



SAINT MARTIN'S UNIVERSITY ACADEMIC CATALOG 2016/2017

GRADUATE PROGRAMS

TABLE OF CONTENTS

GENERAL INFORMATION.....	3	Veterans	54
About this Catalog	4	Withdrawals.....	54
Accreditation	4	Leaves of Absence.....	55
Mission Statement.....	5		
Academic Calendar	6	GRADUATE PROGRAMS.....	59
History	6	School of Business	60
Saint Martin of Tours.....	7	Master's Program in Business.....	60
Core Themes	7	MBA	61
Benedictine Values	7	Business Administration/ Finance & Accounting.....	64
Academic Values	7	College of Education and Counseling Psychology.....	69
Location.....	8	Master of Arts in Counseling Psychology....	69
Campus Facilities	9	Programs in Education	77
Academic Calendar	12	MED	82
Student Support Services.....	14	MIT	91
Graduate Admission	19	Special Education Endorsement	97
Expenses.....	28	Hal and Inge Marcus School of Engineering.....	110
		Master's Programs in Engineering	110
ACADEMIC INFORMATION.....	37	MCE	111
Graduate Programs.....	38	BSCE/MCE Combined Degree.....	113
Academic Policies and Procedures.....	39	MEM	119
Academic Dishonesty.....	39	MCE/MEM Dual Degree	122
Academic Warning/Suspension	41	MME	125
Advancement to Candidacy.....	42		
Application for Degrees.....	42	DIRECTORY.....	134
Change of Registration	46	Deans.....	135
Directed Study	46	Faculty.....	135
Enrollment.....	47	Saint Martin's Abbey	139
FERPA.....	47	Faculty and Staff Emeriti	140
Grades and Grading	48	Trustee Emeriti	140
Independent Study	51	Board of Trustees	141
Late Validation	51	University Administration.....	142
Non-Matriculated Grad Students.....	52	Administrative Offices	143
Registration	52	Academic Offices.....	145
Repeating Courses.....	52	Campus Map.....	146
Schedule Limitations.....	52	Directions to Saint Martin's.....	147
Student Right-to-Know Act.....	52	Appendix A	148
Switching from Undergraduate to Graduate...	53	Index	150
Time to Degree Completion	53		
Transcripts	53		
Transfer Credit	54		



GENERAL INFORMATION

ABOUT THIS CATALOG

The 2016/2017 edition of the Saint Martin's University Graduate Academic Catalog is divided into sections to assist you in planning your graduate education at the University. Please refer to the table of contents to find main section headings.

The course listings, appearing under each program area heading, provide the following information:

- Course number.
- Course title followed, in parentheses, by the number of semester hours of credit earned for completing the class.
- Synopsis of the course offering.
- Prerequisites required for admission to the class, if applicable.

ACCREDITATION

Saint Martin's is a comprehensive Master's University offering undergraduate and graduate programs. Established in 1895, Saint Martin's is a Catholic Benedictine University founded by the Abbey of Saint Martin's.

Saint Martin's University is accredited by the Northwest Commission on Colleges and Universities; it is authorized under federal law to enroll non-immigrant alien students.

Undergraduate civil engineering and mechanical engineering programs housed in the Hal and Inge Marcus School of Engineering are accredited by ABET, Inc.

The teacher, school counseling, and school administration programs offered through the College of Education and Counseling Psychology are approved by the Washington Professional Educator Standards Board (PESB). The residency teacher education program, which is designed to prepare teacher candidates to become P-12 professionals, was granted initial accreditation by the Teacher Education Accreditation Council (TEAC) (now the Council for the Accreditation of Educator Preparation (CAEP)) for a period of seven years from October 2013 to October 2020. This accreditation certifies that the program has provided evidence that the program adheres to CAEP's quality principles.

The M.A.C. program in Counseling is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of September, 2015 through September, 2020.

The University is a member of the American Association of Colleges; Council for Independent Colleges; Council for the Advancement and Support of Education; Independent Colleges of Washington; National Catholic Education Association; Northwest Association of Private Colleges and Universities; Washington Friends of Higher Education; Service Members Opportunity Colleges; American Association of Benedictine Colleges and Universities; Western Association of Graduate Schools; and the Carnegie Association for the Scholarship of Teaching and Learning.

Saint Martin's University's programs 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.

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.

CONTEXT

Established in 1895, Saint Martin's University is the educational mission of Saint Martin's Abbey, a Catholic Benedictine monastery, whose members pray, work and live together on the University campus. The physical beauty of Saint Martin's 300-acre campus reflects the rich intellectual and spiritual nature of its presence in the Pacific Northwest.

Essential features of university life are animated by its Benedictine identity and its participation in the centuries-old traditions of Catholic intellectual thought and the search for truth.

Thus, the University honors students and guides them toward achieving academic excellence. Superior teaching is the norm. Rooted in the long tradition of the liberal arts, the University's undergraduate and graduate curriculum cultivates: creativity and the ability to communicate and pursue ideas; critical thinking and independent inquiry; academic proficiency; the formation of sound ethical judgments; and service to humanity.

Reflecting the Benedictine virtue of hospitality, the University welcomes and seeks students from near and far: the Pacific Northwest, the nation, and the world at its main campus and Extended Learning Division on the Joint Base Lewis-McChord (JBLM). Saint Martin's treasures persons of all ages, religions and nationalities as it encourages diverse viewpoints and an appreciation of all cultures.

SMU EQUAL OPPORTUNITY IN EMPLOYMENT

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 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.

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 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. Some time 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, 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.

CORE THEMES

The Core Themes of Saint Martin's University are faith, reason, service, and community. Please see the Appendix section of this catalog for objectives and outcomes associated with each Core Theme.

BENEDICTINE VALUES

Inspired by its Benedictine heritage, the Saint Martin's University community embraces Benedictine values derived from The Rule of Benedict. Our Benedictine values include the following: awareness of God; community living; dignity of work; hospitality; justice; listening; moderation; peace; respect for persons; stability; and stewardship.

ACADEMIC VALUES

Knowledge: We emphasize broad geographic and historical perspectives, cultural and linguistic plurality and scientific and aesthetic understanding.

Spirituality: We provide and encourage the development of personal recognition of spiritual values beyond the intellectual and physical.

Hospitality: We welcome and include in our community people from diverse backgrounds and locations. We encourage diverse viewpoints and the appreciation of different cultures.

Service: We expect that our students will live exceptional lives dedicated to serving others in the local and global community. We expect such service to mirror the Catholic Benedictine life and to nurture the family spirit among all who participate in the University.

Creativity: We expect our students to find joy in acts of creation and recognize artistic expression as the bridge between interior and exterior spaces.

Communication: We provide opportunities for students to pursue ideas and communicate them in varied forms.

Inquiry: We work to develop thoughtful graduates who are able to engage in honest and thorough analysis and critical and independent thinking, and who are prepared to address the complex nature of our society.

Discovery: We believe that discovery, including self-discovery, is developed in the context of learning, serving and valuing the worth of others.

Holistic education: We believe that intellect alone cannot sustain a meaningful life, and thus we work to unfold the potential of the whole person.

LOCATION

Saint Martin's University is located in Lacey, Washington, adjacent to Olympia, the state capital. The population of the Lacey area is about 41,000, and that of Thurston County — which includes the greater Olympia area of Lacey, Olympia, and Tumwater — is about 250,000.

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.

CAMPUS FACILITIES

This partial list of campus facilities represents those buildings most frequently used by graduate students. For a full listing please refer to the undergraduate catalog.

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 division chairman 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.

Extended Learning Division Campuses: Saint Martin's University operates extended programs at nearby Joint Base Lewis-McChord, Centralia College, and Tacoma Community College. The extended programs at the military installations provide educational access at the undergraduate and graduate level to military personnel, their families and, on a space-available basis, area residents. While the extended campuses operate 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.

Industrial Lab: Panowicz Hall hosting the E. L. Wiegand Laboratories, is a brand new laboratory facility with over 17,000 square feet. It supports the mechanical engineering, civil engineering, and computer science undergraduate programs and the MCE, MEM and MME 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 Industrial Lab also houses faculty offices and research space.

Harned Hall: Opened in 2008, Harned Hall is shared by students and faculty in every division. This technology-rich building features eight general classrooms, four seminar rooms, a computer classroom, a small computer lab, an electrical lab, a faculty room, a tiered lecture hall, and the Monk's Bean Coffee Shop. 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.

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: Designed by internationally acclaimed architect Michael Graves, O'Grady Library is now home not only to the library, but to the Center for Learning, Writing and Advising, the ITS Help Desk, and the Center for Scholarship and Teaching. O'Grady Library supports student success by bringing together research assistance, tutoring and technology help in one location. At O'Grady Library, students also have access to a variety of learning spaces and resources: the Information Commons, the Multimedia Center, the Curriculum Resource Center, five group study rooms, three media rooms, two classrooms and the spacious Benedictine Reading Room. Books, journals, reference materials, videos and music are available both in the library and online, and students also can check out laptops, digital cameras, digital voice recorders, digital camcorders and other multimedia equipment. The library extends its resources through participation in the Summitt, 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 O'Grady Library.

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 Appetit Management Company, known for its standards of excellence and innovation in sustainable food service. Bon Appetit encourages feedback and gladly works with individual students to meet special dietary needs. 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.

Lynch Building: Built in 1924, the Lynch Building contains the Abbey guest quarters on its upper story. On the ground floor is the Lynch Center, which houses Abbey offices and the Counseling and Wellness Center.

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 skylighted 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, contains mechanical engineering labs and maintenance and storage facilities.

ACADEMIC CALENDAR 2016-2017

Summer BRIDGE..... Aug 15 – 25

FALL 2016

Faculty Convocation and Student Welcome.....Friday, Aug 26
 Residence halls open for first year students.....Friday, Aug. 26
 Residence halls open for returning students.....Saturday, Aug 27
 Fall Main, 01, 03, 04, STAR beginMonday, Aug. 29
 Mass of the Holy SpiritThursday, Sept. 1
 Labor Day (Holiday).....Monday, Sept. 5
 Add/drop deadline (no notation) for Fall 01 sessionTuesday, Sept 6 *
 Add/drop deadline (no notation) for Fall Main, 03, 04, STARFriday, Sept. 9
 Mid-term Progress Reports: Grades Due to Registrar - Fall 01 session.....Friday, September 23
 Last day for withdrawal (W grade) – Fall 01 session.....Friday, Oct. 7
 Fall 01 session endsSaturday, Oct 22
 Fall Break – no classes for Lacey semester courses.....Monday, Oct 24
 Midterm Progress Reports: Grades Due to Registrar for Fall Main semester,
 Fall 03, 04, and STAR sessions (16 week courses)
 Final Grades Due to Registrar for Fall 01 sessionMonday, Oct 24
 Fall 02 session beginsMonday, Oct 24
 Add/Drop deadline (no notation) for Fall 02 session.....Monday, Oct 31
 Undergraduate Advising Day (no classes*)Thursday, Nov. 3
 Saint Martin's Day/Veterans Day (holiday).....Friday, Nov 11
 Priority Registration Begins – Spring 2017.....Monday, Nov 14
 Midterm Progress Reports: Grades Due to registrar for Fall 02 session
 Last day to withdrawal (W grade) – Fall Main semester, 03, 04, and STAR sessionsMonday, Nov 21
 Thanksgiving Recess begins (no classes, University offices open).....Wednesday, Nov 23
 Thanksgiving Recess (no classes; University offices closed)Thursday-Friday, Nov 24 - 25
 Last day for withdrawal (W grade) – Fall 02 session.....Friday, Dec 2
 Last day of classes – Fall Main semester and 03 session.....Thursday, Dec 8
 STUDY WEEK: No University-sponsored social or club activities.....Monday, Dec 5 – Friday, Dec 9
 Saint Thomas Aquinas Study Day (no classes**)Friday, Dec 9
 Semester Final ExamsMonday – Thursday Dec 12 - 15
 Conferral Date (fall graduates)
 Last day of classes – Fall 02 session.....Saturday, Dec 17
 Final Grades Due to RegistrarMonday, Dec 19

SPRING 2017 – BEGINNING 1/23/17

Residence halls open.....Sunday Jan 22
 Spring Main semester begins
 Spring 01, 03, 04, and STAR sessions beginMonday, Jan 23
 Add/Drop deadline (no notation) - Spring 01 session.....Monday, Jan 30
 Add/Drop deadline (no notation) - Spring Main semester, 03, 04, and STAR sessionsFriday, Feb 3
 Presidents Day (holiday)Monday, Feb 20
 Midterm Progress Reports: Grades Due to Registrar for Spring 01 session.....Tuesday, Feb 21*
 Last day for withdrawal (W grade) – Spring 01 session.....Friday, March 3
 Spring 01 Session EndsSaturday, March 18
 Spring Break.....Monday-Friday, March 20 - 24
 Saint Benedict's Day – University offices closed.....Tuesday, March 21

Spring 02 session begins

Midterm Progress Reports: Grades due to Registrar for Spring Main

semester, Spring 03, 04, and STAR sessions.....	Monday, March 27
Add/Drop deadline (no notation) – Spring 02 session	Monday, April 3
Undergraduate Advising Day (no classes)**.....	Thursday, April 6
Good Friday (holiday)	Friday, April 14
Easter Sunday (holiday).....	Sunday, April 16
Easter Monday (holiday)	Monday, April 17
Last day for withdrawal (W grade) Spring Main semester, 03, 04, and STAR sessions.....	Friday, April 21
Midterm Progress Reports: Grades due to Registrar Spring 02 session.....	Monday, April 24
Priority Registration Begins – Summer/Fall 2017	Monday, April 24
Honors Convocation and Scholars Day (no classes between 1:00pm –5:00pm***)	Tuesday, May 2
Senior Commencement Fair.....	Thursday, May 4
Last day for withdrawal (W grade) – Spring 02 session.....	Friday, May 5
STUDY WEEK – No University or sponsored social or club activities	Monday, May 8 – Friday, May 12
Last Day of Classes: Spring Main Semester and Spring 03 session.....	Thursday, May 11
Saint Thomas Aquinas Study Day (no classes Lacey campus**).....	Friday, May 12
Final Examinations – Main Session.....	Monday – Thursday, May 15-18
Spring 02, 04, STAR sessions end.....	Saturday, May 20
Chancellor's Baccalaureate Mass & Hooding Ceremony	Friday, May 19
Commencement	Saturday, May 20
Grades due to Registrar	Monday, May 22

SUMMER 2017

Summer Main – 12 weeks Summer | 01, 02 – 6 weeks | Summer 05, 07, STAR – 8 weeks

Summer Main Semester, 01, 05, and 07 sessions begin.....	Tuesday, May 30
Add/Drop deadline (no notation) – Summer 01	Wednesday, May 31
Add/Drop deadline (no notation) – Summer Main Semester, 05 and 07 sessions.....	Monday, June 5
Summer STAR session begins	
Midterm Progress Reports: Grades due to Registrar for Summer 05, 07 semester courses	Monday, June 26
Last day for withdrawal (W grade) – Summer 01 session	Wednesday, June 28
Add/Drop deadline (no notation) – Summer STAR session.....	Monday, July 3
Independence Day (holiday).....	Tuesday, July 4
Last day for withdrawal (W grade) – Summer 05 and 07 session.....	Friday, July 7
Summer 01 session ends.....	Saturday, July 8
Midterm Progress Reports: Grades due to Registrar for Summer Main	
Grades due to Registrar for Summer 01session courses	
Summer 02 session begins.....	Monday, July 10
Add/Drop deadline (no notation) – Summer 02 and sessions.....	Wednesday, July 12
Summer 05 and 07 sessions end.....	Saturday, July 22
Midterm Progress Reports: Grades due to Registrar for Summer STAR session	Monday, July 24
Last day for withdrawal (W grade) – Summer Main Semester	Friday, July 28
Last day for withdrawal (W grade) – Summer STAR session	Friday, August 4
Last day for withdrawal (W grade) – Summer 02.....	Wednesday, August 9
Summer Main Semester, Summer 02, and STAR sessions ends.....	Saturday, August 19
Conferral Date (Summer graduates)	Saturday, August 19
Grades due to Registrar	Monday, August 21

**Adjusted for Holiday*

*** No classes will be held during undergraduate advising days or Saint Thomas Aquinas Study Days. An exception applies to classes and labs that meet only one day each week. For classes that would normally meet on either of these days, please check with the assigned faculty member to verify if class will be held.*

****Honors Convocation and Scholars Day – no classes between 1pm*

STUDENT SUPPORT OFFICES

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.

CAMPUS MINISTRY

The Office of Campus Ministry provides a Christian environment in the Catholic Benedictine tradition in which all students and employees, regardless of religious persuasion, are assured respect and freedom to pursue personal spiritual growth.

Campus Ministry is greatly influenced by the centuries-old traditions, customs and spirit of Benedictine monasticism. One of those traditions is hospitality. The Office of Campus Ministry supports all students and reinforces their integration into their spiritual community through liturgies, educational and social justice programs, and activities such as volunteerism, retreats, prayer groups, discussions, and local, national and international trips. These programs are intended to assist students in blending their faith into their daily lives.

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.

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 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 (Saints4Hire) for internships, jobs, scholarships and alumni mentors; 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.

"Saints Have A Plan", our successful signature program, began in 2014 to engage students in taking steps in career development each year with the goal of each student having a solid plan of action for life after Saint Martin's. Students receive incentives for attending recruiting events, completing a resume, cover letter, LinkedIn profile, and participating in experiential learning.

CENTER FOR LEARNING, WRITING AND ADVISING

The Center for Learning, Writing and Advising offers free academic support services to all Saint Martin's students. The Learning Center provides subject area tutoring (science, business/ accounting/economics, and world languages), extensive math drop-in tutoring, personalized academic improvement plans, and learning and writing strategy workshops. The staff at the center also works closely with the University's academic early warning system — a referral system that supports student success. At the LWC, students meet with trained peer readers to discuss their academic, personal and professional writing.

COUNSELING AND WELLNESS CENTER

The Counseling and Wellness Center is committed to helping students meet the challenges of life they may experience during college. Our professional team of licensed counselors and graduate trainees provide time-limited individual, couples and group counseling for students and referral services for those requiring specialized or longer treatment. These services are provided free of charge to students enrolled in classes at Saint Martin's University. Counseling that is required by a graduate program has limited availability.

Students can call, email or stop by the center and make an appointment during our hours of operation from 9 until 5, Monday through Friday. Over the holidays, semester breaks and the summer, the hours and scope of services are reduced and includes crisis intervention, consultation and trainings.

Students seek counseling for a wide variety of reasons, including depression and anxiety; life crises; identity issues; relationship concerns; difficulty with loss or other life transitions; sexual choices and con-

cerns; problems related to alcohol or drug use, as well as many other issues of concern. We treat each student with sensitivity, providing affirmative counseling that values diversity and respects the individual.

All services are confidential: no information is released without the student's consent, unless required by law. Additionally, the staff provides consultation, crisis intervention and educational workshops to the campus community. Our Substance Abuse Prevention Program Coordinator provides prevention programs and individual or group support for students about alcohol and other drugs.

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.

Procedures for course accommodations for students with documented disabilities are available in the Office of Disability Support Services.

Students who need special housing accommodations on-campus due to a disability also find assistance through the Office of Disability Support Services.

OFFICE OF 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.

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.

Participating in a study abroad experience is a memorable and possibly life-changing event for a student. Beyond developing new friendships and taking in new sights, many other benefits exist, including the following:

- Overseas experience aids students to stand out in a competitive job market.
- Many study abroad programs offer unique opportunities such as internships and volunteering in a field of interest.
- Study abroad enhances a student's overall academic experience by providing an alternative perspective to learning subject matter.
- Studying abroad helps build a greater sense of self-confidence, independence and direction, which in turn, helps develop leadership skills.

THE OFFICE OF SERVICE & DIVERSITY INITIATIVES

The Office of Service & Diversity Initiatives (OSDI) offers a variety of multicultural and social justice programs for the campus community. Programs are designed to support underrepresented and underserved students; foster critical multicultural awareness among students, faculty and staff; and engage students in social justice education and service. The aim of OSDI is to create a learning environment that prepares students for a complex, global society.

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. Graduate students are encouraged to connect with student editors and to contribute to *The Belltower*.

Insights, a periodic publication of the Office of Marketing and Communications, provides news about the University, Abbey and alumni to alumni, friends and families of students.

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 HEALTH CENTER

Saint Martin's Student Health Center, located in room 102 of Burton Hall, is dedicated to the wellness of Saint Martin's students. Staffed by a Physician Assistant and nurse, and with a contract Physician available Thursday afternoons, 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
- Writing of prescriptions
- Limited disease management for chronic health problems, such as asthma, diabetes and high blood pressure
- Referrals for services that extend beyond the scope of the center

Graduate students may utilize the Student Health Center for a fee paid at the time of visit.

The Student Health Center is open 10 am to 4 pm Monday, Wednesday, Thursday, and Friday; staff are available on Tuesday to schedule appointments.

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 team 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.

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. 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.

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.

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 Admission or the Office of Housing and Residence Life. Housing and Residence Life policies, procedures, forms, and facilities information is available at <http://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.

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 is 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/student-affairs/studenthandbook_0.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 Undergraduate 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.

GRADUATE 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. Each graduate program also sets admissions requirements, which may exceed the general requirements set by the Office of Graduate Studies. 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.

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 priority scholarship, assistantships, and admissions consideration applicants should submit their applications by the priority deadlines listed on the program websites.

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 2.75.
- 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.
- 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 Business Administration
 - Master of Arts in Counseling Psychology
 - Master in Teaching
 - Master of Education
 - Master of Civil Engineering
 - Master of Engineering Management
 - Master of Mechanical Engineering
- Graduate non-matriculated student admission
- Certification-only admission
- 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 SMU Code of Conduct & Policies as contained in the *Student Handbook*.

