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# 1986-88 Graduate School CATALOG



## Seattle Pacific University

Application Enclosed  
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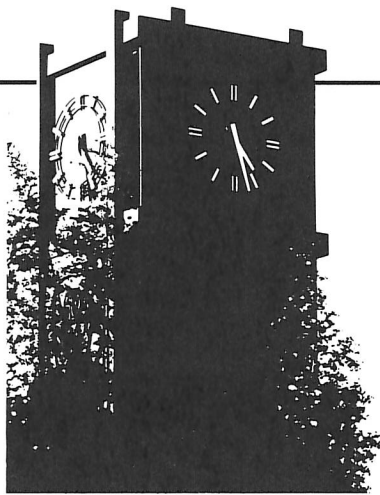
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This publication, in conjunction with the undergraduate catalog, is certified as true and correct in content and policy as of the date of publication. The University reserves, however, the right to make changes of any nature in programs, calendar or academic schedules whenever these are deemed necessary or desirable, including changes in course content, class rescheduling, and the cancelling of scheduled classes or other academic activities.



Seattle Pacific University is operated under the auspices of the Free Methodist Church as an educational service to individuals who desire a college education that is academically sound and distinctly Christian. Founded 1891.



## SEATTLE PACIFIC UNIVERSITY

The Graduate School of Seattle Pacific University, as an institution of higher learning, is committed to providing the best and most current education that is available in the arts, sciences and professions. Through critical examination, personal investigation and experimentation, graduate students discover practical applications, as well as the theories and principles underlying their fields.

An objective of the Graduate School is to develop enlightened students by using a holistic approach to education. This approach incorporates arts, sciences and professional studies in the search for truth and knowledge.

Seattle Pacific was founded in 1891. Since then, the University has grown in size and scope to become a fully accredited, Christian university of liberal arts, sciences and professional studies. Throughout its history, Seattle Pacific has sought to integrate academic excellence with an unwavering commitment to the Christian faith.

Regular enrollment approaches 3,000 students, including 700 graduate students, from 40 states and 30 nations. Each year, over 18,000 students take advantage of Seattle Pacific's special continuing education program, SPIRAL. The

University's main campus occupies 35 acres on north Queen Anne Hill, just seven minutes from downtown Seattle. SPU has island campuses on Whidbey Island at Camp Casey and on Blakely Island in the San Juans.

The University's academic curriculum is organized around nine separate Schools with 17 master's degree programs and 58 undergraduate majors. A strong interdisciplinary approach is emphasized.

The academic year consists of three ten-week quarters. A fourth quarter, Summer Session, offers flexible scheduling of more hours per day but shorter terms.

### Our Resources for Learning

Seattle Pacific University students enjoy aesthetically pleasing physical learning spaces. Spread over the 35-acre Seattle campus, the buildings, recognized by their traditional brick or modern faces, are better known for the many ways in which they meet the student's educational needs.

At the heart of the campus is the Learning Resource Center, which includes Weter Memorial Library and the Archer Instructional Media Center. A three-level facility, the Library, provides students a functional "home" for study and research. Approximately 130,000 volumes are arranged on open shelves for easy access to readers. The collection grows by some 5,000 new titles each year.

The University has an expanding microfiche collection currently numbering over 250,000 items. The library receives over 975 periodicals regularly. Also available are microfilm, microcard and microfiche readers, microfiche reader-printers, and low-cost duplicating facilities.

As a member of the Washington Library Network, the Learning Resources Center can provide computer access to recent holdings in over 225 libraries in Alaska, British Columbia,

Washington, Oregon and Idaho. It also makes available hundreds of data bases through Lockheed's DIALOG Information Retrieval System via satellite.

The Archer Instructional Media Center has three major functions: (1) the circulation, repair, and maintenance of audiovisual equipment and materials; (2) the production of instructional media; and (3) the management of four microcomputer laboratories.

### Defining Our Christian Mission

Students and faculty are challenged to develop a scholar's mind while turning their classroom knowledge into acts of service in the world. The scholar/servant then becomes a living example of Christian leadership — at home, on the job and in the world community.

Leading through serving becomes the ultimate life-product of all who seek to follow in the footsteps of Jesus Christ.

Based on this philosophy of the Christian faith, Seattle Pacific University stands unequivocally for (1) the inspiration of the Old and New Testaments, (2) the deity of Christ, (3) the need and efficacy of the atonement, (4) the new birth as a divine work carried out in the repentant heart by the Holy Spirit, (5) the need and possibility to live a life of victory over sin, and (6) the personal return of the Lord Jesus Christ.

Members of the University community seek to nurture this faith by the expression of concern for each other in all aspects of University life.

### Becoming Scholars and Servants

The academic program at Seattle Pacific University is characterized by a community of learners seeking to help each other attain lives of wholeness through scholarship and service.

As part of the academic process, each member of the University community is expected to strive to achieve the following goals: (1) growth toward mature Christian faith, (2) maturing intellectual, social, spiritual and emotional judgment, (3) specialized learning, built on a foundation in liberal learning, (4) skills in reasoning, judgment and communication, (5) synthesis of academic knowledge, Christian values and personal behavior, (6) aesthetic appreciation and creative expression, (7) attitudes contributing to bodily fitness, (8) growing interpersonal and cultural sensitivity, (9) awareness of personal purpose with unique, creative self-expression, (10) development of competency in the context of Christian vocation and (11) commitment to lifelong learning.

### Social Expectations

Seattle Pacific University finds its historic roots in evangelical Christianity. It is in response to this tradition that the University's social expectations are articulated. These expectations include a standard of personal health, moral integrity, social consciousness and effective Christian witness. In order to encourage individual behavior guided by these standards, it is requested that all undergraduate and graduate students abstain from alcohol, drugs and tobacco, and illegal, immoral or disruptive activities while on campus or while involved in University-related activities.

A more thorough explanation of the University's social expectations is contained in the student handbook, *Nexus*. Further explanation of housing procedures is contained in the residence life brochure.

## THE GRADUATE SCHOOL

The Graduate School at Seattle Pacific University emphasizes three principal aims: scholarship, research, and professional competence. Responsibility for Graduate Studies is vested in the Graduate Curriculum Coordinating Committee by the Faculty Senate. Each school offering graduate programs has a Graduate Studies Committee which oversees the programs offered in that school.

### Degrees Offered

#### MASTER OF ARTS

Biblical Studies  
Christian Education  
Christian Missions  
Church Music

#### MASTER OF BUSINESS ADMINISTRATION

Management  
Entrepreneurship Emphasis

#### MASTER OF EDUCATION

Athletic Administration  
Bilingual Reading/Language Education  
Curriculum and Instruction  
Arts in General Education  
Christian Schools  
High Technology  
Instruction  
Language Arts  
Reading  
Reading/Language Arts  
School Administration  
School Counseling  
Special Education

#### MASTER OF CHRISTIAN MINISTRIES

Christian Education

#### MASTER OF SCIENCE

General Counseling  
Human Resources Development  
Information Systems Management  
Marital and Family Therapy

### Accreditation and Affiliation

The history of the growth of Seattle Pacific University is linked to the educational community of which it is a part. In successive steps from 1921 to 1937, the University was accredited by the Washington State Board of Education. Since 1936, the University has been fully accredited by the Northwest Association of Schools and Colleges. It is on the approved list of the American Council on Education and Board of Regents of the State of New York, and its credits are

recognized by members of the various regional associations and by leading graduate schools throughout the country.

The University is accredited by the National Council for Accreditation of Teacher Education (NCATE) at both graduate and undergraduate levels, and is a member of the Association of American Colleges and of the American Association of Colleges for Teacher Education. It is fully accredited by the Washington State Board of Education for preparation of elementary and secondary teachers under 1978 guidelines.

Other schools offering graduate degrees hold special accreditation by state or national associations in their disciplines. The nursing curriculum is accredited by both the National League for Nursing and the Washington State Board of Nursing and SPU is a full member of the National Association of Schools of Music. Also, the University is an associate member of the American Assembly of Collegiate Schools of Business. Seattle Pacific meets the requirements of the Commission on Christian Education of the Free Methodist Church for preparation of ministers and missionaries. SPU is approved by the Department of Christian Education of the Free Methodist Church and other denominations for the collegiate preparation of ministers as well as being a charter member of the Christian College Consortium. The University is approved by the United States Government for education of veterans and their dependents under the applicable public laws.

### Admission to the Graduate School

Students holding bachelor's degrees who desire to study at Seattle Pacific University may obtain an application form

from the Office of Admissions, Demaray Hall, Seattle Pacific University, Seattle, WA 98119, (206) 281-2021. Forms are also provided in the back of this Catalog.

Admission to the Graduate School does not imply admission to a degree program. The student also must apply for and be admitted to a specific degree program.

The categories of students and admission requirements for those categories are:

#### POST BACCALAUREATE STUDENTS.

Students seeking second bachelor's degrees or certificates should register as Post-Baccalaureate Students. To be so admitted the student must:

1. Be a graduate of an approved four-year college with a B.A. or equivalent degree. If a student is a graduate of an acceptable institution not accredited by a regional association, he or she must qualify by a) presenting an overall "B" average in his or her undergraduate courses, b) completing the equivalent of lower-division requirements for an SPU degree, c) presenting an acceptable percentage of upper-division credits, d) submitting at least 120 quarter credits in liberal arts courses, including not more than 10 hours of religion credit, e) and satisfying an undergraduate major preparation.

If the above requirements cannot be met, the prospective student is encouraged to enter as an undergraduate student. Students applying for acceptance into a master's program of religious studies who present a baccalaureate degree from an institution accredited by the American Association of Bible Colleges may be accepted if their undergraduate program includes a minimum of 60 quarter credits in liberal arts courses with an approved disciplinary distribution. A student who holds a

- professional baccalaureate degree may be given senior or lower classification, depending on his or her academic background.
2. Complete and return the post-baccalaureate student application form.
  3. Receive positive recommendations from two individuals familiar with the applicant's character and scholarship.
  4. Submit two official transcript copies from all colleges and universities attended, including transcripts of all courses completed since receiving the bachelor's degree.
  5. Have a grade point average of 2.75 (4.0=A) or higher in the last 45 credits of college and university work completed before admission.

Prospective post-baccalaureate students should consider any other admission requirement specific to their proposed course of study as described in the Schools' section of the Undergraduate Catalog.

**GRADUATE STUDENTS.** Students seeking master's degrees should register as graduate students. Also, students desiring to earn both a graduate degree and a certificate should register as graduate students. To be admitted to the Graduate School the student must:

1. Hold a bachelor's degree from an approved college or university.
2. Complete and return the graduate student application form.
3. Submit positive letters of recommendation from two persons familiar with the applicant's character and scholarship. Recommendations for MBA applicants must be work-related. A third recommendation is required for application to the MFT program.
4. Submit two official copies of transcripts from the college or university which granted the bachelor's degree and any institution attended since that time.

5. Present an acceptable grade point average and an acceptable score on the Aptitude Test of the Graduate Record Exam, the Miller Analogies Test or the Graduate Management Admission Test depending on School and/or program requirements. Refer to the individual program listings for admission requirements related to specific degree programs.
6. A student who is not enrolled in classes for five successive quarters must apply for readmission and submit the reapplication fee.
7. For International Students. If English is not your first language, you must submit a minimum score of 550 on the Test of English as a Foreign Language (TOEFL), regardless of previous coursework. If you are not a citizen or permanent resident of the United States, you must provide an official confidential statement of financial support.

**NON-MATRICULATED STUDENTS.** Students not seeking a degree or certificate and taking less than ten credits in any given quarter may register for classes as non-matriculated students. Students wishing to enroll in MBA classes with non-matriculated status must have the prior approval of the MBA program director. Credits earned as a non-matriculated student may not necessarily be used in any graduate or certificate program at SPU. Registration information may be obtained from the Office of Registration and Records, Seattle Pacific University, Seattle, WA 98119.

### **Admission to a Degree Program**

Students desiring to work toward a graduate degree at Seattle Pacific University must first be admitted to the Graduate School. After admission to the Graduate School, students must be admitted to a degree or certificate program within the appropriate School.

This admission to a program is contingent upon completion of a program

plan with a graduate adviser and meeting any requirements for the specific program. The plan of study must be approved prior to the completion of 18 quarter credits (12 credits in the School of Education), if the work is to count toward an approved degree program. Modifications to program plans will be reviewed in accordance with School guidelines. Students will be notified of acceptance to the program upon completion of a formal review within the department.

Requirements for admission to particular programs are given in the individual School sections.

Students are responsible for applying for applicable comprehensive examinations and degrees at appropriate times.

### **Requirements for a Master's Degree**

The following requirements apply to all master's degree programs. Refer to the individual School section or Table of Contents for any additional requirements to a particular degree program. Each student must:

1. Satisfactorily complete the approved program of studies.
2. Complete the minimum residence requirement of two-thirds of the graduate credit required for the degree. The last 15 credits for the master's degree must be earned at Seattle Pacific University.
3. Complete no fewer than 33 credits on the master's degree after the student has been admitted to a specific degree program.
4. Maintain a cumulative grade point average of 3.0 or higher. No course in which a grade below "C" (2.0) is earned may apply on the master's degree. If a degree student's cumulative g.p.a. falls below 3.0, his/her status will be reviewed by

the School Graduate Studies Committee with referral to the Graduate Curriculum Coordinating Committee. The Graduate Curriculum Coordinating Committee may remove the student from the graduate degree program or recommend other action as appropriate to the individual.

5. Maintain professional and personal standards expected of graduate students and stipulated for one's particular program. Failure to maintain these standards may result in removal from the program of studies and degree status.
6. Apply for the master's degree no later than the second week of the quarter in which one plans to graduate. Application forms are available in the Graduate Offices of the Schools.
7. Make application for any required comprehensive examination at least four weeks before the examination is scheduled by the School. Pay the comprehensive fee at the Business Office.
8. Present at least three hours of acceptable Biblical Literature credit, either from undergraduate work or in connection with the master's degree program.
9. Pay the master's diploma fee and the cost of binding the requested copies of the thesis/project (if applicable) at the Business Office.
10. (Optional) Participate in the University Commencement held at the end of spring quarter of each year. While the master's degree may be completed at any time, the recipient may participate in the formal awarding of the degree at the next University Commencement following the date of completion of his or her degree requirements.

## Standards of Scholarship

### GENERAL LIMITATIONS ON GRADUATE CREDIT AND REGISTRATION

1. A maximum of six workshop credits may be applied toward the graduate degrees if accepted by the School Graduate Studies Committee.
2. Correspondence credit is not applicable toward the graduate degrees.
3. Extension credit, up to a maximum of six credits, may be allowed toward the degree by approval of the student's adviser.
4. No course for which a grade other than "A" (4.0), "B" (3.0), or "C" (2.0) is earned may be accepted toward the graduate degrees.
5. No more than 15 credits in independent study and research, including thesis, practicum, or project, may apply toward the graduate degrees.
6. Registration for independent/directed study requires approval of the student's adviser.
7. All courses applied toward graduate degrees must be taken within the six-year period immediately preceding the granting of the degree.
8. Even though the student may use mail registration procedures offered by the University for registering for graduate courses, he or she is responsible for following procedures and sequences and for meeting requirements outlined in this section for his or her degree program.
9. No more than 18 credits (12 credits for the School of Education) of credit work taken before admission to a specific degree program will apply toward the graduate degree.
10. No work may be taken at another institution during the time the student is working on a graduate degree at SPU, unless the student has the prior consent of the adviser.

11. Courses numbered in the 4000 and 5000 series can be applied to graduate-degree program only with the prior approval in writing of the student's graduate adviser. No more than 15 credits of 4000 and 5000 series courses may be used in satisfying requirements for the master's degree.
12. One-credit courses are not transferable.

### ACADEMIC LOAD AND EMPLOYMENT

1. A graduate student may, with prior permission, take courses concurrently elsewhere provided his/her combined load does not total more than the number of credits permitted as a normal load for the registration period. Regular academic load is 9-15 credits per quarter during the academic year (8-15 for veterans) and 9-12 credits during the summer (8-12 for veterans).
2. No more than 15 credits of 6000 level work may be taken in one quarter (12 credits in summer) without permission of the Dean of Graduate Studies.
3. A fully-employed student should take no more than 6 credits per quarter.

### A SECOND MASTER'S DEGREE

The following requirements shall be met by a student taking a master's degree at Seattle Pacific University as a second master's degree.

1. The student shall meet the general requirements stipulated for admission to graduate study at SPU. He or she shall achieve the academic standards established for master's degree work and demonstrate suitable competence in his or her field of specialization.

2. The student shall meet the criteria for admission to study in a proposed specialization on the second degree.
3. The student shall be approved by the School's Graduate Studies Committee for study for the proposed degree.
4. The student shall meet all course and/or area requirements for the second degree.
5. The student shall complete a minimum of 27 credits on his or her approved program at SPU after being admitted to study for the second degree. Of these 27 credits, 15 shall be in 6000-level courses.
6. The student shall pass a comprehensive examination on the second area of specialization.
7. The specialization on the second master's degree shall be substantially different from that on the first master's degree.

### ADDITIONAL BACHELOR'S DEGREE

A second bachelor's degree may be earned upon completion of 45 credits in addition to the total credits required for the first degree, subject to the following conditions:

1. Thirty of the 45 credits must be earned subsequent to the granting of the first degree.
2. Fifteen of the 45 must be upper-division credit.
3. If the first degree was earned at SPU, the last 45 credits required for the second degree must be taken here, including at least 15 upper-division credits in the major.
4. If the first degree was earned by a former SPU student at another institution, at least 30 of the 45 credits, including at least 15 upper-division credits in the major, must be earned at SPU.
5. A student who has never before attended SPU must take all 45 credits here, including at least 15 upper-division credits in the major.

6. All specified requirements for the second degree must be fulfilled. A minimum of five biblical literature credits must be taken at SPU as a part of the first or second bachelor's degree program.

Students interested in a bachelor's degree should consult the Undergraduate Catalog for additional information.

### CHAPEL-ASSEMBLY ATTENDANCE

Full-time graduate students are encouraged to attend chapels and assemblies and to use these opportunities to hear outstanding leaders in the various fields, including religion, education, and other professions.



## SCHOOL OF BUSINESS AND ECONOMICS

### Master of Business Administration Degree

The Graduate School of Business and Economics offers a program leading to a Master of Business Administration degree. The program's intent is to assist its students in significantly improving their performance on their jobs, in their personal lives, and as contributing members of their community.

The curriculum of the School is designed to teach the practice of business administration and presumes a general understanding of the basic functions of business in a free enterprise society. The instructional intent is to emphasize the application of business principles more than, but not to the exclusion of, their theoretical foundations.

The time schedule is specifically designed for the working adult. The faculty are appreciative of the work demands of the employed student and will make every effort to accommodate their time requirements by arranging personal meetings to correspond with student availability.

While the MBA program is designed as a general management degree, there is an Entrepreneurial emphasis available. This emphasis does include additional coursework.

### MBA ADMISSION REQUIREMENTS

Students desiring to be admitted to the Master of Business Administration program must complete the following special requirements in addition to the general requirements for graduate study at Seattle Pacific University:

1. Be admitted to the Seattle Pacific University Graduate School.
2. Demonstrate competency on the Graduate Management Admission Test (GMAT) and have a grade point average sufficient that when combined with the GMAT score it yields a formula total of at least 1000 points. The formula used for computing this point total will be the GMAT score plus 200 times the applicant's undergraduate grade point average.
3. A demonstrated record of appropriate employment at increasing levels of responsibility with letters of recommendation from his/her immediate supervisor and from a manager one level above his/her immediate supervisor. The letters will indicate the writer's evaluation of the applicant's probable success in the MBA program.

### MBA DEGREE

1. Core Courses (36 hours)  
BUS 6111, 6112, 6121, 6131, 6132, 6141, 6142, 6143, 6151, 6171, 6172, 6173.  
The core courses generally precede and in some cases are prerequisite to other core or advanced courses. A student who has received their undergraduate degree within the last seven (7) years may apply for waiver of relevant core courses. Competency tests may also be used as a basis for the waiver of some core courses.
2. Advanced Courses (36 hours)  
Required for MBA degree:  
BUS 6204, 6205, 6206, 6222, 6241, 6242, 6243, 6271, 6281, 6288, 6289, ISM 6000. Advanced courses may not be waived.

3. Master's degree programs require at least three hours of acceptable Biblical Literature credit either from undergraduate work or in connection with the master's degree program.

### Courses in Business and Economics (BUS)

#### BUS 6111 APPLIED ECONOMICS FOR MANAGEMENT (3)

Prerequisite: BUS 6171  
Integrates and applies the various principles of economics and statistics that are important to business decision making and policy planning. Topics include demand and cost analysis and forecasting, marginal analysis and decision making, profit maximization, product pricing, risk analysis and capital budgeting. Cases will be used which will integrate the theory and practice of economic decision making.

#### BUS 6112 MACROECONOMICS FOR MANAGEMENT (3)

Analyzes aggregate demand, income, employment and the price level. Particular emphasis will be given to the application of macro-economic theory to the analysis and forecasting of economic trends and cycles, business condition analysis and strategic planning in the firm.

#### BUS 6121 MANAGERIAL FINANCE (3)

Prerequisites: BUS 6132, 6171  
Reviews basic accounting and quantitative analysis concepts relevant to finance. Examines working capital policy, investment decisions, the cost of capital, and valuation of the long term financing decision.

#### BUS 6131 FINANCIAL ACCOUNTING (3)

Covers the principles, concepts and procedures underlying the preparation and interpretation of financial statements. Required of all MBA students who have completed no prior accounting courses.

#### BUS 6132 MANAGERIAL ACCOUNTING (3)

Prerequisite: BUS 6131  
Completes the financial accounting topics introduced in Financial Accounting and introduces the student to Managerial Accounting. Describes the development and use of accounting and related information for management planning, control and decision making.

#### BUS 6141 PRODUCTION MANAGEMENT (3)

Prerequisites: BUS 6142, 6171  
Offers an orientation to methods of production and operations planning, scheduling and systems operation, and an introduction to the quantitative approach to the topic.

#### BUS 6142 MANAGEMENT AND ORGANIZATION (3)

Prerequisites: BUS 6112, 6131, 6171  
Explores general administrative or management processes which create an environment for people to achieve common objectives.

#### BUS 6143 BUSINESS STRATEGY AND POLICY (3)

Prerequisite: BUS 6142  
Studies the management process aimed at improving organizational effectiveness by means of a systematic set of strategic goals, plans and actions.

#### BUS 6151 MANAGERIAL MARKETING (3)

Prerequisites: BUS 6112, 6131, 6171  
Analyze markets, institutions and the role of marketing in the economy.

#### BUS 6171 QUANTITATIVE METHODS I (3)

Examines the basic tools and concepts of descriptive statistics and statistical inference, including probability distributions, confidence intervals, hypothesis testing, and analysis of variance. Students will work with microcomputers to solve applied statistical problems.

#### BUS 6172 QUANTITATIVE METHODS II (3)

Prerequisites: BUS 6112, 6131, 6171  
Study of the applications of simple and multiple regression analysis to determine relations between observed variables. Also presents lagrange multiplier and linear programming techniques for determining optimal values in the presence of constraints. Students will use microcomputers to perform calculations.

BUS 6173 COMPUTERS FOR MANAGERS (3)  
Introduces the use of the micro-computer as a management tool. Provides hands-on experience using word-processing, financial worksheet and data base management software.

BUS 6204 MANAGERIAL BEHAVIOR AND EFFECTIVENESS (3)

Course will provide a theoretical and research-based view of the nature of managerial work and the process of managing behavior in organization.

BUS 6205 MANAGERIAL SKILLS: INDIVIDUAL EFFECTIVENESS (3)

Prerequisite: BUS 6204

Course will provide students with opportunities to identify their levels of competency on a number of managerial skill dimensions through assessment center-type procedures. Students will also have the opportunity to develop their skills in the following individual effectiveness areas: personal organization and time management, communication (i.e. oral and written), personal adaptability (e.g., stress management), and personal motivation (goal-setting, career planning).

