

Dee Sindall 89-90  
School of Education

Seattle Pacific University

# 1989-1990 GRADUATE CATALOG



◀ "SPU's MBA program has a hands-on orientation. I consistently learned things to take back and apply on the job. Thanks to SPU, I got an MBA that puts theory into practice." Peter Glidden, Securities Analyst, SAFECO Insurance Company

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.)

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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.



Cover photo: Chester Hausken and Mark Pitts, professors of education, and Carol Scott, professor of music, exemplify the scholarship and friendliness of SPU's graduate faculty.

The graduate program of Seattle Pacific University is committed to providing the best and most current education available in the liberal 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.

Seattle Pacific was founded in 1891. Since then, the University has grown in size and scope to become a fully accredited, Christian university of the 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 nearly 3,400 includes more than 800 graduate students. Each quarter, more than 5,000 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 and Blakely Island in the San Juans.

The University's academic curriculum is organized in nine separate schools with 12 master's degree programs and 56 undergraduate majors.

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.



◀ *"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 C. Le Shana, President*

## Our Resources for Learning

Seattle Pacific University students enjoy an aesthetically pleasing learning environment that spreads over the 35-acre Seattle campus.

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. Graduate students are able, for a small fee, to use the libraries at the University of Washington and Seattle University.

The Archer Instructional Media Center manages four microcomputer laboratories located in several buildings across the campus.

## Defining Our Christian Mission

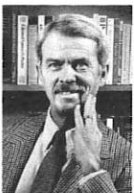
Students and faculty are challenged to develop scholarly minds while turning their classroom knowledge into acts of service in the world. The scholar/servant provides a living example of Christian leadership — at home, on the job and in the world community. Leading through serving becomes the ultimate goal of all who seek to follow in the footsteps of Jesus Christ.

Seattle Pacific University is committed to evangelical Christian doctrine and standards of conduct. Accepting the fundamentals of the Christian faith, SPU promotes a distinctively Christian world view in a context of spiritual nurture and academic excellence. Creation, redemption, nature, and revelation are the substance of our inquiries, conducted in the confidence that all are manifestations of the grace of God. Our pursuit of all truth is centered in God's revelation in Jesus Christ, and our

resources include the divinely-inspired Holy Scriptures, the best of human reason, humanity's common experience, and the long wisdom of the people of God.

We affirm with joy the full divinity of our fully human brother, our Lord Jesus Christ. We celebrate and depend upon the dynamic presence of the Holy Spirit in the Church and within its people.

We are confident in the gospel message of divine reconciliation and thus call men and women to be reconciled to God through Jesus Christ, leading lives of faith, hope and love which triumph over evil through the grace which empowers us to love God with our whole being and our neighbors as ourselves. Therefore, individually and corporately we experience the reign of God in our midst while we sharpen our anticipations of Christ's imminent and eternal kingdom.



◀ *"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." David O. Dickerson, Vice President for Academic Affairs*

## 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) special-

ized learning, built on a foundation in liberal learning, (4) skills in reasoning, judgment and communication, (5) a 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.



◀ *"In my eight 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." Marj Johnson, Dean, Enrollment Services*



**T**he 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 programs has a Graduate Studies Committee which oversees the programs offered in that school.

### **Degrees Offered**

#### *Master of Arts*

- ▶ Biblical Studies
- ▶ Church Music

#### *Master of Business Administration*

- ▶ Management

#### *Master of Education*

- ▶ Curriculum and Instruction
- ▶ Reading/Language Arts
- ▶ School Administration

#### *Master of Christian Ministries*

- ▶ Christian Ministries

#### *Master of Science*

- ▶ Counseling
- ▶ Human Resources
- ▶ Information Systems Management
- ▶ Physical Education
- ▶ Nursing

# *The Graduate Program*

## **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 the 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. The University is a member of the Association of Collegiate Business Schools and Programs. 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. The University is an applicant member of the Western Association of Graduate Schools.

## **Admission to Graduate Studies**

Students who desire to study in Seattle Pacific University's graduate programs may obtain an application form from the Office of Admissions, Demaray Hall 110, Seattle Pacific University, Seattle, WA 98119, (206) 281-2021.

In order to be admitted to a graduate program at Seattle Pacific University, a student must meet the general requirements listed below.

In addition, the student must meet any additional admission requirements of the particular program in which he or she intends to study. (The student is referred to the admission requirements listed for each individual school).

## **General Requirements**

To be admitted to Seattle Pacific University, students must:

1. hold a bachelor's degree from an accredited college or university;
2. submit positive letters of recommendation from at least two persons. The letters submitted must come from individuals familiar with the applicant's ability to pursue professional or scholarly work in the applicant's intended field of study;
3. submit two official copies of transcripts from the college or university which granted the bachelor's degree and any institution attended since that time;



◀ "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." Samuel L. Dunn, Associate Vice President for Academic Affairs



4. present a grade point average of at least 3.0 (4.0 = A) in the last 45 quarter credits of course-work completed before applying for admission or in all undergraduate work, whichever is higher;
5. present an acceptable score on the appropriate entrance examination as required by the particular program of study;
6. meet the specific entrance requirements given for the applicant's intended field of study;
7. If English is not the first language of an applicant, the applicant must submit a minimum score of 550 on the Test of English as a Foreign Language (or equivalent test), regardless of previous coursework;
8. For International Students: applicants who are not citizens or permanent residents of the United States must provide an official confidential statement of financial support covering each year of intended enrollment.

**Provisional Admission to Graduate Degree Programs.** Applicants with exceptional qualifications and recommendations who meet all requirements except 4 or 5 above may be considered for provisional admission to graduate studies at the University. Provisional admission is not automatic; students are considered on an individual basis by the specific graduate program.

Students given provisional admission may enroll for up to nine credits of graduate level coursework approved by an advisor in the proposed field of study. If the applicant completes the stipulated nine credits within a 12 month period with grades of B or better in all courses, the student may apply or reapply for admission. In no case will more than nine credits taken before admission count toward a graduate degree program.

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 requirements given in items 2-8 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 admission after completing nine credits in courses approved by the advisor with a grade of B or better in all courses.

**Transfer Credits.** Credits transferred from graduate programs at other accredited universities are treated differently from credits earned at SPU before formal admission to an SPU graduate program. With the approval of the Graduate Committee of the appropriate program, up to 18 credits (12 in Education and Social and Behavioral Sciences) may be transferred toward an SPU graduate degree. The credits must be in classes that are functionally identical to courses required by the SPU program.

**Visiting Graduate Students.** Students who have been admitted to a graduate degree program in another accredited institution may enroll, with the approval of the Admissions Office and the SPU school from which courses are to be taken, for up to nine credits at Seattle Pacific University.

To gain admission as a Visiting Graduate Student the applicant must 1) complete and submit to the Admission Offices the standard graduate application form and 2) submit a letter from the Dean's Office of the student's home institution stating that the student is in good standing at that institution.

**Graduate Non-matriculated Students.** Qualified individuals desiring to take a particular 6000-level course but not planning to work toward a graduate degree or certificate may register for the course only with the advance approval of the Director of Graduate Studies of the School from which the desired course is to be taken. Such students will be classified as graduate non-matriculated students. Permission to register as a non-matriculated graduate student is always on a space available basis.

If a non-matriculated graduate student later applies for admission and is admitted to a graduate program, the credits earned in a course as a non-matriculated graduate

student may be used in meeting master's degree requirements only if: 1) a grade of B or better was achieved in the course and 2) the course was taken within a three-year period before admission to the program. In no case may more than nine credits taken before admission to a program be used toward master's degree requirements.

## 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 in specific degree programs. 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 toward a 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 each 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 or Religion 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.
6. Registration for independent/directed study requires approval of the student's adviser.
  7. All courses applied toward graduate degrees must be taken within the six-year period immediately preceding the granting of the degree.
  8. Even though the student may use mail registration procedures offered by the University for registering for graduate courses, he or she is responsible for following procedures and sequences and for meeting requirements outlined in this section for his or her degree program.
  9. No more than 18 credits (12 credits for the School of Education) of credit work taken before admission to a specific degree program will apply toward a graduate degree.
  10. No graduate work taken at another institution during the time a student is working on a graduate degree at SPU may apply toward an SPU degree, unless the student has the prior consent of the adviser.

## Enrollment Status

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

8 or more credits	Full time
6-7 credits	Three-quarters 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 a graduate degree if accepted by the School Graduate Studies Committee.
2. Correspondence credit is not applicable toward graduate degrees.
3. Extension credit, up to a maximum of six credits, may be allowed by approval of the student's advisor.
4. No course for which a grade less than a C (2.0) is earned may be accepted toward a graduate degree.
5. No more than 15 credits in independent study and research, including thesis, practicum, or project credit, may apply toward a graduate degree.

### 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 graduate load for the registration period. (See above for definitions of normal graduate loads.)
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.

### Chapel-Assembly Attendance

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



School of Business and Economics

# Master of Business Administration

Seattle Pacific's master of business administration 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 determine 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 include many of the Northwest's leading business persons.

To accommodate the needs of working students, courses are scheduled in the evening and meet once a week from 6:00 p.m. to 8:50 p.m. Parking is readily available adjacent to the School of Business and Economics and the University is served by Metro directly from downtown by two buses, #13 and #17.

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.

## MBA Admission Requirements

Students desiring to be admitted to the MBA program must show strong promise of success in post-baccalaureate study. Assessment of this capability will be made based on a combination of the following:

1. Compliance with all general requirements for graduate study at Seattle Pacific University enumerated in the general section of this catalog.
2. Demonstrated competency on the Graduate Management Admission Test (GMAT). The national average on the GMAT is about 486. Current MBA students have average GMAT scores of about 507.
3. Demonstrated scholastic ability at the undergraduate level and/or in coursework following completion of the baccalaureate degree. Current MBA students have an average GPA of 3.04.
4. A "formula" score of 1050 points or more. The formula is 200 times your undergraduate grade point average plus your GMAT score. Current MBA students have average formula scores of 1110.
5. Demonstrated record of appropriate employment at increasing levels of responsibility evidenced by letters of recommendation from your immediate supervisor and from a manager one level above the immediate supervisor. The letters should speak to the student's potential for success in graduate study.

Students who do not meet the above admission requirements may petition for conditional admission. All petitions are reviewed by both the Graduate Admissions Office and the Director of Graduate Studies for the School of Business and Economics. Any student admitted on a conditional basis must receive at least a B grade on the first three MBA classes taken, as well as meet any other conditions imposed.

## MBA Degree Requirements

The MBA degree at Seattle Pacific University is a general management degree. It is intended primarily for the working professional who has achieved a meaningful level of success following the baccalaureate

degree and now recognizes the need to develop and expand knowledge and expertise in the management area to become more effective in current responsibilities or to open opportunities for new responsibilities.

The curriculum consists of core and advanced courses. The student must meet the requirements of both areas, though previous undergraduate work may be accepted in certain circumstances (see Core Courses below). Each course is three credit hours and meets one night a week for three hours (except Seminar courses which are two credit hours for one-half a quarter). Classes usually meet in SPU's McKenna Hall, location of the School of Business and Economics. The program offers the student the option either of doing a project or attending current issues seminars.

## Core Courses

Core courses generally precede and are sometimes prerequisite to other core or advanced courses. Core course credit hours total 39 and cover what is generally referred to as the "common body of knowledge" relating to business education. Many students have covered some or all of this subject matter in an undergraduate program. If so, it is possible to waive core courses on the following basis:

If the student has a bachelor's degree which was earned not more than five years before admission to the MBA program, courses in the undergraduate program covering the same body of knowledge as core courses in the MBA program may substitute for equivalent MBA courses.

