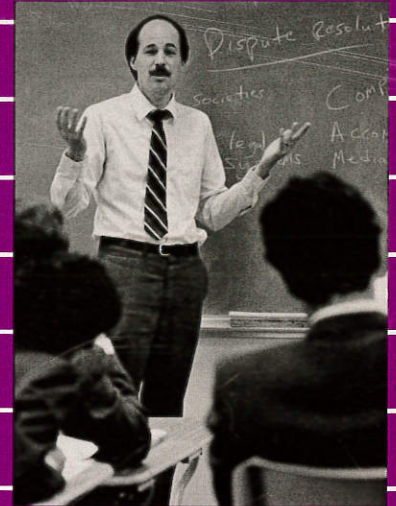


**1988-89**  
Seattle Pacific University

# Graduate Catalog



Application Enclosed  
See Page 51

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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.

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 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.)



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 program 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.

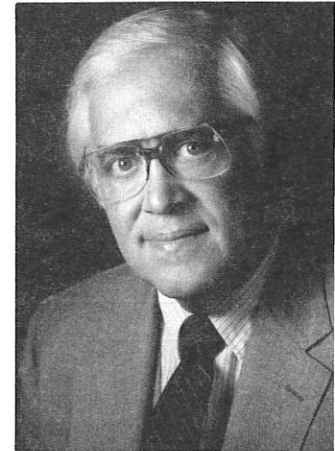
An objective of the graduate program is to develop enlightened students by using a holistic approach to education. This approach incorporates arts, sciences and professional studies in the search for truth and knowledge.

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.

On-campus enrollment, of 3,000 students, includes over 800 graduate students, from 40 states and 30 nations. Each quarter, over 4,000 students take advantage of Seattle Pacific's off-campus and non-traditional programs. 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.

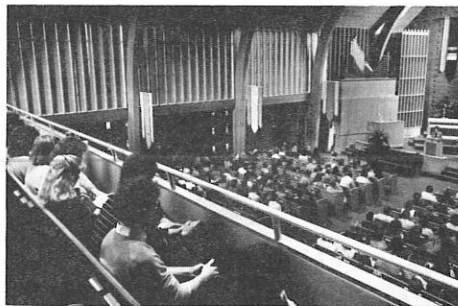
The University's academic curriculum is organized around nine separate Schools with 13 master's degree programs and 55 undergraduate majors. A strong interdisciplinary approach is emphasized.

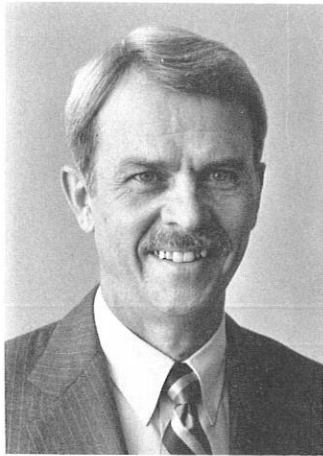
The academic year consists of three ten-week quarters. A fourth quarter, Summer Session, offers flexible scheduling of more hours per day but shorter terms.



**David C. Le Shana**  
President

*"For Seattle Pacific, being worthy of God's trust includes adherence to the vision of the University's founders. This vision involves a commitment to providing the best in Christian higher education at both the graduate and undergraduate levels. We take this commitment very seriously and I believe it shows through the quality of our faculty, programs and graduates."*





**David O. Dickerson**  
**Vice President**  
**for Academic Affairs**

*"Nowhere is SPU's commitment to quality educational leadership more evident than in graduate programs, which have tripled in the past decade while demonstrating increasing intellectual coherence and workplace relevance. Continuous improvement and development of such programs is our firm pledge for the future."*

## 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 195,000 volume equivalents 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 295,000 items. The library receives over 1,200 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.

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## 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, all undergraduate and graduate students are required to 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.



**Marj Johnson**  
Dean, Enrollment Services

*"In my seven years at Seattle Pacific, I've seen tremendous growth in our graduate enrollment. This is exciting - not just for the University, but for the thousands of adult learners whose lives are being enriched. We strive to meet the special needs of these students through convenient scheduling and personalized service."*





**Samuel L. Dunn**  
Dean of Graduate, Professional and Continuing Studies

*"Seattle Pacific University provides high quality programs at the graduate level. These programs give students the opportunity to study with scholars and practitioners who are in the forefront of their disciplines and who teach the best in theory and practice."*

## The Graduate Program

The graduate program 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

- Curriculum and Instruction
- Arts in Education
- Christian Schools Instruction
- Language Education
- Reading
- Reading/Language Education
- School Administration

#### MASTER OF CHRISTIAN MINISTRIES

- Christian Ministries

#### MASTER OF SCIENCE

- Counseling
- Community Counseling
- Human Resources Development
- Information Systems Management
- Marriage and Family Therapy
- Physical Education
- Athletic Administration
- Teaching and Coaching
- Exercise Science

### 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. SPU is a member of the Association for Continuing Higher Education. Seattle Pacific meets the requirements of the Commission on 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 Graduate Studies

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 Graduate Studies does not imply admission to a degree program. This 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 graduate studies the student must:

1. Hold a bachelor's degree from an approved college or university.
2. Complete, sign and return the graduate student application form.
3. Submit positive letters of recommendation from two persons familiar with the applicant's character, scholarship or professional abilities. 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 degrees.

6. A student who is not enrolled in classes for five successive quarters must apply for readmission and submit the reapplication form.
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.

**PROVISIONAL ADMISSION.** Students who do not fully qualify for admission to the University may be considered for admission on a provisional basis. If admitted provisionally, the student must complete, within a 12 month period, nine quarter credits in courses designed solely for graduate students. If a student obtains a grade of B or better in all nine credits, the student must apply for normal admission. Students not obtaining grades of B (3.0) or better in all nine credits will not be admitted to the university for purposes of studying toward a graduate degree.

Students desiring to study in a master's degree program in the School of Religion who present a baccalaureate degree from an institution accredited by the American Association of Bible Colleges may be granted provisional admission to the University for purposes of graduate study if they satisfy the requirement in items 2 through 7

above and if their undergraduate program includes a minimum of 60 quarter credits in liberal arts courses with an approved disciplinary distribution. Students so admitted may be granted normal admission after completing nine credits in courses designed solely for graduate students with a grade of B or better in all courses.

### Admission to a Degree Program

Students desiring to work toward a graduate degree at Seattle Pacific University must first be admitted to the University. After admission to the University, 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, he or she will be placed on academic probation.
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 if 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.

### Enrollment Status

Student enrollment status at the University for graduate degree and certificate students is determined by the following formulas:

|                   |                    |
|-------------------|--------------------|
| 8 or more credits | Full time          |
| 6-7 credits       | Three-quarter time |
| 4-5 credits       | Half time          |
| 2-3 credits       | Quarter time       |

## 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 advisor.
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 advisor.
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 PROBATION**

Any graduate student whose cumulative grade-point average falls below 3.0 shall be placed on academic probation. Students on probation may take up to nine additional credits in the graduate program in which they have been admitted. Failure to bring the cumulative GPA to 3.0 or higher by the completion of the additional nine credits will result in dismissal from the program and from the University.

### **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.

### **SECOND MASTER'S DEGREE**

Students holding a master's degree from an accredited institution may earn a second master's degree at Seattle Pacific under the following conditions:

1. the student must meet the normal admission requirements for admission to the University and to the specific degree program;
2. the student shall meet all degree requirements for the second degree;
3. credits earned by the student while taking his or her first master's degree may be used to meet the requirements of the second master's degree, provided those credits were taken within seven years of admission to the second degree program;
4. regardless of how many credits from the first master's degree are counted toward the second master's degree, the student shall in any case complete a minimum of 27 credits on his or her approved program of study at SPU after being admitted for the second degree. Of these 27 credits, at least 15 shall be in 6000-level courses; and
5. the specialization in the second master's degree program shall be different from that of 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 credits in the major.
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, must be earned at SPU.
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 specific 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.



**Howard Mount**  
Director of Graduate Studies  
School of Business and  
Economics

*"The heart of any academic program is the faculty. SPU's School of Business and Economics professors have academic expertise and professional experience. Equally important, they are dedicated to helping students achieve their full potential."*

## Master of Business Administration

Seattle Pacific's master of business degree is designed to enhance both the students' current effectiveness and future career potential.

The curriculum combines practical information with a strong theoretical base. In creating the MBA program, the faculty consulted more than 500 local businesses to find out what skills and information were most valued in the business world. This link to the business community is maintained through the Executive Advisory Council of the School of Business and Economics. The council's 35 members are some of the Northwest's leading businesspersons.

To accommodate the needs of working students, courses are scheduled in the evening, and parking is available adjacent to the School of Business and Economics. Classes meet once a week from 6:00 p.m. to 9:00 p.m.

As a Christian University, Seattle Pacific emphasizes not only professional competence but ethical sensitivity. Honesty is not only right, but fosters strong business relationships. This emphasis on ethics is part of our service to students and the entire business community.

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### MBA Admission Requirements

Students desiring to be admitted to the 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 Seattle Pacific University for graduate studies.
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 of advanced courses. MBA core course requirements may be waived, on a course by course basis, for students whose degree is within five years of initial admission to the program and who have completed equivalent courses with a minimum grade of B- or better.

For those whose degree is more than five years prior to admission or whose grade is below B- and above D+, a review examination will be required. If the review examination is successfully completed, the applicable course will be waived. If the review examination is not successfully completed, the course must either be taken as a regular student or an appropriate waiver examination taken and successfully completed.

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

## COURSES

### **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)**

Prerequisites: 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)**

Prerequisites: 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 spreadsheet and data base management software.

### **BUS 6201 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 organizations.

### **BUS 6205 MANAGERIAL SKILL: 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 procedures. Student 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 (i.e., 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. This plan will be either for a business in which the student is working or a hypothetical/model organization.

**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 (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.

## Executive Advisory Council Members

Charles L. Anderson  
*Chairman of the Board*  
*Teltone Corporation*

Steven E. Anderson  
*Managing Partner*  
*Peat, Marwick, Main & Co.*

John F. Behnke  
*President/Chief Executive Officer*  
*Fisher Broadcasting, Inc.*

Allan Boyce  
*Senior Vice President*  
*Human Resources & Administration*  
*Burlington Northern, Inc.*

Thomas K. Brown  
*Executive Vice President/Finance*  
*Eldec Corp.*

Luther J. Carr  
*President*  
*Urban Industries*

David A. Ederer  
*President*  
*D. A. Ederer Company*

Richard E. Engebrecht  
*President/Chief Executive Officer*  
*VWR Corporation*

Kemper Freeman  
*President*  
*Bellevue Square*

Robert J. Gemmell  
*Group Vice President/*  
*Diversified Businesses*  
*Weyerhaeuser Company*

John Gilmore  
*Executive Vice President*  
*Downtown Seattle Association*

Slade Gorton  
*Partner*  
*Davis, Wright & Jones*

Michael R. Hallman  
*President*  
*Boeing Computer Services*

Kermit Hanson  
*Director*  
*Pacific Rim Bankers*

Jerry Holman  
*Vice President Gen. Manager*  
*Marine Systems Division*  
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Richard W. Hubbard  
*Vice President and Treasurer*  
*Safeco Corporation*

Harold D. Johnson  
*Executive Vice President*  
*Great Western Savings*

Nancy Buffington Kellogg  
*President*  
*Medina Medical*

Gerald R. Kelly  
*Senior Vice President*  
*Federal Reserve Bank of*  
*San Francisco*

Bruce Kennedy  
*Chairman and Chief*  
*Executive Officer*  
*Alaska Airlines*

Shirley Lansing  
*President*  
*General Employment, Inc.*

David Laube  
*Vice President and*  
*Chief Executive Officer*  
*Mountain Bell*

Jack J. Link  
*President*  
*Tri-Land Corporation*

Donald W. Lusk  
*Managing Partner*  
*Management Action Programs, Inc.*

Gordon Nygard  
*Vice President*  
*Prudential Bank*

John Salathe  
*Vice President*  
*PACCAR, Inc.*

James Schafer  
*Vice President*  
*Industrial Relations*  
*The Seattle Times*

Jon Shirley  
*President*  
*Microsoft Corporation*

Phil Smart, Sr.  
*Chairman of the Board*  
*Phil Smart, Inc.*

Brent Stienecker  
*President*  
*Pacific Division*  
*Crowley Maritime Corporation*

Don Summers  
*Sr. Vice President Director*  
*Personnel*  
*Rainier Bank*

Robert C. Wallace  
*Chairman*  
*Pacific Group*

Frederick S. Weiss  
*Vice President/Resident Manager*  
*Coldwell Banker*  
*Commercial Brokerage*

Robert L. Wiley  
*Senior Consultant*  
*Management Action Programs, Inc.*

## Business and Economics Graduate Faculty

### SCHOOL ADMINISTRATION

JOSEPH HOPE, Ph.D.

Dean, School of Business and Economics; Professor of Management

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 and 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; Big 8 accounting experience, small business consulting experience. At SPU since 1975.

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## PROFESSORS

DANIEL L. HARRIS, Ph.D.

Business Management  
B.A., Westmont College, 1963;  
M.B.A. University of California,  
Los Angeles, 1965; Ph.D., 1970;  
Extensive consulting experience in  
the real estate, financial and  
policy areas. At SPU since 1970.

HERBERT E. KIERULFF, D.B.A.

Finance/Entrepreneurship  
B.A., Stanford University, 1959;  
M.B.A., University of Southern  
California, 1964; D.B.A., 1966;  
Extensive consulting experience in  
management, economics, and  
finance for small and large busi-  
ness. At SPU since 1980.