GRADUATE DEGREE PROGRAM AND POST-MASTERS CERTIFICATION PROGRAM ADMISSION

Prospective students wishing to apply for one of our seven graduate degree programs or two post-master's certification programs should submit their application and supporting documentation to the Office of Graduate Studies.

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 can also be found on the graduate studies website: www.stmartin.edu/gradstudies.

- A Graduate Application.
- \$50 Application Fee.
- Official transcripts from all colleges and universities attended sent directly from the institution to the Office of Graduate Studies.
- Resume
- Personal Statement (prompt questions individually listed on program website or in graduate program section of catalog)
- 2 Letters of Recommendation (plus either a third letter or reference name and contact information)

Program-specific application materials listed on the program website or in the graduate program section of this catalog.

International students also must submit:

- Official TOEFL or IELTS score report sent directly to the Office of Graduate Studies from the testing institution (Saint Martin's Institution code is 4674).
- Official College Transcripts must be evaluated by an approved international transcript evaluation service (listed below). Your evaluation must be detailed and summarize your U.S. educational equivalent. Exceptions to this policy include schools that have an existing partner relationship with Saint Martin's University. All other exception requests should be made with the Registrar. WES (World Education Services), GCE (Global Credentials Evaluators), IERF (International Educational Research Foundation), IEE International Education Evaluation).
- 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 NAFA or NACES member/affiliate services may be approved once verified.
- Declaration of finances, proof of financial support, and a passport copy. This is not required for admission, but is required by USCIS for the issuance of the form I-20. Submitting these documents as part of the application

process will speed the process of issuing the I-20 if admitted.

- An additional \$100 non-refundable deposit fee.

GRADUATE NONMATRICULATED STUDENT ADMISSION

Prospective students interested in taking graduate courses without enrolling in a degree program should submit the following:

- A graduate application with “non-degree seeking” selected as program.
- 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 Studies if they have been away for more than one calendar 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 Studies in order for their record to be reactivated so they may register for classes.

Students who have been suspended from Saint Martin’s University for poor academic performance may appeal or seek reinstatement by writing to the Provost who consults with the Graduate Council in determining readmission. Details regarding the procedure to be followed are available in the Office of the Provost and Provost.

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 the Dean of Students.

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.

EXTENDED LEARNING DIVISION ADMISSION

Applicants to graduate programs at the Extended Learning Division (ELD) apply following the same procedures as main campus applicants. Counselors at the Extended Learning Division generally can provide some assistance regarding graduate program admission; however, applicants can also contact the Office of Graduate Studies at the main campus.

The Extended Learning Division at Joint Base Lewis-McChord (JBLM) is primarily for the benefit of active-duty service members and their families. Non-military-affiliated students may attend Saint Martin’s JBLM campuses; however, program and course enrollment priority is always 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 numbers 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 also is a designated "Military Friendly School" and continues to be recognized every year for our service to the military community.

Admitted students 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 Certification 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. 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 should not be reported to the VA prior to bills being assessed to ensure accuracy of costs. It is the student's responsibility to promptly notify the VA representative of any schedule changes, 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.

Veterans Administration / Vocational rehabilitation: Applicants applying through Veterans Administration or vocational rehabilitation programs should schedule an appointment with the program director or designated official of their degree program and the veterans representative in the Office of the Registrar 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.

GRADUATE TEACHING AND RESEARCH ASSISTANTS

Saint Martin's University offers a limited number of Graduate Teaching and Research Assistantships to graduate students enrolled in programs in Business, Education, and Engineering at the University.

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 application can be completed online at www.fafsa.ed.gov after Jan. 1 of each year.

The Saint Martin's University FAFSA code is 003794.

PRIORITY FAFSA APPLICATION DEADLINE

March 1st

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.

Beginning July 1, 2012, graduate/professional students are no longer eligible for subsidized Stafford loans and only are eligible for Direct Unsubsidized Stafford Loans. 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.

SPECIAL CIRCUMSTANCE APPEAL

If your family should experience one or more of the following situations, you may file a special/unusual circumstance letter to update your information (those families who are appealing will be required to submit a standard verification form):

- Loss of wages
- Death of a parent or spouse
- Divorce or separation
- Retirement of a parent or spouse
- Medical/dental that are exceptional or unexpected
- K-12 private school tuition costs
- Loss of child support
- Support paid to extended family members
- National or natural disaster

Contact the Student Financial Services Office if you have questions about submitting a special circumstance appeal.

Situations we cannot consider:

- Inability to liquidate assets
- Consumer debt
- Mortgage payment
- Property taxes

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 50 percent of the student's financial aid. 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 annually for all students at the conclusion of spring semester. Students placed on probationary status for financial aid will have their progress reviewed at the end of fall semester. Extended Learning Division 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,' Pass, or 'S' will not count as additional credits unless otherwise noted.

- 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 Arts in Counseling Psychology (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 Civil Engineering (MCE):** 45 attempted credit hours
- **Master of Mechanical Engineering (MME):** 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 Studies 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*

Double room charges:	(year \$4,580 / semester \$2,290)
Single room charges:	(year \$5,160 / semester \$2,580)

2. *Spangler Hall Suites*

Double room charges:	(year \$5,250 / semester \$2,625)
Single room charges:	(year \$5,720 / semester \$2,860)
Super single charges:	(year \$6,340 / semester \$3,170)

3. *Spangler Hall Apartments*

Single room charges:	(year \$6,870 / semester \$3,435)
Single room charges (studio):	(year \$7,180/ semester \$3,590)

4. *Burton Hall Apartments*

Single room charges:	(year \$6,670/ semester \$3,335)
Double room charge:	(year \$5,850 / semester \$2,925)

5. *Parsons Hall*

Double room charges:	(year \$5,250 / semester \$2,625)
Single, shared bath, room charges:	(year \$6,040 / semester \$3,020)
Single, private bath, room charges:	(year \$6,580/ semester \$3,290)
Triple room charges:	(year \$4,540 / semester \$2,270)

6. *Board Charges*

Gold Plan	(year \$5,760 / semester \$2,880)
Silver Plan	(year \$5,450 /semester \$2,725)
Bronze Plan	(year \$5,150 /semester \$2,575)
Commuter	(year \$1,900 /semester \$950)

For other housing options, contact the Office of Housing and Residence Life, 360-412-6163.

Residential programming fee: \$15 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 2016–2017 rates.

Student Services Fees

Student health insurance (nonrefundable): Estimated \$2,492 per year for student premium based on 2016-2017 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.

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:** This \$50 fee per semester 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 fee is assessed to students who enroll in Internship (Student Teaching) as required by the State of Washington
- **Graduation fee:** \$50 – 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.

PAYMENT

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 Tuition Management Systems (TMS). This plan has a small enrollment fee, but does not charge interest. Students are encouraged to set up their plans early because the first payment is often due in July or August before fall classes begin. Information is available from the Student Financial Service Center or online at www.afford.com/stmartin.

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. Most programs on the Lacey campus, the College of Education programs at Centralia College, and specific Extended Learning Division programs are divided into two semesters of 16 weeks each. Some programs offer two eight-week sessions per semester. Two six-week summer sessions also are offered on the Lacey campus; as well as eight and twelve-week sessions, depending on the program. The MBA program is offered through Saint Martin's Extended Learning Division at Joint Base Lewis-McChord and at the Lacey campus. This program is scheduled in five eight-week sessions. Refund procedures and calculations vary by campus and by the term in which the student is enrolled. GoArmyEd students will follow the 8-week tuition refund policy regardless of where they are enrolled.

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 an extended learning division campus must notify their respective extended learning division 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 an extended learning division campus, the date written notification is received by respective extended learning division 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
(GoArmyEd students: Please see 8-12 week refund schedule, below.)

<i>Date of withdrawal</i>	<i>Percentage of tuition charges dropped</i>
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 GoArmyEd 16 week term)

In compliance with the One Refund policy of GoArmyEd, Saint Martin’s University has elected to use the eight-week refund schedule for all students enrolling through GoArmyEd, regardless of course location or length of course. Therefore this policy includes all Extended Learning sites and the Lacey campus for students enrolled through GoArmyEd. The refund schedule is as follows:

<i>Date of withdrawal</i>	<i>Percentage of tuition charges dropped</i>
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)

<i>Date of withdrawal</i>	<i>Percentage of tuition charges dropped</i>
Prior to and through the first class term	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.

ROOM AND DAMAGE DEPOSIT

Damage Deposit and Cancellation Fee

A refundable \$200 damage deposit must be on file with the Student Financial Service Center prior to the issuance of keys to the room.

No portion of the \$200 deposit will be refunded if:

- the contract is cancelled more than 30 days from the date it is submitted or,
- the contract is cancelled after August 1, regardless of the date submitted or,
- the deposit is requested more than 30 days after officially checking out of the residence hall.

Reservations not claimed by noon of the fourth day of classes may be terminated by the University. A resident who does not check out in accordance with the procedures described in the Student Handbook will be subject to fines and/or forfeiture of all or part of the resident’s deposit.

After taking occupancy, if the resident stays the entire contract period and applies to return to the residence halls the following academic year, the resident’s damage deposit will automatically be carried over to the following academic year.

A student who withdraws from housing after add/drop but within the first 30 days of the semester will be charged a \$300 cancellation fee, forfeit his/her deposit, and be prorated for the number of days in residence. Students who withdraw from the university or leave housing after the 30th day of the semester receive no refund.

BOARD (MEAL PLAN) REFUND

Meal plans are required of all residents, except those residing in apartments. Meal plans may be selected and changed online before the add/drop date, but no changes can be made thereafter. Fall meal plan balances carry over to spring with the purchase of a traditional meal plan (Bronze, Silver or Gold). At the end of the spring semester, all balances expire. If a student leaves housing or the University before the end of the semester, board charges are prorated at a daily rate based on the ratio of full days used (to and including the official withdrawal date) to total days covered by the student’s board contract. Please refer to the Saint Martin’s University dining services brochure or visit <http://saintmartin.cafefonappetit.com/> for attritional meal plan policy information.

ROOM REFUND

Room charges are prorated if a student officially withdraws from the University and checks out according to contract by the 30th day of the semester. Room charges are not refundable if a student is not leaving the University or if the student withdraws after the 30th day of the semester. Additionally, a \$300 cancellation fee is charged if this contract is terminated after the University's fall semester add/drop deadline.

The room damage deposit may be refunded only after written application to the Office of Housing and Residence Life. The application must be received no later than 30 days after a student officially stops living in the residence hall.

The deposit is refundable if:

- a) The resident follows the check-out policy outlined in the Student Handbook.
- b) Room keys are properly checked in with the Office of Housing and Residence Life.
- c) No damages or excess cleaning charges are associated with the resident's room at check-out.
- d) The resident does not have an outstanding balance on their student account.
- e) The student fulfills the Housing Contract Terms of Residence and does not cancel the reservation more than 30 days from the date it is signed or after August 1.

EXTENDED LEARNING DIVISION

Through the Extended Learning Division (ELD), Saint Martin's University operates accelerated eight week sessions at Joint Base Lewis-McChord (JBLM), Centralia College, Everett Community College and Tacoma Community College. The Extended Learning Division offers education programs at Centralia College following the same academic schedule as the Lacey campus. Please see the Lacey campus schedule for academic start dates for Centralia classes.

Undergraduate, graduate and teacher certification courses are taught at the JBLM Extended Learning Division and are primarily for the benefit of armed forces personnel and the affiliated military community.

DEGREE OPTIONS FOR EXTENDED LEARNING DIVISION

The following certificate and graduate degree options are offered at the Joint Base Lewis-McChord Extended Learning Division:

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)

The Extended Learning Division at Centralia College offers graduate-level coursework that applies toward a Master in Teaching or Master of Education as well as courses in endorsement areas.

Applications are accepted from military personnel, prior military personnel and civilians. Applicants for graduate programs at the Extended Learning Division follow the same admissions procedures as students on the Lacey campus.

REGISTRATION FOR EXTENDED LEARNING DIVISION

The Saint Martin's University Extended Learning Division at Joint Base Lewis-McChord offers courses on an accelerated, five-session academic year (semester hours) schedule. Sessions are eight weeks in length.

SESSION DATES

2016	<i>Fall 01</i>	August 29 – October 22
	<i>Fall 02</i>	October 24 – December 17
2017	<i>Spring 01</i>	Jan. 23 – March 18
	<i>Spring 02</i>	March 27 – May 20
	<i>Summer</i>	May 30 – July 22

Registration dates can be found of the Registrar's website.

LACEY CAMPUS STUDENTS

Students enrolled in a degree program at the University's Lacey campus will be permitted to take undergraduate courses at the extended campuses only with the approval of their respective student advisor, the dean of the student's school or college, and the dean of the academic unit that offers the course. Enrollment is on a space-available basis only.

CLASS LOADS FOR EXTENDED LEARNING DIVISION

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 EXTENDED LEARNING DIVISION

A student may withdraw from a course by completing a withdrawal form at an ELD campus office. A "W" will be recorded on the student's transcript. Please refer to the academic calendar for deadline dates.

TUITION REFUNDS POLICY FOR EXTENDED LEARNING DIVISION

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:

<i>Date of withdrawal</i>	<i>Percentage of Paid Charges Refunded</i>
1 to 8 calendar days.....	100
9 to 12 calendar days.....	50
13 to 16 calendar days.....	25
After 16 calendar days.....	0

GOARMYED STUDENT REFUND POLICY

The following refund schedule for GoArmyEd students was implemented following GoArmyEd 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 GoArmyEd, regardless of course location. Thus, GoArmyEd students at all extension sites and the Lacey campus will follow the following refund schedule:

<i>Date of withdrawal</i>	<i>Percentage of Paid Charges Refunded</i>
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.



ACADEMIC INFORMATION

ACADEMIC INFORMATION

GRADUATE PROGRAMS:

- Master in Teaching (MIT)
- Master of Arts in Counseling Psychology (MAC)
- Master of Business Administration (MBA)
- Master of Civil Engineering (MCE)
- Master of Education (MED)
- Master of Engineering Management (MEM)
- Master of Mechanical Engineering (MME)
- Post-Master's Certification – School Administration
- Post Master's Certification – ESA Guidance and Counseling

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.

Commencement: Commencement ceremonies only occur once a year at the close of the spring semester. Each of the 3 graduating terms (fall, spring, and summer) are encouraged to share in the celebration of their dedication and achievement. Permission to participate in commencement activities does not equate to verified completion of a degree, and students should only request to participate if they are within 6.0 credits from completion and will pre-register for summer enrollment. Only under exceptional circumstances and with written request to Registrar, will consideration be given to allow someone needing over 6 credits permission to participate in commencement activities. The student is responsible for fulfilling degree requirements and clearing degree conferral with the Office of the Registrar.

The ELD commencement ceremony for students graduating in fall, spring, and summer will take place in May. ELD students wishing to attend both the ELD commencement and Lacey campus ceremonies may do so. Students enrolled through Centralia College and Tacoma Community College participate in the spring ceremony on the Lacey campus.

In order to participate in commencement exercises and to be considered for degree conferral, students must apply for commencement by the deadline set by the Office of the Registrar. An application fee of \$50 is assessed each time a student applies for commencement. It is non-refundable, and it must be paid along with any other fees in order to graduate.

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.

ACADEMIC POLICIES AND PROCEDURES

Policies governing graduate students are listed below alphabetically.

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 Catholic 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, or coursework. This 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 University's policies surrounding Academic Dishonesty.

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.

ACADEMIC DISHONESTY AND THE APPEALS PROCESS

The following steps are followed for incidents of cheating and plagiarism 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 professor files an incident report with the Dean, with a copy to his/her Department Chair and Provost within seven days of notifying the student of the penalty. A copy of the incident report is provided to the student.
- b) The student either accepts the penalty or files a written appeal with the Chair of the professor's department. 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 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 Department Chair, Dean, or Provost may constitute ad hoc Appeals Committee(s) to hear the case. This committee, if constituted, must include two faculty members 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, or Provost, as appropriate. 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) Multiple cases of proven cheating or plagiarism by a student will result in expulsion from Saint Martin's.
- 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

A graduate student will be placed on academic warning when the student's cumulative grade point average falls below 3.0 or the student earns one grade of 'C'. Grades lower than a 'C' will result in academic warning or suspension. Please note that individual graduate programs may have additional minimum standards by which students are evaluated. If a student falls below these minimum standards, the student will be placed on academic warning or suspended by the Provost upon recommendation by the Office of Graduate Studies. If placed on academic warning, the student will be subject to an academic contract with specific non-optional actions designed to ensure student success. At semester's end, the student's record will be reviewed to determine whether progress toward meeting the minimum standards has been met. Even if academic progress was made, the student may continue on warning for a second semester if

the student's overall grade point does not meet minimum standards.

The Office of Graduate Studies notifies students of other restrictions and requirements.

No student may remain on academic warning for more than two consecutive semesters. Failure to meet the conditions of academic warning will result in suspension from the University. A student may be permanently suspended or dismissed from the University for consistently failing to maintain academic standards.

ACADEMIC SUSPENSION

Students academically suspended from the University may appeal their suspension if they wish to re-enroll the semester immediately following suspension. To appeal, the student should contact the Office of the Provost (Old Main 269) within 5 business days upon receiving notice of suspension. If no appeal is made, or the appeal is denied, the reinstatement procedure should be followed when the student applies for readmission.

The University has a defined procedure for any students who wish to exercise their right to petition for reinstatement. If a student wishes to petition for reinstatement to the University, the student may petition the Office of Graduate Studies. This procedure is used after the student has been away from the University for one or more semesters after academic suspension. The petition must consist of the following:

- A written explanation that demonstrates the student's understanding of the reasons for the academic difficulties;
- A realistic plan for addressing these difficulties. This plan must be developed in consultation with the student's academic advisor; and
- A letter of support from the student's advisor and, if appropriate, the Learning Center director acknowledging that they have met with the student and that they are aware of the student's petition and approve of the student's future academic plan.

The student must submit the petition accompanied by an explanation and a plan to address deficiencies to the Office of Graduate Studies, in care of the Provost, by March 15 for reinstatement consideration for fall semester and by October 15 for reinstatement consideration for spring semester or summer. Students will be notified of their status within three weeks of each of the above dates.

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.

APPLICATION FOR DEGREES

Candidates for degrees must file an application for a degree at the beginning of their last academic semester. Deadlines for filing an application are posted and applications are available on the registrar's website: www.stmartin.edu/registrar.

In order to participate in the commencement ceremony and to be considered for degree conferral, students must apply for graduation during the semester in which they intend to graduate and pay the \$50

graduation fee. The fee is non-refundable, and is assessed each time a student applies for graduation.

ATTENDANCE POLICY

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 SMU, 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:

- 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.
- It is the responsibility of each student to be aware of instructors' attendance/grading requirements.
- 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.
- 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.

The Class Attendance Appeal Process is provided to help students resolve questions with faculty and staff about the attendance policy.

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:

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.

1. 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.
2. 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.
3. 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 SMU 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 SMU 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.

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.

1. Athletic supervisors and coaches will take the academic calendar and schedule into account when scheduling athletic contests, practices and team meetings.
2. 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:

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.

- 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.
- 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 registrar's website. Dates are specific to the semester or session of the course you wish to add, drop, or withdraw from. 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 Studies. 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.

ENROLLMENT AT OTHER COLLEGES

Students enrolled full-time at Saint Martin's University must gain prior approval before enrolling at another college, university or institution of higher learning while attending Saint Martin's University. <https://www.stmartin.edu/sites/default/files/smu-files/registrar/requestenrollotherschool.pdf>

FERPA – THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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 personal educational records. For more information, visit 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.
- *The right to inspect and review the student's education records within 45 days of the day the University receives a written request for access.* A written request that identifies the record(s) the student wishes to inspect can be submitted to the registrar, dean, head of the academic department 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.
- *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 regarding a right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of a right to a hearing.
- *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.* One exception, which permits disclosure without consent, is disclosure 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 tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibility.

- *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.

GRADES AND GRADING

Grades: Grades are issued at the end of the semester and at the end of summer session. For courses on the term schedule, grades are issued at the end of the designated term.

Grades are awarded on the following basis:

Grade value per credit

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
	3.67 – Represents demonstrable mastery of the subject and strong potential for independent research and work on related subjects
B+	3.33 – Represents significant 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
	2.67 – Represents general knowledge of the subject
C+	2.33 – Represents some knowledge of the discipline and/or significant shortcomings in achieving course objectives
C	2.00 – A grade of C represents unsatisfactory academic performance at the graduate level and in graduate courses.
C-	1.67 – A grade of C- or lower is a failing grade in all graduate programs.
D+	1.33
D	1.00
D-	0.67
F	0.00
'W'	(withdrawal) not computed in grade point average (GPA)
'AU'	(audit) not computed in GPA (students are enrolled in and are expected to complete all assignments unless other arrangements are made by the instructor)
'I'	(incomplete) not computed in GPA

'IP' (in progress) not computed in GPA; used only for master thesis or internships

'P' (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.

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 an “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: If a teacher discovers an error in the recording or calculation of a student’s final grade, an amended grade report may be filed with the Office of the Registrar. In all other cases, the respective academic unit dean and the Provost must approve a “Change of Grade Request.”

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 Extended Learning Division (ELD) you will also need to contact Dr. Radana Dvorak (360-412-6141).
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 Office at the Lacey campus (Old Main 269; 360-438-4310).

The Provost 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 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.

INDEPENDENT STUDY

An Independent Study enables a student, in unusual circumstances, to take a course listed in the catalog on an individualized basis. 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.

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 Studies 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.

REGISTRATION

No student will receive credit for any course in which the student is not registered. After a student has registered for classes, changes in courses or class sections must be properly approved and recorded by the registrar.

REPEATING COURSES

Only a course in which a grade of 'C' or lower was earned may be repeated. 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 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.

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 or electronically) to someone other than the student. An unofficial transcript bears little difference in appearance but is not provided in a sealed envelope and can be delivered to the student. Unofficial transcripts are not usually accepted by other colleges or universities.

