rates

Students should refer to the Office of Graduate Admissions website for the most current tuition information. Please note that tuition rates can vary according to program, location, military status, course level and semester enrolled.

Final tuition charges are based on the student's class schedule as recorded on the last day for adding or changing classes, which is an official date listed in the academic calendar.

Residence charges

1. Baran Hall Year / Semester

   Double room charges: *(year $5,140 / semester $2,570)*

   Single room charges: *(year $5,880 / semester $2,940)*

2. Spangler Hall Suites

   Double room charges: *(year $6,030 / semester $3,015)*

   Single room charges: *(year $6,880 / semester $3,440)*

3. Spangler Hall Apartments

   Single room charges: *(year $8,000 / semester $4,000)*

4. Burton Hall Apartments

   Single room charges: *(year $7,680/ semester $3,840)*

   Double room charge: *(year $6,820 / semester $3,410)*

5. Parsons Hall

   Triple room charges: *(year $5,090 / semester $5,090)*

   Double room charges: *(year $5,970 / semester $2,985)*

   Single, shared bath, room charges: *(year $6,880 / semester $3,440)*

   Single, private bath, room charges: *(year $7,510 / semester $3,755)*

6. Board Charges

   Gold Plan *(year $7,310 / semester $3,655)*

   Silver Plan *(year $6,880 / semester $3,440)*

   Bronze Plan *(year $6,560 / semester $3,280)*

   Commuter *(year $2,430 / semester $1,215)*

For other housing options, contact the Office of Housing and Residence Life, 360-412-6163.

Residential programming fee: $20 per semester charged to all students residing on campus in University residence halls

New residential student damage deposit/room reservation: $200.

Please see "Refund Policy" in this section of the academic catalog for a description of refund policies for room and board deposits as well as room damage deposits.

Fee schedule

All fees listed are 2021–2022 rates unless otherwise listed.

STUDENT SERVICES FEES

Student health insurance (nonrefundable): Estimated costs are listed below per year for student premium based on 2021 premium rates. Saint Martin's University requires Lacey campus students who are enrolled at least half time to have health insurance coverage. Students are encouraged to maintain any personal coverage they have. Those who do not have personal coverage through a private insurer must purchase health insurance through the University's provider. Students who have sufficient personal coverage may waive this fee by submitting a completed online waiver form to the University's insurance provider by the first day of the semester. Waivers cannot be accepted after the deadline; if a student has not submitted the form by the deadline, they will be responsible for the insurance charge. Details about completing the online waiver or about student health insurance coverage can be found on the "Health Insurance" webpage of Student Financial Services.

Estimated costs, based on 2020/2021 academic year costs:

Fall	$1,155.00
Spring/Summer	$1,963.00
Summer	$901.00

International student health insurance: International students are required to have coverage while attending school in the U.S. and must contact the Office of International Programs and Development at 360-438-4504 for further information.

REGISTRATION FEES

Late validation fee (nonrefundable): $50 (charge effective after first day of class) if payment or financial arrangements are not made prior to the beginning of the semester or sessions.

SPECIAL FEES

- **Matriculation Fee:** $110 per semester. Some graduate programs require this fee for non-enrolled students who are in the process of completing degree requirements.
- **Continuing, non-enrolled student fee:** $60 fee per semester. This fee applies to non-registered students completing degree requirements and wish to access O'Grady Library, the Computer Resource Center and other University technology services.
- **Professional Development Certification fee:** $300. This one-time fee is assessed to students who enroll in Internship (Student Teaching) as required by the State of Washington
- **Graduation fee:** $60. This fee is charged to students when they apply for graduation. It is non-refundable and is charged each time a student applies for graduation.

FEE PAYMENT AND DUE DATE

All fees are due and payable in full the week prior to the first day of the semester or sessions.

Saint Martin's University accepts the following methods of payment in person or by mail: cash, check, money order or traveler's check.

The following methods of payment are accepted online: VISA, MasterCard, Discover and American Express. A service fee of 2.5 percent is assessed at the time of processing. Free electronic check (e-Check) payments are also accepted online. Credit card payments are not accepted in person, by mail, phone, email or fax. For further information, please contact the Student Financial Service Center, 360-438-4389.

Tuition payment plans. Monthly payment plans at Saint Martin's are administered by Nelnet Campus Commerce. This plan has a small enrollment fee, but does not charge interest. Students are encouraged to set up their plans early because a twelve month plan, if selected, requires payment beginning May 1. Information is available from the Student Financial Service Center or online at **http://mycollegepaymentplan.com/saint-martins-university/**

Questions? Please call the Student Financial Service Center at 360-438-4389 or email accounts@stmartin.edu. Center hours are Monday, Tuesday, Thursday, and Friday from 8 a.m. to 5 p.m. and Wednesdays from 11 a.m. to 5 p.m. The center is closed on University observed holidays, and is located on

Saint Martin's Lacey campus, 5000 Abbey Way SE, Lacey, Washington 98503.

Property loss or damage

Saint Martin's University does not assume responsibility for loss of money, securities, or personal property held by students. Damage of school property is charged to the responsible student or repaired at the student's expense.

Refund policy

GENERAL INFORMATION

Saint Martin's University measures its classes in semester credits. Some programs on the Lacey campus and specific Saint Martin's-JBLM programs are divided into two semesters of 16 weeks each. Some programs offer two eight-week sessions per semester. During the summer, there is an eight-week session, two six-week sessions and a twelve week offered on the Lacey campus depending on the program. Our Saint Martin's-JBLM campuses offer an eight-week summer session. Refund procedures and calculations vary by campus and by the term in which the student is enrolled. ArmyIgnitED students (formerly GoArmyEd) will follow the 8-week tuition refund policy regardless of where they are enrolled or length of session.

ACTION REQUIRED BY STUDENT

Students expecting a refund must comply with the published deadline dates, and must officially withdraw/drop their course(s). It is the student's responsibility to remove themselves from any course(s) they are not attending. Failure to complete the withdrawal/drop process will result in a grade for the course(s) and charges for enrollment. Students enrolled through the Saint Martin's-JBLM campus must notify their campus administrative office, and those attending the Lacey campus would contact the Office the Registrar.

OFFICIAL WITHDRAWAL—DATE DETERMINATION

Date of withdrawal or drop is determined by the date the written notification is received by the Office of the Registrar or, if enrolled through Saint Martin's-JBLM, the date written notification is received by that location's campus staff.

Failure to attend class does not constitute an official withdrawal

REFUND CALCULATIONS AND APPEALS

Refunds are based on total charges, not on amounts paid. Please note that if the student is receiving financial aid, the Student Financial Service Center will determine whether financial aid requires an adjustment. This is based on the Federal Return of Title IV Funds Policy. Federal and state awards may have to be repaid before the student is eligible for a refund. The student is responsible for any balance remaining due to a withdrawal or aid adjustment.

NONREFUNDABLE PAYMENTS

Some fees are nonrefundable and are listed in the FEE SCHEDULE section of the catalog.