To qualify, a minimum grade of B- or better must have been received in the undergraduate course. Courses taken pass/no credit will not substitute for MBA



◀ "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." Howard Mount, Director of Graduate Studies, School of Business and Economics



core course requirements. If the bachelor's degree was completed more than five years prior to admission, or if the grade in the undergraduate course is below B- and above D+, the student may take a competency examination in the subject. If the competency examination is successfully completed, the applicable MBA course will be waived. If not, the student must take the MBA course as a regular student or successfully complete a challenge (credit by examination) test, for which there is a fee.

The core courses are as follows:

REL 6890 Christian Ethics  
 BUS 6111 Managerial Economics  
 BUS 6112 Macroeconomics for Managers  
 BUS 6121 Managerial Finance  
 BUS 6131 Financial Accounting  
 BUS 6132 Managerial Accounting  
 BUS 6144 Legal Environment of Business  
 BUS 6151 Managerial Marketing  
 BUS 6161 Managerial Communication  
 BUS 6164 Production Management  
 BUS 6165 Organizational Behavior  
 BUS 6171 Quantitative Methods I  
 BUS 6172 Quantitative Methods II

In addition, students are expected to demonstrate competency (1) in math, by achieving above 24 on the math portion of the GMAT or by passing a test involving principles of algebra and calculus; (2) in wordprocessing and spreadsheets, through prior coursework (college, industry, etc.), experience attested to by supervisors or the equivalent, or by taking fee-based courses available at Seattle Pacific University.

## Advanced Courses

Advanced courses total either 39 or 40 credit hours depending on the student's election for the seminar or project alternative. Advanced courses may not be waived and transfer credit from other institutions will be given only for graduate level courses covering the same body of knowledge. Students may transfer a maximum of three courses from other institutions.

The advanced courses are as follows:

BUS 6222 Financial Management  
& Analysis

BUS 6231 International Political Economics  
 BUS 6241 Ethical Decision Making  
for Managers  
 BUS 6251 Marketing Analysis  
 BUS 6261 Managerial Perspectives on  
Human Resources  
 BUS 6262 History of Management Thought  
 BUS 6263 Organizational Theory & Design  
 BUS 6264 Organizational Development  
& Change  
 BUS 6265 Entrepreneurial Management  
 BUS 6269 Strategic Policy & Planning  
 BUS 6270 Information Systems  
Management  
 BUS 6281 Management of the International  
Enterprise  
 Elect either of the following: BUS 6284  
Seminars in Management Issues (two  
required); BUS 6288 Practice of Business

## Courses

### BUS 6111 Managerial Economics (3)

*Prerequisite:* BUS 6171.

Integrates and applies the 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. Case studies help integrate the theory and practice of economic decision making.

### BUS 6112 Macroeconomics for Managers (3)

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

### BUS 6121 Managerial Finance (3)

*Prerequisites:* BUS 6132, 6171.

Develops a working knowledge of basic corporate financial concepts and tools. These are organized around four key functional areas of the financial manager: valuation decisions; financial planning; asset structure decisions; ownership structure decisions. The course is oriented toward problem solving and development of the ability to think and plan in a logical manner.

### BUS 6131 Financial Accounting (3)

*Prerequisite:* BUS 6171.

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

### BUS 6132 Managerial Accounting (3)

*Prerequisite:* BUS 6131.

Completes certain financial accounting topics not covered in BUS 6131 and introduces the principles of managerial accounting. The course describes the development and use of accounting for management planning, control and decision making.

### BUS 6144 Legal Environment of Business (3)

Studies the legal environment in which the business operates. Specific topics include: corporation law, partnership law, agency law, federal regulation of business (e.g., antitrust, consumer protection), and business torts and crimes.

### BUS 6151 Managerial Marketing (3)

Analysis of markets, institutions and the role of marketing in the economy.

### BUS 6161 Managerial Communication (3)

Considers the theoretical base from which to approach the effective structuring, transmission and reception of various forms of messages within the context of a complex organization. Topics presented include: basic communication theory, interpersonal dynamics, small group processes, communications networks, and both oral and written forms of message transmission.

### BUS 6164 Production Management (3)

*Prerequisites:* BUS 6111, 6165, 6171 and computer skills.

An orientation to methods of production and operations planning, scheduling, and systems operation, as well as an introduction to the quantitative approach to this topic.

**BUS 6165 Organizational Behavior (3)**

Introduces theory and research directed at the problems of understanding, predicting, and influencing individual and group behavior in organizations. Topics include: motivation, communication, leadership and power, group dynamics, decision-making, conflict and stress management.

**BUS 6171 Quantitative Methods I (3)**

*Prerequisite: Computer skills and demonstrated math competency.*

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 problems.

**BUS 6172 Quantitative Methods II (3)**

*Prerequisites: BUS 6171 and computer skills.* Studies the application of regression analysis to study the relationship(s) between observed variables.

**BUS 6222 Financial Management and Analysis (3)**

*Prerequisite: BUS 6121.*

Provides experience in using the tools and techniques of financial analysis in these two areas: evaluation of financial statements and valuation of a business.

**BUS 6231 International Political Economics (3)**

*Prerequisite: BUS 6112.*

Considers international economic relations, comparative national systems and global economy, with focus upon perspectives especially useful to management strategy in the international business. Subjects include: international trade and finance, major types of national political economies, multinational corporate structures and strategies, development processes and implications for business practices.

**BUS 6241 Ethical Decision Making for Managers (3)**

*Prerequisites: REL 6890, BUS 6144.*

Covers ethical reasoning as it applies to business situations. Specific topics include: corporate social responsibility, affirmative action, dispute resolution, consumer protection, employee rights, advertising ethics and economic justice.

**BUS 6251 Marketing Analysis (3)**

*Prerequisites: BUS 6111, 6121, 6151, 6172.*

A case course which applies qualitative and quantitative information generated by marketing research to marketing decisions. Evaluates methodologies used to gather and interpret information.

**BUS 6261 Managerial Perspectives on Human Resources (3)**

*Prerequisite: BUS 6165.*

Examines the development and implementation of decisions and policies affecting the relationship between an organization and its employees. Four policy areas are emphasized: employee influence, human resources flow, reward systems, and work systems. The course is taught from a general management (as opposed to functional human resources management) perspective and is case-based.

**BUS 6262 History of Management Thought (3)**

Considers the development of thinking as it relates to the management of the enterprise. Traces patterns and trends and considers significant individuals contributing to the management process. Attempts to draw lessons from past experience.

**BUS 6263 Organizational Theory and Design (3)**

*Prerequisite: BUS 6165.*

Examines organization theories and relevant research as the basis for effective design of organization structures (e.g. degree of differentiation, integration and control systems) and processes (e.g. strategy, power and politics, organizational culture, innovation and change, information processing). Emphasizes impact on organizational effectiveness of "fit" among the organization's environment, strategy, structure, process, and people.

**BUS 6264 Organizational Development and Change (3)**

*Prerequisite: BUS 6263.*

Examines principles and methods in organization development, a long-range, systems-based approach to enhancing an organization's problem-solving and self-renewal processes through development of a more effective and collaborative organizational culture. Based on the "action research" model, which emphasizes a collaborative process of data collection, diagnosis, action planning, intervention, and evaluation. Of special concern is the problem of leading and implementing successful change efforts in organizations.

**BUS 6265 Entrepreneurial Management (3)**

Considers the various elements of management characteristics and responsibilities in new enterprise formation and growth. Examines the characteristics and nature of the entrepreneurial personality and the application and development of such personalities in larger enterprises.

**BUS 6269 Strategic Policy and Planning (3)**

*Prerequisites: Core, plus substantial portion of advanced classes.*

This course focuses on strategic policy as it affects the total company, dealing with the purpose, mission, goals and objectives of the firm. Also considers the implementation of strategy and policy in the planning process. Will take into consideration all segments of the firm's operations, including mergers and acquisitions. An overview of the firm and integration of concepts and principles previously studied.

**BUS 6270 Information Systems Management (3)**

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

**BUS 6281 Management of the International Enterprise (3)**

*Prerequisite: BUS 6231.*

Examines the processes, contexts and policy formation relating to the various functional aspects of a business in the context of an international environment.

**BUS 6284 Seminars in Management Issues (2)**

*Prerequisites: Core, plus substantial portion of advanced classes.*

Topics vary. Seminar presentations and discussion of topics relevant to the management of the enterprise and its various functional activities. (If elected to meet degree requirements, two seminars must be taken.)

**BUS 6288 Practice of Business (3)**

*Prerequisites: Core plus substantial portion of advanced classes.*

The student applies the tools and concepts learned in other disciplines to a major strategic project of his or her own design, such as a new business venture, an acquisition, a corporate reorganization or similar undertaking.

**Executive Advisory Council**

The Executive Advisory Council has been formed for the purpose of assisting the Seattle Pacific University faculty in building and maintaining a School of Business and Economics which provides quality education and spiritual guidance to students who are preparing for careers in business, government, and private non-profit institutions.

**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 R. Boyce, Sr.**, Vice President, Human Resources & Administration, Burlington Northern, Inc.

**Thomas K. Brown**, Executive Vice President, Finance, ELDEC Corporation.

**Luther J. Carr**, President, Urban Industries.

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

**Richard E. Engebrecht**, President & Chief Executive Officer, VWR Corporation.

**F. Kemper Freeman**, President, Bellevue Square.

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

**John W. Gilmore**, President, Downtown Seattle Association.

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

**Kermit O. Hanson**, Director, Pacific Rim Bankers.

**Luke S. Helms**, President, Seafirst Bank.

**Jerry L. Holman**, Vice President & General Manager, Marine Systems Division, Honeywell, Inc.

**Richard W. Hubbard**, Vice President & Treasurer, Safeco Corporation.

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

**Nancy Buffington Kellogg**, President, Medina Medical.

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

**Bruce R. Kennedy**, Chairman & Chief Executive Officer, Alaska Airlines.

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

**David R. Laube**, Vice President & Controller, U.S. West Communications.

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

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

**Gordon A. Nygard**, Director, Trust & Investment Services, Seattle Pacific University.

**John W. Paxton**, Chairman of the Board & Chief Executive Officer, Internec Corporation

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

**James H. Schafer**, Vice President, Industrial Relations, The Seattle Times.

**Jon A. Shirley**, President, Microsoft Corporation.

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

**Brent A. Stienecker**, President, Pacific Division, Crowley Maritime Corporation.

**Donald B. Summers, Sr.** Vice President and Director, Personnel, Security Pacific Bank Washington.

**George Toles**, President, The Toles Company

**Robert C. Wallace**, Chairman, Pacific Group Properties, Inc.

**Frederic S. Weiss**, President, Weiss Investment Company.

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



## Business and Economics Faculty

### School Administration

#### Joseph C. Hope, Ph.D.

*Dean, School of Business and Economics; Professor of Management*  
B.A., California State University, Northridge, 1969; M.P.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.

### Professors

#### Daniel L. Harris, Ph.D.

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

#### Herbert E. Kierulff, D.B.A.

*The Donald E. Snellman Chair of Entrepreneurship 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 business. At SPU since 1980.

### Associate Professors

#### Robert A. Blumenthal, Ph.C. (On Leave 1989-90)

*Management*  
B.A., University of California, Los Angeles, 1950; M.B.A., Azusa Pacific College, 1978; Doctoral Program, University of Washington; 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., C.A. (Saskatchewan) (Can.)

*Accounting*  
B.A., University of Saskatchewan, 1955; B. of Commerce, 1957; Chartered Accountant, 1960; M.Sc., 1968; Consulting experience in the financial area of small business. At SPU since 1979.

#### Philip Glassey, M.B.A., C.P.A. (On leave 1989-90)

*Accounting*  
B.S., University of Rochester, 1960; M.B.A., University of California-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 Arizona, 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 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 organizational behavior, organization design, management development and human resources management. At SPU since 1985.

#### Ross E. Stewart, Ph.D., A.C.A. (N.Z.)

*Accounting*  
B. Com., University of Auckland, 1977; M.Com., 1979; Associate Chartered Accountant, 1980; Diploma in Christian Studies, Regent College, Canada, 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 University, 1987. At SPU since 1983.