Transcripts cannot be issued until the student or former student has settled all financial obligations to the University and has submitted all required transcripts from other colleges attended.

Students should request their official and/or unofficial transcripts via SCRIPSAFE, the university's trusted agent for online transcript request, at <https://iwantmytranscript.com/stmartin>. Transcripts may also be requested in person in the Registrar's Office and are subject to a \$15.00 processing fee per transcript. Currently enrolled students can view/print their unofficial transcripts online via the self-service portal at no charge. Release of these records is protected by the Family Educational Rights and Privacy Act (FERPA).

TRANSFER CREDIT

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.

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 and the Office of Graduate Studies 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

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 satisfactory progress.

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 only take courses within their degree plan. Courses

outside of their degree plan will not be paid by the Veterans Administration (Chapter 33).

- No benefits will be paid for XE,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.

WITHDRAWALS

WITHDRAWAL FROM COURSES AT LACEY CAMPUS

Students may withdraw from a course by securing a withdrawal form from the Office of the Registrar, obtaining their advisor's signature and returning the completed 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 registrar's website.

WITHDRAWAL FROM COURSES AT EXTENDED CAMPUSES

A student may withdraw from a course by completing a withdrawal form at an extended campus office. A "W" will be recorded on the student's transcript.

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 registrar's website.

COMPLETE WITHDRAWAL FROM THE UNIVERSITY

Students wishing to completely withdraw from the University must fill out an electronic withdrawal form which is found on the Office of the Registrar's webpage. A student withdraws in good standing if the student is not dismissed for scholarship deficiencies and/or is not on academic warning at the time of withdrawal.

LEAVES OF ABSENCE

Leaves of absence are types of withdrawals granted to students on the basis of extenuating personal situations.

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

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. 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 the 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 seven days of approval of the medical leave of absence. Students are not eligible to participate in student employment 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. 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 addressed and that the student is capable of 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.

If the return from voluntary medical leave is approved, the Dean of Students will contact the student to request a check-in visit to review the student's safety and review their plan for sustained health, including 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.

If the Dean of Students determines, after considering the student's request and supporting documentation, that 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. **Leave of Absence Forms can be found in the "forms" section on the Office of the Registrar's webpage.**

Involuntary Medical Leave Of Absence: In appropriate circumstances, Saint Martin's University may take extraordinary actions to protect personal or community safety.

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: In addition to the above actions to prevent threats of harm, the University may consider imposing an involuntary leave from the University's academic program, housing, or other aspect of the University's services. 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 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 the student 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. The Dean of Students 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. 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.

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.



GRADUATE PROGRAMS

SCHOOL OF BUSINESS

Richard Beer, Dean

MISSION STATEMENT

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.

The School of Business offers a unified business program that integrates the separate functional areas of business. Customer satisfaction and the competitive need for continuous quality improvement provide the major focus for this integration. Emphasis is also placed on the multicultural setting of business competition, both in national and international markets, and on the political economy in which it operates.

The School of Business offers the following degree programs and options:

- Bachelor of Arts in Accounting
- Bachelor of Arts in Business Administration with concentrations in
 - Accounting
 - Economics
 - Finance
 - Management
 - Marketing
- Minor in Economics
- Master of Business Administration (MBA) with an available concentration in Finance and accounting

FACULTY

Don Conant, Director, MBA Program
Diane Bingaman, Chair, Accounting Department
Gina Armer
Margot Geagon
Heather Grob
Angela McCaskill
Riley Moore
Lisa Power

MASTER'S PROGRAM IN BUSINESS

MASTER OF BUSINESS ADMINISTRATION (MBA)

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 month (two (2) courses per term).

MBA ADMISSIONS

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 MBA coursework.

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 session.

PRIORITY DEADLINES

Fall I (August – October): July 15

Fall II (October – December): September 1

Spring I (January – March): December 1

Spring II (March – May): February 1

Summer (May – August): April 15

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 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. 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.

CALENDAR

The MBA Program is offered in five eight-week sessions per year, enabling students to complete the required coursework (minus the research component and assuming no prerequisites are required) in just over one year if they are taking two classes per session. However, most students complete the degree in 18 to 24 months.

The sessions are as follows:

Fall 01	Aug.–Oct.
Fall 02	Oct. – Dec.
Spring 01	Jan. – March
Spring 02	March – May
Summer	May – July

REGISTRATION

Registration must be completed by the second class meeting of the session. Students enrolled for three credit hours per eight-week session are classified as full-time students. Foreign students must complete nine credit hours during 16 weeks (two eight-week sessions) to be considered full-time.

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

DEGREE 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.

Comprehensive examinations are not required. Up to 9 credit hours of graduate work from other institutions is permitted.

A grade point average of 3.0 ('B') is required in all work taken after admission to the University. Grades of 'C' 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 required to withdraw from the program.

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 is 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.

MBA 500 courses listed below are provided for applicants without a sufficient background in these areas. They do not count toward the MBA degree. However, MBA students must complete these courses or their equivalent undergraduate courses prior to taking the core courses for which these courses are prerequisites. (See the core course descriptions for prerequisite requirements.)

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

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 620 Financial Institutions and Markets

MBA 622 Marketing Management

MBA 624 Human Resources Management

MBA 650 Strategy and Policy Analysis

MBA 661 Commercial Law

Elective courses (three courses – 9 semester hours):

MBA 623 Management Information and Control Systems

MBA 625 International Management

MBA 626 Consumer Behavior

MBA 627 Managerial Communications

MBA 628 Investment Analysis and Portfolio Management

MBA 630 Entrepreneurship

MBA 631 Operations Management

MBA 635 Risk Management

MBA 640 Project Management

MBA 665 Business Ethics and Society

MBA 670 Leadership and Change

MBA 695 Special Topics

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.

Senior undergraduate students with a cumulative GPA of 3.0 or higher may take up to nine semester credits of graduate MBA courses as electives with permission of their advisor and the MBA director. Any credits earned will count towards the 128 semester hours required for the undergraduate degree and can also be applied towards the MBA degree requirements. The petition to take graduate level MBA classes as an undergraduate can be found on the website of the Office of the Registrar.

MASTER OF BUSINESS ADMINISTRATION / FINANCE AND ACCOUNTING

This program enables accounting students with an undergraduate accounting degree to receive an MBA with an accounting and finance focus, so that they have sufficient academic credit to sit for the Certified Public Account (CPA) examination. Applicants must meet the existing MBA entry requirements and should have an undergraduate accounting degree.

The accounting strand is composed of 36 semester hours.

Core courses: (nine courses – 27 semester hours)

- Identical to the regular MBA core.

Finance and accounting concentration (three courses – nine semester hours)

- MBA 628 Investment Analysis and Portfolio Management
- MBA 663 Accounting Measurement and Disclosure
- MBA 664 Financial Statement Analysis for Decision Making and Valuation

MASTER OF BUSINESS ADMINISTRATION COURSES

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 Managerial Accounting (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 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.

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 Investment Analysis and Portfolio Management (3)

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

MBA 630 Entrepreneurship (3)

Course provides framework for understanding human and organizational issues underlying creative and entrepreneurial success. Major topics covered include managing creativity, the entrepreneur, managing the evolving organization and entrepreneurship and creativity in the established firm.

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 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 en-

gage 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 663 Accounting Measurement and Disclosure (3)

Comprehensive accounting and auditing research course, including recent pronouncements concerning generally accepted accounting principles and generally accepted auditing standards. Emphases on electronic research techniques and the theoretical structure of accounting and auditing. Prerequisite: Undergraduate accounting and auditing.

MBA 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.

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 695 Special Topics (3)

Course covers topics announced by faculty.

COLLEGE OF EDUCATION AND COUNSELING PSYCHOLOGY

Fumie Hashimoto, Ph.D., Interim Dean

MISSION STATEMENT

The mission of the College of Education and Counseling Psychology 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.

EDUCATION AND COUNSELING PSYCHOLOGY PROGRAMS

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

- The Residency Teacher Certification Program (first-level certification)
 - Bachelors
 - Post baccalaureate
 - Master in Teaching
- The Residency School Counselor Program:
 - Master of Education
 - Certificate of Advanced Study (post masters)
- The Residency School Administrator Program:
 - Master of Education
 - Certificate of Advanced Study (post masters)
- Master of Arts in Counseling Psychology
 - Marriage and Family therapy
 - Mental Health Counseling

Both the Master of Arts in Counseling Psychology program and the 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 PSYCHOLOGY (MAC) PROGRAM

FACULTY

Godfrey J. Ellis, Director
Leticia Nieto
Peggy Zorn
Kaj Kayij-Wint

MISSION STATEMENT

The Master of Arts in Counseling Psychology Program (MAC) prepares clinicians in the theoretical

foundations and skills necessary for advanced positions in the professions of counseling and marriage and family therapy. Built on a philosophy of therapeutic service, intellectual hunger, fundamental respect, social justice, and a focus on the person of the therapist, the MAC program strives to embody spirit, empathic care, intellect, and wisdom. Along with providing students with opportunities to acquire and increase excellence in the areas of diagnosis, assessment, and therapy, the MAC program strives to be personally and professionally transformative, liberating, and enriching.

PROGRAM SUMMARY

The 51-credit MAC program comprises a common core of 9 courses and of 3 required courses in either of two tracks within the program. In addition, a series of electives provides students with an opportunity to study specialized topics, modalities, and/or the psychological issues and therapy needs of various populations. Most courses are offered once a week in the afternoons or evenings.

Teaching methods include dyad, small-group work, lectures, media, presentations, and discussions as well as supervised clinical role playing, psychodrama, 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 clinical settings. The goals, roles, methods, and evaluations in the MAC program are developmental and relational in context and are oriented to flexibility and accommodation.

ADMISSION

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

In order to be unconditionally admitted, applicants must meet all of the University requirements for unconditional admission (see the graduate admission section of this catalog) plus the following program specific requirements:

- An undergraduate major in psychology is highly desirable but not essential. A minor in psychology is usually expected as a minimum academic background. Some clinical experience in a reputable counseling facility, either voluntary or in a paid position, generally is expected as a requirement for admission into the program. Other experiences may be considered. These could include: 1) an undergraduate internship, 2) counseling experience connected to commercial services or products and/ or 3) personal therapy.
- Students are expected to have professional goals that match the orientation of the program and to have adequate professional preparation for graduate study in counseling psychology.

A final expectation is what might be called the “person of the therapist,” including the student’s suitability for the field of counseling and such characteristics as:

- Ability to work with abstractions and applications of theory.
- Ability (or potential) to move fluidly between theory and practice.
- Capacity for compassion and ability to be warm, enthusiastic and nurturing.
- Acceptance of others, appropriate social skills and excellent “people skills.”
- A tendency toward, and desire for, personal growth and enrichment.
- Psychological self-awareness and emotional “groundedness.”
- Clarity of purpose and ability to be self-directed and self-motivated.
- Non-discriminatory and non-ethnocentric attitudes and behavior.

- Emotional maturity and readiness (this is not the same as “age”).
- Ability to resolve personal issues rather than projecting those issues onto clients, students, or faculty.

More information is available on the University’s MAC program webpage. Prospective students should carefully review the information posted there.

APPLICATION PROCEDURE

To receive priority consideration for financial aid, application to the Master of Arts in Counseling Psychology program should be made by the priority deadline of the desired semester. Note that exceptions to the following deadline dates may be made at the discretion of the program director.

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:

- MAC supplemental application.
- A minimum of two letters of recommendation sent directly from the letter writer to the university, preferably one from a previous teacher and another from a clinical, workplace, or volunteer position supervisor.
- 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.

Application forms and materials can be found on the MAC website: www.stmartin.edu/gradstudies/mac/

All application forms, letters of recommendation, and fees should be mailed/emailed 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. Students whose backgrounds closely match program objectives will be called for a prospective student interview. 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 FORMAT

Transfer credit

Generally, a maximum of nine semester hours of graduate work may be considered for transfer credit.

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 another regionally accredited college or university. The courses must have been taken in the last six years and prior to admission to the program. Grades lower than 'B' cannot be considered for transfer credit.

Initial coursework

The MAC Program is open to qualified students who are interested in either marriage and family therapy (MFT) or mental health counseling (MHC).

The conceptual foundation for marriage and family therapy is the interacting social system. MFTs are mental health professionals who are trained and licensed to diagnose and treat dysfunction within the context of marriage, couples, and family systems. According to systemic theory, it is the interplay between the elements of any social system that matters for healthy functioning. Because the focal point for MFT is the interactional unit, a systems approach implies the presence of the entire system in the therapy process. However, MFT may also be used with dyads or single clients.

The conceptual foundation for mental health counseling is the individual. An MHC approach is broad, embracing any counseling work focusing on the individual client. This might take place in various settings including schools, geriatric facilities, rehabilitation clinics, and crisis centers. It may focus on such issues as motivation, self-esteem, addictions, vocational change, spiritual questioning, cognitive self-messages, and other challenges during difficult times. Counseling is usually with single clients, but may take place in groups or even in the presence of supportive significant others.

Designed to serve students with commitment and interest in both MFT and MHC, coursework in the MAC program consists of 51 credits that support careers and licensure in one or both of these fields. Students in both tracks complete a common core of 9 classes (27 credits) that support both MFT and MHC, a set of 3 required classes (9 credits) in their chosen specialization (MFT or MHC), and a set of 3 elective courses (9 credits). In addition, all students in both specializations complete a two-semester internship sequence (6 credits). MFT interns are expected to pursue placements that emphasize systemic processes while MHC interns are expected to pursue placements that emphasize mental health issues. Students are encouraged to choose a specialization track as early in their program as possible. However, the 51 credits also provide elective room for students: 1) whose intellectual growth and transformation leads them to switch tracks after exposure to new ideas and 2) who choose to complete the requirements for both tracks in a desire to open as many doors of career opportunity as possible.

All students, regardless of track chosen, must successfully complete a minimum of 21 preparatory semester hours of graduate common core coursework before applying for advancement to candidacy. Those classes consist of MAC 520, 540, 550, 600, 610, and 660. Those in the MFT track must also have successfully completed MAC 530. Those in the MHC track must have also successfully completed MAC 500. Other common core requirements (MAC 620, 630, and 640), track requirements (MAC 555 and 650 for MFT and MAC 510 and 590 for MHC), and all electives may be taken after advancement to candidacy. The internship sequence may not be started prior to advancement to candidacy. Admission to the graduate program does not guarantee advancement to candidacy status.

There is also a set of 3 elective courses (9 credits) that students judge will be most helpful in their professional pursuits. However, the MFT-track students must include either MAC 560: "Therapy with Children and Adolescents" or MAC 680: "Applied Systemic Theories and Techniques" as one of their electives. MHC-track students must include either MAC 665: "Expressive Therapies with Individuals and Families" or MAC 685: "Neurobiology, Psychopharmacology, and Mindfulness" as one of their electives.

Candidacy status

On completion of initial coursework, and therapy requirement, students may apply for advancement 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 an alumnus.
- Recommendation of graduate instructors, who evaluate academic preparation and personal suitability of the student for a career in counseling.

Additional information

Further information may be obtained by contacting:

Administrative Assistant
MAC Program
Saint Martin's University
5000 Abbey Way SE
Lacey, WA 98503-7500
Telephone: 360-438-4560

DEGREE REQUIREMENTS

Degree candidates must complete the approved course of graduate study listed in the program requirements. A total of 51 credits are required for completion of the MAC program. The candidates may plan their own course of study or may consult with the program advisor.

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 any MAC course. 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 core 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.

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.

PROGRAM REQUIREMENTS / DEGREE REQUIREMENTS

Common Core Requirements – All Students (27 semester hours)

- MAC 520 Theories and Practice of Family Therapy I
- MAC 540 Life Span Development in Individual and Family Therapy
- MAC 550 Treatment of Trauma and Abuse
- MAC 600 Diagnoses and Controversies in Psychopathology
- MAC 610 Clinical Assessment and Treatment Planning

- MAC 620 Ethical Practice and the Law
- MAC 630 Systemic Treatment of Addictions and Co-Occurring Disorders
- MAC 640 Research Methods and Statistics
- MAC 660 Complexities of Social Memberships

MFT Track Required Classes (9 semester hours)

- MAC 530 Theories and Practice of Family Therapy II
- MAC 555 Theories and Practice of Conjoint Therapy
- MAC 650 Human Sexuality and Sex Therapy

MFT Track Electives (9 semester hours from the courses listed below - must include either MAC 560 or MAC 680)

- MAC 500 Individual Therapy
- MAC 510 Group Therapy
- MAC 560 Therapy with Children and Adolescents
- MAC 580 Faith Based Counseling
- MAC 590 Career Development in Individual and Family Therapy
- MAC 597 Directed Study
- MAC 665 Expressive Therapies with Individuals and Families
- MAC 680 Applied Systemic Theories and Techniques
- MAC 685 Neurobiology, Psychopharmacology, and Mindfulness
- MAC 695 Special Topics

MHC Track Required Classes (9 semester hours)

- MAC 500 Individual Therapy
- MAC 510 Group Therapy
- MAC 590 Career Development in Individual and Family Therapy

MHC Track Electives (9 semester hours from the courses listed below – must include either MAC 665 or MAC 685)

- MAC 555 Theories and Practice of Conjoint Therapy
- MAC 560 Therapy with Children and Adolescents
- MAC 580 Faith Based Counseling
- MAC 597 Directed Study
- MAC 650 Human Sexuality and Sex Therapy
- MAC 665 Expressive Therapies with Individuals and Families
- MAC 680 Applied Systemic Theories and Techniques
- MAC 685 Neurobiology, Psychopharmacology, and Mindfulness
- MAC 695 Special Topics

Clinical Internship* – All Students (6 semester hours)

- MAC 691 Clinical Internship I
- MAC 692 Clinical Internship II

*Only degree candidates are eligible for internships. In addition to candidate status, students are required to have completed two additional courses before beginning an internship. All students are required to have completed MAC 630 and either MAC 555 (for students on an MFT track) or MAC 510 (for students on an MHC track). This amounts to a total of 27 hours of coursework prior to beginning an internship.

Personal therapy requirement

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

Therapy 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.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY COURSES

MAC 500 Individual Therapy (3)

Study of major techniques and theories of individual counseling, with emphasis on developing counseling skills through role-playing.

MAC 510 Group Therapy (3)

Experiential focus on group theory, process and practice with consideration of the types, stages, and roles of group development; factors in group therapy; and group therapy facilitation.

MAC 520 Theories and Practice of Family Therapy I (3)

Introduction to systemic perspectives and techniques. With emphasis on four schools of family system therapy (multigenerational, structural/problem-solving, strategic/paradoxical, and experiential/provocative) and includes practical application through role-play.

MAC 530 Theories and Practice of Family Therapy II (3)

Introduction to systemic perspectives and techniques. With emphasis on four schools of family system therapy (multigenerational, structural/problem-solving, strategic/paradoxical, and experiential/provocative) and includes practical application through role-play. Prerequisite: MAC 520

MAC 540 Lifespan Development in Individual and Family Therapy (3)

Meta-theoretical perspectives and systemic approaches to human development over the life-span with emphasis on individual and family dynamics and therapy.

MAC 550 Treatment of Trauma and Abuse (3)

Psychosocial and systemic consideration of the treatment of all types of abuse and trauma including the role of society throughout history and the role of intergenerational impacts.

MAC 555 Theories and Practice of Conjoint Therapy (3)

Application of conjoint and couples theories and therapies including consideration of all relational styles, stages, and issues of relationship resolution and/or dissolution and includes application through role-playing. Prerequisite: MAC 520.

MAC 560 Therapy with Children and Adolescents (3)

Examines the developmental stages of childhood and adolescence and covers projective techniques such as play therapy, art therapy, and sand tray therapy. Prerequisites: MAC 520, MAC 550.

MAC 580 Faith-Based Counseling (3)

Non-denominational and non-doctrinal theories of faith-based counseling. Includes a comparison of ethical techniques of faith-based counseling (primarily Christian) with traditional techniques of secular psychotherapy. Major issues affecting individuals and families are applied through role-playing.

MAC 590 Career Development in Individual and Family Therapy (3)

Provides in-depth inquiry into the systemic process of career development, including mythopoetic approaches, career counseling theories and tools, and intensive career self-exploration.

MAC 597 Directed Study (3)

Student research projects with faculty direction and consultation.

MAC 600 Diagnoses and Controversies in Psychopathology (3)

Guides practice in the diagnosis and differentiation of various DSM psychopathologies using case examples. Also considers controversies about the meaning of madness, the use or misuse of psychotropics, and the power or abuse of the DSM system. Prerequisite: MAC 500, MAC 520.

MAC 610 Clinical Assessment and Treatment Planning (3)

Discusses the role of professional assessment and introduces major mental status assessment exams, test interpretation, contracts for treatment, and conventions for treatment planning. Prerequisite: MAC 600.

MAC 620 Ethical Practice and the Law (3)

Case-study-based emphasis on AAMFT and ACA standards to guide therapists in ethical practice with an introduction to WA state RCWs and WACS, the legal and court system, and the process of testifying as an expert witness. Prerequisite: MAC 600.

MAC 630 Systemic Treatment of Addictions and Co-Occurring Disorders (3)

Treatment planning and counseling methods in working with substance abuse clients and their larger systems, including the pharmacology of drugs and alcohol. Prerequisite: MAC 600

MAC 640 Research Methods and Statistics (3)

Overviews statistics and research methods for counselors and clinicians with emphasis on the consumption of research; includes consideration of both qualitative and quantitative methods.

MAC 650 Human Sexuality and Sex Therapy (3)

Considers theoretical perspectives on sexual dynamics and dysfunctions as well as standard clinical approaches to the treatment of sexual issues and disorders. Prerequisite: MAC 520.

MAC 660 Complexities of Social Memberships (3)

Experiential exploration of the impact of social memberships in individual and family therapy includ-

ing applications through role-play and psychodrama. Prerequisites: MAC 500, MAC 520.