Student health insurance is nonrefundable if the student withdraws after 45 days, as the policy continues to provide coverage even though the student is no longer enrolled at the University.

Please see the "Room and Board" section of this academic catalog for descriptions of the applicable refund policy.

Tuition refunds

16-Week Full Semester (ArmyIgnitED students: Please see 8-12 week refund schedule, below.)

Date of withdrawal	Percentage of tuition charges dropped refunded
Prior to first day of term and from 1 to 10 calendar days	100
From 11 to 17 calendar days	75
From 18 to 24 calendar days	50
From 25 to 31 calendar days	25
After 31 calendar days	0

Eight- to 12-Week Sessions (Includes enrollment in ArmyIgnitED 16 week term)

In compliance with the One Refund policy of ArmyIgnitED, Saint Martin's University has elected to use the eight-week refund schedule for all students enrolling through ArmyIgnitED, regardless of course location or length of

course. Therefore this policy includes both the Saint Martin's-JBLM and the Lacey campus for students enrolled through ArmyIgnitED. The refund schedule is as follows:

Date of withdrawal	Percentage of tuition charges dropped
Prior to first day of term and from 1 to 8 calendar days	100
From 9 to 12 calendar days	50
From 13 to 16 calendar days	25
After 16 calendar days.	0

Six-Week Sessions (summer)

Date of withdrawal	Percentage of tuition charges dropped
Prior to and through the first class day	100
Through 7 calendar days	50
From 8 to 14 calendar days	25
After 14 calendar days.	0

Refunds are paid within 30 days following the student's official date of withdrawal, expulsion or grant of a leave of absence, as documented by the University.

SAINT MARTIN'S UNIVERSITY AT JOINT BASE LEWIS-MCCHORD (JBLM)

Through the Saint Martin's-JBLM campus, Saint Martin's University operates accelerated eight week sessions. Undergraduate, graduate and teacher certification courses are taught at Saint Martin's-JBLM and are primarily for the benefit of armed forces personnel and the affiliated military community.

Degree options for Saint Martin's-JBLM

The following certificate and graduate degree options are offered at the Saint Martin's-JBLM campus:

Elementary or secondary teacher residency certification: Note—a bachelor's degree is required prior to enrolling in this program.

Graduate degrees:

- Master of Business Administration
- Master in Teaching (elementary, secondary, special education)
- Master of Education (special education, ELL)

Applications are accepted from military personnel, prior military personnel and civilians. Applicants for graduate programs at Saint Martin's-JBLM follow the same admissions procedures as students on the Lacey campus.

Registration for Saint Martin's-JBLM

Saint Martin's-JBLM offers courses on an accelerated academic year (semester hours) schedule. Sessions are eight weeks in length.

Fall/Spring Session dates

2021	Fall 01	August 30–October 23
	Fall 02	October 25–December 18
2022	Spring 01	Jan. 10–March 5
	Spring 02	March 14–May 7

Registration dates can be found of the registrar's website.

Class loads for Saint Martin's-JBLM

For programs on an eight week session schedule, the maximum course load is nine (9) semester credits in any session and a total of thirteen (13) credits for the semester. Any exception to this requires explicit approval. A written request must be submitted including: a) the specific request, b) a justification for why the exception is needed, and c) a justification for why the exception is realistic. The request requires the approval of the program director and the assistant director for graduate recruitment, admissions and graduate student support.

For graduate program students using Veterans Administration benefits, enrollment in three semester hours per session is considered full-time.

To be considered a full-time student for financial aid purposes, a graduate student must be enrolled for a combined total of six semester hours in fall sessions one and two, and a combined total of six semester hours in spring sessions one and two.

Withdrawal policy for Saint Martin's-JBLM

A student may withdraw from a course by completing an add/drop form. Removal from courses after the add/drop period will result in a "W" grade recorded on the student's transcript. Please see academic calendar for deadline dates. If a student intends to completely withdraw from all courses for a given semester, they must complete a complete withdrawal form (can be found on the Office of the Registrar's webpage).

Tuition refunds policy for Saint Martin's-JBLM campus

A percentage of tuition will be refunded if a student withdraws from a class. The refund amount depends on when the withdrawal occurs, as indicated below. There are no tuition refunds for distance learning courses after the start of classes.

Eight-week session:

Date of withdrawal	Percentage of Paid Charges Refunded
1 to 8 calendar days	100
9 to 12 calendar days	50
13 to 16 calendar days	25
After 16 calendar days.	0

ArmyIgnitED student refund policy

The following refund schedule for ArmyIgnitED students was implemented following ArmyIgnitED regulations which do not allow universities to follow more than one refund schedule. Saint Martin's University is using the eight-week refund schedule for all students enrolling through ArmyIgnitED, regardless of course location. Thus, ArmyIgnitED students at all extension sites and the Lacey campus will follow the following refund schedule:

Date of withdrawal	Percentage of Paid Charges Refunded
1 to 8 calendar days	100
9 to 12 calendar days	50
13 to 16 calendar days	25
After 16 calendar days.	0

Sixteen-week session: Same as 16-week session on Lacey campus; see previous tuition refund schedule.

STUDENT SUPPORT OFFICES

CAMPUS LIFE

Various campus organizations and activities contribute to the intellectual, moral and social development of students. All students are urged to participate in out-of-class and community activities as part of their University education. Saint Martin's believes co-curricular activities provide experience, enrichment, knowledge and opportunities for personal growth not always available in the classroom. They also contribute to the well-being of the University community and its neighbors.

Student activities are coordinated through the Office of Campus Life. Activities include social and educational excursions, the Benedictine Leaders Program, cultural events, sporting events, lectures, dances and traditional activities such as Homecoming. Off-campus outdoor excursions are offered including ski/snowboard trips, rock climbing, and hiking. Students interested in intramural sports can participate at the team or individual level. Activities vary from year to year, but often include flag football, volleyball, basketball, table tennis, soccer, bowling, dodgeball and softball.

The University recognizes and supports the vital contributions made possible by students' participation in student government, the Associated Students of Saint Martin's University (ASSMU). ASSMU represents the needs of the students to the faculty, administration and board of trustees. All currently enrolled undergraduate students are members of ASSMU and can participate in the election of representatives and executive officers.

Individual student clubs and organizations are officially recognized through ASSMU. These organizations are typically formed around recreational interests, academic majors, social issues or personal development activities.

CAMPUS MINISTRY

The Campus Ministry office at Saint Martin's University is dedicated to promoting and teaching about our Catholic identity in the context of Benedictine spirituality and supports students as they grow in their faith and spirituality through programs and activities that are rooted in our core values of faith, reason, service and community.

Campus Ministry is greatly influenced by the centuries-old traditions, customs and spirit of Benedictine monasticism, especially the tradition of hospitality. Retreats, small faith-sharing groups, educational programs, liturgy and prayer services are among the many ways students can explore, strengthen, celebrate and encourage one another on their faith journeys. Campus Ministry also coordinates community service and justice advocacy opportunities for students as well as service immersion trips. Members of our community from all (or no) religious traditions or backgrounds are invited and encouraged to share in all that Campus Ministry does.