## ASSOCIATE PROFESSORS

ROBERT A. BLUMENTHAL, Ph.C.

Management  
B.A., University of California, Los  
Angeles, 1950; M.B.A. Azusa  
Pacific College, 1978; Doctoral  
Program, University of Washing-  
ton; Founder, owner of small  
business, extensive consulting in  
finance marketing and economics.  
At SPU since 1980.

JONATHAN C. DEMING, Ph.D.

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

WILLIAM A. ETCHES, M.Sc,  
Chartered Accountant (Saskatchewan)  
Accounting

B.A., University of Saskatchewan,  
1955; B. of Commerce, 1957;  
M.Sc., 1968; consulting experience  
in the financial area for small  
business. At SPU since 1979.

PHILIP GLASSEY, M.B.A., C.P.A.  
(On leave 1988-89)

Accounting  
B.S., University of Rochester,  
1960; M.B.A., University of Cali-  
fornia, Berkeley, 1969; C.P.A.,  
1969; Big 8 accounting experience,  
consulting experience. 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 Ari-  
zona, 1982. At SPU since 1977.

GARY L. KARNS, Ph.D.

Marketing  
B.A., University of Oklahoma,  
1976; M.B.A., 1977; Ph.D.,  
University of Washington, 1987;  
Extensive consulting experience  
in association with the Small  
Business Administration;  
specializes in market research and  
general marketing problems. At  
SPU since 1979.

D. DOUGLAS McKENNA, Ph.D.

Management  
B.A., Seattle Pacific College,  
1973; Ph.D. University of  
Minnesota, 1979. Consulting and  
research experience in organiza-  
tional behavior, organization  
design, management development  
and human resources management.  
At SPU since 1985.

ROSS E. STEWART, Ph.D., Asso-  
ciate Chartered Accountant  
(New Zealand)

Accounting  
B. Com, University of Auckland,  
1977; M.Com., 1979; Diploma in  
Christian Studies, ACA, 1980;  
Regent College, 1981; M.T.S.,  
1983; Ph.D., University of  
Glasgow, 1986. Big 8 accounting  
experience. At SPU since 1986.

## ASSISTANT PROFESSORS

DOUGLAS A. DOWNING, Ph.D.

Economics  
B.S., Yale University, 1979;  
M.A., 1982; Ph.D. Yale Univer-  
sity, 1987. At SPU since 1983.

ALEXANDER D. HILL, J.D.

Business Law  
B.A., Seattle Pacific College,  
1975; J.D., University of Wash-  
ington, 1980. At SPU since 1979.

REGINA P. SCHLEE, Ph.D.

Marketing  
B.A., University of Nevada,,  
1976; Ph.D., Washington State  
University, 1981. Extensive  
consulting in marketing research  
and marketing plan design. At  
SPU since 1984.



**Jeffrey Fouts**  
Associate Dean and  
Director of Graduate Studies  
School of Education

*"The continuing increase in the quality and quantity of graduate students in the School of Education is exciting. In a short period of time they have become an integral part of this University."*

## Master of Education and Master of Science

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.

Graduate programs provide teachers an opportunity to advance their knowledge base for classroom teaching or to prepare for administrative and supervisory assignments. 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.

The Master of Education degree represents a carefully articulated sequence of advanced course experiences which are the natural extension of the student's undergraduate academic and professional coursework as well as her/his teaching experience. For each set of required courses, a theory-to-practice dimension is developed. Curricular decisions are made in the context of research and development in education and related fields.

Students who successfully complete the degree will have:

- an understanding of the historical, social economic, legal, political, and technological forces which shape the American educational system;
- a knowledge of the ability to apply theories of teaching and learning to classroom, school, and related settings;
- an in-depth knowledge of the literature and trends in an area of professional specialization which reflects the student's coursework emphasis;
- the ability to communicate effectively using the written and spoken work;
- the necessary information and skills to access, interpret, apply, evaluate and contribute to the research and related literature of education;
- an appreciation of the diversity found in our culture and other cultures with a view of education as a helping profession supported by the unique contribution of a Christian university in shaping those views.

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### Degrees offered include:

#### MASTER OF EDUCATION

School Administration  
Curriculum and Instruction  
Reading/Language Arts Education

#### MASTER OF SCIENCE

Human Resources Development

### Off-Campus Center

The School of Education offers off campus graduate courses for the Master of Education degree in Bremerton, Kirkland, Everett and South Seattle. 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. Prerequisites for the Master of Science degree are indicated in the program description for the M.S. major.
3. Initial application for admission to graduate study is made through the Graduate Admissions Office. Requirements and procedures for University admission are on page 5.
4. Following notification of acceptance for graduate studies, the applicant will receive an advisor assignment in the School of Education and instructions for arranging an appointment with the advisor for development of a program plan.
5. The candidate and advisor 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 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 leading to the Master of Education degree include a research requirement which requires completion of EDU 6981 Introduction to Graduate Research. Subject to the student's specific program, three research options are offered. These are completion of an acceptable thesis, completion of an action research project, or 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 advisor.
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 advisor and approval by the School Graduate Committee.
5. A comprehensive examination over the content of the degree is required of all candidates in School Administration and Curriculum and Instruction. 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 the term prior to the examination term. The fee should be paid at the Business Office. For application forms, contact the School of Education Advising Center.

## THESIS/PROJECT RESEARCH PROCEDURES

1. When a student's thesis or project is approved, 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. A maximum of 6 thesis or project credits may be applied toward the degree.
5. Two copies of the thesis/project shall be submitted to the School of Education for binding with a fee of \$15 per copy.  
Contact the School of Education Advising Center for further guidelines.

## Master of Education M.Ed. in 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 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 education, Christian Schools, Special Education, Instruction, Reading/Language Arts Education, Arts in General Education, Early Childhood Education, Earth Science, Math and self designed specializations.

- A. General Requirements:
  1. Forty-eight credits in approved courses.
  2. Not more than 15 credits of approved 5000 level courses.
  3. Entry-level competencies appropriate to the specialization.
  4. Demonstrated possession of exit competencies specified or the student's program.
- B. Professional Education Core (18 credits)
  1. Research (12 credits): EDU 6980, 6981 and either 6984 or 6995 or both 6990 and 6991.
  2. Social Foundations (3 credits): EDU 6120.
  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. Early Childhood Education: (15 credits)  
EDU 6501 Child Dev. I: Prenatal-Preschool  
EDRD 6507 Language Development and Literacy  
EDU 6511 Strategies of ECE: An Integrated App. Other approved courses.
  4. Earth Science: (15 credits)  
Selected courses
  5. Instruction (15 credits)  
Approved courses only may apply. Recommended courses include EDU 6930 Models of Teaching, and EDU 6376 Issues in Educational Technology and selected courses in ITIP, learning styles, supervision and other areas.

6. Math (TIE Program 24 credits)
  - MAT 5501 The "Real" Real Numbers 4
  - MAT 5502 Algebra and Its Uses 4
  - MAT 5503 Problem Solving and Mathematics 4
  - MAT 5504X Advanced Algebra for Teachers 4
  - MAT 5505X Concepts of Calculus 4
  - MAT 5530X Probability and Stat for Teachers 4
  - MAT 5550X Geometry for Teachers 4
7. Reading/Language Arts: (15 credits)
  - EDRD 6507 Language Development and Literacy
  - EDRD 6529 Teaching Reading: Strategies of Instruction
  - EDRD 6530 Teaching Reading/LA: Content Areas
  - EDRD 6531 Children's/Young Adult Literature
  - EDRD 6533 Teaching Writing: Process to Product
  - EDRD 6641 Socio-Psycho-Ling. of Reading/LA
  - EDRD 5515 Art & Heart in the LA
  - EDRD 5557 The Meaning Driven Model
  - EDRD 6506 Diagnosis and Remediation
  - EDRD 6513 Teaching LA: Oral Language
  - EDRD 6542 Comparative Reading/LA: International Focus
  - EDRD 6572 Teaching Reading: Lang. Different Children
  - EDRD 6587 Nurturing Young Authors
8. Special Education: (15 credits)
  - EDSP 6644 The Exceptional Individual
  - EDSP 5646 Mental Retardation
  - EDSP 5648 Sp. Ed. C&I: Life Span Approach
  - EDSP 6652 Learning Disabilities
  - EDSP 6657 Behavior Management: App. Beh. Analysis
  - EDSP 6643 Assessment & Evaluation in Sp. Ed.
  - EDSP 6647 Seminar in Sp. Ed. C&I
  - EDSP 6649 Mainstreaming
  - EDSP 6653 Teaching Reading to Exceptional Students
  - EDSP 6659 Seminar in Behavior Disorders

### **M.Ed. in Reading/Language Arts Education**

This program provides the classroom teacher with increased depth and understanding of the reading/language arts processes as they relate to learning and prepares individuals for service as reading/language arts resource specialists (k-12) who serve as diagnosticians, and evaluators to provide consultation training and assistance to classroom teachers and other personnel participating in reading programs. Objectives in the major include the acquisition of skills in integrating reading, writing, listening, and speaking with thinking and relating these to cognitive and affective learning in spoken and written language; applying socio-psycho-linguistic principles to written and spoken language development; and developing an appreciation for the uniqueness of the individual in language facility.

- A. General Requirements
  1. Forty-eight credits in approved courses.
  2. Not more than 15 credits in approved 5000 level courses.
- B. Professional Education Core (18 credits)
  1. Research (12 credits): EDU 6980, EDU 6981, and one of the following: EDU 6695, EDU 6984, or EDU 6990 and EDU 6991.
  2. Social Foundations (3 credits): EDU 6120.
  3. Psychological Foundations (3 credits): EDU 6655.
- C. Specialization (30 credits)
  1. Required: EdRd 6507, EdRd 6529, EdRd 6530, EdRd 6531, EdRd 6533, EdRd 6641, EdRd 6972, EdRd 6973.
  2. Electives: EdRd 5515, EdRd 5557, EdRd 6506, EdRd 6513, EdRd 6542, EdRd 6572, EdRd 6587, EdRd 6931 and EDSP 6652.

### **M.Ed. in 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 approved 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 6120.
  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 (elementary) or EdRd 6530 (secondary).
  2. Elective Courses (3 credits): EDU 6310, EDU 6579, EDU 6613, EDU 6936.

## **Master of Science**

### **M.S. in Human Resources Development**

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

- 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, HRD 6010, HRD 6101, HRD 6201, HRD 6202, HRD 6301, HRD 6410, HRD 6420, HRD 6500, HRD 6510, HRD 6950 or 6960 (10 credits), EDU 6655, EdLr 5433, EdLr 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.

## Continuing Certificate Program

The School of Education offers work leading to the 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 the 1978 guidelines is for those persons with an Initial Certificate or for persons whose Provisional Certificate has expired.

The Continuing Certificate implies advanced professional competencies indicated by possession of specified knowledge and skills and demonstrated in actual teaching. Those students seeking Continuing Certification must take 15 credits of a teaching emphasis. (Courses in administration and/or counseling are not applicable for teaching emphasis in 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. An approved ITIP course (3)
  - c. EDU 5935/6935, School Curriculum (3) or EDU 6120 Foundations: Issues and Ideas in American Education
  - d. EDU 5490 Research and Evaluation for Teachers (3) or EDU 6981, Introduction to Graduate Research (3)
  - e. An approved 15 credit specialization.
3. Three years of educational service are required (540 days at a minimum of five hours a day).  
**or**  
Two years of continuous half-time or more, for the full school year, teaching experience with the same employer.
4. Complete 21 credits (of the 45 required) after teaching for one year.

5. All credits must be post-baccalaureate: no excess credits allowed. All credits must have a grade of C or above.
6. No ONE credit courses are transferable from other institutions.
7. Thirty of the 45 credits must be taken within 7 years of the issuance of the Continuing Certificate.
8. All 45 credits must be upper division or graduate work from accredited institutions. Exceptions: After Aug. 31, 1988, all continuing level candidates shall obtain two subject area endorsements. Courses taken at lower divisions levels to **complete** an endorsement will apply to Continuing Certificate.
9. A minimum of 23 credits earned at Seattle Pacific University.
10. No more than 5 credits earned in correspondence courses and/or 5000 level training courses.
11. No more than 6 credits earned with a P grade are allowed on the program.

Those who currently hold the Provisional Certificate who wish to obtain the Standard Certificate should contact the School of Education Advising Center (281-2210).

## 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 15 credits of approved coursework as required by SPU and Washington OSPI.

## Administrative Certification

### INITIAL PRINCIPAL'S CREDENTIAL \*

This specialization qualifies persons with two 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  
Must hold a Continuing or Standard Teaching Certificate.

### B. Procedures for Procuring the Initial Credential

1. Apply for admission to graduate studies at Seattle Pacific University through the Graduate Admissions Office (See "Admission to the Graduate Studies" 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. Obtain two references. Stamped and addressed envelopes for sending for the references must accompany the completed application.
4. 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 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.

## EDUCATION STAFF ASSOCIATE CERTIFICATION (ESA)

ESA certification requirements can be included in a master's degree with an emphasis 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

The candidate shall have completed all requirements for the Master's degree in Reading/Language Arts Education (except special projects or thesis).

2. The Continuing Certificate  
The candidate shall hold the master's degree in Reading/Language Arts Education. The Continuing ESA Reading Resource Specialist Certificate requires two years of continuous half-time or more for the full school year, employment in the respective role with the same employer — e.g. school district, educational service district, state agency, private school, or private school system.

## COURSES

### 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 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 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 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 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 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 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.