MAC 665 Expressive Therapies with Individuals and Families (3)

Experiential approach to various expressive arts and projective techniques in individual and systemic therapy. Prerequisite: MAC 520.

MAC 680 Applied Systemic Theories and Techniques (3)

Systemic theories and hands-on techniques related to selected topics and issues (to vary on a rotating schedule and addressing such topics as bereavement, eating disorders, and suicide prevention). Prerequisite: MAC 520.

MAC 685 Neurobiology, Psychopharmacology, & Mindfulness (3)

Considers the science of neurobiology as it relates to clinical practice including treatment techniques and the pros and cons of pharmacological treatment. Also address mindfulness in individual and family therapy. Prerequisite: MAC 600.

MAC 695 Special Topics (3)

Course devoted to selected topics relevant to counseling psychology.

MAC 691 Clinical Internship I (3)

Provides academic and clinical structure and supervision of an off-campus internship experience. Emphasis also placed on values and ethical issues of counseling. Prerequisites: Degree Candidate Status (DCS), MAC 600, MAC 610

MAC 692 Clinical Internship II (3)

Continues the academic and clinical structure and supervision of an off-campus internship experience. Emphasis placed on counseling ethics and facilitating transition from structured classroom to the unsupervised world of the professional workplace. Prerequisite: MAC 691

PROGRAMS IN EDUCATION

Saint Martin's University's education programs are approved by the Washington Professional Educator Standards Board. Students completing the elementary, secondary or special education options are eligible for certification by the state of Washington. Certification requirements are subject to changes enacted by the state's Professional Educator Standards Board, which take precedence over requirements outlined in the University's catalog.

CAEP ACCREDITATION

Saint Martin's University's Residency Teacher Education Program, which is designed to prepare teacher candidates to become outstanding P-12 professionals, was granted accreditation by the Teacher Education Accreditation Council (TEAC) for a period of seven years from October 2013 to October 2020. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles. With the merger of NCATE and TEAC, this has been subsumed into the Council for the Accreditation of Educator Preparation (CAEP).

TITLE II 2014-2015 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 188 candidates were enrolled during 2014-2015;

52 traditional program and 12 alternate route program candidates were enrolled in supervised internships during the 2014-2015 academic year. Candidates in the traditional program typically participate in 16 weeks of full-time supervised internship (560 hours); candidates in the alternate route program typically participate in a yearlong full-time supervised internship (1150 hours). Complete Title II Reports are available on the University website.

Through pre-program requirements, the University's education programs ensure that all candidates have knowledge in the liberal arts. During the professional sequence, students gain essential knowledge and skills and participate in varied field experiences in P-12 schools. University faculty, as well as local school district teachers, counselors and administrators, participate in the program and contribute to its quality and relevance.

The goal of Saint Martin's University education programs is to select and prepare teacher, counselor, and administrator candidates to become outstanding P-12 professionals. To the general University emphasis on basic strength in academic areas of study for all graduates, the College of Education and Counseling Psychology adds strong professional teacher, counselor and administrator programs that comply with specific state requirements.

The programs also are shaped by practitioners who serve on professional education advisory boards (PEABs). True to its Roman Catholic Benedictine heritage, the education programs share the University's strong emphasis on moral and ethical values.

A teacher/counselor/administrator education candidate at Saint Martin's will enter his or her first school prepared not only with knowledge, but also with strong values, an educational philosophy centered on meeting the needs of the individual child, and a base of practical experience on which to build.

EDUCATION PROGRAMS

The education programs include bachelor's and master's degree options as well as certificates of advanced study options:

- **The Residency Teacher Certification Program (first-level certification):** The program can be completed as part of a bachelor's degree, independently after the baccalaureate is completed (Certificate of Advanced Study), or as part of the Master in Teaching degree.
- **The Residency School Counselor Program:** The program can be completed as a Certificate of Advanced Study (education staff associate) or as part of a Master of Education strand, as well as an add on for students enrolled in the Master of Arts in Counseling program.
- **The Residency School Administrator Program:** The program can be completed as Certificate of Advanced Study for principal and/or program administrator as part of a Master of Education degree strand.

Candidates may be withdrawn from education programs at the discretion of the College of Education and Counseling Psychology as a result of the Staffing Level II/Intervention Level II process. Saint Martin's University makes no guarantees for candidates to be recommended for Washington state teacher/counselor/administrator certification based on course and field experience completion alone.

EDUCATION PROGRAM CONCEPTUAL FRAMEWORK

Mission statement: The mission of the College of Education and Counseling Psychology 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 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.

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, 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 them as we mutually support each other with personal encouragement and academic integrity.

COMMITMENT TO EXCELLENCE

We are committed to assuring that candidates will be provided an intellectual and professional learning 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 candidates 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. Candidates are intentionally guided, coached and supported in their enhancement of relevant and meaningful teaching, counseling, and administrative skills. Candidates 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. Candidates 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 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 Psychology adds strong professional training programs which comply with specific state requirements. The programs are also shaped by practitioners who serve on its Professional Education Advisory Boards (PEAB). True to its Catholic Benedictine heritage, the College of Education and Counseling Psychology shares the University's strong emphasis on moral and ethical values and development of the whole person — intellectually, physically, and spiritually. Teachers/counselors/administrators educated at Saint Martin's will enter their first school prepared not only with knowledge, but also with strong values, an educational philosophy centered on meeting the needs of the individual child, and a base of experience upon which to build.

Program design: 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/opportunities to the core foundation courses/opportunities, to methods courses/opportunities, and, finally, to the student teaching/internship. Full program design statements are available in the Education Student Handbook and on the website, www.stmartin.edu/education.

Goals: The following three goals, therefore, lead us to the core of the College of Education and Counseling Psychology Conceptual Framework:

- **Curriculum (subject matter knowledge)**

The College of Education and Counseling Psychology is dedicated to developing competent professional educators who have strong knowledge in subject matter. Individuals completing our programs will utilize/communicate with technology as it relates to teaching; creatively participate in free and open inquiry; and problem-solve and construct/discover new learning opportunities for themselves, P-12 students and staff.

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

Individuals will develop and utilize pedagogical strategies and skills necessary to their program. Education programs will provide a community for P-12 and SMU collaboration, thus enriching pre-service through the professional performance continuum. 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)**

The Education programs are dedicated to developing a caring community of teacher/counselor / administrator colleagues with strong ethical character, professional leadership, collaborative skill, openness to innovation, and personal integrity. Individuals completing our programs will reflect democratic traditions – including acceptance (hospitality) of all individuals and sensitivity for cultural diversity.

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.

ALL EDUCATION PROGRAMS: ACADEMIC POLICY

Candidates should review prerequisites for all courses required for their teacher certification program. Candidates who preregister will be processed on the assumption that they will satisfactorily complete all coursework presently being taken.

Candidates must earn a grade of 'C' (2.00) or better in each program course. 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 or endorsement 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 the program when grade discrepancies have been rectified.

Education candidates must meet the professional education requirements in effect when they are accepted to an education program within the College, not those in effect when they were admitted to the University. Ordinarily, courses in basic certification and/or endorsements completed more than seven years before admission or readmission to the teacher certification program do not meet professional requirements.

Candidates may need to repeat all or part of those courses before student teaching as per advisor recommendation.

ALL EDUCATION PROGRAMS: WAIVER AND SUBSTITUTION OPTIONS

Waiver and substitution options are available for courses based on approved documentation of equivalent knowledge and skills. Contact the Education office (360-438-4333) for additional details.

WASHINGTON STATE COMPETENCY-BASED ENDORSEMENT REQUIREMENTS

For a competency-based endorsement, the student must have completed each of the requirements listed below (Graduate-level courses may be substituted for lower-level requirements.):

- College of Education and Counseling Psychology requirements for Washington State Residency Teacher Certification in elementary education, secondary education, and/or special education.
- The knowledge/skills equivalent to a "major" (i.e., 30-45-plus semester credits) in the endorsement area and related areas and/or approved waiver documentation.
- Appropriate methods courses

The student also must have:

- Passed the WEST-E/NES test in the appropriate endorsement areas.
- Been observed teaching.
- Met all areas on the required Washington State Teacher Performance Assessment (edTPA).

Complete information about endorsement requirements is available at the College of Education and Counseling Psychology office. Endorsements may require additional methods courses specified on the endorsement forms available in the College of Education and Counseling Psychology office and on the website, <https://www.stmartin.edu/academics/programs-schools/college-education-counseling-psychology>.

Endorsements Offered: Bilingual Education, Biology, Chemistry, Choral Music, Drama, Early Childhood, 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, Reading/Literacy, Science, Social Studies, Spanish, Special Education,

NOTE: A candidate may be eligible for a pre-endorsement waiver from the Washington State Special Education Office if the candidate is hired to teach a special education classroom and has completed seven specified courses (21 special education credits). The waiver provides the teacher an additional three years after certification to complete the remaining nine semester hours. The waiver in this case does not indicate waiver of knowledge/skills, but a three-year approval to teach in special education while completing the remaining requirements for the endorsement. Please contact the University's Department of Special Education for additional information.

MASTER OF EDUCATION (MED)

FACULTY

Candice Carter, Director

Kathleen Allen

Huabin Chen

Fumie Hashimoto

Belinda Hill

Linda Maier

Cynthia Petersen

Eileen Reilich

Dan Windisch

The Master of Education degree provides teachers and future school counselors or 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), guidance and counseling; reading literacy; principal or program administrator; and special education.

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.

All MED degree candidates are required to take 11 semester hours of general courses called a "core." In addition to the core requirement, students 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 undergraduate (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 degree has six strand options (areas of emphasis – may lead to partial endorsement 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 (teaching English Language Learners – may include endorsement)

- Guidance and counseling (includes requirements for Washington Educational Staff Associate – ESA – certification)
- Principal/program administrator (includes requirements for Washington administration-principal or program administrator certification)
- Reading literacy (may include endorsement)
- Special education (may include endorsement)

ADMISSION REQUIREMENTS

Applicants, except for those applying to the guidance and counseling strand, normally have had at least one year of relevant work experience in the field of education, usually under contract in a state-accredited school. Other work experience involving students is considered on an individual basis.

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

- A completed teacher certification program acceptable to the state of Washington, or an intention to complete the school counselor ESA certificate. NOTE: The ESA school counseling certificate does not require teacher certification in the state of Washington.
- At least a 3.0 GPA for undergraduate work.
- Graduate Record Exam (GRE) combined score of 291 on the verbal plus quantitative sections or Miller Analogies Test (MAT) score of at least 386. Test scores may not be older than five years.

Applicants not meeting the minimum grade or test score requirements for unconditional admission 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 or session.

PRIORITY DEADLINES

Lacey campus

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

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

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:

- Test scores (GRE or MAT) sent directly from the testing agency.
- Three completed recommendation forms/letters from professional references (available on website). Have each recommender send their signed form directly to the Saint Martin's University Office of Graduate Studies. Letter writers are encouraged to attach a letter further detailing qualifications
- Curriculum vitae outlining professional or work experience details
- Program advising appointment either in person or by phone or email
- Written response of approximately 300-400 words to a prompt and emailed to the Graduate Studies Office. An onsite written essay may be requested if needed

Once admitted, students will be required to submit the following pre-enrollment materials. Information on how to complete these will be sent with the admission notice.

- Proof of fingerprinting and clearance through OSPI
 - Acknowledgement of fingerprint background check form
 - Detailed information on fingerprinting procedures and payments can be found through the Graduate Programs in Education Resource page at http://www.stmartin.edu/GradStudies/images/pdfs/EDUAdmissionResources_small.pdf
- Verification of Pre-residency clearance from the Office of the Superintendent of Public Instruction Certification unit
- Pre-program observation form
- Proof of CPR / First Aid registration

All application forms, forms of recommendation, written documents, and fees should be mailed or emailed 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. Once application materials are submitted, they become the property of the university, and cannot be returned.

MASTER OF EDUCATION DEGREE REQUIREMENTS

A student working toward a Master of Education degree leading to additional certification must complete all certification and endorsement requirements, in addition to selected master's degree courses.

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. Candidates who receive a grade of 'C' will be placed on academic warning and their candidacy reviewed by the Graduate Program Advisory Committee. A student who receives a grade

lower than 'C' or two grades of 'C' or whose overall grade point average falls below 3.0 will be automatically withdrawn from the MIT program. A student who is removed from the program may apply for reinstatement.

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

- 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.

A candidate who receives a grade lower than 'C' or two grades of 'C' will be withdrawn from the program. The student may apply for reinstatement. The time limit for completion of degree requirements is seven years.

Candidates having an initial or residency certificate may coordinate the MED degree with requirements for continuing certification. Graduate students pursuing the professional teacher certificate should discuss their program with their advisor.

TRANSFER CREDIT

Nine semester hours of graduate work may be taken at another institution and transferred, provided the work fits the 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.

Students applying for program admission must request to have previous graduate credits earned 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.

MED REQUIREMENTS

Core Requirements (11 semester hours)

- MED 601 Educational Research Methods I (3)
- MED 607 Foundations for Educational Practice (3)
- MED 605 Diversity and Social Context (3)
- MED 559 Introduction to Exceptionality (2) -or-
- MED 561 Instructional Strategies for the Exceptional Learner (2)

(Determination of appropriate selection will be done during the program planning advisement.)

EXIT OPTIONS

Thesis option

- MED 699 Final Project/Thesis (3) -or-

Non-thesis option:

- MED 698 Integrating Theory and Practice in Education
- One additional graduate-level elective course in education
- Minimum of 36 allowable program credits
- Satisfactory completion of a capstone project

SPECIALIZATION STRANDS (ONE STRAND REQUIRED)

A. Advanced teaching and learning strand

(32-36 total semester hours, including 18 hours in the strand)

- 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)

B. English as a Second Language/ English Language Learner strand

(32-36 total semester hours, including 18 hours in the strand)

- 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)
- MED 597 Directed Practicum: ESL/BE Internship (3)

C. Guidance and counseling strand

(40-41 total semester hours, including 26 semester hours in the strand)

- MAC 502 Group Counseling (3) -or-
- MED 642 Group Processes (3)
- MAC 503 Individual Counseling (3) -or-
- MED 641 Individual Counseling (3)
- MED 640 Guidance and Counseling (3)
- MED 644 High School and Career Counseling (3)
- MED 545 School Drug Prevention and Counseling (3)

- MED 646 Assessment and Current Issues in School Counseling (3)
- MED 648 Elementary and Middle School Counseling (3)
- MED 649 Internship in School Counseling (5)

D. Principal/program administrator strand

(35-41 total semester hours, including 21 hours in the strand)

- MED 631 Curriculum Theory and Development (3) optional – see advisor
- MED 650 Professional Development Evaluation and Supervision (3)
- MED 653 Principles of Leadership (3)
- MED 654 Principal as Leader of Learning Community (3)
- MED 655 School and Community Relations (2)
- MED 656 Educational Finance (2)
- MED 657 School Law for Educational Administrators (2)
- MED 659 Principal/Administrative Leadership Internship (six – normally three credits in two semesters)

E. Reading literacy strand

(32-36 total semester hours, 18 semester hours in the strand)

- 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)
- Elective (2)

F. Special education strand

(36 total semester hours, including 12 semester hours in strand and six hours of electives approved by the director of special education)

- 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)
- MED 577 Reading Diagnosis (4)
- MED 526 Lang Acquisition Methods (3)
- MED 524 Early Childhood Education (3) (for elementary)
- MED 545 School Drug Prevention and Counseling (3) (for secondary)
- 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 519 Methods of Teaching Language Arts (may not duplicate ED 419)
- MED 529 Methods of Arts and Movement Integration (may not duplicate ED 429)
- MED 571 Educational Law (may not duplicate ED 371)
- MED 580 Readings in Education
- MED 584 Secondary Methods (may not duplicate ED 484)
- MED 586 Living and Learning – Middle School (may not duplicate ED 486)
- MED 595 Directed Study
- MED 597 Directed Practicum
- MED 623 The Gifted Child
- MED 643 Assessment and Appraisal

Internship (guidance and counseling and principal administrator only) A 400-hour internship and comprehensive examination are required for the guidance and counseling strand/ESA certificate. A 540-hour internship over two semesters is required for the principal and program administrator strand/certificate.

Thesis option – MED programs

The MED and MIT thesis options require 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 the student's graduate committee. 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.

Non-thesis option – MED programs

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 but may not include MED 580, MED 590, MED 595, MED 597. The courses must be acceptable for graduate credit and typically are taken from courses offered in education. However, they may include undergraduate (with prior approval only) or graduate courses from other departments.

The MED and MIT non-thesis options require enrollment and successful completion of MED 698, **Integrating Theory and Practice in Education**. 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.

Certificates of Advanced Study in Education (CASE)

Certificate program options are offered in two areas for those who already possess graduate degrees. All options are non-degree bearing and two are offered at the graduate level.

Options for graduate level

1. Residency ESA School Counselor Certification;
2. Residency School Principal or School Administrator Certification

Other requirements

- Passed state mandated tests/exams for each of the options, earn the grade/GPA requirements specified in the undergraduate and graduate sections of the catalog.
- Meet other state requirements for certification or added endorsements.

Admission requirements

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

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

- A master's degree from an accredited institution.
- 3.0 GPA on previous graduate work.
- A completed teacher certification program acceptable to the state of Washington (e.g. added endorsement option), an intention to complete the school counselor ESA (e.g. school counselor option), or a completed teacher certification program or Educational Staff Associate program and intention to complete the school administrator option (e.g. school administrator option).

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:

- Three completed recommendation forms (available on website). Have each recommender send their signed form directly to the Saint Martin's University Office of Graduate

Studies. Letter writers are encouraged to attach a letter further detailing qualifications

- Curriculum vitae outlining your professional or work experience details
- Program advising appointment
- Written response of approximately 300-400 words to a prompt and emailed to the Graduate Studies Office.

Once admitted, students will be required to submit the following pre-enrollment materials. Information on how to complete these will be sent with the admission notice.

- Proof of fingerprinting and clearance through OSPI
 - Acknowledgement of fingerprint background check form
 - Detailed information on fingerprinting procedures and payments can be found through the Graduate Programs in Education Resource page at http://www.stmartin.edu/GradStudies/images/pdfs/EDUAdmissionResources_small.pdf
- Verification of Pre-residency clearance from the Office of the Superintendent of Public Instruction Certification unit
- Pre-program observation form
- Proof of CPR / First Aid registration

All application forms, forms of recommendation, written documents, and fees should be mailed or emailed to:

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

CERTIFICATES OF ADVANCED STUDY IN EDUCATION (CASE) – TWO GRADUATE OPTIONS

Programs are individually planned, incorporating previous graduate level work as appropriate. Completion of a minimum of 15 semester hours in this program is expected for a CASE. The CASE is for those who have completed a master's degree.

1. Residency ESA school guidance and counseling certification
(normally 31 semester graduate level credits)

Courses typically required:

- MAC502 Group Counseling (3) or MED642 Group Processes (3)
- MAC503 Individual Counseling (3) or MED641 Individual Counseling (3)
- MED640 Guidance and Counseling (3)
- MED644 High School and Career Counseling (3)
- MED545 School Drug Prevention and Counseling (3)
- MED648 Elementary and Middle School Counseling (3)
- MED649 Internship in School Counseling (5)
- MED605 Diversity in the Classroom (3)

2. Residency school principal and/or program administrator certification (normally 21 semester graduate level credits)

Courses typically required:

- MED650 Professional Development Evaluation and Supervision (3)
- MED653 Principles of Leadership (3)
- MED654 Principal as Leader of Learning Community (3)
- MED655 School and Community Relations (2)
- MED656 Educational Finance (2)
- MED657 School Law for Educational Administrators (2)
- MED659 Principal/Administrative Leadership Internship (6)

MASTER IN TEACHING (MIT)

FACULTY

Candice Carter, Director

Kathleen Allen

Ric Boyer

Huabin Chen

Fumie Hashimoto

Nini Hayes

Belinda Hill

Linda Maier

Cynthia Petersen

Eileen Reilich

Dan Windisch

The Master in Teaching (MIT) degree is approved by the Washington State Professional Educator Standards Board. The residency teacher education program (including the MIT), which is designed to prepare teacher candidates to become outstanding P-12 professionals, was granted accreditation by the Teacher Education Accreditation Council (TEAC) (Now CAEP) for a period of seven years from October 2013 to October 2020. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles.

Students completing the elementary, secondary or special education programs are eligible for state certification. To ensure eligibility, it is sometimes necessary to make program revisions if the Washington State Board of Education makes changes in certificate requirements. Any changed state requirements may take precedence over requirements outlined in this catalog. The Master in Teaching degree provides the opportunity for simultaneously earning residency teacher certification and a master's degree.

Residency certification can be obtained in the areas of:

- Elementary education
- Secondary education
- and/or
- Special education

During the professional sequence, 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 option is a 45-73 semester hour degree offered during days, evenings, summers and weekends. The number of semester hours varies with the specific endorsement: elementary education is 60-63 semester hours in length; secondary education is 48-50 semester hours; and special education, 64-73 semester hours. In addition to these total required hours, the student may need to complete pre-requirements and/ or endorsement courses.

The College of Education and Counseling Psychology also offers the post baccalaureate Certificate of Advanced Study (Residency Teacher Certification) option for those who already have a baccalaureate degree. Please see the Undergraduate Catalog for this option.

Competency-based endorsements

All candidates are required to complete two competency-based endorsements of 30 or more semester hours each. Course requirements may be satisfied by coursework completed at a regionally accredited, state-approved college or university with a grade of 'C' or better; approved waiver documentation for previous life and/or work experience; and/or successfully passing the appropriate WEST-E/NES exams and Teacher Performance Assessment (edTPA)

To receive an endorsement in elementary education, middle-level or special education, a student must complete all the required courses and be recommended for a residency teaching certificate with an endorsement in elementary education (kindergarten-8); middle-level (grades 4-9); or special education (kindergarten-12). In addition to an endorsement in elementary, middle-level and/or special education, each student must have at least one additional endorsement earned either at Saint Martin's or elsewhere. While this requirement is usually satisfied with the student's baccalaureate major, additional coursework may be required.

