

1981

Seattle Pacific University Catalog 1981-1982

Seattle Pacific University

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SEATTLE
PACIFIC
UNIVERSITY

VIEWBOOK &
CATALOG
'81-'82



Application Materials Enclosed! All the forms you need to apply to Seattle Pacific (both graduate and undergraduate) are included in the back of this catalog. Also included are the necessary forms to apply for financial aid. Apply early and use the enclosed forms at the back of the catalog. See page 176 for complete details on how to apply to Seattle Pacific.

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SEATTLE
PACIFIC
UNIVERSITY
CENTENNIAL
DECADE



SEATTLE
PACIFIC
UNIVERSITY

VIEWBOOK & CATALOG '81-'82



David L. McKenna, President, Seattle Pacific University. "A visiting scholar set the mood for our 90th Anniversary Year when he said, 'If Seattle Pacific is what you say it is, then the School will be characterized by a note of joy.'

Appropriately so! For Joy is intertwined in the 90-year history of Seattle Pacific — a school Free Methodist pioneers chartered to glorify God through Christian higher education. That vision is still alive today, as you'll discover in the following pages of our '81-'82 catalog.

The next ten years will lead us through our Centennial Decade. Our goal is to develop students who are leaders in ideas and servants in action. Administration and faculty alike unite in this purpose — with a note of joy!"

Seattle Pacific University is operated under the auspices of the Free Methodist Church as a service to young people, regardless of denomination, who desire a college education that is academically sound and distinctly Christian. Founded 1891.

Curtis A. Martin, Senior Vice President.
 "The genius of Seattle Pacific is its holistic approach to life and education. Students are encouraged to use all of their gifts, of the mind and spirit, in the pursuit of learning. Because they have balanced the two, our graduates are known for both their intellectual and spiritual vitality. They have distinguished themselves and the University through their leadership and service."



Welcome to our campus

The year was 1891 when a handful of Free Methodist pioneers established a school in Seattle called Seattle Seminary. Located on the north slope of what is now Queen Anne Hill, the school consisted of one building, Alexander Hall.

As the student body grew, so did the Seminary, becoming Seattle Pacific College in 1915 and Seattle Pacific University in 1977. Today the Free Methodist Church remains the sponsoring denomination for SPU and its 2,700 students. But the campus has expanded significantly since those first trees were felled to make room for Alexander's gothic-like spires.

The roots of Seattle Pacific reach deepest on "lower" campus where majestic elms surround the Loop. Here, between a network of paths, open lawns meet buildings of different and



distinct architecture. Some, like Alexander and Peterson Halls, are graced with the dignity of age. Others like the Student Union and Crawford Music Building reflect a more modern period.

Moving up the hill, you'll encounter a cluster of buildings reflecting a more contemporary design. There's Gwinn Commons, Weter Memorial Library and SPU's classroom-administration building, Demaray Hall, with its sculptured clocktower.

Although located in a primarily residential district, SPU is just minutes away from the heart of downtown shopping, entertainment and restaurants. Seattle Pacific students find the peace to study but still enjoy the opportunities of a large city.

Still, there's more to the campus than meets the eye. One and a half hours away on Puget Sound's Whidbey Island is SPU's 135-acre Camp Casey. This rural beach front property is used for environmental studies and academic workshops. Blakely Island in the San Juans, just south of Vancouver Island, provides 965 acres of wilderness campus for field study and research.

Whether on the beach fronts of Casey or Blakely, or near the heart of downtown Seattle, Seattle Pacific's three campuses offer students a unique learning environment to pursue their college careers.



Alison Porter, Junior Mathematics Major, Anaheim, CA. "When I left California, I thought I was leaving behind the sunshine. But the beauty of the Northwest has really impressed me. I love Seattle Pacific University's campus and the city of Seattle. I couldn't ask for a nicer place to go to school."

Our great Pacific Northwest

Snow-capped mountains. Clear lakes. Miles of untouched timber.

Today, students who come to Seattle Pacific discover all this and more in the great Northwest. It doesn't take long to see that Seattle is a major metropolitan center — a home for thriving commerce, unlimited outdoor beauty and a burgeoning culture.

Few schools can boast of an environment like SPU. Although located in a quiet residential area, downtown metropolitan Seattle is just minutes away. The downtown skyline stretches almost from the University's backyard.



Silhouetted against the Olympic mountains is the 605-ft. Space Needle. At its base, the Seattle Center offers such attractions as the Pacific Science Center, opera, ballet, drama with the Seattle Repertory Theatre, performing groups, exhibits, and a host of other activities too numerous to mention. Nearby, the Kingdome is home to such year-round professional sports as Seahawk football, Supersonic basketball, Mariner baseball and Sounder soccer.

Seattle is surrounded by a generous network of waterways. Puget Sound is the entry port for a world-wide shipping industry. A bustling waterfront offers the best in seafood dining, curio shops and visitor attractions. Take a sail boat out on Lake Washington. Or take a lunch aboard one of several superfer-

ries that make daily trips to the San Juans and a host of other islands.

For summer and winter sports, there's beautiful Mt. Rainier. A majestic year-round backdrop to the Seattle skyline, Mt. Rainier provides an invigorating challenge to avid hikers and mountain climbers in the summer. Excellent skiing facilities in the Cascades are just an hour's drive from campus.

A metropolitan landscape. Scenic outdoors. A growing number of cultural, recreational and educational opportunities. That's Seattle and the Northwest. And the home of Seattle Pacific University.



Ernest A. Boyer, President, The Carnegie Foundation. "I am convinced that Seattle Pacific University is seeking uniquely to blend the dignity of vocation with the fundamental values of liberal learning and purposeful living. Their goal is to develop the educated heart, a dedication to fairness, a love for intellect and an equal commitment to God as Creator."



Defining our Christian mission

In the beginning, God called his creation good. Because of this, we at Seattle Pacific feel a divine responsibility to study and explore God's creation — the universe, our societies, our cultures and our lives. This is our ultimate purpose as an evangelical Christian liberal arts university.

However, although God called his creation good, human beings have usurped His authority by attempting to take control of their own futures. Life on earth has become broken and distorted.

Yet God, in His infinite love, seeks to restore human beings to their original wholeness. He came to earth in the God-man Jesus Christ to show us how we should live. By dying,

Christ paid the price of our wrongdoing and offers a loving forgiveness. His bodily resurrection guarantees our ultimate victory over sin and death. His Holy Spirit fills us with the power to love. And, He will return to complete history.

Our response to God's love is gratitude and joy. Care and concern for other human beings and for creation takes on new meaning. Through acts of caring we learn by following Christ's example that to lead is to serve.

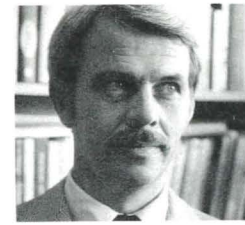
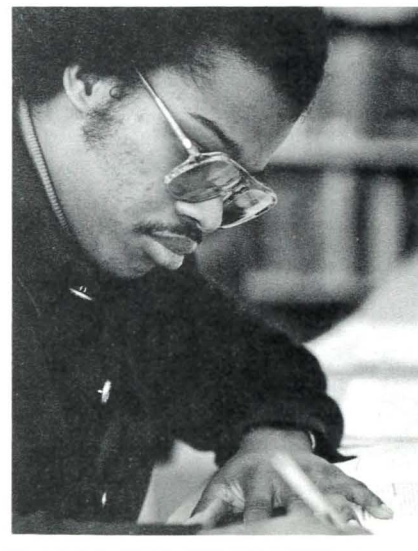
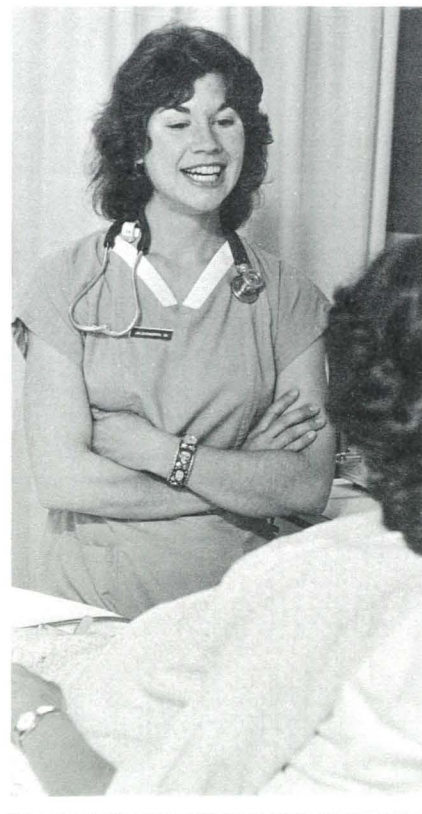
It is Jesus Christ Himself who offers the best example of what it means to be a scholar/servant. Jesus matured in learning as a boy in the temple. As he grew, His scholarship evolved in active, participatory service.

Students are challenged to follow this example by developing a scholar's mind plus turning their classroom knowledge into acts of service in the world. The scholar/servant then

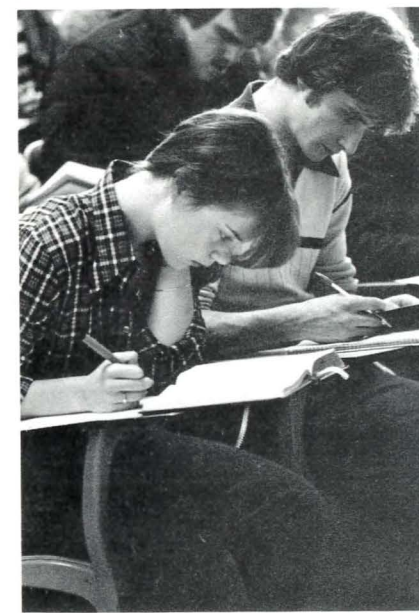
becomes a living example of Christian leadership — at home, on the job and in the world community. Leading through serving becomes the ultimate life-product of all who seek to follow in Christ's footsteps.

Based on this philosophy, of the Christian faith, Seattle Pacific stands unequivocally for (1) the inspiration of the Old and New Testaments, (2) the deity of Christ, (3) the need and efficacy of the atonement, (4) the new birth as a divine work carried out in the repentant heart by the Holy Spirit, (5) the need and glorious possibility of the born-again Christian being so cleansed from sin and filled with the love of God by the Holy Spirit that he/she can live a life of victory over sin, and (6) the personal return of the Lord Jesus Christ.

The University community seeks to nurture this faith and to express its concerns for each other in all aspects of University life.



David O. Dickerson, Vice President for Academic Affairs. "Learning at Seattle Pacific is hard but exciting work; it's an adventure which never comes to an end. Learning is a community process where all members help one another to grow. And, most of all, learning looks out beyond the personal development of knowledge and skills to the goal of effective service for God and others."



Becoming scholars and servants

With rising inflation and the pinch of decreased low interest loans, students more than ever are weighing the value of a college education. Is it simply a time of passing tests? Trading a set of grades for a diploma? A four-year interlude before entrance into the "real world?"

Not at Seattle Pacific University. The academic program at SPU 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 progressively (1) clarify and develop values as a member of an evangelical community, (2) integrate the disciplines, (3) develop an awareness of and sensitivity to aesthetic experiences, (4) develop the ability to initiate, influence, evaluate, accommodate and respond to change, (5) develop competencies applicable to immediate vocational goals as well as long range career decisions, (6) become a learning-oriented person, (7) become an able communicator, (8) mature in the integration of learning and the Christian faith, and (9) increase service effectiveness.