#### Alexander D. Hill, J.D.

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

#### Joanna Poznanska

*Economics*  
M.A., University of Warsaw, 1970; Ph.D., Technical University of Warsaw, 1976; Post-graduate studies at Cornell University. Researcher, Woodrow Wilson School of Public and International Affairs, Princeton University. At SPU since 1988.

#### 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.

School of Education

# Master of Education and Master of Science

Graduate programs in the School of Education are designed to increase professional competencies and to prepare for doctoral work.

Graduate programs provide teachers an opportunity to enhance their knowledge for classroom teaching or to prepare for administrative and supervisory assignments. Most degree programs include options that enable candidates to pursue specific areas of interest.

The Master of Education degree represents a carefully articulated sequence of advanced courses that are natural extensions of the student's undergraduate academic and professional coursework and teaching experience. Courses emphasize both theory and practice.

Students who successfully complete a master's degree will have:

- ▶ an understanding of the historical, social, economic, legal, political, and technological forces which shape the American educational system;
- ▶ a knowledge of and the ability to apply theories of teaching and learning to classroom, school, and related settings;
- ▶ extensive knowledge of the literature and trends in an area of professional specialization;
- ▶ the ability to communicate effectively using the written and spoken word;
- ▶ 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.

## Degrees offered include:

### Master of Education

- ▶ School Administration
- ▶ Curriculum and Instruction
- ▶ Reading/Language Arts Education

### Master of Science

- ▶ Human Resources

In addition, the School of Education offers the Continuing Teaching Certificate (through 9/1/1992), the Initial Principal's Credential, the Continuing Principal's Credential, and the Education Staff Associate Credential for Reading Resource Specialists.

## Off-Campus Courses

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 at these sites and other program information.

## Admission

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.

## Comprehensive Examination Requirement

In addition to the general requirements for all Master's degrees at Seattle Pacific University, a comprehensive examination over the content of the degree is required of all candidates in School Administration, Curriculum and Instruction, Reading/Language Arts and Human Resources. The exam is usually taken during the last quarter of course work. An application for the comprehensive exam in the field of study must be submitted 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 Graduate Office.

## Thesis Procedures

In programs for which a thesis is an option, the following procedures apply.

1. When a student's thesis proposal is approved, the Director of Graduate Studies will appoint a committee to assist the candidate, oversee the preparation of the research report, and conduct an examination of the research.
2. The form and style manual approved is the most recent edition of the Publication Manual of the American Psychological Association.



◀ "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." Jeffrey Fouts, Associate Dean and Director of Graduate Studies, School of Education



3. The student must register for three credits the quarter the thesis is initiated and for three or more credits for each quarter thereafter until the thesis is completed.
4. Two copies of the thesis shall be submitted to the School of Education for binding, with a fee of \$15 per copy.

Contact the School of Education Graduate Office for further guidelines.

## Master of Education

### *M.Ed. in Curriculum and Instruction*

The Curriculum and Instruction degree is designed for educators who wish 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 or similar assignments.

The degree program consists of an 18 credit professional education core, a 15 credit curriculum module, and 15 credits of electives.

- A. General Requirements:
  1. Forty-eight credits in approved courses.
  2. Not more than 6 credits of 5000 level courses.
  3. Satisfactory completion of a comprehensive examination.
- B. Professional Education Core (18 credits)
  1. Research (12 credits): EDU 6980, 6981 and one of the following:
    - a. EDU 6990 and EDU 6991;
    - b. EDU 6984 (3 credits) and either EDU 6990 or EDU 6991; or
    - c. EDU 6995.
  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. Elective: (15 credits)  
Students may select from graduate offerings in Education or from another discipline with the prior approval of their program advisor.

The elective credits also may be used to focus on a specific area of interest by taking all elective credits in one area. Areas in which a student might chose

to focus their elective credits include:

1. Arts in General Education: EDU/FPA 6896, 6897, 6898 (5 credits each).
2. Early Childhood Education: EDU 6501, 6511, EDRD 6507.
3. Earth Science: Selected Courses.
4. Math: MAT 5503, 5504X, 5505X, 5530X, 5550X.
5. Instruction: EDU 6930, EDLR 6535, EDAD 6588, and selected 5000 level courses.
6. Reading/Language Arts: EDRD 6507, 6529, 6530, 6531, 6533, or other selected reading courses.
7. Special Education: EDSP 6643, 6644, 6647, 6649, 6652.

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

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

- A. General Requirements
  1. Forty-eight credits in approved courses.
  2. Not more than 6 credits in 5000 level courses.
  3. Satisfactory completion of a Comprehensive Exam.
- B. Professional Education Core (18 credits)
  1. Research (12 credits): EDU 6980, 6981 and one of the following:
    - a. EDU 6990 and EDU 6991;
    - b. EDU 6984 (3 credits) and either EDU 6990 or EDU 6991; or
    - c. EDU 6995.
  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 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 academic requirements for the Initial and Continuing Principal's Credential.

- A. General Requirements
  1. Fifty-one credits in approved course.
  2. Not more than 6 credits in 5000 level courses.
  3. Satisfactory completion of a comprehensive examination.
- 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. Approved Electives (3 credits).

## Master of Science

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

The M.S. in Human Resources program prepares individuals for managerial level responsibilities in the Human Resources profession. The core courses broadly cover the many facets of human resources, including management development, organizational behavior, adult learning, industrial psychology, compensation, legal aspects and human resources management. Students can elect to emphasize human resources administration, training, organizational development, or the generalist role.

- A. General Requirements
  1. Forty five credits including thirty core course credits and fifteen approved human resources elective credits.



2. Students are expected to possess general competencies in business, education, personal computer use and technical writing as well as competencies related to courses taken. This will be demonstrated prior to graduation through successful completion of a written comprehensive examination over these areas.
3. No student may take more than 18 credits from courses offered through the Seattle Pacific University School of Business.
4. Either an internship (HRD 6950) or a practical or research project (HRD 6960) in human resources. Internships must be approved by a faculty advisor and supervised by both a faculty and an industry advisor. Projects must be approved and supervised by a faculty advisor.
- B. Professional Core Courses (30 credits) HRD 6000, HRD 6010, HRD 6260/BUS 6165, HRD 6262, HRD 6265 or HRD 6212, HRD 6410, HRD 6500, HRD 6510, HRD 6520, HRD 6950 or HRD 6960.
- C. Elective Emphasis Courses (15 credits)
  1. Administration of HR: HRD 6204, HRD 6205, HRD 6206, HRD 6207, HRD 6208, HRD 6209, HRD 6212.
  2. Organizational Development: HRD 6259, HRD 6261, HRD 6263, HRD 6264, HRD 6266.
  3. Training and Development: HRD 6412, HRD 6420, HRD 6431, HRD 6436, HRD 6601, HRD 6600, HRD 6604, HRD 6606.

## 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 Master's of Education degrees that qualify teachers for the Continuing Certificate in the State of Washington. Teachers completing the M.Ed. will be recommended to the Washington State Department of Education for the Continuing Certificate.

Prior to September 1, 1992, the Continuing Teaching Certificate may also be obtained by being recommended by Seattle Pacific University upon completion of an approved Fifth Year Program. Fifth Year Program students 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 6655, Advanced Educational Psychology (3)
  - b. An approved ITIP course (3)
  - c. EDU 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. Complete three years of educational service (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 applied to the credential must have been taken since the award of the Bachelor's degree; 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 August 31, 1988, all continuing level candidates shall obtain two subject area endorsements. Courses taken at lower division 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 500 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 renewal of the Initial Teaching Certificate upon satisfactory completion of the following requirements:

1. Be admitted as a post-baccalaureate or graduate student.
2. File an approved fifth-year program plan or an approved master's degree program plan with the School of Education.
3. Complete a minimum of 15 credits of the approved School of Education program.

### **Administrative Certification**

**Initial Principal's Credential\*** This specialization qualifies persons who have completed three or more years of successful professional teaching for the Washington State Initial Principal's Credential. The credential is available 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

Applicants must hold a Continuing of 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 the approval of the Administration certificate adviser in the School of Education for a projected schedule of courses to be completed.

#### C. 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.
5. Successful completion of an exit examination.

\*Applicants who hold a "provisional certificates" will continue under the "1961 Guidelines" leading toward the "Standard" certificate. See adviser for details.

**Continuing Principal's Credential** Students desiring to obtain the Continuing Principal's Credential should contact the program advisor in the School of Education (281-2210).

**Education Staff Associate Certification (ESA): Reading Resource Specialist** ESA certification requirements can be included in a master's degree. 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 thesis), a comprehensive exam, and a practicum.
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 employment (half-time or more) as a reading specialist with the same employer—e.g. school district, educational service district, state agency, private school, or private school system. The candidate must also meet the appropriate state continuing education requirements.

## Courses

### **EDU 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 6120 Foundations: Issues and Ideas in American Education (3)**

Advanced study of the history, philosophy, sociology and ethics of American education.

### **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 school and counseling settings.

### **EDU 6125 Philosophy of Education (3)**

Presents a critical examination of selected readings in educational philosophy.

### **EDU 6310 The Middle School (3)**

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

### **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 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. Emphasizes individual needs assessment, 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)**

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

### **EDU 6655 Advanced Educational Psychology: Learning Theory (3)**

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

### **EDU 6896 Foundations and Framework For the Arts in General Education (5) (FPA 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 and 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 6897 Application of the Arts in General Education (3,3) (FPA 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. May be repeated for credit.

### **EDU 6898 Synthesis of the Arts in General Education (4) (FPA 6898)**

*Prerequisites: EDU/FPA 6896 and 6949*

Provides the final course in a core sequence leading to an emphasis in Arts in General Education. Students will synthesize models of arts instruction. Emphasis is placed on community resources.

### **EDU 6900 Independent Study (1-5)**

*Prerequisite: Permission of instructor.*

Independent study of approved topics with periodic conferences.

### **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" work or above in the department.*

Provides opportunity for extensive reading in an approved area culminating in a written report; periodic conferences.

### **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 6935 The School Curriculum (3)**

Examines trends in the design of school curricula.

**EDU 6936 Leadership For Instructional Change (3)**

*Prerequisite:* EDU 6930 or 6935

Explores the planning of curricular improvements in the context 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 nonparametric.

**EDU 6981 Introduction to Graduate Research (3)**

*Prerequisite:* EDU 6980

Investigates basic research approaches to problems in the behavioral sciences. Emphasizes a broad understanding of the research process and the development of a research plan including opportunity to critique research in an area of study.

**EDU 6984 Master's Research Project (Max. 3 credits per quarter)**

*Prerequisite:* Permission of graduate 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

Emphasizes student research. Develops an 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.

**Educational Administration****EdAd 6571 Leadership in the Christian School (3)**

Explores the role and responsibilities 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 Principalsip (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, and reporting practices 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)**

Examines principles, practices, and procedures essential for instructional supervision.

**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.

Advanced internship for professional teachers. Focuses on special educational competencies. Extra fee required.

**Learning Resource Education (EdLr)****EdLr 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)****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 and Trigonometry 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 discussions 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

Surveys 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 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 curricula.

**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 certificated 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 certificated 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. Examines 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 certificated 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 arts in multi-cultural 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; explores ways to implement writing celebrations into the language arts curriculum.

**EdRd 6641 Socio-Psycho-Linguistics of Reading/Language Arts (3)**

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

**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 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 or credit; cumulative maximum of 9 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 curricula 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 and instruction relative to various theories and research in an effort to improve practice. May be repeated for credit; cumulative maximum of 6 credits.

**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-referenced 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)**

*Prerequisite: Senior standing or permission of instructor.*

Presents programs and assessment procedures appropriate for exceptional people, including those with mental retardation, orthopedic handicaps, behavior disorders, hearing and visual impairments, learning disabilities, giftedness; explores multi-cultural special education.