Candidates for a secondary endorsement (grades 5-12) are required to have an academic major or equivalent (30 semester-hour minimum) in the area in which they intend to be endorsed. Students seeking MIT certification can be recommended only in the field of their major and in fields for which they meet state requirements for added endorsements.

Authorized endorsements

Saint Martin's has been authorized by the Washington State Board of Education to offer teacher certificate competency-based endorsements in the following fields: biology, lingual education, chemistry, drama, early childhood education, early childhood special education, elementary education, English language arts, English Language Learner, French, health/fitness, history, Japanese, mathematics, middle-level humanities, middle-level math, middle-level science, choral music, instrumental music, general music, reading, science, social studies, Spanish and special education. Contact an education advisor for assistance in developing an approved endorsement program.

Endorsement requirements

For Washington State teacher education endorsements, please refer to the requirements as outlined in the College of Education and Professional Psychology Master in Teaching section of the University website under "Program Requirements.

ADMISSION REQUIREMENTS

Minimum requirements for unconditional admission:

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

- An overall grade point average of 3.0 ('B')
- A score of 291 (850 if taken before September 2011) on the verbal plus quantitative sections of the GRE or 386 on the MAT
- A grade of at least 'C' (2.00) in each of the required pre-professional courses
- Demonstrated competency in basic skill areas (oral and written expression mathematics)
- Scores that meet state requirements on standardized tests.
- Students should visit the MIT website or contact the Office of Graduate Studies to obtain application materials

Students should review prerequisites of all courses required for admission to the MIT Students who preregister will be processed on the assumption that they will satisfactorily complete all coursework currently being taken.

Applicants not meeting the grade or test score requirements for unconditional admission 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 or session.

PRIORITY DEADLINES

Lacey campus

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

JBLM campus

Summer session (May - July) April 1
Fall session 01 (August - October) July 1
Fall session 02 (October - December) September 1
Spring session 01 (January - March)..... November 1
Spring session 02 (March - May)..... February 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:

- Test scores (GRE or MAT) sent directly from the testing agency.

- Three forms of recommendation (available on website). Have each recommender send their signed form directly to the Saint Martin's University Office of Graduate Studies. Letter writers are encouraged to attach a letter further detailing qualifications
- Curriculum vitae outlining the applicant's professional or work experience details
- Program advising appointment either in person or by phone or email
- Written response of approximately 300-400 words to a prompt and emailed to the Graduate Studies Office. An onsite written essay may be requested if needed.

Once admitted, students will be required to submit the following pre-enrollment materials.

- Proof of fingerprinting and clearance through OSPI
 - Acknowledgement of fingerprint background check form
 - Detailed information on fingerprinting procedures and payments can be found through the Graduate Programs in Education Resource page at http://www.st-martin.edu/GradStudies/images/pdfs/EDUAdmissionResources_small.pdf
- Pre-program observation form
- Proof of CPR / First Aid registration

All application forms, forms of recommendation, written documents, and fees should be mailed or emailed 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. Once application materials are submitted, they become the property of the university, and cannot be returned.

MASTER IN TEACHING DEGREE REQUIREMENTS

Candidates plan courses of study in consultation with a program advisor. That plan may not be changed without prior approval. Degree candidates are expected to receive a grade of at least a 'B' in all courses. Candidates who receive a grade of 'C' will be placed on academic warning and their candidacy reviewed by the graduate program advisory committee. A student who receives a grade lower than 'C' or two grades of 'C' or whose overall grade point average falls below 3.0 will be automatically withdrawn from the MIT program. A student who is removed from the program may apply for reinstatement. The time limit for completion of degree requirements is seven years.

A student working toward a Master in Teaching degree must advance to candidacy. To advance to candidacy, the student must:

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

To secure their degree, candidates must complete an approved program of 48-66 graduate-level semester hours as specified below.

- Elementary education: 60-61 semester hours (includes certification and an elementary endorsement)
- Secondary education: 48-49 semester hours (includes certification and a secondary content area endorsement)
- Special education: 65-66 semester hours (includes certification and a SED endorsement)

Ordinarily, courses in professional 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.

Transfer Credit

Nine semester hours of graduate work may be taken at another institution and transferred, provided the work fits the 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. Students applying for program admission must request to have prior graduate study 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.

MIT requirements – pre-professional courses (required before formal admission)

- ENG 101 College Writing I
- ENG 102 College Writing II
- SPH 106 Public Address -or- THR 211 Acting I
- PSY 101 Introduction to Psychology
- Mathematics course above MTH 101, MTH 201 recommended
- Natural science, with laboratory (elementary)
- HIS 141 or His 142 U.S. History (elementary)
- His 101 World History (elementary)

Core courses for elementary, secondary or special education options

(11 semester hours; must be taken at the graduate level)

- MED 601 Educational Research Methods I (3)
- MED 607 Foundations for Educational Practice (3)
- MED 605 Diversity and Social Context (3)
- MED 559 Introduction to Exceptionality (2) -or-
- MED 561 Instructional Strategies for the Exceptional Learner (2)

(Unless taken prior to admission, MED 559 (2) Introduction to Exceptionality is included in certification core requirements)

EXIT OPTIONS

Thesis option

- MED 699 Final Project/Thesis (3)-or-

Non-thesis option

- MED 698 Integrating Theory and Practice in Education
- One additional graduate-level elective course in education
- Minimum of 36 allowable credits (not including internship or internship seminar)
- Satisfactory completion of a capstone project

Basic certification core courses for elementary, secondary or special education options (28 semester hours; must be taken at the graduate level)

- MED 506 Curriculum and Instruction (2)
- MED 512 Technology for the Classroom (2)
- MED 526 Methods of Teaching Language Acquisition (3)
- MED 560 Classroom Management (2)
- MED 559 Introduction to Exceptionality (2)
- MED 570 Classroom Assessment (2)
- MED 571 Educational Law (1)
- MED 583 Issues of Abuse/Teacher as Counselor (1)
- MED 593 and/or 594 and/or 596 Teacher Internship (12)
- MED 598 Teacher Internship Seminar (1)

Elementary methods courses

(20 semester hours – required in addition to the basic and core courses listed above; courses previously taken at the undergraduate level may apply)

- MED 511 Methods of Teaching Math (3)
- MED 515 Methods of Teaching Science (3)
- MED 518 Methods of Teaching Social Studies (2)
- MED 519 Methods of Teaching Language Arts (2)
- MED 529 Arts and Movement (4)
- MED 538 Child and Adolescent Literature (2)
- MED 574 Primary Reading/Writing (1)
- MED 576 Reading Content Area for Elementary Teachers (1)
- MED 592 Elementary Education Practicum (2)

Secondary methods courses

(Eight to nine semester hours required in addition to the basic and core courses listed above; courses previously taken at the undergraduate level may apply; additional methods may be required for individual endorsements)

- MED 582 Reading Assessment and Intervention for Secondary Teachers (1)
- MED 584 General Secondary Methods with Practicum (2)
- MED 585 Content Area Reading for Secondary Teachers (1)
- Subject specific methods class MED 511, 515, 518 or 519

Special education methods courses

(25 semester hours – required in addition to the basic and core courses listed above; courses previously taken at the undergraduate level may apply)

- 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 524 Issues and Trends in ECE (3)
- -or- MED 526 Methods of Language Acquisition (ESL) (3)
- MED 577 Reading Diagnosis (4)
- MED 545 School Drug Prevention and Counseling (3)
- MED 569 Practicum in Special Education (3)

SPECIAL EDUCATION ENDORSEMENT (GRADES PRESCHOOL-12)

The University's Special Education endorsement prepares teachers to work with mildly or moderately handicapped students in an inclusionary classroom, a resource room or a self-contained special education class. Completion of the required courses for the endorsement will lead to an institutional recommendation that the student be endorsed in special education.

NOTE: Completion of the special education MIT and/or endorsement 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 eight weeks of internship in a regular classroom. The section concerning endorsements applies to the special education program as well as the elementary program. To ensure proper sequencing of courses, students planning to enter the Master in Teaching program must consult an advisor from the College of Education and Professional Psychology prior to taking courses at the University.

Internship

All teacher certification programs require supervised student teaching/internship. Each student is expected to complete all required professional courses and be advanced to candidacy before applying for the internship.

To facilitate placement, application for supervised internship must be made by the deadline for the internship (contact the College of Education and Professional Psychology office for specific deadline dates). Candidates are asked to convey special placement requests at that time. University supervisors will discuss individual placement problems with students, but the University ultimately makes the internship assignments in cooperation with school district personnel. Students may not be placed in the same school in which a spouse or family member is employed. Students may not make special arrangements on their own. 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.

Completion of an application for intern teaching and assignment to a school or classroom are tentative and are based on successful completion of coursework in progress. Students may be withdrawn from intern teaching at the discretion of the College of Education and Professional Psychology faculty or of the administrators of the P-12 school. Saint Martin's College of Education and Professional Psychology placement offices make no guarantees for student teaching placement in a particular school district or school building, with a particular cooperating teacher or University supervisor, or during a particular semester. Education programs staff will work diligently to obtain a placement for student teaching, but final acceptance of a student teacher is the prerogative of the school district.

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.

EXIT OPTIONS

Thesis option

The MIT thesis option requires a thesis or field project as part of the degree. The thesis/field project must be developed in consultation with the student's advisor and the student's graduate committee. 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 the normal workload of the candidate.
- The thesis/project will result in a usable, well-researched product (such as a written document, a curriculum guide, a movie, a case study) and 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, and 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 student 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.

Non-thesis option

The MIT non-thesis option requires at least one elective course beyond the requirements for the thesis option with a minimum of 36 allowable credits exclusive of the internship and internship seminar. These elective courses may be from any strand area but may not include MED 580, 590, 595, 597. The courses must be acceptable for graduate credit and typically are taken from courses offered in education. However, they may include undergraduate (with prior approval only) or graduate courses from other departments.

The MIT non-thesis option requires enrollment and successful completion of MED 698, Integrating Theory and Practice in Education. 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.

Graduate certificate options

The University's College of Education and Counseling Psychology offers programs leading to a Master of Education, Master in Teaching and a Master of Arts in Counseling Psychology degree. The College also offers graduate certificate options for residency teacher certification, Residency ESA School Counselor Certification, and Residency School Principal or School Administrator Certification.

Certificate of Advanced Study in Education (CASE): Residency Teacher

Post-baccalaureate level Certificates of Advanced Study in Education program includes an option in the following area: The Residency Teacher Certification. This option is normally completed by taking undergraduate level classes. The description of this program and requirements are included in the Undergraduate Catalog.

Certificate of Advanced Studies in Education (CASE)

Post-master's-level Certificates of Advanced Study in Education program options are offered in the following areas for those already with graduate degrees. All options are non-degree bearing and are open to those who have earned a master's degree.

- Residency ESA School Counselor Certification;
- Residency School Principal or School Administrator Certification

Added endorsement options

Added endorsement options for current teachers are available for all endorsements authorized for Saint Martin's University (refer to the list under "endorsements" in this section). Requirements vary depending on the current endorsement and the desired endorsement.

Requirements can be met by a combination of coursework, life and/or work experience, observation, appropriate methods knowledge/skills, WEST-E tests and/or Performance-based Pedagogy Assessment evaluation. Contact the College of Education and Counseling Psychology office for further information or application materials.

MASTER'S DEGREES IN EDUCATION COURSES

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 accept 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 (0)

Independent practicum related to strand/endorsement/area of interest. Includes 30 hour practicum plus 5 hours written assignments per credit enrolled. Prerequisite: Graduate status. Restricted enrollment.

MED 506 Curriculum and Instruction (2)

Multiple approaches to curriculum and instruction emphasizing becoming a reflective teacher. Principles of organizing, sequencing, delivering, evaluating instruction. Emphasis on development of a the-

matic unit with lesson design based on state and national standards. Exploration of teaching methods such as cooperative learning, concept development and inquiry learning. Prerequisite: Acceptance as a teacher certification candidate.

MED 508 Practicum Level 2 (0)

Independent practicum related to strand/endorsement/area of interest. Includes 30 hour practicum plus 5 hours written assignments per credit enrolled. Prerequisite: Graduate status. Restricted enrollment.

MED 511 Methods of Teaching Math (3)

Objectives, materials, methods and curriculum for teaching preschool-grade 8 mathematics. Emphasis on theory, teaching strategies and integrated knowledge and skills of mathematics for elementary teachers, Washington State Essential Academic Learning Requirements and Grade Level Expectations. Includes a 10-hour observation and instruction practicum in primary-grade 8 mathematics. Prerequisite: MED 506.

MED 512 Technology for the Classroom (2)

Emphasis on how to integrate computers and other technologies into classroom teaching, rather than computer skills themselves. Class discussions will focus on teaching philosophies, issues and trends in an information age. Students will develop curriculum and classroom materials using e-mail, internet and selected software. Emphasis on development of electronic portfolio.

MED 513 Multimedia Production for Educators (3)

Classroom applications of multimedia hardware and peripherals such as CD-ROMs, laserdiscs, scanner, digital cameras and video cameras. Ways to incorporate these techniques into the classroom will be explored. Book production, models, animation, cartoons, photography and posters, along with other multimedia models/techniques, are used to creatively express a view of the world. Students will create an advanced integrated multimedia project. Prerequisite: MED 512 or equivalent. Offered on demand.

MED 514 Network Systems for Educators (3)

Exploration of management information systems development, and network systems as they pertain to the preschool-grade 12 school environment. Students will create home pages for themselves and participate in the creation of pages for the Saint Martin's website. Course content will incorporate the objectives and functions of a school's technology center, techniques and administrative procedures, including budget preparation, space use, selection and organization of materials and equipment. Prerequisite: MED 512. Offered on demand.

MED 515 Methods of Teaching Science (3)

Objectives, materials, methods and curriculum for teaching preschool-grade 8 science. Emphasis on theory, teaching strategies and integrated knowledge and skills of science for elementary teachers, Washington State Essential Academic Learning Requirements. Prerequisite: MED 506.

MED 518 Methods of Teaching Social Studies (2)

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. Includes a 10-hour observation and instruction practicum in primary-grade 12 social studies. Prerequisite: MED 506.

MED 519 Methods of Teaching Language Arts (2)

Objectives, materials, methods and curriculum for teaching listening, speaking, writing and reading in grades kindergarten-8. Emphasis on theory, teaching strategies and integrated knowledge and skills

of language arts for elementary teachers, Washington State Essential Academic Learning Requirements and Grade Level Expectations. Includes a 10 hour instructional practicum in primary-grade 8 language arts. Prerequisite: MED 506.

MED 524 Early Childhood Education (3)

Important issues related to teaching preschool-3 will be 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. Prerequisite: MED 506; MED 559 or concurrent enrollment.

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

Examination of the educational theories, practice and research related to the education of English Language Learners (ELL) and bilingual education. This course presents issues pertaining to educating English Language Learners, including program models, school community, assessment, and politics involving ELL and bilingual education. Involvement of parents, mainstream teachers and others who do not have ESOL or bilingual training in educating English Language Learners will be included. Additionally, discussions will include evaluating the historical, political, social/cultural, and linguistic issues involved in meeting the needs of students who are speakers of languages other than English. Resources for continuing professional development in the fields of second language instruction and bilingual education will be provided. Prerequisites: MED 506; MED 526.

MED 526 Language Acquisition Methods (3)

Course focuses on developing student's proficiency-oriented teaching style, exploring various methodologies, theories and history of language acquisition. Students will be able to apply language acquisition theories and develop personal teaching styles. Uses English-as-a-Second-Language, English Language Learner, bilingual education and foreign language strategies. Includes a 10-hour practicum in an ELL setting. Prerequisite: MED 506.

MED 527 Social Linguistics and People: 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. 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 social linguistics, knowledge bases, learning styles, socialization patterns and educational opportunity will be studied. Development of appropriate and diverse classrooms and curriculum will be emphasized. Prerequisite: MED 506.

MED 528 Reading Instruction of English Language Learners (3)

The course provides knowledge of various methods of instruction for ELL/bilingual education students with emphasis on techniques for effective instruction and assessment of oral language development, reading and writing. Students develop multicultural curriculum to support language learning, using ELL/bilingual education strategies. Prerequisites: MED 506, MED 526.

MED 529 Arts and Movement (4)

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. Prerequisite: MED 506.

MED 538 Literature for Children and Young Adults (2)

Nature, history and sources of children's books. Required for elementary certification, special education, reading, English and English/language arts endorsements. Prerequisite: MED 506.

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)

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)

Through an understanding of current theories and practices in classroom management, students begin to create personal philosophy of management. Includes, but is not limited to, strategies for individual and group behavior and instruction developed through systematic application of specific models. Includes a 10-hour practicum. Prerequisite: MED 506 or concurrent enrollment.

MED 561 Instructional Methods of Exceptional Learners (2)

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 506; MED 559.

MED 563 Management Strategies for Exceptional Learners (3)

Strategies for individual and group behavior/instructional management. Various competencies 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 506; MED 559.

MED 565 Transitions to Adulthood for Special Populations (3)

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)

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. Prerequisite: MED 570, MED 559.

MED 567 Legal Issues and the IEP (3)

Comprehensive study of federal and state regulations on populations. Communicative ethics and collaborative strategies joining families, school personnel and outside agencies are emphasized. Prerequisite: MED 566 and MED 559.

MED 569 Practicum in Special Education (3)

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 571 Educational Law (1)

Fulfills new Washington State requirements for understanding educational law and its relationship to contemporary school issues and problems. State agencies and local school boards, university issues and law, teachers' employment, tenure, academic freedom and student issues of compulsory education.

MED 572 Integrated Approach to Phonics and Spelling (2)

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 519, MED 574 and MED 576.

MED 574 Primary Reading/Writing Instruction (1)

This course explores the reading and writing process as it pertains to the teaching of beginning reading. The five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) are applied to the teaching of beginning reading. Includes a 10-hour practicum. Prerequisite: MED 519.

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 519, MED 574 and MED 576.

MED 576 Content-area Reading for Elementary Teachers (1)

This course is planned to facilitate the application of specific reading and writing strategies to assist comprehension of printed 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. Prerequisites: MED 519 or permission of instructor.

MED 577 Reading Diagnosis (4)

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 519, MED 574 and MED 576.

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. Prerequisite: MED 519, MED 574, MED 576.

MED 580 Readings in Education (1-2)

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 519, MED 574, and MED 576.

MED 582 Reading Assessment and Intervention for Secondary Teachers (1)

This course focuses on the reading behaviors of secondary students. Students will acquire the necessary knowledge and skills to support secondary students in reading complex materials. Students will explore the reading process and examine their own reading behaviors. Assessment strategies are studied and applied to the content areas taught in secondary schools. Students are required to participate in a secondary school, either working in a reading program and/or tutoring a struggling student. Includes a 10-hour practicum. Prerequisites: MED 506, and MED 585 or concurrent enrollment.

MED 583 Issues of Abuse/Teacher as Counselor (1)

Course addresses the teacher's role in identifying, reporting and working with children who have been victims of child abuse. Also includes the role of the classroom teacher as a counselor.

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. Prerequisite: MED 506.

MED 585 Content-area Reading for Secondary Teachers (1)

This course 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. Prerequisite: MED 506.

MED 586 Living and Learning in the Middle School (3)

Intertwines specific needs of preadolescents (ages 10-14 years old) with middle school philosophy, organization and specific middle school teaching methods. Includes a 30-hour practicum designed to integrate observation and teaching at the middle-school level. Prerequisites: MED 506.

MED 587 Secondary Methods Practicum/Seminar (2)

Specific research-based professional development models are emphasized. Field experiences and assignments will relate to the candidate's major teaching area. Includes a 90 hour practicum of structured observation and teaching experience in a high school plus a 15 hour seminar. Prerequisite: MED 506. Co-requisite: MED584.

MED 591 Added Endorsement Practicum (3)

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 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 (6-12)

Supervised full-time internship with a split assignment. Special education students 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 (6-12)

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 598 Teacher Internship Seminar (1)

Weekly seminar for student or intern teachers. Must be taken concurrently with internship. Co-requisite: Concurrent enrollment in 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 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. Prerequisite: MED 506.

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. Prerequisite: MED 506.

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 501 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 502 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 (3)

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 650 Professional Development Evaluation and Supervision (3)

The study and development of knowledge/skills and techniques/strategies essential to personnel evaluation, supervision and development. Focus will be on three related areas: assessment of person's competency and performance; design of relevant didactic and practicum staff development experiences; and education as a "profession."

MED 653 Principles of Leadership (3)

This course examines the basic principles of school leadership. 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 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. 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 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.

MED 655 School and Community Relations (2)

A course designed to provide a thorough examination of the school and its interaction with the community. Internal and external communities and the relationship between and among these entities and the school will be examined, including the role of communications in school-community relations. The overall goal is to produce leaders who can take action to promote organizational growth and productivity.

MED 656 Educational Finance (2)

An overview of financial support for schools including legal and historical basis of 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.

MED 657 School Law for Educational Administrators (2)

Provides an overview of federal and state law that principals and school administrators are responsible to know and administer, including student rights and protections under special education and privacy requirements. This course satisfies the following requirements of WAC 181-27-(2): principal and program administrator candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in an approved preparation program which shall include: (B) Information Collection... (C) Problem analysis... (D) Judgment... (P) Oral expression... (Q) Written expression... (R) Philosophical and cultural values... (S) Legal and regulatory applications. Prerequisite: Admission to the school administration program or permission of instructor.

**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 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. Prerequisites: MED 519, MED 574 and MED 576.

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 lead to the professionally accepted best practices in the areas of writing, spelling, and phonics instruction in America's schools. Prerequisites: Admission to the MED graduate program.