BUS 6206 MANAGERIAL SKILLS: INTERPERSONAL AND GROUP EFFECTIVENESS (3)

Prerequisite: BUS 6205

This course will continue the process of building skills which is initiated in BUS 6204. Target skills in this course will be: action initiation, motivating others, group skills, delegation and controlling, staffing, coaching and developing people, consideration, managing conflict and confrontation, and negotiation.

BUS 6222 FINANCIAL MANAGEMENT AND ANALYSIS (3)

Prerequisite: Core

Provides experience in using tools and techniques of financial analysis in the evaluation of financial statements and in valuation. This module is divided into two components: 1) Evaluation of Financial Statements, and 2) Valuation.

BUS 6241 ETHICAL, LEGAL AND SOCIAL ENVIRONMENT OF BUSINESS (3)

Prerequisite: Core

Goes beyond the typical business law course in that many of the legal issues affecting businesses are examined and discussed. The course will also examine the ethical and administrative quasi-legal aspects of doing business within a community environment.

BUS 6242 MANAGEMENT DECISION MAKING I (3)

Prerequisite: Core

Provides both a decision making model and experiential opportunities for the student in the ethical, legal and social areas of business.

BUS 6243 REORGANIZATION AND GROWTH (3)

Prerequisite: Core

Focuses on the development of a reorganization plan by the student.

BUS 6271 MANAGEMENT DECISION MAKING II (3)

Prerequisite: BUS 6242

Uses computer simulation to replicate decision-making situations for managers. Provides the opportunity to integrate qualitative and quantitative analysis into strategic decisions.

BUS 6281 INTERNATIONAL BUSINESS I (3)

Prerequisite: Core

Develops an understanding of the international aspects of trade, financial institutions and management. A major aspect of the class is the development of a solution to a problem of an international business nature faced by a real organization.

BUS 6288 PRACTICE OF BUSINESS I (3)

Prerequisite: 21 hours of BUS 62XX

Each student will develop a detailed plan and implementation methodology for a major strategic project.

BUS 6289 PRACTICE OF BUSINESS II (3)

Prerequisite: BUS 6288 or concurrently with continuation of BUS 6288.

BUS 6290 DIRECTED RESEARCH (1-6)

Prerequisite: Permission of Director for Graduate Studies, School of Business and Economics.

#### BUSINESS AND ECONOMICS ADVISORY COUNCIL

The Council of Executive Advisors has been formed for the purpose of assisting

the Seattle Pacific University staff in building and maintaining a School of Business and Economics which provides quality education and guidance to students who are preparing for, or currently in, a career in business, government, and private non-profit institutions.

#### EXECUTIVE ADVISORY COUNCIL MEMBERS

CHARLES L. ANDERSON, Chairman of the Board, TelTone Corporation.

JOHN F. BEHNKE, President and Chief Executive Officer, Fisher Broadcasting, Inc.

ALLAN BOYCE, Sr. Vice President, Burlington Northern, Inc.

THOMAS K. BROWN, Vice President/Finance, ELDEC Corporation

NANCY BUFFINGTON, President, Medina Medical

JOHN S. CALVERT, Executive Vice President, Westin Hotels.

LUTHER J. CARR, President, Urban Industries.

FENWICK CRANE, President, Family Life Insurance.

ROBERT L. DRYDEN, President, Boeing Computer Services Company

DAVID A. EDERER, President, D.A. Ederer Company.

RICHARD E. ENGBRECHT, President and Chief Operating Officer, Univar Corporation.

WENDELL ENSEY, Sr. Vice President — Marketing/Sales Promotion, The Bon.

ROBERT J. GEMMELL, Group Vice President — Diversified Businesses, Weyerhaeuser Co.

JOHN W. GILMORE, Executive Vice President, Downtown Seattle Association.

KERMIT HANSON, Dean Emeritus, School of Business, University of Washington.

JERRY L. HOLMAN, Vice President and General Manager, Marine Systems Division — Honeywell Inc.

RICHARD W. HUBBARD, Vice President, Safeco Insurance

HAROLD D. JOHNSON, Executive Vice President, Great Western Savings.

GERALD R. KELLY, Sr. Vice President, Federal Reserve Bank of San Francisco.

BRUCE KENNEDY, Chairman/President and CEO, Alaska Airlines.

SHIRLEY LANSING, President, General Employment, Inc.

DAVID LAUBE, Vice President & Comptroller, Pacific Northwest Bell.

JACK J. LINK, President, Tri-Land Corporation.

DONALD W. LUSK, Senior Consultant, Management Action Programs.

FRANK McCORD, Managing Partner, Peat, Marwick, Mitchell & Co.

JACK McMILLAN, Executive Vice President, Nordstrom.

A.L. NELSON, Vice Chairman, Seattle First National Bank.

RICHARD E. PAETZKE, Sr. Vice President, Director of Creative Services, Evans-Kraft, Inc.

JOHN SALATHE, Vice President, PACCAR, Inc.

JAMES SCHAFER, Vice President Industrial Relations, The Seattle Times

PHIL SMART, SR., Chairman of the Board, Phil Smart, Inc.

BRENT STIENECKER, Sr. Vice President and General Manager, Pacific Division Crowley Maritime Corporation

ROBERT C. WALLACE, Chairman, Pacific Group

FREDRIC S. WEISS, Vice President and Resident Manager, Coldwell Banker Commercial Brokerage.

ROBERT L. WILEY, Sr. Consultant, Management Action Programs.

**Business and Economics  
Graduate Faculty**

**SCHOOL ADMINISTRATION**

JOSEPH HOPE, Ph.D.  
Dean, School of Business and Economics; Professor of Business B.A., California State University, Northridge, 1969; M.B.A., University of Southern California, 1971; Ph.D., Claremont Graduate School, 1982. At SPU since 1979.

HOWARD E. MOUNT, M.B.A., C.P.A.  
Associate Dean; Director of Graduate Studies; Professor of Accounting B.A., Washington State University, 1961; C.P.A., 1965; M.B.A., University of Puget Sound, 1983. At SPU since 1975.

**PROFESSORS**

DANIEL L. HARRIS, Ph.D.  
Business Management B.A., Westmont College, 1963; M.B.A., University of California at Los Angeles, 1965; Ph.D., University of California at Los Angeles, 1970. At SPU since 1970.

HERBERT E. KIERULFF, D.B.A.  
Finance/Entrepreneurship Donald L. Snellman Professor of Entrepreneurship and Free Enterprise; B.A., Stanford University, 1959; M.B.A., University of Southern California, 1964; D.B.A., University of Southern California, 1966. At SPU since 1980.

**ASSOCIATE PROFESSORS**

ROBERT A. BLUMENTHAL, M.B.A.  
Management B.A., University of California at Los Angeles, 1950; M.B.A., Azusa Pacific College, 1978; Doctoral Program, University of Washington. At SPU since 1980.

JONATHAN C. DEMING, Ph.D.  
Economics B.A., Whitman College, 1971; M.A., University of Oregon, 1974; Ph.D., University of Oregon, 1979. At SPU since 1977.

WILLIAM A. ETCHES, M.Sc.  
Accounting B.A., Communication, M.Sc., 1957, 1968, University of Saskatchewan; Chartered Accountant (Saskatchewan). At SPU since 1979.

PHILIP M. GLASSEY, M.B.A., C.P.A.  
Accounting B.A., University of Rochester, 1960; C.P.A., 1969; M.B.A., University of California, 1969. At SPU since 1983.

DAN W. HESS, Ph.D.  
Finance B.A., Wheaton College, 1971; M.B.A., University of Washington, 1973; Ph.D., University of Arizona, 1982. At SPU since 1977.

KENNETH LEONARD, Ph.D.  
Associate Professor of Economics Director, Washington Council for Economic Education. B.A., LaVerne College, 1969; M.Ed., Eastern Washington University, 1974; Ph.D., University of Washington, 1982. At SPU since 1978.

D. DOUGLAS MCKENNA, Ph.D.  
Associate Professor of Management B.A., Seattle Pacific University, 1973; Ph.D., University of Minnesota, 1979. At SPU since 1985.

**ASSISTANT PROFESSORS**

DOUGLAS A. DOWNING, Ph.C.  
Economics/Statistics B.S., Yale University, 1979; M.A., Yale University, 1982; Ph.C., Yale University, At SPU since 1983.

ALEXANDER HILL, J.D.  
Business Law B.A., Seattle Pacific University, 1975; J.D., University of Washington, 1980. At SPU since 1985.

GARY L. KARNS, Ph.C.  
Marketing B.A., University of Oklahoma, 1976; M.B.A., University of Oklahoma, 1977; Ph.C., University of Washington. At SPU since 1979.

REGINA P. SCHLEE, Ph.D.  
Marketing B.A., University of Nevada, 1976; Ph.D., Washington State University, 1981. At SPU since 1984.



**SCHOOL OF  
EDUCATION**

Graduate programs in the School of Education are designed to enable the pursuit of advanced studies in an organized format, thus increasing the professional competencies, as well as preparing for further graduate schooling if desired.

**Master of Education and  
Master of Science**

Graduate programs in education provide teachers an opportunity to advance their knowledge base for classroom teaching or to prepare for administrative and supervisory assignments. Degrees in the counseling fields are for those with appropriate background who plan to engage in school, agency, or clinical counseling. Within most degree programs are several majors, areas of emphasis or elective options which enable the candidate to pursue in some depth specific areas of need or interest. Degrees offered include:

**MASTER OF EDUCATION**

Athletic Administration  
 Bilingual Reading/Language Education  
 Curriculum and Instruction  
 Arts in General Education  
 Christian Schools  
 High Technology Instruction  
 Instructional Theory  
 Into Practice (ITIP)  
 Learning Styles  
 Language Arts  
 Reading  
 Reading/Language Education  
 School Administration  
 School Counseling  
 Special Education

**MASTER OF SCIENCE**

General Counseling  
 Human Resources Development  
 Marital and Family Therapy

**Off-Campus Center**

The School of Education offers off-campus graduate courses at Longview, Bremerton, Bellevue, Everett and other sites for the Master of Education degree. Contact the School of Education for specific information as to majors available on site and other program information.

**Admission Requirements**

1. Applicants for the Master of Education degree must have completed an undergraduate teacher education program from an accredited institution.
2. Initial application for admission to graduate study is made through the Graduate Admissions Office. Requirements and procedures for University admission are on page 76.
3. Following notification of acceptance to the Graduate School, the applicant will receive an adviser assignment in the School of Education and instructions for arranging an appointment with the adviser for development of a program plan,

4. The candidate and adviser will develop a program plan for submission to the Graduate Committee of the School of Education. Committee approval of that plan represents admission to the School. Subsequent deviations from the plan require approval of the adviser and the School Graduate Committee.

**Specific Requirements:  
 Master of Education and  
 Master of Science**

In addition to requirements listed in the general requirements for all Master's degrees at Seattle Pacific University, the following specific requirements apply to Master's degree programs offered through the School of Education:

1. All programs except Human Resources Development include a research requirement which requires completion of EDU 6981, Introduction of Graduate Research. Subject to the student's specific program, three research options are offered. These are Plan A (completion of an acceptable thesis), Plan B (completion of an action research project), or Plan C (non-thesis completion of EDU 6990 and/or 6991, Seminar in Educational Research).
2. All course substitutions and program modifications must be approved by the School Graduate Committee after recommendation by the adviser.
3. Only coursework completed within six years immediately preceding the date on which the degree is granted may be applied toward the degree.
4. A maximum of 12 graduate credits earned at another institution or earned prior to admission to the School of Education graduate program may be accepted toward the degree subject to recommendation of the adviser and approval by the School Graduate Committee.

5. A comprehensive examination over the content of the degree is required of all candidates. The exam is usually taken during the last quarter of course work. Application for the comprehensive exam in the field of study must be completed no later than four weeks prior to the examination date. The fee should be paid at the Business Office. For quarterly examination dates and application forms, contact the School of Education Graduate Office.

**Research Requirements**

A student may elect to pursue an acceptable Thesis (Plan A) or Project (Plan B) on an approved research subject or follow a non-thesis program, EDU 6990 and/or 6991, Seminar in Educational Research (Plan C).

**THESIS/PROJECT RESEARCH PROCEDURES**

1. When a student's thesis or project is approved (Research Plan A or B), the Director of Graduate Studies will appoint a committee to assist the candidate, oversee the preparation of the research report and conduct the examination of the research activity.
2. The student will work closely with the committee on the thesis/project throughout its production, from design to preparation of final copies of the report and the examination over the research activity.
3. The form and style manual approved for theses and projects is the most recent edition of the Publication Manual of the American Psychological Association.
4. The student must register for three credits the quarter the thesis or project is initiated and for three or more credits each quarter thereafter until the thesis or project is completed.

5. Two copies of the thesis/project shall be submitted to the School of Education for binding with fee of \$15 per copy.

Contact the School of Education Graduate Office for further guidelines.

**Master of Education****ATHLETIC ADMINISTRATION**

This program is for teachers, coaches, and supervisors having secondary or collegiate experience.

**A. General Requirements**

1. Forty-eight credits in approved 4000-6000 level courses.
2. Not more than 15 credits of 4000 and 5000 level courses.

**B. Professional Education Core (27 credits)**

1. Required Courses (21 credits): EDU 6613, EDU 6122, EDU 6655, EDU 6980, EDU 6981, EDU 6990, EDU 6991.
2. Elective Courses (6 credits): EdRd 6530, EdLr 5433; EDU 6125; EdAd 6580, EdAd 6584.

**C. Sports Specialist Core (21 credits)**

1. Required Courses (15 credits): PE 6500, PE 6600, PE 6780, PE 6790, PE 6795.
2. Elective Courses (6 credits): PE 6720, PE 6725, PE 6730, PE 6735, PE 6740, PE 6940.

**BILINGUAL READING/  
LANGUAGE EDUCATION**

A degree in reading/language education with an emphasis in bilingual education may be earned by students with a bilingual background. This program prepares graduates for special positions requiring expertise in bilingual settings as well as emphasizing traditional reading/language arts requirements.

**A. General Requirements**

1. Forty-eight credits in approved courses.
2. Not more than 15 credits in 4000 and 5000 level courses.

- B. Professional Education Core (18 credits)
1. Research (12 credits): EDU 6980, EDU 6981, and one of the following: EDU 6995, (Plan A); EDU 6984 (Plan B); or EDU 6990, EDU 6991 (Plan C).
  2. Social Foundations (3 credits): EDU 6665.
  3. Psychological Foundations (3 credits): EDU 6665.
- C. Specialization (30 credits)
1. Reading Core (18-20 credits) Required: EdRd 6506, EdRd 6529, EdRd 6587, EdRd 6641, EdRd 6931, EdRd 6973. Electives: EdRd 6505, EdRd 6530, EdRd 6531, EdRd 6572.
  2. Bilingual Education Core (12-15) Required: EDU 5525, EdRd 6513, EdRd 6514, EdRd 6975. Electives: EdRd 6514, EdRd 6515, EdRd 6533.

### CURRICULUM AND INSTRUCTION

The Curriculum and Instruction degree has been designed for educators seeking to strengthen their classroom instructional skills or who wish to be on the "cutting edge" of educational leadership in such roles as department chair, staff development leader, curriculum coordinator, team leader and similar assignments.

The degree program consists of an 18 credit professional education core a 15 credit curriculum module, and a 15-16 credit area of specialization. The area of specialization is a unique aspect of this degree providing several options based on the student's interest. Specializations include arts in general education, Christian schools, high technology in instruction, instruction, instructional theory into practice, learning styles, language arts and reading.

- A. General Requirements:
1. Forty-eight credits in approved courses.
  2. Not more than 15 credits of 4000-5000 level courses.
  3. Entry-level competencies appropriate to the specialization.
  4. Demonstrated possession of exit competencies specified for the student's program.
- B. Professional Education Core: (18 credits)
1. Research (12 credits): EDU 6980, 6981 and one of the following: EDU 6984 or EDU 6995.
  2. Social Foundations (3 credits): EDU 6122.
  3. Psychological Foundations (3 credits): EDU 6655.
- C. Curriculum and Instruction Core: (15 credits) EDU 6613, EDU 6525, EDU 6935, EDU 6936, and one of the following: EdSp 6644 or EdSp 6647 or EdSp 6649.
- D. Specialization: (15 credits)
1. Arts in General Education (15 credits) Required courses (15 credits): EDU/FPA 6896, EDU/FPA 6949, and FPA 6900.
  2. Christian Schools (15 credits)
    - a. Required courses (9 credits): EDU 6825, EdAd 6571, EDU 6830
    - b. Elective (6 credits): As approved by advisers.
  3. High Technology in Instruction (16 credits) Required courses: EdLr 5433, EDU 6374, EDU 6375, EDU 6376, EdLr 6535.
  4. Instruction (15 credits) Approved course work including courses in ITIP and/or Learning Styles.
  5. Language (15 credits)
    - a. Required courses (9 credits): EdRd 6506, EdRd 6973, EdRd 6587.
    - b. Elective courses (6 credits): EdRd 5516, EdRd 5518, EdRd 6505, EdRd 6515, EdRd 6529, EdRd 6542.

6. Reading (15 credits)
  - a. Required courses (12 credits): EdRd 6506, EdRd 6529, EdRd 6587, EdRd 6973.
  - b. Elective courses (3 credits): EdRd 6641, EdRd 6572, EdRd 6530, EdRd 5516.

### READING/LANGUAGE EDUCATION

This program prepares reading/language resource specialists (K-12) who can serve as diagnosticians, advisers, special instructors and evaluators to provide consultation, training, and assistance to classroom teachers and other personnel participating in the reading program.

- A. General Requirements
1. Forty-eight credits in approved courses.
  2. Not more than 15 credits in 4000 and 5000 level courses.
- B. Professional Education Core (18 credits)
1. Research (12 credits): EDU 6980, EDU 6981, and one of the following: EDU 6995, (Plan A); EDU 6984 (Plan B); or EDU 6990, EDU 6991 (Plan C).
  2. Social Foundations (3 credits): EDU 6122.
  3. Psychological Foundations (3 credits): EDU 6655.
- C. Reading Specialization (30 credits)
1. Reading Core (20-27 credits): EdRd 6506, EdRd 6529 OR EdRd 6530, EdRd 6542, EdRd 6572 OR EdRd 6513, EdRd 6587, EdRd 6641, EdRd 6931, EdRd 6932, EdRd 6933, EdRd 6973.
  2. Electives (0-6 credits): EdRd 6513, EdRd 6515, EdRd 6530, EdRd 6531, EdRd 6533; other electives with adviser approval.

### SCHOOL ADMINISTRATION

This degree is oriented specifically toward the needs of the building principal and includes the requirements for the Initial Principal's Credential.

- A. General Requirements
1. Fifty-one credits in approved courses.
  2. Not more than 15 credits in 4000 - 5000 level courses.
- B. Professional Education Core (15 credits)
1. Research (9 credits): EDU 6980, EDU 6981, EDU 6990 or EDU 6991.
  2. Social Foundations (3 credits): EDU 6122 or EDU 6125.
  3. Psychological Foundations (3 credits): EDU 6655
- C. Major Core (36 credits)
1. Required Courses (33 credits): EdAd 6580, EdAd 6581, EdAd 6584, EdAd 6585, EdAd 6586, EdAd 6588, EdAd 6931/2/3, EDU 6935, EdRd 6529 (elem) or EdRd 6530 (secondary).
  2. Electives Courses (3 credits): EDU 6310, EDU 6579, EDU 6613, EDU 6936.

### SCHOOL COUNSELING

This degree is structured according to the guidelines developed by the American Association of Counseling and Development and may qualify the candidate for the Washington Counselor's Educational Staff Associate Credential.

- A. General Requirements
1. Admission: Favorable endorsement from counseling faculty screening committee.
  2. Demonstrated knowledge of general psychology, abnormal behavior, personality theories and developmental psychology, educational tests and measurements.
  3. Fifty three credits in approved courses.

4. Professional Education Core (18-21 credits):
  - a. Research (12-21): EDU 6980, EDU 6981, and either Plan A (thesis) EDU 6995, or Plan B (project) EDU 6984 or Plan C (seminars) EDU 6990, EDU 6991.
  - b. Social Foundations (3 credits): EDU 6122
  - c. Psychological Foundations (3 credits): EDU 6655
5. Counseling Core (35 credits): EdCo 6670, EdCo 6671, EdCo 6672, EdCo 6673, EdCo 6674, EdCo 6677, EdCo 6687, EdCo 6931, EdCo 6932, EdCo 6940.

### SPECIAL EDUCATION

This major focuses primarily on learning and behavioral handicaps and provides special education practitioners an opportunity to expand their knowledge base in special education. The program may qualify a person for recommendation for Washington State endorsement in Special Education.

- A. General Requirements
  1. Forty-eight credits in approved courses.
  2. Not more than 15 credits in 4000 and 5000 level courses.
- B. Professional Education Core (18 credits)
  1. Research (12 credits): EDU 6980, EDU 6981, and one of the following: EDU 6995, (Plan A); EDU 6984, (Plan B); or EDU 6990, EDU 6991 (Plan C).
  2. Social Foundations (3 credits): EDU 6122.
  3. Psychological Foundations (3 credits): EDU 6655.
- C. Specialization (30 credits)
  1. Required (15 credits): EdSp 5644, EdSp 6643, EdSp 6647, EdSp 6649, and EdSp 6648.

2. Special Education Elective (9-18 credits): EdSp 6646, EdSp 6652, EdSp 6657, EdSp 6900, EdSp 6928, EdSp 6931, EdSp 6932, EdSp 6653, EdSp 6654.
3. Interdisciplinary Courses (0-6 credits): EdRd 6506, EdCo 5670, EDU 5577, EDU 6525, EDU 6579, EDU 6613.

### Master of Science

#### GENERAL COUNSELING

Structured according to guidelines developed by the American Association of Counseling and Development, this degree qualifies the candidate for selected clinical and group counseling assignments.

- A. General Requirements
  1. Admission: Favorable endorsement from the counseling faculty screening committee.
  2. Demonstrated knowledge of general psychology, abnormal behavior, personality theories, developmental psychology.
  3. Fifty three credits in approved courses.
  4. Professional core (18-21 credits)
    - a. Research (12-15 credits): EDU 6980, EDU 6981 and either Plan A (thesis) EDU 6995, or Plan B (project) EDU 6984 or Plan C (seminars) EDU 6990, EDU 6991
    - b. Social Foundations (3 credits): EDU 6122
  5. Counseling core (32 credits) EdCo 5670; EdCo 6671; EdCo 6672; EdCo 6674; EdCo 6677; EdCo 6687; EdCo 6931; EdCo 6932; EdCo 6940.
  6. Specialization (6 credits) As approved by adviser.

### MARITAL AND FAMILY THERAPY

This program was developed in cooperation with the Presbyterian Counseling Service where many of the courses are offered and was designed according to requirements of the American Association of Marriage and Family Therapists.

- A. General Requirements
  1. Admission: Favorable endorsement from the counseling faculty screening committee. Candidates must be admitted to the University graduate school by January 31 for entry in the fall quarter. Screening is conducted in February.
  2. Demonstrated knowledge of general psychology, abnormal behavior, personality theories, developmental psychology, general structures of pair-bond and family units.
  3. Two years of work experience in a helping profession.
  4. Seventy credits in approved courses.
    - a. Research (12 credits): EDU 6980, EDU 6981, EDU 6984
    - b. Counseling Core (22 credits): EdCo 5670, EdCo 6635, EdCo 6931, EdCo 6932, EdCo 6686, EdCo 6687.
    - c. Specialization (36 credits): EdCo 6671, EdCo 6688, EdCo 6689, EdCo 6691, EdCo 6692, EdCo 6694, EdCo 6695, EdCo 6696, EdCo 6697-8.
  5. Completion of a minimum of 500 hours of actual client contact during the internship (EdCo 6997, EdCo 6998).