CAREER DEVELOPMENT

The Career Center helps students define their career goals and objectives as they relate to future employment or graduate school opportunities. Career planning begins when the student enters Saint Martin's and continues through graduation. The Career Center's services are available to all students and alumni at the University's Lacey campus and extended campuses. Those services and programs include an online database (Handshake) for internships and jobs; dedicated Internship Navigators for the College of Arts & Sciences, and for the College of Education, School of Business, and School of Engineering. We provide resume, cover letter, interviewing, negotiating and other skill-building workshops; graduate school testing information; major and career exploration sessions for pre-major students; on-campus interviewing and recruiting; career guidance testing; career fairs; career resource library; assistance finding scholarship opportunities; peer advisors; social media; etiquette dinners; mock interviews; networking socials and class presentations. We access our network of thousands of Saint Martin's alumni to help students make connections for The Center for Student Success serves as a hub for academic support for all Saint

Martin's students. Located on the lower level of the O'Grady Library building, the Center for Student Success is home to the following units:

- **Tutoring Center:** Peer subject tutors provide both individual and small group tutoring sessions in many subjects including science, technology, engineering, and math, as well as business, accounting, economics, psychology, and world languages.
- **Writing Center:** Writing tutors work closely with students to assist them in their academic, creative and professional writing.
- **Advising Center:** Professional advisors work with students on academic advising, connecting with campus support resources, transition and self-exploration guidance, personalized academic improvement plans, learning workshops, and support major change. The Advising Center staff also works closely with the University's Saints Care program.
- **Disability Support Services (DSS):** DSS staff support any student with a disability who is interested in using their accommodations. These students can connect with the DSS coordinator who will evaluate the documentation, determine appropriate accommodations, and serve as a learning resource and advocate with assisting students in meeting their academic goals.

COUNSELING AND WELLNESS CENTER

The Counseling and Wellness Center (CWC) is committed to supporting the holistic and developmental needs of our diverse student population. CWC services support and enhance individual growth and skills to cope with the life and learning challenges students may experience during their college experience.

Students seek counseling services for a wide variety of reasons, including depression, anxiety, stress, sleep issues, relationship concerns, grief and loss or other life transitions, academic challenges, identity development, disordered eating and body-image, problems related to alcohol or drug use, sexual assault and trauma, as well as other concerns. We treat each student with sensitivity and compassion, providing strength-based counseling services that value diversity and respect of each individual.

Our professional team of licensed counselors and graduate trainees provide services such as: brief solution-focused individual counseling, care coordination with community providers and campus services, referral coordination for those requiring specialized or longer-term treatment, risk assessment and crisis intervention, and care plan meetings to sustain student well-being and academic success. Group counseling, wellness, and outreach programs offer informal, creative ways to cultivate skills used for coping, stress management, interpersonal communication, healthy relationships, and adjustment to college.

Integrating faith, reason, and service, we empower students to develop wellness, along with knowledge and skills necessary to make informed decisions that promote resilience, foster belonging, and enhance community in a diverse, multicultural world.

All services are confidential and provided at no additional cost to students enrolled at Saint Martin's University.

Make an appointment with the CWC through email (CounselingCWC@stmartin.edu), phone (360-412-6123), or in person (Saint Raphael Center 8 a.m.–5 p.m., Monday through Friday) The CWC is closed over university holidays and semester breaks and has reduced hours during the summer sessions.

DISABILITY SUPPORT SERVICES

Saint Martin's University is committed to providing a campus environment that is accessible to all students. The Office of Disability Support Services handles coordination of services and academic accommodations for students with disabilities.

Students wishing to request appropriate accommodations are responsible for initiating contact with the office. The office will assess the individual needs of each student, assist him or her in communicating those needs to faculty and staff, and help the student obtain materials, services and the assistance necessary to successfully pursue their higher education.

Students who need special housing accommodations on-campus due to a disability also find assistance through the Office of Disability Support Services.

DIVERSITY AND EQUITY CENTER

The Diversity and Equity Center (DEC) of Saint Martin's University is committed to fostering an inclusive, supportive, and equitable learning environment for all members of the campus community. Inspired by our Catholic, Benedictine tradition, which honors the dignity of each person and strives for peace and justice in our world, the DEC seeks to build a campus community that engenders inclusive excellence, facilitates intercultural understanding, and promotes social justice.

INTERNATIONAL PROGRAMS AND DEVELOPMENT

The Office of International Programs and Development (OIPD) fosters and promotes international understanding and cultural diversity by offering a variety of cross-cultural activities and international programs to the Saint Martin's community. The mission of OIPD is to develop international partnerships and to provide a supportive living/learning environment to international students to facilitate a smooth transition from their home countries to Saint Martin's. OIPD supports this mission through numerous programs designed to foster inclusion and advance international education.

Specifically, programs and services offered by OIPD include the following: international undergraduate and ESL admissions; international student orientation; F-1 and J-1 immigration advising, international student academic support; the ESL program; the conversation partner program; the student cultural ambassador program; summer cultural exchange programs; home-stay opportunities; service-learning opportunities; and events such as the Multicultural Carnival and International Education Week. OIPD also offers student-centered cultural activities that provide international students with a better understanding of American culture and an opportunity to explore the Pacific Northwest.

O'GRADY LIBRARY

The O'Grady Library supports student success by bringing together technology, resources, and librarians who provide one-on-one research assistance. Students also have access to a variety of learning spaces, including 10 study rooms that can be reserved online. Books, journals, reference materials, and videos are available both in the library and online- on or off-campus. Students also can check out Surface Pro tablets, and variety of multimedia equipment supporting audio, video, and still media creation. Additionally, the Multimedia Lab has the full Adobe Creative suite for media editing.

The library extends its resources through participation in Summit the shared catalog of the Orbis Cascade Alliance, which makes available to Saint Martin's students more than nine million titles from 37 academic libraries in the Pacific Northwest, with courier delivery to the O'Grady Library.

PUBLICATIONS

The Belltower is the periodic newspaper written and edited by Saint Martin's students. It serves the student community by communicating student, faculty, and staff news and views on issues on campus, in the community, and around the world.

Insights, a publication of the Office of Marketing and Communications, provides news about the University, Abbey and alumni to alumni, families of students, and friends of the University.

Other communications concerning the University and its students include periodic newsletters for parents and a variety of news and information that is carried on the University's website, www.stmartin.edu.

STUDENT AFFAIRS

The Office of Student Affairs supports the overall quality of campus life through programming based on Catholic Benedictine tradition, the hallmarks of which are hospitality, respect for the individual, commitment to service, and development of the whole person. The department supports the needs of a diverse student population.