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

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

**EDU 5896/6986 FOUNDATIONS AND FRAMEWORK FOR THE ARTS IN GENERAL EDUCATION (5)**  
(FPA 5896/6986)

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 5897/6897 APPLICATION OF THE ARTS IN GENERAL EDUCATION (3,3)**  
(FPA 5949/6949)

Prerequisite: EDU/FPA 5896/6986. 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 5898/6898 SYNTHESIS OF THE ARTS IN GENERAL EDUCATION (4)**  
(FPA 5898/6898)

Prerequisites: EDU/FPA 5896/6986 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 6120 FOUNDATIONS: ISSUES AND IDEAS IN AMERICAN EDUCATION (3)**

Serves the purpose of providing "literacy" in the foundations of American education. Introduces significant perennial issues in American education including history, philosophy, sociology and ethics.

**EDU 6122 VALUES AND MORAL RESPONSIBILITY IN EDUCATION (3)**

An examination of the educator's/counselor's role in the moral life of students/clients. Includes a study of the nature of morality, its development in persons, and various approaches to values/moral education in the school and counseling settings.

**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 6310 THE MIDDLE SCHOOL (3)**

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

**EDU 6374 COMPUTERS AND HIGH TECHNOLOGY IN EDUCATION (4)**

Prerequisite: Permission of instructor. Presents 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 6375 RESEARCH AND DEVELOPMENT IN COMPUTERS AND RELATED TECHNOLOGIES IN EDUCATION (3)**

Prerequisite: EDU 5374 or 6374. Presents 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 6376 ISSUES IN EDUCATIONAL TECHNOLOGY (3)**

Examines current and future roles, instructional methodology, philosophical issues, psychological issues, social issues and moral issues.

**EDU 6501 CHILD DEVELOPMENT (3)**

Examines developmental concepts from prenatal period through elementary school years. Emphasizes observations, theories, trends, and issues in the study of children.

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

Examines strategies, materials and model programs to aid preschool 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 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 6613 EDUCATIONAL MEASUREMENT AND EVALUATION (3)**

Prerequisite: EDU 6980. Examines purposes for educational evaluation and develops concepts, skills and abilities needed to evaluate instruction and learning.

**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 SCHOOLS (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 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 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 MODELS OF TEACHING (3)**  
Examines four basic instructional models and their permutations. Models studied are information processing, personal development, social development and behavioral systems.

**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 6936 LEADERSHIP FOR INSTRUCTIONAL CHANGE (3)**  
Prerequisite: EDU 6930 or 6935  
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 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 non-parametric.

**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 advisor.

**EDU 6985 Education Specialist Research Project (2-15)**  
Prerequisite: Permission of graduate advisor.

**EDU 6990 SEMINAR IN EVALUATING RESEARCH (3)**  
Prerequisite: EDU 6981  
Emphasis on critical analysis of research in the behavioral sciences. Identification of research generalizations and overall findings in selected areas. Uses the knowledge of statistical design and research methods to critique methods and findings of selected research.

**EDU 6991 SEMINAR IN RESEARCH DESIGN (3)**  
Prerequisite: EDU 6981  
Explores the design for a solution to a problem selected by the student. Emphasis is on developing an in depth understanding of research design, including univariate and multivariate studies and selected distribution free methods.

**EDU 6995 THESIS (3-9)**  
Prerequisite: Permission of thesis advisor.  
Requires demonstrated, acceptable progress on thesis study; periodic conferences with major advisor. 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 practice in Washington.

**EdAd 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 6588 INSTRUCTIONAL SUPERVISION (3)**  
Principles, practices, procedures applicable to instructional supervisory tasks appropriate to the school instructional leader.

**EdAd 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.

**EdAd 6920 TOPICS IN EDUCATION (1-3, REPEATABLE)**  
Examination of a current topic or issue. May be repeated for credit.

**EdAd 6931/6932/6933 INTERNSHIP (3),(3),(3)**  
Prerequisites: Graduate degree standing and experience as a certified teacher. Provides an advanced internship designed for use by professional teachers to develop special education competencies. Extra fee required.

## **Learning Resource 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.

**MAT 5501 THE "REAL" REAL NUMBERS (4)**

Introduces a study of whole numbers, integers, rational numbers (fractions), real numbers (decimals), and related topics. Focuses on problem solving and applications appropriate to the middle/junior high school classroom.

**MAT 5502 ALGEBRA AND ITS USES (4)**

Focuses on topics which include polynomial arithmetic, factoring, rational expressions, lines, linear and quadratic equations, and inequalities. Emphasizes problem-solving and applications appropriate to the middle/junior high school classroom.

**MAT 5503 PROBLEM SOLVING IN MATHEMATICS (4)**

Presents ways to promote positive attitudes toward mathematics. Increases knowledge of problem solving techniques, resources, and the development of a support system.

**MAT 5504X ADVANCED ALGEBRA FOR TEACHERS (4)**

Prerequisite: MAT 5502  
Covers standard college algebra topics including factoring, arithmetic of complex numbers, solution of equations and non-linear inequalities, and graphing. Includes discussion of some applications.

**MAT 5505X CONCEPTS OF CALCULUS (4)**

Prerequisite: MAT 5504  
Gives a problem and history approach to calculus. Emphasizes motivation and concepts.

**MAT 5530X PROBABILITY AND STATISTICS FOR TEACHERS (4)**

Prerequisites: MAT 5501, MAT 5502  
Studies descriptive statistics, combinatorial methods, elementary probability, and statistical inference with experimental methods for understanding and teaching these concepts.

**MAT 5550X GEOMETRY FOR TEACHERS (4)**

Prerequisite: MAT 5502  
Overviews Euclidean geometry, emphasizing intuitive and inductive approaches. Concentrates on concrete and pictorial work, including construction of two- and three-dimensional geometric models.

**Reading Education (EdRd)**

**EdRd 5515 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 share in this rediscovery of 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 and the story and the characteristics of story teller and audience. Graduate credit requires an additional project.

**EdRd 5557 MEANING DRIVEN MODEL: READING AND LEARNING STYLES (3)**

Reviews and effectively integrates information processing, learning styles, an cooperative learning with specific vocabulary and comprehension strategies to improve the quality of reading instruction.

**EdRd 6506 DIAGNOSIS AND REMEDIATION (3)**

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

Uses a language orientation to the diagnosis of reading problems; examines assessment procedures in reading (formal and informal); explores remediation strategies to design and implement effective, efficient reading instruction.

**EdRd 6507 LANGUAGE DEVELOPMENT AND LITERACY (3)**

Explores children's language acquisition from birth through school entry in relation to cognitive and social development. Emphasis will be placed on the connection between language development and literacy.

**EdRd 6513 TEACHING LANGUAGE ARTS: ORAL LANGUAGE (3)**

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

Focuses on children's oral/spoken language development; examines the role of oral language in a whole language curriculum; develops methods of integrating oral/spoken language instruction in language arts curriculum.

**EdRd 6529 TEACHING READING: STRATEGIES OF INSTRUCTION (3)**

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

Surveys reading instruction; explores reading as power and discovery through communication; considers power to decode, interpret, and comprehend; surveys different reading approaches, materials, and methods; explores classroom design and design of teaching strategies.

**EdRd 6530 TEACHING READING/LANGUAGE ARTS: 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 elementary and secondary school; examines diagnosing and personalizing instruction and learning.

**EdRd 6531 CHILDREN'S/YOUNG ADULT LITERATURE (3)**

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

Explores books written for children from preschool through adolescence and examines trends, issues, and research in children's/young adult literature. Attention will be given to selection criteria and utilization of trade books in reading/language arts instruction.

**EdRd 6533 TEACHING WRITING: PROCESS TO PRODUCT (3)**

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

Focuses on the ways children learn to write through an examination of the various stages in the process of writing. Examine current issues in the teaching of writing and develop effective teaching strategies.

**EdRd 6542 COMPARATIVE READING/LANGUAGE ARTS: INTERNATIONAL FOCUS (3)**

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

Compares research and methodology in reading and language arts used in other countries and cultures. Includes research studies to present educational and linguistic phenomena and explores perceptions on teaching reading/language art in multi-lingual societies.

**EdRd 6572 TEACHING READING: LANGUAGE DIFFERENT CHILDREN (3)**

Reviews the history of and philosophy behind bilingual/bicultural education programs; explores a variety of reading strategies which are appropriate and effective for teaching reading to language different children.

**EdRd 6587 NURTURING YOUNG AUTHORS (3)**

Offers insights into encouraging and promoting personal writing and authorship for children/adolescents; develops techniques and strategies to promote power and excitement of writing; explore ways to implement writing celebrations into the language arts curriculum.

**EdRd 6641 SOCIO-PSYCHO-LINGUISTICS OF READING/LANGUAGE ARTS (3)**

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

Explores understanding of reading process; understanding how individuals learn, use, and comprehend language (psycholinguistics). Examine the structure of language, the social aspects of language, and how these affect the reading process.

**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 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.

**EdRd 6920 TOPICS IN EDUCATION (1-3 credits, repeatable)**

Examination of a current topic or issue. May be repeated for credit.

**EdRd 6931/6932/6933 PRACTICUM (2-3)**

(See EDU 6931/6932/6933)

**EdRd 6931 PRACTICUM IN READING/LANGUAGE ARTS (3-9 credits)**

Prerequisite: Permission of graduate adviser.

Provides supervised experience in reading/language arts. Individually designed to develop competencies related to reading resource specialist certification. May be repeated for credit; cumulative maximum of 9 credits.

**EdRd 6949 THE SUPERVISING READING SPECIALIST (3)**

Prerequisite: Experience as a certified 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 6972 SEMINAR: TOPICS IN LANGUAGE ARTS (3,6)**

Prerequisite: EdRd 6531, EdRd 6533, EDU 6981.

Explores problems, issues, and recent developments in language arts instruction. Coursework includes group and individual analysis of language arts curriculum and instruction relative to various theories and research in an effort to improve practice. May be repeated for credit; cumulative maximum of 6 credits.

**EdRd 6973 SEMINAR: TOPICS IN READING (3,6)**

Prerequisite: EdRd 6529, EdRd 6530, EdRd 6641, EDU 6981.

Explores problems, issues, and the most recent developments in reading instruction. Coursework includes group and individual analysis of reading curriculum an instruction relative to various theories and research in an effort to improve practice. May be repeated for credit; cumulative maximum of 6 credits.

## Science Education (EdSc)

**EdSc 5138 ELEMENTARY SCIENCE MATERIALS AND METHODS (TIE)**

Includes the planning, teaching and review of science lessons. Emphasizes hands-on activities and the elements of a sound elementary science program.

**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 ENVIRONMENT EDUCATION FOR ELEMENTARY AND MIDDLE SCHOOL TEACHERS (3)**

(NMS 4525)

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

**NMS 5404 GEOLOGY OF WASHINGTON STATE (TIE)**

Focuses on the geological development of Washington State, emphasizing fossilization, volcanism, seismology, glaciation, the various landscapes and their relationship to the Plate Tectonics theory. Provides classroom activities and resources. Includes two day-long field trips.

**NMS 5405 GEOLOGY OF NORTH AMERICA (TIE)**

Focuses on the geological development of North American regions, emphasizing fossilization, volcanism, seismology, glaciation, the various landscapes and their relationship to the Plate Tectonics theory. Provides classroom activities and resources. Includes two day-long field trips.

## Special Education (EdSp)

### EdSp 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 6644 THE EXCEPTIONAL INDIVIDUAL (3)

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 6645 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 6646 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 6647 SEMINAR IN SPECIAL EDUCATION CURRICULUM AND INSTRUCTION (3)

Prerequisite: EdSp 6644

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

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

Prerequisite: EdSp 6644.

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

### EdSp 6649 MAINSTREAMING: EDUCATION OF EXCEPTIONAL CHILDREN

Prerequisite: EdSp 6644 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 6652 LEARNING DISABILITIES (3)

Prerequisite: EdSp 6644 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 6653 TEACHING READING TO EXCEPTIONAL STUDENTS (3)

Prerequisite: EdSp 6644 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 6657 BEHAVIOR MANAGEMENT: APPLIED BEHAVIORAL ANALYSIS (3)

Prerequisite: EdSp 6644

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 6659 SEMINAR IN BEHAVIOR DISORDERS (3)

Prerequisite: EdSp 6644

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

### EdSp 6900 INDEPENDENT STUDY (1-5)

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

### EdSp 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.

### EdSp 6920 TOPICS IN EDUCATION (1-3 credits, repeatable)

Examination of a current topic or issue. May be repeated for credit.

### 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 6101 PERSONNEL ADMINISTRATION

(BUS 5657)

Recruitment, selection, termination, motivation, legal implications, career development, data systems, labor relations, and collective bargaining.

### HRD 6201 ORGANIZATIONAL MANAGEMENT

(BUS 6142)

Organization theory, design, and control and the process used to operate organizations. Organizational research, analysis, and management philosophies.

### HRD 6202 MANAGERIAL BEHAVIOR AND EFFECTIVENESS

(BUS 6204)

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

### HRD 6301 ETHICAL, LEGAL AND SOCIAL ENVIRONMENT OF BUSINESS

(BUS 6241)

Prerequisite: BUS 6142  
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 quasilegal aspects of doing business within the community environment.

### HRD 6410 ADULT LEARNING SYSTEMS

Examines the nature of adult training and learning styles. Presents a unique learning style for short term adult training. Explores in-depth the process of presenting instruction from design through presentation and emphasize the use of non-educational technical experts as instructors.

### HRD 6420 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 6500 INDUSTRIAL PSYCHOLOGY**

Examines the history of industrial psychology and the development of organizational and personnel psychology and their impact on Human Resource Development in the 1980's and 1990's. Considers research in testing psychology, human engineering psychology, group functioning and interaction, leadership, worker efficiency, working conditions, consumer research, marketing and research and statistical methods as a base for HRD.