### HUMAN RESOURCES DEVELOPMENT

This program prepares individuals for training and development responsibilities in business, industry, health services and governmental agencies. Requirements:

- A. General requirements
 

Fifty five credits including ten credits in an internship and/or project.
- B. Specific requirements
 

The following courses are required: HRD 6000, 6010, 6020, 6950 and/or 6960, BUS 5657, 6142, 6204, 6241, PSY 6442, 6430, EdCo 6677, EDU 6655, EdLr 5433, 6535.

### Certification Programs

Upon completion of a certificate program, the School of Education will recommend a candidate to the Washington State Department of Education for the appropriate certificate. Post-baccalaureate programs at Seattle Pacific University provide preparation for the following certificates.

### THE STANDARD / CONTINUING CERTIFICATE PROGRAM

The School of Education offers work leading to the Standard/Continuing Teacher Certificate in the State of Washington. Because of the change in the State guidelines, SPU is currently operating two certification programs for the Fifth Year. The program under 1961 guidelines is for persons who are holding a current Provisional Certificate. The program under 1978 guidelines is for those persons with an Initial Certificate or for persons whose Provisional Certificate has expired.

The Standard/Continuing Certificate implies advanced professional competencies indicated by possession of specified knowledge and skills and demonstrated in actual teaching. Those students seeking Standard/Continuing Certification must take 12 to 15 credits of a teaching emphasis. (Courses in administration and/or counseling are not applicable for a teaching emphasis in Standard/Continuing Certification Programs.)

In order to be recommended for the Continuing Certificate under 1978 guidelines, the candidate must meet the following requirements:

1. Be admitted as a post-baccalaureate or graduate student and consult with adviser.
2. Complete an approved 45-credit program of study which must include the following:
  - a. EDU 5655/6655, Advanced Educational Psychology (3)
  - b. EDU 5579, Advanced ITIP (3) or EDU 5577, Beginning ITIP (3)
  - c. EDU 5935/6935, School Curriculum (3)
  - d. EDU 5490, Research and Evaluation for Teachers (3)
  - e. An approved 15 credit specialization.
3. Complete three or more years of professional teaching under the Initial Certificate. (One year equals 180 days of teaching at five hours a day.)
4. Complete 30 credits (of the 45 required) after teaching for one year.
5. Earn all credits toward Continuing Certificate Program after completing bachelor's degree. All credits must have a grade of C or above (No "excess credits" allowed).
6. Earn all credits at a four-year accredited institution with no credits older than ten years. No one-credit courses are transferable.
7. Complete a minimum of 23 credits at Seattle Pacific University. All credits must be taken at upper division or graduate level.
8. Earn no more than six credits in which a "P" grade has been assigned, and no more than five credits earned by correspondence.
9. Apply a maximum of 11 credits earned in District Summer Study Centers.

In order to be recommended for the Standard Certificate under 1961 guidelines, the candidate must meet the following requirements:

1. Be admitted as a post-baccalaureate or graduate student and consult with adviser.
2. Complete an approved program of 45 credits. A minimum of 23 credits must be taken at SPU, with no fewer than 15 credits earned at SPU after the Provisional Certificate is completed. All credits must be taken at a four-year accredited institution. No one-credit courses are transferable.
3. Complete a program that includes work both in professional education and in the candidate's academic teaching field(s).
4. Complete three or more years of successful professional teaching. (One year equals 180 days of teaching at five hours a day.)
5. Complete a minimum of 15 credits on the Standard Certificate program after one year of professional teaching.
6. Apply toward the Standard Certificate Program no more than 15 credits used to meet requirements for the Provisional Certificate, but in excess of those used to meet requirements for the bachelor's degree.
7. Complete no fewer than 23 credits in upper-division or graduate courses.
8. Earn no more than five credits in correspondence.
9. Offer credits no older than ten years on his/her program.
10. Earn no more than six credits with a "P" grade. Otherwise all credits must have a grade of C or above.
11. Conform studies to one of the following patterns:
  - a. Elementary Teaching. Each fifth-year program shall include EDU 5655, Advanced Educational Psychology; EDU 5577, Beginning ITIP; and an approved 12-credit

teaching emphasis\*, which may include an advanced course in teaching methods. Consult an Adviser for approved emphases and guidelines for self-constructed emphases. \*Courses in administration education and counseling education do not apply.

- b. Secondary Teaching. Each program shall include EDU 5655, Advanced Educational Psychology; EDU 5577, Beginning ITIP; an advanced methods course, and a minimum of 12 credits in a teaching area.\* \*Courses in administration education and counseling education do not apply.

The Standard Certificate is valid as long as the holder remains in the teaching profession and for seven years thereafter.

### Provisional Renewal/ Initial Renewal

SPU will recommend for renewal of certificates upon satisfying the following requirements:

1. Be admitted as a post-baccalaureate or graduate student.
2. File an approved fifth-year plan.
3. Complete 12-15 credits of approved coursework as required by SPU and Washington State.

### Standard or Continuing Reinstatement

A teacher holding a Standard Certificate must teach 30 days in one year within a seven-year period or his/her certificate will lapse.

Fifteen credits are required by the State for reinstatement. Coursework is available through SPU.

### Administrative Certification

#### INITIAL PRINCIPAL'S CREDENTIAL\*

This specialization qualifies persons with three or more years of successful professional teaching for the Washington State Initial Principal's Credential. The credential is available with teaching experience at the appropriate level(s) for service as a principal in the elementary and/or secondary school. A student interested in entering a credential program for principals should consult the adviser in school administration.

#### A. Prerequisites

Elementary: three years of successful teaching, including two years in an organized school as a full-time classroom teacher.

Secondary: three years of successful teaching, including two years as a full-time classroom teacher in an organized junior, senior, or four-year high school.

General: three years successful teaching experience, including at least one year in an organized elementary school and one year in an organized junior, senior, or four-year high school.

#### B. Procedures for Procuring the Initial Credential

1. Apply for admission to Seattle Pacific University Graduate School through the Graduate Admissions Office. (See "Admission to the Graduate School" section.)
2. Secure a written agreement from the school district (superintendent) and the on-site supervisor (building principal) that an internship will be provided.
3. Secure application for the credential from the credential secretary in the School of Education Graduate Studies Office. Complete the application form and return it to the credential secretary with the credential fee or pay the fee in the SPU Business Office.

4. Obtain six references. Stamped and addressed envelopes for sending for the references must accompany the completed application.
  5. Secure School of Education Administration adviser's approval of a projected schedule of courses to be completed.
- C. Course Requirements
1. Approved Master's degree.
  2. Twelve credit specialization in Administration
  3. Thirty credits of graduate level studies approved for preparation of principals.
  4. Nine credit internship.

\*Those people holding "provisional certificates" will continue under the "1961 Guidelines" leading toward the "Standard" certificate. See adviser for details.

### CONTINUING PRINCIPAL'S CREDENTIAL

#### A. Prerequisites

Elementary: Three years of successful experience as a principal, including at least two years in an organized school of six or more teachers (grades K - 9).

Secondary: Three years of successful experience as a principal including two years in accredited secondary school (grades 7 - 12).

General: Three years of successful experience as a principal in an organized elementary or middle school of six or more teachers and one year in an accredited secondary school.

In addition to the above, a student must complete a minimum of 15 credits in course work plus a master's degree (if not already completed) subsequent to receiving the Initial Principal's Credential. In planning for the Continuing Principal's Credential, the candidate should review the generic competencies as specified in the State 1978 Guidelines.

### EDUCATION STAFF ASSOCIATE CERTIFICATION (ESA)

School counselors and reading resource specialists must hold an ESA certificate to be employed in the schools in the state of Washington.

ESA certification requirements can be included in a master's degree with an emphasis in guidance and counseling or in reading. Information may be obtained from the Graduate Office in the School of Education. There are two levels of certification for educational staff associates.

#### 1. The Initial Certificate

Persons who satisfactorily complete the certification program and satisfy the specified competency requirements will be recommended for the Initial Certificate. A statement of these competencies may be obtained from the School of Education at Seattle Pacific University.

#### 2. The Continuing Certificate

This certificate may be received usually after at least three years of service under the Initial Certificate. The competencies specified are similar to those specified at the initial level, but are at a higher level of performance. Achieving the additional skill and competency represents self-motivated professional growth of the individual and usually is achieved through a range of professional experiences such as additional coursework, professional meetings, research projects, case conferences and job experiences.

### Courses in Education (EDU)

EDU 5043/6043 INFORMATION SYSTEMS MANAGEMENT (3)

(HSC 5043/6043, ISM 6000)

Introduces the uses of the computer and related technologies in management of organizations: hardware, software, office and institutional functions, database management systems, languages, communications, applications.

EDU 5044/6044 INTRODUCTION TO MODELLING AND SIMULATION (3)  
(HSC 5044/6044, ISM 6130)

Introduces modelling and simulation as tools for decision-making in institutional and program administration. Presents formulation of problems for computer analysis and the use of typical simulation and modelling software for management problems applications.

EDU 5070 LEARNING STYLES: PERCEIVING STUDENTS IN A NEW WAY (3)

Emphasizes the need for educators to be aware of the variety of ways individuals learn. Presents a survey of current learning style theory; explores the participants own learning styles; examines the relationship of learning styles to teaching behavior, methods, curriculum and materials; identifies the implications of learning styles concepts; and suggests strategies for accommodating learning styles in the classroom.

EDU 5076/6076 ADVANCED STUDY OF STYLE (3) (repeatable)

Prerequisite: EDU 5070.

Provides an opportunity to develop classroom applications of learning style theory introduced in the prerequisite beginning course in learning styles. Emphasizes developing classroom procedures across content areas and grade levels. May be repeated for credit.

EDU 5122/6122 VALUES AND MORAL RESPONSIBILITY IN EDUCATION (3)

Presents theory and teaching strategies of clarification; explores instructional approaches to value-teaching in the schools; surveys curriculum for integration of value-learning and cognitive and skill learning.

EDU 5180 LEARNING STYLE MODELS (1-3)

Explores the latest findings in the area of learning style models. One model will be studied in depth. (For example: Gregorc or Dunn model). May be repeated for credit.

EDU 5190 EDUCATION AND THE LAW (3)  
Acquaints practitioners in education with school law and the impact of the Constitution in the school. Examines tort liability; freedom of speech, assembly and press; search and seizure, dress codes; corporal punishment; due process; students', teachers' and administrations' civil rights. (Offered Summers only.)

EDU 5196 LEARNING STYLE MODELS: ADVANCED STUDY (1-3)

Prerequisite: EDU 5180.

Explores the learning style model introduced in the beginning prerequisite course in greater detail with an emphasis on additional dimensions of learning. Features advanced individual study of the Dunn, Gregorc, and other models. May be repeated for credit.

EDU 5310/6310 THE MIDDLE SCHOOL (3)

Exploration of the unique needs of transescent both educationally and personally. Organization and design of instructional programs which best suit the preadolescent/early adolescent.

EDU 5374/6374 COMPUTERS AND HIGH TECHNOLOGY IN EDUCATION (4)

Prerequisite: Permission of instructor. Presents the first in a three course core on computer education and related technologies; includes an overview of computer use in education, its instructional and administrative applications, current software and hardware; looks at using the computer as a tool, procedures for integrating computers into existing curricula and an overview of future technologies which impact education.

EDU 5375/6375 RESEARCH AND DEVELOPMENT IN COMPUTERS AND RELATED TECHNOLOGIES IN EDUCATION (3)

Prerequisite: EDU 5374 or 6374.

Provides the second in a three course core on computer education and related technologies; includes a review of educational research; reviews and assesses curricular materials and exemplary programs; explores computers and related technologies as instructional and learning tools; involves selecting and implementing technologies and software languages; looks at developing and revising educational courseware, future hardware and software.

**EDU 5376/6376 ISSUES IN COMPUTERS AND RELATED TECHNOLOGY (3)**

Prerequisites: EDU 5374 or 6374 and EDU 5375 or 6375.

Provides the third course in a three course core on computer education and related technologies. Includes current and future roles, instructional methodology, philosophical issues, psychological issues, social issues and moral issues.

**EDU 5490 RESEARCH AND EVALUATION FOR TEACHERS (3)**

Designed to meet the general continuing level certification standard 2-C. Emphasizes (1) knowledge of research and evaluation techniques and assists in the development of skills in reading and interpreting research related to each person's field; (2) design and implementation of evaluation strategies; and (3) use of results of research and/or evaluation to improve programs.

**EDU 5507/6507 EARLY CHILDHOOD: LANGUAGE (3)**

An exploration of children's language acquisition from birth through school entry in relations to physical, cognitive, and social development. Attention is given to the relation between language development and school learning.

**EDU 5509/6509 THE BEAUTY AND LOGIC OF CREATIVITY (3)**

Prerequisites: EDU 5401, 5441, 5540. Explores beauty and the arts as central to human existence; considers their contribution to a kind of education which moves toward fostering the new kind of human being, the creative person, the self-trusting person.

**EDU 5511/6511 STRATEGIES IN EARLY CHILDHOOD EDUCATION: AN INTEGRATED APPROACH (3)**

Examines strategies, materials and model programs to aid pre-school and primary teachers in classroom organization and instructional design. Includes emphasis on meeting individual needs, behavior guidance strategies, concept teaching, integrating content areas and working with parents.

**EDU 5524 ECONOMIC EDUCATION IN THE ELEMENTARY CLASSROOM (3)**

Surveys economic principles appropriate for the K-8 curriculum. The course is team-taught by an economist, an economic educator, and an elementary classroom teacher. The principles of ITIP are an integral part of the course and are modeled by the instructors. (Grants may be available for workshop participants. Contact the Division of Continuing Studies for information.)

**EDU 5525/6525 THE SCHOOL: A MULTICULTURAL APPROACH**

Designed to provide an overview of first hand experiences for learning about multicultural education. Examines cultural pluralism as it relates to prejudice and bias in our schools and society.

**EDU 5577 BEGINNING INSTRUCTIONAL THEORY INTO PRACTICE (ITIP) (3)**

Explores the elements of successful teaching distilled from the literature in human learning and from observation of master teachers by Madeline Hunter and her colleagues at UCLA.

**EDU 5578 ITIP CONTINUUM (2-3)**

Prerequisite: 30 hours of approved ITIP instruction. Provides an extended study of the factors which contribute to effective teaching practice as identified by Madeline Hunter of UCLA, with opportunity for participants to become proficient in monitoring and adjusting, using the principles of learning and teaching for independence.

**EDU 5579/6579 ADVANCED ITIP (3)**

Prerequisite: EDU 5577. Provides teachers and school administrators with an opportunity to develop to a higher level ITIP procedures introduced in the beginning course. Emphasizes analysis, synthesis, evaluation and application of basic concepts associated with the essential elements of effective and efficient instruction.

**EDU 5581 ITIP PRACTICUM (3)**

Prerequisite: 60 hours of approved ITIP instruction.

Presents an intensive, guided practice experience designed to help teachers and administrators in the initial development of the skill associated with conducting beginning ITIP workshops for others. Strongly recommended for teachers and administrators who plan to conduct such workshops.

**EDU 5583 ITIP CLINICAL SUPERVISION (2)**

Prerequisite: 60 hours of approved ITIP instruction, experience as a school administrator or instructional leader, and permission of instructor.

Provides experience for school principals and supervisors of instruction who wish to develop competencies in gathering and interpreting observational data and conducting teacher conferences which incorporate the principles of successful instruction.

**EDU 5586 ITIP CLASSROOM MANAGEMENT (2-3)**

Prerequisite: EDU 5577.

Presents a comprehensive study of the skills and techniques required to manage a classroom. Emphasizes the skills teachers need to plan and manage the curriculum as well as the behavior of the students. The format of the workshop includes seminars, discussions, demonstrations of essential management skills with large groups of students, and opportunities for practice.

**EDU 5613/6613 EDUCATIONAL MEASUREMENT AND EVALUATION (3)**

Examines purposes for educational evaluation and develops concepts, skills, and abilities needed to evaluate instruction and learning.

**EDU 5655/6655 ADVANCED EDUCATIONAL PSYCHOLOGY: LEARNING THEORY (3)**

Explores principles and research in human learning and their implications for curriculum and instruction.

**EDU 5830/6830 ISSUES IN CHRISTIAN SCHOOLS (3)**

Analyzes a variety of issues confronting the Christian school staff; assists in the development of a world view perspective.

**EDU 5896/6896 FOUNDATIONS AND FRAMEWORK FOR THE ARTS IN GENERAL EDUCATION (5)**

(FPA 5896/6896)

Presents an introductory course in a sequence leading to a fifth year or Master's in "Arts in General Education." Examines how the arts process serves as a framework for developing and teaching the arts at all levels as well as infusing that process throughout the curriculum. Explores the contribution of the arts to the individual child and the relationship of current brain and learning styles research to the arts. Participants work with artist-teachers in music, visual arts, drama, dance, literature, and media.

**EDU 5900/6900 SYNTHESIS OF THE ARTS IN GENERAL EDUCATION (4)**

(FPA 5900/6900)

Prerequisites: EDU/FPA 5896/6896 and 5949/6949.

Provides the final course in a core sequence leading to an emphasis in Arts in General Education. Students will synthesize models of working in and through the arts with media, material, and community resources available in the arts.

**EDU 5935/6935 THE SCHOOL CURRICULUM (3)**

Influences impacting the school curriculum, curriculum structure and design, trends.

**EDU 5936/6936 LEADERSHIP FOR INSTRUCTIONAL CHANGE (3)**

Explores the planning of specific curriculum improvements in the context of a broader perspective of educational change, including interaction between levels of instructional planning.

**EDU 5949/6949 APPLICATION OF THE ARTS IN GENERAL EDUCATION (3,3)**

(FPA 5949/6949)

Prerequisite: EDU/FPA 5896/6896. Provides the second in a set of core courses designed for an emphasis in Arts in General Education. Students implement an art project in their school, district, or classroom which teaches the basic components of a particular art form using the arts process and outside arts resources. May be repeated for credit.

- EDU 6125 PHILOSOPHY OF EDUCATION (3)  
Presents a critical examination of selected readings in educational philosophy to discover the nature and meaning of philosophy and its relevance to the central problems of education.
- EDU 6710 INSTRUCTIONAL SUPERVISION (3)  
Principles, practices, procedures applicable to instructional supervisory tasks appropriate to the school instructional leader.
- EDU 6820 BIBLICAL FOUNDATIONS OF CHRISTIAN SCHOOLING (3)  
Gives a brief introduction to biblical theology and hermeneutics — how to listen to the Scriptures. Studies what the Bible has to say about education and learning.
- EDU 6825 PHILOSOPHICAL FOUNDATIONS OF CHRISTIAN SCHOOLING (3)  
Introduces Christian philosophy and a philosophy of education consonant with it. Considers the fact-value dilemma and its relation to education. Explores the relation of philosophy to academic disciplines.
- EDU 6826 INSTRUCTIONAL FOUNDATIONS OF CHRISTIAN SCHOOLING (3)  
Explores the structure of the educational situation and process in accordance with a biblical view of man. Considers nurturing and discipline as skills to be learned.
- EDU 6828 PSYCHOLOGICAL FOUNDATIONS AND LEARNING THEORY IN THE CHRISTIAN SCHOOL (3)  
Explores the nature of the child and the educational task in biblical perspective. Surveys the developmental characteristics of children. Examines and evaluates theoretical models of human learning implications of learning theory for the classroom.
- EDU 6829 CURRICULUM THEORY AND DESIGN IN THE CHRISTIAN SCHOOL (3)  
Provides an historical survey of curriculum theory. Studies curriculum models and biblical perspectives on academic disciplines. Provides opportunity for the constructing of an integrated unit to be used if possible in the candidate's classroom instructional program.
- EDU 6900 INDEPENDENT STUDY (1-5)  
Prerequisite: Permission of instructor. Independent study of approved topics with periodic conferences.
- EDU 6919 STUDIES IN EDUCATION (credit variable)  
Provides a lecture-discussion course for experienced teachers and administrators. Areas to be studied and amount of credit to be determined.
- EDU 6920 TOPICS IN EDUCATION (1-3)  
Examination of a current topic or issue. May be repeated for credit.
- EDU 6928 READINGS IN EDUCATION (1-10)  
Prerequisite: Permission of instructor; 15 graduate-level credits of "B" or above grade work in the department. Provides opportunity for extensive reading in an approved area culminating in a written report; periodic conferences.
- EDU 6929 DESIGNING INSTRUCTIONAL MATERIALS RELATED TO STUDENT LEARNING STYLES (3)  
Prerequisite: EDU 5070. Provides opportunity for the development of instructional materials to meet the individual needs of students related to student learning styles.
- EDU 6930 SEMINAR IN LEARNING STYLES RESEARCH  
Prerequisite: EDU 5070. Examines the research base for learning style approaches to the process of individual learning. Reviews the relative research strength and mode of research used in various learning style approaches. Notes promising areas for research. Each student will develop a research proposal.
- EDU 6931/6932/6933 PRACTICUM (2-3)(2-3)(2-3)  
Provides supervised experience in professional areas at graduate level. Permission must be secured by August 1 (quarterly for reading). Extra fee required.
- EDU 6938 SEMINAR IN EDUCATIONAL STATISTICS (3)  
Prerequisite: EDU 6980 and permission of graduate adviser; Enrollment limited to Ed Specialist Degree Students. Presents principles and techniques in the application of inferential statistics emphasizing analysis of variance, non-parametric procedures and multi-variate techniques. (Offered alternate years.)
- EDU 6940 INTERNSHIP (1-17)  
Prerequisite: Graduate degree standing and experience as a certificated teacher. Provides an advanced internship designed for use by professional teachers to develop special education competencies. Extra fee required.

- EDU 6948 SUPERVISION OF EDUCATION INTERNS (3)  
Prerequisite: Permission of instructor. Designed for school principals, teachers, and supervisors of instruction. Offers an opportunity to develop competencies in gathering and interpreting observational data and conducting teacher conferences which incorporate the principles of successful instruction.
- EDU 6980 EDUCATIONAL STATISTICS (3)  
Presents descriptive and inferential statistics for teachers and others who are preparing to take Introduction to Graduate Research. Both hand calculators and the SPU computer will be used to compute statistical tests of significance, parametric and nonparametric.
- EDU 6981 INTRODUCTION TO GRADUATE RESEARCH (3)  
Prerequisite: EDU 6980. Investigates basic research approaches to problems in the behavioral sciences. Emphasizes a broad understanding of the research process and the development of a research plan including opportunity to critique research in an area of study.
- EDU 6984 MASTER'S RESEARCH PROJECT (max 3 credits per quarter)  
Prerequisite: Permission of graduate adviser. (Research Plan B)
- EDU 6985 EDUCATION SPECIALIST RESEARCH PROJECT (2-15)  
Prerequisite: Permission of graduate adviser.
- EDU 6990 SEMINAR IN EDUCATIONAL RESEARCH (3)  
Prerequisite: EDU 6981. Emphasis on critical analysis of research in the behavioral sciences. Knowledge of statistical design and research methods used to critique methods and findings of selected research.
- EDU 6991 SEMINAR IN EDUCATIONAL RESEARCH (3)  
Prerequisite: EDU 6981. An intensive study of an educational problem selected by the student. Emphasis is on developing an in depth understanding of statistical design, including one and two way ANOVA, multiple regression, selected nonparametric methods and computer use in data analysis.
- EDU 6995 THESIS (3-9)  
Prerequisite: Permission of thesis adviser. Requires demonstrated, acceptable progress on thesis study; periodic conferences with major adviser. (Research Plan A). May be repeated for credit.
- Administration Education (EdAd)**  
EdAd 5571/6571 LEADERSHIP IN THE CHRISTIAN SCHOOL (3)  
Explores role and responsibility of the educational leader in the Christian school with emphasis on such areas as organizational structure, staff selection, school climate, community relations, student affairs and staff relations.
- EdAd 6580 EDUCATION ADMINISTRATION (3)  
Explores background, structure, methods and problems of school organization.
- EdAd 6581 THE PRINCIPALSHIP (3)  
Explores the function and phases of administration and the role of the teacher and administrator in modern elementary and secondary school organization.
- EdAd 6584 SCHOOL FINANCE (3)  
Surveys principles of finance, sources of revenue, distribution of monies, budget, financial accounting, reporting practices in Washington.
- EdAd 5585/6585 WASHINGTON SCHOOL LAW (3)  
Examines the Washington Administrative Code and the Revised Code of Washington in relation to Common School Provisions in private and public sectors of the state of Washington. Focus is on legal implications to educators.
- EdAd 6586 SCHOOL PERSONNEL ADMINISTRATION (3)  
Develops a basic understanding of the school administrator's role in the selection, evaluation and supervision of school employees. Assists in the improvement of skills in the administration of personnel policies and regulations in light of the complexities of today's climate in education (both public and private sectors).
- EdAd 6931/6932/6933 INTERNSHIP (3),(3),(3)  
Prerequisites: Graduate degree standing and experience as a certificated teacher. Provides an advanced internship designed for use by professional teachers to develop special education competencies. Extra fee required.