Collaboration among students, faculty, and staff enhance each student's overall growth and development through coordinated programs, activities and services. Structured experiences help students develop and refine leadership skills, make responsible choices, celebrate common values, embrace diversity, respect the rights of others, resolve conflicts, explore and define personal goals, recognize civil and social responsibilities, and develop other characteristics expected of university graduates.

These experiences, and the services provided by the University, enrich Saint Martin's learning environment. They are key factors in preparing graduate students to pursue their career choices and become educated citizens, involved community members and future leaders.

Graduate students are encouraged to participate in community activities and clubs and to use the resources available to them through the Office of Student Affairs.

STUDENT HEALTH CENTER

Saint Martin's University Student Health Center, located in room 102 of Burton Hall, is dedicated to the wellness of Saint Martin's students. Physician assistants, LPN, MA/ phlebotomist, and access to a registered dietitian staff the Health Center. The Student Health Center assists students in developing a commitment to healthy lifestyles and becoming advocates for their own health care. Services include:

- Acute care for colds, flu and other medical concerns
- Testing for infectious diseases
- Lab draws and testing available
- Writing of prescriptions and medication management
- Management for chronic health problems, such as asthma, diabetes, high blood pressure and disordered eating management
- Depression and Anxiety medication management
- Referrals for services that extend beyond the scope of the center

All enrolled Lacey campus undergraduate students are assessed a Student Health Center fee and may use the services of the center at no additional charge. Graduate students may utilize the Student Health Center for a fee paid at the time of visit.

The Student Health Center is open 10 a.m. to 4 p.m., Monday through Friday. The Health Center is closed on University holidays and office closures.

STUDY ABROAD

Graduate students have select opportunities to study abroad through approved study abroad and short-term faculty-led programs. Graduate students can transfer in a total up to nine pre-approved semester credit hours of coursework, which can include study abroad. It is very important that graduate students discuss any plans to study abroad with their advisors and obtain course equivalencies and approvals before participating in a program. Saint Martin's is committed to developing students as global citizens. The University encourages students to undertake experiences overseas, whether by studying abroad or by undertaking service and research projects in countries outside the US. Participating in a study abroad experience can be a memorable and possibly life-changing experience for students. Benefits include developing self-confidence, independence, leadership skills, and academic direction and purpose.

Students have opportunities to spend a semester, academic year, or summer break abroad at partner universities across the globe. Our current partner universities are located in China, India, Japan, South Korea, Brazil, and Germany. Saint Martin's continues to build new partnerships overseas, so students are encouraged to check with the Study Abroad Office for the most current list of partner universities.

Costs for attending partner institutions are often similar to those assessed at Saint Martin's, and depending on courses scheduled, credits may count toward a student's degree. Students who elect to study at institutions with whom we do not have a partnering arrangement may incur additional costs; please note that while state and federal awards may be used to study abroad, institutional grants may not transfer. Students should consult with the Office of Financial Aid before finalizing their plans to study abroad.

Short-term and faculty-led programs are available to students who wish to have a shorter, more focused time abroad. These courses typically last from one to four weeks, typically include a group of 12-15 Saint Martin's students, and have a specific study focus.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ATHLETIC AND RECREATIONAL PROGRAMS

Saint Martin's is a founding member of the NCAA Division II Great Northwest Athletic Conference. The University sponsors 15 athletic teams that participate in men's and women's basketball, golf, soccer, cross country, and outdoor and indoor track and field; women's volleyball and softball; and men's baseball.

The Hal and Inge Marcus Pavilion is the University's indoor athletics facility that seats 3,500. The facility hosts GNAC conference playoffs, and high school district and state tournaments. Saint Martin's outdoor track-and- field and soccer facilities were completed in the spring of 2009. Baseball and softball teams also compete on campus, while the men's and women's golf teams have an on-campus indoor practice facility, plus access to several local courses.

The University's athletic fields and courts, as well as nearby public golf courses, lakes, shores and mountains, offer opportunities for many sports and activities for student participation.

In the fall of 2009, Saint Martin's opened the 36,000-square-foot Charneski Recreation Center. This facility includes three multi-purpose courts, a four-lane running track, a batting cage and a 9,000-square-foot fitness center equipped with weights, cardio equipment, a multi-purpose classroom and an aerobics-dance studio. The Charneski Recreation Center also offers wellness classes throughout the year, including youth karate and yoga.

Students interested in intramural sports can participate at the team or individual level. Intramural Sports include flag football, volleyball, basketball, badminton, floorball, soccer, dodgeball and softball. Off-campus outdoor excursions are offered through the Saints Outdoor Adventure Program (SOAR) and include ski/snowboard trips, rock climbing and hiking throughout the Puget Sound region


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CAMPUS DINING SERVICES

All food service at Saint Martin's University is managed by Bon Appétit Management Company, an award-winning company known for its standards of excellence and innovation in sustainable food service. Bon Appétit brings made-from-scratch restaurant-style dining to Saint Martin's University. Breaking bread together helps to create a sense of community and comfort. The Bon Appétit staff recognizes the important role they fill and take great care to honor their position on the Saint Martin's campus. Food is purchased with high ethical standards and environmental impact in mind; eggs are cage-free, beef is range-fed, fish adhere to Seafood Watch guidelines, and produce is organic and grown locally whenever possible. Bon Appétit encourages feedback and gladly works with individual students to meet special dietary needs.

For more information on Bon Appétit's principles and standards, visit www.bamco.com. To learn more about Bon Appétit's food service at Saint Martin's University, visit www.cafebonappetit.com/saintmartin.

Visit the Monk's Bean Coffee Bar located in Harned Hall open until 6pm and the convenience store located in Parsons Hall open until 11pm.

CAMPUS FACILITIES

Saint Martin's Abbey: The Abbey, home of the Benedictine monks, is across from Old Main, the University's oldest building.

Abbey Church: The Abbey Church is the spiritual center of Saint Martin's. A beautiful, modern structure adjacent to the Abbey, its surrounding gardens and serene atmosphere draw many people from on campus and the nearby community. The church is used for daily services as well as for small concerts and other activities. A bronze statue of the Benedictine Order's patron saint, Saint Benedict of Nursia, stands near the church entrance.

Cebula Hall: Cebula Hall, completed in 2012 and opened to students in 2013, is a LEED-platinum state of the art building. It houses the Hal and Inge Marcus School of Engineering. Cebula Hall contains engineering classrooms and offices, an engineering computer center and engineering laboratories. Its name honors Father Richard Cebula, O.S.B. (1916-2004), who served as the engineering department chair for many years.

Charneski Recreation Center: Opened in the fall of 2009, this 36,000-square-foot facility houses three multi-purpose courts, a four-lane running track, a batting cage and a fitness center equipped with weights, cardio equipment, a multi-purpose classroom and an aerobics-dance studio.

Computer Resource and Copy Center: To access University computer resources, a student must first complete a one-time computer/email account application. This includes the student agreeing to comply with the University's acceptable use policy. Students who violate that policy will quickly lose all access to University systems. Inappropriate uses such as pornography, copyright violations or piracy will result in immediate loss of privileges.