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. Prerequisites: Admission to the MED graduate program.

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. Prerequisites: Admission to the MED graduate program.

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. Prerequisites: Admission to the MED graduate program.

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 690 Integrating Seminar (1)

Required for non-thesis option students. Provides practice in integrative writing similar to that required for comprehensive examinations and practice in questions comparable to oral examinations. Designed to be taken during the last semester of the candidate's program. Prerequisites: All graduate core courses completed and Graduate Committee formed.

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).

HAL AND INGE MARCUS SCHOOL OF ENGINEERING

David H. Olwell, Dean

The mission of the Hal and Inge Marcus School of Engineering is to provide Saint Martin's University engineering graduates with an education that will prepare them for successful careers in engineering practice and to prepare students for advanced graduate studies, and lifelong learning.

The mission complements and reinforces the University's mission:

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 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.

The guiding philosophy is to provide both a strong fundamental liberal education and a strong engineering education. The liberal arts portion of the program for students emphasizes ethical values, problem-solving skills and service to society and is administered in a supportive environment. The professional portion of the program is student-engineer centered: recognizing, supporting and developing the unique strengths and capabilities of each individual. Additionally, the engineer'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 Saint Martin's School of Engineering in setting 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.

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

MASTER'S PROGRAMS IN ENGINEERING

Saint Martin's University School of Engineering offers graduate studies leading to Master of Civil Engineering, Master of Mechanical Engineering and Master of Engineering Management degrees.

MASTER OF CIVIL ENGINEERING (MCE)

FACULTY

Chun Kyung Seong, Director

Floraliza Bornasal

Jae Ho Chung

Pius Igharo

Dintie Mahamah

Jill Walsh

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.

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 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 dynamics.
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

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 Studies 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. 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 MCE degree. The maximum course load per semester is 12 semester hours unless approval for a larger course load approved in writing by the MCE program director.

DEGREE REQUIREMENTS

Candidates for the Master of 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 MCE courses 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.

BACHELOR OF SCIENCE IN CIVIL ENGINEERING / MASTER OF CIVIL ENGINEERING COMBINED DEGREE PROGRAM

Students enter the Bachelor of Science in Civil Engineering (BSCE)/Master of Civil Engineering (MCE) combined degree program by applying for admission during their senior year at Saint Martin's University. If accepted, up to six credit hours of approved courses may be applied toward both the bachelor's and master's degrees. MCE courses, taken while an undergraduate, would fulfill undergraduate civil engineering elective requirements. An additional six credits of MCE program coursework may be taken as an undergraduate student and reserved for application to the master's degree. Thus, both the undergraduate and graduate degrees in civil engineering could be earned in five academic years.

In order for undergraduate students to register for MCE courses, students need to fulfill required prerequisites, and have a 3.0 grade point average or above, or be approved by their advisor, the chairperson and course instructor. The petition for undergraduate engineering students to enroll in graduate level courses is available from the Office of the Registrar.

Master of Civil Engineering /Master of Engineering Management Dual Degrees

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 CIVIL ENGINEERING COURSES

All courses applied toward the MCE 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.

- 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 (4)
- MCE 533 Prestressed Concrete Design (3)
- MCE 535 Pavement Design (3)
- MCE 540 Steel Design (3)
- MCE 541 Advanced Steel 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 Resources Engineering (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 Construction and Consultant Estimating (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 Civil Engineering degree are possible. Students are free to take any of the MCE 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 Steel Design (3)
- MCE 541 Advanced Steel 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 Construction Estimating (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 (4)
- 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/MEM660 Construction Estimating (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 (4)
- MCE 535 Pavement Design (3)
- MCE 570 Solid Waste Management (3)
- MCE 580 Environmental Laboratory Processes (3)
- MCE 583 Water Resources Engineering (3)
- MCE 585 Wastewater Systems Engineering (3)
- MCE 596 Industrial Waste Engineering
- MCE/MEM 612 Project Management (3)
- MCE/MEM 660 Construction Estimating (3)
- MCE/MEM 680 Environmental Management (3)
- MCE/MEM 691 Construction Management (3)

MASTER OF CIVIL ENGINEERING COURSES

Courses in the MCE 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 MCE 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. 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.

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.

MCE 525 Advanced Transportation Engineering (4)

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, CE 359.

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.

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.

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 struc-

tural systems to resist vertical and lateral loads. Senior CE undergraduate as well as MCE 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 450.

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.

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.

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 450.

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.

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. Prerequisites: CE453 or MCE553 or Instructor permission

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 multi-lane highways, ramps and weaving segments, urban streets and signalized intersections. Use of HCS software emphasized. Prerequisites: CE323 and CE324.

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.

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.

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: CE360, CE440, and MCE 540.

MCE 575 Bridge Engineering and Design (3)

Analysis and design of bridge structures based on load resistance factor design in accordance with AASHTO and WADOT 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, 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.

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.

MCE 583 Water Resources Engineering (3)

Application of principles of hydrology and hydraulic engineering to water supply systems design. Collection and distribution, treatment plant design, storage sizing, pump stations, water quality and economic considerations. Prerequisites: CE 330, CE 370.

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.

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.

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 Construction and Consultant Estimating (3)

Cost estimation for construction projects, with emphasis on materials, labor, financing, administration and associated costs. Estimation techniques to evaluate professional technological costs of research and development, planning, design and construction. 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)

This class stresses the development of management skills to be applied during the construction phase of a project. Work to include cost-estimating, change management and control of the project to include budget development and management. Topics including protection of client needs, engineering specifications, value engineering, quality control and assurance and trades integration. Course credit cannot be given to students who have taken MEM 691.

MASTER OF ENGINEERING MANAGEMENT (MEM)

FACULTY

Frank Washko, Director
Bob Raymond
Stephen Bao
Bob Bergquist
Jae Ho Chung
David Jensen
David Olwell

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 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. 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.

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

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:

- A bachelor's degree in science or engineering with a cumulative grade point average of at least 2.80 and/or acceptance by the program director; or
- Successful completion of the engineering license examination and/or acceptance by the program director; or
- In special cases, initial acceptance by the program director, with final acceptance into the program by the admissions committee.
- Demonstration of strong analytic, problem solving and leadership skills as evidenced by previous coursework, resume and letters of recommendation.

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 Studies 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. Once application materials are submitted, they become the property of the university, and cannot be returned.

DEGREE REQUIREMENTS

Degree candidates must satisfactorily complete 33 semester hours of designated coursework and a comprehensive examination, 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.

Graduate level classes taken while an undergraduate

Undergraduate engineering students with senior standing may petition to enroll in graduate level courses. This petition will be reviewed by the student's undergraduate advisor, the master's program faculty director, the office of graduate studies, and by the dean of the college (if there is an exception to policy). If approved, up to twelve hours of graduate level coursework may be taken as an undergraduate. Six out of the possible twelve hours of course work may be applied toward both the bachelor's and master's degrees.

In order for the petition to be considered, the student must**:

- Have a minimum of a 3.0 cumulative GPA
- Have senior standing during the semester they wish to enroll in graduate level classes
- Not be enrolled in more than 18 credit hours of combined UG/Grad coursework for the semester
- Must not exceed the limit of 12 credit hours of total graduate coursework allowed as an undergraduate
- Meet the course pre-requisites

Students must submit the petition form to the Office of Graduate Studies no later than the last day to add/drop for the semester and **no sooner** than the first day of registration. The form will be reviewed and if approved, the student will be administratively added to the graduate level courses by the registrar's office.

In order for the possible coursework to count towards the graduate degree students must:

- Earn a minimum grade of “B” in all graduate-level coursework,
- Apply for and be admitted to the graduate program

Permission to enroll in graduate course work is not a guarantee of graduate program admission. Students retain their undergraduate student status until they graduate with their Bachelor’s degree, apply for, and are admitted to a graduate degree program.

MASTER OF CIVIL ENGINEERING / MASTER OF ENGINEERING MANAGEMENT DUAL DEGREES

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.

PROGRAM REQUIREMENTS

Core requirements (18 semester hours)

- MEM 502 Survey of Finance (3 credits)
- MEM 603 Accounting for Managerial Decision-making (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)

Electives

Students must take 15 semester hours of approved electives in the MEM, MCE or MBA 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.

MASTER OF ENGINEERING MANAGEMENT COURSES

Courses in the MEM program are scheduled in accord with enrollment numbers and demand.

MEM 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. Equivalent to MBA 502

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 theatrical content.

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 630 Ergonomics (3)

This is an introduction course to ergonomics and human factors, which includes systematic approaches to facility planning, design, construction and operation by considering the human operators. This course includes interface of machines/equipment with people to promote speed, efficiency and accuracy in safety and comfort. It considers human sensory capabilities, mobility, muscle strength, intellect, common skills and capacity for learning new skills, capacity for team or group effort and body dimensions.

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 appropri-

ate 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 Construction and Consultant Estimating (3)

Cost estimation for construction projects, with emphasis on materials, labor, financing, administration and associated costs. Estimation techniques to evaluate professional technological costs of research and development, planning, design and construction.

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.

MEM 691 Construction Management (3)

This class stresses the development of management skills to be applied during the construction phase of a project. Work to include cost-estimating, change management and control of the project to include budget development and management. Topics including protection of client needs, engineering specifications, value engineering, quality control and assurance and trades integration.

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.

MASTER OF MECHANICAL ENGINEERING (MME)

FACULTY

Paul Slaboch, Director

Peter Bishay

Jerry Budelman

Shawn Duan

Isaac Jung

Rico Picone

Frank Washko

The Master of Mechanical Engineering Program is designed to provide engineering and science graduates with specialized technical knowledge in the thermal and mechanics areas of mechanical engineering.

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.

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 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, physics (one year), chemistry (one-half year), statics, mechanics of materials, dynamics, thermodynamics, fluid mechanics, and heat transfer. Some 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 (1 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 Studies 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. 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 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 MME program director.

DEGREE REQUIREMENTS

Candidates for the Master of Mechanical Engineering degree must satisfactorily complete 30 semester hours of approved coursework. While not required, a student may opt to complete a research thesis. Up to six semester hours of Thesis (MME 599) is allowed to complete the thesis project. A maximum of three hours of independent study (MME 595) is allowed. All courses must be from the approved MME courses list or must be preapproved 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. In addition, a maximum of nine credit hours of approved courses may be taken from Master of Civil Engineering (MCE) and/or Master of Engineering Management (MEM) programs at Saint Martin's University.

Approved MME courses

A student can choose courses from a MME specific area of emphasis or any combinations of MME courses:

- MME courses (minimum 21 credit hours)
- MCE/MEM courses (maximum of nine credits combined)

Programs of study

Many program arrangements meeting the requirements for the Master of Mechanical Engineering degree are possible. The following are listings for courses in the thermal/fluids area, the mechanics area, and controls area.

Thermal/fluids emphasis

- MME 520 Gas Turbine Power (3)
- MME 525 Heating, Ventilating, and Air Conditioning (3)
- MME 534 Solar Thermal Energy (3)
- MME 535 Energy Systems (3)
- MME 536 Thermal Design of Heat Exchangers (3)
- MME 537 Computational Heat Transfer (3)
- MME 547 Heat Transfer in Electronics (3)
- MME 548 Advanced Convective Heat Transfer (3)
- MME 560 Gas Dynamics (3)
- MME 564 Flight Mechanics (3)
- MME 580 Advanced Engineering Mathematics (3)
- MME 590 Independent Study (1-3)
- MME 595 Special Topics (3)
- MME 598 Advanced Design/Research Project (3) or
- MME 599 Thesis (6)

Mechanics emphasis

- MME 505 Structural Composites (3)
- MME 506 Applied Elasticity and Advanced Mechanics of Solids (3)
- MME 507 Structural Optimization (3)
- MME 508 Principles of Fracture Mechanics (3)
- MME 509 Advanced Strength of Materials (3)
- MME 510 Vibration Theory (3)
- MME 550 Computer-Aided Design (3)

- MME 554 Robotics and Automation (3)
- MME 580 Advanced Engineering Mathematics (3)
- MME 590 Independent Study (1-3)
- MME 595 Special Topics (3)
- MME 598 Advanced Design/Research Project (3) or
- MME 599 Thesis (6)

Controls emphasis

- MME 570 Advanced Systems (3)
- MME 571 Aerospace Systems (3)
- MME 572 Digital Control (3)
- MME 573 Non-linear Control Systems (3)
- MME 574 Introduction to Random Processes (3)
- MME 575 Estimation and Identification (3)
- MME 595 Special Topics (3)
- MME 598 Advanced Design/Research Project (3) or
- MME 599 Thesis (6)

MASTER OF MECHANICAL ENGINEERING COURSES

Courses in the MME 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, ME 420 and MME 520 may not both be taken for credit.

MME 505 Structural Composites (3)

Macro-behavior of a lamina. Stress transfer of short fiber composites. Classical lamination theory, static analysis of laminated plates, free-edge effect, failure modes. Prerequisites: ME 300 and ME 360, or equivalent courses.

MME 506 Applied Elasticity and Advanced Mechanics of Solids (3)

Bars, beams, thin-walled structures, and simple continua in the elastic and inelastic range. Virtual work approaches, elastic energy principles, plastic limit theorems, and creep deformation procedures. Introduction to instability and fracture mechanics. Design applications. Prerequisites: GE 206 and ME 360, or equivalent courses.

MME 507 Structural Optimization (3)

Structural optimization via calculus of variations. Applying techniques of numerical optimization to design trusses, frames, and composite laminates. Calculating the sensitivity of structural response. Approximation and fast reanalysis techniques. Optimality criteria methods. Prerequisites: GE 206 and ME 360, or equivalent courses.

MME 508 Principles of Fracture Mechanics (3)

Introduction to the mechanics of fracture of brittle and ductile materials. Linear elastic fracture mechanics, elastic-plastic fracture, fracture testing, numerical methods, composite materials, creep and fatigue fracture. Prerequisites: GE 206 and ME 360, or equivalent courses.

MME 509 Advanced Strength of Materials (3)

Theories of stress and strain, stress-strain relations, inelastic material, symmetrical and unsymmetrical bending, energy methods, shear center, curved beams, beams on elastic foundations, beam columns, torsion of noncircular sections, thick walled cylinders, general and symmetric bending of straight bars, curved beams, applications from several engineering disciplines. Prerequisite: Undergraduate solid mechanics course.

MME 510 Vibration Theory (3)

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. This course covers the same topics as ME 410, however a higher level of academic rigor, expectations and standards will be required. These course credits will not count for students who have taken ME 410. Prerequisite: ME 370, or equivalent.

MME 520 Gas Turbine Power (3)

Course uses the fundamentals of fluid and gas dynamics, mechanics and thermodynamics of turbo-machinery for ground power plant and aircraft propulsion engine design. Engine cycles employing regenerative systems, dual cycles, and propulsion engines with multiple shafts and by-pass engines are studied for optimizing thermodynamic cycles for specified applications. Engine compressors, turbines, ducts and nozzles are sized to provide to obtain selected engine thermodynamic cycles. Axial and radial compressors and turbine design methods are covered. Methods of determining engine off-design performance are covered for selected engine design point parameters. This course covers the same topics as ME 420, however, a higher level of academic rigor, expectations and standard, will be required. This course will not count for students who took ME 420. Prerequisites: MTH 322 and ME 341, or equivalent courses.

MME 525 Heating, Ventilating, and Air Conditioning (3)

Specific course goals are to demonstrate the basic application of the principles of thermodynamics and heat transfer to air conditioning systems. Introduction of the theoretical basis for the design of air conditioning systems. Topics include indoor air quality, heat transmission in buildings, solar radiation, space heating and cooling loads, energy calculations, and pumping. A project will be assigned. This course covers the same topics as ME 425, however, a higher level of academic rigor, expectations and standards will be required. This course will not count for students who took ME 425. Prerequisites: ME 341 and ME 347, or equivalent courses.

MME 534 Solar Thermal Energy (3)

Solar radiation distribution, radiation characteristics of opaque surfaces, transmission through glazing, thermal analysis of flat plate and concentrating solar collectors, solar energy storage, solar water-heating, photovoltaic systems. This course covers the same topics as ME 434, however, a higher level of academic rigor, expectations, and standards will be required. This course will not count for students who took ME 434. Prerequisites: ME 341 and ME 347, or equivalent courses.

MME 535 Energy Systems (3)

Focus is on energy systems associated with electric power generation. Specific goals are to expose the student to the various sources of energy, including renewable energy sources (solar and wind), nuclear, geothermal, biomass, and fuel cells. Students will develop an understanding of basic energy

economics, environmental impact, and industrial risks. Relate the principles of thermodynamics and heat transfer to the application of available energy resources and promote the concept of energy conservation through proper system design. This course covers the same topics as ME 435, however, a higher level of academic rigor, expectations and standards will be required. This course will not count for students who took ME 435. Prerequisites: ME 341 and ME 347, or equivalent courses.

MME 536 Thermal Design Of Heat Exchangers (3)

Classification of heat exchangers, design methods, single-phase convection correlations and two phase-correlations, pressure drop calculations, fouling of heat exchangers. Study of various types of heat exchangers: double pipe heat exchangers, shell-and-tube heat exchanger, compact heat exchangers, plate heat exchangers, condensers, and evaporators. This course covers the same topics as ME 436, however, a higher level of academic rigor, expectations and standards will be required. This course will not count for students who took ME 436. Prerequisite: ME 347 or equivalent.

MME 537 Computational Heat Transfer and Thermal Modeling (3)

Application of finite difference numerical methods to heat transfer from steady two dimensional heat transfer to transient three dimensional (explicit and implicit methods). Computations and characterization for designs of thermal systems using commercial thermal software. Learn to build finite element models: geometric modeling, elements and meshing, fields, materials and element properties, thermal/fluid boundary conditions, groups, viewing, display. Learn to evaluate the models analysis set up, results and plots. Applications to thermal engineering problems. Thermal engineering design projects assigned will be modeled thermally using commercial thermal software. This course covers the same topics as ME 437, however, a higher level of academic rigor, expectations and standard, will be required. This course will not count for students who took ME 437. Prerequisite: ME 347, or equivalent.

MME 547 Heat Transfer In Electronics And Electronic Packaging (3)

Background on the materials used in the electronics manufacturing and their thermal properties. Failures in electronics due to thermal reasons, contact resistance, and miniature heat pipes will be covered. Projects will be assigned. This course covers the same topics as ME 447, however, a higher level of academic rigor, expectations and standards will be required. This course will not count for students who took ME 447. Prerequisite: ME 347 or equivalent.

MME 548 Advanced Convective Heat Transfer (3)

Advanced convective heat transfer in laminar and turbulent flows over external surfaces and in internal flows. Influence of temperature dependent fluid properties. Prerequisite: ME 347 or equivalent.

MME 550 Computer-Aided Design (3)

After a brief introduction to the theory of finite element methods, students will learn how to use the various modeling and simulation (finite element) tasks using FEA software. Selected problems in mechanical engineering will be modeled and analyzed with solutions compared to those obtained from alternate methods. Problems such as stress concentrations, bending of plates, curved beams, torsion of noncircular cross sections, buckling, optimization, and vibration analysis will be studied. Prerequisite: enrollment in MME Program.

MME 553 Automation, Production and CIM (3)

Course covers the use of automation in manufacturing systems, and analysis of production systems, and computer integrated manufacturing. Topics include industrial control systems, hardware for automation and control, numerical control, industrial robotics, material handling and transportation, assembly lines, cellular manufacturing, quality control and inspection technologies. Prerequisites: ME 300.

MME 554 Robotics and Automation (3)

Course will focus on digital control of the dynamics and kinematics of robots, robotic arms, remotely piloted ground, undersea and airborne vehicles, six-degree of freedom simulation, Euler angles, quaternions and Jacobian mechanics. Course will include applications of linear matrix theory and design case studies. This course covers the same topics as ME 454, however a higher level of academic rigor, expectations and standards will be required. These course credits will not count for students who have taken ME 454. Prerequisite: ME 470 or equivalent.

MME 560 Gas Dynamics (3)

Course covers compressible fluid dynamics employing continuity, momentum, and work and energy principles together with the applications of the first and second laws of thermodynamics. These principles are used to develop the Rayleigh and Fanno Flows Equations, and Subsonic and Sonic flows through variable-area ducts including normal shock phenomenon. Two-dimensional oblique shock waves are studied including multiple shock systems in gas turbine engine inlet ducts, diffusers and nozzles. The Prandtl-Meyer expansion principles are studied in external flows. This course covers the same topics as ME 460, however, a higher level of academic rigor, expectations and standards will be required. This course will not count for students who took ME 460. Prerequisites: MTH 322 and ME 340, or equivalent courses.

MME 564 Flight Mechanics (3)

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. This covers the same topics as ME 464, however, a higher level of academic rigor, expectations and standards will be required. This course will not count for students who took ME 464. Prerequisites: GE 206 and ME 308, or equivalent courses.

MME 570 Advanced Control (3)

Advanced course in control system design and analysis. Students will design a control system using computer software, analytical tools and graphic methods such as the Bode diagram, Nichols plot, Nyquist plot or root locus technique. Students will be able to analyze their design in time domain, frequency domain, s domain or z domain, if necessary. Introduction of control laws such as PI, PID control, as well as compensation methods. Introduction to digital control systems. Transfer functions, root locus method, analogous simulation of hydraulic, pneumatic and electrical systems are covered, as are applications to design of mechanical systems. This course covers the same topics as ME 470, however, a higher level of academic rigor, expectations and standards will be required. This course will not count for students who took ME 470. Prerequisite: ME 370, or equivalent.

MME 571 Aerospace Systems (3)

This course will familiarize the student with the analysis and design of aerospace systems including the following subjects: guidance, control and navigation of aerospace vehicles, orbital and interplanetary kinematics, inertial instruments, gyro dynamics, rocket propulsion, hypersonic vehicle design, global positioning system. Prerequisite: ME 470 or equivalent.

MME 572 Digital Control (3)

This course will include the study of control 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: ME 470 or equivalent.