**Counseling Education (EdCo)**

EdCo 5635/6635 HUMAN SEXUALITY (3)  
Examines the place of sexuality in human life, including the psychosocial as well as biological factors involved in the development of human sexuality; explores problems in sexual functioning and expressions and presents some of the therapies currently being practiced; discusses Christian perspectives concerning sexual behavior.

EdCo 5670 COUNSELING THEORY AND PRACTICE (5)  
(PSY 4470)  
Prerequisite: Senior standing or permission of instructor; PSY 4442/6442 recommended.

Overviews the current approaches and techniques of psychological counseling. Examines the critical issues of counseling with an emphasis on personal skill development. Provides application through use of role play, supervised experiences and video tape recording.

EdCo 5673/6673 PRINCIPLES OF GUIDANCE (3)

Prerequisite: Ten hours of psychology or permission of instructor.  
Explores principles, practices, and techniques of guidance. Designed for persons interested in investigating or pursuing a career as a school counselor.

EdCo 6671 GROUP PROCESSES IN COUNSELING (3)

Prerequisite: Graduate standing and permission of instructor.  
Designed to acquaint learners with theoretical and practical applications of process-oriented groups. Participation in a group experience will enable the learners to increase knowledge and skill in the areas of group membership and group leadership. Instructors will facilitate a weekly group process, give mini-lectures on group process, and lead structured reflection upon the process of the group.

EdCo 6672 GROUP LEADERSHIP (3)

Prerequisite: EdCo 6671, Graduate standing and permission of instructor.  
Explores group dynamics and the factors which facilitate or hinder the development of communication and relationships. Special attention is given to the role and approaches used by leaders; demonstrations of the practice in group leadership.

EdCo 6674 CAREER COUNSELING (3)  
Surveys psychological and sociological factors in vocational choice and career development, trends in the economy and the world of work and implications for careers; explores materials and resources for learning about occupational and educational opportunities; considers decision-making and vocational choice.

EdCo 6676 ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES (3)

Prerequisite: ESA Initial Certification as School Counselor.

Surveys the organization and administration of guidance services in the public school system emphasizing types of organizations, use of records, inservice training of workers, evaluation, roles of various staff members and consultation services.

EdCo 6677 PSYCHOLOGICAL TESTING AND ASSESSMENT (5)

(PSY 4448)

Prerequisite: MAT 1360, or permission of instructor.

Surveys theory and techniques of various measurements employed in psychology. Examines aptitude tests, personality and interest inventories, projective techniques, and non-test procedures; explores their application to the study of individuals and groups.

EdCo 6679 FAMILY COUNSELING (3)

Analyzes family structures and interactions with implications for counseling. Applies counseling techniques to family groups.

EdCo 6686 MARITAL AND FAMILY DEVELOPMENT AND INTERACTION (5)

Prerequisite: Admittance to Marriage & Family Therapy Program.

Focuses on major models and current research pertaining to understanding marriage and family structures and interactions. Numerous theories and family life-styles will be presented, with the unifying format for all presentations being that of pair-bonds and family units as interrelated systems.

EdCo 6687 COUNSELING ISSUES, ETHICS AND LAW (3)

Considers major issues and practices in counseling psychology in the contexts of Christian perspectives and ethical guidelines of the American Association of Marriage and Family Therapists, the American Association for Counseling and Development and the American Psychological Association; examines the roles of societal and personal values.

EdCo 6688 COMMUNICATIONS AND SYSTEMS THEORY (3)

Prerequisite: Admittance to Marriage & Family Therapy Program.  
Overviews communications and systems theory and their particular relevance to marriage and family theory and therapy. Lecture, experiential exercises, demonstration, observation and discussion of case examples, and readings to: acquaint the student briefly with the origins of general systems theory in biology, physics, and cybernetics; distinguish between individual, reductionistic linear thought and systems or ecological thought and the notions of circular causality; explore the organizing principles of living open systems, with special emphasis on communication and feedback; elucidate and illustrate salient dimensions of systems such as boundaries, hierarchy, homeostasis, feedback, energy, time and space; enable students to learn new ways of organizing data and understanding human interaction and to consider overlapping, interacting systems and the proper focus of intervention in therapy.

EdCo 6689 INTRODUCTION TO SYSTEMS THERAPY (1)

Prerequisite: Admittance to Marriage & Family Therapy Program.

Designed to serve as an introduction to the field of marital therapy including an historical overview of its development, purposes, major theoretical models and basic skills of practice.

EdCo 6691 SYSTEMATIC MARITAL THERAPY (2)

Prerequisite: Admittance to Marriage & Family Therapy Program.

Introduces theory and practice of behavioral marital therapy. Focuses on treatment of sexual dysfunctions from a behavioral perspective.

EdCo 6692 COMPARATIVE MARITAL & FAMILY THERAPY II (3)

Prerequisite: Admittance to Marriage & Family Therapy Program.  
Designed to enrich the structural and strategic approaches already gained with a focus on the individual and an object-relations understanding of marriage. Therapeutic techniques include symbolic and insight processes.

EdCo 6694 STRUCTURAL FAMILY THERAPY (3)

Prerequisite: Admittance to Marriage & Family Therapy Program.  
Introduces the theory and techniques of the structural school of family therapy. The major focus will be on acquiring interviewing skills that elicit structural cues and on making structural assessments.

EdCo 6695 COMPARATIVE MARITAL AND FAMILY THERAPY I (3)

Prerequisite: Admittance to Marriage & Family Therapy Program.  
Overviews the development, diversity and essential spirit of the family therapy movement. Reviews the historical development of family therapy from 1950 to the present. Introduces several important models of family therapy and the therapeutic techniques employed by therapists using these models. Includes such models as those developed by Carl Whitaker, Murray Bowen, James Framo, Mental Research Institute therapists, and the therapists from the Ackerman Institute.

EdCo 6696 ADVANCED STRUCTURAL FAMILY THERAPY (2)

Prerequisite: Admittance to Marriage & Family Therapy Program. Provides an extension of the first year class in structural family therapy.

EdCo 6997 SUPERVISED CLINICAL MARITAL AND FAMILY THERAPY (1-11)

Prerequisite: EdCo 6689.  
Supervision during students' clinical work in the program. Supervision hours are divided between small group supervision and the individual or dual supervision. Concentration during these hours is upon the development of conceptual, perceptual and executive skills of the therapist-trainee.

**EdCo 6998 SUPERVISED CLINICAL MARITAL AND FAMILY THERAPY (1-11)**

Prerequisite: EdCo 6997.

Presents a continuation of EdCo 6997.

**EdCo 6901 ADVANCED INDEPENDENT STUDY (3-5)**

Prerequisite: ESA Initial Certification as School Counselor.

Provides opportunity for the school counselor to conduct an in-depth study on a topic of special interest or of needed professional development. Includes methods for needs assessments.

**EdCo 6931 COUNSELING SKILLS AND PROCESS I (3)**

Prerequisite: EdCo 5670 and permission of instructor.

Emphasizes integration of didactic and experiential aspects of basic counseling communication competencies. Students receive feedback on performances in audio-taped, videotaped, and untaped role play situations. Includes skills consistent with numerous theoretical orientations and practices.

**EdCo 6932 COUNSELING SKILLS AND PROCESS II (3)**

Prerequisite: EdCo 6931 and permission of instructor.

Focuses on synthesizing counseling processes in one-to-one relationships. Issues and methods frequently encountered in establishing, structuring, and maintaining these relationships are discussed and practiced.

**EdCo 6940 COUNSELING INTERNSHIP (2-6)**

Prerequisites: EdCo 6931 and 6932 with "B" (3.0) average minimum and permission of instructor.

Gives counseling students two quarters of supervised field experience in either school (for school counseling) or nonschool (for general counseling) settings. Feedback on student performance and student questions about counseling practices are coordinated through on-campus and field supervisors. Students receive feedback through live observations and through submitting audio tapes of counseling sessions.

**EdCo 6941 ADVANCED FIELD SUPERVISION (3-5)**

Prerequisite: ESA Initial Certification as School Counselor.

Provides school counselors with up-dated supervision and feedback on counseling skills, processes, and issues so as to help them better develop means of self-evaluation, service improvement, and accountability. Feedback comes through on-campus and field based supervisors using audio tapes and direct observations.

**EdCo 6970 PLANNING FOR CONTINUING PROFESSIONAL DEVELOPMENT (1)**

Prerequisite: ESA Initial Certification as School Counselor. Allows school counselors to evaluate their own current knowledge and skills in all job-related functions, to identify areas requiring further development, to develop with a campus supervisor a specified plan to enhance these areas, and to implement the plan.

**Learning Resources Education (EdLr)****EdLr 5433 DOING TODAY'S MEDIA**

Allows you to be your own media producer. Learn how to create useful and motivating teaching materials using today's media. Provides opportunities to use color video, photographic, sound, computer and related media technology to enhance your teaching.

**EdLr 5519/6519 INSTRUCTIONAL USE OF THE COMPUTER (3)**

Prerequisite: Permission of instructor. Provides computer-assisted instruction, computer projects and research results, educational materials available, and development of course materials using the BASIC language.

**EdLr 5535/6535 INSTRUCTIONAL TECHNOLOGY AND SYSTEMS (3)**

Prerequisite: EdLr 5433, EDU 6655 Examines all facets of instructional technology. Provides a critical study of three instructional systems which can serve as possible models for course development.

**Mathematics Education (EdMa)****EdMa 5530/6530 TEACHING PROBLEM SOLVING IN ELEMENTARY MATH (3)**

Designed to assist teachers to develop skills in teaching their students to solve a variety of types of problems in elementary and junior high school mathematics. Techniques and strategies for solving verbal or story problems emphasized in a laboratory-based problem solving approach.

**EdMa 5532/6532 MATH AIDS (3)**

Investigates elementary school mathematics blending content, related activities, and manipulative materials.

**EdMa 5582/6582 CREATING LEARNING MATERIALS IN MATH (3)**

Investigates methods for diagnosing student achievement and learning difficulties as well as prescribing the appropriate instructional strategies to meet the individual needs of students. Explores methods, techniques, materials necessary for implementing learning activity packages to accomplish individualization of mathematics instruction.

**Reading Education (EdRd)****EdRd 5505/6505 CREATING A READING/LANGUAGE ARTS LEARNING ENVIRONMENT (3)**

Prerequisite: Teaching experience (internship or as certificated teacher) Explores personalizing and individualizing learning/instruction, designing learning centers, learning games, and learning activities.

**EdRd 5506/6506 PERSONALIZED DIAGNOSTIC TEACHING/LEARNING IN READING/LANGUAGE ARTS (3-5)**

Prerequisite: Experience as a certificated teacher or permission of graduate adviser. Surveys group and individual assessment to determine each child's level and pattern of progress; provides diagnosis of specific strengths and deficiencies in word identification, reading comprehension skills, and subtle learning disabilities, comparison of expected oral reading responses with observed oral reading miscue analysis; considers highly differentiated instruction based upon careful assessment of individual background, personal adjustments, aptitudes, and achievements; introduces awareness of computers, software and word processing. (Lab component)

**EdRd 5509/6509 ADVANCED DIAGNOSIS OF READING (3)**

Prerequisite: Experience as a certificated teacher or permission of graduate adviser. Enrollment limited to Ed Specialist Degree Students.

Explores questions such as: What are the newest ways to measure comprehension? What is discourse analysis? What is story schema? How does one analyze reader's miscues? The writer's? Features internationally recognized authorities and emphasizes diagnosis of reading disabilities and strengths; introduces awareness of computers, software and word processing.

**EdRd 5513/6513 TEACHING READING TO EVERY STUDENT (3)**

Examines the implications for teaching reading and language based on cultural and linguistic reality of social contexts in today's schools; introduces awareness of computers, software and word processing.

**EdRd 5515/6515 ART AND HEART IN THE LANGUAGE ARTS: AN INNOVATIVE CURRICULUM FOR READING AND LANGUAGE ARTS (3)**

Explores the teaching of reading and language arts. Experts in drama, puppetry, music, creative writing, literature and art make you laugh and make you cry, and help you rediscover what is basic in education.

**EdRd 5516 CHILDREN'S BOOKS: READING FOR ALL AGES (3) (ENG 4587)**

Prerequisite: HUM 1110 or equivalent. Tests selected children's books against literary, developmental and societal criteria. Individual project requires students to apply criteria to books of their choice.

**EdRd 5518 STORYTELLING AND READING STORIES ALOUD (3) (CMU 4318, DRA 4330)**

Gives instruction in selecting, preparing, and presenting stories aloud to various audiences, according to criteria that include the dramatic structure of the story and the characteristics of story teller and audience. Graduate credit requires an additional project.

*Teaching Reading Strategies*

EdRd 5529/6529 BEYOND DICK AND JANE: TOWARD RELEVANCY IN READING (3)

Prerequisite: Experience as a certificated teacher or permission of graduate adviser. Explores reading as power and discovery through communication; considers power to decode, interpret, and comprehend; surveys different reading approaches, materials, and methods; explores innovative classroom organization and design of learning episodes and games to impart basic literary skills to all children. (Foundation or Survey of Reading.)

EdRd 5530/6530 READING/LANGUAGE STRATEGIES IN CONTENT AREAS (3)

Prerequisite: Experience as a certificated teacher or permission of graduate adviser.

Focuses on developing/improving reading/language comprehension strategies in the content areas — every discipline in the secondary school; diagnosing and personalizing instruction/learning.

EdRd 5531/6531 CARING, CREATING, COMMUNICATION: THE ARTS OF READING AND LANGUAGE (3)

Prerequisite: Experience as a certificated teacher or permission of graduate adviser. Provides learning and instruction in the elements of linguistic communication with focus on written and oral language as a primary symbolic process and as the basis for communication.

EdRd 5533/6533 PSYCHOLINGUISTICS AND SOCIOLOGY OF READING/WRITING (3)

Prerequisite: Experience as a certificated teacher or permission of graduate adviser. Examines the structure of language, aspects of variation, linguistic awareness, the social aspects of language, and how these affect the reading process.

EdRd 5542/6542 COMPARATIVE EDUCATION: METHODS IN READING/LANGUAGE ARTS (3)

Prerequisite: Experience as a certificated teacher or permission of graduate adviser. Compares research in reading and learning to read in different languages and cultures. Includes research studies selected to represent different cultures, educational and linguistic phenomena; and implications for innovative instruction; introduces awareness of computers, software and word processing.

EdRd 5572/6572 RESEARCH: INVESTIGATING READING DIFFICULTIES (3)

Prerequisite: Experience as a certificated teacher or permission of graduate adviser. Explores current issues and problems in reading, writing, listening, and speaking, and the interrelationships among them based on research.

EdRd 5587/6587 NURTURING YOUNG AUTHORS (3)

Helps participants in the course to learn to nurture young authors; understand the need, power, and excitement of writing; develop technique and strategies to promote personal writing and authorship; design, create, motivate and build writing skills; introduces awareness of computers, software and word processing.

EdRd 5641/6641 PSYCHOLOGY OF READING (3)

Prerequisite: Experience as a certificated teacher or permission of graduate adviser. Explores understanding of reading process; understanding how individuals learn, use, and comprehend language (psycholinguistics); introduces awareness of computers, software, and word processing; understanding comprehension as a base of learning.

EdRd 5975/6975 RESEARCH IN READING: AN INTERNATIONAL PERSPECTIVE (3)

Develops new insights in reading by examining the methods used in other countries/cultures. Presents interesting perceptions on teaching reading in multi-lingual societies.

EdRd 6645 READING SEMINAR: ADVANCED PSYCHOLOGY OF READING (3)

Prerequisite: EdRd 6641.

Provides advanced study of how individuals learn, use and comprehend language (psycholinguistics); explores comprehension as a base of learning.

EdRd 6931/6932/6933 PRACTICUM (2-3) (See EDU 6931/6932/6933)

EdRd 6949 THE SUPERVISING READING SPECIALIST (3)

Prerequisite: Experience as a certificated teacher (when appropriate). Permission of graduate reading adviser. Provides supervisory experience in training a reading specialist. May be repeated for up to 6 credits.

EdRd 6973 RESEARCH; TOWARD RELEVANCY IN READING (3)

Prerequisites: EdRd 6529, EDU 6981.

Explores problems and issues of current interest and importance in developmental reading program. Course work includes group and individual analysis of studies; introduces awareness of computers software and word processing (design and measurement).

**Science Education (EdSc)**

EdSc 5527 THE NATURE OF ELEMENTARY SCHOOL SCIENCE (3)

(NMS 4527/5527, EdSc 4527)

Introduces science teaching strategies and processes of science (hypothesizing, designing experiments, etc.) using class activities from modern elementary science curricula. Graduate credit includes science education research analysis.

EdSc 5528/6528 SCIENCE CURRICULUM DEVELOPMENT AND IMPLEMENTATION (4)

Provides opportunities for student to make in-depth studies of modern curricula and curriculum development and make applications to own district, school, and teaching situation. Outcomes will include specific local curriculum proposals and actual teaching of children and adults.

EdSc 5566 ENVIRONMENTAL EDUCATION FOR ELEMENTARY AND MIDDLE SCHOOL TEACHERS (3)

(NMS 4525)

Provides outdoor activities, classroom activities, field trips, regional environmental resources, readings, teaching strategies, discussions.

**Special Education (EdSp)**

EdSp 5643/6643 ASSESSMENT AND EVALUATION IN SPECIAL EDUCATION (3)

Explores diagnostic and evaluative procedures commonly used with exceptional children. Develops ability to write criterion reference tests and ability to use formal and informal testing devices and procedures. Identifies issues/ethics related to evaluation practices.

EdSp 5644/6644 THE EXCEPTIONAL INDIVIDUAL (3)

Prerequisite: Senior standing or permission of instructor. Presents characteristics and programs describing exceptional people; including those with mental retardation, orthopedic handicaps, behavior disorders, hearing and visual impairments, learning disabilities, giftedness; explores multicultural special education.

EdSp 5645 PSYCHOLOGY OF THE GIFTED INDIVIDUAL (3)

(PSY 4445)

Prerequisite: Senior standing or permission of instructor.

Introduces identification of gifted and creative individuals and development of educational programs and resources for the gifted.

EdSp 5646 MENTAL RETARDATION (3)

Prerequisite: EDSP 5644 and EDSP 5648 or permission of instructor.

Explores the issues surrounding the education of the mentally retarded person. Includes definitions and classification systems, etiology, theoretical approaches, strategies for educational diagnosis and intervention, and problems of the family of the retarded person.

EdSp 5648/6648 SPECIAL EDUCATION CURRICULUM AND INSTRUCTION: A LIFE SPAN APPROACH (3)

Prerequisite: EdSp 5644.

Provides participants with knowledge and abilities related to special education curriculum and instruction, from early childhood to post-adolescence.

EdSp 5649/6649 MAINSTREAMING: EDUCATION OF EXCEPTIONAL CHILDREN

Prerequisite: EdSp 5644 or permission of instructor.

Studies the nature and philosophy of mainstreaming and related issues, instructional programs and strategies. Appropriate for both regular and special education teachers.

EdSp 5652/6652 LEARNING DISABILITIES (3)

Prerequisite: EdSp 5644 or permission of instructor.

Studies the characteristics and special problems associated with learning disabilities. Includes definitions and characteristics, theoretical approaches to learning disabilities, available resources, etiologies, and educational management of learning disabilities.

## EdSp 5653/6653 TEACHING READING TO EXCEPTIONAL STUDENTS (3)

Prerequisite: EdSp 4644 or permission of instructor.

Designed to prepare students to analyze methods and materials which are designed for the handicapped reader, systematic instructional sequences for comprehension and decoding skills; and the special reading problems common to children who are handicapped or who speak English as a second language.

## EdSp 5654 TEACHING MATH TO EXCEPTIONAL STUDENTS (3)

Prerequisite: EdSp 5644.

Provides experience in diagnosing and remediating problems in mathematics encountered by students with learning handicaps. In addition to diagnosis of difficulties, motivational devices will be examined in light of relevant learning theories, such as motivation, reinforcement and feedback, recall or retention, and transfer of learning.

## EdSp 5657/6657 BEHAVIOR MANAGEMENT: APPLIED BEHAVIORAL ANALYSIS (3)

Prerequisite: EdSp 5644.

Analyzes major theoretical approaches to the education of behaviorally disordered children and youth. Focuses on an in-depth explanation of behavioral methodology in meeting the needs of behaviorally disordered children and youth.

## EdSp 5659//6659 SEMINAR IN BEHAVIOR DISORDERS (3)

Explores behavior disorders of children and adolescents including aggression, hyperactivity, withdrawal, autism, substance abuse, and other relevant topics.

## EdSp 6647 SEMINAR IN SPECIAL EDUCATION CURRICULUM AND INSTRUCTION (3)

Prerequisite: EdSp 5644 and EdSp 5648.

Analyzes special education curriculum and instruction relative to various theories and research in an effort to improve practice.

## EdSp 6900 INDEPENDENT STUDY (1-5)

Prerequisite: Permission of instructor. Independent study of approved topics with periodic conferences.

## EdSp 6928 READINGS IN SPECIAL EDUCATION (1-10)

Prerequisite: Permission of instructor. Extensive reading in an approved area culminating in a written report; periodic conferences.

## EdSp 6931/6932/6933 PRACTICUM (2-3) (See EDU 6931/6932/6933)

Prerequisite: Permission of instructor. Individually designed to develop competencies related to special education standards.

**Human Resources Development (HRD)**

## HRD 6000 INTRODUCTION TO HUMAN RESOURCES (3)

Role and purpose of the Human Resources officer in an organization: resources planning, change implementation, legal implications including safety systems and various types of health systems in an organization.

## HRD 6010 TRAINING AND DEVELOPMENT IN THE CORPORATE ENVIRONMENT (3)

Organizational planning systems, budget determination and forecasting, instructional design, training procedures with adult workers.

## HRD 6020 DIAGNOSIS AND EVALUATION OF TRAINING NEEDS (3)

Diagnosing training needs through needs assessment, exploration of individual learning styles and group behavior, role of evaluation.

## HRD 6950 INTERNSHIP IN CORPORATE EDUCATION (5-10)

Supervised internship in an approved setting.

## HRD 6960 PROJECT IN HUMAN RESOURCES (5-10)

Field based and practical project involving concepts and strategies developed in previous course work.

**Education Graduate Faculty****SCHOOL ADMINISTRATION**

## JAMES D. WORTHINGTON, Ph.D.

Dean, School of Education,  
Professor of Education  
B.S., Philadelphia College of the Bible, 1963; M.A., Glassboro State College, 1970; Ph.D., Syracuse University, 1975. At SPU since 1978.

## LILBURN E. WESCHE, Ed.D.

Education Administration Director of Graduate Studies; Professor of Education and Education Administration  
A.B., Northwest Nazarene College, 1951; M.Ed., Trinity University (Texas), 1955; Ed.D., University of Northern Colorado, 1961. At SPU since 1981.

**PROFESSORS**

## LEVON BALZER, Ph.D.

Education and Biology Dean of Arts and Science B.S., University of Oklahoma, 1959; M.N.S., 1960; Ph.D., Ohio State University, 1968. At SPU since 1974.

## ARTHUR K. ELLIS, Ed.D.

Research and Curriculum  
B.S., Western Oregon College, 1962; M.S., Western Oregon College, 1965; Ed.D., University of Oregon, 1968. At SPU since 1986.