A wide variety of computer resources are available to Saint Martin's students. These include:

- General-purpose computers. Computers are available in the Computer Resource Center in Old Main, O'Grady Library, Harned Hall, Trautman Student Union Building, Parsons Hall and Cebula Hall. These computers are licensed with a variety of up-to-date software, including Microsoft Office Professional, programming languages, library reference materials, statistical software and engineering applications.
- Print, copy and scanning. Several locations are available for students to scan materials to data formats, and students have easy access to laser printers. Per-page print and copy charges are modest and are partially subsidized by the University. In addition, students are given a $10 credit toward their printing each semester. Copies can be made in the Computer Resource and Copy Center at $.05 for black and white copies and $.25 for color copies; see the staff for assistance. Black and white or color copies can also be made at the O'Grady Library and Harned Hall utilizing a card or coin vending unit attached to the copiers.
- Email, Internet and research tools. While on campus, students have easy access to the University's network and to the Internet. Email accounts and library database information also can be accessed off-campus via the Internet. The residence halls provide wired ethernet connections for each resident. Wireless Internet access is also provided in common areas and in many classrooms.

Ernsdorff Center: The new science building completed in April 2019, is a 31,873 sq. ft. standalone, pre-engineered metal building. The new science building will include laboratories, classrooms, collaborative research spaces and offices. Mathematics, physics, biology and chemistry departments, all call this new building home. It is strategically located near Cebula Hall and adjacent to the Panowicz Foundry for Innovation and the E.L. Wiegand Laboratories.

Naming of the new science building was in honor of Fr. Bede Ernsdorff, O.S.B. (1909–1982) and the naming of the Department of Natural Sciences was in honor of Fr. Placidus Reischman, O.S.B. (1926–2000). Fr. Bede served as the head of the Saint Martin's Chemistry Department from 1938 to 1982 and Fr. Placidus served as chair of the Saint Martin's Biology Department from 1959 to 1987.

Harned Hall: Opened in 2008, Harned Hall is shared by students and faculty in every division. This technology-rich building features eight general classrooms, a computer classroom, a small computer lab, a tiered lecture hall, the Monk's Bean Coffee Shop, the Diversity Center, the Veteran's Center, and The Belltower. Wireless access is available throughout the building.

Kreielsheimer Hall: Kreielsheimer Hall, the University's arts education building, contains classroom, rehearsal and shop space, as well as practice rooms for Saint Martin's music and theatre arts programs. The 5,000-square-foot building opened in 1998.

Lacey MakerSpace: The Lacey MakerSpace is a partnership between the University, the City of Lacey and the Thurston Economic Development Council. The Lacey MakerSpace, located on the Saint Martin's University campus at Zaverl Hall, is a hub for innovation and entrepreneurship that provides a place for community members and businesses to access knowledge and equipment; it features cutting-edge, industrial-quality equipment and a space for people with similar interests to collaborate on ideas.

Lambert Lodge: Lambert Lodge, on the shores of Puget Sound, belongs to the Saint Martin's monastic community and is used as a recreational retreat. It is the site for occasional University activities and retreats.

Marcus Pavilion: The Hal and Inge Marcus Pavilion, originally dedicated as "Saint Martin's Pavilion" in 1968, is the site for many University, alumni and community activities. Student activities there range from physical education classes and intramurals to team practices and weight-lifting. The facility also is the site for numerous sporting events, concerts, conferences and exhibitions, as well as commencement ceremonies for Saint Martin's and area high schools.

O'Grady Library: The 43,000 square foot O'Grady Library is home to the library, the Center for Student Success, and the ITS Help Desk. Designed by internationally renowned architect, Michael Graves, and named in honor of Saint Martin alumnus and benefactor, Tom O'Grady the building opened in 2001.

Old Main: Old Main, the University's primary academic building, contains most faculty and administrative offices, many classrooms and laboratories, the Computer Resource and Copy Center, the University bookstore, and the student and monastic dining rooms. The dining area, St. Gertrude Café is managed by Bon Appétit Management Company, known for its standards of excellence and innovation in sustainable food service. Bon Appétit encourages feedback and gladly works with individual student to meet special dietary need. Breaking bread together helps to create a sense of community and comfort. Old Main's south wing, the University's oldest structure, was completed in 1913, and the west wing in 1923. It was seismically updated in 2000.

Panowicz Foundry: The Panowicz Foundry for Innovation hosting the E. L. Wiegand Laboratories, is a laboratory facility with over 17,000 square feet. It supports the mechanical engineering, civil engineering, and computer science undergraduate programs and the MSCS, MSCE, MEM, MSEV and MSME graduate programs. The building includes a fluids lab, a soils and materials lab, a robotics lab, two computer labs, and fabrication lab. There is also a senior project area for student capstone design. Spaces are provided for student clubs, especially the ASCE concrete canoe and steel bridge competition projects. Major pieces of equipment include three-axes milling machines, CNC milling machine, laser printer, robotics fabrication materials, MTS 1000 kN Static Hydraulic test system, a Particle Image Velocimetry System, compression and compacting devices, a wind tunnel, and other apparatus. The Foundry also houses faculty offices and research space.

Residence Halls: Saint Martin's has four residence halls offering a variety of housing arrangements to students living on campus. All halls are coeducational, and all rooms and apartments house same-gender roommates. The four halls have a variety of amenities that foster the sense of community for which Saint Martin's is noted. Halls are smoke-free and furnished, and all have laundry facilities. Rooms/apartments in all four residence halls are equipped for Internet and cable TV access; Spangler, Baran and Burton Halls are also equipped for phone access.

- *Baran Hall*, located in a forested setting, was renovated in 2011 and houses primarily second-year students. It offers spacious single and double rooms, and includes two computer labs, a prayer room, game room, and study lounges on each floor. The Great Room provides an ideal setting for social activities, and is the most frequently used site for Residence Life-sponsored events. Baran Hall also includes a community kitchen for student use and card-key security locks on the outer doors.
- *Burton Hall*, provides on-campus apartment-style living for juniors and seniors. The hall is comprised of furnished four-bedroom apartments housing approximately 90 students, includes a large community room for activities and gatherings, and is also home to the University Health Center on the first floor.
- *Parsons Hall*, Saint Martin's newest residence hall, provides traditional-style housing for first-year students with double rooms, community bathrooms, and suite-style housing for sophomores, juniors and seniors. Built in 2008, the hall features an espresso stand, convenience store, mail room, computer lab, fitness room, conference room, fireplace, community kitchen, and Housing and Residence Life offices.
- *Spangler Hall*, provides on-campus residential space for 142 students. Furnished suites are primarily for sophomores, and apartments are primarily for juniors and seniors. Hall amenities include a student lounge on each floor, a fitness room, a prayer room, a game room, a conference room, and card-key security locks on exterior doors. The hall also houses a mailroom and a kitchen/patio area for social gatherings. Spangler Hall has Housing and Residence Life offices where students can check out games, pool sticks, vacuum cleaners, etc. and find professional staff members to assist them as needed.