**EdSp 6647 Seminar in Special Education Curriculum and Instruction (3)**

*Prerequisite: EdSp 5644 and EdSp 5648.*  
Analyzes special education curriculum and instruction relative to various theories and research in an effort to improve practice.

**EdSp 6649 Mainstreaming: Education of Exceptional Children**

*Prerequisite: EdSp 5644 or permission of instructor.*

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

**EdSp 6652 Learning Disabilities (3)**

*Prerequisite: EdSp 5644 or permission of instructor.*

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

**EdSp 6900 Independent Study (1-5)**

*Prerequisite: Permission of instructor.*

Independent study of approved topics with periodic conferences.

**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 (HRD)****HRD 6000 Principles of Human Resources Management (3)**

An introduction to the management of human resources in organizations. Examines the various functions and purposes of HR. Includes HR planning, compensation and benefits, job analysis and design, employee selection, training and development, performance appraisal, organizational development, change implementation, quality of work life, and governmental impact. Emphasizes the legal and ethical implications in HR management.

**HRD 6010 Managing Training and Development (3)**

Develops an understanding of the role of HR in organizations. Examines the functioning of the senior training and development manager and the changing role of HR itself. Examines the functioning of the training department in relation to staffing, planning, budget determination and forecasting, instructional design, program evaluation, as well as the training process as it applies to effectively changing employee and overall organizational skills, attitudes and values.

**HRD 6204 Employee Relations and Labor Negotiations (3)**

Explores the history of the American labor movement. Evaluates typical worker needs, the reasons workers join unions, and the implications of those needs for labor contracts, contract negotiations, contract administration and terminating labor-management relationships.

**HRD 6205 Human Resources Planning (3)**

Strategic HR planning, forecasting, and tactical analysis. Presents several models and strategies used in HR forecasting and planning. Topics include the influence of laws, union relations, succession planning, internal and external environmental factors in planning, employee and management training strategies and HR research.

**HRD 6206 Job Analysis, Structuring and Selection (3)**

Discusses the analysis of task and technologies, environmental impacts, work methods and equipment, development of job descriptions, establishing pay levels, work group structuring, work scheduling, quality of work life, techniques of recruiting and selection, and the legal implications in these areas.

**HRD 6207 Employee Wage and Salary Administration (3)**

Covers pay, pay administration, the relationship between pay and employee behavior, legal issues in compensation, methods of job evaluation and pay base determination, market surveys of pay scales, comparable worth and pay incentives

**HRD 6208 Employee Benefits Programs (3)**

Covers employee benefits including life/medical and other insurance plans, profit-sharing, Social Security and other retirement plans, unemployment insurance and flexible benefit plans. Considers the impact of Section 89 of the Internal Revenue Code changes enacted in 1988.

**HRD 6209 Performance Management**

Covers the roll of Human Resources in the improvement of organizational productivity. The course emphasizes effective job analysis and Human Resources planning and includes importance of a coordinated system of job design and description and performance appraisal. Covers implementing a systematic performance appraisal and improvement system, Management by Objective, handling difficult employees, employee discipline and terminations.

**HRD 6212 Labor Law and Regulations (3)**

Considers the state/Federal laws and regulations that organizational managers and senior human resources administrators should understand. Topics include Washington labor laws, federal regulations and laws, recent court decisions involving labor practices, Federal executive orders, civil rights, age discrimination, veterans readjustment acts, equal pay and comparable worth, guidelines on employee testing and selection, and implications for the future. The ethical concerns of organizations will be stressed along with legal issues.

**HRD 6259/BUS 6161 Managerial Communications (3)**

Considers the effective structuring, transmission and reception of various forms of messages within complex organizations. Topics include communication theory, interpersonal dynamics, small group process, communications networks, and both oral and written forms of message transmission.

**HRD 6260/BUS 6165 Organizational Behavior (3)**

Introduces theory and research directed at the problems of understanding, predicting and influencing individual and group behavior in organizations. Topics include: motivation, communication, leadership and power, group dynamics, decision-making, conflict and stress management.

**HRD 6261/BUS 6261 Managerial Perspective On Human Resources (3)**

*Prerequisite: BUS 6165*

Examines the development of policies affecting the relationship between an organization and its employees. Four policy areas are emphasized: employee influence, human resources flow, reward systems, and work systems. The course is taught from a general management (as opposed to functional human resources management) perspective and is case-based.

**HRD 6262/BUS 6262 History of Management Thought (3)**

Considers the development of management theory. Attempts to draw lessons from past experience.

**HRD 6263/BUS 6263 Organizational Theory and Design (3)**

*Prerequisite:* BUS 6165

Examines organizational theories and research as the basis for effective design of organizational structures and processes. Emphasizes impact on organizational effectiveness of "fit" among the organization's environment, strategy, structure, process, and people.

**HRD 6264/BUS 6264 Organizational Development and Change (3)**

*Prerequisite:* BUS 6263

Examines principles and methods in organizational development. Based on the "action research" model, which emphasizes a collaborative process of data collection, diagnosis, action planning, intervention, and evaluation.

**HRD 6265/BUS 6144 Legal Environment of Business (3)**

Studies the legal environment in which business operates. Specific topics include: corporate law, partnership law, agency law, federal regulation of business (e.g. antitrust, consumer protection), and business torts and crimes.

**HRD 6266/BUS 6241 Ethical Decision Making (3)**

*Prerequisite:* HRD 6265 BUS 6144, *Biblical Literature Course.*

Covers ethical reasoning as it applies to business situations. Specific topics include: corporate social responsibility, affirmative action, dispute resolution, consumer protection, employee rights, advertising ethics and economic justice.

**HRD 6410 Adult Learning Systems (3)**

*Prerequisite:* HRD 6010 or instructor permission.

Examines the nature of adult training and learning. Presents an instructional system for short-term adult training. Explores the process of instruction from design through presentation and evaluation. Introduces a technique for the use of non-educational technical experts as instructors.

**HRD 6412 Learning Needs Diagnosis and Instructional Design (3)**

*Prerequisite:* HRD 6410 or instructor permission.

Presents concepts and techniques of diagnosing learning needs; develops a specific ISD course design approach, involving problem identification, job analysis, assessment of learning styles, use of behavioral objectives, learning systems tailored to specific subject area (topic/design congruence), and learning application techniques. Course development includes media/topic match, use of problem solving as part of instruction, and materials development.

**HRD 6420 Techniques of Evaluation (3)**

*Prerequisite:* HRD 6410 or instructor permission

Presents techniques for evaluation. Explores simple statistical tools, examines the role of summative and formative evaluation and return to investment calculations.

**HRD 6431/EdLr 6535 Instructional Technology and Systems (3)**

Examines all facets of instructional technology. Provides a critical study of three instructional systems which can serve as possible models for course development.

**HRD 6436/EDU 6655 Advanced Educational Psychology: Learning Theory (3)**

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

**HRD 6500 Industrial Psychology (3)**

Examines the history of industrial, organizational and personnel psychology, and their impact on Human Resources. Considers psychological research in testing, human engineering, group functioning and interaction, leadership, worker efficiency, working conditions, consumerism and marketing as well as a basic understanding of research design and statistical methods used in human resources.

**HRD 6510 Synergistic Management and Leadership (3)**

Examines the historical foundation and theoretical base of the systems/contingency management theory.

**HRD 6520 Principles of Planning and Change (3)**

Examines the Heuristic and Algorithmic methods of problem diagnosis, data gathering, and problem solving and the associated decision making processes. Follows planning from the organizational master plan through strategic and divisional plans to operational plans. Emphasis is placed on ethical implications of decision making.

**HRD 6601/EDU 5579 Advanced Instructional Theory Into Practice – ITIP (3)**

*Prerequisite:* Beginning ITIP or equivalent. Utilizes lecture and activities to develop a higher level of ITIP competency. Emphasizes analysis, synthesis, evaluation, and application of basic concepts of effective instruction.

**HRD 6919 Special Topics in Human Resources (3)**

May be repeated for credit.

**HRD 6950 Internship in Human Resources (3-6)**

Supervised internship in an approved setting involving concepts and strategies developed in previous course work.

**HRD 6960 Project in Human Resources (3-6)**

Either a field-based or research-based 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, Professor of Education*

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

### Professors

#### Arthur K. Ellis, Ed.D.

*Curriculum and Instruction*

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.

#### Charles A. Olson, Ph.D.

*Education and Mathematics*

B.A.Ed., Western Washington University, 1963; M.A.T., Washington State University, 1968; Ph.D., University of Washington, 1977. At SPU since 1981.

#### 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.

#### Peter E. Smith, Ph.D.

*Education; Associate Director of Learning Resources*

B.S.Ed., Oregon College of Education, 1962; M.S.Ed., 1966; Ph.D., University of Washington, 1974. At SPU since 1970.

### 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.

#### 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.

#### Mark E. Pitts, Ph.D.

*Curriculum & Instruction*

B.A., Indiana State University, 1972; M.S., Indiana University, 1977; Ph.D., Indiana State University, 1984. At SPU since 1985.

#### Donald R. Read, Ph.D.

*Human Resources Management*

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

#### William A. Rosenberger, M.A.

*Educational 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.

#### Richard E. Smith, Ph.D.

*Educational Administration*

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

#### Daniel P. Woolsey, Ph.D.

*Reading Education*

B.A., Houghton College, 1977; M.A., Simmons College, 1983; Ph.D., The Ohio State University, 1986. At SPU since 1989.

### Assistant Professors

#### Patricia A. Hammill, Ph.D.

*Curriculum & Instruction*

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

#### Nancy Johnson, Ph.D.

*Reading Education*

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

#### Elletta A. Kennison, M.Ed.

B.A., University of Washington, 1972; M.Ed., 1978. At SPU since 1973.

#### Lorelie Olson, M.Ed.

B.A.Ed., Pacific Lutheran University, 1961; M.Ed., Seattle Pacific College, 1968. At SPU since 1975.

#### Brian D. Ray, Ph.D.

*Science Education and Research*

B.S., University of Puget Sound, 1976; M.S., Ohio University, 1979; Ph.D., Oregon State University, 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.



School of Fine and Performing Arts

# Master of Arts

The Master of Arts degree in Church Music offers academic preparation in support of leadership positions in church music, for a local congregation or a denomination, as well as appropriate practical training at a high professional level.

The curriculum explores the discipline's historical, theological and artistic roots. This broad background enables church music leaders to bring new depth and integrity to their churches' musical worship. Participants represent a wide range of denominations, and the flexibility of the program allows each to pursue courses of particular 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.)

## 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 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 under-graduate studies or in achieving acceptable scores on the Advanced Music Test of the GRE. Prerequisite courses will be assigned if necessary.
3. Complete a Biblical Knowledge Test. Since the church music program is based on the possession of both cognitive and experiential knowledge of the Christian faith, a written examination

covering basic information to mature understanding of the Bible and a Christian world view is required of all applicants. The scores are used to determine what prerequisite courses, if any, might be needed to develop the applicant's program of study appropriately.

4. Meet with the Director for Graduate Studies to receive a Graduate Check List and to begin its completion; choose a faculty adviser.
5. Submit two letters of recommendation, one of which must be related to church music.
6. Entrance examinations must be completed in the areas of music history and theory; entrance auditions are required in the areas of choral conducting and the primary performance area. Prerequisite or remedial courses will be assigned if necessary.

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

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

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

At least one course required in primary biblical literature studies; with approval the remaining credits may be taken in Biblical Literature, Theology, Philosophy of Religion or Missions (See School of Religion section of this catalog).
- 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)



◀ *"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." Vernon Wicker, Director of Graduate Studies in Music, School of Fine and Performing Arts*



## 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-teachers in music, visual arts, drama, dance, literature, and media.

#### FPA 5897/6897 Application of the Arts in General Education (3,3) (EDU 5897/5898)

*Prerequisite:* EDU/FPA 5896/6896.