## CHESTER A. HAUSKEN, Ed.D.

Statistics and Research B.A., St. Olaf College, 1951; M.A., University of Northern Colorado, 1956; Ed.D., 1963. At SPU since 1982.

## WESLEY E. LINGREN, Ph.D.

Education and Chemistry  
B.S., Seattle Pacific University, 1952; M.S., University of Washington, 1954; Ph.D., 1962; National Science Foundation Science Faculty Fellow, Yale University, 1967-68. At SPU part-time 1961-62; full-time since 1962.

## MARGIT E. MCGUIRE, Ph.D.

Social Studies Education  
B.A., Washington State University, 1968; M.Ed., Central Washington State University, 1971; Ph.D., University of Oregon, 1975. At SPU since 1975.

## WILLIAM D. REARICK, Ed.D.

Education and Humanities  
B.A., Greenville College, 1948; M.A., California State University at Los Angeles, 1958; Ed.D., University of Washington, 1969. At SPU since 1960.

## EUNICE L. SCHMIDT, Ph.D.

Reading Education  
B.Ed., University of Alberta, 1959; M.Ed., University of Washington, 1962; Ph.D., 1974. At SPU since 1974.

## ROBERT WEATHERS, Ed.D.

Physical Education and Education  
B.S.S.E., John Brown University, 1967; M.Ed., University of Arkansas, 1968; Ed.D., Brigham Young University, 1975. At SPU since 1978.

## RAYMOND J. WELLS, Ph.D.

Education and Philosophy  
B.A., Seattle Pacific University, 1946; S.T.B., New York Theological Seminary, 1949; S.T.M., 1950; Ph.D., University of Edinburgh, Scotland, 1955. At SPU since 1967.

**ASSOCIATE PROFESSORS**

## ANNETTE B. CLEM, Ph.D.

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

## JUDITH A. FORTUNE, Ph.D.

Reading Education  
B.A.Ed., Seattle Pacific University, 1964; M.Ed., Seattle Pacific University, 1974; Ph.D., University of Washington, 1982. At SPU since 1973.

## JEFFREY T. FOUTS, Ed.D.

Administration Director for Undergraduate Studies  
B.S., Oklahoma Christian College, 1971; M.A., Pepperdine University, 1973; M.S., Portland State University, 1979; Ed.D., 1983. At SPU since 1984.

## RALPH J. KESTER, Ed.D.

Teacher Education  
B.S., Seattle Pacific University, 1961; M.S., Indiana University, 1968; Ed.D. Indiana University, 1973. At SPU since 1986.

## SCHOOL OF EDUCATION

DONALD R. READ, Ph.D.

Human Resources Development  
B.A., Washington University of St.  
Louis, 1949; Th.M., Dallas  
Theological Seminary, 1954; M.A.,  
North Texas State University, 1971;  
Ph.D., North Texas State University,  
1980. At SPU since 1986.

WILLIAM A. ROSENBERGER, M.A.

Education and Administration  
B.S., Roberts Wesleyan College, 1951;  
M.A., Michigan State University,  
1955. At SPU since 1976.

CAROL R. SCOTT, Ph.D.

Music and Education  
B.A., Washington State University,  
1964; M.Ed., Central Washington  
State College, 1968; Ph.D., University  
of Washington, 1977. At SPU since  
1976.

PETER E. SMITH, Ph.D.

Education; Associate Director of  
Learning Resources  
Bibliographic Specialist in Education  
B.S.Ed., Oregon College of Education,  
1962; M.S.Ed., 1966; Ph.D., Univer-  
sity of Washington, 1974. At SPU  
since 1970.

### ASSISTANT PROFESSORS

ROBERT R. DROVDAHL, Ph.D.

Christian Ministries and Education  
B.A., Seattle Pacific University, 1971;  
M.A., Wheaton Graduate School,  
1974; Ph.D., Michigan State Univer-  
sity, 1980. At SPU since 1978.

JOY HAMMERSLA, Ph.D.

Psychology and Education  
B.A., Seattle Pacific University, 1954,  
M.S., University of Washington, 1962;  
Ph.D., 1974. At SPU since 1981.

DORIS BROWN HERITAGE, M.Ed.

Physical Education  
B.S., Seattle Pacific University, 1964;  
M.Ed., 1974. At SPU since 1969.

RICHARD F. JENSEN, Ph.D.

Psychology  
B.S., University of Washington, 1975;  
M.S., University of Wyoming, 1979;  
Ph.D., 1981. At SPU since 1981.

DONALD J. MACDONALD, Ph.D.

Counseling Education  
B.A., University of Texas, 1972; M.S.,  
Indiana University, 1973; Ph.D.,  
Michigan State University, 1984. At  
SPU since 1980.

### INSTRUCTORS

BARBARA J. OWEN, M.Ed.

B.A., University of California—Davis,  
1974; M.Ed., Seattle Pacific Univer-  
sity. At SPU since 1986.

### PART-TIME LECTURERS

GINGER MACDONALD, M.A.

Counseling Education  
B.A., Seattle Pacific University, 1974;  
M.A., 1982. At SPU since 1983.

GWEN E. SPENCER, M.Ed.

Student Affairs and Counseling  
Education  
B.A., University of Wisconsin-Eau  
Claire, 1970; M.Ed., University of  
Wisconsin-Oshkosh, 1974. At SPU  
since 1977.

### AFFILIATE PROFESSORS

DOUGLAS A. ANDERSON, Ph.D.

Marriage and Family Therapy B.A.,  
Pacific Lutheran University, 1971;  
B.D., Luther Theological Seminary,  
1965; Ph.D., Boston University, 1973.  
At SPU since 1979.

WILLIAM C. COLLINS, Ph.D.

Marriage and Family Therapy  
B.S., Stonehill College, 1966; M.A.,  
University of Notre Dame, 1974;  
Ph.D., 1977. At SPU since 1981.

JAN EISENHARDT, M.A.

Marriage and Family Therapy  
B.A., University of Washington, 1975;  
M.A., Antioch University, 1981. At  
SPU since 1982.

JOAN FIORE, Ph.D.

Marriage and Family Therapy  
B.A., Duke University, 1972; M.A.,  
Emory University, 1975; Ph.D., 1977.  
At SPU since 1982.

BARBARA FISCHER, M.S.W.

Marriage and Family Therapy B.A.,  
College of Mt. St. Joseph, 1969;  
M.S.W., University of Washington,  
1975. At SPU since 1979.

ALBERT GREENE, JR., Ph.D.

Christian Schools B.A., University of  
Washington, 1940; B.Th., Dallas  
Theological Seminary, 1945; S.T.M.,  
Faith Theological Seminary, 1946;  
M.A., University of Washington,  
1963; Ph.D., 1974. At SPU since  
1974.

PAT GUILD, Ed.D.

Education, Learning Styles  
B.A., Queens College, 1965; M.Ed.,  
University of Massachusetts, 1971;  
Ed.D., University of Massachusetts,  
1980. At SPU since 1981.

DALE LAND, M.S.

Marriage and Family Therapy  
B.S., McNeese State University, 1959;  
M.S., University of Maryland, 1961.  
At SPU since 1981.

MERI DAMAVANDI MOORE, M.D.

Marriage and Family Therapy  
M.D., University of Tehran, 1972. At  
SPU since 1984.

JAMES T. MULLIGAN, M.Div.

Marriage and Family Therapy  
B.S., Hampden-Sidney College, 1965;  
M.Div., Princeton Theological  
Seminary, 1968. At SPU since 1979.

JOHN A. ORTMEYER, Ph.D.

Marriage and Family Therapy  
B.A., University of Puget Sound,  
1968; M.Div., Garrett Evangelical  
Seminary, 1971; Ph.D., Northwestern  
University, 1978. At SPU since 1979.

DONALD W. SMITH, Ph.D.

Marriage and Family Therapy  
B.S., Wartburg College, 1955; M.Div.,  
Wartburg Theological Seminary,  
1958; Ph.D., Boston University, 1963.  
At SPU since 1979.



## SCHOOL OF FINE & PERFORMING ARTS

### Master of Arts in Church Music

The Master of Arts degree in Church Music offers students academic preparation in support of positions in church music as well as necessary practical training at a high professional level.

### ADMISSION TO THE MASTER OF ARTS DEGREE PROGRAM IN CHURCH MUSIC

In addition to general requirements for admission to a Master's Degree, all students seeking the Master of Arts in Church Music degree must:

1. Submit to the Director for Graduate Studies in the School of Fine and Performing Arts a biographical sketch and a full statement concerning the student's career goals and objectives as they relate to his/her field of music ministry.
2. Meet appropriate entrance standards for graduate students in church music by demonstrating acceptable grades in music history, theory and literature in the transcript of undergraduate studies or in achieving acceptable scores in the Advanced Music Test of the GRE. Prerequisite courses will be assigned if necessary.

3. Complete a Biblical Knowledge Test. Since the church music program is based on the possession of both cognitive and experiential knowledge of the Christian faith, a written examination covering basic information to mature understanding of the Bible and a Christian world view is required of all applicants. The scores are used to determine what prerequisite courses, if any, might be needed to develop the applicant's program of study appropriately.
4. Meet with the Director for Graduate Studies to receive a Graduate Check List and to begin its completion; choose a faculty adviser.
5. Submit two letters of recommendation, one of which must be related to church music.
6. Entrance examinations must be completed in the areas of music history and theory; entrance auditions are required in the areas of choral conducting and the primary performance area. Prerequisite or remedial courses will be assigned if necessary.

For graduate standing in an instrument or voice (6000 level), the candidate must have performed a senior recital (half or full) or demonstrated the equivalent proficiency. Perform at least three pieces with artistry (for voice: an aria, art song, and a song or aria in English, demonstrating singing proficiency in at least two foreign languages).

For upper division, undergraduate credit (4000 level) the candidate must perform two pieces satisfactorily. In addition a list of studied/performed pieces must be submitted substantiating at least two years of satisfactory collegiate level applied studies.

7. Submit an outlined Program of Study to the Graduate Committee of the School of Fine and Performing Arts for formal approval on or before 12 hours of credit have accumulated, upon recommendation of the Graduate Coordinator and the assigned adviser.

#### REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN CHURCH MUSIC

The Master of Arts degree in Church Music requires 51 quarter credits of approved course work as described below:

- A. Specialization (15 credits minimum)
  1. Required: MUS 6401, MUS 6402, MUS 6404, MUS 6405.
  2. Electives (3 credits minimum from the following): MUS 6403, MUS 6651, MUS 6652, MUS 6653, MUS 6701, MUS 6702.
- B. Biblical/Theological Core (10 credits minimum from the following): BIL 6100, BIL 6116, BIL 6117, BIL 6118, BIL 6204, BIL 6205, BIL 6207, BIL 6208, BIL 6213, BIL 6390, REL 6311, REL 6315, REL 6610, REL 6620, REL 6621, REL 6622, REL 6626, REL 6631, REL 6832, REL 6880.
- C. Other Studies (14 credits minimum)
  1. Required: MUS 6980, MUS 6990 (6 credits)
  2. Electives (5 credits minimum from the following): ART 6603, DRA 6870, FPA 6100, MUS 6100, MUS 6101, MUS 6500, MUS 6650, MUS 6701, MUS 6702, MUS 6900, MUS 6901, MUS 6910.
- D. Internship (MUS 6943) (3 credits minimum)
- E. Full-length Public Performance or Recital
- F. Thesis (MUS 6995) (9 credits minimum; Research Methods in Music required)

### Courses in Fine and Performing Arts

#### Art (ART)

- ART 6603 HISTORY OF CHRISTIAN ART (3)  
Explores the symbolic, pictorial and plastic expressions of the Christian faith particularly emphasizing origin of forms and their development through the Renaissance. Considers contemporary examples of ecclesiastical art and architecture. Offered alternate years.

#### Drama (DRA)

- DRA 6870 RELIGION AND THE THEATRE (3)  
Provides a seminar exploration of the relationship between theatre of moral purpose and the religious impulse; and the historical relationship of religion to the theatre; explores the theories of religious theatre and selected religious playscripts.
- DRA 6943 DRAMA INTERNSHIP (3-5) (DRA 4943)  
Prerequisite: Permission of instructor. Provides an opportunity for drama students to gain additional proficiency and experience in an approved project of the student's own design. May be repeated for credit.

#### Fine and Performing Arts (FPA)

- FPA 5896/6896 FOUNDATIONS AND FRAMEWORK FOR THE ARTS IN GENERAL EDUCATION (5)  
(EDU 5896/6896)  
Presents an introductory course in a sequence leading to a fifth year or Master's in "Arts in General Education." Examines how the arts process serves as a framework for developing and teaching the arts at all level as well as infusing that process throughout the curriculum. Explores the contributions of the arts to the individual child and the relationship of current brain and learning styles research to the arts. Participants work with artist- teachers in music, visual arts, drama, dance, literature, and media.

#### FPA 5900/6900 SYNTHESIS OF THE ARTS IN GENERAL EDUCATION (4)

(EDU 5900/6900)

Prerequisite: EDU/FPA 5896/6896 and 5949/6949.

Provides the final course in a core sequence leading to an emphasis in Arts in General Education. Students will synthesize models of working in and through the arts with media, material, and community resources available in the arts.

#### FPA 5949/6949 APPLICATION OF THE ARTS IN GENERAL EDUCATION (3,3)

(EDU 5949/6949)

Prerequisite: EDU/FPA 5896/6896.

Provides the second in a set of core courses designed for an emphasis in Arts in General Education. Students implement an arts project in their school, district, or classroom which teaches the basic components of a particular art form using the arts process and outside arts resources. Explores arts related topics in depth during the seminar section of the class. May be repeated for credit.

#### FPA 6100 THE ARTS AND RELIGIOUS EXPERIENCE (5)

Shows the interdependence of the arts and worship. Deals with such subjects as ritual, liturgy, architecture, the plastic, dramatic, and musical arts. Studies artistic symbolism with an opportunity to plan and implement a group worship experience using the arts as an integral part of the service.

#### Music (MUS)

##### MUS 6100 COMPOSITION (1-3)

Prerequisites: MUS 4100 or equivalent.

Teaches basic construction of compositional devices: melody, phrase accompaniment, basic binary and ternary compositions; succeeding quarters of study develop styles, idioms and originality through assignments and self-initiated projects. May be repeated to a maximum of nine credits.

##### MUS 6101 INSTRUMENTATION AND ORCHESTRATION (3)

Prerequisite: MUS 4101 or equivalent.

Presents history, technical limitations and use of orchestral instruments; practical experience in scoring for various combinations of instruments.

- INDIVIDUAL INSTRUCTION SERIES
- MUS 6201 INDIVIDUAL INSTRUCTION —  
FLUTE (1 or 2) (Extra fee)
- MUS 6202 INDIVIDUAL INSTRUCTION —  
OBOE (1 or 2) (Extra fee)
- MUS 6203 INDIVIDUAL INSTRUCTION —  
CLARINET (1 or 2) (Extra fee)
- MUS 6204 INDIVIDUAL INSTRUCTION —  
BASSOON (1 or 2) (Extra fee)
- MUS 6205 INDIVIDUAL INSTRUCTION —  
TRUMPET (1 or 2) (Extra fee)
- MUS 6206 INDIVIDUAL INSTRUCTION —  
HORN (1 or 2) (Extra fee)
- MUS 6207 INDIVIDUAL INSTRUCTION —  
TROMBONE (1 or 2) (Extra fee)
- MUS 6208 INDIVIDUAL INSTRUCTION —  
BARITONE (1 or 2) (Extra fee)
- MUS 6209 INDIVIDUAL INSTRUCTION —  
TUBA (1 or 2) (Extra fee)
- MUS 6210 INDIVIDUAL INSTRUCTION —  
PERCUSSION (1 or 2) (Extra fee)
- MUS 6211 INDIVIDUAL INSTRUCTION —  
VIOLIN (1 or 2) (Extra fee)
- MUS 6212 INDIVIDUAL INSTRUCTION —  
VIOLA (1 or 2) (Extra fee)
- MUS 6213 INDIVIDUAL INSTRUCTION —  
VIOLONCELLO (1 or 2) (Extra fee)
- MUS 6214 INDIVIDUAL INSTRUCTION —  
DOUBLE BASS (1 or 2) (Extra fee)
- MUS 6215 INDIVIDUAL INSTRUCTION —  
HARP (1 or 2) (Extra fee)
- MUS 6216 INDIVIDUAL INSTRUCTION —  
ORGAN (1 or 2) (Extra fee)
- MUS 6217 INDIVIDUAL INSTRUCTION —  
PIANO (1 or 2) (Extra fee)
- MUS 6218 INDIVIDUAL INSTRUCTION —  
HARPSICHORD (1 or 2) (Extra fee)
- MUS 6219 INDIVIDUAL INSTRUCTION —  
VOICE (1 or 2) (Extra fee)
- MUS 6220 INDIVIDUAL INSTRUCTION —  
CLASSICAL GUITAR (1 or 2) (Extra fee)
- MUS 6221 INDIVIDUAL INSTRUCTION —  
SAXOPHONE (1 or 2) (Extra fee)
- MUS 6401 CHRISTIAN HYMNODY (3)  
(REL 6871)  
Studies the hymn from the standpoint of its history, classification, criticism, and effective use in the worship service.
- MUS 6402 CHURCH MUSIC ORGANIZATION AND ADMINISTRATION (2-3)  
Examines the varied aspects of music in the church: identification of areas of responsibility, structural program, solutions of practical problems, and discernment in long-range planning.

- MUS 6403 CHURCH MUSIC REPERTOIRE (2)  
Provides advanced survey of music for use in church, and criteria for appropriate choice.
- MUS 6404 CHURCH MUSIC I (3)  
Prerequisite: MUS 6980.  
Surveys history and theology of worship in liturgical and non-liturgical settings, liturgical singing, a personal philosophy of church music, trends and future. Deals with topics and materials essential to every church music leader; forms a logical basis for many of the more practical areas dealt with in MUS 6405; with MUS 6505, provides a basis for MUS 6990.
- MUS 6405 CHURCH MUSIC II (3)  
Prerequisite: MUS 6980.  
Explores role of choral and instrumental music (including organ), education, dramatic and visual arts. Synthesizes areas covered in Church Music I and II, relating to the personal philosophy of church music of the student (and his/her denomination). Presents organization of a system of values relating to the synthesis of the two courses, which is meant to help create a ministerial effectiveness in the work of the church music leader. Deals with topics and materials essential to every church music leader; with MUS 6504, provides a basis for MUS 6990. May be taken prior to MUS 6404 with permission.
- MUS 6500 CURRENT ISSUES IN MUSIC EDUCATION (3)  
Explores, at various times, such approaches to music education as Orff, Kodaly, Dalcroze, Suzuki, ethnic music in the schools, and Manhattanville, as well as any other newly emerging trends.
- MUS 6650 MUSIC AND IDEAS (3)  
Surveys philosophical, historical and sociological movements that determine the shape and destiny of music.
- MUS 6651 MEDIEVAL AND RENAISSANCE MUSIC (3)  
Prerequisite: MUS 4651.  
Explores topics dealing with areas within this historical period. Emphasis upon research methods, performance practices, notation problems and style analysis.

- MUS 6652 ERA OF TONALITY (3)  
Prerequisite: MUS 4652.  
Explores topics dealing with areas within this historical period. Emphasis upon research methods, performance practices and style analysis.
- MUS 6653 TWENTIETH CENTURY MUSIC (3)  
Prerequisite: MUS 4653.  
Deals with areas within this period. Emphasizes research methods, style analysis, new notation systems, and dealing with the new in music.
- MUS 6701 CHORAL CONDUCTING INTERNSHIP (3-5)  
Presents advanced conducting techniques. Emphasizes choral materials for students majoring in church music practical internship recommended.
- MUS 6702 INSTRUMENTAL CONDUCTING INTERNSHIP (3-5)  
Provides advanced score reading, baton techniques, instrumentation. Presents conducting experience with instrumental emphasis.
- MUS 6900 DIRECTED READINGS IN MUSIC EDUCATION (1-3)  
Prerequisite: Permission of instructor.  
Independent study in Music Education. May be repeated up to a maximum of nine credits.
- MUS 6901 DIRECTED READINGS IN MUSIC HISTORY (1-3)  
Prerequisite: Permission of instructor.  
Independent study in Music History. May be repeated up to a maximum of nine credits.
- MUS 6910 SPECIAL PROJECTS IN MUSIC (1-5)  
Prerequisite: Permission of instructor.  
May be repeated up to a maximum of nine credits.
- MUS 6941 CHORAL CONDUCTING INTERNSHIP (3-5)  
Prerequisite: Permission of instructor. Provides an opportunity for qualified choral conducting students to gain additional proficiency and experience while working with an advanced ensemble. May be repeated for credit.

- MUS 6942 INSTRUMENTAL CONDUCTING INTERNSHIP (3-5)  
Prerequisite: Permission of instructor.  
Provides an opportunity for qualified instrumental conducting students to gain additional proficiency and experience while working with an advanced ensemble. May be repeated for credit.
- MUS 6943 MUSIC INTERNSHIP (3-5)  
Prerequisite: Permission of instructor.  
Provides an opportunity for graduate students in music to gain additional proficiency and experience in an approved project of the student's own design. Such a practical project is required of the graduate student in church music. May be repeated for credit.
- MUS 6980 GRADUATE RESEARCH METHODS IN MUSIC (3)  
Prerequisite for MUS 6406 AND 6405.  
Investigates research techniques unique to music; deals with music manuscripts, collected editions, thematic catalogs; periodicals, yearbooks, music recordings and discographies, and unique bibliographic details. Emphasizes procedures of consulting appropriate reference works, finding the information they contain, transcribing and reproducing the data accurately, evaluating the information and acting on it intelligently.
- MUS 6990 GRADUATE SEMINAR IN MUSIC (1-5)  
Prerequisite for Church Music students: MUS 6404 and 6405.  
Deals in depth with special topics related to music. Students assume the role of independent scholars by preparing and presenting well-documented seminar reports, the professor serving as guide and liaison.
- MUS 6995 THESIS (1-5)  
Prerequisite: Permission of thesis adviser.

**Fine and Performing Arts  
Graduate Faculty  
SCHOOL ADMINISTRATION**  
CARL H. REED, Ph.D.

Dean, School of Fine and Performing Arts, Professor of Music  
B.A., Seattle Pacific University, 1951;  
M.A., University of Washington, 1956; Ph.D., 1966. At SPU since 1957.

VERNON WICKER, D.M.A.

Director of Graduate Studies, Professor of Music  
B.M., Biola College, 1961; M.M., Indiana University, 1964. Goethe Institute, Germany, 1964; D.M.A., University of Oregon, 1979. At SPU since 1979.

#### ASSOCIATE PROFESSORS

LESTER H. GROOM, Mus.M., A.A.G.O.  
Music  
B.Mus., Wheaton College, 1951; Mus.M., Northwestern University, 1952. A.A.G.O., 1954. At SPU since 1968.

#### ASSISTANT PROFESSORS

CAROL H. SCOTT, Ph.D.  
Music  
B.A., Washington State University, 1964; M.Ed., Central Washington State College, 1968; Ph.D., University of Washington, 1977. At SPU since 1976.

GEORGE SCRANTON, M.A.  
Dramatic Arts  
B.A., Seattle Pacific University, 1968; M.A., 1971; M.A., University of Washington, 1975. At SPU since 1970.

DENNIS R. WOODHALL, D.M.A.  
Music  
B.A., 1976; M.A., 1978, California State Fullerton; D.M.A., 1981, Arizona State University. At SPU since 1985.

#### INSTRUCTORS

MARCIA REED, M.Lib.  
Part-time Bibliographic Specialist in Fine and Performing Arts  
B.A., University of Washington, 1951; M.Lib., 1953. At SPU since 1961.



## SCHOOL OF HEALTH SCIENCES

### Courses in Health Sciences (HSC)

HSC 5043/6043 INFORMATION MANAGEMENT (3)

(EDU 5043/6043, ISM 6000)  
Introduces the uses of the computer and related technologies in management of organizations. Hardware, software, office and institutional functions, database management systems, languages, communications, applications.