MME 573 Non-linear Control Systems (3)

This course will include a study of the calculus of variations for dynamical systems, definition of the dynamic optimization problem, constraints and Lagrange multipliers, the Pontryagin principle, necessary conditions for optimization, the Hamilton-Jacobi-Bellman equation. Graphical and computational analysis techniques will be applied. Prerequisite: ME 470 or equivalent.

MME 574 Introduction to Random Processes (3)

This course will include the study of probability and random variables, ensemble averaging, probability density function, auto- and cross-correlation functions, Brownian motion, Poisson process, ergodicity, frequency domain analysis, auto- and cross-spectrum, transfer function. Fundamentals of digital spectral analysis will be examined. Design applications in fluid mechanics, acoustics and vibrations will be assigned. Prerequisites: ME 470 and MTH 357, or equivalent courses.

MME 575 Estimation and Identification (3)

This course will provide introduction to MIMO systems and fuzzy control theory, the fundamentals of state estimation, probability and stochastic system theory, models with noise, Kalman-Bucy filters, extended Kalman filters, and recursive estimation will be simulated digitally and evaluated. Prerequisites: ME 470 and MTH 353, or equivalent courses.

MME 580 Advanced Engineering Mathematics (3)

Ordinary differential equations including analytical, operational, and numerical methods of solutions and with special functions generated as solutions of such equations. Also, boundary value problems, vector analysis and partial differential equations are discussed. Prerequisites: MTH 271 and MTH 322, or equivalent courses

MME 585 Advanced Biomechanical Engineering (3)

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. This course covers the same topics as ME 385, however, a higher level of academic rigor, expectations and standards will be required. This course will not count for students who took ME 385. Prerequisite: enrollment in MME Program.

MME 590 Independent Study (1-3)

Prerequisites: Enrollment in MME Program, consent of instructor and approval of program director.

MME 595 Special Topics (3)

Selected topics in mechanical engineering. Offered on demand. Prerequisites: enrollment in MME Program, consent of instructor and approval of program director.

MME 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 MME Program, consent of instructor and approval of program director.

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 MME Program, consent of instructor and approval of program director.



DIRECTORY

DEANS

Dr. Jeff Crane (2016)

Dean, College of Arts and Sciences.

B.A. (1993), The Evergreen State College
M.A. (1998), Washington State University
Ph.D (2004), Washington State University

Dr. Richard Beer (2010)

Dean, School of Business.

B.S. (1976), Technische Fachhochschule
Berlin; M.A. (1980), Wake Forest
University; M.S. (1983), University of
Minnesota; Dr.-Eng. (1987),
Technische Fachhochschule Berlin.

Dr. David H. Olwell (2015)

Dean, School of Engineering.

B.S. (1980), U.S. Military Academy
M.S. (1989), University of Minnesota
Ph.D (1994), University of Minnesota

Dr. Fumie Hashimoto (2000)

**Interim Dean, College of Education and
Professional Psychology**

B.A. (1992), Eastern Oregon State College
M.Ed. (1993), Heritage College
Ph.D. (1997), Washington State University

FACULTY

Year following name indicates when faculty member joined Saint Martin's University

Kathleen Allen (2004) Professor, education. B.S.
(1985), Oregon State University; M.S. (1996),
Portland State University; Ed.D. (2004), George
Fox University.

Bonnie Amende (2007) Associate professor,
mathematics. B.S. (1994), University of Wyo-
ming; M.S. (1997), University of Utah; Ph.D.
(2005), University of Oregon.

Olivia Archibald (2000) Professor, English. B.A.
(1971), Marshall University; M.A. (1973), Mar-
shall University; Ph.D. (1998), University of Iowa.

Gina Armer (2014) Visiting Assistant Professor.
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.

Brian Barnes (2008) Associate professor,
history. B.A. (2000), University of Califor-
nia, 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) Assistant Professor,
English. B.A. (2003), The College of the Holy
Cross; Ph.D. (2010), The Graduate Center of the
City University of New York.

Jeff Birkenstein (2004) Professor, English. B.A.
(1994), 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.

Robert Bode (2014) Assistant 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.

Eric Boyer (2016) Assistant professor, educa-
tion. B.A. (2002), University of Puget Sound;
M.A.E. (2005), Loyola Marymount University;
Ph.D. (2015), Seattle Pacific University.

Katie Ann-Marie Bugyis (2015) Assistant professor, religious studies. B.A. (2005), University of Notre Dame; M.A. (2009), Yale Divinity School; Master of Medieval Studies (2011), University of Notre Dame; Ph.D. (2015), University of Notre Dame.

Michael P. Butler (2008) Associate professor, psychology. B.S. (1996), University of Illinois–Champaign Urbana; M.A. (1999), American University; M.A. (2001), Fordham University; Ph.D. (2006), Fordham University.

Rex J. Casillas (1987) Associate professor, history. B.A. (1975), Western Washington University; M.A. (1977), Western Washington University; Ph.D. (1983), University of Utah.

Julia McCord Chavez (2011) Assistant 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.

Huabin Chen (1994) Professor, education. B.Ed. (1981), Shanghai Teachers' University; M.Ed. (1989), Idaho State University; Ph.D. (1994), Indiana University.

Xuguang Chun (2016) Assistant Professor, engineering. BA (1996) Liaoning University Shengyang PR China; MA. (2004), University of Regina; Ph.D. (1994), University of Regina.

Jae Ho Chung (2016) Assistant Professor, engineering. BE (2005) Kwangwoon University; MS (2010) Columbia University; Ph.D. (2015), University of Florida.

Aaron J. Coby (2007) Associate 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.

Emily F. Coyle (2016) Assistant professor, psychology. B.S. (2010) Washington and Lee University; M.S. (2012) The Pennsylvania State University; Ph.D. (2015) The Pennsylvania State University.

Sonia De La Cruz (2015) Assistant professor B.A. (2002), San Francisco State University; M.A. (2007), San Francisco State University; Ph.D. (2014), University of Oregon

Tam Dinh (2012) Assistant 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, engineering. B.S. (1996), University of Massachusetts; Ph.D. (2002), University of Washington

Godfrey J. Ellis (1988) Professor, counseling psychology. B.A. (1973), Brigham Young University; M.S. (1975), Brigham Young University; Ph.D. (1979), Washington State University.

Diana Falco B.A. (2016) Associate professor, criminal justice. (2001), Niagara University; M.S. (2002), Niagara University; Ph.D. (2008), Indiana University of Pennsylvania.
Brandy Fox (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 (2014) Assistant professor, biology. B.S. (1997), Oregon State University; M.S. (2006), University of Central Florida; Ph.D. (2011), Oregon State University.

Margot Salas Geagon (2016) Associate Professor, business. B.B.A. (1999), Western New Mexico University; M.B.A. (2003), Marylhurst University; Ph.D. (2009), Waldon University.

Irina Gendelman (2007) Associate professor, communication. B.A. (1991), University of

Michigan; M.A. (2002), University of Washington; Ph.D. (2008), University of Washington.

Aaron Goings (2012) Assistant professor, history. B.A. (2002), Saint Martin's University; M.A. (2005), Central Washington University; Ph.D. (2011), Simon Fraser University.

Heather Grob (2005) Associate professor, business. B.A. (1990), University of Denver; Ph.D. (1998), University of Notre Dame.

Diane Hamilton B.S.N. (1991), Saint Martin's University; M.N. (2000), University of Washington; DNP (2015), American Sentinel University.

Scot Harrison (2001) Associate professor, library. B.A. (1986), University of Massachusetts at Amherst; M.A. (1991), University of Texas at Austin; M.L.I.S. (2001), University of Washington.

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.

Fumie Hashimoto (2000) Professor, education. B.A. (1992), Eastern Oregon State College; M.Ed. (1993), Heritage College; Ph.D. (1997), Washington State University.

Robert Hauhart (2006) 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.

Nini Visaya Hayes (2016), Assistant professor, education. B.A. (2003), Western Washington University; M.I.T. (2006), Seattle University; Ed.S. (2014), University of Massachusetts-Amherst; Ed.D. (2015), University of Massachusetts-Amherst.

Tim Healy (1996) Assistant professor, education, physical education. B.A. (1978), Washington State University; M.A. (1982), Washington State University.

Belinda Hill (1996) Associate professor, education. B.S. (1977), Clemson University; M.Ed., (1986), Saint Martin's College; Ph.D. (1999), University of Washington.

David A. Hlavsa (1989) Professor, theatre arts. B.A. (1984), Princeton University; M.F.A. (1986), University of Washington.

Pius Igharo (1996) Associate professor, civil engineering. B.S. (1963), Swarthmore College; M.S. (1965), Columbia University; Ph.D. (1971), University of Pittsburgh.

Han Soo Jung (1991) Associate professor, mechanical engineering. B.S. (1974), Seoul National University; M.S. (1984), University of Florida; Ph.D. (1991), University of Florida.

Kaj Kayij-Wint (2014) Instructor, counseling psychology. B.A. (2005), Providence College; M.A. (2011), Saint Martin's University.

Father Gerard Kirsch, O.S.B. (1970) Assistant professor, history. B.A. (1965), Saint Martin's College; M.A. (1970), University of Illinois.

Victor M. Kogan (1990) Professor, criminal justice, sociology. M.A. (1959), Kazakh State University; M.A. (1963), Kazakh State University; Ph.D. (1985), Institute of State and Law of the USSR Academy of Sciences.

Nathalie Kuroiwa-Lewis (2007) Associate professor, English. B.A. (1992), College of St. Scholastica; M.A. (1995), State University of New York at Albany; M.A. (1998), St. Cloud State University; Ph.D. (2007), University of Arizona.

Brother Boniface V. Lazzari, O.S.B. (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.

Dintie S. Mahamah (1984) 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) Assistant professor, education. B.A. (1977), Calvin College; M.A. (1981), Western Washington University; Ph.D. (2011), University of Washington.

Joseph M. Mailhot (1986) Associate professor, mathematics. B.A. (1984), Western Washington University; M.S. (1986), Western Washington University.

Father Kilian J. Malvey, O.S.B. (1961) Professor, religious studies and 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.

Kathleen McKain (1993) Associate professor, French. B.A. (1985), Pacific Lutheran University; M.A. (1988), Middlebury College.

Stephen X. Mead (1986) 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.

Gregory Milligan (2002) Associate professor, chemistry. B.S. (1983), University of Oregon; Ph.D. (1990), University of Washington.

Riley Moore (2001) Associate professor, economics. B.S. (1987), University of Washington; M.B.A. (1989), Mississippi State University; Ph.D. (1993), Mississippi State University.

Jeremy W. Newton (2011) Assistant professor, psychology. B.S. (2000), University of Georgia; Ph.D. (2010), University of California, Davis.

Leticia Nieto (1992) Professor, counseling psychology. B.A. (1981), George Fox College; M.A. (1983), Azusa Pacific University; Psy.D. (1987), Ryokan College.

Margaret A. Olney (2005) Professor, biology. B.A. (1992), Swarthmore College; Ph.D. (1999), Stanford University.

Jamie Olson (2008) Associate professor, English. B.A. (2002), The College of Saint Scholastica; M.A. (2004), University of Michigan; Ph.D. (2008), University of Michigan.

Carol Overdeep (2005) Associate professor, mathematics. B.S. (1984), University of Puget Sound; M.A. (1987), California State University-Fullerton; M.B.A. (1999), University of Rhode Island; Ph.D. (2003), University of Rhode Island.

Stephen Parker (2009) Assistant professor, physics. B.A. (1991), Lawrence University; M.S. (1993), University of Washington; Ph.D. (2001), University of Washington.

Cynthia Petersen (1993) Professor, education. B.A. (1977), Pacific Lutheran University; M.A. (1984), Pacific Lutheran University; Ed.D. (1989), University of San Francisco.

Rico Picone (2014) Assistant Professor, mechanical engineering. B.S. (2008), University of Nevada in Las Vegas; M.S. (2010), University of Washington; Ph.D. (2014), University of Washington.

Katherine Porter (2000) Associate professor, mathematics. B.S. (1983), Montana College of Mineral Science and Technology; M.S. (1987), University of Delaware; M.S. (1998), University of Alabama in Huntsville; Ph.D. (1999), University of Alabama in Huntsville.

Elisabeth Power (2016) Assistant Professor, business. B.S. (1997) Northern Michigan University; M.S. (1998), Syracuse University; M.B.A. (2013), Western Governors University; Ph.D. (2016), Gonzaga University

Father David E. Pratt (2008) Assistant professor, philosophy. B.A. (1983), Dominican School of Philosophy and Theology; M.Div. (1990), St. Vladimir's Orthodox Seminary; M.A. (1995), Dominican School of Philosophy and Theology; STL (2002), Jesuit School of Theology, Santa Clara University; Ph.D. and S.T.D (2015), Katholieke Universiteit Leuven.

David Price (1994) Professor, sociology, and cultural anthropology. B.A. (1983), The Evergreen State College; M.A. (1985), University of Chicago; Ph.D. (1993), University of Florida.

Eileen Reilich (1997) Associate professor, education. B.S. (1980), University of Idaho; M.Ed. (1986), Washington State University; Ph.D. (1999), Washington State University.

Julia Schiavone Camacho (2014) Visiting assistant professor, history and political science. B.A. (1997), University of Arizona; M.A. (2003), University of Texas; Ph.D. (2006), University of Texas.

Sonalini Sapra (2016) Assistant professor, political science. B.A. (2001) Lady Shri Ram College, Delhi University; M.A. (2002), University Of Warwick; Ph.D. (2009) Vanderbilt University. Father George J. Seidel, O.S.B. (1961) Professor, philosophy. B.A. (1955), Saint Martin's College; M.A. (1960), University of Toronto; Ph.D. (1962), University of Toronto.

Chun Kyung Seong (1995) Professor, civil engineering. B.S. (1970), Seoul National University; M.S. (1975), Seoul National University; Ph.D. (1983), Lehigh University.

Ekaterina “Katya” Shkurkin (1999) Professor, community services, social work, and sociology. B.A. (1977), University of California; M.S.W. (1979), Columbia University; Ph.D. (2005), California Coast University.

Michael Shohan (1988) Instructor, ESL Program B.A. (1983), The Evergreen State College.

Paul Slaboch (2012) Assistant professor, mechanical engineering. B.S. (2004), University of Notre Dame; M.S. (2008), University of Notre Dame; Ph.D. (2009), University of Notre Dame.

Arwyn Smalley (2008) Associate professor, chemistry. B.S. (1998), Western Washington University; M.S. (2001), University of Oregon; Ph.D. (2005), University of Oregon.

Blaine A. Snow (2000) Instructor, ESL program. B.A. (1988), The Evergreen State College.

Sheila M. Steiner (2008) Professor, psychology. B.A. (1988), Central Washington University; M.S. (1990), Central Washington University; M.A. (1993), University of California, Davis; Ph.D. (1998), University of California, Davis.

Father Peter Tynan, O.S.B. (2005) Library archivist. B.S. (1992), University of Nebraska-Lincoln; M.A. (1999), Gonzaga University; M.L.I.S. (2001), University of Wisconsin-Milwaukee; M.A., M.Div. (2011), Mount Angel Seminary.

Alexis N. Walker (2016) Assistant professor, political science. B.A. (2006) Willamette University; M.A. (2012) Cornell University; Ph.D. (2014) Cornell University.

Frank Washko (2014) Assistant Professor, mechanical engineering. B.S. (1994), M.S. (1995), M.B.A. (2001), and Ph.D. (2003), Wayne State University; J.D. (2007), Georgetown University.

Ian Werrett (2006) Associate professor, religious studies. B.A. (1996), Saint Martin's College; M.A. (2000), Trinity Western University; Ph.D. (2006), University of St. Andrews.

Dan Windisch (1989) Professor, education. B.A. (1970), Western Washington University; M.S. (1974), Old Dominion University; Ed.D. (1983), Washington State University.

Teresa Winstead (2007) Visiting assistant professor, sociology and cultural anthropology. B.A. (1994), Augustana College; M.A. (2005), Indiana University; Ph.D. (2013), Indiana University.

Thomas Woodruff (2010) Visiting assistant professor, psychology. B.A. (1979), Trinity University; M.A. (1991), University of Northern Colorado; Ph.D. (2002), University of Kansas.

Wook-Sung Yoo (2016) Associate Professor, computer science. D.D.S. (1982), Seoul National University; M.S. (1988), Florida Institute of Technology; Ph.D. (1995), Florida Institute of Technology.

Peggy Zorn (1995) Associate professor, counseling psychology. B.A. (1978), San Diego State University; M.A. (1985), Human Relations Institute.

SAINT MARTIN'S ABBEY

Right Reverend Neal Roth, O.S.B.
Abbot

Father Justin McCreedy, O.S.B.
Prior
St. Martin's Abbey
Lacey, Washington

Brother Boniface V. Lazarri, O.S.B.
University Corporation Secretary
St. Martin's University
Lacey, Washington

Brother Ramon Newell, O.S.B.
Subprior

FACULTY AND STAFF EMERITI

Chris Allaire

Associate professor emeritus, civil engineering.
B.S. (1956), U.S. Military Academy; M.S. (1961),
Texas A & M University;

James Harmon

Associate professor emeritus, civil engineering.
B.S. (1961), U.S. Military Academy; M.S. (1964),
Princeton University.

Robert Harvie

Professor emeritus, criminal justice. B.S.
(1962), Washington State University; M.A.
(1973), University of Illinois; J.D. (1972), Uni-
versity of Oregon.

Carl A. Manning

Professor emeritus, physics, mathematics. B.S.
(1966), University of Illinois; M.S. (1969), Uni-
versity of Washington.

Gloria Martin

Professor emeritus, English. B.S. (1964), Edinboro
State College; M.A. (1966), Purdue University;
Ph.D. (1982), University of Wisconsin, Madison.

Mary Lou Peltier

Professor emeritus, biology. B.A. (1965), Immac-
ulate Heart College, Los Angeles; M.A. (1969),
Immaculate Heart College, Los Angeles.

Mary Conley Law

Registrar emeritus, registrar (1975), B.A. (1964)
Culver-Stockton College; M.S. (1971) Illinois
State University – Normal.

Anthony de Sam Lazaro

Professor emeritus, engineering. B.S. (1963),
University of Madras, India; M.S. (1973), Uni-
versity of Moscow, Russia; M.Sc. (1978), Uni-
versity of Madras; Ph.D. (1989), University of
Wales, Cardiff, United Kingdom.

Norma Shelan

Professor emeritus, community services, sociol-
ogy. B.A. (1970), University of Texas; M.S.W.
(1978), University of Washington.

David R. Spangler

President emeritus. B.S. (1962), U.S. Military
Academy; M.S. (1966), University of Illinois;
Ph.D. (1977), University of Illinois.

Haldon Wilson

Professor emeritus, business. B.A. (1966), The
Citadel; M.P.A. (1978), University of Puget
Sound; M.B.A. (1980), University of Puget Sound.

TRUSTEE EMERITI

Kenneth J. Berchtold '59

Northrop Grumman (Retired)
Los Angeles, California

Lillian Cady

Retired
Seattle, WA

G. Michael Cronk HS '61, '64

Chairman and CEO of
Purchasing Solutions, LLC
Oak Brook, Illinois

Mary Gentry '73

Attorney (Retired)
Olympia, Washington

Father Alfred J. Hulscher, O.S.B., '51

St. Martin's Abbey
Lacey, Washington

Harold Marcus, LHD '00

(Retired)
Olympia, Washington

Terence R. Monaghan, PE, CEng., '62

President, VECO Engineering Group (Retired)
Palm Desert, California
Olympia, Washington

BOARD OF TRUSTEES

Joseph S. William

Chair
Williams Group, LLC
Yelm, Washington Chair

A. Richard Panowicz

Vice-chair
Retired
Olympia, Washington

Abbot Neal G. Roth, O.S.B., '65,
Chancellor Abbot, St. Martin's Abbey
Lacey, Washington

Roy F. Heynderickx, Ph.D., President

President, Saint Martin's University
Lacey, Washington

Joseph Alongi HS '62, '64

Alongi Contracting
Olympia, Washington

Kenneth W. Anderson

Broker/Owner
Coldwell Banker
Evergreen Olympic Realty, Inc.
Olympia, Washington

Armandino A. Batali '59

President/Owner, Armandino's Salumi
Restaurant & Salumi Artisan Cured Meats

Seattle, Washington

Kathy Beecher
Human Resources (Retired)
Richland, Washington

Father Bede Classick, O.S.B.

Treasurer
St. Martin's Abbey
Lacey, Washington

John B. Carr, Ph.D., '59

Retired
Wilmington, Delaware

Medrice Coluccio

CEO, Providence Health & Services
Olympia, Washington

Sister Joyce Cox, BVM

Director for Ecumenical/
Interreligious Dialogue
Archdiocese of Seattle
Seattle, Washington

Waite Dalrymple, '65

Parametrix (Retired)
Olympia, Washington

Br. Luke Devine, O.S.B., '01

St. Martin's Abbey
Lacey, Washington

Lori G. Drummond

CEO, Olympia Federal Savings
Olympia, Washington

Daniel Dugaw, DO, HS '68

Physician
Olympia, Washington

Gerry Gallagher '83

Vice President of Sales & Marketing
GM Nameplate
Seattle, Washington

Br. Boniface V. Lazzari, O.S.B., '67

St. Martin's Abbey
Lacey, Washington

Kathy Lombardo

Consultant
Olympia, Washington

Father Kilian Malvey, O.S.B. HS '55, '64

St. Martin's Abbey
Lacey, Washington

Matthew Marcus '94

Marcus Real Estate Services
Olympia, Washington

Father Justin McCreedy, O.S.B., HS'55, C'64

St. Martin's Abbey
Lacey, Washington

Br. Bede Nicol, O.S.B.