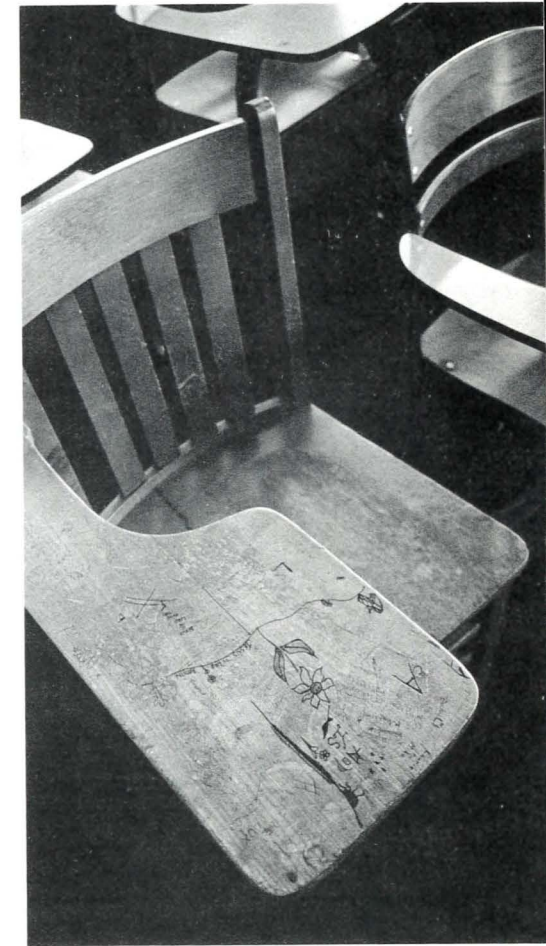
The academic program is defined by the Christian scholar/servant model. Faculty, themselves models of scholar/servants, challenge students to scholarship and lead them toward acts of service for others.

Translated through nine separate schools and 52 majors, SPU's curriculum places a strong emphasis on an interdisciplinary approach. An appreciation for inter-related subjects, expanded career opportunities and a greater sense of community are all benefits for blending and borrowing from multiple disciplines.

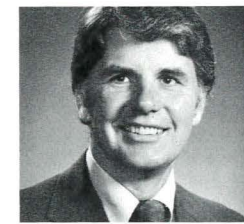
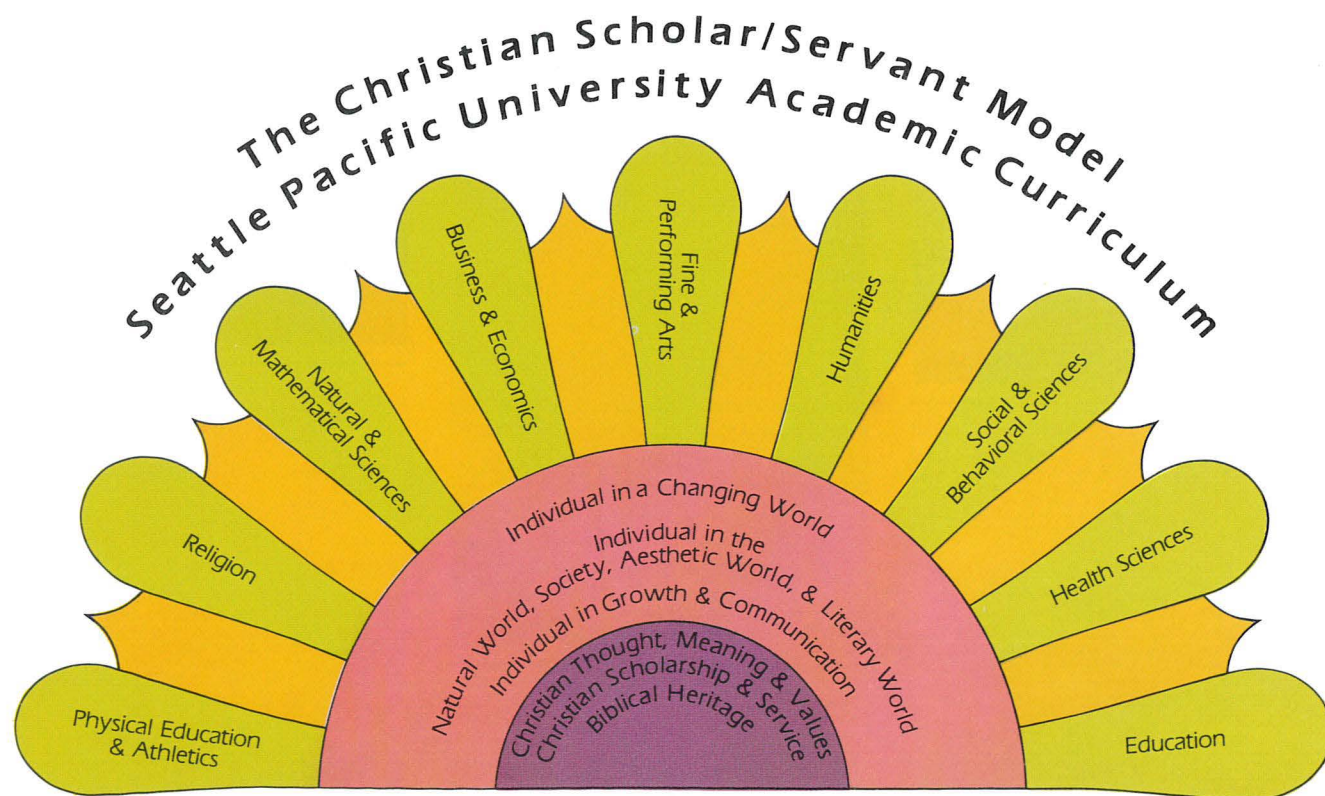
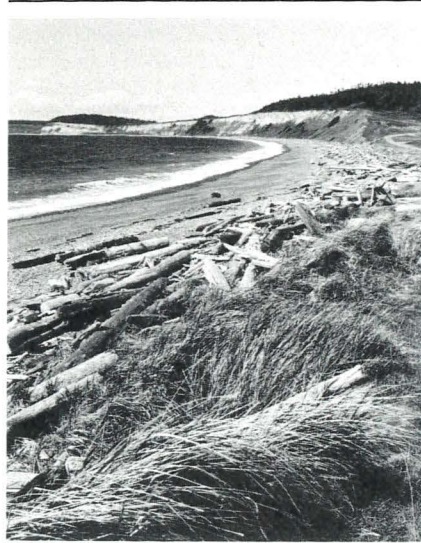
The regular academic year consists of three ten-week quarters. A fourth quarter, Summer Session, offers flexible scheduling of more hours per day but shorter terms. Between quarters, Inter-term courses have recently taken students as far away as England, Hawaii and Alaska. Summer study tours also offer overseas travel.

Unique to Seattle Pacific are its two island campuses, Camp Casey on Whidbey Island and rustic Blakely Island in the San Juan chain. Both campuses offer studies in physical, life and environmental sciences.

As you can see, an education at Seattle Pacific is more than just passing tests and getting a diploma. Instead, SPU offers an academic program where you'll sow the seeds of scholarship and service. And the rewards you'll reap will last a lifetime.



Joe W. Constance, Executive Director of University Advancement. "Like America's resurgence into outer space, Seattle Pacific has launched into a new frontier of Christian higher education. In the '80s, the adventure of learning that lies before us will be limited only by our own imaginations."



Jack McMillan, Executive Vice President, Nordstrom of Seattle. "Learning in the marketplace begins with an apprenticeship. I started out by selling shoes. Thanks to a growing number of internship opportunities, Seattle Pacific business majors are getting the 'hands-on' experience they need while still in school. They're literally putting their business knowledge to work."

SCHOOL OF
**Business
& Economics**

Are you looking for a business investment? One with short-range growth and long-term potential? Look no more. You've found it in SPU's School of Business.

Rapid growth, record numbers of students and a highly competent faculty all characterize the School of Business. It is an exciting place to prepare for a career in business, government or private non-profit institutions.

Employers seek SPU business graduates not only because they're technically skilled and academically competent but because they hold ethical standards that grow out of their Christian experience.

In brief, that's the goal of the School: to train students in business skills within the context of a Christian environment.

A blending of liberal arts and technical business training is the focus of the School's curriculum. Major fields of study include accounting, economics, finance, management and marketing. Within each area, courses are taught by faculty persons who bring an admirable blend of academic expertise and professional field experience.

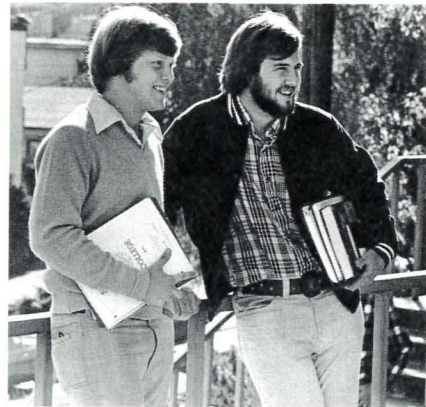
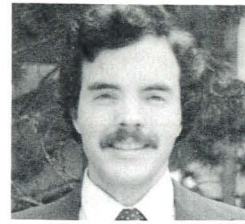
Internships in local businesses are an important part of the School's program. Students are placed in jobs that give them firsthand experience in their area of study.

Soon to be under construction is a \$1.2 million facility to house the School of Business. It's one more reason why SPU's School of Business offers students a strong return on their investment.

For a detailed description of courses and requirements in the School of Business, see page 43 in this catalog. To make an appointment with a Business faculty member, call 281-2970.



Steve Gallagher '79, Band Instructor, Sumner Junior High. "At Seattle Pacific, I discovered professors whose love for Christ went beyond their work. They took the time to help me one-on-one, both musically and personally. If a professor was willing to care for me like that, then the same personal attention is the least I can give to my band students."



SCHOOL OF
Education

Academic competence. Enthusiasm. A genuine concern for others.

That's a description of a teacher who's been trained at Seattle Pacific.

These teachers are special people. They know that leadership in the classroom is defined by service to their students. It's an outgrowth of their Christian faith because service to God means service to others. And that's what our teachers are known for.



The School of Education strives to encourage these concerns in students by integrating scholarship and the Christian faith with professional practice. In the past five years, the School has placed an average of 75-80% of its graduates who actively sought teaching positions. This is the highest placement level in the Northwest and one of the highest in the nation.

Fully accredited at both the undergraduate and graduate levels, the School of Education prepares students to meet the requirements for the State of Washington elementary and secondary teaching certificates. The School also administers teaching programs for P.E. and athletics. Students can receive training for teaching, coaching or professional preparation in health education.

At Seattle Pacific students are training to become teachers of reading, math, music, social studies, science and special education. They're preparing themselves in scholarship and service in order to help others prepare for life.

And that's why teachers from Seattle Pacific are special people.

For a detailed description of courses and requirements in the School of Education, see page 51 in this catalog. To make an appointment with an Education faculty member, call 281-2214.



Joy Mohr, Senior Vocal Performance Major, Seattle, WA. "Solos are fun to sing, but there is something special about singing in a choir. There's a tremendous sense of unity that comes from joining with a large group of voices. Together, our goal is musical excellence. At SPU, I've discovered that excellence is what God wants from all creative artists."

SCHOOL OF
Fine & Performing Arts

Creativity. It lives through the sculptor's touch, the actor's glance, the musician's ear. It's the thread that binds together the visual, dramatic and musical arts offered at Seattle Pacific through the School of Fine and Performing Arts.

The arts have special meaning for the Christian. As part of God's creation, the arts are meant to be enjoyed by all, not merely to serve a talented few. Therefore, students at Seattle Pacific are encouraged to increase their artistic awareness and appreciation for the world's cultural and religious heritage. A growing number of student art shows, greater participation in dramatic productions and increasing numbers of student voice and instrumental groups testify to Seattle Pacific's emphasis on personal expression through the arts.

Seattle Pacific is fortunate to have its own resident professional theater troupe, the Taproot Theater Company. Taproot gives students a chance to work closely with professionals in Christian theater. Company members direct student drama groups, teach classes, direct internships and stage major productions throughout the year.

Bachelor's degrees offered within the School include art, dramatic arts, music education, music in the church, music pedagogy, performance and music theory and literature. Students may also design their own individual programs.

Upon graduation, students who have majored in art, drama or music pursue careers in performance, education, church ministries and related fields. Many graduates also go on to graduate school.

For a detailed description of courses and requirements in the School of Fine & Performing Arts, see page 63 in this catalog. To make an appointment with a FPA faculty member, call 281-2205.



Dallas Viall '78, Instructor, Primary Care/Family Nurse Practitioner. "As an SPU nursing student and now as a faculty member, I've seen our program from two sides. What I've discovered is faculty and students growing together both personally and professionally. Certainly men and women study nursing at SPU to gain professional skills. But their motivation is to serve their patients with Christian love and concern."