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

#### 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, materials, and community resources available in the arts.

#### 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 development of style, 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 the history, technical limitations and use of orchestral instruments; practical experience in scoring for various combinations of instruments.

#### Individual Instruction Series

MUS 6201 Individual Instruction – Flute (1 or 2) (Extra fee)

MUS 6202 Individual Instruction – Oboe (1 or 2) (Extra fee)

MUS 6203 Individual Instruction – Clarinet (1 or 2) (Extra fee)

MUS 6204 Individual Instruction – Bassoon (1 or 2) (Extra fee)

MUS 6205 Individual Instruction – Trumpet (1 or 2) (Extra fee)

MUS 6206 Individual Instruction – Horn (1 or 2) (Extra fee)

MUS 6207 Individual Instruction – Trombone (1 or 2) (Extra fee)

MUS 6208 Individual Instruction – Baritone (1 or 2) (Extra fee)

MUS 6209 Individual Instruction – Tuba (1 or 2) (Extra fee)

MUS 6210 Individual Instruction – Percussion (1 or 2) (Extra fee)

MUS 6211 Individual Instruction – Violin (1 or 2) (Extra fee)

MUS 6212 Individual Instruction – Viola (1 or 2) (Extra fee)

MUS 6213 Individual Instruction – Violoncello (1 or 2) (Extra fee)

MUS 6214 Individual Instruction – Double Bass (1 or 2) (Extra fee)

MUS 6215 Individual Instruction – Harp (1 or 2) (Extra fee)

MUS 6216 Individual Instruction – Organ (1 or 2) (Extra fee)

MUS 6217 Individual Instruction – Piano (1 or 2) (Extra fee)

MUS 6218 Individual Instruction – Harpsichord (1 or 2) (Extra fee)

MUS 6219 Individual Instruction – Voice (1 or 2) (Extra fee)

MUS 6220 Individual Instruction – Classical Guitar (1 or 2) (Extra fee)

MUS 6221 Individual Instruction – Saxophone (1 or 2) (Extra fee)

#### MUS 6401 Christian Hymnody (3) (REL 6871)

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

#### MUS 6402 Church Music Organization and Administration (3)

Examines the administration of music in the church: identification of areas of responsibility, program structures, 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 the role of choral and instrumental music (including organ), education, dramatic and visual arts. Synthesizes areas covered in Church Music I and II, and the 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 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 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 within this historical period. Emphasis upon research methods, performance practices and style analysis.

### **MUS 6653 Twentieth Century (3)**

*Prerequisite:* MUS 4653.

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. Recent computer techniques are introduced.

### **MUS 6990 Graduate Seminar in Music (1-5)**

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 relationships among theatre of moral purpose, the religious impulse and the historical relationship of religion to the theatre; explores the theories of religious theatre and selected religious play scripts.

#### **TRE 6943 Theatre Internship (3-5)**

*Prerequisite:* Permission of instructor.

Provides an opportunity for drama students to gain additional proficiency and experience in an approved project of the student's own design. May be repeated for credit.

### **Fine and Performing Arts**

## **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.



School of Health Sciences

# Master of Science in Nursing

## Carol R. 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.

Complex human service systems increasingly demand mature, professional nursing leadership. It is the nurse with a master's degree who is well-equipped to facilitate and coordinate patient care in both the hospital and community settings.

Nursing professionals with graduate credentials have been called "a scarce national resource." A substantial increase in their numbers is critical to meet the escalating need for effective leaders. They must be capable individuals able to inspire both patients and staff, and gifted to deal decisively with social change, governmental regulation and sophisticated technology.

The School of Health Sciences at Seattle Pacific University is committed to those who will be the driving forces in the professional nursing world. Because the whole artistry of nursing is caring for human need, the MSN program will enable students to define their places within the profession, and to meet that human need with skillful, creative and compassionate leadership.

The MSN program develops quality leadership through enhancement of role function and clinical specialty. By focusing on aesthetic and ethical issues, analyzing moral and legal ramifications of complex health care systems, and integrating leadership theory and practice, students are prepared to take effective nursing leadership in a variety of settings and locations.

## MSN Admission Requirements

Applicants must have a Bachelor's degree in nursing from a program accredited by the NLN and perform satisfactorily on the GRE examination. Leadership experience in clinical practice, education or manage-

ment is recommended. Individuals must have engaged in clinical nursing practice within the last three years (or show evidence of successful completion of an accredited refresher course). A statistics course is prerequisite to MSN studies.

## Required Courses

### Core:

1. Nursing Leadership I: Introduction (6)\*
2. Nursing Leadership II: Analysis (3)\*
3. Nursing Leadership III: Integration (3)\*
4. Nursing Leadership IV: Synthesis (3)\*
5. Thesis (6)
6. Seminar I: Introduction to Advanced Practice Specialty (3)
7. Advanced Internship I: Implementing Holistic Health Care Within Acute and Community Environments (3)
8. Seminar II: Synthesis of Role Function, Practice Specialty and Leadership Principles (3)
9. Advanced Internship II: Practicing Effective Health Care Leadership in Diverse Settings (3)
10. Support Courses (12)

\*Courses indicated by an asterisk are offered in sequence during four consecutive quarters. Students will move through the courses as a cohort group.



◀ "Nursing leaders are a 'scarce national resource.' Graduates of the MSN program are prepared to take effective nursing leadership into education, administration or clinical specialties. Models for our graduates are the School of Health Sciences faculty who are nationally and internationally recognized leaders in the profession of nursing." Annalee Oakes, Director of Graduate Studies, School of Health Sciences



## Courses

### **NURS 6101 Nursing Leadership I: Introduction (6)**

Introduces theories and models of leadership, nursing and health service systems; values/ethics and moral reasoning within the personal-professional role; aesthetics and creativity in health care; research methodology; and information systems and communication.

### **NURS 6102 Nursing Leadership II: Analysis (3)**

Continues analysis and application of concepts introduced in Nursing Leadership I and includes discussion of education and management in human service systems. Components of change theory, complex health organizations and human resources development are assessed as they relate to contemporary health care delivery.

### **NURS 6103 Nursing Leadership III: Integration (3)**

Continues analysis, interpretation and application of concepts introduced in Nursing Leadership I and II. Investigates legal, political and socioeconomic health care issues, and influences of intercultural and world community health care.

### **NURS 6104 Nursing Leadership IV: Synthesis (3)**

Integrates work done in Nursing Leadership I, II, and III to complete the design of a student's personal-professional nursing leadership praxis. Emphasizes commitment, collegiality, excellence, creative nursing application and global perspectives.

### **NURS 6999 Thesis (6)**

Requires a research thesis designed to study nursing, or health and health care practices, or the arena that fosters interactions between these components.

### **NURS 6400 Seminar I: Introduction to Advanced Practice Specialty (3)**

Integrates leadership principles with clinical practice. Study of nursing and health care concepts in the context of the student's role function and selected advance practice needs.

### **NURS 6500 Advanced Internship I: Implementing Holistic Health Care Within Acute and Community Environments (3)**

Facilitates mentored application of nursing leadership within the student's choice of advanced practice sites, specialty and role function. The student's support courses focus should further enhance internship concentration.

### **NURS 6600 Seminar II: Synthesis of Role Function, Practice Specialty and Leadership Principles (3)**

Continues integration of leadership principles with a student's clinical specialty and role function begun in Nursing Leadership I. Demonstrates knowledge needed to guide own advanced practice and promote nursing as a profession.

### **NURS 6700 Advanced Internship II: Practicing Effective Health Care Leadership in Diverse Settings (3)**

Challenges a student of nursing leadership to demonstrate synthesis of both the advanced nursing specialty and advanced role components, including an ability to make effective professional judgments and serve as a health care advocate in complex systems.

### **Support Courses (12)**

Focuses in general on contributions of other disciplines such as missions, education, administration, counseling, human resource development ... and more ... to the development of advanced role functions in nursing.

## Health Sciences Graduate Faculty

### **School Administration**

#### **Barbara Innes, Ed. C., R.N.**

*Dean, School of Health Sciences,  
Associate Professor of Nursing*  
B.S.N., University of Washington, 1963;  
M.S., University of California, San Francisco, 1969. Doctoral Candidacy, Seattle University, 1985. At SPU since 1976.

#### **Annalee R. Oakes, Ed. D., R.N., C. C. R.N.**

*Director of Graduate Studies,  
Professor of Nursing*  
B.S.N., University of Washington, 1970;  
M.A., 1971; Ed.D., Seattle University, 1988. At SPU since 1971.

### **Associate Professors**

#### **Emily A. Hitchens, Ed. D., R.N.**

*Nursing*  
B.S.N., University of Washington, 1965;  
M.N., 1967; Ed.D., Seattle University, 1988. At SPU since 1979.

### **Assistant Professors**

#### **Lucille Kelley, Ph. C., R.N.**

*Nursing*  
B.S.N., University of Connecticut, 1969;  
M.N., University of Washington, 1973.  
Doctoral Candidate, University of Washington. At SPU since 1983.

#### **Lilyan Snow, Ph. D., R.N.**

*Nursing*  
B.S., San Jose State University, 1970;  
M.S.N., 1973; Ph.D., University of Washington, 1983. At SPU since 1984.

#### **Cathryn Washington, Ph. D., R.N.**

*Nursing*  
B.S.N., Duke University, 1965; M.S., University of Maryland, 1971; Ph.D., University of Kansas, 1987. At SPU since 1988.

## School of Natural and Mathematical Sciences

# 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 prepares individuals to use and direct information systems in organizational environments. The degree provides 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 are emphasized.

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

## ISM Admission Requirements

Applicants must hold a bachelor's degree from an accredited institution. They must present an undergraduate grade point average of 3.0 (A=4.0) or better and an acceptable Graduate Record Examination score. Quantitative and verbal scores from the GRE must total 950 or more. It is expected that students will have a minimum of two years experience with information systems, prior to application for admission to the major. Students not fully meeting these requirements may be considered on an individual basis.

Students must have access to a micro-computer 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 6165, Organizational Behavior (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)



◀ "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." Donald Kerlee, Director of Graduate Studies, School of Natural and Mathematical Sciences

## 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 as support for the decision making-process.

### ISM 6140 Managing End User Computing (3)

*Prerequisite: ISM 6120 recommended.*

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 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)

*Prerequisites: 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, testing, 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 or 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 recommended.*

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)**

*Prerequisites: ISM 6000, ISM 6230.*

Offers a look at emerging trends in a seminar format. Looks at the latest technology and management issues affecting 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)**

*Prerequisites: Four or more ISM core courses and permission of instructor.*

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 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.

**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 and 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.

**Assistant Professors****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.

**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., M.S.**

B.S., Cal-Polytechnic State University, 1977; M.B.A., California State College at Bakersfield; M.S. Seattle University, 1987. At SPU since 1983.



School of Physical Education and Athletics

# Master of Science

Career opportunities for sport and exercise professionals are evolving in a swift and exciting fashion. But, the new sport marketplace is competitive and highly selective. Career advancement and security in education and the fitness industry are rapidly becoming more complex. Demonstrated specialization or advanced certification are fast emerging as prerequisites to employment. To help you meet these challenges, SPU's graduate program in physical education offers three distinct fields of study.

**Athletic Administration.** Multiple challenges exist in the offices of interscholastic and intercollegiate athletic departments, professional and amateur sport associations, sports media corporations, sports promotion and marketing firms, facility and equipment designers. This curriculum focuses on business and aims at executive level career opportunities.

**Sport Pedagogy.** Master teachers and coaches balance the potentials and limits of the human body, explore the link between thought and action, integrate individual with team, orchestrate finite movements while encouraging infinite dreams. The curriculum fosters top quality teaching and coaching in schools, clubs and recreational settings.