**HRD 6510 WORK MOTIVATION AND LEADERSHIP**

Examines the thinking and behavior styles of leaders and co-workers, presents a unique tri-dimensional model of management and explores in depth the policy and attitudes dimension and the leaders interpersonal skills dimension. It presents an improved concept beyond "self actualization" to a "we" process for developing a team approach to problem solving.

**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.

**JEFFREY T. FOUTS, Ed.D.**

Associate Dean  
Director of Graduate Studies  
B.S., Oklahoma Christian College, 1971; M.A. Pepperdine University, 1973; M.A. Portland State University, 1979; Ed.D., 1983. At SPU since 1984.

**PROFESSORS**

**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.

**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.

**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.

**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.

**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.

**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.

**RAYMOND E. MYERS, Ed.D.**

Science Education  
B.S., Wayne State University 1963; M.S., Oregon State University, 1968; Ed.D., 1978. At SPU since 1986.

**DONALD R. READ, Ph.D.**

Human Resources Development  
B.A., Washington Univ. of St. Louis, 1949; Th.M., Dallas Theological Seminary, 1954; M.A., North Texas State Univ., 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., University of Washington, 1974. At SPU since 1970.

**RICHARD E. SMITH, Ph.D.**

Education Administration  
B.A., Seattle Pacific College, 1963; M.A., University of Oregon, 1968; Ph.D., 1972. At SPU since 1988.

**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 University, 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.

**PATRICIA A. HAMMILL, Ph.D.**

Education  
B.A., Univ. of Washington, 1969; M.Ed., 1974; Ph.D., 1987. At SPU since 1988.

DORIS BROWN HERITAGE,  
M.Ed.

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

NANCY JOHNSON, Ph.D.

Education  
B.A. University of Washington,  
1974; M.A. Michigan State Uni-  
versity, 1984; Ph.D. Michigan  
State University, 1987. At SPU  
since 1987.

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.

BRIAN D. RAY, Ph.D.

Science Education  
B.S., Univ. of Puget Sound, 1976;  
M.S., Ohio Univ., 1979; Ph.D.,  
Oregon State Univ., 1988. At SPU  
since 1988.

#### INSTRUCTORS

BARBARA J. OWEN, M.Ed.

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

#### PART-TIME LECTURERS

GWEN E. SPENCER, M.Ed.

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

#### AFFILIATE PROFESSORS

M.C. KAY ABRAMSON, M.S.

Marriage and Family Therapy  
B.A., Aquinas College; M.S.,  
Seattle Pacific University, 1984.  
At SPU since.

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.

D. ALAN BASHAM, M.A.

Counseling  
B.S., Biola College, 1975; M.A.  
Biola College, 1977. At SPU  
since 1978.

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 Massachu-  
setts, 1971; Ed.D., University of  
Massachusetts, 1980. At SPU  
since 1981.

STEPHEN E. GUILD, Ed.D.

Human Resources Development  
B.A., Washington and Lee Uni-  
versity, 1963; Ed.D., University  
of Massachusetts, 1973. At SPU  
since 1986.

ELAINE LOUGHLIN, M.S.W.

Marriage and Family Therapy  
B.A., Molloy College, 1969;  
M.S.W., Rutgers University,  
1971. At SPU since 1985.

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 Theolog-  
ical Seminary, 1968. 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.

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## School of Fine and Performing Arts



**Vernon Wicker**  
Director of Graduate Studies  
in Music

*"Christians have a rich musical heritage. Our master's program in church music gives students the musical and theological background they need to draw upon this resource. Graduates are prepared to become music directors for a church or an entire denomination."*

### Master of Arts

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.

This degree offers professional preparation for congregational or denominational leadership positions in church music. The curriculum explores the discipline's historical, theological and artistic roots. This broad background enables students to bring new depth and integrity to their church's musical worship. Students represent a wide range of denominations, and the program's flexibility allows each to pursue courses of interest.

(For information on the Master of Education degree in Curriculum and Instruction, with an emphasis in Arts in Education, please see School of Education section on this Catalog.)

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### Admission to the Master of Arts Degree Program in Church Music

In addition to General Requirements for Admission to a Masters 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 Associate 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: and 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, MUS 6201-6220.

### 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

### 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.

## 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 of Education 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 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-teacher in music, visual arts, drama, dance, literature, and media.

### FPA 5898/6898 SYNTHESIS OF THE ARTS IN GENERAL EDUCATION (4)

(EDU 5898/6898)

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 5897/6897 APPLICATION OF THE ARTS IN GENERAL EDUCATION (3,3)

(EDU 5897/6897)

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 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 combination 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 (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 MUS 6405; along with MUS 6405, 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, relation 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, 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; along with MUS 6404, 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 (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 (3-5)**

Presents advanced conducting techniques. Emphasizes choral materials for students majoring in church music; practical internship recommended.

**MUS 6702 INSTRUMENTAL CONDUCTING (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.

## Theatre (TRE)

**TRE 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.

**TRE 6943 THEATRE 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.

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## School of Health Sciences

### Fine and Performing Arts Graduate Faculty

#### SCHOOL ADMINISTRATION

MARCILE C. MACK, Mus.M.

Dean, School of Fine and Performing Arts, Professor of Music B.Mus., Cleveland Institute of Music, 1942; Mus.M., 1946. At SPU since 1955.

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.

#### PROFESSORS

LARRY T. METCALF, M.F.A.

Visual Arts

B.A. in Ed., University of Washington, 1962; M.F.A., 1967.

At SPU since 1964.

CARL H. REED, Ph.D.

Professor of Music

B.A., Seattle Pacific College, 1951; M.A., University of Washington, 1956; Ph.D. 1966. At SPU since 1957.

#### 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.

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.

#### ASSISTANT PROFESSORS

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.Libr.

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

## Master's Degree, Supporting Courses

The School of Health Sciences offers the following courses in support of master's degree programs offered by Seattle Pacific University.

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#### COURSES

##### 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 modeling software for management problem applications.



**Donald Kerlee**  
Director of Graduate Studies  
School of Natural and  
Mathematical Sciences

*"Information systems have become an important means for assuring the future growth of society's productivity. SPU's information systems management program combines theory with practical, hands-on training. The management of this technology is critical to the corporate health and well-being of any enterprise."*

## Master of Science

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.

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### 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 PREREQUISITE COURSES:

Students must present two programming languages\* including algorithm development and programming techniques. One course in Biblical Studies is required. These courses may be waived by previous work.

### BUSINESS CORE COURSES:

Students will complete all Business Core courses or their equivalents. These courses may be waived by previous work.

1. BUS 6112, Macroeconomics for Management (3 credits)
2. BUS 6131, Financial Accounting (3 credits)
3. BUS 6132, Managerial Accounting (3 credits)

4. BUS 6142, Management and Organization (3 credits)
5. BUS 6171, Quantitative Methods (3 credits)

\* Courses meeting these requirements are BASIC, COBOL, Pascal and Programming Techniques, FORTRAN, C, Lisp, Ada, Programming for Managers, and other approved languages.

### ADVANCED COURSES:

The student will complete a minimum of 39 quarter credits of level 6000 or above, selected from the following list, including all courses designated with the asterisk.

1. ISM 5140, Programming for Managers (3)
- \*2. ISM 6000, Introduction to Information Management (3)
- \*3. ISM 6100, Information Modeling (3)
- \*4. ENG 6206, Technical Writing (3)
5. ISM 6110, Telecommunication and Networking (3)
6. ISM 6120, Data Base Management (3)
7. ISM 6130, Modeling and Simulation for Managers (3)
8. ISM 6140, Managing End User Computing (3)
9. ISM 6150, Information Management in Artificial Intelligence (3)
10. ISM 6151, Artificial Intelligence II (3)
11. ISM 6155, Knowledge Engineering (3)

12. ISM 6170, Information Systems Management Practicum (3)
- \*13. ISM 6220, Introduction to Software Design and Development I (3)
- \*14. ISM 6221, Introduction to Software Design and Development II (3)
- \*15. ISM 6230, Enterprise Analysis and Information Planning (3)
- \*16. ISM 6241, Ethical, Legal and Social Environment of Information Management (3)
17. ISM 6251, Office Systems Management (3)
18. ISM 6260, Information Management Trends (3)
19. ISM 6270, Information Management Applications (3)
20. ISM 6280, Data Center Management (3)
21. BUS 6143, Business Strategy and Policy (3)
22. BUS 6242, Management Decision Making (3)
23. ISM 6326, Forecasting Methods for Management (3)
- \*24. ISM 6999, Master's Project (3)

Courses indicated by an asterisk are designated as ISM Core Courses.

## COURSES

### ISM 5140 PROGRAMMING FOR MANAGERS (3)

Prerequisite: None

Topics will include programming and algorithm development, operating systems and applications programs including text processing, graphics, query language programs and filing. Designed for managers with minimal programming experience.

### ISM 6000 INTRODUCTION TO INFORMATION MANAGEMENT (3)

Prerequisite: None

Introduces the basic framework and key concepts explored in the ISM program. Primary focus is on the strategies and programs needed to manage information as a strategic resource. Explores impact of managing information in an environment of constant technological and organizational change.

### ISM 6100 INFORMATION MODELING (3)

Prerequisite: None

Explores the various processes involved in the creation of stable, logical representations of information. Semantic data models, Entity-Relationship models, relational data models, normalization and data flow diagrams are treated in detail. Introduces the use of CASE tools to support modeling activities.

### ISM 6110 TELECOMMUNICATION AND NETWORKING (3)

Prerequisite: None

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)

Prerequisite: ISM 6100, ISM 6230 recommended

Introduces data base concepts from a management perspective. Explores data base management implementation issues relative to technology and the enterprise information architecture and plan. Includes selecting, managing and using tools to support the data management functions (structures, standards, languages, dictionaries, measurement, integrity, security, privacy, etc.)

### ISM 6130 MODELING AND SIMULATION FOR MANAGERS (3)

Prerequisite: ISM 6000, ISM 6100 recommended

Introduces modeling and simulation as tools for decision-making. Explores formulation of business management problems for analysis and the use of typical automated analysis tools. Examines computer technology to support the decision making-process.

### ISM 6140 MANAGING END USER COMPUTING (3)

Prerequisite: ISM 6120

Investigates end user use of computing facilities. Explores the prerequisites for establishing an effective EUC environment (data bases, management control, etc.), the tools required (DBMSs, dictionaries, query languages, 4GL, graphics, etc.), and the skills required of the user (including the teaching/learning process). Includes discussion of problems and trends.

### ISM 6150 INFORMATION MANAGEMENT IN ARTIFICIAL INTELLIGENCE (3)

Prerequisite: programming language, LISP recommended

Concerned with applying AI to stand-alone applications and to the function of managing information. Explores knowledge modeling, roles and responsibilities, and case studies relative to managing AI applications. Also investigates the use of AI to support modeling, data base design, software engineering, end user computing and decision-making.

### ISM 6151 ARTIFICIAL INTELLIGENCE II (3)

Concepts of Artificial Intelligence. Presents an introduction to the theoretical concepts of Artificial Intelligence, definition of knowledge representation, use of sentential and predicate calculus, search strategies.

### ISM 6155 KNOWLEDGE ENGINEERING (3)

Concepts of symbolic logic and computer-automated deduction. Study of computer algorithms for the automation of logic using the predicate calculus. Binary resolution as a rule of inference. Refutations and proofs. Restriction strategies and answer extraction. The use of LISP to implement mechanical theorem provers.

### ISM 6170 INFORMATION SYSTEMS MANAGEMENT PRACTICUM (3)

A seminar course designed to provide information on information systems management project design and selections. Required of all students without prior work experience in information systems.

### ISM 6220 INTRODUCTION TO SOFTWARE DESIGN AND DEVELOPMENT I (3)

Prerequisite: ISM 6100, ISM 6230

Introduces the first half of the traditional SDLC (software development life cycle), the techniques and CASE (computer aided software engineering) tools used, and the project management methods for managing the activities of these stages. Includes feasibility, analysis, requirements and preliminary design. Explores the impact of Information Systems Architecture on these stages, as well as alternatives to the traditional SDLC.

**ISM 6221 INTRODUCTION TO SOFTWARE DESIGN AND DEVELOPMENT II (3)**

Prerequisite: ISM 6220

Introduces the second half of the traditional SDLC (software development life cycle), the techniques and CASE (computer aided software engineering) tools used, and the project management methods for managing the activities of these stages. Includes design, development, test, implementation and maintenance. Explores the impact of Information Systems Architecture and asset management on these stages. This course continues the software development and management practices begun in ISM 6220.

**ISM 6230 ENTERPRISE ANALYSIS AND INFORMATION PLANNING (3)**

Prerequisite: ISM 6100 recommended

Treats the enterprise as an integrated system. Investigates problems with traditional approaches, identifies issues and potential solutions. Explores techniques for developing information architectures and integrating information strategic and tactical plans with business plans. Introduces asset management of information systems.

**ISM 6241 ETHICAL, LEGAL AND SOCIAL ENVIRONMENT OF INFORMATION MANAGEMENT (3)**

Prerequisite: ISM, MBA graduate status

Explores the moral and legal implications of information management issues. Issues include security, privacy, transborder data flow, information ownership and responsibility, the power of information, information as power, vendor relations, employee relations, discrimination, behavior in and out of the workplace, and other current issues.

**ISM 6251 OFFICE SYSTEMS MANAGEMENT (3)**

Prerequisite: ISM 6230

Explores the application of information technology in the office environment. Investigates issues of data management and sharing, work flow changes, technology introduction, and the proliferation of hardware and software and the resulting problems and opportunities. Training and education issues are included.