HSC 5044/6044 INTRODUCTION TO MODELING AND SIMULATION (3)

(EDU 5044/6044, ISM 6130)  
Introduces modeling and simulation as tools for decision-making in institutional and program administration. Presents formulation of problems for computer analysis and the use of typical simulation and modelling software for management problems applications.



## SCHOOL OF NATURAL AND MATHEMATICAL SCIENCES

### Master of Science in Information Systems Management

The School of Natural and Mathematical Sciences in conjunction with the School of Business and Economics offers a program leading to the Master of Science degree in Information Systems Management. The program will prepare individuals to use and direct information systems in organizational environments. The degree represents initial educational preparation leading to careers in information management.

The focus of the program is on information systems management in medium to large companies. Micro- and minicomputers and fourth and fifth generation languages and equipment will be emphasized.

Since the program is designed for the working adult, all courses are available evenings or weekends on a three-year cycle. Students will normally take one or two classes each quarter.

### ISM Admission Requirements

Applicants must hold a bachelor's degree from an accredited institution. They must present an undergraduate

grade point average of 3.0 (A=4.0) or better and an acceptable Graduate Record Examination score. Quantitative and verbal scores from the GRE must total 950 or more. Students not fully meeting these requirements may be considered on an individual basis.

Students must have access to a microcomputer or minicomputer system with word processing, data base management, spreadsheet, graphics, communications, project planning and data analysis/statistics software.

### ISM Degree Requirements

Before receiving the degree, students must complete courses in the PRE-REQUISITE CORE and ADVANCED categories as described below:

PREREQUISITE COURSES: Students must present two languages including programming techniques. These courses may be waived by previous undergraduate work.

1. FORTRAN, BASIC or COBOL (3 credits)
2. CSC 1225, Pascal Programming (3 credits)
3. CSC 1250, Programming Techniques (2 credits)

CORE COURSES: Students will complete all CORE courses or their equivalents. These courses may be waived by previous work.

1. Biblical Studies (3 credits)
2. BUS 6112, Macroeconomics for Management (3 credits)
3. BUS 6131, Financial Accounting (3 credits)
4. BUS 6132, Managerial Accounting (3 credits)
5. BUS 6142, Management and Organization (3 credits)
6. BUS 6171, Quantitative Methods (3 credits)
7. BUS 6202, Managerial Communication (3 credits)

ADVANCED COURSES: The student will complete a minimum of 36 quarter credits selected from the following list, including all courses designated with the asterisk.

- \*1. ISM 6000, Information Systems Management (3)
- \*2. ISM 6110, Telecommunications, Office Systems and Networking (3)
3. ISM 6120, Data Base Management (3)
4. ISM 6130, Introduction to Modelling and Simulation (3)
- \*5. ISM 6140, Computer Graphics (3)
6. ISM 6150, Artificial Intelligence (3)
- \*7. ISM 6210, Higher Order Software (3)
- \*8. ISM 6220, Introduction to Software Design and Development (3)
- \*9. ISM 6230, Systems Design and Analysis (3)
10. ISM 6240, Decision Support Systems (3)
- \*11. ISM 6250, Project Management Strategies (3)
- \*12. BUS 6241, Ethical, Legal and Social Environment of Business (3)
13. BUS 6143, Business Strategy and Policy (3)
14. BUS 6242, Management Decision Making (3)
15. BUS 6326, Forecasting Methods for Management (3)
- \*16. ISM 6999 or BUS 6999, Master's Project (3)

### Courses in Natural and Mathematical Science

#### Biology (BIO)

BIO 5811 MARINE ECOLOGY ( )

Provides a field study of the interrelationships of marine plants and animals within their environment. Laboratory and field work will include the application of ecological techniques to a specific problem and will include the writing of a report describing the results. Offered in Summer at the Blakely Island facility.

#### Information Systems Management (ISM)

ISM 6000 INFORMATION SYSTEMS MANAGEMENT (3)

(EDU 5043/6043, HSC 5043/6043)

Introduces the uses of the computer and related technologies in management of organizations: Hardware, software, office and institutional functions, data base management systems, languages, communications, applications.

ISM 6110 TELECOMMUNICATIONS, OFFICE SYSTEMS, AND NETWORKING (3)

Provides non-engineering introduction to data languages, transmission media, commercial communications channels and service, switching and networking, office systems design, local area networking, corporation wide video/telecommunication.

ISM 6120 DATA BASE MANAGEMENT (3)

Introduces data base concepts: data models, data description languages, query facilities, file organization and security, data integrity and reliability.

ISM 6130 INTRODUCTION TO MODELLING AND SIMULATION (3)

(EDU 5044/6044, HSC 5044/6044)

Introduces modelling and simulation as tools for decision-making in institutional and program administration. Formulation of problems for computer analysis and the use of typical simulation and modelling software for management problems application.

ISM 6140 COMPUTER GRAPHICS (3)

Introduces concepts in computer-assisted graphics using IBM, DEC-DIGI, Tektronics, RADIO SHACK and APPLE equipment; operations of graphics stations and associated equipment. Explores input manipulation and display of information.

ISM 6150 ARTIFICIAL INTELLIGENCE (3)

Explores concepts of Artificial Intelligence and Expert Systems. Surveys current theory in knowledge engineering and the capabilities of the Artificial Intelligence languages PROLOG and LISP. Introduces expert system builders, the impact of expert systems and deep knowledge systems. Considers efforts towards a fifth generation architecture.

ISM 6210 HIGHER ORDER SOFTWARE (3)

Studies systems implementation using higher order software capability. Explores techniques using automatic analysis, specification tools, and automatic program generators. Studies super generators of mathematically provably correct code. Studies software products such as computer aided design and computer aided manufacturing with the student gaining some actual hands on experience.

ISM 6220 INTRODUCTION TO SOFTWARE DESIGN AND DEVELOPMENT (3)

Explores concepts of software definition, design, development and maintenance. Studies software life cycle, software tools, and managerial aspects of software engineering. Considers personnel management and future education.

ISM 6230 SYSTEMS DESIGN AND ANALYSIS (3)

Introduces computer systems design and analysis. Studies data collection for analysis; cost analysis; statistical-mathematical techniques; systems, file and input/output design; documentation and testing; implementation; security; maintenance; and management.

ISM 6240 DECISION SUPPORT SYSTEMS (3)

Explores computer technology support of the decision process. Introduces techniques of computer assisted decision making and the elements of DSS, data base, model base, and dialogue base. Surveys examples from the micro and the main-frame world with case studies. Explores techniques for effective implementation and benefit analysis.

ISM 6250 PROJECT MANAGEMENT STRATEGIES (3)

Introduces project management: history, project classifications; job scheduling; cost analysis; PERT/CPM; human factors; standards; feedback; human elements; quality control; administrative problems.

ISM 6999 MASTER'S PROJECT (5) (BUS 6999)

Designed to advance the student's abilities to plan, design, develop, and implement a project related to management or computer information systems.

#### Natural and Mathematical Science (NMS)

NMS 5527 THE NATURE OF ELEMENTARY SCHOOL SCIENCE (3)

(EdSc 4527/5527, NMS 4527)

Introduces science teaching strategies and processes of science (hypothesizing, designing experiments, etc.) using class activities from modern elementary science curricula. Graduate credit includes science education research analysis.

#### Natural and Mathematical Science Graduate Faculty SCHOOL ADMINISTRATION

KARL KRIENKE, JR. Ph.D.

Dean, School of Natural and Mathematical Sciences, Professor of Mathematics, Physics and Computer Science  
B.S., Seattle Pacific University, 1953; M.A., 1955; M.S. (Physics), University of Washington, 1959; M.S. (Astronomy), 1969; Ph.D., 1973. At SPU part-time 1953-56; full-time since 1956.

#### PROFESSORS

DONALD D. KERLEE, Ph.D.

Physics and Computer Science  
B.S., Seattle Pacific University, 1951; Ph.D., University of Washington, 1956. At SPU 1956-69 and since 1974.

DICK WOOD, Ph.D.

Mathematics and Computer Science  
B.S., California State College at Long Beach, 1961; M.A., 1962; Ph.D., University of Montana, 1976. At SPU 1963-65 and 1968-79, since 1984.

#### ASSOCIATE PROFESSORS

CHARLES H. BURRIS, JR., Ph.D.

Computer Science  
B.S., University of Utah, 1965; M.S., 1967; Ph.D., University of New Mexico, 1974. At SPU since 1982.

GARY R. FICK, M.L.S.

Bibliographic Specialist in Natural and Mathematical Sciences  
B.A., State University of New York, Buffalo, 1971; M.S., 1973; M.L.S., 1974; M.A., University of Washington, 1983. At SPU since 1974.

MICHAEL H. TINDALL, Ph.D.

Computer Science  
B.S., Seattle Pacific University, 1971; M.S., Ph.D., University of Illinois at Urbana-Champaign, 1975. At SPU since 1980.

#### PART-TIME INSTRUCTORS

DAVID BRANDES

B.S., Portland State University, 1967.  
At SPU since 1985.

ERNEST HUGHES, M.B.A.

B.S., Cal-Polytechnic State University, 1977; M.B.A., California State College at Bakersfield. At SPU since 1983.



## SCHOOL OF PHYSICAL EDUCATION AND ATHLETICS

### Courses in Physical Education (PE)

PE 6500 SPORT AND SOCIETY (3)

Explores sport in a social-cultural context with specific emphasis on such issues as the purpose of sport where individuals or societies are concerned; surveys sport and minority participation, play or display; the religious, and politics.

PE 6530 CAMP ADMINISTRATION (3)  
(REL 6530)

Prerequisite: PE 2535.

Explores the historical and educational foundations of camping ministries, the camping market and existing services meeting this need. Students will determine the foundations needed for operating camps (philosophy, goals, market and marketing strategies).

PE 6536 CAMP PROGRAM LEADERSHIP (3)  
(REL 6536)

Prerequisite: PE 2535.

Examines program planning and leadership based on camper needs, educational theory. Explores biblical methods of ministry and evaluation of current and historic patterns of camp programming. Students will be involved in curriculum development through planning a program for a one-week camp.

PE 6538 RECREATION MANAGEMENT (3)

Emphasizes management functions of recreation and camp administration including: budgeting, personnel, public relations, recruitment of campers, fund raising, staffing, goals and objectives, food service, properties management and long range planning. Research paper required.

PE 6600 ORGANIZATION AND ADMINISTRATION OF SPORTS PROGRAM (3)

Surveys principles of organization and administration, including the delineation of purpose, program development, personnel management, budgeting, purchasing, and evaluation.

PE 6720 BASKETBALL FOR THE SPORT SPECIALIST (3)

Explores advanced coaching techniques, analyzing complete offenses and defenses by breaking them down into drills and organizing them into practice sessions, and examining how to scout and prepare for an opponent.

PE 6725 TRACK AND FIELD FOR THE SPORT SPECIALIST (3)

Explores the science and techniques of coaching track and field, including a study of the mechanics of performance, skill analysis, and individual and team motivation.

PE 6730 GYMNASTICS FOR THE SPORT SPECIALIST (3)

Presents advanced techniques for coaching women's gymnastics, including skill analysis, teaching techniques and progressions, spotting techniques, routine choreography, and the application of mechanical principles to gymnastics performance.

PE 6735 TENNIS FOR THE SPORT SPECIALIST (3)

Surveys methods of teaching groups and individuals the fundamental skills of tennis, emphasizing techniques of teaching ground strokes, serve, volley and overhead; strategy and tactics; activity-class organization and team drills; and review of the USTA rules.

PE 6740 SOCCER FOR THE SPORT SPECIALIST (3)

Provides a philosophical and practical treatment of the principles of coaching soccer, providing the student with basic rudiments of the game and how to appreciate and evaluate the game; provides opportunity for learning to demonstrate basic techniques in order to teach them to beginning, intermediate, and advanced players; explores techniques for developing a coaching manual.

PE 6780 WHAT RESEARCH SAYS ABOUT THE ATHLETE (3)

Reviews selected research with the intent of applying relevant findings to the improvement of teaching, learning and performing. Areas of inquiry include physical and psychological stress, basic physics and bio-mechanics, nutrition, motor learning, and motor performance.

PE 6790 SEMINAR IN SPORTS MEDICINE (3)

Explores the role of the coach in the prevention, treatment, and rehabilitation of athletic injuries; presents development of a comprehensive conditioning program; gives practical experience in the techniques of strapping and the utilization of treatment modalities.

PE 6795 PSYCHOLOGICAL FACTORS IN SPORTS AND ATHLETICS (3)

Explores the relationships that exist among all participants in the contest: players, coach, officials, and spectators, and the effect these relationships have on the performance of the athlete. Designed for coaches and/or graduate level students entering the coaching profession.

PE 6940 INTERNSHIP (3-5)

Prerequisites: Graduate degree standing and approval of adviser.

Provides field work experience in athletic administration.

PE 6950 SPECIAL TOPICS (2-5)

Special courses offered upon demand and at discipline's discretion.



## SCHOOL OF RELIGION

The graduate programs at Seattle Pacific University in the School of Religion are designed to prepare individuals at a high professional level for various Christian ministries. Some programs lead directly to placement in professional careers, while other lead to further graduate level preparation. The various curricula of the School of Religion are directed by the Graduate Studies Committee. Further information about the graduate programs offered may be obtained in the administrative offices of the School of Religion.

The School of Religion offers two master's degree programs: a Master of Arts (M.A.) and Master of Christian Ministries (M.C.M.). The Master of Arts degree is offered in Biblical Studies, Christian Education and Christian Missions. The Master of Christian Ministries degree is an individually-designed program suited to a student's professional needs and goals.

### Master of Arts Degree

The Master of Arts is an advanced degree which prepares students for professional service in their chosen fields

and/or lays a foundation for doctoral study in the disciplinary field.

### Master of Arts Degree Programs

#### Biblical Studies

Master degree students in Biblical Studies must have completed ten quarter credits (or equivalent) of successful study in Hebrew or Greek. In addition, the student must have completed an introductory undergraduate course in Biblical Literature or demonstrated satisfactory performance on a Biblical Knowledge test administered by S.P.U.

<b>M.A. in Biblical Studies</b>	<b>(51 credits)</b>
Theology	(12 credits minimum)
Biblical Studies Specialization	(30 credits minimum)
Research Core	(9 credits minimum)

#### Christian Education

This degree program provides comprehensive study of spiritual development in persons and prepares people for professional service in a church's or parachurch's educational ministry. A student's undergraduate coursework must have included: 1) an introductory course in educational psychology or Christian education; and 2) an introductory course in Biblical Literature (waived if a student demonstrates satisfactory performance on Biblical knowledge test administered by S.P.U.) Students lacking prerequisites may audit needed courses at SPU.

<b>M.A. in Christian Education</b>	<b>(51 credits)</b>
Biblical Literature/Theology	(12 credits)
Christian Ed. Specialization	(21 credits)
Required courses: REL 6570, 6582, 6587)	
Electives	(6 credits)
Practicum/Internship	(3 credits)
Thesis, EDU 6981	(9 credits)

#### Christian Missions

This degree provides a comprehensive program of study preparing people for work and ministry in cross-cultural settings. A commitment to a 1-2 quarter involvement in a cross-cultural missions experience is part of the program of study.

<b>M.A. in Christian Missions</b>	<b>(51 credits)</b>
Biblical Literature/Theology	(12 credits)
Christian Missions Specialization	(27 credits)
(Required courses: REL 6383, 6480, 6487, 6488, 6498)	
Internship	(6 credits)
Missionary candidates complete a 1-2 quarter cross-cultural experience for this requirement.	
Thesis	(6 credits)
For inservice missionaries with field experience. (EDU 6981 required.)	

### Master of Christian Ministries Degree

The Master of Christian Ministries degree is an individually-designed, interdisciplinary study program preparing

students for professional service in varied, non-pastoral Christian ministries. In consultation with an advisor, the M.C.M. student designs a program of study suited to his or her professional needs and goals. Some of the possible areas of specialization include:

Christian Education  
Missions/Intercultural Studies  
Camping Ministry  
Youth Ministry

All the Master of Christian Ministry programs must include a core of study in Biblical Literature and Theology. The M.C.M. program provides graduate level leadership training for Christian service and should be viewed as a terminal degree, rather than preparation for doctoral studies.

Basic requirements for all M.C.M. degree programs include the following coursework distribution:

<b>M.C.M. Degree</b>	<b>(51 credits)</b>
A. Biblical/Theological Core	(12 credits)
B. Specialization	(27-30 credits)
C. Practicum/Internship	(9-12 credits)

#### ADMISSIONS TO MASTER'S DEGREE PROGRAMS

In addition to the general requirements for admission to Seattle Pacific University, a student must be admitted to a specific degree program. Graduate students in Religion must complete the following:

1. Submit to the Director of Graduate Studies a biographical sketch and a statement concerning his/her career goals and objectives as they relate to his/her field of ministry.

2. Complete a Biblical Knowledge Test. Since the Master of Arts programs are based on the possession of both a cognitive and experiential knowledge of the Christian faith, a written examination covering basic information essential to a mature understanding of the Bible and a Christian world view is required of all applicants. The scores will be used by the adviser to determine what prerequisite courses, if any, might be needed to develop fully the applicant's program of study.
3. Meet with the Director of Graduate Studies or assigned adviser to determine what graduate M.A. program the student will study; and outline the program to fulfill basic program design.
4. Submit outlined program of study to the School of Religion Graduate Committee for formal approval on or before 18 hours of credit have accumulated and upon the recommendation of the Director of Graduate Studies and the assigned adviser.

### Graduate Courses in Religion Biblical Literature (BIL)

#### BIL 6116 WISDOM LITERATURE (3)

Prerequisite: BIL 1101 or 3101.  
Explores the place and function of Wisdom Literature in Biblical theology. Analyzes selected examples such as Job, Ecclesiastes, and Proverbs.

#### BIL 6117 THE FORMER PROPHETS (5)

Prerequisite: BIL 1101 or 3101.  
Covers Joshua, Judges, I & II Samuel, I & II Kings. Surveys the historical background, literary analysis and theological interpretation of this important Biblical corpus.

#### BIL 6118 THE LATTER PROPHETS (5)

Prerequisite: BIL 1101 or 3101.  
Covers the Major (Isaiah, Jeremiah, Ezekiel) and Minor (Amos, Hosea, Micah, etc.) prophets. Each time the course is offered the instructor will choose which prophetic materials are to be treated. Emphasizes historical background, literary structure and theological interpretation.

#### BIL 6204 THE GOSPEL AND LETTERS OF JOHN (5)

Prerequisite: BIL 1201 or 3201.  
Provides an intensive study of Johannine theology as found in the fourth Gospel and the Epistles of John. Special attention given to John's concept of God, Logos, spirit, life, light, love, and knowledge.

#### BIL 6205 EARLIER PAULINE EPISTLES (5)

Prerequisite: BIL 1201 or 3201.  
Provides a rigorous analysis of I and II Corinthians, Galatians and I Thessalonians, emphasizing Pauline theology and its application to the problems confronting the first readers. Special attention is given to the usefulness of these letters in shaping the life of today's Church as well as to their role within the New Testament canon.

#### BIL 6207 LATER PAULINE EPISTLES (5)

Prerequisite: BIL 1201 or 3201.  
Provides a rigorous analysis of Ephesians, Philippians, Colossians, Philemon, I Timothy, II Timothy and Titus, emphasizing the development of Paul's theology and its application to the changing Church. Special attention is given to the usefulness of these letters in shaping the life of the "institutional Church."

#### BIL 6208 ROMANS (3)

Prerequisite: BIL 1201 or 3201.  
Provides a rigorous analysis of Paul's letter to the Roman Christians—one of the most influential books ever written. Emphasis is placed on understanding Pauline theology, its application to the Roman church, and its application to the church today.

#### BIL 6213 LIFE AND TEACHINGS OF CHRIST (5)

Prerequisite: BIL 1201 or 3201. Gives a synthetic study of the life of Christ as viewed from the four gospels with emphasis on Jesus' teaching about God, man, righteousness, the Kingdom and prayer.

#### BIL 6390 GRADUATE SEMINAR IN BIBLICAL STUDIES (5)

Prerequisite: Permission of instructor. Provides an advanced course in Biblical studies intended to provide greater depth in dealing with Biblical interpretation. Addresses special topics of current relevance in such areas as hermeneutics, Biblical authority, unity of the Testaments, the Bible and social reform and other Old and/or New Testament themes.

#### BIL 6950 INDEPENDENT STUDY (1-5)

Prerequisite: 15 credits of at least "B" grade work in Biblical Literature and permission of available instructor. May be repeated up to 15 credits.

#### BIL 6951 DIRECTED STUDY (1-5)

Prerequisite: Permission of available instructor and Director of the School of Religion.

### Theology and Philosophy of Religion (REL)

#### REL 6311 THE WORLD OF THE OLD TESTAMENT (5)

Prerequisite: BIL 1101 or 3101.  
Surveys the religious and political ideologies current in the Near East during the Biblical period. These "world-views" will be studied in their relationship to ancient Israel, with primary attention given to her interaction with her neighbors' views of reality.

#### REL 6315 NEW TESTAMENT BACKGROUNDS (5)

Prerequisite: BIL 1201 or 3201.  
Surveys Bible history from the fall of Jerusalem in 586 B.C. to the fall of Jerusalem in 70 A.D.; religion, culture and society of the New Testament world.

#### REL 6610 THEOLOGY OF WESLEY AND ARMINIUS (5)

Prerequisite: REL 2620, 3623, or 3600.  
Studies the life and thought of the leaders of the Wesleyan Arminian tradition in the context of the 16th, 17th, and 18th centuries. The Dutch Reformation and the Wesleyan Revival in England provide a setting for the study of issues such as God and salvation, the nature of man, predestination, assurance, witness of the Spirit, sin, sanctification, religious authority, Biblical inspiration and interpretation, Jesus Christ and redemption.

#### REL 6620 BIBLICAL THEOLOGY (5)

Prerequisites: BIL 1101 or 3101 and 1201 or 3201.  
Presents a careful introduction to the discipline and what biblical theology is and does as seen in the New Testament use of the Old Testament. Each student will actually participate in the elemental process of deriving theology from the Bible.

#### REL 6621 ISSUES IN THEOLOGY (5)

Prerequisite: Permission of the instructor.  
Provides an advanced study of selected European and American theologians: Analyzes key theological concepts such as the Trinity, religious authority, soteriology, anthropology, and cosmology. The student also examines basic issues of Reformed and Wesleyan-Arminian theology and selected topics of timely import.

#### REL 6622 DOCTRINE OF THE HOLY SPIRIT (5)

Prerequisite: BIL 1201/3201 or permission of the instructor.  
Examines biblical and theological foundations for the person and work of the Holy Spirit and surveys the historical development of the doctrine. Studies the contemporary implications of the Holy Spirit in human experience and in charismatic theology and practice, and analyzes the work of the Spirit in sanctification.

#### REL 6626 RENAISSANCE AND REFORMATION (5)

(HIS 4230)  
Studies the Renaissance, including the transition from medieval to modern European institutions; origin and development of the Protestant movement in Europe to 1648. Offered alternate years.

#### REL 6631 PHILOSOPHY OF RELIGION (5)

Prerequisite: PHI 1100 or 1101.  
Introduces students to such central issues as the relationship between philosophy and theology, science and religion, faith and reason, Christianity and other religions, the nature of miracles, revelation, religious language and the problem of evil. Special emphasis given to the crucial importance of such topics for theology.

**Christian Education and Camping (REL)**

REL 6530 CAMPING ADMINISTRATION (3)  
(PE 4530/6530)

Surveys the historical and educational foundations of camping ministries. Examines the camping market and existing services meeting this need. The student will determine the foundations needed for operating a camp (philosophy, goals, market marketing strategy).

REL 6536 CAMP PROGRAM LEADERSHIP (3)  
(PE 4536/6536)

Prerequisite: PE 2535.