Saint Raphael Center: Originally built in 1924 to house the brothers of the monastery, the Saint Raphael Center is now home to the St. Martin's Abbey Guest House on the top level. The level just below the guest facilities is home for some abbey administration offices and the Saint Martin's University Counseling and Wellness Center.

Saint Martin's-JBLM Campus: Saint Martin's University operates accelerated 8-week academic programs at nearby Joint Base Lewis-McChord. Saint Martin's-JBLM campus programs provide educational access at the undergraduate and graduate level to military personnel, their families, veterans, and, on a space-available basis, area residents. While Saint Martin's-JBLM campus operates on different schedules from the University's Lacey campus, Saint Martin's facilities and resources are open to all students, regardless of where they are enrolled.

Tennis Courts: The tennis courts, completed in September of 2018, are located near Charneski Recreation Center and the Marcus Pavilion. The tennis courts represents the University's commitment to our students by providing recreational opportunities outside of academics for their growth and development. The Director of Recreation Services, will oversee the use of the tennis courts and will serve as the point of contact for tennis lessons and intramural tennis club.

Trautman Student Union Building (TUB): Dedicated in 1965, the Student Union Building is a center for student activities, student government and clubs. It offers meeting and activity space for students, a game room, and a relaxing environment for connecting with the community.

Track and Field Facility: Saint Martin's track and field, dedicated in 2009, features an all-weather running track, an irrigated infield and soccer field.

Norman Worthington Conference Center: Completed in 1992, the University's beautiful conference center adjoins the Hal and Inge Marcus Pavilion and is a popular venue for area events. In addition to housing a large conference room that can be divided into smaller areas, the Norman Worthington Conference Center features a skylit lobby, offices and a kitchen. The University's primary location for meetings, conferences and social events, it is sometimes used for the performing arts.

Zaverl Hall: Zaverl Hall, built in 2006 houses the Custodial and Grounds Department and the Lacey MakerSpace.

EVENT SERVICES

Saint Martin's University Event Services operates and manages the Norman Worthington Conference Center and the Hal and Inge Marcus Pavilion. These two facilities are available for use by students, faculty and staff for a variety of internal campus events. Available space includes conference rooms, classrooms, playing fields, basketball and volleyball courts, and locker rooms. The versatility of both facilities offers several options for equipment, technology and room layout.

As rental spaces, the Norman Worthington Conference Center and Marcus Pavilion are also available to the public for community meetings, conferences, banquets, receptions, graduations and other activities. For athletic events, the Hal and Inge Marcus Pavilion can provide seating for 3,100 guests. Event Services manages the scheduling of these facilities and offers a one-stop-shop conferencing and event experience that meets the needs of those using the space. On-campus catering services are provided exclusively by Bon Appétit Management Company, the University's food service provider.

RESIDENCE LIFE

Serving students so that they may serve others, the Office of Housing and Residence Life at Saint Martin's University acts as a catalyst for the formation of a community in which members support and encourage one another by sharing their gifts and challenge each other to recognize and fulfill their full potential. The residence halls are an integral part of the University community and complement its educational programs. The Office of Housing and Residence Life provides an environment that helps students learn and grow. The halls are maintained by professional and paraprofessional staff members specifically employed to assist students.

Procedures and policies for the residence halls are outlined in the Student Handbook and the housing contract. Residents are responsible for familiarizing themselves with this handbook and contract, and for complying with terms and conditions of each document.

Additional information about the University's residence halls is available from the Office of Admissions or the Office of Housing and Residence Life. Housing and Residence Life policies, procedures, forms, and facilities information is available at **https://www.stmartin.edu/student-life/housing-and-dining**.

Graduate students assigned to suites are required to select a meal plan, but unlike undergraduates, they may choose the more affordable apartment plan. Apartment residents with kitchens, however, are not required to carry a meal plan. Housing charges are assessed each semester and billed through the Office of Student Financial Services


PARSONS
HALL
SAINTS

STUDENT CONDUCT

Saint Martin's University believes in honoring the freedom of the individual and respecting the rights of the group. A code of conduct in necessary to ensure this is possible. As a Roman Catholic university, Saint Martin's not only expects students, staff, and faculty to follow appropriate civil laws, but also encourages each individual to participate in building a positive and welcoming community.

Students at Saint Martin's are expected to conduct themselves in a responsible manner that reflects favorably on themselves and the Saint Martin's community. University policies, guidelines, and expectations as they pertain to student membership in the university community are outlined in the Saint Martin's University Student Handbook available at **https://www.stmartin.edu/sites/default/files/smu-files/about/student_handbook_2017-2018_-_final.pdf.** While the University is not directly responsible for individual students' behavior, students will be held accountable for that which is detrimental to the educational objectives of the University or inconsistent with its values or mission through appropriate disciplinary action as outlined in the Student Handbook. Academic policies and procedures are outlined in this Academic Catalog.

Policies may be amended from time to time, and students are responsible for familiarizing themselves with the most up-to-date regulations as outlined in the online version of the Student Handbook. The University reserves the right to suspend, expel or otherwise discipline a student whose conduct is inappropriate, disruptive, or dangerous to the University or members of the Saint Martin's community.


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EQUAL OPPORTUNITY EMPLOYER

The principles of the Catholic Benedictine tradition, equal employment opportunity, and nondiscrimination are fundamental to the mission, goals, and objectives of Saint Martin's University. The University does not discriminate in employment or in the delivery or administration of its educational programs, policies, scholarship and loan programs, athletic or other University programs on the basis of sex, sexual orientation, race, color, religion (except as a bona fide occupational qualification for certain select positions), marital status, national or ethnic origin, military or veteran status, age, or disability.

Students or employees with concerns or complaints about discrimination on the basis of sex in employment or an education program or activity, or any other inquiries related to the University's non-discrimination policy, may contact the Melanie Richardson, Dean of Students or Cynthia Johnson, Associate Vice President for Human Resources/Title IX Coordinator, 5000 Abbey Way SE, Lacey WA 98503, 360-688-2290. Consistent with the requirements of Title IX of the Education Amendments of 1972 and the regulations adopted under that law, the University has designated the above individual as the University's Title IX Officer, responsible for coordinating the University's Title IX compliance. Individuals may also contact the Office for Civil Rights, U.S. Department of Education, 915 2nd Avenue, Room 3310, Seattle, WA 98174-1099, Telephone: 206-220-7900, TDD: 206-220-7907.

FACULTY AND STAFF

DIRECTORY

DEANS

Year following name indicates when dean joined Saint Martin's University.

Dr. Jeff Crane (2016)

Dean, College of Arts and Sciences; Interim Dean, College of Education and Counseling
B.A. (1993) The Evergreen State College; M.A. (1998) Washington State University; Ph.D. (2004) Washington State University.