SCHOOL OF
Health Sciences

Treating the needs of the whole person: biological, psychological and spiritual. That's the commitment of the School of Health Sciences' faculty as they train graduates to meet the health needs of today's human beings.

The School offers pre-professional training in the health-related professions of dentistry, medicine, medical technology, dental hygiene, medical records administration and physical therapy. However, the main emphasis of the School is the nursing program.

Fully accredited by the National League for Nursing, this four-year program includes nine quarters of clinical nursing, a hospital internship beginning in the sophomore year, and a selected area of specialization during the senior year. Graduates receive the B.S. degree and are eligible to take the required examinations for certification as a registered nurse.

Student nurses are encouraged by faculty to view and practice nursing as an expression of God's love through service to people. The Christian nurse offers a special kind of hope in a profession that daily confronts the reality of life and death.

Through their own Christian faith, combined with advanced technical training, graduates from the School of Health Sciences seek to meet the health needs of others in a Christ-like manner.

For a detailed description of courses and requirements in the School of Health Sciences, see page 75 of this catalog. To make an appointment with a Health Sciences faculty member, call 281-2233.



Joyce Q. Erickson, Professor of English. "If we believe that literature has the power to affect human life for good, then we must also concede that it has the power to affect human life for ill. But, because Christians also believe that God's creative power can be discerned in human creations, they undertake the risks of reading joyfully. It's that sort of discernment which softens the risks."

SCHOOL OF
Humanities

"Language is the light of the mind," said philosopher John Stuart Mill.

Today, in the School of Humanities, Mill would find the light shining brightly as students and faculty encounter language — both spoken and written — and discover how it reflects human ideas and experience.

Students in the School seek to discover and understand the works of the great analytical thinkers and imaginative writers. This knowledge is then compared and contrasted to God's revelation to man as expressed in the Christian faith.

From techniques in public address to the skilled rhetoric of Cicero; from the college essay to the British classic, study within Humanities means fostering the art of communication. The major may be English, European studies or philosophy but the challenge remains the same: to develop critical thinking, responsible speech and imaginative writing.

Students learn to understand the various views which have influenced the Western world but at the same time are challenged to develop personal values and a philosophy of life.

Disciplines within the School of Humanities include communication, English, European studies, humanities, French, German, Russian, language study and philosophy.

Increased communication skills and an appreciation for culture are hallmarks of Humanities graduates. Not only are they prepared to enter the marketplace but in the process have become responsible participants in society.

For a detailed description of courses and requirements in the School of Humanities, see page 85 in this catalog. To make an appointment with a Humanities faculty member, call 281-2036.



Ronald C. Phillips, Professor of Biology. "My 21 years at SPU have repeatedly shown me how the seed of an idea can blossom into a wide-open academic adventure. Marine biology in Hawaii, desert camping in Arizona or Alpine backpacking in the Cascades are all experiences that continue to take students (and their professors!) into a whole new creative world of learning."



SCHOOL OF Natural & Mathematical Sciences

In the School of Natural & Mathematical sciences, students investigate the knowledge and methods of science and mathematical systems. Faculty members seek to show the inter-relationships of science with other disciplines and point out the possibilities and limitations of science for solving human problems.

The faculty recognizes that mastery of facts and figures alone is not sufficient for preparing scientists or informed citizens. Therefore, students are encouraged to evaluate scientific knowledge in the context of Christian values.

Science and math students study in the modern labs and facilities within the Miller Science Learning Center. Once an enormous manufacturing building, the MSLC has been totally "recycled" into one of the outstanding educational facilities of its type. Colorful graphics, multiple laboratories, modern equipment and flexible space all combine to make the MSLC a unique place to learn.

Home economics, a popular division within the School, offers majors in general home economics, foods and nutrition, textiles and clothing, and elementary and secondary education. Also available is a cooperative program in fashion merchandising with the Fashion Institute of Technology in New York City.



Primary majors within the School include biology, chemistry, computer science, engineering science, home economics, mathematics and physics. The School allows for independent study, research, seminars and individualized courses. In addition, SPU has campuses on Whidbey Island in Puget Sound and Blakely Island in the San Juans. These unique settings provide natural laboratories for studies in ecology, marine biology and environmental studies.

For detailed courses and requirements in NMS, see page 101. To make an appointment with an NMS faculty member, call 281-2140.



Linda Olsen, Sophomore Pre-Major, SPU Gymnast, Bremerton, WA. "At SPU I've found that men and women in athletics choose to support one another — their teams and their individual sports. This positive atmosphere makes athletics fun. My satisfaction comes from performing, whether it's practicing alone or competing in championship competition."

SCHOOL OF Physical Education & Athletics

A new concern for physical fitness has swept across the country in recent years. Racketball. Road races. Fun runs. Exercise clinics. Marathons. Cycling. Roller skating. They're all part of the craze to be physically fit.

In the School of PE & Athletics, physical fitness is more than a craze. It's an outgrowth of the University's commitment to develop the whole person. The School seeks to promote a physically active lifestyle for all students.

A person who exercises or regularly competes not only becomes healthier but also demonstrates responsible Christian stewardship of the body that God created.

Students within the School can train to become teachers and athletic coaches, or they can receive professional preparation in health education. For persons interested in recreation as a profession, a major in recreation leadership is available. This major provides options in three sub-specialties: sports and activities, health fitness and/or camping.

Another unique opportunity within the School is the Leisure Activities Program. Besides encouraging physical health, this program emphasizes the value of lifetime sports — the camaraderie and friendships developed, the feeling of personal accomplishment, and the appreciation for the physical activity itself.

Athletic competition is also part of the School. The SPU Falcons compete on the Division II level in the NCAA and AIAW. Varsity sports include basketball, soccer, track & field, cross country, crew, tennis and gymnastics.

Whether in professional preparation in physical education, developing a lifetime sports program, or intercollegiate athletics, the School of PE & Athletics is proud of its role in helping develop the whole person at Seattle Pacific.

For a detailed description of courses and requirements in the School of Physical Education & Athletics, see page 121 in this catalog. To make an appointment with a P.E. faculty member, call 281-2085.



Carol Watson '71, Exec. Asst. to the Supt., Pacific N.W. Conf., Free Methodist Church.
 "As a missionary in Japan, I found that sharing the Gospel begins by building relationships. Seattle Pacific inspired me in both my faith and my friendships. I was exposed to committed Christian men and women whose words and lives were instrumental in my making a life commitment to Christ."



SCHOOL OF Religion

When Seattle Pacific University was founded in 1891, it was chartered as "a Christian school whose pupils are trained and educated for the work of proclaiming the gospel of the Lord Jesus Christ in foreign countries."

Today, the original missionary aim of the University is even more diverse. Alumni are not only spreading the gospel around the world but around the corner as well. And, not only in traditional Christian careers such as the ministry and missions but also in non-conventional positions like doctors, lawyers, teachers, nurses, engineers and many others.

Regardless of how students feel called to serve Christ in the world, the School of Religion offers resources to make their ministries more effective.

The School seeks to emphasize that the ordinary routine and extraordinary events of life are intimately related to all of God's creation. Students are encouraged to adopt the Christian perspective that affirms the individual as a whole person created to love God and serve others.

Biblical truth becomes the foundation for integrating classroom learning and Christian vocation into a meaningful and fulfilling ministry.

Religion, Biblical studies, Christian mission and Christian education are majors which offer pre-professional and

professional preparation for the pastoral ministry, lay leadership, missions, teaching and youth/church/parachurch educational ministries. Other majors include religion/Greek, religion/philosophy, and an individualized major designed by the student and faculty adviser.

A master of Christian ministries degree is also offered within the School of Religion. Flexibility which allows students to specialize in a wide variety of Christian service organizations is the hallmark of this program.

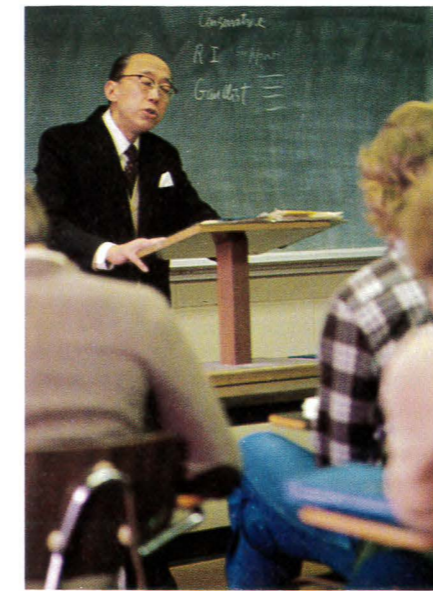
For a detailed description of courses and requirements in the School of Religion, see page 129 of this catalog. To make an appointment with a School of Religion faculty member, call 281-2158.



C. Melvin Foreman, Professor of Sociology.
 "An angler would like Seattle Pacific students because most of them take the bait the first day of class and run with it. It's in this kind of atmosphere that teaching becomes a joyous and affirming way to spend one's life."

SCHOOL OF Social & Behavioral Sciences

How do we act and live — alone, together, in a family or as a nation? Which system of justice will we choose to live by? How will yesterday's history shape tomorrow's events? What are constructive uses of power?



At Seattle Pacific University, students seek answers to these and other related questions in the School of Social and Behavioral Sciences.

Through a scholarly faculty, students are guided to better understand and appreciate individual and societal behavior in light of their own culture. Special attention is devoted to the practice of Christianity in society so that students begin to see what it means to become a scholar and a servant in today's urban, secular environment.

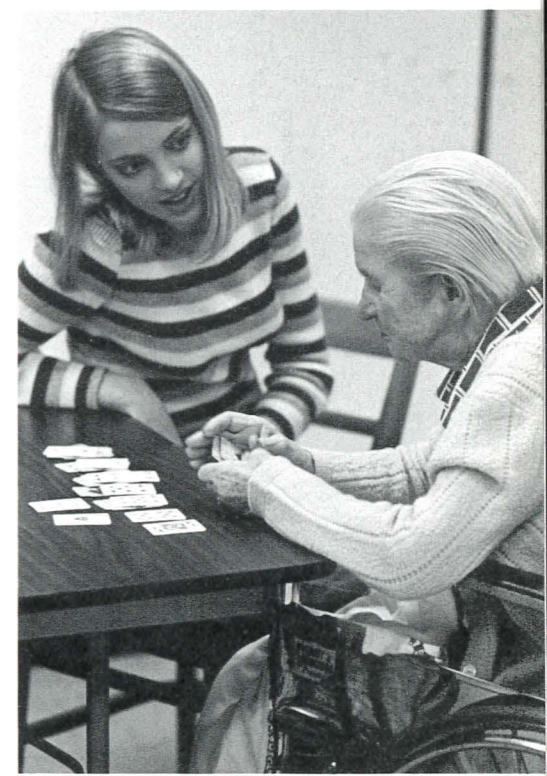
Disciplines within the School include anthropology, economics, geography, history, political science, psychology, and sociology. Interdisciplinary studies such as urban studies, sociology/anthropology or a variety of other student-designed options are also available.

Each discipline within the School can lead to a practical and applied sub-field or career. For example, political science can lead to law and public administration; sociology to social work; geography to urban planning; psychology to all areas of human performance, and so on.

Students seeking careers in one of the social sciences often need graduate school training to obtain advanced positions. However, majors within SBS are designed to provide general training for those wishing employment immediately upon graduation. Students can enhance their employment oppor-

tunities by enrolling in internships and other practical work relationships in the Seattle community while studying at Seattle Pacific.

For a detailed description of courses and requirements in the School of Social & Behavioral Sciences, see page 139 in this catalog. To make an appointment with a SBS faculty member, call 281-2165.



Grayson Capp, Professor of Chemistry, Natural & Mathematical Sciences. "An expectation of academic excellence and a personal interest in each student that says 'I care' are characteristics of SPU professors. They really try to know their students. This means taking time to listen, talk and interact. Helping students take both their studies and Christianity seriously is the goal we all strive to attain."



A faculty that loves to teach

"It's too much for me. I will never learn it."

Young Mark Twain stood on the banks of the Mississippi and admitted that it would take him longer than a week to be taught the ways of the river. But thanks to his teacher — a riverboat captain named Horace Bixby — Twain's wave of frustration evaporated. He saw that learning was

a lifetime project. He plunged in and came up, again and again, with new stories to tell.