**Exercise Science.** Control and reduction of obesity, injury treatment and rehabilitation, provisions for corporate wellness and daily exercise are standard in both public and private facilities. Preparation for these opportunities is achieved through coursework which is highly practical and utilizes laboratory and assessment strategies essential for jobs in the world of fitness.

## Admissions

Applicants to the program must present two official transcripts with a minimum cumulative GPA of 2.75 and a GPA of 3.0 in the last 45 credits leading to a bachelor's degree in an approved field of study. Satisfactory completion of a graduate entrance examination requires a minimum score of 950 on the Graduate Record Exam (GRE) or a minimum score of 35 on the Millers Analogy Test (MAT). Two letters of recommendation from persons able to discuss the applicant's professional and/or academic experience are necessary.

Once applicants are admitted to the Graduate School of the University, an advisor is assigned who will develop a plan for the chosen degree program. The advisor will submit the plan to the School Graduate Curriculum Committee for approval. The plan should include any transfer courses to be applied to the program and any other modifications. If certain prerequisites have not been met, those needs will be identified at this time.

## The Degree Plan

Degree plans are constructed similarly in all three fields and include six credits of general requirements and 42 credits of 6000-level graduate professional coursework.

## General Requirements

Students must satisfy a three-credit university requirement in biblical literature and identify a three-credit humanities elective which may be drawn from but not limited to language, literature, history, art or the social sciences.

## Professional Coursework

The professional courses are further classified as:

1. Core – 21 credits from the field of specialization.
2. Elective – 9 credits from approved courses in any field of specialization or courses individually arranged.
3. Research – 12 credits designed as seminar, colloquium and internship or thesis.

### Core Courses

Students select one course from each area (below in italics) in accordance with the approved course listing. Prior to enrollment, students must have completed all course prerequisites or have obtained permission from the instructor.

### Athletic Administration

1. *Organization and Administration*  
PEA 6601 Organization and Administration of Sport Programs  
BUS 6263 Organizational Theory and Design
2. *Personnel and Human Resources*  
PEA 6611 Managing Sports Personnel and Personalities  
EDAD 6586 School Personnel Administration
3. *Facilities and Equipment*  
PEA 6621 Athletic Facilities and Equipment
4. *Ethical and Legal Issues*  
PEA 6631 Ethical and Legal Issues in Sport
5. *Communication and Information Systems*  
PEA 6641 Computer Applications for Sport
6. *Budget and Financing*  
PEA 6651 Financing Athletics  
BUS 6121 Managerial Finance



◀ "SPU offers an exciting physical education master's program built around practical experience locally, nationally and abroad. Our faculty members are nationally and internationally known and committed to meet with students one-on-one to plan courses and career choices. We're out to make a real difference in sport and exercise." Dan Tripps, Director of Academic Programs, School of Physical Education and Athletics



7. *Marketing and Promotion*  
PEA 6661 Sports Promotion  
BUS 6151 Managerial Marketing

### Sport Pedagogy

1. *Systems and Strategies*  
PEA 6701 Philosophy of Movement and Performance
2. *Curriculum and Instruction*  
PEA 6711 Curriculum and Instruction in Sport Skills  
EDU 6930 Models of Teaching  
EDU 6935 The School Curriculum
3. *Learning and Performance*  
PEA 6721 Motor Learning and Control  
EDU 6076 Advanced Study of Learning Styles  
EDU 6655 Advanced Educational Psychology
4. *Exercise Science and Health*  
PEA 6731 Exercise Science for Teachers
5. *Psychology and Personality*  
PEA 6741 Psychology of Sport and Physical Activity  
PSY 6430 Motivation and Leadership  
PSY 6442 Psychology of Personality
6. *Sociology and Culture*  
PEA 6751 Sport and Society  
EDU 6525 The School: Multi Cultural Approach  
EDU 6120 Social Foundations of Education
7. *Exceptionalities and Differences*  
PEA 6761 Teaching and Coaching the Elite Performer  
EDSP 6644 The Exceptional Individual  
EDSP 6649 Mainstreaming: Education of Exceptional Children

### Exercise Science

1. *Biomechanics and Human Movement*  
PEA 6801 Exercise and Sport Biomechanics
2. *Neuromuscular System and Fitness*  
PEA 6811 Neuromuscular Fitness
3. *Cardiorespiratory System and Fitness*  
PEA 6821 Cardiorespiratory and Metabolic Fitness
4. *Obesity and Body Composition*  
PEA 6831 Assessment and Control of Body Composition
5. *Injury and Sport Medicine*  
PEA 6841 Seminar in Sport Medicine
6. *Aids and Impediments*  
PEA 6851 Environmental Factors in Exercise
7. *Exercise and Special Populations*  
PEA 6861 Exercise for Special Populations

### Electives

Students select nine credits of electives from any of the three fields or from individually designed and arranged courses.

### Research

Students enroll for 12 credits from the following. Categories 2 and 4 are required.

#### 1. Projects, Practicums, Internships

All program fields offer work-related opportunities in lieu of or in combination with research. Submit a request for an assignment to assigned advisor. Work with advisor in determining goals, activities and placement.

#### 2. Contemporary Issues Seminar (Required)

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, trend and global events, among these might be competition and youth, environmental factors, human genetics, aesthetics, elite performers, gender, nutrition, politics, careers.

#### 3. Thesis

A student who chooses to write a thesis must enroll in EDU 6980 Educational Statistics and in EDU 6981 Introduction to Graduate Research prior to submitting a thesis proposal.

In consultation with the assigned advisor, the "Request for a Research Committee" form should be completed and submitted to the Graduate Office. A research committee and chair will be appointed to supervise the research.

#### 4. Colloquium (Required)

The graduate colloquium serves as the culminating experience of the degree program. The presentation is a demonstration of ability to synthesize current literature and information relative to a critical issue in an area of expertise. The colloquium is delivered to an audience of students and faculty. Contracts for a colloquium topic and presentation date are available from the student advisor. The colloquium class may be scheduled after completing 36 credits in the chosen degree program.

## Courses

### PE 6601 Organization and Administration of Sport Programs

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

### PE 6611 Managing Sports Personnel and Personalities

Focuses on linking the strategic and operational plans of sports managers with the necessary human resources. Topics include the number of people required, job descriptions, staff training and career development, supervision, performance planning and review. Examines communication styles and the dynamic relationship of personalities.

### PE 6621 Athletic Facilities and Equipment

Discusses planning, design, construction, programming and management of athletic facilities for school and private sector settings. Topics include building technology and architecture, staffing and scheduling, physical plant and systems, security and maintenance, care and management of athletic equipment. Briefly examines 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

Highlights issues in sport law including 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 be discussed.

### PE 6641 Computer Applications for Sport

Addresses hardware specifications, computer operations and strategies for selecting a system; software, with attention to data-base management, word processing, spread sheet analysis, communications and selected management and sport performance functions; and basic programming, report generation and personal needs assessment.

**PE 6651 Financing Athletics**

Examines both the procurement and management of money. Discussion of fundraising strategies such as ticket sales, concessions, licensing, corporate participation, grant writing, foundation proposals, capital investments and banking products. Covers basic managerial accounting, budgeting, report generation, business plans, contracts, payroll and disbursement systems.

**PE 6661 Sports Promotion**

Analyzes marketing strategy through study of the sport consumer, market research and segmentation, product positioning and pricing, promotion and evaluation. Advertising, merchandising, media management, public relations, special events, premiums and give-aways are among the many tactics discussed in class.

**PE 6701 Philosophy of Movement and Performance**

Examines various philosophies of body, movement, play, games, sport and peak performance.

**PE 6711 Curriculum and Instruction In Sport Skills**

Focuses 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, private clubs and teams. Attention is given factors that facilitate the learning of sports skills for all populations.

**PE 6721 Motor Learning and Control**

Explains the theoretical and practical considerations in acquiring motor skills and identifies training procedures which allow athletes to refine neuromuscular patterns. Enables the teacher/coach to better assess the state of the learner, the nature of the skill and the appropriate method of instruction.

**PE 6731 Exercise Science For Teachers**

*Prerequisites: PE 3570 (Biomechanics & Kinesiology), 3575 (Motor Learning & Development), or equivalent.*

Reviews current literature in exercise physiology, kinesiology, mechanics and motor learning/control. Emphasis is given to application of relevant findings in the improvement of teaching and coaching.

**PE 6741 Psychology of Sport and Physical Activity**

Contributes to an understanding of the personal and social factors influencing participation and performance. 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 coaching/teaching methodology.

**PE 6751 Sport and Society**

Addresses social theories of play, games and sport; sport groups, sport organizations and sport subcultures; socialization, regulation and cultural influences through sport; and sport as an institution.

**PE 6761 Teaching and Coaching the Elite Performer**

Seeks to answer questions which separate the elite performer from other athletes by probing the physical and mental profile of elite athletes. Concerns include anatomical, biomechanical, kinanthropometric and physiological characteristics; levels of motivation, trait and state anxiety; the role of genetics and performance intervention strategies such as biological engineering and psychological conditioning. Endeavors to develop special teaching and coaching methodologies to support top performers.

**PE 6801 Exercise and Sport Biomechanics**

*Prerequisites: PE 3570 (Biomechanics & Kinesiology) or equivalent.*

Examines the principles of anatomy and mechanics that determine safety and efficiency in human movement. The major focus is the application of these principles to exercise selection and human performance, but mechanical principles related to movement of sport-related implements are also considered. Current methods of biomechanic analysis are explored and research findings in areas of personal interest are presented in seminar format.

**PE 6811 Neuromuscular Fitness**

*Prerequisites: PE 3580 (Exercise Physiology) or equivalent.*

Studies the natures of bone, muscle, connective, and nerve tissues with the intent of better understanding the effects of exercise relative to sport performance and health problems such as low-back pain and osteoporosis. Major attention is given to understanding the physiological bases of muscular strength, power, endurance and flexibility. Emphasis is given to methods of measuring and developing neuromuscular fitness.

**PE 6821 Cardiorespiratory and Metabolic Fitness**

*Prerequisites: PE 3580 (Exercise Physiology) or equivalent.*

Examines current scientific literature on cardiovascular, respiratory and metabolic responses and adaptations to exercise. Particular attention is given to the health and performance effects of endurance training and the concepts of aerobic power and the so-called "anaerobic threshold." Principles of testing and training are considered in depth, and skill is developed in the administration of selected methods of fitness evaluation and exercise prescription.

**PE 6831 Assessment and Control of Body Composition**

*Prerequisites: PE 3580 (Exercise Physiology) or equivalent.*

Examines the theoretical bases, advantages and disadvantages, of currently used body composition assessment techniques. Attention is given to the athletic significance, causes, prevention and treatment of obesity and excessive leanness.

**PE 6841 Seminar in Sport Medicine**

*Prerequisites: PR 3590 (Care & Prevention of Athletic Injuries) or equivalent.*

Examines the physiology and anatomy of trauma, inflammation and the healing process. The physiology, rationale and protocols for cryotherapy and thermotherapy are explored. Attention is given to causes and prevention of acute and chronic injuries. Examines current literature relating to the assessment, treatment and rehabilitation of athletic injuries.

**PE 6851 Environmental Factors in Exercise**

*Prerequisites: PE 3580 (Exercise Physiology) or equivalent.*

Surveys the immediate and long-term effects of exposure to altitude, cold, heat, immersion and pollution during exercise. Focuses on information important to mountaineers, swimmers, skin/SCUBA divers and individuals likely to exercise in stressful environments.

**PE 6861 Exercise For Special Populations**

*Prerequisites: PE 3580 (Exercise Physiology) or equivalent.*

Provides 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 6900 Independent Study**

Allows a non-research approach to an approved issue. Course requirements include a defined set of objectives, a minimum of three conferences with a designated faculty member, a current topical bibliography and a term ending assessment mutually developed by faculty and student. The format may be utilized only once.

**PE 6910 Selected Readings**

Allows a non-research approach to an approved topic. Course requirements include a defined set of objectives, a minimum of three conferences with a designated faculty member, a prescribed topical bibliography and a term ending assessment designed by the faculty member. The format may be utilized only once.