Dr. Roger Douglas (2019)

Dean, International Programs and Development
B.S. (1988) University of Kansas; M.Ed. (2000) College of New Jersey; Ed.D. (2005) Lehigh University.

Dr. Chung-Shing Lee (2020)

Dean, School of Business
B.A. National Taiwan University; M.A. (1985) University of Maryland; D.Sc. (1997) The George Washington University.

Dr. David H. Olwell (2015)

Dean, School of Engineering.
B.S. (1980) U.S. Military Academy; M.S. (1989) University of Minnesota; Ph.D. (1996) University of Minnesota.

Amy Stewart-Mailhiot (2018)

Dean, Library and Learning Resources
B.S. (1999) Western Oregon University; M.L.I.S. (2001) University of Washington

FACULTY

Year following name indicates when faculty member joined Saint Martin's University.

Shahlaa Al Wakeel (2019)

Instructor, Mechanical Engineering.
B.S. Technology University; M.S. (1996) Technology University; Ph.D. (2017) University of Colorado.

Bonnie Amende (2007)

Full Professor, Mathematics
B.S. (1994) University of Wyoming; M.S. (1997) University of Utah; Ph.D. (2005) University of Oregon.

Gina Armer (2014)

Assistant Professor, Business
B.A. (1978) University of Puget Sound; M.B.A. (1988) Pacific Lutheran University; B.S. (2001) Central Washington University; Ph.D. (2009) University of Idaho, Moscow.

Andrew Barenberg (2017)

Assistant Professor, Economics.
B.A. (2005) University of Missouri, Kansas City; M.A. (2008) University of Massachusetts, Amherst; Ph.D. (2016) University of Massachusetts, Amherst.

Brian Barnes (2008)

Associate Professor, History
B.A. (2000) University of California, Santa Barbara; M.Ed. (2001) University of California, Santa Barbara; M.A. (2003) University of Washington; Ph.D. (2008) University of Washington.

Todd Barosky (2012)

Associate Professor, English
B.A. (2003) The College of the Holy Cross; Ph.D. (2010) The Graduate Center of the City University of New York.

Richard Beer (2010)

Full Professor, Computer Science
B.S. (1976) Technische Fachhochschule Berlin; M.A. (1980) Wake Forest University; M.S. (1983) University of Minnesota; Ph.D. (1987) Technical University of Berlin.

Shandeigh Berry (2021)

Assistant Professor, Nursing
B.S.N. (2015) Western Governor's University; M.S.N. (2016) Western Governor's University; Ph.D. (2020) Washington State University.

Diane Bingaman (2010)

Associate Professor, Accounting
B.S. (1983) University of Mary Hardin; M.Acc. (1999) Belmont University.

Jeff Birkenstein (2004)

Full Professor, English
B.A. (1993) University of California, Los Angeles; M.A. (1996) California State University, Long Beach; M.A. (2002) University of Kentucky; Ph.D. (2003) University of Kentucky.

Kayla Blyman (2020)

Assistant Professor, Mathematics
B.A. (2009) Messiah College; M.A. (2011) University of Kentucky; Ph.D. (2017) University of Kentucky.

Robert Bode (2014)
Associate Professor, Biology
B.S. (2005) Hope College; Ph.D. (2011) Cornell University.

Darrell Born (2003)
Associate Professor, Music
B.M. (1997) Biola University; M.M. (1999) Wichita State University.

Floraliza Bornasal '09 (2015)
Associate Professor, Civil Engineering
B.S. (2009) Saint Martin's University; M.S. (2012) Oregon State University; Ph.D. (2015) Oregon State University.

Eric Boyer (2016)
Assistant Professor, Education
B.A. (2002) University of Puget Sound; M.A.E. (2005) Loyola Marymount University; Ph.D. (2015) Seattle Pacific University.

Michael Butler (2008)
Full Professor, Psychology
B.S. (1996) University of Illinois, Urbana-Champaign; M.A. (1999) American University; M.A. (2001) Fordham University; Ph.D. (2006) Fordham University.

Rebecca Campeau (2018)
Instructor, Education
B.A. (1975) University of Memphis; M.Ed. (1989) University of Memphis; Ph.D. (2005) Walden University.

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Suzanne Chaille (2018)
Assistant Professor, Accounting
B.S. (1991) California State University, Hayward; M.B.A. (1994) California State University, Hayward; M.Acc & Fin Mgmt (2008) Keller Graduate School of Business

Ernesto Chavez (2019)
Instructor, Arts & Sciences
A.B. (1991) University of Michigan; J.D. (1995) Indiana University.

Julia Chavez (2011)
Associate Professor, English
B.A. (1992) DePauw University; J.D. (1995) Indiana University School of Law, Bloomington; M.A. (2001) University of Wisconsin, Madison; Ph.D. (2008) University of Wisconsin, Madison.

Xuguang Chen (2016)
Assistant Professor, Computer Science
B.S. (1996) Liaoning University; M.A.S. (2004) University of Regina; Ph.D. (2014) University of Regina.

Jae Ho Chung (2016)
Assistant Professor, Civil Engineering
B.E. (2005) Kwangwoon University; M.S. (2010) Columbia University; Ph.D. (2015) University of Florida.

Jackie Clark (2018)
Assistant Professor, Education and Counseling
B.A. (1993) Randolph-Macon Woman's College; M.A. (1995) Virginia Polytechnic Institute and State University; Ph.D. (2017) University of Georgia.

Aaron Coby (2007)
Full Professor, Biology
B.S. (1995) Saint Xavier University; M.S.E.S. (2000) Indiana University; M.P.A. (2000) Indiana University; Ph.D. (2005) Indiana University.

Donald Conant, '02 (2012)
Associate Professor, Business
B.A. (1985) Northwest University B.A.(1992) The State University of Leiden; M.B.A. (2002) Saint Martin's University; Ph.D. (2007) Gonzaga University.

Patrick Cooper (2018)
Assistant Professor, Religious Studies
B.A. (2006) Shimer College; M.A. (2009) Catholic University of Louvain; M.A.S. (2010) Catholic University of Louvain; Ph.D. (2014) Catholic University of Louvain.

Emily Coyle (2016)
Associate Professor, Psychology
B.S. (2010) Washington and Lee University; M.S. (2012) The Pennsylvania State University; Ph.D. (2015) The Pennsylvania State University.

Shelbie Davis MME'17 (2016)
Engineering Lab Instructor, Engineering
B.S. (2014) Seattle Pacific University; M.M.E (2017) Saint Martin's University

DIRECTORY

Marcela de Souza (2017)
Assistant Professor, Education
B.A. (1994) Universidad Nacional de Mar Del Plata; M.A. (2000) Chapman University; M.A. (2004) University of California, Santa Barbara; Ph.D. (2006) University of California, Santa Barbara.

Br. Luke Devine, O.S.B. '01 (2015)
Assistant Professor, Religious Studies
B.A. (2001) Saint Martin's University; M. Theological Studies (2008) Boston College of Theology & Ministry; Ph.D. (2016) Graduate Theological Union.