Examines program planning and leadership based on camper needs, educational theory. Explores biblical methods of ministry and evaluation of current and historic patterns of camp programming. Students will be involved in curriculum development through planning a program for a one-week camp.

REL 6570 HISTORY AND PHILOSOPHY OF CHRISTIAN EDUCATION (3)

Prerequisite: REL 2560.

Historical and philosophical survey of Christian Education principles in the context of the past; attempts to define Christian Education in its contemporary setting.

REL 6575 WOMEN AND MINISTRY (3)

Explores and evaluates the various roles that women are assuming and can assume in ministry, as well as the professional and lay resources to the new movement among women.

REL 6581 LEADER DEVELOPMENT AND TRAINING RESOURCES (5)

Prerequisite: REL 2560.

Surveys leader development programs and concepts and evaluation of training resources and guides. The student will be able to set up a training course for leaders and teachers as a result of this course.

REL 6582 ADMINISTRATIVE AND ORGANIZATIONAL SYSTEMS IN CHRISTIAN EDUCATION (5)

Prerequisite: REL 2560.

Provides a systems approach to the organizational structure and administrative needs for Christian Education in the local church. Emphasizes planning, implementing, and evaluating both the organizational and administrative framework of various programs.

REL 6584 YOUNGER AGE-GROUP MINISTRIES (3)

Prerequisites: REL 2560. Must be taken with Practicum, REL 3955/4955/6955.

Studies age-group characteristics, needs, and interests of children with special emphasis on program development and teaching techniques related to program ideas.

REL 6585 LEADERSHIP IN YOUTH MINISTRIES (3)

Prerequisites: REL 2560.

Surveys the youth culture, peer syndrome, personal identity, structure and content, programming methodology in relation to youth ministries.

REL 6586 THE ADULT LEARNER IN CHRISTIAN EDUCATION (3)

Prerequisites: REL 2560.

Studies the various periods of adulthood from the standpoint of characteristics, needs, aims, material, and methods of teaching. Emphasizes the teaching process for adults in terms of andragogy (a shared approach to learning) as opposed to pedagogy.

REL 6587 SEMINAR IN FAMILY MINISTRIES (3)

Studies the Church's ministry to the family; explores the intergenerational family model as an alternative to traditional schooling models in Church education.

**Missions (REL)**

REL 6383 BIBLICAL BASIS OF THE CHRISTIAN MISSION (5)

Investigates the crucial biblical passages forming the foundation for the worldwide missionary movement of the Christian Church. Special focus given to a proper understanding of Old Testament expectation, Great Commission, purpose of the church, motivation, and one's personal response to God's call in the contemporary world.

REL 6445 A MISSIONS PERSPECTIVE ON MODERN IDEOLOGIES (3)

Analyzes Marxism, socialism, nationalism, capitalism and other religious and political ideologies which affect the missions task.

REL 6480 THE EMERGING CHURCH IN THE MODERN WORLD (5)

Examines the biblical response to the question, "What will the Church look like in another culture?" Investigates the biblical theology of the Christian Church in order to relate to the contemporary dilemmas facing the Church in the First World, as well as some of the crucial issues confronting the emerging Church in the Third World, such as indigenization, contextualization, Church/Mission tension, cooperation and mission strategy.

REL 6487 PRINCIPLES AND STRATEGY OF THE CHRISTIAN MISSION (5)

Examines the biblical basis for planning, accountability and strategy in light of current world need and the challenge of the Great Commission. Analyzes historical as well as current practices and strategies of evangelization and mission including crusade and mass evangelism, church growth and discipling programs.

REL 6488 CROSS-CULTURAL COMMUNICATIONS (3)

Develops missionary journalism skills based on cross-cultural communication principles applicable to the culture area of one's choice. Workshops focus on audience analysis, writing, graphic design and radio programming; lectures and case studies on distribution, budgeting, management, research methods, culture analysis, social change, biblical judgment of cultures, ideologies, Third World churches and mass media.

REL 6489 ORIENTAL PHILOSOPHIES AND WORLD RELIGIONS (5)

(PHI 4489)

Provides an introduction to the origin, development, philosophy, beliefs and literature of the major non-Christian living religions of the world. Graduate credit requires additional work. Offered alternate years.

REL 6498 THE CHRISTIAN APPROACH TO NON-CHRISTIAN RELIGIONS: ANIMISM AND FOLK RELIGIONS (3)

Gives a definition and introduction to the study of religion with an overview of the animistic world-view and understanding of experience. Analyzes the confrontation of Christian evangelism with animistic beliefs including witchcraft, sorcery and shamanism.

**General Religion and Interdisciplinary Courses**

REL 6432 CULTURE AND RELIGION (3)

(ANT 4432/6432, REL 4432)

Surveys religious beliefs, practices, and functions in society; surveys history of the study of religions and gives an orientation to the theoretical frameworks for interpreting them. Offered alternate years.

REL 6880 RELIGION IN SECULAR SOCIETY (5)  
(SOC 4820)

Explores religious forms, movements, and personal life styles in this secular, rapidly changing area. Gives opportunity for concentration in selected areas of the student's choice. Not offered every year.

**Independent and Directed Study**

REL 6901 INTRODUCTION TO GRADUATE RESEARCH (3)

(See EDU 6981)

REL 6955 PRACTICUM (1-3)

Provides an opportunity for practical experience related to course work taken concurrently.

BIL 6950 INDEPENDENT STUDY (1-5)

Prerequisite: Same as for Religion 6950.

BIL 6951 DIRECTED STUDY

Prerequisite: Permission of an available instructor and the Director of the School of Religion.

**Thesis or Project**

REL 6991 MASTER'S RESEARCH PROJECT (3)

May be repeated up to a total of nine credits.

REL 6995 THESIS (3-6)

May be repeated up to a total of nine credits.

**Religion Graduate Faculty**

**SCHOOL ADMINISTRATION**

R. LARRY SHELTON, Th.D.  
Dean, School of Religion, Professor of Religion  
B.A., Pfeiffer College, 1974; M.Div., Asbury Theological Seminary, 1967; Th.M., 1968; Th.D., Fuller Theological Seminary, 1974. At SPU since 1977.

ROBERT DROVDAHL, Ph.D.  
Director of Graduate Studies, Assistant Professor of Christian Ministries and Education.  
B.A., Seattle Pacific University, 1971; M.A., Wheaton Graduate School, 1974; Ph.D., Michigan State University, 1980. At SPU since 1978.

**PROFESSORS**

EUGENE E. LEMCIO, Ph.D.  
Biblical Studies B.S., Houghton College, 1964; M.Div., Asbury Theological Seminary, 1968; Ph.D., Trinity College, University of Cambridge, England, 1975. At SPU since 1974.

FRANK A. SPINA, Ph.D.  
Biblical Studies  
B.A., Greenville College, 1965; M.Div., Asbury Theological Seminary, 1968; M.A. & Ph.D., University of Michigan. At SPU since 1973.

RAYMOND J. WELLS, Ph.D.  
Education and Philosophy  
B.A., Seattle Pacific University, 1946; S.T.B., New York Theological Seminary, 1949; S.T.M., 1950; Ph.D., University of Edinburgh, Scotland, 1955. At SPU since 1967.

**ASSOCIATE PROFESSORS**

DANIEL N. BERG, D.Phil.  
Theology and Ministry  
B.A., Northwest Nazarene College, 1966; B.D., Nazarene Theological Seminary, 1969; D.Phil., Glasgow University, 1977. At SPU since 1980.

LES L. STEELE, Ph.D.  
Christian Education  
B.A., 1975 and M.A., 1976, Azusa Pacific University; M.A. and Ph.D., Claremont Graduate School, 1984. At SPU since 1985.

DWIGHT VAN WINKLE, Ph.D.  
Biblical Studies  
B.A., Stephen F. Austin State University, 1974; Th.M., Dallas Theological Seminary, 1978; Ph.C., Clare College, Cambridge University, England, 1980. At SPU since 1981.

ROBERT W. WALL, Th.D.  
Biblical Studies and Biblical Ethics  
B.A., Valparaiso University, 1969; Th.M., Dallas Theological Seminary, 1973; Th.D., 1978. Additional graduate study at Perkins School of Theology, Southern Methodist Church. At SPU since 1978.

THOMAS N. WISLEY, Ph.D.  
Missiology  
B.A., Simpson Bible College, 1963; M.A., 1977 and Ph.D., 1980, Fuller Theological Seminary. At SPU since 1985.

**PART-TIME LECTURERS**

MIRIAM ADENEY, Ph.D.  
Missions and Cross-Cultural Communications  
B.A., Wheaton College, 1967; M.A., Syracuse University, 1969; Ph.D., Washington State University, 1980. At SPU since 1977.

F. DOUGLAS PENNOYER, Ph.D.  
Intercultural Studies  
B.A., Oregon College of Education, 1969; M.A., Washington State University, 1972; Ph.D., Washington State University, 1975. At SPU since 1983.

EVANGELINE D. SHELTON, M.A.  
Christian Education  
B.A., Point Loma College, 1962; M.A., California State University at Los Angeles, 1967. At SPU since 1977.



**SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES**

**Courses in Anthropology**

ANT 6432 CULTURE AND RELIGION (3)  
(REL 4432/6432, ANT 4432)  
Surveys religious beliefs, practices, and functions in society; surveys history of the study of religions and an orientation to the theoretical frameworks for interpreting them. Offered alternate years.

ANT 6855 SOLVING HUMAN PROBLEMS: APPLIED ANTHROPOLOGY (3)  
Along with the process of urbanization, modernization, and industrialization are problems of relocation, adjustment and understanding. Skills and insights from anthropology assist in directing and lessening these problems. Considers the role of the agent of change, the environment of change, and the changing target group in community development.

ANT 6877 URBAN ANTHROPOLOGY: CULTURAL PLURALISM (3)  
(URB 4877/6877, ANT 4877)  
Studies diverse cultural strategies for ethnic survival such as competition in a group for scarce resources during the process of urban migration, or a group's adaptive response in its use of cultural identity to form a political organization in order to further its collective interests.

**Courses in Psychology**

PSY 6420 PSYCHOLOGY OF ADOLESCENCE (5)  
Overviews adolescent development and behavior focusing on the physical, cognitive, emotional, moral, social, familial, educational, and vocational dimensions. Particular emphasis is placed on the causation and amelioration of the typical conflicts and problems of this period.

PSY 6430 MOTIVATION AND LEADERSHIP (5)  
Presents the theories and principles of motivation and leadership particularly emphasizing the practical applications in business, education, church and community settings.

PSY 6442 PSYCHOLOGY OF PERSONALITY (5)  
Prerequisite: Senior standing or permission of instructor.  
Surveys the major theoretical views of personality with emphasis on comparison, contrast, and practical implications for improving the understanding of self and others. Recommended precursor to PSY 4470/EdCo 5670.

PSY 6460 ABNORMAL BEHAVIOR (5)  
Provides a critical analysis of the history, etiology and symptomatology of abnormal behavior with reference to modern methods of assessment and treatment. Emphasizes an interdisciplinary approach to the understanding of maladaptive behavior.

**Courses in Urban Studies**

URB 6877 URBAN ANTHROPOLOGY: CULTURAL PLURALISM (3)  
(ANT 4877, 6877, URB 4877)  
See ANT 6877

## FINANCIAL INFORMATION

The administration of Seattle Pacific is committed to providing a high quality Christian education at a reasonable price for the student. Tuition costs are kept reasonable because of a dedicated faculty which provides nationally recognized excellence without primary regard for personal remuneration, an administrative staff which works continually to provide needed services with greater efficiency, and support provided by trustees, alumni, and other friends of the University.

All expenditures related to educational and support activities are carefully planned and budgeted. The trustees, president and other administrators are committed to a high level of stewardship of all financial resources with a goal of maintaining Seattle Pacific's financial stability for both current and future students. Tuition costs at Seattle Pacific are moderate as a result of the generous gifts from individuals, corporations and churches of the Northwest. A student pays for approximately 69% of the cost of the education provided. These donors make possible a "hidden scholarship" of approximately \$450 to each full-time student.

All programs and policies at the University are under continual review. Therefore, SPU reserves the right to change financial policies or charges at any time without previous notice. However, after the beginning of a quarter, no change will be made which is effective within the quarter. Every student is presumed to be familiar with the schedule of fees and other matters pertaining to financial policy and procedures published in this Catalog. Financial assistance is available to qualified students on a limited basis and is described in detail in the "Financial Aid" section of this Catalog.

While every effort has been made to provide helpful and easily understood explanations of the University's fees and financial policies, we recognize that questions will arise from time to time. The University Business Office, located in Demaray Hall, has the responsibility of providing services to students regarding tuition and other fees, financial policies and payments on account. Staff are prepared to assist any individual student who has questions about fees and policies. The goal of the staff is to provide helpful, friendly service to all inquirers. Any concern about the quality of this service or questions on overall financial policies of the University should be referred to the Vice President for Business and Finance. It is the hope of Seattle Pacific that students will not only have exceptional educational experiences but also feel that same commitment to excellence and service throughout all of the support areas of the institution.

### 1986-87 Tuition and Fees

Seattle Pacific University's tuition covers, in addition to direct instructional costs, a wide range of student services, which include guidance and health services, use of the University science and data laboratories, the Library and Student Union Building, and post office boxes. Other full-time student benefits include admission to all University athletic events, membership in the Associated Students of Seattle Pacific and its programs, and participation in intramural activities. All tuition, fees and other charges as stated in this publication are payable in U.S. dollars (\$U.S.).

<b>GRADUATE TUITION</b> (per quarter)	
8 or fewer total credits	
per credit hour	\$118.00
9 - 11 total credits	
per credit hour	\$214.00
12 - 17 total credits	
total charge	\$2,567.00
MBA/ISM/HRD Classes	
per credit hour	\$165.00

NOTE: Graduate students taking more than eight (8) credits will be charged \$214.00 per credit hour. Students may register for evening courses (which begin at 4:30 p.m. or later) until the second class session; however, a \$15.00 late enrollment fee is charged when registration is completed after the opening session of an evening class.

### UNDERGRADUATE TUITION

Students who have been admitted with post-baccalaureate status taking 5000-level classes are charged at the undergraduate tuition rates as follows:

8 or fewer total credits	
per credit hour	\$99.00
9 - 11 total credits	
per credit hour	\$178.00
12 - 17 total credits	
total charge	\$2,135.00

### ADMINISTRATIVE AND SPECIAL FEES

Application Fee	\$25.00
Matriculation Fee	\$50.00
Re-admission Fee	\$25.00
Late Registration Fee	\$15.00
Change of Registration Fee	\$15.00
Rescheduled Final Exam (per course)	\$40.00
Credit by Exam or Challenge per course examination fee	\$45.00
per credit hour fee	
1-8 credit hours	\$30.00
9-10 credit hours	\$25.00
11 or more credit hours	\$20.00
Official Transcript Fee (first one free)	\$3.00

Teacher Certification Fee	\$20.00
Diploma Fee, Baccalaureate or Graduate	\$25.00
Masters Comprehensive Exam	\$50.00
Thesis Binding (per copy)	\$15.00
Parking Fee (per quarter)	\$15.00
I.D. Replacement Card	\$5.00
Special Processing of Checks	\$10.00

### CURRICULUM AND CERTIFICATION FEES (per quarter)

NLN Achievement Vocation Interest Tests	\$20.00
Clinical Practicum Fee, per credit hour	\$50.00

### COMPUTER SCIENCE

Computer Science fees, per credit hour	\$10.00
(For specific classes with fees, refer to Time Schedule and/or revisions listings.)	

### MUSIC

Individual Instruction Fee (half-hour lessons weekly), per credit	\$90.00
(Music majors may receive two credits of individual instruction in their performance area only for the \$90.00 fee).	
Piano Class Instruction Fee (2 periods weekly), per credit	\$45.00
Voice Class Instruction Fee	\$45.00
Quarterly Rental Fees:	
Pipe Organ (5 hours per week)	
Two Manual Organ	\$30.00
Three Manual Organ	\$40.00
Combination Rate	\$35.00
Band or Orchestra Instrument (includes practice room 5 hours per week)	\$20.00

**TEACHER EDUCATION**

Graduate Internship or Practicum Fee, per quarter	\$50.00
Within 50 Miles of campus . add'l	\$50.00
Within 50-100 Miles of campus . add'l	\$100.00
More than 100 miles from campus	To be determined by special arrangement.
Penalty for late changes of internship	\$60.00

**STUDENT SERVICES FEES**

Teacher Credentials	
Initial enrollment (including 3 sets mailed)	\$15.00
Additional credentials beyond 3 sets	each \$3.00
Business, Industry & Social Service Credentials (all except teacher)	
Initial enrollment (including 1 set mailed)	\$10.00
Additional credentials beyond 1 set	each \$3.00
Alumni Credential Updating Fee (including 1 set mailed)	\$10.00
Additional credentials beyond 1 set	\$3.00
Mailing of Education Job Listings weekly via first class mail	
Teacher vacancies (April-September)	\$25.00
Administrative vacancies (March-August)	\$25.00
Teacher and Administrative vacancies	\$40.00
Personal Testing (administration, interpretation, and counseling with regard to aptitude, skills, personality analysis and placement). Charges for testing services are based on actual costs of materials and scoring. Costs per test vary within a range of \$1.00 to \$8.00 with minor exceptions.	
Personal Counseling	No Charge
Fees may be assessed for part-time students on recommendation of the counselor.	

**MEDICAL INSURANCE FEES**

All graduate students enrolled at the University are eligible for the student medical insurance plan. A student must file the appropriate forms with the Business Office prior to the end of the first week of the quarter to ensure enrollment in this insurance plan.

Medical Insurance Fees, per quarter (subject to change in the event of a policy rate adjustment):	
A. Student	\$122.00
B. Optional coverage for spouse	\$150.00
C. Optional coverage for dependents	\$136.00

**Room and Board Charges**

All graduate students are eligible to buy food services and to live in University housing, based on availability of space.

Charges for Board in Gwinn Commons and Room in Residence Halls, per quarter:	
Board	\$515.00
Room	\$536.00

**FINANCIAL ARRANGEMENTS**

**Registration**

Seattle Pacific University uses an on-line computer system to process registration materials and to complete financial arrangements. In order to register for classes, graduate students must pay either an advanced payment each quarter equal to one credit of tuition or a one-time \$50 deposit which is held on account during the student's tenure at SPU. When a student has made a selection of preferred courses and accomplished the necessary preliminary steps of the enrollment process, registration materials are returned to the Office of Registration and Records for entry into a computer terminal located there. When the student's enrollment is accepted by the Office of Registration and Records, the University commits itself to provide the educational and housing services, if any, for which the student has

contracted. At this point in the registration process, the student is obligated to pay for those services in accordance with the current schedule of charges of the University. The registration contract developed between Seattle Pacific University and the student remains binding on both parties unless proper written notification is provided by either party (also, see "Refunds and Account Adjustments").

All students then receive from the Business Office a statement of their charges. Students who are to receive financial aid administered by the University must sign the necessary papers to have the financial aid credited to their account. No financial aid can be credited to a student's account until registration is completed and related papers are personally signed in the Business Office.

**Student Account System**

A statement reflecting enrollment registration, charges, payments, and past, current and future due amounts will be sent to the student's local address (Seattle or on-campus) each month. A copy of the statement of account will also be mailed by the Business Office to an additional address (such as the student's parents) when requested. It remains the student's responsibility, however, to see that the proper payment reaches the Business Office by the payment due date.

Checks for the correct amount due should be made payable to SEATTLE PACIFIC UNIVERSITY, and should include the student's name and I.D. (Social Security) number. Such checks may be mailed to Seattle Pacific University, Business Office, Seattle, WA 98119, or delivered in person. Payment must be received in the Business Office on or before the 5th day of the month following the statement date.

**Unpaid Student Charges**

In general, a student who has delinquent financial obligations in excess of 20% of one quarter's tuition, room and board charges will not be permitted to register for subsequent quarters, attend classes or order transcripts until such obligations have been satisfied.

On occasion, legitimate financial circumstances may warrant allowing students who have delinquent financial obligations to register for subsequent quarters. The following policy has been established for this special permission to register for a subsequent quarter. The student will need to contact the Business Office to obtain a "Permission to Register" form. The student will have to agree to payment terms which will include the signing of a promissory note (signed by the student and co-signed by the parents) for the owing balance of the account. If the terms of the note are not met and delinquent amounts persist, disenrollment will take place, cancelling the student's current registration. In no event will a student be given special permission to register if the total amount delinquent exceeds one quarter's tuition, room and board charges.

A continued failure to meet financial obligations may result in the referral of the delinquent account to an outside agency for collection of the total amount due, plus all collection costs applicable.

**PAYMENT METHODS**

**Foreign Students**

Students who are not citizens of the U.S. or Canada are required to make full payment prior to the first day of classes of any term or make application to the Business Office for permission to use the extended payment option (see below). Acceptable arrangements for use of the extended payment option include a "letter of credit" from a reputable bank or other source upon which only Seattle Pacific University may draw or a written

guarantee of payment by a sponsor in the U.S. acceptable to the University. All tuition, fees and other charges are payable in U.S. dollars (\$U.S.).

**United States and Canadian Students**

Any full-time student may choose to meet financial obligations in one of two ways: (1) payment in full on or before the first day of classes; or (2) use of the extended payment option. All tuition, fees and other charges as stated in this publication are payable in U.S. dollars (\$U.S.).

**Extended Payment Option**

If the extended payment option is used, a minimum payment of 20 percent of the total charges, after all financial aid is applied to a student's account, is due on:

Autumn Quarter, 1986 September 5, 1986  
 Winter Quarter, 1987 December 5, 1986  
 Spring Quarter, 1987 March 5, 1987

The remaining 80% is due in equal installments of 40% each as follows:

Autumn Quarter  
 October 6, 1986 . . . . . 40%  
 November 5, 1986 . . . . . 40%  
 Winter Quarter  
 January 5, 1987 . . . . . 40%  
 February 5, 1987 . . . . . 40%

Spring Quarter  
 (Note: Spring Quarter Graduates must clear their accounts completely by May 16, 1987 in order to receive a diploma in graduation exercises).  
 April 6, 1987 . . . . . 40%  
 May 5, 1987 . . . . . 40%

Note: Financial Aid cannot be used to cover the 20% minimum payment under this plan.

Any unpaid past due or extended balance is subject to the finance charge, explained in the following section. If the 20% is not received by the due dates shown above, this will indicate that the student chose not to use the extended

payment option, and 100% is due on the first day of classes. If a student fails to make required payments after choosing the Extended Payment Plan, that student may not be permitted to use the option during subsequent quarters.

**INTEREST CHARGE**

A monthly interest charge, calculated at the prevailing rate as determined in the month preceding the acceptance of the student's enrollment by the Office of Registration and Records (e.g. 12% for September 1985 acceptance) will be assessed each month against the unpaid portion of the balance shown on the student's last statement of account. To avoid interest charges, payment must be made in full on or before the first day of class.

**PENALTY CHARGES**

In order to provide prompt, efficient service to the more than 3,000 students who register at Seattle Pacific University each quarter, certain times are reserved by the Office of Registration and Records and the Business Office to process enrollment materials and to handle student payments.

**PREPAID ACCOUNTS AND BANKING SERVICES**

Many students and parents find it convenient to budget for part or all of a quarter's costs in advance of the required payment dates. In order to accommodate this need, funds may be paid into an individual student account at any time after the student's formal admission to the University.

Withdrawals of credit balances must be requested in writing by the student along with the presentation of an SPU ID card or other picture ID. To allow adequate processing time, withdrawal of

credit balances will take five (5) working days from date of request for disbursement. Deposits and withdrawal requests should be sent to Seattle Pacific University, Business Office, Seattle, WA 98119.

Commercial banking services are conveniently available to students. One such banking center is located on campus adjacent to the University Bookstore. Information on commercial bank services at this location may be directed to Rainier National Bank, Seattle Pacific Branch, 310 West Nickerson Street, Seattle, WA 98119.