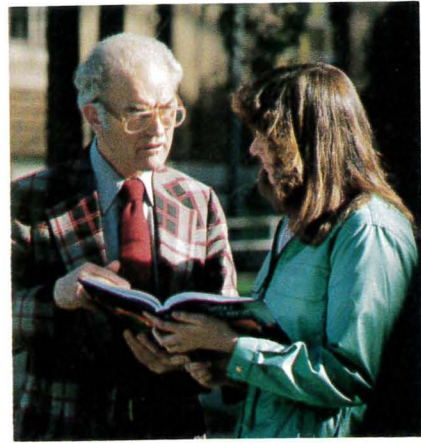
Thanks to the faculty at Seattle Pacific, students are trained to navigate the deep waters of academia. They are taught that education is not learning all the answers, but learning how to find them — learning the art of discovery. This way academic excellence is not lost; it remains preserved as a treasure that rewards a student's continued pursuit of learning.

Over 75% of the faculty hold Ph.D.'s from distinguished colleges and

universities throughout the nation and the world. The *Harvard Business Review* and *Christian Scholars Review* are examples of the range and diversity of the recognized publications in which SPU faculty have published articles during the past academic year. Professional conferences worldwide continue to request Seattle Pacific professors, who are enjoying growing reputations in liberal and professional fields.

Seattle Pacific faculty members come from a variety of distinguished academic backgrounds and evangelical traditions. But they all hold two things in common: a pledge to professional scholarship and a personal commitment to Jesus Christ, both of which, they realize, are necessary if teaching is to be respected and life-long learning meaningful.

"We're a teaching university," declares Vice President for Academics, Dr. David Dickerson. "The ability of the faculty to teach almost anytime, anywhere, is the number one criterion for academic performance." Whether they're assisting a student internship in a downtown Seattle business, leading a biology tour to an Arizona desert or holding an evening seminar in their own living rooms, SPU professors are equally at home in the belief that learning comes by doing. They continue to encourage students to put textbook theory to the test. They know that once out of the classroom, students must discover how scholarship and faith can be united to serve in a secular world.



George E. McDonough, Director, Learning Resources. "Seattle Pacific's Learning Resources Center is becoming the chief link between stores of valuable research information and the University community. New technology allows us to offer a level of service that seemed unimaginable only a few years ago."



Our resources for learning

Innovative classroom structure. At Seattle Pacific this phrase often refers to a fresh approach to classroom instruction: an animated lecture, an intense honors seminar or a lively roundtable debate between professors.

But innovative classroom structure is also an apt description of the facilities themselves. Seattle Pacific students are fortunate to enjoy a network of functional and aesthetically pleasing physical learning spaces. Spread over the 35-acre Seattle campus, the buildings, recognized by their traditional brick or modern faces, are better known for the many ways in which they meet the student's educational needs.

At the heart of this network is the Learning Resource Center, which includes Weter Memorial Library. This three-level facility provides students a pleasant, functional "home" for study and research. Approximately 110,000 volumes, including audio-visual materials, are arranged on open shelves for easy access to readers. Additional shelving has been purchased to hold some 50,000 more volumes as the collection grows by some 5,000 new titles each year.

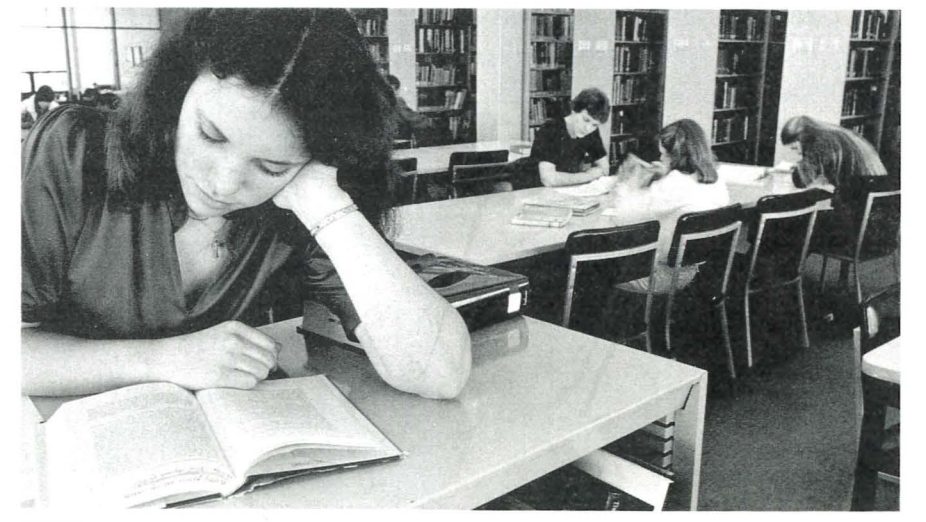
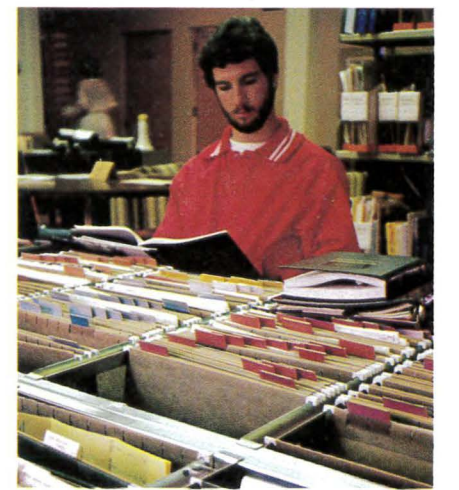
The University has an expanding microfiche collection currently numbering over 160,000 items. The library receives over 900 periodicals regularly.

Also available are microfilm, microcard and microfiche readers, audio-visual carts, closed-circuit television stations, and low-cost duplicating facilities.

Audio Visual Services maintains and circulates projectors, record players and both audio and video tape recorders to both faculty and students. The Curriculum Library contains textbooks and teaching aids from leading publishers, geared to enhance the quality of teacher preparation and growth on the elementary and secondary levels.

As a member of the Washington Library Network, the Learning Resources Center can provide computer access to recent holdings in over 50 libraries in Alaska, British Columbia, Washington, Oregon and Idaho. It also makes available 100 data bases through Lockheed's DIALOG Information Retrieval System via satellite.

The latest of eleven major buildings constructed in the past two decades is the nationally-acclaimed Otto M. Miller Science Learning Center. Other classes in the University's nine schools are held in a variety of buildings on campus, ranging from historic Alexander Hall to Demaray Hall, the modern classroom/administration building.



Rob Honcoop, Senior Chemistry Major, Edmonds, WA. "The summer I spent in Thailand ministering to the refugees allowed me to see human need like I've never seen before. Their concerns, both physical and spiritual, soon became my concerns. Thanks to this experience through Seattle Pacific, I've come to identify with the hurting people in the world. I now know more fully what Christ's call to serve really means."



Affirming our Christian experience

The Christian experience. Some let it go to sleep in a church pew. Others bury it in a Holy book. Still others put it on display in some distant, stained-glass window. Comfortable, tired and cold.

This is not the kind of Christianity you'll find at Seattle Pacific. Instead, we emphasize Christian experience based upon the Bible's claim that God

became a man in Jesus Christ in order to show us how He wants us to live. Growing in the Christian faith is the process which we strive to accomplish.

Part of this process takes place in chapel. Three times a week, one hour per session, students and faculty meet in the University church. The theme of the chapel program is "Communion, Celebration and Confrontation." Students commune with God and each other through programs of worship and praise. They celebrate through music and song. And through special speakers and lecturers, they confront new and exciting viewpoints and ideas surrounding their faith.

Weekly Cadre sessions bring students, faculty and staff together in a small group setting for Bible study and prayer. Numerous informal fellowships gather in residence halls and give students a chance to exchange personal concerns.

At Seattle Pacific, like anywhere else, the Christian body can get flabby when faith isn't exercised. So, we challenge students to work out what they believe through Christian outreach activities designed to be creative and dynamic examples of faith in action.

For example, Urban Involvement places students in a variety of challenging city settings which range from orphan homes to soup kitchens. Operation Outreach sends men and women to mission fields world-wide each summer. Most recently, teams of students have volunteered, and risked their lives in Cambodian refugee camps in Thailand to help feed and care for thousands of people in need. Reach Out, an annual missions conference, highlights mission organizations for a growing number of SPU students who are turning their summers into months of service.

The Christian experience. At Seattle Pacific, it's not something you're forced into. But for the student who's open, SPU's commitment to an active evangelical faith can mean the chance to experience the worthwhile message and meaning of belonging to Jesus Christ.



Campus Preview '82. Meet the Profs. Mini College. A jazz concert and basketball game. These and many other events are all part of SPU's Campus Preview February 19-21, 1982. Join over 400 prospective students for a sneak preview of college life in one action-packed weekend. Interested? Call the SPU Admissions Office for details at (206) 281-2021. Make your reservations today!

Enter a world of creativity

Students come to Seattle Pacific as artists, actors, musicians, orators and writers. Some are diamonds in the rough; others are already polished. In either case the University strives to provide an environment in which students are able to express their creative talents.

For musicians, there's the chance to join any one of several student groups. These include the Seattle Pacific Singers, Symphonic Wind Ensemble, Symphony Orchestra, Jazz Ensemble and Concert Choir. These are groups of special note, highly regarded for their concerts in churches, high schools and at a host of other sites.

Annual auditions are held each year for each organization. Then in the spring, the groups go on West Coast performing tours.

At SPU, musicians don't rest entirely on these official University groups. Students are also known to spontaneously sing or play their way into any number of instrumental ensembles or folk combos.

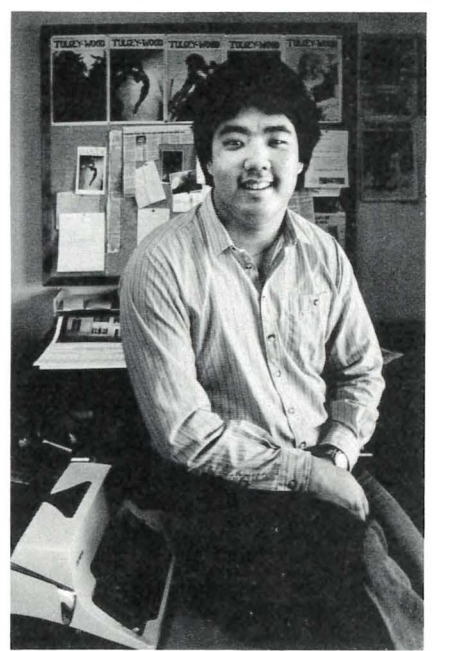
For those who love the stage, there's the Chancel Players who display their theatrical talents to the applause of school and church audiences throughout the Northwest. This student ensemble of six performs almost

exclusively original stage material. On campus, the department of dramatic arts presents three major performances a year. The Seattle Pacific forensics and debate teams regularly attend the regional and national Pi Kappa Delta tournaments.

Student journalists may write for the FALCON, SPU's student newspaper, or TAWAHSI, the University's yearbook. Those interested in creative writing find expression through ESSENCE, a student literary publication.

Artists find expression at SPU, too. Painting, sculpture, drawings and other creations by student artists are shown in a series of exhibitions at the University's Art Center/Gallery.

Seattle Pacific invites students to let their own artistic expression flow through University-related programs or into a form of one's own making. At SPU creativity is limited only by the student's imagination.



Alvin O. Austin, Vice President for Student Affairs. "Students at SPU deal with the issues of life. Upon leaving the University, they possess many of the necessary skills for successful living. They know how to accept responsibility for themselves and their actions. Equally important, they've learned the qualities of sharing, caring, tolerance and integrity in their relationship with others and with God."



Residence life: all in the family

No one was more surprised than Gayle Buckley to read that Seattle Pacific has no dormitories. His reaction was understandable because Gayle Buckley had just become Seattle Pacific's director of residence life.

"Webster's says a dormitory is 'a room for sleeping, a hall providing sleeping rooms.' Well in that case Seattle Pacific doesn't have any dormitories. At SPU, students don't sign up for a sleeping room; they come to live like a family, sharing their concerns, struggles and support for each other."