St. Martin's Abbey
Lacey, Washington

Kathleen C. O'Grady
President and Trustee
the O'Grady Foundation
New York, NY

John O'Halloran
Rainier Investment Management (Retired)
Seattle, Washington

Katie Opitz
Lieutenant Colonel Army Nursing Corp
(Retired),
The Wave Car Wash (owner)
Lacey, WA

George Parker'71
Boeing
Shoreline, WA

Pat Rants
President/Co-CEO, The Rants Group
Olympia, Washington

Richard A. Roney, '64
Owner - Northwest Tax & Financial Services

Centralia, Washington
Jay C. Rudd, MD
Ophthalmologist, Clarus Eye Center
Lacey, Washington

C. Court Stanley
President, Port Blakely Companies'
Forest Business
Centralia, Washington

Cynthia S. Worth
Attorney at Law, LL.M.
Tumwater, Washington

UNIVERSITY ADMINISTRATION

Abbot Neal Roth, O.S.B.
Chancellor

Roy F. Heynderickx, Ph.D.
President

Molly E. Smith, Ph.D.
Provost and Vice President
for Academic Affairs

Father Bede Classick, O.S.B.
Treasurer

Genevieve Canceko Chan
Vice President for Marketing
and Communications

Edward J. Barton, CFA, CPA. JD
Vice President of Finance

Br. Boniface V. Lazzari, O.S.B.
Secretary of Corporation

Cecilia Loveless
Vice President for Institutional Advancement

Melanie R. Richardson
Dean of Students

Pamela Holsinger-Fuchs, Ph.D
Dean of Enrollment

Josephine Yung
Vice President for International
Programs and Development

ADMINISTRATIVE OFFICES

University General Information

360-491-4700

FAX: 360-459-4124

Academic Affairs, Office of

Molly E. Smith, Ph.D., Provost and Vice

President for Academic Affairs

360-438-4310

Admissions, Office of

800-368-8803 / 360-438-4311

Alumni Relations, Office of

800-220-7722 / 360-486-8885

Arts and Sciences, College of

Jeff Crane, Ph.D., Dean

360-438-4564

jjcrane@stmartin.edu

Athletics Department

Bob Grisham, Athletic Director

360-438-4305

bgrisham@stmartin.edu

Business, School of

Richard Beer, Ph.D., Dean

360-438-4512

jrbeer@stmartin.edu

Campus Life, Office of

Katie Wieliczkievicz, Director

360-438-4577

Campus Ministry, Office of

Angela Carlin, Director

360-412-6152

Career Development

Ann Adams, Associate Dean

360-486-8842

aadams@stmartin.edu

Centralia College Extended Campus

Carol Jacobs, Program Manager

360-736-9391 ext. 414

cjacobs@stmartin.edu

Counseling and Wellness, Office of

Jan Berney, Director

360-438-4371

jberney@stmartin.edu

Disability Support Services, Office of

Geoff Brown, Coordinator

360-438-4580

TTY: 360-438-4556

gbrown@stmartin.edu

Education and Counseling Psychology, College of

Fumie Hashimoto, Ph.D., Interim Dean

360-438-4330

fhashimoto@stmartin.edu

Engineering, School of

David H. Olwell, Ph.D., Dean

360-438-4320

dolwell@stmartin.edu

Extended Campus-McChord Field

Mercedes Garrido, Campus Manager

253-584-3533

mgarrido@stmartin.edu

Extended Learning Division (Joint Base Lewis-McChord, Centralia College, and Tacoma Community College)

Radana Dvorak, Ph.D., Dean

360-412-6141

rdvorak@stmartin.edu

Finance Office

Edward J. Barton, CFA, CPA,

JD, CFO/Vice President

360-438-4390

ebarton@stmartin.edu

Financial Aid, Office of (Student Financial Service Center)

Michael Grosso, Director

360-438-4463

mgrosso@stmartin.edu

Graduate Studies, Office of
Chris Maund, Associate Dean
of Graduate Studies
360-410-6142
cmaund@stmartin.edu

Housing and Residence Life, Office of
Timothy McClain, Director
360-412-6163
tmcclain@stmartin.edu

Human Resources, Office of
Cynthia Johnson, Director
360-486-8131
cjohnson@stmartin.edu

Institutional Advancement, Office of
Cecilia Loveless, Vice President
360-438-4586
cloveless@stmartin.edu

Integrated Technology Services, Office of
Greg Davis, Associate Vice President
360-438-8772
gdavis@stmartin.edu

**International Programs and
Development, Office of**
Josephine Yung, Vice President
360-438-4375
jyung@stmartin.edu

Joint Base Lewis-McChord (JBLM) Campus
Cruz Arroyo, Division Director
253-964-4688
carroyo@stmartin.edu

Learning and Writing Center
Deborah Debow, Director
360-438-8880
ddebow@stmartin.edu

Marketing and Communications, Office of
Genevieve Canceko Chan, Vice President
360-438-4332
gchan@stmartin.edu

O'Grady Library
Scot Harrison, Dean
360-486-8808
sharrison@stmartin.edu

President, Office of the
Roy F. Heynderickx Ph.D., President
360-438-4307
president@stmartin.edu

Public Safety, Office of
Howard Thronson, Director
360-486-8876
hthronson@stmartin.edu

Registrar, Office of the
Cindy Tayag, Registrar
360-438-4356
ctayag@stmartin.edu

Service & Diversity Initiatives, Office of
John Hopkins, Associate Dean
360-486-8847
jhopkins@stmartin.edu

Student Financial Service Center
Debbie Long, Assistant Dean
360-438-4389
dlong@stmartin.edu

Student Affairs, Office of
Melanie Richardson, Dean of Students
360-438-4367
mrichardson@stmartin.edu

Veteran's Benefit Certification Official
Ronda Vandergriff, Assistant Registrar
360-438-4356
rvandergriff@stmartin.edu

Website / www.stmartin.edu
Carl Lew, Web Manager
360-438-4461
clew@stmartin.edu

ACADEMIC OFFICES

Arts and Sciences

360-438-4564

Business and Economics

360-438-4512

Education and Professional Psychology

360-438-4333

Engineering

360-438-4320

International Education

360-438-4375

Master of Business**Administration Program**

360-438-4512

Master of Arts in Counseling**Psychology Program**

360-438-4560

Master of Civil Engineering Program

360-438-4320

Master of Engineering**Management Program**

360-438-4320

Master of Education/Master**in Teaching Programs**

360-438-4333

Spiritual Life Institute

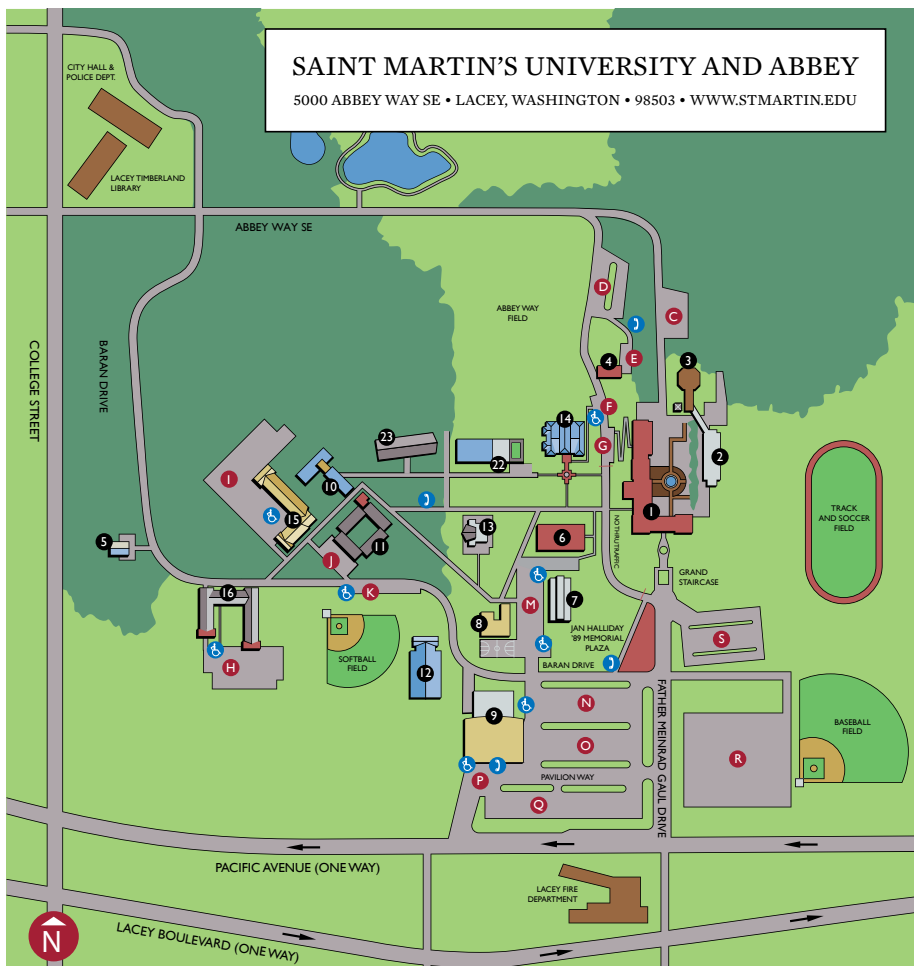
360-438-4564

Summer Session

360-438-4564

For additional information about Saint Martin's University programs and policies, please visit the University website at www.stmartin.edu.

CAMPUS MAP



LEGEND

BUILDINGS

1. Old Main (Bookstore on 2nd floor)
2. Monastery
3. Abbey Church
4. Lynch Center (Abbey Guest House)
5. Zaverl Hall (Maintenance Building)
6. Harned Hall (Academic Building)
7. Engineering Annex
8. Trautman Student Union Building (TUB)
9. Hal and Inge Marcus Pavilion/Norman Worthington Conference Center
10. Baran Hall (Residence)
11. Burton Hall (Residence)
12. Charneski Recreation Center
13. Kreielsheimer Hall (Art Education)
14. O'Grady Library
15. Spangler Hall (Residence)
16. Parsons Hall (Residence)
22. Cebula Hall (Engineering)
23. Industrial Lab (Engineering)

PARKING

- C. University and Abbey visitor lot
- D. Lynch employee lot ⚡
- E. Lynch private guest lot
- F. O'Grady Library lot ♿
- G. Reserved employee lot ⚡
- H. Parsons Hall (resident student lot) ⚡
- I. Baran/Spangler Hall (resident student lot) ⚡
- J. Burton Hall (resident student lot) ⚡
- K. Softball (resident student/student lot) ⚡
- M. Employee lot ⚡
- N. NE Pavilion lot ★
- O. SE Pavilion lot ★
- Q. South Pavilion lot ★
- R. Overflow lot
- S. Grand Staircase student lot ⚡

★ = open parking

⚡ = permit required

♿ = handicapped only

DIRECTIONS TO SAINT MARTIN'S

From Interstate-5 Northbound:

Take College St. exit #108.
Turn right onto College Street.

From Interstate-5 Southbound:

Take Martin Way exit #109.
Turn right onto Martin Way.
Turn left onto College Street.

From College Street to Old Main Classroom and Administration Building:

Proceed to 6th Avenue. Turn left on 6th Avenue.
Follow signs to Old Main and visitor parking.

From College Street to the Hal and Inge Marcus Pavilion and Norman Worthington Conference Center:

Proceed to Lacey Boulevard; turn left. Proceed to Franz Street; turn left.
Proceed to Pacific Avenue; cross to the University entrance at
Father Meinrad Gaul Drive.
Follow signs to Pavilion and Conference Center.

APPENDIX A

Saint Martin's core themes and associated objectives and outcomes (as of July 2012)

FAITH

Objectives and Outcomes

- F1 Recognizes the role of faith as a basis for many actions/choices
 - a. Explains how choices and actions are made as a result of faith
 - b. Identifies the role of faith in personal life
- F2 Understands that faith is the basis of the search for truth that incorporates interaction of value commitments and reason
 - a. Recognizes spirituality as a personal value
 - b. Articulates the role of faith in the search for truth
 - c. Examines personal views based on the interaction of faith and reason

REASON

Objectives and Outcomes

- R1 Comprehends central concepts and principles in respective academic majors and supporting areas
 - a. Explains the central concepts and principles in the discipline
 - b. Gives examples of specific instances illustrating concepts in the discipline
 - c. Generalizes the concepts in the discipline across specific situations
- R2 Judges the adequacy with which conclusions are supported by data
 - a. Discerns the elements of rational argumentation in the discipline
 - b. Discriminates between supported and unsupported statements in the discipline

SERVICE

Objectives and Outcomes

- S1 Responds to student needs and concerns
 - a. Expresses satisfaction with service through positive ratings
- S2 Performs activities to assist organizations to serve the local and at-large Communities
 - a. Chooses to participate in events, activities, or organizations
- S3 Helping others becomes a personal life commitment
 - a. Demonstrates commitment to a career of service (professionally or avocationally).

COMMUNITY

Objectives and Outcomes

C1 Shows concern with welfare of all constituencies

- a. Participates in activities that meet needs and solve problems
- b. Initiates activities to meet needs and solve problems

C2 Understands the essential interdependence of human beings in an environment.

- a. Explains impacts of own or others' actions on other members of the community

C3 Demonstrates appreciation for human diversity

- a. Engages in competent practice in relating with diverse individuals

C4 Balances working independently with working collaboratively

- a. Discriminates appropriate participation (independent versus collaborative)
- b. Engages in effective task performance in appropriate modes

Information contained in this catalog is subject to change. Please consult with the appropriate office with questions and/or concerns.

INDEX

- A -

Abbey Church, 9, 139
Abbey, Saint Martin's, 5, 7, 9, 139
Academic calendar, 12-13
Academic dishonesty, 39-41
Academic information, 38-58
Academic suspension, 42
Academic values, 7-8
Academic warning, 41-42
Accounting, 64-68
Accreditation, 4
Admission, 19-23
 Application for, 20-21
 Application for readmission, 22
 Extended Learning Division, 22-23
 Graduate, 21-22
 International students, 21
 MAC, 70-71
 MBA, 61-62
 MCE, 111-112
 MED, 3-84
 MEM, 120-123
 MIT, 93-94
 MME, 125-126
Administration, University, 142
Administrative offices, 143-145
Advising, 15
Application for admission, 20-21
 Applicants with military experience, 22-23
 Application for degree, 42-43
 Application for international students, 19-20
 Application for transfer admission, 54
Attendance, 43

- B -

Belltower, The, 17
Benedict of Nursia, 6, 9
Benedictine Values, 7
Baran Hall, 29, 147
Burton Hall, 29, 147
Board of trustees, 141-142
Board refund, 33
Bon Appetit, 11, 18
Bookstore, 147

Business, School of, 60-68
 Accounting, 64-68
 Master of Business Administration
 (MBA) program, 61-68

- C -

"C" grades, transfer of, 49
Campus facilities, 9-11
Campus map, 146-147
Campus ministry, 14, 143
Career development, 15
Campus dining services, 18
Cebula Hall, 9, 147
Center for Learning, Writing
 and Advising, 15
Change of grade, 50
Change of registration, 46
Civil Engineering, Master of, 111-119
Conduct, 19
Commencement, 38-39
Competency-based endorsements, 92
Computer Resource Center, 9, 30
Core Themes, 7
Counseling and Wellness Center, 11, 15-16, 143
Counseling Psychology, Master of Arts
 (MAC) program, 69-77
Course number classifications, 38
Curriculum Resource Center, 10

- D -

Degree requirements,
 MAC, 73-75
 MBA, 63-64
 MCE, 112
 MED, 84-85
 MEM, 121-122
 MIT, 94-95
 MME, 126-127
Dining services, 18
Directed study, 46-47
Directions to campus, 147
Directory, 134-145
 Academic offices, 145
 Administrative offices, 143-144

Board of trustees, 141-142
Deans, 135
Faculty, 135, 139
Faculty and staff emeriti, 140
Trustee emeriti, 140
Saint Martin's Abbey, 139
University administration, 142
Disability Support Services, Office, 16

- E -

Education and Counseling
 Psychology, College of, 69-109
Endorsements, Washington State
 competency-based requirements, 81-82
 Endorsements offered, 81-82
Engineering, Hal and Inge Marcus
 School of, 110-133
 Master of Civil Engineering (MCE),
 111-119
 Master of Engineering Management
 (MEM), 119-124
 Master of Mechanical Engineering
 (MME), 125-133
English as a Second Language (ESL), 16, 96
Equal opportunity statement, 5
Expenses, 28-34
Extended Learning Division, 34-36
 Admission to, 22-23
 Class loads, 35
 Degree options, 34
 Lacey campus students, 35
 Registration, 35
 Session dates, 35
 Tuition refund policy, 35-36
 Withdrawal policy, 35

- F -

Facilities (campus), 9-11
Faculty, 135-139
Family Educational Rights and Privacy Act
 (FERPA), 47-48
Fee schedule, 30
 Payment, 30-31
 Registration fees, 30
 Special fees, 30
 Student services fees, 30
Filing a grievance about a grade, 51
Financial aid, 23-28
 Applying for, 23

Eligibility requirements for, 24
Other means, 28
Satisfactory Academic Progress, 25-27
Student loans, 24-25
Types of, 23-25
Food service, 18

- G -

GoArmyEd, 21, 32, 36
Grade point average, 49
Grades, 48-51
Grants (gift aid), 27-28
Grievance, process for filing, 51
Guiding principles, 80

- H -

Hal and Inge Marcus Pavilion, 10, 11, 147
Hal and Inge Marcus School of
 Engineering, 110-133
Harned Hall, 9, 10, 147
Health Center, 17
Health insurance, 30, 32
History of Saint Martin's, 6

- I -

Incomplete, 48-50
 Request for, 49
 Removal of, 50
Independent study, 51
International students, 16, 20, 21, 30
 Application, 19-20
 Health insurance for, 30
International Programs and
 Development, Office of, 16-17, 30, 142
Internships, 15, 75
Insights, 17

- J -

Joint Base Lewis-McChord, 5, 22, 34, 83, 144

- K -

Kreielsheimer Hall, 147

- L -

Lacey campus students (extension students), 35

Late validation, 51-52

Loans, student, 28

Location of Saint Martin's, 8

- M -

Martin of Tours, 7

Master of Arts in Counseling Psychology (MAC) program, 69-77

Admission to, 70-71

Application to, 71-72

Courses, 75-77

Degree requirements, 73-75

Faculty, 69

Program requirements, 73-75

Master of Business Administration (MBA) program, 61-68

Accounting, 64-68

Admission to, 61-62

Application to, 61

Calendar, 62

Class locations, 62

Courses, 65-68

Degree requirements, 63-64

Registration, 63

Master of Education (MED), 82-109

Admission to, 83

Application to, 83-84

Courses, 99-109

Degree requirements, 84-85

Faculty, 82

Strand areas, 86-88

Thesis option, 86, 88

Master in Teaching (MIT), 91-109

Admission to, 93

Application to, 93-94

Competency-based endorsements, 92

Courses, 99-109

Degree requirements, 94-95

Faculty, 91

Internship, 97-98

Non-thesis option, 96

Special Education Endorsement, 97-98

Thesis option, 96

Master of Civil Engineering (MCE) program, 111-119

Admission to, 111-112

Application to, 112

Combined degree (BSCE/MCE) program, 113

Courses, 115-119

Degree requirements, 112

Dual degrees (MCE/MEM), 122

Faculty, 111

Program preparation and continuation, 112

Suggested programs of study, 114

Master of Engineering Management (MEM) program, 119-124

Admission to, 120

Application to, 120-121

Courses, 122-124

Degree requirements, 121-122

Dual degrees (MCE/MEM), 122

Faculty, 119

Program requirements, 122

Master of Mechanical Engineering (MME), 125-133

Admission to, 125

Application to, 125-126

Courses, 128-133

Degree requirements, 126-127

Faculty, 125

Program Preparation and continuation, 126

Programs of study, 127

Military applicants, 22-23

Mission statement, 5

Mukogawa Women's University, 6

Multimedia Center, 10

- N -

Norman Worthington Conference Center, 11, 147

- O -

O'Grady Library, 9, 10, 144, 147

Old Main, 8, 10-11, 147

- P -

Parsons Hall, 9, 29, 147

Pass/no pass grades, 49

Payment of fees, 30-31

Plagiarism, 40

Policies and procedures, 39-55

Post 9/11 GI Bill, 23

Property loss or damage, 31

Publications, 17

- R -

Readmission, returning students, 22

Refund policy, 31-34

 Action required, 31

 Board refund, 33

 Calculations and appeals, 32

 Non-refundable payments, 32

 Room and Damage Deposit, 33

 Room refund, 34

 Tuition, 32

 Withdrawal dates, 31

Registration, 52

Removal of incomplete grade, 50

Repeating courses, 52

Request for an incomplete grade, 49

Residence charges, 29

Residence life, 18-19

- S -

Saint Benedict of Nursia, 6, 9

Saint Martin of Tours, 7

Saint Martin's Abbey, 5, 7, 9, 139

Satisfactory Academic Progress (SAP), 25-27

Scholarships, 27-28

Semester system, 38

Secondary education, 27, 95

Spangler Hall, 29, 147

Special fees, 30

Split-level course requirements, 99

Student affairs, 14, 144

Student conduct, 19

Student Health Center, 17

Student health insurance, 30

Student loans, 28

Student responsibility, 39

Student Right to Know Act, 52

Student services fees, 30

Student teaching (internship), 15, 75

Suspension, 42

- T -

Track and field facility, 11

Transcripts, 53

Transfer "C" grades, 49

Transfer credit, 54

Trautman Student Union Building, 9, 147

Tuition rates, 28

Tuition refunds, 32-33

- V -

Veterans, 54-55

Veterans Administration, vocational
 rehabilitation applicants, 23

- W -

Washington State competency-based
 endorsement requirements, 81

Withdrawal, 31, 32-33, 35-36

- Y -

Yellow Ribbon Program, 23, 55

- Z -

Zaverl Hall, 11, 147