**ISM 6260 INFORMATION MANAGEMENT TRENDS (3)**

Prerequisite: ISM 6000, ISM 6230

Offers a look at the latest and emerging trends in a seminar format. Looks at the latest technology and management issues impending on the information manager. Forecasts the impact of current and future technology on information management. Explores methods and techniques for information management under development by academic and consultant practitioners.

**ISM 6270 INFORMATION MANAGEMENT APPLICATIONS (3)**

Seminar on applications of information management. Topics will include financial management, systems engineering, marketing, manufacturing and current issues in information management.

**ISM 6280 DATA CENTER MANAGEMENT (3)**

Prerequisite: Four or more ISM core courses

Anticipates the implications of enterprise-wide information management for data center managers. Explores hardware and software acquisitions in light of rapid obsolescence, emerging technologies and trends, shared data facilities, communications connectivity, and Information Systems Architectures. Investigates processing utility alternatives.

**ISM 6326 FORECASTING METHODS FOR MANAGEMENT (3)**

A graduate level introduction to methods of forecasting in decision making.

Data sources, networks, forecasting techniques, data implementation in forecasts, regression, moving averages, exponential smoothing, use of subjective information technological forecasting, forecasting software, adaptive filtering, advanced methods including Box-Jenkins, econometric models. Useful to persons in information systems management and business administration.

**ISM 6999 MASTER'S PROJECT (3)**

Prerequisite: ISM core courses, permission of the instructor

An independent project designed and driven by the student to demonstrate proficiency in completing an information management project or performing research to further the state of the art in a particular area of the ISM program.

**Natural and Mathematical Sciences 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.

DONALD D. KERLEE, Ph.D.

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

**PROFESSORS**

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.

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.

Acting University Librarian/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.

**PART-TIME INSTRUCTORS**

DAVID BRANDES

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

JOHN HANCOCK, M.S.

M.S. Applied Mathematics and Engineering, University of Colorado, 1964. At SPU since 1986.

ERNEST HUGHES, M.B.A.

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

JOHN MCROBERTS, M.B.A., M.S.

M.S.E.E., University of Florida, 1968; M.B.A., Florida Atlantic University, 1980. At SPU since 1986.

LAWRENCE W. WRIGHT

B.A., University of Oklahoma, 1964; M.A., 1966; Ph.D., 1968. At SPU 1967-74, 1979-85, and since 1988.

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## School of Physical Education and Athletics

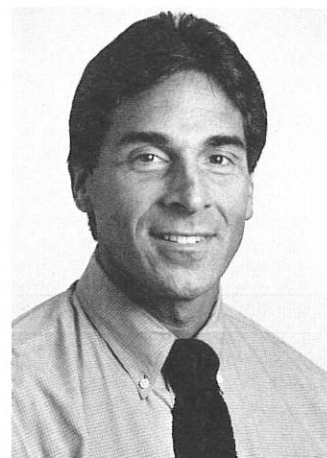
### Master of Physical Education

While career opportunities in the fields of sport, health and exercise are increasing, so are the qualifications required for placement. Specialization or advanced certification are becoming more important for getting and keeping these jobs. To help students prepare for specific career opportunities, SPU offers three fields of study in physical education.

The teaching and coaching option prepares students to teach physical education and sport skills. This emphasis prepares you to work in a school setting or in recreational settings and clubs. Students may complete the Washington fifth year/continuing certification in this field.

The administration track serves those interested in the management of sport and physical education programs. The curriculum has a business emphasis and aims at executive-level careers in schools, colleges, clubs, professional sports, governing organizations and private counseling.

The exercise science option prepares students for careers in the health professions, rehabilitation and the fitness industry. The coursework is highly practical, and includes laboratory and assessment strategies. Corporate, public and private fitness facilities, wellness centers, hospitals and sports medicine clinics are possible careers.



**Dan Tripps**  
Director of Graduate Studies  
School of Physical Education  
and Athletics

*"SPU offers the only physical education masters' programs in the Seattle area. Our P.E. faculty members are nationally and internationally known. And because we don't have hundreds of graduate students in the program, we're able to meet with them one-on-one to plan courses and career choices."*

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#### Admissions Information

Applicants to the program must hold a bachelor's degree from an accredited institution in a field relevant to the option selected. Satisfactory performance on either the Miller Analogies Test (MAT) or Graduate Record Exam (GRE), two letters of recommendation and official transcripts of all undergraduate coursework form the basis for admission. Graduate assistantships are limited and include assignments in administration, teaching, coaching and athletic training. For more information about the program, contact the Graduate Admissions Office at (206) 281-2021 or 1-800-482-INFO toll free. Or write to: Dr. Dan G. Tripps, School of Physical Education and Athletics, Seattle Pacific University, Seattle, Washington 98119, Phone: (206) 281-2896.

#### The Degree Plan

Degree plans are constructed similarly in all fields. Forty-two approved credits drawn from the graduate classes listed below form the overall coursework. Twenty-four credits are selected from the field of specialization. Nine credits are drawn from other fields, and nine credits are designed as internship or research. In addition, students must satisfy the university requirement in biblical literature and identify a three-credit liberal arts elective.

#### Athletic Administration

Organization and Administration  
Personnel and Human Resources  
Athletic Facilities and Equipment  
Ethical and Legal Issues  
Communication and Information Systems  
Budgets and Financing  
Marketing and Promotion

#### Teaching and Coaching

Learning Theory and Change  
Curriculum and Instruction  
Teaching Systems and Strategies  
Exercise Science and Health  
Psychology and Motor Learning  
Sociology and Culture  
Learning Styles and Differences

#### Exercise Science

Biomechanics and Movement Skills  
Neuromuscular Systems and Fitness  
Cardiorespiratory and Metabolic Fitness  
Injury and Sports Medicine  
Disease Prevention and Rehabilitation  
Exercise for Special Populations

#### Individual Arrangements

Independent Study  
Selected Readings  
Contemporary Issues Seminar  
Projects/Practica  
Internship  
Special Topics  
Colloquia  
Research Design  
Statistics  
Thesis

## COURSES

### PE 6601 ORGANIZATION AND ADMINISTRATION OF SPORT PROGRAMS

This course is designed to provide the functional knowledge and skills needed to manage sport programs both within and outside traditional educational settings. Particular attention will be directed at identifying characteristics of an organization, designing practical management strategies, formulating an effective communication process and examining career alternatives.

### PE 6621 ATHLETIC FACILITIES AND EQUIPMENT

Discussion will center around planning, design, construction, programming and management of athletic facilities for school and private sector settings. Topics will include building technology and architecture, staffing and scheduling, physical plant and systems, security and maintenance, care and management of athletic equipment. The class will take a brief look at innovative equipment such as weight training systems, shoe design, specific sports gear and apparel which are intended to improve physical performance.

### PE 6631 ETHICAL AND LEGAL ISSUES IN SPORT

Professional responsibility is the central theme. Issues in sport law will include torts for defective facilities and improper instruction, assumption of risk, drug testing administration, protection against sex-related offenses, catastrophic injuries and insurance, athlete rights, litigation. Beyond the law questions of violence, foreign substance use, subsidy of athletes, elitism, scholastic criteria for eligibility, fair play and others will provide discussion for a competitive ethical framework.

### PE 6651 FINANCING ATHLETICS

The course will examine both the procurement and management of money. Fundraising strategies such as ticket sales, concessions, licensing, corporate participation, grant writing, foundation proposals, capital investments and banking products will be discussed to identify revenue resources necessary for educational and private sport programming. Basic managerial accounting, budgeting, report generation, business plans, contracts, payroll and disbursement systems will be among several topics devoted to regulating and controlling the sport financial ledger.

### PE 6711 CURRICULUM & INSTRUCTION IN SPORT AND PHYSICAL EDUCATION

The class will focus on the interactions between teacher and student, coach and athlete by investigating teaching effectiveness, teaching and coaching progressions and methodology and general curricular concerns in physical education and sport programming for schools and private clubs or teams. Attention will be given to theoretical and practical considerations in the acquisition of motor skills and the factors that facilitate the learning of sports skills for all populations.

### PE 6731 EXERCISE SCIENCE FOR TEACHERS

Reviews current literature in the areas of exercise physiology, kinesiology, mechanics and motor learning/control. Emphasis is given to application of relevant findings in the improvement of teaching and coaching. Prerequisites: PE 3565, 3570, 3575, or equivalent

### PE 6741 PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY

The course will contribute to an understanding of the personal and social factors influencing participation and performance. Humanistic and behavioristic models of the self and classical and contemporary viewpoints of human psychology are addressed to better understand the interrelationships of play and culture and work and sport. Psychological profiles, self image, aggression, motivation, trait and state anxiety, pain tolerance, emotionality, imagery and peak performance are among the topics discussed in terms of a coaching/teaching methodology.

### PE 6751 SPORT AND SOCIETY

The class is structured in four parts moving from the micro- to macro-level of sport sociology. These include: social theories of play, games and sport; sport groups, sport organizations and sport subcultures; socialization, regulation and cultural influences through sport; sport as an institution. Topics covered within these categories address problems and solutions for aging, racism, sexism, socio-economic inequalities, and several psycho-social processes as leadership, communication, conflict and cooperation.

### PE 6801 EXERCISE AND SPORT BIOMECHANICS

Examines anatomical and mechanical principles governing movement of the human body and sport-related objects. Emphasis is given to safe and efficient exercise and sport participation. Prerequisites: PE 3565 and 3570 or equivalent

### PE 6811 NEUROMUSCULAR FITNESS

Examines the effects of exercise on the health and function of bones, nerves and muscles. Emphasis is given to methods of measuring and improving these effects.

Prerequisites: PE 3580 or equivalent

### PE 6821 CARDIORESPIRATORY AND METABOLIC FITNESS

An examination of cardiovascular, respiratory and metabolic factors in physical fitness and exercise. Emphasis is given to related physical fitness testing and exercise prescription. Prerequisites: PE 3580 or equivalent

### PE 6831 ASSESSMENT AND CONTROL OF BODY COMPOSITION

Surveys the various methods of body composition assessment and current understanding of the causes, prevention and treatment of obesity and excessive leanness.

Prerequisites: PE 3580 or equivalent

### PE 6841 SEMINAR IN SPORTS MEDICINE

Reviews selected research and current publications and applies relevant findings to the etiology, prevention, assessment, treatment and rehabilitation of athletic injuries.

### PE 6851 EXERCISE IN PRIMARY PREVENTION AND REHABILITATION

Surveys the role of exercise in the prevention or rehabilitation of common disorders such as coronary heart disease, hypertension, diabetes, low-back pain, obesity and lung diseases.

Prerequisites: PE 3580 or equivalent

### PE 6861 EXERCISE FOR SPECIAL POPULATIONS

An overview of the unique fitness needs and exercise considerations for children, the elderly, pregnant females, those at risk for or recovering from disease and those with selected disabilities.

### PE 6960 CONTEMPORARY ISSUES SEMINAR

Sport and physical education should not develop solely as a response to society but should develop so as to alter society in the direction of an increased response to individual needs, goals and feelings. To this end this seminar will identify and address interdisciplinary and thematic topics of immediate and future concern for professionals. While these are to be student generated and change with time and trend and global events, among these might be competition and youth, environmental factors, human genetics, aesthetics, elite performers, gender, nutrition, politics, careers.

## Physical Education Graduate Faculty

DAN G. TRIPPS, Ph.D.

Director of Graduate Studies  
B.A., San Francisco State University, 1968; M.A., Stanford University, 1969; Ph.D., University of Oregon, 1976. At SPU since 1986.

KEITH R. PHILLIPS, M.Ed.

Director of Physical Education and Athletics  
B.S., Seattle Pacific College, 1956; M.Ed., Central Washington University, 1961. At SPU since 1980.

KENNETH E. FOREMAN, Ed.D.

B.S., University of Southern California, 1949; M.S., University of Washington, 1954; Ed.D., University of Southern California, 1961. At SPU 1950-78, and since 1984.

ROBERT E. GRAMS, M.S.

B.A., Washington State University, 1975; M.S., University of Arizona, 1976. At SPU since 1976.

ROBERT WEATHERS, Ed.D.

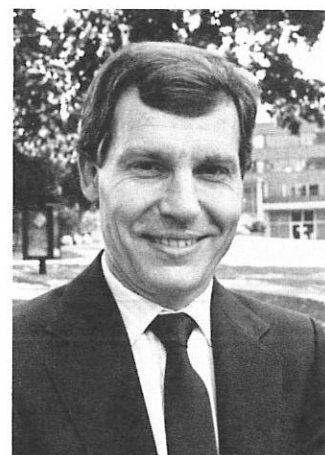
B.S., John Brown University, 1967; M.Ed., University of Arkansas, 1969; Ed.D., Brigham Young University, 1975. At SPU since 1978.

## Master of Arts and Master of Christian Ministries

The graduate programs at Seattle Pacific University in the School of Religion prepare individuals for professional and lay leadership in various Christian ministries. Some programs lead directly to placement in professional careers, while others lead to further graduate level preparation. Further information about the graduate programs offered may be obtained in the administrative office 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.

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**Robert Drov Dahl**  
Director of Graduate Studies  
School of Religion

*"The purpose of SPU's master's programs in religion is to prepare people for effective Christian ministry. Our faculty is central to this goal. They are respected teachers, scholars and mentors."*

### M.A. in Biblical Studies

The foundation for effectively teaching and proclaiming God's Word rests on properly interpreting Scripture.