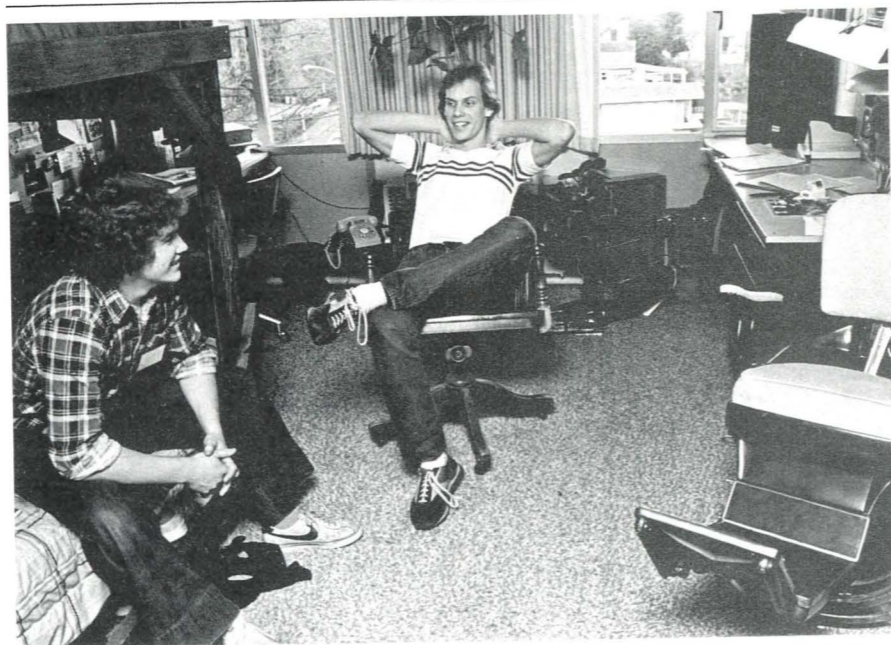
At Seattle Pacific, a residence hall means "community" — a home away from home where students come together in order to grow academically, socially, physically and spiritually. Whether with roommates, or members of their floor, students in a residence hall learn about themselves and others by making responsible decisions together.

People come to Seattle Pacific to get an education. But what they learn from life in a residence hall can't be found in a textbook. What can take the place of 20 opinionated students listening, debating and finally discovering a way that stereo music and study can peacefully coexist on a week night?

Witness another group of students who all finally agree on their floor's visitation hours and your confidence in the group-decision process will be restored.

Instances like these aren't the exception. At SPU they're continuing examples of students investing themselves in one another and being rewarded by worthwhile community.

Seattle Pacific provides residence halls and food service for approximately 1,500 students. Five buildings on campus — Ashton, Hill, Marston, Moyer and Watson Halls — are home for a majority of students. While their size, age and architecture vary, each hall



has a functional interior and is similar in comfort and decor.

Most rooms are for two students. Each is supplied with single beds, mattresses, desks, drawers and chairs. Students bring their own bedding. Requests for roommates are usually honored if both applicants mail their room deposits before June 1.

Spread throughout the campus and the nearby community are five apartment groups and University-owned houses. These facilities are reserved for upperclassmen and offer the advantage of kitchen and living room areas. All are within easy walking distance of classrooms and other University sites.

Available to all students are a variety of programs designed to develop the whole person. Offered through the Office of Student Affairs (SUB, second floor), these programs include student programming, academic support services, financial aid, career planning, placement and internships, campus ministries, commuter student programs, international student services, minority affairs, overseas study and travel resources. Health services, found in the Health Center, and the Counseling Center (offices), located in Tiffany Hall, are also coordinated by OSA.



So what is residence life at Seattle Pacific? It's residence halls rather than dormitories. It's student services that help meet your academic, personal and career needs. And above all, it's people: other students and staff who explore beliefs, choices and differences of opinion in the context of a Christian community.



Rene Reed, Senior Home Economics Major, Napa, CA. "When I first moved to Watson I really didn't know what to expect. What I found is a real home away from home. The girls are caring and concerned people, willing to help me out or just pop in to talk. We have a lot of fun but we study hard, too. It's this type of balance that makes Watson a good place to live."

"Around campus, Moyer is known as a very tight community, a family that likes to do things together. We took first among all other halls during last year's Homecoming spirit competition.

Bible studies and our own Moyer Fellowship on Thursday evening bring people together. And almost every night you're sure to find a big group of students gathered on the steps of Moyer Foyer, studying, talking or just taking a break."

**Melanie Muraoka
Moyer Hall**

"Marston Hall used to be known as a quiet, reserved place, but I've found it to be real outgoing. Guys and girls here support each other's intramural teams to the max.

In Marston, we help one another out like family members. Once, I forgot to take my clothes out of the dryer. Then I got to the laundry room, there they were — on top of the dryer and all neatly folded. I was impressed!"

**Clint Beymer
Marston Hall**

"Sure, a lot goes on in Ashton: floor brothers and sisters exchange presents; guys on sixth floor are known for having stereo wars; people always going on late-night runs to McDonalds. But people respect your wish to study here too.

Because Ashton is on upper campus, some kids don't like the steep walk uphill. Not me. It's a good way to burn off some energy. Besides, who else on campus can boast of the incredible view Ashton residents have of Seattle."

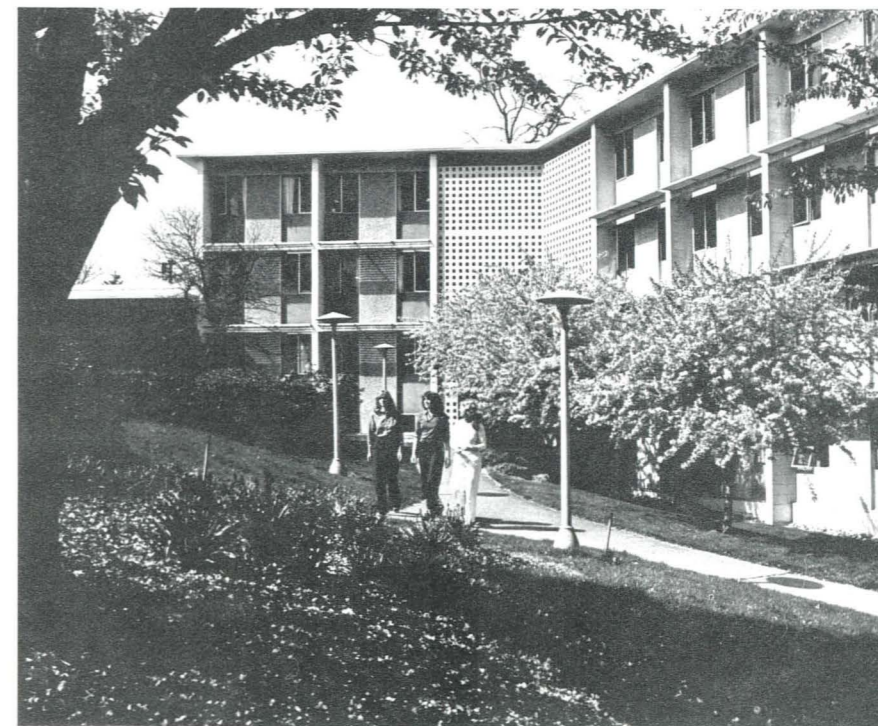
**Barry Silveira
Ashton Hall**



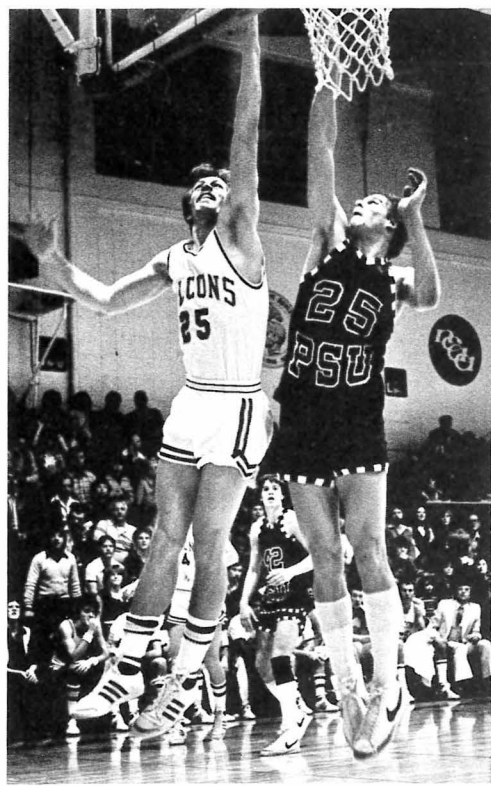
"Privacy and a greater sense of independence than I found in an on-campus hall are what I enjoy about an off-campus apartment like Robbins. Having your kitchen and living room makes the place feel like home. We miss some of the activities of a residence hall. But that doesn't mean we don't have community spirit.

Last weekend the whole apartment got together for a great banquet dinner on board a Puget Sound ferry that took us to Bremerton and back."

**Glenda Royer
Robbins Apartments**



Keith R. Phillips, Athletic Director. "An athlete who experiences the pain and rigor of a long season learns that dedication is not something to merely declare; it is something that must be demonstrated. At SPU the athletic experience provides a unique laboratory where men and women demonstrate the dedication that will help prepare them for a meaningful life of work and service."



Falcon Frenzy — it's catching

Falcon Frenzy. You can feel it at a basketball game. A soccer match. A cross country meet. Wherever the Falcons compete, you're bound to pick it up. It's the fever of athletic excitement that's on the rise at Seattle Pacific.

Falcon Frenzy has struck most often on the soccer pitch. Seattle Pacific's soccer team won the NCAA Division II national title in 1979. Cliff McCrath's gritty squad has netted berths in championship play in six of the past seven years.

The men's varsity basketball program has also felt the frenzy. The reason is a new head coach, Jim Poteet. Poteet came to SPU as former head coach of Athletes in Action USA. During 1979-80, his AIA team compiled a 37-8 record against the premiere college teams in America. Poteet's assistant is Claude Terry, former NBA-ABA star with the Denver Nuggets, Buffalo Braves and Atlanta Hawks.



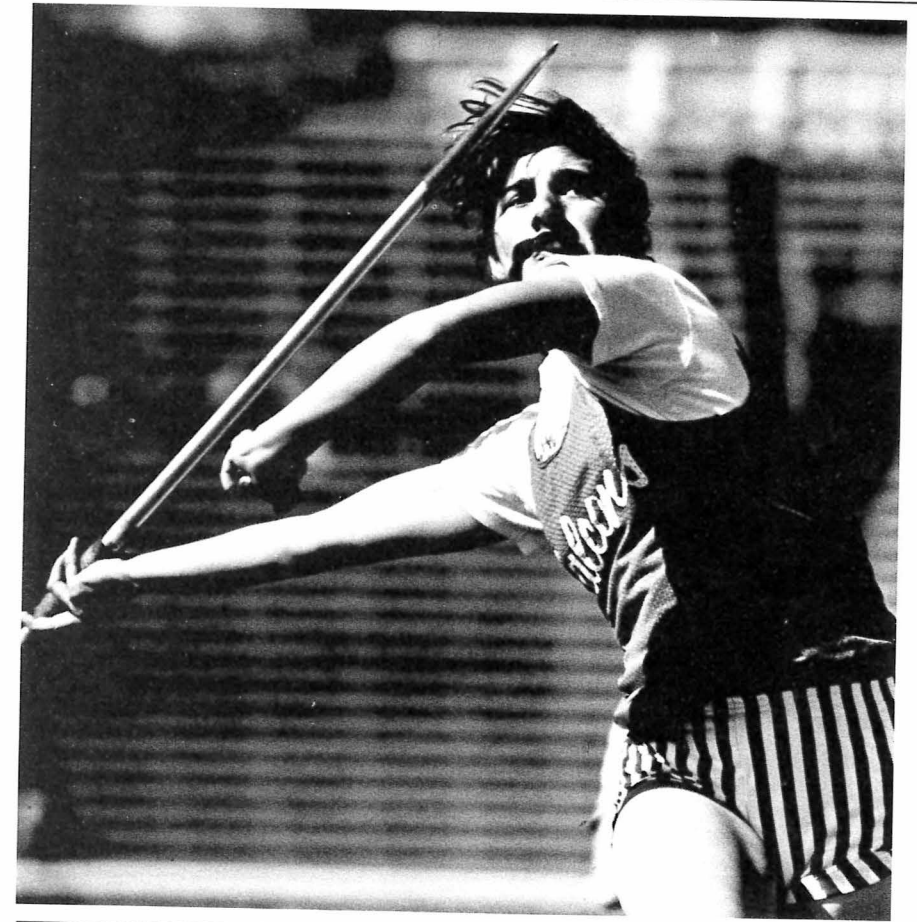
Bruce Raney, Business & Economics Major, Soccer Player, Seattle, WA. "My biggest thrill playing soccer at SPU was winning the national championship in 1979. The day-to-day rewards continue. The team is like family and the support we give one another pays off on the field."