**PE 6920 Project**

Provides an opportunity to design and develop an original idea resulting in a tangible product, innovative curriculum, improved management system or other unique addition to the professional world. Project proposal must include a clear statement of outcome and benefits to setting, defined procedures, time table and assessment procedures. The format may be repeated once.

**PE 6930 Practicum**

Serves as an enrichment opportunity for professional core course work currently in progress. The class provides a practical field related experience specifically designed to augment the subject matter of the accompanying course. Practicum requirements include on-site observations, journal entries, oral presentation to accompanying course and approved assessment strategy. The format may be repeated once.

**PE 6940 Internship**

Offers a leadership opportunity through assigned work experience. Assignments are arranged with local, national or international organizations and include all field specializations. Position descriptions are based on the needs of the cooperating organization. Work hours and calendar, remuneration and related benefits are negotiated. A supervisor/mentor serves as the author of specific assignments and final evaluation. The format may be repeated once.

**PE 6950 Special Topics Seminar**

Develops as a response to student need or extraordinary circumstances. Student-generated proposals must include a statement of need, have defined objectives and be supported by a minimum of six participants. School-sponsored courses are generated by events such as professional conventions, national championship tournaments, civic celebrations or major world events.

**PE 6960 Contemporary Issues Seminar**

Identifies and addresses interdisciplinary and thematic topics of immediate and future concern for professionals. Takes the view that sport and physical education should develop so as to alter society in the direction of an increased response to individual needs, goals and feelings. While topics are to be student-generated and change with time, among these might be competition and youth, environmental factors, human genetics, aesthetics, elite performers, gender, nutrition, politics, careers.

**PE 6970 Experimental Design Seminar**

Considers the issues and concerns which confront the researcher with regard to the design and analysis of experiments. Emphasizes the identification of a hypothesis, planning the experiment and selecting appropriate analytical procedures. Simple rules for operating and understanding statistical procedures and the implications of different forms of analysis are also covered.

**PE 6980 Thesis**

Individual research on an approved topic. Research proposals include purpose, hypotheses, methodologies and analytical procedures. Course requirements include a minimum of three conferences with a designated faculty member and written research report.

**PE 6990 Colloquium**

This course is the final activity for all graduate degree candidates and culminates with an oral presentation to invited faculty, students and practitioners. Topics must be approved by the assigned faculty prior to the colloquium quarter. Research and preparation for the oral presentation are monitored by the faculty advisors.

**Physical Education  
Graduate Faculty****Keith R. Phillips, M. Ed.**

*Director, School of Physical Education and Athletics*

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

**Dan G. Tripps, Ph. D.**

*Director, Academic Programs*

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

**Kenneth E. Foreman, Ed. D.**

*Professor, Physical Education*

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 D. Weathers, Ed. D.**

*Professor, Physical Education*

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

**Robert E. Grams, M. S.**

*Assistant Professor, Physical Education*

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

**Grant M. Hill**

*Assistant Professor, Physical Education*

B.A., Northwest College, 1973; B.A., Seattle Pacific College, 1975; M.Ed., Seattle Pacific University, 1980; Ph.D., University of Iowa, 1987. At SPU since 1989.

**Michael Alderson (Adjunct)**

*Associate Athletic Director, University of Washington*

B.A., Luther College, 1976.

**Karen Clippinger-Robertson (Adjunct)**

*Consultant, Seattle Sports Medicine*

B.A., Sonoma State College, 1975; M.S., University of Washington, 1984.

**William J. Ryan (Adjunct)**

*Assistant Professor, University of Washington*

B.A., University of Illinois, 1974; B.S.N., St. Louis University, 1978; M.S.N., St. Louis University, 1981; Ph.D., University of Wisconsin, 1986.

**Paul Smith (adjunct)**

*Director of Athletics, Shoreline School District*

B.A., Southern Illinois University, 1947; M.S., University of Washington, 1951; Ph.D., Teachers' College, Columbia University, 1967.



School of Religion

# Master of Arts and Master of Christian Ministries

The graduate programs 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 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. The Master of Christian Ministries degree is an individually-designed program suited to a student's professional needs and goals.

## Admissions

In addition to the general requirements for admission to Seattle Pacific University's graduate programs, graduate students in Religion must complete the following:

1. Submit to the Director of Graduate Studies a biographical sketch and a full statement concerning career goals in the ministry.
2. Meet with the Director of Graduate Studies or an assigned adviser to outline a program of study.
3. Submit the program of study to the School of Religion Graduate Committee for formal approval before 18 hours of credit have accumulated.

## 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.

<b>M.A. in Biblical Studies</b>	(51 credits)
Theology	(12 credits minimum)
Biblical Studies	
Specialization	(36 credits minimum)
Directed Study	(3 credits)

## 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>	(51 credits)
Biblical/Theological Core	(12 credits)
Specialization	(27-30 credits)
Practicum/Internship	(9-12 credits)

## 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.



◀ "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."  
Robert Droudahl, Director of Graduate Studies, School of Religion

**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 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 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)****GRK 5101, 5102 Elementary Greek (3) (3)**

Emphasizes the essentials of Koine Greek grammar and syntax, enabling the student to read the New Testament with a beginner's facility and with the potential to study other biblical and non-biblical Koine Greek literature.

**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 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.

Studies 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 to her interaction with her neighbor's views of reality.

**REL 6315 New Testament Backgrounds (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 related to 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 understanding 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 and educational theory. Explores biblical methods of ministry and evaluates 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; defines 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 for the new movement among women.

**REL 6581 Leadership in Educational Ministry (5)**

Surveys leader development programs; evaluates 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 of Christian education in the local church. Emphasizes planning, implementing, and evaluating both the organizational and administrative framework of 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 a special emphasis on program development and teaching techniques.

**REL 6585 Adolescent Development and Educational Ministry (3)**

Surveys the youth culture; peer syndrome; personal identity; and the structure, content, and programming of 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 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 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 the 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 era. 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 the theatre of moral purpose, the religious impulse, and the historical relationship of religion to the theatre; explores the theories of religious theatre and selected religious play scripts.

**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.

**REL 6885 Christianity, Scripture and the Educational Environment (3)**

Education faces multiple issues influenced by religious values and perspectives. The course offers educators an understanding of religious values and perspectives by examining basic elements of the Christian faith. Through studying the literature and theology of the Christian Scriptures, educators will explore relationships between Christian faith and educational theory and practice.

**REL 6890 Foundations for Christian Ethics (3)**

Surveys basic biblical and Christian concepts of morality with application to issues of the business community. Analyzes the elements of moral development and ethical decision-making and their application to representative moral dilemmas.

**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

## Religion Graduate Faculty

### School Administration

**William L. Lane**

*Dean, School of Religion*

B.A., Wesleyan University, 1952; B.D., Gordon Divinity School, 1955; M.Th., Westminster Theological Seminary, 1956; Th.D., Harvard University, 1962. At SPU since 1989.

**Robert Drov Dahl, Ph.D.**

*Director of Graduate Studies, School of Religion; Associate Professor of Christian Ministries and Education*

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

### Professors

**Eugene E. Lemcio, Ph.D.**

*Biblical Studies*

LB.S., Houghton College, 1964; M.Div., Asbury Theological Seminary, 1968; Ph.D., Trinity College, University of Cambridge, England, 1975. At SPU since 1974.

**R. Larry Shelton, Th.D.**

*Professor of Religion*

LB.A., Pfeiffer College, 1964; M.Div., Asbury Theological Seminary, 1967; Th.M., 1968; Th.D., Fuller Theological Seminary, 1974. At SPU since 1977.

**Frank A. Spina, Ph.D.**

*Biblical Studies*

LB.A., Greenville College, 1965; M.Div., Asbury Theological Seminary, 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*

LB.A., Valparaiso University, 1969; Th.M., Dallas Theological Seminary, 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*

LB.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.

School of Social and Behavioral Sciences

# Master of Science

## Associate Professors

### 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.

### Mark L. Taylor, Ph.D.

#### Theology

B.A., Eastern Nazarene College, 1975; M.T.S., Emory University, 1977; Ph.D., Southern Methodist University, 1982. At SPU since 1989.

### 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 University, England, 1983. At SPU since 1981.

### Thomas N. Wisley, Ph.D.

#### Missiology

LB.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 University, 1980. At SPU since 1977.

### F. Douglas Pennoyer, Ph.D.

#### Intercultural Studies

LB.A., Oregon College of Education, 1969; M.A., Washington State University, 1972; Ph.D., 1975. At SPU since 1983.

### Evangeline D. Shelton, M.A.

#### Christian Education

LB.A., Point Loma College, 1962; M.A., California State University at Los Angeles, 1967. At SPU since 1977.

Graduate programs in the School of Social and Behavioral Sciences (SSBS) 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 doctoral studies.

The School offers the Master of Science Degree in the field of Counseling and Family Therapy. Two specializations offered are Marriage and Family Therapy and Community Counseling.

## Admission

1. Application is made to the Graduate Admissions Office.
2. Prerequisites for each specialization appear in the descriptions that follow.
3. After admission to a specialization, each applicant will be assigned an advisor. The student, in consultation with the advisor, will develop a written plan of study. The Dean of SSBS gives final approval to study plans recommended by the Director of Graduate Studies.

## School Requirements

In addition to what is 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 require approval of the SSBS Graduate Curriculum Committee and the Director of Graduate Studies.
2. All major curricular modifications require approval of the SSBS Curriculum Committee.
3. A maximum of twelve credits earned at another regionally accredited institution or earned at SPU prior to admis-

sion 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 and the Director of Graduate Studies.

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 request is approved by the student's advisor, the Director of Graduate Studies, upon approval of the Dean, will appoint a committee to assist the student, oversee preparation of the report, and conduct evaluation of the research process and product. This committee can only be changed by the School Dean and will remain active until the thesis is completed. The thesis is finished when the committee, the Director of Graduate Studies and Dean approve it.
2. The student will work closely with his/her supervisor 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.



◀ "Proverbs 1:5 says, 'A wise man will hear, and will increase learning; and a man of understanding shall attain unto wise counsels.'" Donald J. MacDonald, Director of Graduate Studies, School of Social and Behavioral Sciences



## Specialization 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: A limited number of applicants are admitted once a year, in the Spring Quarter. Files of applicants admitted as Graduate Degree students will be considered by the Counseling and Family Therapy screening committee. Applicants admitted as CFT students by the committee will complete a program plan with their advisor. The program plan must be approved by the Director of Graduate Studies and the Dean.
2. Prerequisites: Coursework or credit by examination in Biblical literature, 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 psychology courses.
3. A minimum of 60 credits in approved courses.
4. Required courses: EDU 6981, CFT 6670, 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 credits in courses approved by the advisor. In addition, students must complete an additional 3 credits in course work OR 30 clock hours in non-credit studies that are approved by the advisor. Approval for electives must precede taking them.

## Specialization 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, most appropriately, work 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 a training facility accredited by the American Association for Marriage and Family Therapy.

### Requirements:

1. Admission: A limited number of applicants are admitted once a year, in the Winter Quarter. Applicants admitted as Graduate Degree students will be considered by the Counseling and Family Therapy screening committee. The committee interviews applicants in February and March for admission to the clinical classes in the next Autumn Quarter. Applicants admitted to the Graduate School by January 31 are assured of an interview. Applicants who are admitted as CFT students by the committee will complete a program plan with their advisor. The program plan must be approved by the Director of Graduate Studies and the Dean.
2. Prerequisites: Coursework or credit by examination in Biblical literature, 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 psychology courses.
3. Two years of paid or voluntary experience in helping roles (e.g., teaching, pastoring, crisis intervention).
4. A minimum of 70 credits in approved courses.
5. Required core courses: EDU 6981, PSY 6460, CFT 6622, CFT 6670, CFT 6635, CFT 6640, CFT 6660, CFT 6676, CFT 6686, CFT 6687.