Tam Dinh (2012)
Associate Professor, Social Work
B.A. (1997) University of Washington; M.S.W. (1998) University of Washington; Ph.D. (2008) University of Southern California.

Shawn Duan (2014)
Full Professor, Mechanical Engineering
B.S. (1982), Kunming University of Science and Technology; M.S. (1988) Tianjin University; Ph.D. (1999) Rensselaer Polytechnic Institute.

Daniel Einstein (2016)
Assistant Professor, Mechanical Engineering
B.S. (1996) University of Massachusetts; Ph.D. (2002) University of Washington.

Brandy Fox '06 (2016)
Assistant Professor, Chemistry
B.S. (2006) Saint Martin's University; M.S. (2008) University of Oregon; Ph.D. (2011) University of Oregon.

Samuel Fox (2015)
Associate Professor, Biology
B.S. (1997) Oregon State University; M.S. (2006) University of Central Florida; Ph.D. (2011) Oregon State University.

Megan Friesen (2019)
Assistant Professor, Biology
B.S. & B.A. (2008) Seattle Pacific University; M.Sc. (2012) University of California; Ph.D. (2017) University of Auckland.

Irina Gendelman (2007)
Full Professor, Communication
B.A. (1991) University of Michigan; M.A. (2002) University of Washington; Ph.D. (2008) University of Washington.

Aaron Goings '02 (2012)
Associate Professor, History
B.A. (2002) Saint Martin's University; M.A. (2005) Central Washington University; Ph.D. (2011) Simon Fraser University.

Ronald Gordon (2018)
Assistant Professor, Education and Counseling
B.A. (2005) Western Washington University; M.A. (2007) Pacific Lutheran University. Ph.D. (2018) Concordia University.

Keri Graham '06 (2016)
Instructor, Gender & Identity Studies, History, ESL
B. A. (2006) Saint Martin's University; M.A. (2010) University of North Caroline, Greensboro.

Heather Grob (2005)
Associate Professor, Business
B.A. (1990) University of Denver; Ph.D. (1998) University of Notre Dame.

Mario Guimarães (2016)
Full Professor, Computer Science
B.S. (1981) Universidade Federaldo Rio de Janeiro; M.S. (1984) Pontifica Universidade Católica do Rio de Janeiro; Ph.D. (1995) Pontifica Universidade Católica do Rio de Janeiro.

Diane Hamilton '91 (2015)
Assistant Professor, Nursing
B.S.N. (1991) Saint Martin's University; M.N. (2000) University of Washington; DNP (2015) American Sentinel University.

Mary Jo Hartman (2005)
Associate Professor, Biology
B.S. (1986) University of Iowa; M.S. (1994) Western Washington University; Ph.D. (2003) University of South Carolina.

Robert Hauhart (2006)
Full Professor, Criminal Justice
B.S. (1972) Southern Illinois University; A.M. (1973) Washington University; J.D. (1981) University of Baltimore School of Law; Ph.D. (1982) University of Virginia.

Irene Hauzinger (2019)
Instructor, Social Work
B.A. (2004) State University of New York at Binghamton; M.A. (2005) State University of New York at Binghamton; Ph.D. (2018) California Institute of Integral Studies

Theresa Hickey (2018)
Assistant Professor, Education
B.A. (1988) Marquette University; M.A. (1993) Marquette University; M.A.T. (2011) Seattle Pacific University; Ph.D. (2018) Seattle Pacific University.

Prashant Joshi (2019)
Assistant Professor, Finance
B.E. (1995) University of Baroda; M.B.A. (1998) University of Pune; Ph.D. (2009) Veery Narmad South Gujarat University.

Isaac Jung MBA'07 (1991)
Associate Professor, Mechanical Engineering
B.S. (1974) Seoul National University; M.S. (1984) University of Florida; M.B.A. (2007) Saint Martin's University; Ph.D. (1991) University of Florida.

Travis Knowles (2019)
Visiting Assistant Professor, Chemistry
B.S. (2011) Southern Adventist University; M.A. (2013) University of Denver; Ph.D. (2017) University of Northern Colorado.

Andrea Kunder (2017)
Assistant Professor, Physics
B.A. (2003) Willamette University; Ph.D. (2009) Dartmouth College.

Nathalie Kuroiwa-Lewis (2007)
Associate Professor, English
B.A. (1992) College of St. Scholastica; M.A. (1995) State University of New York, Albany; M.A. (1998) St. Cloud State University; Ph.D. (2007) University of Arizona.

Brother Boniface V. Lazzari, O.S.B. '67 (1975)
Associate Professor, Spanish
B.A. (1967) Saint Martin's College; M.A. (1973) Universidad Nacional Autónoma de México; S.T.B. (1987) Universidad Pontificia Comillas.

Ramon Luzarraga (2021)
Associate Professor, Theology
B.A. (1991) Fordham University; M.A.R. (1994) Yale Divinity School; Ph.D. (2006) Marquette University.

Timothy Madeley (2019)
Assistant Professor, Accounting
B.A. (1986) University of Washington; M.A. (2015) Brandman University.

Dintie Mahamah (1984)
Full Professor, Civil Engineering
B.S. (1977) University of Science and Technology; M.S. (1980) Washington State University; Ph.D. (1984) Washington State University.

Linda Maier (2013)
Associate Professor, Education
B.A. (1977) Calvin College; M.Ed. (1981) Western Washington University; Ph.D. (2011) University of Washington.

Joseph Mailhot (1986)
Associate Professor, Mathematics
B.A. (1984) Western Washington University; M.S. (1986) Western Washington University.

Father Kilian J. Malvey, O.S.B. '64 (1961)
Professor, Religious Studies, English
B.A. (1964) Saint Martin's College; M.A. (1970) Marquette University; D.Min. (1980) University of California, Berkeley; M.T.S. (1984) Boston Theological Institute.

Rebecca McClinon (2020)
Instructor, Exercise Science
B.A. (1998) Luther College; M.A. (2003) San Jose State University; D.A.T. (2017) University of Idaho.

Kathleen McKain (1993)
Associate Professor, French
B.A. (1985) Pacific Lutheran University; M.A. (1988) Middlebury College.

Stephen Mead (1986)
Full Professor, English
B.A. (1978) S.U.N.Y., Purchase; M.A. (1981) Indiana University; M.A. (1983) Indiana University; Ph.D. (1986) Indiana University.

DIRECTORY

Sherry Meadows (2020)
Instructor, Natural Science
B.A. (2015) University of Puerto Rico; M.A. (2017) Polytechnic University of Puerto Rico..

Razvan Mezei (2018)
Assistant Professor, Engineering
B.S. (2005) University of Oradea; M.S. (2007) University of Oradea; M.S. (2008) University of Memphis; M.S. (2001) University of Memphis; M.S. (2015) Lenoir-Rhyne University; Ph.D. (2011) University of Memphis.

Shannon Michael (2018)
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