Along with the new coaching staff, new facilities have also added to the current enthusiasm. Brougham Pavilion, home of the Falcons, has been remodeled into an attractive basketball and recreation facility.

Women's athletics has enjoyed outstanding success at Seattle Pacific. In 1980 the Falcon women won regional titles in crew and track. Last fall, SPU's women's cross country team placed second in the national championships. The women's program also includes competitive basketball and gymnastic teams.

In addition to intercollegiate athletics, a comprehensive program of intramural and recreational sports is open to all students. Swimming, softball, golf, bowling and some 20 other activities have organized tournaments, small group instruction and free play. Recreational facilities are accessible to students seven days a week.

Falcon Frenzy. From varsity sports to intramurals. It's a feeling that's catching at Seattle Pacific University.



Application Materials Enclosed All the forms you need to apply to Seattle Pacific (both graduate and undergraduate) are included in the back of this catalog. Also included are the necessary forms to apply for financial aid. Apply early and use the enclosed forms at the back of the catalog. See page 176 for complete details on how to apply to Seattle Pacific.

Social expectations

The people of Seattle Pacific University find their historic roots in evangelical Christianity. It is in response to the tradition of these people that the University's social expectations are articulated. Evangelical Christians always have been guided by standards of health, moral integrity, social consciousness, and effective Christian witness. In order to encourage individual behavior guided by these standards, students agree to abstain from:

- 1) violation of local state, or federal laws;
- 2) participation in sexually immoral activities (including extramarital and homosexual activity);
- 3) activities which disrupt the educational process of the University;
- 4) use of tobacco or alcoholic beverages;
- and 5) acts which involve drugs, gambling, or dishonest behavior.

Those participating in these activities are subject to denial of admission, cancellation of registration or disciplinary action. The University, however, maintains respect and concern for an individual and provides a redemptive procedure with application of the principles of due process.

In order to maintain an effective Christian witness, students are expected to avoid questionable practices in enter-



tainment, conduct, and appearance. Social dancing is not permitted on or off campus as a University-sponsored or University-related activity. Students entering Seattle Pacific indicate their interest in the University's goals and adherence to its standards. A student's signature on the application for admission signifies an agreement to conform to the social standards of Seattle Pacific University. Non-matriculated students admitted to special programs of the University are expected to acknowledge these goals by maintaining the personal standards of the institution while on campus or 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. Both publications are mailed to incoming students.

ACADEMIC PERSPECTIVES



Standards of Scholarship

Emphasis on Scholarship

Seattle Pacific University seeks to inspire in each of its students a sincere appreciation for genuinely scholarly work and an earnest desire to study. The faculty/student Academic Policies Committee has immediate jurisdiction over all questions pertaining to scholarship and is responsible to the faculty for maintenance of the University standards.

Accreditation

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

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

The nursing curriculum is accredited by both the National League for Nursing and the Washington State Board of Nursing.

Seattle Pacific University is a Full Member of the National Association of Schools of Music.

Seattle Pacific meets the requirements of the Commission on Christian Education of the Free Methodist Church for preparation of ministers and missionaries and is also approved by the Department of Christian Education of the Free Methodist Church and other denominations for the collegiate preparation of ministers.

The University is approved by the United States Government for education of veterans and their dependents under the applicable public laws.

The Academic Load

DEFINITION OF CREDIT. One "credit" signifies the value toward graduation of a class meeting one period of fifty minutes each week for a quarter of approximately ten weeks. Two (and sometimes three) fifty-minute periods of laboratory work are regarded as equivalent to one such period of regular class work. The SPU "credit" is a "quarter" credit and is equal to two-thirds of the "semester" credit in

use at some institutions. (For instance, 45 quarter credits are equivalent to 30 semester credits.)

PERMISSIBLE ACADEMIC LOAD. The term academic load refers to the schedule of studies for which the student is registered. Twelve to seventeen credits are considered a regular academic load for undergraduate students and nine to twelve for graduate students.

By special permission from the Office of Academic Affairs students who maintain a high scholarship standard may be permitted to register for as many as twenty credits. Under no circumstances will a student be allowed to register for more than twenty credits including physical education and all fractional credits. Courses taken concurrently by correspondence, extension in another institution, and non-credit courses count as part of the academic load.

REDUCTION OR LIMITATION OF LOAD. An undergraduate student's academic load is subject to reduction or limitation from the Office of Academic Affairs for low scholarship or excess work outside of school hours. The following schedule suggests a relationship between the student's academic load and outside work:

OUTSIDE WORK PER WEEK	LOAD RECOMMENDED
Fourteen hours or less	15-17 credits
Twenty hours or less	12-14 credits
Thirty hours or less	10-12 credits
More than thirty hours	6-10 credits

Graduate students who are fully employed must have the written approval of their graduate program adviser to take more than six quarter credits.

ELIGIBILITY FOR HONORS AND ACTIVITIES. Students who are registered for less than the regular academic load are not eligible to be rated for scholarship honors, nor are they eligible to participate in intercollegiate activities. To participate in such activities, students must maintain a cumulative grade-point average of 1.75 during the last quarter in attendance prior to the quarter in which they participate in such an activity.

SPECIFIC ATHLETIC ELIGIBILITY. A freshman must be currently registered for 12 credits and have passed in 12 credits the previous quarter. A person in his fourth quarter must have a 1.75 g.p.a., either cumulative or for his previous quarter. From the fifth quarter on a person must have a 2.00 g.p.a., either cumulative or in his previous quarter.

GRADING SYSTEM Grades and Points

Except in cases of clerical error, no instructor may change a grade which he has submitted to the Office of Registration and Records.

GRADES. The quality of a student's performance in a course is recognized by a letter mark or grade, and is counted in points:

GRADE	EXPLANATION	GRADE POINTS
A	Excellent Attainment	4.0
A-		3.7
B+		3.3
B	Highly Satisfactory Attainment	3.0
B-		2.7
C+		2.3
C	Satisfactory Attainment	2.0
C-		1.7
D+		1.3
D	Incomplete Attainment but with credit allowed	1.0
E	Incomplete Attainment with no credit allowed	0.0
P	Pass (used only with the Pass/No Credit option)	
NC	No Credit (used only with the Pass/No Credit option)	
I	Incomplete	
N	In Progress	
W	Withdrawal with official approval	
UW	Withdrawal without official approval	

The mark "N" is used only in a specified course in which the grade is dependent upon additional work. This mark indicates that the work is satisfactory to date, but carries with it no credit or grade until the entire work is complete.

The mark "I" indicates that the student did not complete the work assigned for a course because of absence from school during the quarter due to illness or other acceptable emergency. This grade can be given only on approval of the Director of Registration and Records upon written recommendation of the instructor. The student must initiate the request for the grade "I" as well as for its removal. An incomplete must be removed within one year, otherwise the grade becomes a permanent incomplete. A fee is required for the removal of each "I". Forms authorizing the granting and removal of incompletes may be obtained in the Office of Registration and Records. The authorization form must be presented to the instructor before the final examination.

Pass/No Credit Option

- A "P" grade in this option must be at least equivalent to a "C" grade (2.0).
- Those courses wherein all students are graded P/NC (without option or choice) are officially established, approved by the Office of Academic Affairs and published in the appropriate catalog, flyer, Time Schedule, or Addendum.
- In addition to courses identified in (b) above, students may elect the P/NC option for the number of courses specified in the schedule below to apply toward a bachelor's degree. Limitations in (d) below apply.

Classification at entrance:

- Freshman — 6 courses
- Sophomore — 4 courses
- Junior — 3 courses
- Senior — 1 course

- No more than one course per quarter including (b) above; No courses in major; No Foundations courses; No core courses in G.E.

Students who receive a mark of "D," "E" or "NC" may repeat the course in which the grade was earned, or may arrange through the Office of Academic Affairs and the director of the School concerned to take an equivalent course at SPU in its place if the original course is no longer offered. In such cases the grade received the second time, either in the repeated or substituted course, shall be the one considered in computing the grade point average required for graduation. However, for the purpose of determining University honors, only the grade received the first time will be counted.

GRADE POINTS. Grade points (or quality points) are the numerical equivalent of letter grades and are assigned for each credit earned with a given grade according to the scale indicated above. For example, an "A" in a five-credit course would give the student twenty grade points. These points express the quality of a student's performance in terms of numbers for the purpose of determining scholastic achievement, rank in class and individual and graduation honors.

GRADE-POINT AVERAGE. A student's grade-point average is determined by dividing the total number of grade points earned during a given period by the number of credits for which the student was enrolled and received a regular grade during the same period. For example, if a student earns forty-five grade points during a quarter in which he is enrolled for fifteen credits, his "g.p.a." for the quarter will be 3.00. A student's grade point average is figured both for each quarter and cumulatively.

Academic Probation

SPU students are given every assistance and encouragement to perform satisfactorily academically. However, a full time undergraduate student will be placed on academic probation after (1) his/her quarter's grade point average falls below 1.75 for Freshmen and 2.00 for all other students, or (2) a grade of "NC" is received for 6 or more credits in one quarter.

During the second consecutive quarter of academic probation, the student must achieve a 2.00 g.p.a. or above (1.75 or above for Freshmen) or his/her registration for the subsequent quarter may be cancelled. After the third consecutive quarter of academic probation, students who fail to achieve the 2.00 g.p.a. requirement will be dropped from the University. Students so dropped may petition for reinstatement to the Academic Probation Committee through the Office of Academic Affairs. Those students denied reinstatement may reapply after the lapse of one quarter.

In addition to complying with the above probation policies, any student with a cumulative g.p.a. of less than 2.00 at the end of the junior year will be placed on Senior Probation until the g.p.a. is above 2.00. A cumulative g.p.a. of at least 2.00 is required for graduation from the University.

ACADEMIC HONORS

Quarterly Honors

Quarterly honors are awarded to those undergraduate students in good standing who have completed at least 12 hours of work and attained the following or higher grade point averages:
 Freshman and Sophomore students 3.25
 Junior and Senior students 3.50

Graduation Honors

The baccalaureate degree will be conferred with honors on the basis of a student's grade-point average for his/her entire college course of study. The student must have completed 90 quarter hours in residence with junior and senior standing at Seattle Pacific University and the entire SPU record (including the last year's academic work) must be up to the minimum grade-point level required for the honor. Honors for a second baccalaureate degree require the stipulated g.p.a. in the entire work necessary for the degree including the 30 credits required in residence.

HONOR	GRADE-POINT AVERAGE
cum laude	3.30-3.59
magna cum laude	3.60-3.89
summa cum laude	3.90-4.00

Alpha Kappa Sigma

Students who make an outstanding contribution in upholding and promoting the standards and ideals of the University and show an enthusiasm for good scholarship, character development, and extracurricular activities may be eligible for election to the honor society Alpha Kappa Sigma. This honor society has chapters in all the colleges of SPU's sponsoring denomination. Candidates are recommended by an Academic Policies sub-committee and elected by vote of the faculty during their senior year.

The President's Citation

The President's Citation is awarded each year to the graduating senior who has demonstrated distinguished academic achievement in the context of a Christian liberal arts program. To be eligible for this award, the student must have done all his university work at Seattle Pacific and must have adhered consistently to the ideals of the University. An Academic Policies sub-committee will make the selection.

Baccalaureate Degree Requirements

While the University makes every effort to assist students through the academic advising system, the final responsibility for meeting all academic and graduation requirements rests with each individual student.