**REFUNDS AND ACCOUNT ADJUSTMENTS**

If a student decides to add or drop courses, withdraw from school, or delete other contracted services, an official change of registration form must be filed with the Office of Registration and Records. If a complete withdrawal is contemplated, and/or if the student plans to cancel the Residence Hall Contract, proper notification must also be provided to the Office of Student Affairs (see the Residence Hall Contract and the current Student Handbook for withdrawal procedures).

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

Refunds or additional charges for courses are posted to a student's account when the official change of registration form is received and processed. Charges for added courses are made at the full quarter's rate regardless of when the course is added. In the event enrollment changes result in a refund, tuition will be refunded according to the schedule which follows.

**Tuition and Curriculum Fees**

Refunds on education charges are made only for tuition and curriculum fees. The date on which the official withdrawal form is received by the Office of Registration and Records will determine the amount of the refund for such charges (except music fees), using the following schedule as applicable.

**Schedule of Tuition Refunds**

	Day	Evening
First Three Days of Quarter's Instruction . . . . .	100%	-
Within 48 hours of 1st Class . . . . .	-	100%
Remainder of First Week of Class . . . . .	90%	90%
Second Week of Class . . . . .	75%	75%
Third Week of Class . . . . .	60%	60%
Fourth Week of Class . . . . .	45%	45%
Fifth Week of Class . . . . .	30%	30%
Sixth Week of Class . . . . .	15%	15%
Seventh and Following Weeks of Class . . . . .	-0-	-0-

Refunds for music fees will follow the same schedule, except that no refunds for individual or class instruction in applied music will be given after the first five class days of the quarter.

**Effect on Financial Aid**

If, during a quarter, a graduate student who is receiving financial aid drops courses to below a 6-credit load, such a drop will necessitate a reduction in the financial aid given for that quarter in most cases.

A refund to a financial aid recipient is applied first to the student's financial aid source(s) and the balance, if any, is remitted to the student. Financial aid recipients will, therefore, in all likelihood not receive funds.

**Room Reservation Deposit Refunds**

The Room Reservation Deposit is refundable to new students who cancel their Room Reservation in writing on or

before June 1 for Autumn Quarter, or 30 days prior to the beginning date of subsequent quarters. A refund of the Room Reservation Deposit is made for currently enrolled resident students if they notify the Office of Residence Life (in writing) of their decision to cancel their Room Reservation on or before June 1 for Autumn Quarter, or prior to the deadline dates listed on the Room and Board contract for subsequent quarters. When proper notification has been made and the check-out procedures have been completed, their request will be processed.

Students who fail to comply with the published notification deadlines will forfeit their room reservation deposit if they withdraw from the residence halls prior to occupancy for the next quarter. Deposit refunds will be mailed directly to the student or will be credited to the student's account if there is an outstanding balance due.

Deposits for special programs (including interterm) are refundable according to the policies governing the particular program. Please contact the Business Office for information on deposit refunds for these programs.

**Room and Board Charges and Refund Information**

If, after occupying a room in a University residence hall, it becomes necessary for a student to cancel the Room and Board Contract prior to the end of the quarter, a refund of the room charge will be made according to the following method:

1. 30% of the quarterly room charge is non-refundable.
2. The remaining amount will be prorated on a weekly basis; however, there will be no refund for students withdrawing from the residence halls after the sixth week of the quarter.

3. The room reservation deposit will be refunded if written notification is received prior to the deadline for cancelling a Room Reservation Agreement for a subsequent quarter.

All refunds of board will use the preceding schedule of tuition refunds.

Additional financial information, including examples of calculations and charges, can be found in the official 1986-87 Catalog of Seattle Pacific University.

**FINANCIAL AID**

**Guidelines**

Seattle Pacific University strives to work with graduate students in providing financial aid to supplement individual resources. The student makes a maximum effort to pay his or her own tuition by drawing from income and assets; in addition, the University makes available assistantships, loans and employment, separately or in various combinations.

To apply for financial aid through the University, the student must complete the Financial Aid Form (FAF) to verify need. FAF forms may be obtained at a secondary school or a college financial aid office. The FAF allows students to explain their financial circumstances. From an analysis of this confidential form, the amount of income and assets which can be applied toward college costs is determined. The Financial Aid Office then awards aid to assist in meeting the remaining financial need.

**Eligibility**

To be eligible for financial aid assistance, a student must be enrolled in a minimum of six (6) regular credits taken at the normal fee structure.

Students who take six regular credits along with SPIRAL or Weekend University may be considered for financial aid based on the combined costs for the six regular credits and the actual tuition costs for Spiral and/or Weekend University.

Those enrolled in the MBA, ISM, or HRD programs or in the master of science degree program in collaboration with the Presbyterian Counseling Service must have a minimum of six credits to be eligible for National Direct Student Loan, College Work-Study and

Guaranteed Student Loan. Verification will need to occur prior to the disbursement of aid. If you have questions about your eligibility for financial assistance, contact our Office of Financial Aid at (206)281-2046.

**Application Deadlines**

For maximum awards, new students applying for aid must file the FAF with the College Scholarship Service by February 1 and be admitted to the University by March 1. Financial aid applications are accepted throughout the year, with awards being made as funds remain available. Students must submit a Financial Aid transcript from each college previously attended before funds can be dispersed.

Students currently in attendance who plan to return to the campus the following year and who wish to receive maximum financial aid must file the FAF with the College Scholarship Service by February 1.

**Kinds Of Aid**

**LOANS**

**NATIONAL DIRECT STUDENT LOAN FUND.** Graduate students applying for the NDSL must be enrolled in a minimum of six (6) regular credits per quarter. This program combines funds from the government and Seattle Pacific University. The borrower must be a citizen or permanent resident of the United States. National Direct Student Loans carry a simple interest rate of 5% and are repayable over a period of 10 years following graduation or withdrawal from school. No interest is charged while students are in school and during a six month grace period thereafter.

**GUARANTEED STUDENT LOANS.**

Graduate students applying for the GSL must be enrolled in a minimum of six credits per quarter. These loans are made through banks, savings and loan associations, and credit unions. Any student admitted to SPU who is a U.S. citizen, or present in the U.S. for other than a temporary purpose, is eligible to apply if financial need can be demonstrated. The loans are made at the discretion of the lending agency. Currently, the annual rate of simple interest for first time borrowers is 8%, with no interest charged while the student is in school and during the six month grace period thereafter. Repayment, which begins six months after the student leaves school, may be made over a ten-year period.

Graduate students can borrow money through banks, savings and loan associations and credit unions to help supplement their educational costs. These loans are called PLUS or Parent Loans for Undergraduate Students. Interest on all PLUS loans will be 12% per year. Repayment of the loan will begin immediately after the loan proceeds are dispersed.

**GRADUATE ASSISTANTSHIPS**

A limited number of graduate assistantships are available in most of the Schools having graduate programs. Graduate assistants perform services related to the instructional or service programs of the University. Stipends may be used to cover costs or graduate tuition at the University, depending on level of services rendered. Students interested in information concerning assistantships may contact the appropriate School. Addresses and phone numbers are given at the end of the Catalog.

**MINISTERIAL DISCOUNTS**

Any full-time ordained Free Methodist pastor or missionary is eligible to receive five free credits per quarter. Any full-time ordained pastor or missionary of any denomination is eligible to receive a 20% tuition discount per quarter.

**Employment Opportunities**

**CAMPUS WORK.** Each year, the University offers several hundred on-campus jobs to students. The pay scale for on-campus jobs is in accordance with the minimum wage law. While this pay scale is sometimes lower than for off-campus work, the saving of transportation time and cost often makes a campus job a wise choice for a busy student.

**WORK-STUDY PROGRAM.** Seattle Pacific University is a participant in both the federal- and state-sponsored Work-Study Programs, whereby students lacking financial resources may be placed in an approved job on or off campus and be paid from a fund provided primarily by the government. The application for this program must fulfill the following qualifications: he/she must be (1) either a U.S. citizen or a permanent resident, (2) in need of employment to help finance his/her college education, and (3) able to carry a minimum of 6 credits and maintain acceptable grades during such employment.

**OFF-CAMPUS.** An off-campus employment service is maintained by the Financial Aid Office. Off-campus jobs usually require a minimum of three or more hours daily in a single block of time.

**ADMINISTRATION**

DAVID C. LE SHANA, Ph.D.

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

CURTIS A. MARTIN

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

DAVID O. DICKERSON, Ph.D.

Vice President for Academic Affairs; Dean of the Faculty; Professor of English  
B.A., Greenville College, 1955; M.A., University of Southern California, 1958; Ph.D., 1964. At SPU since 1976.

DONALD W. MORTENSON, C.P.A.

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

A. LEVON BALZER, Ph.D.

Dean of Arts and Sciences; Professor of Biology and Education  
B.S., University of Oklahoma, 1959; M.N.S., 1960; Ph.D., Ohio State University, 1968. At SPU since 1974.

GEORGE E. MCDONOUGH, M.A., M.Lib.

Director of Learning Resources; Professor of English  
B.A., University of California-Berkeley, 1949; M.A., Johns Hopkins University, 1950; M.Lib., University of Washington, 1963; Fellow, University of Chicago, 1965-66 and Catholic University of America, 1967. At SPU 1962-65, 1968-71 and since 1973.

**Dean of Graduate Studies**

SAMUEL L. DUNN, Ph.D.

Dean of Graduate, Professional and Continuing Studies; Professor of Mathematics and Business  
B.A., Olivet Nazarene College, 1961; B.S., 1962; M.S., University of Wisconsin, 1964; Ph.D., 1969; M.B.A., University of Puget Sound, 1985. At SPU since 1968.

**School Deans**

JOSEPH C. HOPE, Ph.D.

Dean, School of Business and Economics; Professor of Business  
B.A., California State University Northridge, 1969; M.B.A., University of Southern California, 1971; Ph.D., Claremont Graduate School, 1982. At SPU since 1979.

KARL KRIENKE, Ph.D.

Dean, School of Natural and Mathematical Sciences; Professor of Mathematics, Physics, and Computer Science  
B.S., Seattle Pacific University, 1953; M.A., 1955; M.S., (Physics), University of Washington, 1959; M.S. (Astronomy), 1969; Ph.D., 1973. At SPU since 1956.

CARL H. REED, Ph.D.

Dean, School of Fine and Performing Arts; Professor of Music  
B.A., Seattle Pacific University, 1951; M.A., University of Washington, 1956; Ph.D., 1966. At SPU since 1957.

R. LARRY SHELTON, Th.D.

Dean, School of Religion; Professor of Religion  
B.A., Pfeiffer College, 1964; M.Div., Asbury Theological Seminary, 1967; Th.M., 1968; Th.D., Fuller Theological Seminary, 1974. At SPU since 1977.

## ADMINISTRATION

JAMES D. WORTHINGTON, Ph.D.  
Dean, School of Education; Professor  
of Reading Education  
B.S., Philadelphia College of the  
Bible, 1963; M.A., Glassboro State  
College, 1970; Ph.D., Syracuse  
University, 1975. At SPU since 1978.

### Directors of Graduate Studies

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Religion; Assistant Professor of Chris-  
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B.A., Seattle Pacific University, 1971;  
M.A., Wheaton Graduate School,  
1974. Ph.D., Michigan State Universi-  
ty, 1980. At SPU since 1978.

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Director of Graduate Studies  
Physics and Computer Science  
B.S., Seattle Pacific University, 1951;  
Ph.D., University of Washington,  
1956. At SPU 1956-69 and since  
1974.

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Business; Professor of Accounting  
B.A., Washington State University,  
1961; C.P.A., 1965; M.B.A., Universi-  
ty of Puget Sound, 1983. At SPU  
since 1975.

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and Education Administration  
A.B., Northwest Nazarene College,  
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1955; Ed.D., University of Northern  
Colorado, 1961. At SPU since 1981.

VERNON WICKER, D.M.A.  
Church Music; Professor of Music  
B.M., Biola College, 1961; M.M., In-  
diana University, 1964. Goethe In-  
stitute, Germany, 1964; D.M.A.,  
University of Oregon, 1980. At SPU  
since 1979.

## ADDRESSES AND PHONE NUMBERS

### University Mailing Information

Please address all correspondence to the  
appropriate office or individual at:

Seattle Pacific University  
Third West and Nickerson  
Seattle, WA 98119

### Phone Numbers

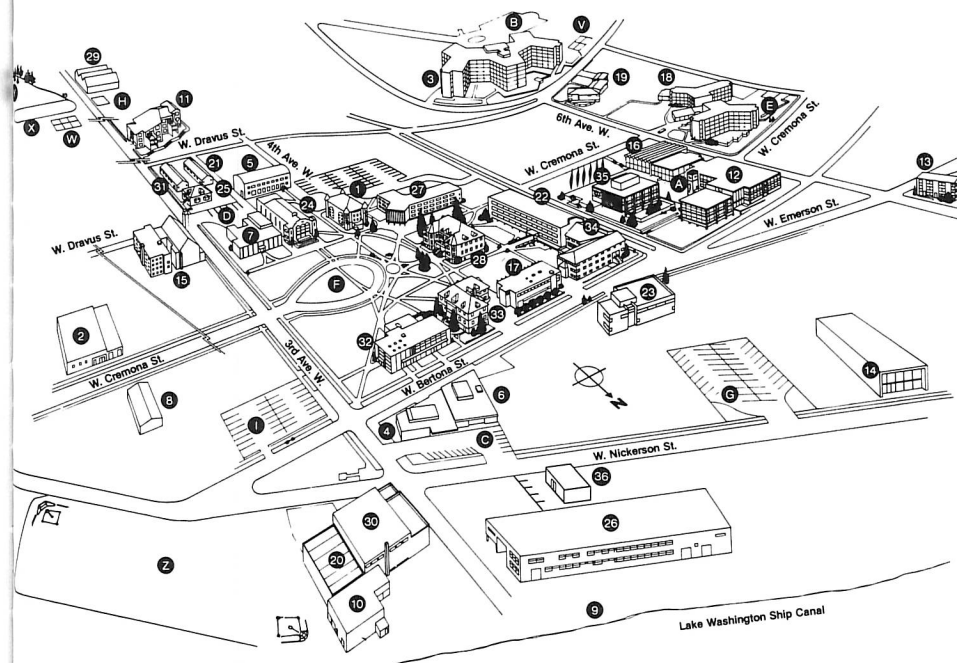
The University's area code is 206. The  
information number is (206) 281-2050.

Academic Affairs . . . . .	281-2125
Bookstore . . . . .	281-2136
Business Office . . . . .	281-2061
Business and Economics, School of . . . . .	281-2970
Education, School of . . . . .	281-2214
Evening School . . . . .	281-2121
Financial Aid . . . . .	281-2046
Fine & Performing Arts, School of . . . . .	281-2205
Graduate Admissions . . . . .	281-2021
Graduate Dean's Office . . . . .	281-3401
Information Systems Management . . . . .	281-2140
Library . . . . .	281-2228
Natural & Mathematical Sciences, School of . . . . .	281-2140
Physical Education & Athletics, School of . . . . .	281-2081
Registration and Records . . . . .	281-2031
Religion, School of . . . . .	281-2158
Weekend University . . . . .	281-2121

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|---|--|--|

\*reserved parking only

## CHECK LIST

### For Admission to Graduate Study

Graduate study at Seattle Pacific is for any person who is a graduate of an approved four-year college with a B.A. degree or the equivalent. Students are classified in one of the following categories:

- A. Graduate Student — one who is interested in pursuing a Master's Degree and who applies and qualifies for admission according to the specified criteria. Also, this includes students desiring to earn both a graduate degree and a certificate. Application for admission to a specific degree program must be submitted to the appropriate school. Applications may be obtained directly from that particular school.
- B. Post-Baccalaureate Student — one who is interested in any type of education certification, a second baccalaureate degree, enrichment or improvement in professional competence and who applies and qualifies for admission according to specified criteria.

Faculty and advisors in the various graduate programs welcome your inquiries and will be available to discuss their particular programs. The phone numbers are School of Religion, 281-2927, School of Education, 281-2214, School of Business and Economics 281-2970, School of Fine and Performing Arts, 281-2205, and School of Natural and Mathematical Sciences, 281-2240.

Check each item as it is completed. Retain for your records. ALL ITEMS MUST BE SUBMITTED PRIOR TO ADMISSION TO GRADUATE STUDIES AND RECEIVED AT LEAST ONE MONTH PRIOR TO THE BEGINNING OF THE QUARTER FOR WHICH YOU ARE APPLYING.

### Post-Baccalaureate Applicants:

- Submit application and \$25.00 application fee
- Request two official copies of all transcripts (other than SPU) from: Institution which granted your baccalaureate degree. All institutions attended since receiving baccalaureate degree.
- Request two letters of recommendation from individuals familiar with your character, scholarship or professional abilities.

### Graduate Students:

- Complete items above required for Post-Baccalaureate Applicants.
- For most programs, submit scores from either the aptitude portion of the Graduate Record Examination or the Miller Analogies Test. ISM applicants submit GRE scores only. MBA applicants submit scores from the Graduate Management Admissions Test (GMAT) only. These must be submitted prior to admission to graduate studies. You may obtain information for the GRE and GMAT from the Graduate Admissions Office at (206)281-2021. Information regarding the Miller Analogies Test may be obtained from the University of Washington Testing Center, (206)543-1170.
- For MBA applicants, the letters of recommendation must be work-related. Preferably one letter of recommendation would be completed by the applicant's immediate supervisor and the other by a manager one level above the immediate supervisor.

- Marital and Family Therapy applicants must submit one additional letter of recommendation (three total). Also you must submit a statement indicating your reasons for desiring admission into the MFT program.

All materials — application and fee, transcripts, letters of recommendation and test scores — should be sent directly to: Office of Graduate Admissions, Seattle Pacific University, Seattle, WA 98119.

**SEATTLE PACIFIC UNIVERSITY  
GRADUATE APPLICATION  
FOR ADMISSION 1986-87**

For office use only

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I plan to enter (Check one):

Aut\_\_\_\_ Win\_\_\_\_ Spr\_\_\_\_ Sum\_\_\_\_ 19\_\_\_\_ Soc. Sec. No.\_\_\_\_\_

\_\_\_\_ Male

\_\_\_\_ Female

(MR) \_\_\_\_\_  
Name(MS) \_\_\_\_\_  
(MRS) (Last) (First) (Middle) (Former)

Address \_\_\_\_\_  
(Number and Street) (City) (State) (Zip)

Occupation \_\_\_\_\_ Phone:(\_\_\_\_) \_\_\_\_\_ (\_\_\_\_)  
area work area home

Country of Citizenship (if other than U.S.A.) \_\_\_\_\_ (Type of Visa) \_\_\_\_\_

Do you desire admission as a:

\_\_\_\_ I. Graduate Student

What will be your major field of study or specialization?

\_\_\_\_\_  
Have you taken the Graduate Record Exam? \_\_\_\_\_  
or the Miller Analogies test? \_\_\_\_\_ or the MMPI? \_\_\_\_\_  
or the Graduate Management Admissions Test? \_\_\_\_\_  
(If not, see checklist for test information.)

II. Post-Baccalaureate student for the following purposes  
 Teacher Certification: Initial \_\_\_\_\_ Continuing \_\_\_\_\_  
 Elementary \_\_\_\_\_ Secondary \_\_\_\_\_  
 Education Staff Associate — Reading Resources:  
 Initial \_\_\_\_\_ Continuing \_\_\_\_\_  
 Education Staff Associate — Counselor:  
 Initial \_\_\_\_\_ Continuing \_\_\_\_\_  
 Administration — Principal: Initial \_\_\_\_\_  
 Continuing \_\_\_\_\_  
 Administration — Program Administrator:  
 Initial \_\_\_\_\_ Continuing \_\_\_\_\_  
 Second Baccalaureate Degree — What will be your  
 major field of study? \_\_\_\_\_  
 \_\_\_\_\_  
 Other (Please explain) \_\_\_\_\_  
 \_\_\_\_\_

III. Visiting Graduate Student  
 In which program are you enrolled? \_\_\_\_\_  
 At which institution? \_\_\_\_\_

Was baccalaureate degree earned at an institution where English was the primary language? \_\_\_\_\_

Which institution granted your baccalaureate degree? \_\_\_\_\_  
 Date \_\_\_\_\_ Major \_\_\_\_\_ Degree \_\_\_\_\_

Which institution granted your master's degree? \_\_\_\_\_  
 Date \_\_\_\_\_ Major \_\_\_\_\_ Degree \_\_\_\_\_

Were you ever admitted to SPU? \_\_\_\_\_ Have you ever attended? \_\_\_\_\_  
 When? \_\_\_\_\_

What was your classification? \_\_\_\_\_ Undergraduate \_\_\_\_\_ Post Baccalaureate  
 \_\_\_\_\_ Graduate \_\_\_\_\_ Non-Matriculated

List all other schools attended since receiving your baccalaureate degree. (List most recent first.)

(1) \_\_\_\_\_  
 (Name of School) (Address) (Dates Attended)  
 \_\_\_\_\_  
 (Degree Earned) (Major) (Credits Earned)  
 \_\_\_\_\_  
 (2) \_\_\_\_\_  
 (Name of School) (Address) (Dates Attended)  
 \_\_\_\_\_  
 (Degree Earned) (Major) (Credits Earned)  
 \_\_\_\_\_  
 (3) \_\_\_\_\_  
 (Name of School) (Address) (Dates Attended)  
 \_\_\_\_\_  
 (Degree Earned) (Major) (Credits Earned)

**PROFESSIONAL EXPERIENCE: (MBA applicants only.)** In the space below, please complete the requested information regarding your last three places of employment. (List in order of most recent experience.) Include U.S. Military Service.

(1) \_\_\_\_\_  
 (Company or Institution) (From: Mo/Yr To: Mo/Yr) (Supervisor)  
 \_\_\_\_\_  
 Address (Phone)  
 \_\_\_\_\_  
 (Title or Duties)  
 \_\_\_\_\_  
 (2) \_\_\_\_\_  
 (Company or Institution) (From: Mo/Yr To: Mo/Yr) (Supervisor)  
 \_\_\_\_\_  
 Address (Phone)  
 \_\_\_\_\_  
 (Title or Duties)  
 \_\_\_\_\_  
 (3) \_\_\_\_\_  
 (Company or Institution) (From: Mo/Yr To: Mo/Yr) (Supervisor)  
 \_\_\_\_\_  
 Address (Phone)  
 \_\_\_\_\_  
 (Title or Duties)

Will you require campus housing? \_\_\_\_\_ single \_\_\_\_\_ family  
 Do you plan to apply for financial aid? \_\_\_\_\_

Indicate and explain any physical or psychological impairment that you may have which may adversely affect your ability to do graduate work.

Are you presently receiving treatment or medication, or have you recently undergone treatment or received medication for any physical or emotional problem? Please explain.

C. All Applicants Complete

Seattle Pacific is an academic, social and religious community with expectations which serve as guidelines for membership in the community. These expectations include a standard of personal health, moral integrity, social consciousness, and effective Christian witness. In order to encourage individual behavior guided by these standards, it is requested that all undergraduate and graduate students abstain from alcohol, drugs and tobacco, and illegal, immoral or disruptive activities while on campus or while involved in university-related activities.

I hereby make application for admission to the University, having completely and truthfully answered the aforementioned questions. If admitted, I agree to abide by the expectations of the University.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

Detach and mail to the Office of Graduate Admissions, Seattle Pacific University, Seattle, WA 98119. Remember to include your \$25.00 application fee.

In accordance with federal laws and regulations, Seattle Pacific University does not discriminate against any student or prospective student on the basis of sex, race, color, religion or national origin in its educational programs or activities. Federal regulations implementing Title IX of the Education Amendments of 1972 call for an explicit statement that the requirement not to discriminate on the basis of sex extends to employment in and admission to such programs and activities.

Inquiries concerning the application of this policy may be directed to the Director of Admissions, Seattle Pacific University, Seattle, Washington 98119.

As a religious educational institution operating under the auspices of the Free Methodist Church of North America, Seattle Pacific University is permitted and reserves the right to prefer employees or prospective employees on the basis of religion. (Title VII, Sections 702-703, United States Civil Rights Act of 1964, as amended.)