The M.A. in Biblical Studies offers students a comprehensive course of study in the Old and New Testaments and equips the student with skills necessary for interpreting Biblical literature. The program is appropriate for 1) lay persons seeking a better knowledge of Scripture, 2) continuing education for persons in professional Christian ministries, and 3) those intending to complete a Master's of Divinity program.

#### M.A. in

|                         |                      |
|-------------------------|----------------------|
| <b>Biblical Studies</b> | <b>(51 credits)</b>  |
| Theology                | (12 credits minimum) |
| Biblical Studies        | (36 credits minimum) |
| Specialization          | (3 credits)          |

### M.A. in Christian Education

This degree program provides comprehensive study of spiritual development and preparation for professional service in the educational ministry of a church or parachurch organization. A student's undergraduate coursework must have included an introductory course in educational psychology or Christian education.

#### M.A. in

|                                       |                     |
|---------------------------------------|---------------------|
| <b>Christian Education</b>            | <b>(51 credits)</b> |
| Biblical Literature/<br>Theology      | (12 credits)        |
| Christian Education<br>Specialization | (21 credits)        |
| Required courses:                     |                     |
| REL 6570, 6582, 6587                  |                     |

|                          |             |
|--------------------------|-------------|
| Electives                | (6 credits) |
| Practicum/<br>Internship | (3 credits) |
| Thesis, EDU 6981         | (9 credits) |

### M.A. in Christian Missions

This degree program draws upon insights from theology, cross-cultural communication, cultural anthropology and the history of missions to explore ministry in cross-cultural settings. The program serves persons preparing for or presently active in international mission work and persons working in cross-cultural ministries within national boundaries.

#### M.A. in

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

## Master of Christian Ministries Degree (M.C.M.)

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 adviser, the M.C.M. student designs a program of study suited to his or her professional needs and goals. Possible areas of specialization include:

Religious Drama  
Christian Education  
Missions/Intercultural Studies  
Camping Ministry  
Youth Ministry

All 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 M.C.M. degree programs include the following coursework distribution:

|                           |                     |
|---------------------------|---------------------|
| <b>M.C.M. Degree</b>      | <b>(51 credits)</b> |
| Biblical/Theological Core | (12 credits)        |
| Specialization            | (27-30 credits)     |
| 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 full statement concerning his/her career goals and objectives as they relate to his/her field of ministry.
2. 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 requirements.
3. Submit outlined program of study to the School of Religion Graduate Committee for formal approval before 18 hours of credit have accumulated.

## COURSES Biblical Literature (BIL)

### BIL 6101 INTRODUCTION TO THE OLD TESTAMENT (3)

Explores the literature, history and theology of the Old Testament in light of its geographical, political and cultural settings. Presents an inductive study of selected units and themes.

### BIL 6111 PENTATEUCH (3)

Prerequisite: BIL 6101 or equivalent  
Examines the first five books of the Old Testament, emphasizing literary structure, history of interpretation, historical background, and the role of the Pentateuch as the Torah of the Old Testament canon.

### BIL 6117 THE FORMER PROPHETS (3)

Prerequisite: BIL 6101 or equivalent  
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 (3)

Prerequisite: BIL 6101 or equivalent  
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 6157 GRADUATE SEMINAR IN OLD TESTAMENT LITERATURE (3)

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

### BIL 6166 WISDOM LITERATURE (3)

Prerequisite: BIL 6101 or equivalent  
Explores the place and function of Wisdom Literature in biblical theology. Analyzes selected examples such as Job, Ecclesiastes, and Proverbs.

### BIL 6201 INTRODUCTION TO THE NEW TESTAMENT (3)

Explores the literature, history and theology of the New Testament in light of its geographical, political and cultural settings. Presents an inductive study of selected units and themes.

### BIL 6205 THE NEW TESTAMENT LETTERS (3)

Prerequisite: BIL 6201 or equivalent  
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 6213 THE NEW TESTAMENT GOSPELS (3)

Prerequisite: BIL 6201 or equivalent  
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 6225 ACTS (3)

Prerequisite: BIL 6201 or equivalent  
Explores Lucan theology in the Acts of the Apostles and surveys its importance as a model for the life of today's church. Attention is given to historical background and to the role of this book in the New Testament canon.

### BIL 6245 REVELATION AND APOCALYPTIC LITERATURE (3)

Prerequisite: BIL 6201 or equivalent  
Examines the historical background of this writing. Analyzes the book to discover what it says, what it meant to its first readers, what its enduring values and its meaning are for today.

### BIL 6257 GRADUATE SEMINAR IN NEW TESTAMENT LITERATURE (3)

Prerequisite: Permission of instructor.  
Provides an advanced course in biblical studies intended to give greater depth in dealing with biblical interpretation. Addresses special topics of current relevance in such areas as hermeneutics, biblical authority, the Bible and social reform and other 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 instructor

## Cognate Biblical Studies (REL)

### REL 6200 INTERPRETING HEBREW TEXT (3)

Introduces fundamentals of Hebrew vocabulary, grammar and syntax which will aid in further study of the Old Testament in Hebrew.

### REL 6210 INTERPRETING GREEK TEXT (3)

Introduces fundamentals of Greek vocabulary, grammar and syntax which will aid in further study of the New Testament in Greek.

## **Theology and Philosophy of Religion (BIL & REL)**

### **BIL 6305 OLD TESTAMENT THEOLOGY (3)**

Prerequisite: BIL 6101 or equivalent  
This course focuses on what the Old Testament says about God, the world, humankind and the important interrelationships among them. The way in which these ideas are presented in the Old Testament as well as the content itself are given prominent emphasis. In addition, a history of the discipline will be provided along with a discussion of the varying methods for carrying out the task of the Old Testament theology.

### **BIL 6307 BOOK STUDY: OLD TESTAMENT (3)**

Prerequisite: BIL 6101 or equivalent  
An in-depth study of a selected book of the Old Testament. Biblical study methods are introduced and employed to construct the original, canonical, and continuing significance of that book's argument for God's people. Emphasis is placed on the book's importance as the ongoing context for the church's reflection on the gospel of God.

### **BIL 6405 NEW TESTAMENT THEOLOGY (3)**

Prerequisite: BIL 6201 or equivalent  
We shall study how the variety of early Christian convictions about Christ and the unity which integrates them can provide the church with the necessary resources for living before God in the world.

### **BIL 6407 BOOK STUDY: NEW TESTAMENT (3)**

Prerequisite: BIL 6201 or equivalent  
An in-depth study of a selected book of the New Testament. Biblical study methods are introduced and employed to construct the original, canonical, and continuing significance of that book's argument for God's people. Emphasis is placed on the book's importance as the ongoing context for the church's reflection on the gospel of God.

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

Prerequisite: BIL 6101 or equivalent  
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 neighbor's views of reality.

### **REL 6315 NEW TESTAMENT BACK-GROUNDS (5)**

Prerequisite: BIL 6201 or equivalent  
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)**

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 HERMENEUTICS (5)**

Prerequisites: BIL 6101 and 6201 or equivalent  
The course features the history of biblical interpretation, especially interpretation which has as its purpose the derivation of theology from the Bible. While the entire history of interpretation will be covered, particular attention will be paid to the rise of biblical theology in the Reformation and Post-Reformation eras, the impact of the Enlightenment on biblical interpretation, and most especially on recent developments in hermeneutics. Throughout the course, examples will be provided of how a given hermeneutical stance derives theology from biblical texts.

### **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 6201 or equivalent 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)**

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 (3)**

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 is given to the crucial importance of such topics for theology.

## **Christian Education and Camping (REL)**

### **REL 6530 CAMPING ADMINISTRATION (3) (PE 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, marketing strategy).

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

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)**

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 IN 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 LEADERSHIP IN EDUCATIONAL MINISTRY (5)**

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)**

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 CHILD DEVELOPMENT AND EDUCATIONAL MINISTRY (3)**

Must be taken with Practicum, REL 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 ADOLESCENT DEVELOPMENT AND EDUCATIONAL MINISTRY (3)**

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

**REL 6586 ADULT DEVELOPMENT AND EDUCATIONAL MINISTRY (3)**

Studies the various periods of adulthood from the standpoint of characteristics, needs, aims, materials, 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 THEOLOGICAL FOUNDATIONS FOR CROSS-CULTURAL MINISTRIES (5)**

Provides a biblical foundation for the cross-cultural mandate found in both Old and New Testaments. Focuses upon theological motifs that communicate the redemptive purposes of God. Some of those are the Abrahamic covenant, centripetal and centrifugal witness of the grace of God, the Jewish Apostolate, the people of God and others.

**REL 6401 CHRISTIANITY IN CULTURE (5)**

Examines the interactions and interrelationships between Christianity and its expression in cultural forms. Describes God and culture positions, defines ethnotheology, distinguishes form/function/meaning model. This course is designed to aid the student to communicate Christian beliefs with reference to the complexities of human cultures.

**REL 6445 A CHRISTIAN PERSPECTIVE ON MODERN IDEOLOGIES (3)**

An analysis of Marxism, socialism, nationalism, capitalism and selected religious ideologies that affect the task of communicating the gospel of Christ into diverse cultural and ideological contexts.

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

Examines the question, "What will the church look like in another culture?" Investigates some of the crucial issues confronting the emerging church in the Third World such as indigenization, contextualization, national church/mission tensions and mission strategy in the context of rising nationalism.

**REL 6487 PRINCIPLES AND STRATEGY FOR CROSS-CULTURAL MINISTRIES (5)**

Examines the biblical basis for planning, accountability and strategizing for doing cross-cultural ministries. Analyzes historical and contemporary strategies for cross-cultural evangelism.

**REL 6488 CROSS-CULTURAL COMMUNICATION (3)**

Researches cross-cultural communication principles applicable to the culture area of one's choice and develops cross-cultural journalism skills. 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)**

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

**REL 6498 THE CHRISTIAN APPROACH TO NON-CHRISTIAN RELIGIONS: ANIMISM, FOLK RELIGIONS AND SELECTED RELIGIOUS IDEOLOGIES (3)**

Defines and introduces religion with an overview of the animistic world-view. Analyzes the encounter of Christianity with phenomenological belief systems and selected organized religious ideologies.

**General Religion and Interdisciplinary Courses**

**REL 6832 CULTURE AND RELIGION (3)**  
(ANT 6432)

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 SOCIOLOGY OF RELIGION (5)**

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.

**REL 6870 RELIGION AND THE THEATRE (3)**

(TRE 6870)

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.

**REL 6871 CHRISTIAN HYMNODY (3)**  
(MUS 6401)

Studies the hymn from the standpoint of its history, classification, criticism, and effective use in the worship service.

**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.

**Independent and Directed Study**

**REL 6901 INTRODUCTION TO GRADUATE RESEARCH (3)**

Investigates basic research approaches to problems. 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.

**REL 6950 INDEPENDENT STUDY (1-5)**

Prerequisite: Permission of instructor  
**REL 6951 DIRECTED STUDY (1-5)**  
Prerequisite: Permission of instructor

**REL 6955 PRACTICUM (1-3)**

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

**REL 6990 INTERNSHIP (2-12)**

Prerequisite: Permission of instructor

**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

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**Religion Graduate Faculty  
SCHOOL ADMINISTRATION**

**ROBERT DROVDAHL, Ph.D.**

Director of Graduate Studies,  
Associate Professor of Christian  
Ministries and Education  
B.A., Seattle Pacific College, 1971;  
M.A., Wheaton Graduate School,  
1974; Ph.D., Michigan State Uni-  
versity, 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 Col-  
lege, University of Cambridge,  
England, 1975. At SPU since 1974.

**R. LARRY SHELTON, Th.D.**

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

**FRANK A. SPINA, Ph.D.**

Biblical Studies  
B.A., Greenville College, 1965;  
M.Div., Asbury Theological Semi-  
nary, 1968; M.A., 1970 and Ph.D.,  
1977, University of Michigan. At  
SPU since 1973.

**ROBERT W. WALL, Th.D.**

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

**RAYMOND J. WELLS, Ph.D.**

Education and Philosophy  
B.A., Seattle Pacific College, 1946;  
S.T.B., New York Theological  
Seminary, 1949; S.T.M., 1950;  
Ph.D., University of Edinburgh,  
Scotland, 1955. At SPU  
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, Scotland, 1977. At  
SPU since 1980.

**LES L. STEELE, Ph.D.**

Christian Education  
B.A., 1975 and M.A., 1976, Azusa  
Pacific University; M.A., 1983 and  
Ph.D., 1984, Claremont Graduate  
School. 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.D.,  
Clare College, Cambridge Univer-  
sity, England, 1983. At SPU  
since 1981.

**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  
M.A., Wheaton College, 1967;  
M.A., Syracuse University, 1969;  
Ph.D., Washington State Univer-  
sity, 1980. At SPU since 1977.

**F. DOUGLAS PENNOYER, Ph.D.**

Intercultural Studies  
B.A., Oregon College of Education,  
1969; M.A., Washington State Uni-  
versity, 1972; Ph.D., 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.



**Donald J. MacDonald**  
Director of Graduate Studies  
School of Social and  
Behavioral Sciences

*"Proverbs 1:5 says, 'A wise man will hear, and will increase learning; and a man of understanding shall attain unto wise counsels.'"*

## Master of Science

Graduate programs in the School of Social and Behavioral Sciences (\*) provide opportunities to pursue special studies. They are designed to build on liberal arts background and to give students sharp focus in their areas of study. Students selecting these programs seek to function at the higher levels of professional knowledge and competence that a master's degree affords. The programs are also appropriate preparation for students planning to continue into doctoral studies.

The School offers the Master of Science Degree in Counseling. Two fields of study are offered in the Counseling program: Marriage and Family Therapy and Community Counseling.