Areas of Instruction

The University offers studies in the following fields. Approved undergraduate majors are indicated by "M", graduate majors are indicated by "G".

School of Business and Economics

Accounting M	Management M
Economics M	Marketing M
Finance M	

School of Education

Administration G	Language Arts M*/G
Athletic Administration G	Learning Resources G
Christian Pedagogy G	Marital & Family Therapy G
Fine & Applied Arts M*	Mathematics Education M*
General Science M*	Professional Teacher Certification
Guidance & Counseling G	Reading Education G
Home Economics Education M*	School Principalship G
Instructional Theory into Practice (ITIP) G	Social Science M*
	Special Education M*/G

School of Fine and Performing Arts

Art M	Music Pedagogy
Dramatic Arts M	Music Performance M
Music Education M	Music Theory & Literature M
Music in the Church M	Self-Designed M

School of Health Sciences

Nursing M	Physical Therapy
Pre-Professional Programs:	Pre-Dentistry
Dental Hygiene	Pre-Medicine
Medical Technology	

School of Humanities

Classics	German
Communication M	Russian
English M	Journalism
European Studies: M	Linguistics
Humanities	Philosophy M
French	Self-Designed M

School of Natural & Mathematical Science

Biology M	Home Economics M
Chemistry M	Mathematics M
Clothing and Textiles M	Physics M
Computer Science M	Pre-Engineering
Engineering Science M	Self-Designed M
Foods and Nutrition M	

School of Physical Education & Athletics

Athletic Coaching	Physical Education M
Health Education	Recreational Leadership M
Leisure Activities	

School of Religion

Biblical Studies M/G	Religion M
Christian Camping G	Religion-Greek M
Christian Education M/G	Religion-Philosophy M
Christian Mission M/G	Youth Ministry G
Church Music G	Self-Designed M
Pastoral Counseling G	

School of Social & Behavioral Sciences

Anthropology	Sociology M
Geography	Sociology-Anthropology M
History M	Sociology-Social Service M
Political Science M	Urban Studies M
Psychology M	Self-Designed M
Social Service	

Inter-Disciplinary Programs

American Studies M	Religion-Greek M
Environmental Studies M	Religion-Philosophy M
European Studies M	The Casey Quarter
Mathematics-Economics M	Self-Designed M

Special Academic Programs & Curricula

Liberal Studies M**	Pre-Dentistry
Continuing Studies	Pre-Law
General Honors Program	Pre-Medicine
Pre-Professional Programs:	Consortium Program
Dental Hygiene	Senior Citizens Program
Medical Records	Evening School
Administration	Summer Session
Medical Technology	The SPIRAL Program
Physical Therapy	

*These fields are designated for elementary or secondary teacher certification.

**For non-liberal arts Associate Degree transfer students.

PROGRAM REQUIREMENTS

Total Credit and Quality Requirements

1. A minimum of 180 credits.
2. A cumulative grade-point average of at least 2.00 in all courses applicable to the degree.
3. A cumulative grade-point average of at least 2.00 in all courses taken at Seattle Pacific University.
4. At least sixty credits earned in courses numbered 3000 or above.
5. At least forty-five credits earned in residence as a matriculated student. During one quarter of residence, a minimum of twelve credits must be completed with a 2.00 grade average. Credits earned by examination do not satisfy the residence requirement. If only one year is taken at Seattle Pacific University, it must be the senior year.
6. The last fifteen credits prior to graduation must be earned in residence.
7. Policies and Procedures for Determining Date of Baccalaureate Graduation:
 - a. A written application for a degree is to be made by each student two quarters before the expected quarter of graduation.
 - b. A transfer student with Senior status must apply within the fourth week of the first quarter in which he enrolls.
 - c. A student may change his application for a degree. If he wishes to change the date of his graduation or the major, a written request signed by himself and his adviser must be filed in the Office of Registration and Records at least 12 weeks before the date of his graduation.
 - d. Failure to meet these specific requirements will result in a postponement of his graduation of at least one quarter.
 - e. All courses required for the degree in which the student received grades of "N" or "I" must be completed before graduation date. If not, graduation will be deferred until the quarter in which all requirements are completed.

The Foundations and General Education Program Based on the Christian Scholar-Servant Model

The foundations and general education program at Seattle Pacific University is based on the Christian Scholar-Servant model. The Christian Scholar-Servant is one who grows and matures as a scholar in recognition of the Christian faith as historical fact. He/she is a person who sees stewardship and leadership in human relationships to God, knowledge, others and creation.

The faculty members at Seattle Pacific commit themselves to search diligently for a growing understanding of Christian scholarship and service using Christ as a model. The scholarship of Christ was outstanding even when He was a youth in the temple. As He matured, His scholarship evolved into active, participatory service. His scholarship did not cease but developed into an increasing depth of understanding and personal activity.

The model of Christ is applicable to faculty and students of Seattle Pacific today. Their goal is to be effective Scholars in their disciplines and in the Christian faith, but their scholarship will be shallow and immature if it is not characterized by service.

Therefore, the faculty commit themselves to an active search to discover all that scholarship can mean in their lives. Specifically, they commit themselves to Christian scholarship — a process of study and learning that becomes active in their lives as Christian service.

Exploration of the disciplines of the natural sciences, arts, humanities, social sciences, professions and biblical foundations is the body of the general education program. But, at its heart is the attempt to integrate these disciplines with the Christian faith. As a result, many courses include experiences which allow scholarship to become active and participatory through Christian service.

The faculty members of Seattle Pacific are pleased to introduce the new foundations and general education program based on the model of the Christian Scholar-Servant. They invite you to join them in this stimulating adventure.

GENERAL EDUCATION REQUIREMENTS, B.A. AND B.S. DEGREES

A. Entry Skills Testing Program

All students entering Seattle Pacific University must take competency exams in mathematics and standard written English. This is to be done before the first quarter of study at the University but in no case later than the end of the second quarter. These tests are administered during the autumn quarter student orientation period and at other times as scheduled by the Schools of Natural and Mathematical Sciences and Humanities.

1. MATH SKILLS

The mathematics competency exam emphasizes computation and problem solving. Any student whose score on this test falls below accepted college entrance level norms will be required to make up the deficiency during the first year of registration at S.P.U. through prescribed work in Math 0120.

2. WRITING SKILLS

Competency in standard written English is essential to become a liberally educated person and an able Christian communicator. Both standardized tests and a writing sample are used by the School of Humanities in determining satisfactory performance levels. Any student whose scores on these tests fall below accepted college entrance levels will be required to make up the deficiency during the first year of registration at S.P.U. through prescribed work in English 1001, 1002 and 1003 as needed.

Before students are permitted to take the General Education core course in written communication, English 1105, Writing in College, they must demonstrate the written use of standard English sentences, accurate placement of verbs, pronouns, modifiers in such sentences, and effective selection of English vocabulary for the right place at the right time. For those not able to do this at satisfactory levels, as determined by the tests mentioned above, courses preliminary to the core course are required in English to build these and other writing skills. Satisfactory skill building is necessary before the students may enroll in English 1105. Such skill building may take from one to three or more quarters to achieve.

B. Foundations (20 credits)

1. BIBLICAL HERITAGE (choose option a or b) 10 CREDITS

Option a: Bib. Lit 1100/3100 plus either an upper division course in Biblical Literature or Religion 4620

Option b: Bib. Lit 1101 (3101 Jrs. and Srs. only) plus Bib. Lit 1201 (3201 Jrs. and Srs. only)

2. CHRISTIAN THOUGHT, MEANING AND VALUES 5 CREDITS

Choose one of the following courses: Phil. 1100, 1101, 3340; Rel. 2610, 2620, 2627; G.S. 3326. (Phil. 3340 for Jrs. and Srs. only).



LeVon Balzer, Dean of Arts and Sciences. "Students at Seattle Pacific have the opportunity to learn the liberal arts, sciences, and professions in a climate that is distinctly Christian. Students and faculty motivate each other to personal growth by infusing classroom learning with Christian faith, and by applying the results to the development of individual uniqueness and wholeness."

Offerings from schools are available in categories 3 and 4 as shown below. The student may choose to meet these requirements in the school of student's major or in another school. Students in certification programs should check with certification program offices to avoid meeting these requirements twice.

3. CULTURAL INVESTIGATION OF CHRISTIAN SCHOLARSHIP AND SERVICE 3 CREDITS

1. Business Administration/Economics: Bus 3417
2. Education Certification Programs: Phase 1 (Ed. 2103, 2104, 2105)
3. Fine and Performing Arts: FPA 4100 (FPA 4100 may be taken for credit either in "Cultural Investigation of Christian Scholarship and Service" or "Individual in Aesthetic World," but may not count for credit in both.)
4. Health Sciences: Nursing 2133 (generic) or 3050 (RNB)
5. Humanities: Phil 4450 (Rel. 4850), Phil 4880.
6. Natural and Mathematical Sciences: NMS 3120, Phil 4880, Bio. 4950.
7. Physical Education: No offerings available
8. Religion: Rel. 3401.
9. Social and Behavioral Sciences: No offerings available.

4. DEMONSTRATION OF CHRISTIAN SCHOLARSHIP AND SERVICE 2 CREDITS

1. Business Administration/Economics: Bus 3417
2. Education Certification Program: Phase 1 (Ed. 2103, 2104, 2105)
3. Fine and Performing Arts: FPA 4100
4. Health Sciences: Nursing 2134 (generic) or 3264 (RNB)
5. Humanities: No offerings available.
6. Natural and Mathematical Sciences: NMS 3120
7. Physical Education: No offerings available
8. Religion: Religion 2701 or 3990/4990
9. Social and Behavioral Sciences: No offerings available

C. GENERAL EDUCATION

1. INDIVIDUAL IN GROWTH 4 CREDITS

- Students must take one of the following two courses: General Studies 1120 or Psychology 1180
- a. Students in the following areas are required to take Psychology 1180: Education Certification Program, Nursing.
 - b. For Home Economics Vocational Certification students only, the following courses meet the "Individual in Growth" requirements: Home Economics 1050 and 1310 (both are required).

2. INDIVIDUAL IN COMMUNICATION 6 CREDITS

- Students must take a course in two of the following three discipline areas:
- a. CMU 1101, 1321
 - b. English 1105 (Students who demonstrate superior writing skills may, under advisement, take one of the following courses instead of English 1105: English 2205, 2215, 3305; Religion 4488.
 - c. Humanities 1106 (Under advisement, students may take one of the following courses instead of Hum 1106: Fr. 1101, 1102, 1103, 2101, 2102, 2103; German 1101, 1102, 1103, 2101, 2102, 2103; Russian 1198, 2198; Greek 1102, 1103, 2204.

3. INDIVIDUAL IN SOCIETY 10 CREDITS

- Students must take a core course (5 credits) and an options course (5 credits)
- Core Courses: History 1201, 3501 (juniors and seniors only), Social and Behavioral Sciences (SBS) 1101, 1170, 2677
- Options Courses: Anthropology 1110, Economics 1100, Geography 1100, Political Science 1120, Sociology 1110
- a. Education Certification students only: Geography 3500 and Anthropology 4877 meet options credit if both are taken.
 - b. Nursing students: Psych 3470
- (Note: For Home Economics Vocational Education students (secondary) only, "Individual in Society" requirements are met by taking all of the following courses: Psychology 1180; Home Economics 3410; Sociology 1110, 3252.)

4. INDIVIDUAL IN THE NATURAL WORLD 10 CREDITS

- Students must take a core course (5 credits) and an options course (5 credits) or two core courses
- Core Courses: Natural and Mathematical Sciences (NMS) 1110, 1120, 1135, 1150; Biology 1100; Chemistry 1212 (only in majors where it is required . . . Chemistry 1211 prerequisite); Physics 1101 and 1102 (student must take both to receive core credit), 1121 and 1122 (student must take both to receive core credit)
- Options Courses: Biology 2129, 2130; Chemistry 1211, 1212, 1213, 2330; Home Economics 3340; Math 1225, 1226, 1227, 2529 (Math 2529 available for general education core credit only to students in Elementary Education); Physics 1140
- (Note: For Nursing students only, the following courses meet core and options requirements in "Individual in the Natural World" (students must take all six courses): Chemistry 1211, 2330, Biology 2129, 2130, 3351; Home Economics 3340)

5. INDIVIDUAL IN THE AESTHETIC WORLD 10 CREDITS
Students must take a core course (5 credits) and (one or more) options courses (5 credits) or two core courses.