6. Required clinical courses: 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, 250 of which must be with couples and families), plus noncredit training requirements. PCS will issue a certificate of completion for clinical classes when the entire M.S. degree is completed.

## 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 6670 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)**

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 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. 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.* Explores group dynamics and factors which facilitate or hinder the development of communication and relationships, with attention to the roles of leaders; 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 6676 Testing and Assessment in Marriage and Family Therapy (5)**

*Prerequisite: Statistics or permission of instructor.*

Provides a fundamental understanding of assessment theory and practices as applied to individuals and families. The primary focus is on evaluating marital and family functioning, using observational measures, general marital satisfaction and adjustment scales, marital communication and intimacy inventories, and special family assessment scales.

**CFT 6677 Testing and Assessment of the Individual (5)**

*Prerequisite: Statistics or permission of instructor.*

Surveys theory and techniques of measurements employed in counseling. 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 theories, 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, with attention to death, divorce, catastrophic disasters, physical impairment, and financial failure. Examines adjustment processes and the needs which must be met in this process.

**CFT 6686 Marital and Family Development and Interaction (3)**

Focuses on major models and current research pertaining to marriage and family structures and interactions. Numerous theories and family lifestyles will be presented within the unifying structure 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 the 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 laws and societal and personal values.

**CFT 6688 Communications and Systems Theory (3)**

*Prerequisite: Admittance to Marriage & Family Therapy Program.*

Overviews communications and systems theory and their relevance to marriage and family theory and therapy. Lecture, readings, experiential exercises, demonstration, observation and discussion of case examples.

**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.*

Surveys the development, diversity and essential spirit of the family therapy movement. Reviews the historical development of family therapy since 1950. Introduces several important models of family therapy and therapeutic techniques. Includes models as developed by Carl Whitaker, Murray Bowen, James Framo, Mental Research Institute therapists, and 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 study a topic of special interest. Includes methods for needs assessments.

**CFT 6919 Seminar in Counseling and Therapy (variable credit)**

*Prerequisite: Permission of instructor.*

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 6670 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. Emphasizes issues and methods frequently encountered in establishing, structuring and maintaining these relationships.

**CFT 6940 Counseling Internship (2-6)**

*Prerequisite: CFT 6931 and 6932, completion of all CFT Core Classes, and permission of instructor.*

Gives Community Counseling students three quarters of supervised field experience. Students receive feedback through live observations and/or through recordings of counseling sessions.

**CFT 6969 Masters Thesis (3-9)**

*Prerequisite: 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 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.

**Courses in Anthropology****ANT 6432 Culture and Religion (3)  
(REL 4432/6432, ANT 4432)**

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

**ANT 6855 Solving Human Problems:  
Applied Anthropology (3)**

Assesses the processes of urbanization, modernization, and industrialization, relocation, adjustment and understanding. Considers the role of the agent of change, the environment of change, and the changing target group in community development.

**ANT 6877 Urban Anthropology:  
Cultural Pluralism (3)  
(URB 4877/6877, ANT 4877)**

Studies diverse cultural strategies for ethnic survival such as competition in a group for scarce resources during the process of urban migration or a group's adaptive response in its use of cultural identity to form a political organization in order to further its collective interests.

**Courses in Psychology****PSY 6420 Psychology of Adolescence (5)**

Surveys 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 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.

**Faculty****School 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 Director 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.

**Professor****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.

**Associate Professor****Joy Hammersla, Ph.D.**

*Psychology*

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

**Assistant Professor****Brian Carlton, Ed.D.**

*Counseling and Family Therapy*

B.A., Northern Illinois University, 1972; M.S., 1977; Ed.D., 1986. At SPU since 1988.

**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, Ph.C.**

*Counseling and Family Therapy*

B.S., Biola University, 1975; M.A., 1977; Ph.C., University of Washington. 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., Uni-  
versity 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., Uni-  
versity of Notre Dame, 1974; M.S., Seat-  
tle Pacific University, 1987; Ph.D., Uni-  
versity of Notre Dame, 1977. At SPU  
since 1981.

**Nancy Drake, Ph.C.**

*Counseling and Family Therapy*  
B.A., University of Iowa, 1976; M.A.,  
1979; Ph.C., 1981. At SPU since 1988.

**Marilyn Eshleman, Ph.D.**

*Counseling and Family Therapy*  
B.S., Iowa State University, 1972; M.A.,  
Ohio State University, 1974; Ph.D.,  
1976. At SPU since 1988.

**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 Califor-  
nia, 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.

**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 University is committed to providing 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 service with greater efficiency, and support provided by trustees, alumni, and other friends of the University.

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.

## 1989-90 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 and participation in intramural activities. All tuition, fees and other charges as stated in this publication are payable in U.S. dollars (\$U.S.). The student is referred to the undergraduate catalog for a complete listing of fees, policies, and procedures.

### Graduate Tuition (Per Credit Hour)

MBA/ISM Courses . . . . .	\$235
HRD Courses . . . . .	\$225
Counseling & Nursing Courses . . . . .	\$200
Music, Religion & Biblical Literature Courses . . . . .	\$135
Other Graduate Courses . . . . .	\$190

Note: Students may register for evening courses (which begin at 4:30 p.m. or later) until the second class session; however, a \$20.00 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 . . . . .	\$140
9-11 total credits per credit hour . . . . .	\$250
12-17 total credits total charge . . . . .	\$3,000

### Administrative and Special Fees

Application Fee . . . . .	\$25.00
Matriculation Fee . . . . .	\$50.00
Special Handling Fee: official transcripts . . . . .	\$25.00
Late Registration Fee . . . . .	\$20.00
Change of Registration Fee . . . . .	\$20.00
Rescheduled Final Exam (per course) . . . . .	\$60.00
Credit by Exam or Challenge per course examination fee . . . . .	\$60.00
per credit hour fee	
1-8 credit hours . . . . .	\$35.00
9-10 credit hours . . . . .	\$30.00
11 or more credit hours . . . . .	\$25.00
Official Transcript Fee (first one free) . . . . .	\$ 3.00
Teacher Certification Fee . . . . .	\$25.00
Diploma Fee, Baccalaureate or Graduate . . . . .	\$25.00
Masters Comprehensive Exam . . . . .	\$50.00
Thesis Binding (per copy) . . . . .	\$20.00
Parking Fee (per quarter) . . . . .	\$15.00
I.D. Replacement Card . . . . .	\$10.00
Rush or Other Special Processing of Checks . . . . .	\$10.00

### Curriculum and Certification Fees (per quarter)

#### Teacher Education

Graduate Internship or Practicum Fee, per quarter . . . . .	\$ 70.00
Within 50 miles of campus . . . . .	\$110.00
50-100 miles from campus . . . . .	\$165.00
More than 100 miles from campus . . . . .	To be determined by special arrangement
Penalty for late changes of internship . . . . .	\$70.00

#### Student Services Fees

Education Placement Files	
Initial enrollment (including 5 files mailed) . . . . .	\$25.00
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 months) . . . . .	\$30.00

#### 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 . . . . . \$143.00  
 B. Optional coverage for spouse  
 (per quarter) . . . . . \$175.00  
 C. Optional coverage for dependents  
 (per quarter) . . . . . \$155.00

### Room and Board Charges

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

#### Per Quarter

Traditional residence halls . . . . .	\$1,144		
Nontraditional housing:			
	2-person units	3-person units	4-person units
20 meal plan . . . . .	1,304	1,216	1,179
14 meal plan . . . . .	1,216	1,128	1,091
10 meal plan . . . . .	1,129	1,041	1,004
5 meal plan . . . . .	978	890	853
No meal plan . . . . .	778	690	653

The quarterly board entitles a student to meals beginning with the evening meal the day residence halls open and ending with the evening meal of the last day of examinations.

Spring quarter graduates will be issued supplementary meal tickets valid through the evening meal of commencement day.

There will be no refund or adjustment for meals missed during the week or on weekends.

Residence halls are closed during the vacation periods indicated in the residence hall contract. Resident students must make advance arrangements with the Office of Housing and Campus Life if they need housing during these periods.

Special meal plans are available to non-resident students.

## 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 \$100 deposit which is held on account during the stu-

dent'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 the computer. 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).

## Payment Policy

### 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 as follows:

Autumn Quarter,	
1989 . . . . .	September 5, 1989
Winter Quarter,	
1990 . . . . .	December 5, 1989
Spring Quarter,	
1990 . . . . .	March 5, 1990

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

Autumn quarter	
October 5, 1989 . . . . .	40%
November 6, 1989 . . . . .	40%
Winter quarter	
January 5, 1990 . . . . .	40%
February 5, 1990 . . . . .	40%
Spring quarter	
April 5, 1990 . . . . .	40%
May 4, 1990 . . . . .	40%

*Note: Spring quarter graduates must clear their accounts completely by May 14, 1990, in order to receive their diploma.*

*Note: The extended payment plan can be utilized only after all financial aid, including loans, grants, etc., is applied to the student's account. The remaining balance would then qualify for the payment plan.*

Any unpaid, past due, or extended balance is subject to a finance charge as explained in the following section. If 20 percent of the total amount due is not received by the appropriate due dates (shown above), this will indicate that the student has chosen not to use the extended payment option, and 100 percent will be 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.



### **Unpaid Student Charges**

In general, a student who has delinquent financial obligations will not be permitted to register for subsequent quarters, attend classes, or order transcripts until such obligations have been satisfied. This includes early registration for Autumn quarter during the preceding Spring. If a student is allowed to preregister for Autumn with delinquent financial obligations, the student must pay in full all charges from the previous year by the first day of Autumn classes in order to remain enrolled.

The University reserves the right to deny enrollment or extension of credit to any student who does not meet past-due obligations or fulfill financial commitments to the institution.

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 regarding 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 and may be required to sign a promissory note (to be co-signed by the parents, if appropriate) for the owing balance of the account. If the terms of repayment 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.

### **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, 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.

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

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

### **Effect on Financial Aid**

If, during a quarter, a graduate student who is receiving financial aid drops courses to below a 6-credit load, such a drop 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 and Board Charges and Refund Information**

Students are referred to the undergraduate catalog for a complete listing of policies and procedures.

# 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. They 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 the 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 should file the FAF with the College Scholarship Service as soon as possible after January 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 should file the FAF with the College Scholarship Service as soon as possible after January 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 satisfy eligibility criteria as specified by the U.S. Department of Education and demonstrate financial need. Perkins Loans carry a simple interest rate of 5 percent 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.

**Stafford Loans.** Graduate students applying for a Stafford Loan (formerly called the Guaranteed Student Loan program) 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 and satisfy eligibility criteria as specified by the U.S. Department of Education 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 percent, 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 percent 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.

### Supplemental Loans for Students.

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, 1988 through June 30, 1989, was 10.45 percent. Repayment of principal, subject to the deferment provisions of the Stafford Loan 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 the level of services rendered. Students interested in 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 other denomination is eligible to receive a 20 percent tuition discount per quarter.

**Employment Opportunities**

**Campus Work.** Each year, the University offers several hundred on-campus jobs to students. Positions are available for students with financial need and to those who do not qualify for financial assistance.

**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 employed in an approved job on or off campus. In order to participate in a work-study program, a student must demonstrate financial need and be awarded work study as a part of the financial award.

**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 California, 1958; Ph.D., 1964. At SPU since 1976.

**Steven G. W. Moore, M.Div.***Vice President for Student Life*

B.S., McMurry College, 1974; M.Div., Asbury Theological Seminary, 1980. At SPU since 1989.

**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, M.B.A., C.P.A.***Vice President for Business and Finance*  

B.S., Seattle Pacific College, 1971; C.P.A., State of Washington, 1973; M.B.A., Seattle Pacific University, 1988. 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.***Associate Vice President for Academic Affairs; 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.



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