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### Admissions Requirements

1. Admission to the graduate programs in the School of Social and Behavioral Sciences is a two-stage process. Initial application is made to the Graduate Admissions Office. Upon receiving Graduate Degree status from the Graduate School, students should apply for admission to the counseling program in SSBS.
2. Prerequisites for each field of study appear in the descriptions below.
3. After admission to a master's program, each applicant will be assigned an advisor. The student, in consultation with the advisor, will work out a written plan of study. Approval of the study plan is by the Dean of SSBS with the recommendation of the Director of Graduate Studies.

### School Requirements

In addition to requirements listed in the general requirements for all master's degrees at SPU, the following specific requirements apply to the SSBS master's program.

1. All course substitutions and curricular modifications require (a) concurrence of the student's advisor and (b) general approval of the SSBS Graduate Curriculum Committee.
2. Only degree coursework completed within six years immediately preceding the date on which the degree is granted may apply toward the master's degree.

\*SSBS, Alexander Hall, 281-2165

3. A maximum of twelve credits earned at another regionally accredited institution or earned at SPU prior to admission to the degree program may apply toward the degree. Transfer of credits from another institution must be six years or less old, must be comparable in content to SPU courses, must be recommended by the advisor, and must be approved by the SSBS Graduate Curriculum Committee.
4. A comprehensive review of the content of the degree program is required. The review is usually during the last quarter of course work.

### THESIS PROCEDURES

1. When a thesis plan is approved by the student's advisor, the Director of Graduate Studies will recommend to the School Dean that a thesis committee be appointed. This committee can only be changed by the School Dean and will remain active until the thesis is completed. All must be finally approved by the Director of Graduate Studies, and the School Dean.
2. The student will work closely with the committee throughout its preparation, following processes adopted by the SSBS.
3. The form and style manual is the most recent edition of the Publication Manual of American Psychological Association.
4. Two copies of the final, approved thesis will be submitted to SSBS for binding, along with the binding fee.

## **M.S. in Counseling: Focus in Community Counseling**

This program prepares the graduate for clinical and agency mental health functions as a direct service provider, usually with individuals or groups in short-term interventions. Recent graduates, most appropriately, work under direct supervision. Curricular requirements are appropriate for graduates who wish to apply for credentials as a Certified Mental Health Counselor in Washington State.

### Requirements:

1. Admissions: Files of applicants admitted as Graduate Degree students will be considered by the Counseling faculty, which will recommend to the School Dean that the candidate be admitted or denied. If admitted, the Director of Graduate Studies in SSBS will appoint an appropriate advisor.
2. Coursework or credit by examination in general psychology, abnormal psychology, personality theories, educational or psychological statistics, and developmental psychology is required within twelve months of admittance to the Graduate School. Applicants who earned a score of 500 or higher on the Advanced Psychology test of the Graduate Record Exam may waive any uncompleted courses.
3. A minimum of 60 credits in approved courses.
4. Required courses: EDU 6981, CFT 5670, CFT 6635, CFT 6640, CFT 6671, CFT 6672, CFT 6674, CFT 6677, CFT 6679, CFT 6686, CFT 6687, CFT 6931, CFT 6932, CFT 6940 (9 credits over 3 terms).
5. Approved electives: A minimum of 6 quarter credits in courses approved by the student's advisor. In addition, students must complete an additional 3 quarter credits in course work OR 30 clock hours in non-credit studies following approval by the student's advisor.

## **M.S. in Counseling: Focus in Marriage and Family Therapy**

This program prepares the graduate for clinical and agency mental health functions as a direct service provider, usually with couples or families. Recent graduates are most appropriately working under direct supervision. Curricular requirements are appropriate for graduates who wish to apply for credentials as a Certified Marital and Family Therapist in Washington State.

The program operates in conjunction with the Presbyterian Counseling Service (PCS) of Seattle, where clinical courses are offered. PCS is training facility accredited by the American Association for Marriage and Family Therapy.

### Requirements:

1. Admission to the Marriage and Family Therapy program is two-fold: (a) formal application, (b) examination by a special screening committee as appointed by the School Dean at the recommendation of Chair of the program. Forms can be obtained at the School Office. The committee interviews applicants in February and March for admission to clinical classes in the next Autumn Quarter. Applicants admitted to the Graduate School by January 31 are assured of a screening committee interview. Successful applicants will be assigned an advisor and an advisory committee.
2. Coursework or credit by examination in general psychology, personality theories, and educational or psychological statistics is required within twelve months of admittance to the Graduate School. Applicants who earned a score of 500 or higher on the Advanced Psychology test of the Graduate Record Exam may waive any uncompleted courses.
3. Two years of paid or voluntary experience in helping roles (i.e., teaching, pastoring, crisis intervention).
4. A minimum of 70 credits in approved courses.
5. Required core courses: EDU 6981, PSY 6460, CFT 5670, CFT 6635, CFT 6640, CFT 6660, CFT 6677, CFT 6686, CFT 6687.

### 6. Required clinical courses:

CFT 6622, CFT 6688, CFT 6691, CFT 6692, CFT 6694, CFT 6695, CFT 6696, CFT 6997 & CFT 6698 (15 credits over 5 contiguous terms, including a minimum of 500 hours of client contact, of which 250 must be with couples and families).

## **COURSES**

### **Counseling and Family Therapy (CFT)**

#### **CFT 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.

#### **CFT 5670 COUNSELING THEORY AND PRACTICE (5)**

Prerequisite: PSY 4442/6442 and permission of instructor.

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.

#### **CFT 6622 LIFE CYCLE DEVELOPMENT (3)**

Prerequisite: Permission of instructor. Considers major developmental issues, birth through death, of individuals vis-a-vis family and cultural systems. Particular focus is given to implications of developmental issues for counseling and therapy.

#### **CFT 6640 COUNSELING AND THERAPY SPECIAL POPULATIONS (3)**

Focuses on how ethnic, cross-cultural, multiracial, and gender issues influence theories and practices. Strengths and limitations of major models and modalities of counseling and therapy will be analyzed. Students will get opportunities to consider influences of their own cultural backgrounds.

#### **CFT 6660 RESEARCH IN COUNSELING AND THERAPY (3)**

Prerequisite: EDU 6981

Reviews prevalent models and methods of conducting research in mental health practice. Provides input on major current research based trends in counseling and therapy. Suggests ways in which clinicians can use research to improve practice.

**CFT 6671 GROUP PROCESSES**

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.

**CFT 6672 GROUP LEADERSHIP (3)**

Prerequisite: CFT 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.

**CFT 6674 CAREER COUNSELING (3)**

Prerequisite: CFT 6677. 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.

**CFT 6677 TESTING AND ASSESSMENT IN PSYCHOLOGY (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.

**CFT 6679 FAMILY COUNSELING (3)**

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

**CFT 6681 CRISIS INTERVENTION (3)**

Studies the psychological phenomena related to severe loss. Attention is given to such losses as death, divorce, catastrophic disasters, physical impairment, and financial failure. Examines the adjustment processes through which persons go as well as the needs which must be met in this process as they experience loss.

**CFT 6686 MARITAL AND FAMILY DEVELOPMENT AND INTERACTION (3)**

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

**CFT 6687 COUNSELING ISSUES, ETHICS AND LAW (5)**

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 and laws.

**CFT 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 interacting systems and the proper focus of intervention in therapy.

**CFT 6691 SYSTEMIC MARITAL THERAPY (3)**

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.

**CFT 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.

**CFT 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.

**CFT 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.

**CFT 6696 ADVANCED FAMILY THERAPY (2)**

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

**CFT 6901 INDEPENDENT STUDY (3-5)**

Prerequisite: Permission of instructor. 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.

**CFT 6919 SEMINAR IN COUNSELING AND THERAPY (variable credit)**

Prerequisite: Instructor Permission. Provides a lecture-discussion format for deliberating significant matters in mental health delivery or mental health studies. Credits vary according to complexity and depth of study for each topic.

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

Prerequisite: CFT 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.

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

Prerequisite: CFT 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.

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

Prerequisite: CFT 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 non-school (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.

**CFT 6969 MASTERS THESIS (3-9)**

Prerequisite: CFT 6660, recommendation of advisor.

Conduct research, including study design, data collection, data analysis, and drawing inferences from data. Research design is to be experimental, quasi-experimental, or single subject.

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

Prerequisite: CFT 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.

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

Prerequisite: CFT 6997.

Presents a continuation of CFT 6997.

## Masters' Degrees, Supporting Courses

The School of Social and Behavioral Sciences offers the following courses in support of various masters' degree programs offered by the University. Faculty within the SBS encourage students to appreciate their unique personal and collective qualities in comparison with other cultures and conditions. Special attention is devoted to the ways in which societies and economies operate. This philosophy lays the foundation for graduate, as well as undergraduate courses.

### COURSES

#### Anthropology Courses

**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 or relocation, adjustment and understanding. Skills an 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.

#### Psychology Courses

**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 implication for improving the understanding of self and others. Recommended precursor to PSY 4470.

**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.

### Social and Behavioral Sciences Graduate Faculty ADMINISTRATION

R. REED BOYCE, Ph.D.

Dean, School of Social and Behavioral Sciences; Professor of Urban and Regional Studies B.S., University of Utah, 1956; M.S., 1957; Ph.D., University of Washington, 1961. At SPU since 1976.

DONALD J. MACDONALD, Ph.D.

Director of Graduate Studies, School of Social and Behavioral Sciences; Associate Professor and Chair of Counseling and Family Therapy B.A., University of Texas, 1972; M.S., Indiana University, 1973; Ph.D., Michigan State University, 1984. At SPU since 1980.

MICHAEL ROE, Ph.D.

Psychology B.A., University of California-San Diego, 1973; M.Ed., University of Washington, 1975; Ph.D., 1981. At SPU since 1988.

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**ASSOCIATE PROFESSORS**

JOY HAMMERSLA, Ph. D.

Psychology

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

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.

**INSTRUCTOR**

GWEN E. SPENCER, M.Ed.

Counseling and Family Therapy

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

**AFFILIATE PROFESSORS,  
SEATTLE PACIFIC UNIVERSITY**

D. ALAN BASHAM, M.A.

Counseling and Family Therapy

B.S., Biola University, 1975; M.A., 1977. At SPU since 1978.

GRANT MARTIN, Ph.D.

Counseling and Family Therapy

B.S., Westmont College, 1964; M.S., University of Idaho, 1967; Ph.D., University of Washington, 1971. At SPU since 1988.

**AFFILIATE PROFESSORS,  
PRESBYTERIAN COUNSELING  
SERVICE**

M.C. KAY ABRAMSON, M.S.

Counseling and Family Therapy

B.A., Aquinas College; M.S., Seattle Pacific University, 1984. At SPU since 1986.

DOUGLAS A. ANDERSON, Ph.D.

Counseling and Family Therapy

B.A., Pacific Lutheran University 1961; B.D., Luther Theological Seminary, 1965; Ph.D., Boston University, 1973. At SPU since 1979.

WILLIAM C. COLLINS, Ph.D.

Director of Training, Presbyterian Counseling Service

Counseling and Family Therapy B.S., Stonehill College, 1966; M.A., University of Notre Dame, 1974; M.S., Seattle Pacific University, 1987; Ph.D., University of Notre Dame, 1977. At SPU since 1981.

JAN EISENHARDT, M.A.

Counseling and Family Therapy

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

JOAN FIORE, Ph.D.

Counseling 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.

Counseling and Family Therapy

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

JOHN LASPINA, M.S.W.

Counseling and Family Therapy

B.A., Boston State College, 1969; M.S.W., University of Southern California, 1974. At SPU since 1987.

ELAINE LOUGHLIN, M.S.W.

Counseling and Family Therapy

B.A., Molloy College, 1969; M.S.W., Rutgers University, 1971. At SPU since 1985.

WILLIAM MEYER, M.S.W.

Counseling and Family Therapy

B.A., University of Washington, 1970; M.S.W., 1973. At SPU since 1987.

MEHRI DAMAVANDI MOORE, M.D.

Counseling and Family Therapy

M.D., University of Tehran, 1972. At SPU since 1984.

JAMES T. MULLIGAN, M.Div.

Counseling and Family Therapy

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

DONALD W. SMITH, Ph.D.

Counseling and Family Therapy

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

BARBARA WILSON, Ph.D.

Counseling and Family Therapy

B.A., Michigan State University, 1967; Ph.D., Union Graduate School, 1978. At SPU since 1987.

## 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 dedicated faculty who provide nationally recognized excellence without primary regard for personal remuneration, administrative staff who work 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 generous gifts from individuals, corporations and churches of the Northwest.

All programs and policies at the University are under continual review. Therefore, SPU reserves the right to change its financial policies or charges at any time without previous notice. However, after the beginning of a quarter, no change will be made which is effective within that 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 student who has questions about fees and policies. The goal of the staff is to provide helpful, friendly service

to all inquirers. Any concerns 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 will also feel that same commitment to excellence and service throughout all of the support areas of the institution.

### 1988-89 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.).

#### Graduate Tuition (Per Quarter)

|                        |       |
|------------------------|-------|
| MBA/ISM/HRD Courses    |       |
| per credit hour        | \$205 |
| Other Graduate Courses |       |
| per credit hour        | \$165 |

NOTE: 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 registration 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 1000-5000 level courses are charged at the undergraduate tuition rates as follows:

|                          |         |
|--------------------------|---------|
| 8 or fewer total credits |         |
| per credit hour          | \$ 125  |
| 9-11 total credits       |         |
| per credit hour          | \$ 224  |
| 12-17 total credits      |         |
| total charge             | \$2,687 |

#### Administrative and Special Fees

|                            |         |
|----------------------------|---------|
| Application Fee            | \$25.00 |
| Matriculation Fee          | \$50.00 |
| ORR Special Service Fee    | \$15.00 |
| 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)

#### COMPUTER SCIENCE

|  |         |
|--|---------|
| Computer Science fees,   |         |
| per credit hour  | \$10.00 |
| (For specific courses with fees, refer to the 1988-89 Time Schedule and/or revision 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 of 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

|   |           |
|---|-----------|
| Education Placement Files               |           |
| Initial enrollment (including           |           |
| 5 files mailed) . . . . .               | \$20.00   |
| Additional files (\$3.00 each,          |           |
| in sets of 5) . . . . .                 | \$15.00   |
| General Placement Files (all            |           |
| disciplines except education)           |           |
| Initial enrollment (including           |           |
| 1 file mailed) . . . . .                | \$10.00   |
| Each additional file . . . . .          | \$ 3.00   |
| Alumni Placement File                   |           |
| Updating Fee (including                 |           |
| 5 files mailed) . . . . .               | \$20.00   |
| Additional files (\$3.00 each,          |           |
| in sets of 5) . . . . .                 | \$15.00   |
| Education Vacancy Bulletins (weekly     |           |
| first class mailings of job listings    |           |
| for six month) . . . . .                | \$25.00   |
| 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 scor-     |           |
| ing. Costs per test vary within a       |           |
| range of \$1.00 to \$8.00, with minor   |           |
| exceptions.                             |           |
| Personal Counseling                     |           |
| (full-time students) . . . . .          | No Charge |
| Fees may be assessed to students        |           |
| taking less than 12 credits 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 . . . . .                 | \$128 |
| B. Optional coverage for spouse      |       |
| (per quarter) . . . . .              | \$158 |
| C. Optional coverage for dependents  |       |
| (per quarter) . . . . .              | \$140 |

## 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 |
| Room (traditional halls) . . . . . | \$569 |

Please note: Board and room for non-traditional halls will vary according to hall assignment and meal plan.

## 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 either make an advance payment each quarter equal to one credit of tuition or pay 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 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 to 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 federal financial aid administered by the University must sign the necessary papers before the federal aid can be 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 (in the Seattle area 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 by the Business Office on or before the fifth (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 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 may include the signing of a promissory note (signed by the student and, as appropriate, 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 proof of funds 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, 1988 . . . Sept. 6, 1988  
 Winter Quarter, 1989 . . . Dec. 5, 1988  
 Spring Quarter, 1989 . . . March 6, 1989

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

Autumn Quarter  
 October 5, 1988 . . . . . 40%  
 November 4, 1988 . . . . . 40%

Winter Quarter  
 January 5, 1989 . . . . . 40%  
 February 6, 1989 . . . . . 40%

Spring Quarter  
 (Note: Spring Quarter Graduates must clear their accounts completely by May 13, 1989 in order to receive a diploma in graduation exercises.)  
 April 5, 1989 . . . . . 40%  
 May 5, 1989 . . . . . 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 1987 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 3,300 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 Life (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 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<br>Classes | Evening<br>Classes |
|--|----------------|--------------------|
| First Three Days of<br>Quarter's Instruction . . . . . | 100%           | —                  |
| Within 48 hours of<br>1st Class . . . . .              | —              | 100%               |
| Remainder of First Week<br>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<br>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.

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### **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 may necessitate a reduction in the financial aid given for that quarter. 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.

### **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 **continuing** resident students if they notify the Office of Residence Life (in writing) of their decision to cancel their Room Reservation on or before August 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 withdraw from the residence halls prior to occupancy for the next quarter and fail to comply with the published notification deadlines will forfeit their room reservation deposit. 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 programs. 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 1988-89 Catalog of Seattle Pacific University.

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## 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. 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 for a minimum of six (6) regular credits in a program leading to a degree or certificate. In addition, to receive financial aid, a student may not owe a refund on any federal grant or be in default on any federal loan received for attendance at any institution.

Verification of student data on application may be required 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 disbursed.

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

**CARL D. PERKINS (NATIONAL DIRECT STUDENT LOAN FUND).** Graduate students applying for a Perkins Loan must be enrolled in a minimum of six 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. Perkins 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 to nine month grace period thereafter.

**GUARANTEED STUDENT LOANS.** Graduate students applying for the GSL must be enrolled in a minimum of six regular credits per quarter in a degree or certificate program. These loans are made through banks, savings and loan associations, and credit unions. To apply, the student must be admitted to SPU, be a U.S. citizen, or present in the U.S. for other than a temporary purpose, and demonstrate financial need. 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. The interest rate for students borrowing for the first time after July 1, 1988 increases to 10% beginning with the fifth year of repayment. 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 through the Supplemental Loans for Students (SLS) program. Interest on SLS loans is variable, based on Treasury bill rates. The interest rate for the period July 1, 1987 through June 10, 1988, was 10.27%. Repayment of principal, subject to the deferment provisions of the GSL program, begins within 60 days. Interest on Supplemental Loans for which payments of principal and interest are deferred may be paid quarterly or capitalized.

### 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 applicant 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, (3) able to carry a minimum of six regular credits and maintain acceptable grades during such employment, and (4) awarded work-study eligibility by the Office of Financial Aid.

**OFF-CAMPUS.** An off-campus employment service is maintained by the Financial Aid Office. This service is available to all SPU students, whether or not they are financial aid recipients.

## 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, Ph.D.

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 Cali-  
fornia, 1958; Ph.D., 1964. At SPU  
since 1976.

KENNETH E. LEONARD, Ph.D.

Vice President for University  
Advancement

B.A., LaVerne College, 1969;  
M.Ed., Eastern Washington  
University, 1974; Ph.D., University  
of Washington, 1982. Extensive  
consulting experience in economic  
research & analysis. At SPU  
since 1978.

DONALD W. MORTENSON, C.P.A.

Vice President of Business and  
Finance

B.S., Seattle Pacific College, 1971;  
C.P.A., State of Washington, 1973.  
At SPU since 1980.

MARJ JOHNSON, M.A.

Dean of Enrollment Services

B.A., Nyack College, 1973; M.A.,  
New School for Social Research,  
1977. At SPU since 1981.

### 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 and Directors

R. REED BOYCE, Ph.D.

Dean, School of Social and Behav-  
ioral Sciences; Professor of Urban  
and Regional Studies  
B.S., University of Utah, 1956;  
M.S., 1957; Ph.D., University of  
Washington, 1961. At SPU  
since 1976.

ROBERT DROVDAHL, Ph.D.

Director of Graduate Studies,  
School of Religion; Assistant Profes-  
sor of Christian Ministries and  
Education

B.A., Seattle Pacific College,  
1971; M.A. Wheaton Graduate  
School, 1974; Ph.D., Michigan  
State University, 1980. At SPU  
since 1978.

JEFFREY T. FOUTS, Ed.D.

Director of Graduate Studies,  
School of Education; Associate  
Professor of Education

B.S., Oklahoma Christian College,  
1971; M.A., Pepperdine University,  
1973; M.S., Portland State Univer-  
sity, 1979; Ed.D., 1983. At SPU  
since 1984.

JOSEPH C. HOPE, Ph.D.

Dean, School of Business and Eco-  
nomics; Professor of Business

B.A., California State University  
Northridge, 1969; M.B.A., Univer-  
sity of Southern California, 1971;  
Ph.D., Claremont Graduate School,  
1982. At SPU since 1979.

DONALD D. KERLEE, Ph.D.

Director of Graduate Studies,  
School of Natural and Mathemati-  
cal Sciences; Professor of Physics  
and Computer Science

B.S., Seattle Pacific College,  
1951; Ph.D., University of Wash-  
ington, 1956. At SPU 1956-69 and  
since 1974.

KARL KRIENKE, Ph.D.

Dean, School of Natural and  
Mathematical Sciences; Professor  
of Mathematics, Physics, and  
Computer Science

B.S., Seattle Pacific College, 1953;  
M.A., 1955; M.S., (Physics), Uni-  
versity of Washington, 1959; M.S.  
(Astronomy), 1969; Ph.D., 1973.  
At SPU since 1956.

DONALD J. MACDONALD, Ph.D.

Director, Counseling & Family  
Therapy, School of Social &  
Behavioral Sciences

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

MARCILE C. MACK, Mus.M.

Dean, School of Fine and Perform-  
ing Arts; Professor of Music  
B.Mus., Cleveland Institute of  
Music, 1942; Mus.M., 1946. At  
SPU since 1955.

HOWARD MOUNT, M.B.A., C.P.A.

Director of Graduate Studies,  
School of Business and Economics;  
Professor of Accounting

B.A., Washington State University,  
1961; C.P.A., 1965; M.B.A., Univer-  
sity of Puget Sound, 1983. At SPU  
since 1975.

KEITH PHILLIPS, M.Ed.

Director of Physical Education  
and Athletics

B.S., Seattle Pacific College,  
1956; M.Ed. Central Washington  
University, 1961. At SPU since  
1980.

DAN G. TRIPPS, Ph.D.

Director of Graduate Studies,  
School of Physical Education and  
Athletics; Associate Professor of  
Physical Education

B.A., San Francisco State  
University, 1968; M.A., Stanford  
University, 1969; Ph.D. University  
of Oregon, 1976. At SPU since  
1986.

VERNON WICKER, D.M.A.

Director of Graduate Studies,  
School of Fine and Performing Arts;  
Professor of Music

B.M., Biola College, 1961; M.M.,  
Indiana University, 1964. Goethe  
Institute, Germany, 1964; D.M.A.,  
University of Oregon, 1980. At  
SPU since 1979.

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 Uni-  
versity, 1975. At SPU since 1978.

## 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 is a two-step process. Students must first apply and be admitted to the University. Then students may apply for admission to a particular degree program. These application forms 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 Business and Economics, 281-2265, School of Education, 281-2210, School of Fine and Performing Arts, 281-2205, School of Natural and Mathematical Sciences, 281-2140, School of Physical Education and Athletics, 281-2081, School of Religion, 281-2927 and School of Social and Behavioral Sciences, 281-2165.

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.

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.**

### 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. (To be official, transcripts must be sent to SPU from the institution or must be received by SPU in an envelope sealed by the issuing institution.)
- Request two letters of recommendation from individuals familiar with your character and scholarship. Applicants to the Master's of Business Administration program must submit recommendation letters that are work-related.

### 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. MBA applicants submit scores from the Graduate Management Admissions Test (GMAT) only. These must be submitted prior to admission to the Graduate School. 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.
- 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.

### International Students:

- Each applicant for whom English is not his/her first language must submit a minimum score of 550 on the Test of English as a Foreign Language (TOEFL), regardless of previous coursework.
- An applicant who is not a citizen or permanent resident of the United States must provide an official confidential statement of financial support.

## 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 |
| Admission, Graduate                           | 281-2021 |
| Bookstore                                     | 281-2136 |
| Business Office                               | 281-2061 |
| Business and Economics,<br>School of          | 281-2970 |
| Division of Continuing<br>Studies             | 281-2121 |
| Education, School of                          | 281-2210 |
| Evening School                                | 281-2121 |
| Financial Aid                                 | 281-2046 |
| Fine & Performing Arts,<br>School of          | 281-2205 |
| Graduate Dean's Office                        | 281-3401 |
| Information Systems<br>Management             | 281-2140 |
| Library                                       | 281-2228 |
| Natural & Mathematical Sciences,<br>School of | 281-2140 |
| Physical Education & Athletics,<br>School of  | 281-2081 |
| Registration and Records                      | 281-2031 |
| Religion, School of                           | 281-2927 |
| Social & Behavioral Sciences,<br>School of    | 281-2165 |
| Weekend University                            | 281-2121 |

### Directions to Campus

#### Coming from the North on I-5

Take 50th St. Exit marked "Seattle Pacific University" (number 169). Turn right on 50th and proceed to Fremont Avenue. Turn left on Fremont and cross the Fremont Bridge. Turn right immediately after the bridge (Florentia). Go one block and turn right onto Nickerson. Continue on Nickerson to Third Avenue West and turn left to main campus.

#### Coming from the South on I-5

Take the Mercer St. Exit (number 167). Coming off the exit ramp, get into the right hand lanes. Turn right on Fairview Street. Go to stoplight and turn left on Valley Street. Go approximately two blocks and turn right onto Westlake Avenue. Follow Westlake around Lake Union until it becomes Nickerson (at Fremont Bridge). Keep going straight on Nickerson to Third Avenue West and turn left to main campus.

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SEATTLE PACIFIC UNIVERSITY  
GRADUATE APPLICATION  
FOR ADMISSION

For office use only

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

**PART A - All applicants please complete this section.**

I plan to enter (Check one):

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

(MR) \_\_\_\_\_  Male  
Name (MS) \_\_\_\_\_  Female  
(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 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) \_\_\_\_\_

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 spaces 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)        |                       |              |

Will you require campus housing?  Yes, single  Yes, family  No  
Do you plan to apply for financial aid?  Yes  No

**PART B - The questions in this section are optional and are not included in the evaluation for admission.**

What factors brought about your decision to apply for admission to the graduate programs at Seattle Pacific University, (e.g., significant persons, programs, advertising)?

Seattle Pacific University is an educational institution founded and operated upon Christian values. Describe briefly ways in which the Christian faith has been of importance to you.

What is your church preference? \_\_\_\_\_

**PART C - All applicants please complete this section.**

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, all undergraduate and graduate students are required to 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 aforesaid 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.

88-89 GRAD



Seattle Pacific University

3307 Third Avenue W.  
Seattle, Washington 98119  
(206) 281-2021  
1-800-366-3344, toll free