Core Courses: Fine and Performing Arts (FPA) 1100, FPA 4100. (FPA 4100 may be taken for credit either in "Cultural Investigation of Christian Scholarship and Service" or "Individual in the Aesthetic World" but may not count for credit in both.)

Options Courses: Art 1080, 3602, 3603, 3604, 3606, Art 4785 (Phil. 4785); Drama 1110, 1310, 1320, 2420, 2421, 3811, Drama 3640 (Home Ec 3870); Home Ec. 1710; Music 1600, 3401

- a. Elementary Education certification students may take Music 3501 toward option credit
- b. English 2426 (Drama 2420) and English 2461 (Drama 2421) may be taken for options credit either in "Individual in the Literary World" or "Individual in the Aesthetic World" but may not be used for credit in both.

6. INDIVIDUAL IN THE LITERARY WORLD 10 CREDITS
Students must take a core course (5 credits) and one or more options courses (5 credits).

Core Courses: Humanities 1110

Options Courses: Classics 3601 (History 3170) (Phil. 3601); Hum 3395; English 2225, 2235, 2245, 2246/3246, 2247/3247, 2249, English 2460 (Drama 2420), English 2461 (Drama 2421), English 3326, English 3327 (Phil. 3802), English 3328 (Phil. 3250), English 3334, 3336, 3337, 3338, 3346, 4448.

- a. English 2460/Drama 2420 and English 2461 (Drama 2421) may be taken for options credit either in "Individual in the Literary World" or "Individual in the Aesthetic World" but may not be used for credit in both.
- b. For Education Certification Students only: English 4587 may be taken toward options credit.

7. INDIVIDUAL IN A CHANGING WORLD 5 CREDITS
Students must take one or more of the following core courses. No options courses are required in this area.

Core Courses: American studies 1110/4110; General Studies 4120, SBS 2710; History 4545, 4555; Anthropology 4877; Ed. 5151 (Phil. 4232), H.S. 3395; Computer Science 1112 (3 credits) plus 2 credits from C.S. 1212, 1220 or 1221.

For Education Certification students only, Phase II meets the "Individual in Changing World" requirements.

Former Foundations and General Education Requirements

A new general education program went into effect at Seattle Pacific during 1980-81. The new program is based on the Christian Scholar-Servant Model and is required of all new students entering Seattle Pacific beginning autumn quarter 1980-81. However, returning students who are under 1979-80 or earlier catalog requirements may choose to meet general education requirements either under the new program or by meeting Former Foundations and General Education Requirements as shown on this page.

ENTRY SKILLS Required as shown in new program.

FOUNDATIONS 15 CREDITS

- 1. FAITH DIMENSION 10 credits
Courses listed under the Biblical Literature Field in the School of Religion section of the Catalog or under Biblical Literature in the Class Schedule will satisfy this requirement.
- 2. VALUES AND INTEGRATION 5 credits
Philosophy 1100, Values and Meaning; Phil. 1101, Introduction to Philosophy; Phil. 2705, Ethics; Phil. 3340, Values and Social Issues; Pol. Sci. 3410, Ethical Issues in Contemporary American Politics; Religion 2620 (G.S. 2620), Understanding the Christian Faith; American Studies 1110/4110.

GENERAL EDUCATION 60 CREDITS

- 1. FINE AND APPLIED ARTS 15 Credits
 - a. All Art courses
 - b. All Dramatic Arts courses
 - c. Home Economics 1710, Man's Near Environment; Home Ec. 1101, Creative Hand Stitchery; Home Ec. 3840, Pattern Design; Home Ec. 3710, Family Housing and Equipment; Home Ec. 3870, History of Costume; Home Ec. 4730, Home Furnishings
 - d. All Music courses
 - e. Philosophy 4785, Art and Human Values (Aesthetics).
- 2. LANGUAGE AND LITERATURE 15 credits
 - a. All Communication courses
 - b. All English courses
 - c. All German courses
 - d. All Greek courses
 - e. All courses designated by the prefix Language
 - f. Philosophy 2330, Logic and Language
 - g. All Russian courses
- 3. SCIENCE AND MATHEMATICS 15 credits
 - a. All Biology courses
 - b. All Chemistry courses
 - c. Home Economics 3340, Family Nutrition
 - d. All Mathematics courses (except those whose first digit is 0)



Bonnie Oldham, Senior Psychology Major, Wheaton, IL. "Arriving at SPU from a state school, the thing I really noticed was the Biblical basis in each of my classes. I appreciate the Christian focus on the course work given by my professors. As one of them said the first day of class, 'I do everything unto the glory of God, and I expect no less from my students.'"

- e. All Natural and Mathematical Science courses
- f. Physical Education 3570, Applied Anatomy and Biomechanics; P.E. 3580, Physiology of Exercise
- g. All Physics courses
- 4. SOCIAL SCIENCE 15 credits
 - a. All Anthropology courses
 - b. Business Administration 3417, Business Government and Society; Economics 1100, Fundamentals of Economics; Econ. 2101, Principles of Economics; Econ. 2102, Principles of Economics
 - c. All Geography courses
 - d. All History courses
 - e. Home Economics 2870, Sociological, Psychological Factors in Clothing Selection; Home Ec. 3460, Home Management; Home Ec. 3870, History of Costume; Home Ec. 3385, Cultural and Aesthetic Aspects of Food.
 - f. Philosophy 3631, 20th Century Philosophy
 - g. Physical Education 4500, Sport and Society
 - h. All Political Science courses
 - i. All Psychology courses
 - j. All Sociology courses
 - k. All Urban Studies courses

Transfer Students

All credits earned at a recognized accredited institution in areas offered by Seattle Pacific University will usually be accepted without discount (see additional information on pages 176 and 177 of this catalog). Students who complete the first year of collegiate work elsewhere will be able to incorporate their transfer credits into SPU general requirements.

Students who have earned an Associate degree (College Transfer Program) from one of the public community colleges in Washington are considered to have completed the General Education (but not Foundations) requirements of Seattle Pacific University. All transfer students, however, must participate in the Entry Skills Testing Program and achieve required minimum scores.

Foundations Requirements

Seattle Pacific University considers the Foundations requirements to be at the heart of its approach to higher education. Therefore, each transfer student is expected to complete the requirements detailed below at Seattle Pacific. Transfer students with senior standing will complete 5 credits in Biblical Heritage; each transfer student with junior standing will complete 10 credits in Foundation Studies with 5 credits in Biblical Heritage and 5 credits in Christian Thought, Meaning and Values; each transfer student with sophomore standing will complete 15 credits in Foundations Studies with 10 credits in Biblical Literature and 5 credits in Christian Thought, Meaning and Values; and each transfer student with freshman standing will complete the full requirement.

Specific Standards Governing the Completion of a Major

- 1. A major requires a minimum of 45 credits. A minimum of 23 credits is required in courses numbered 3000 or above, though some programs require more. No more than 75 credits may be required or controlled by a School in designating requirements for a major without review and approval of the Academic Policies Committee. Procedures for applications to a major may be found in the Schools sections of this Bulletin.
- 2. A major is required for completion of either the Bachelor of Arts or Bachelor of Science degree. The Bachelor of Science degree may be given only for majors in the School of Natural and Mathematical Sciences, the School of Health Sciences, and the School of Physical Education and Athletics.
- 3. Major requirements must be met in full. These requirements of proficiency in depth and breadth are specified in the sections of the Catalog assigned to the various Schools of the University. In most cases, students will be required to take an undergraduate examination which measures their competency in and knowledge of their major, although the results of this examination will not affect their ability to graduate unless such an examination is a specified requirement of the School or discipline. These requirements state total credits, upper division credits, prescribed courses and supporting courses. For a list of approved undergraduate fields of instruction and majors, see the section entitled "Areas of Instruction." Any other major recommended by the Curriculum Committee of any of the Schools and approved by the Academic Policies Committee may be accepted toward the baccalaureate degree.
- 4. A transfer student must earn a minimum of 15 upper-division credits in a major at Seattle Pacific University.
- 5. Course work with a "D" grade, while counted toward graduation, may not be counted in the total credits for a major.
- 6. The School in which a student completes a major must certify to the Director of Registration and Records that he/she has satisfactorily met the evaluative and proficiency standards for such a major as established by the School's Curriculum Committee and approved by the Academic Policies Committee.

Limitations on Credit Applicable Toward a Degree

1. Up to 30 credits earned by extension and/or correspondence may be applied toward the degree. Of these 30, no more than 15 may be correspondence credits.
2. Seattle Pacific University may accept 90 credits from a community college, junior college, Bible college or institute toward a baccalaureate degree.
3. A student may earn up to ten credits towards a baccalaureate degree in Skills Courses approved by the Academic Policies Committee.

Credit by Examination

Currently enrolled matriculated students may take special examinations in approved subject matter offered by Seattle Pacific University to gain credit without being enrolled in specific courses. The procedures for obtaining permission and filing the request are to be obtained in the Office of Registration and Records.

The following limitations pertain to credit by examination:

1. A student may receive credit by examination for any course work which has been completed following high school graduation for which he/she has no formal record.
2. A student may be tutored by a private instructor and challenge a course for credit by examination.
3. A student may not take credit by examination for a course in which he/she has been registered for credit at Seattle Pacific University and received an "E," "NC," "Audit," or "Incomplete."
4. A student may earn a maximum of 45 quarter credits by examination, including Advanced Placement and College Level Examination Program, none of which will apply to the 45 hour resident requirement.
5. Within a given major, no student receives credit by examination in subject matter more elementary, as determined by the Director of the School, than that for which credit previously has been received.
6. A student may not repeat an examination for credit.
7. A student may not receive credit by examination for lower-division courses in the student's native language, if that language is other than English.
8. A student is entitled to only one consultation with the professor administering the test.

CLEP. Seattle Pacific University offers college credit for the General Examinations and the Subject Examinations given by the College Entrance Examination Board. Information is available in the Office of Registration and Records.

Additional Bachelor's Degree

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

1. Thirty of the 45 credits must be earned subsequent to the granting of the first degree.
2. Fifteen of the 45 must be upper-division credit.
3. If the first degree was earned at SPU, the last 15 of the 45 credits required for the second degree must be taken here, including at least 15 upper-division credits in the major.
4. If the first degree was earned by a former SPU student at another institution, at least 30 of the 45 credits, including at least 15 upper-division credits in the major, must be earned at SPU.
5. A student who has never before attended SPU must take all 45 credits here, including at least 15 upper-division credits in the major.
6. All specified requirements for the second degree must be fulfilled. A minimum of five Biblical Literature credits must be taken at Seattle Pacific as a part of the first or the additional bachelor's degree.

Special Programs and Curricula

Liberal Studies Major for Associate Degree Graduates

MICHAEL MACDONALD,
FACULTY ADVISER

Associate degree graduates of accredited technological and occupational programs may enroll in the SPU Liberal Studies program to receive the Bachelor of Arts degree.

The 90 quarter credits of the associate degree will be accepted toward the 180 required for the baccalaureate degree. Students will be expected to complete a major of 55 credits with 4 credits in "Individual in Growth," 6 credits in Communication, 5 credits in "Individual in a Changing World" and 10 credits each in "Individual in Society," "Individual in the Natural World," "Individual in the Aesthetic World" and "Individual in the Literary World." (For a more detailed description of course requirements in each category, see the General Education Requirements listed in this Catalog, which the Liberal Studies adviser is likely to recommend.)

Some of the credits earned in the associate degree may apply, but a minimum of 25 credits in courses numbered above 2999 must be earned in this Liberal Studies major.

In addition students will be expected to complete 15 credits in Foundations, with 10 credits in Biblical Heritage and 5 credits in Christian Thought, Meaning and Values. (See page 30 of this Catalog for more detailed requirements concerning Foundations, which the Liberal Studies adviser is likely to recommend.)

Liberal Studies majors are required to meet the basic entrance skills in mathematics and communication. (See page 30 of this Catalog.)

All participants must earn a minimum of 45 credits at SPU with 60 credits earned in courses numbered above 2999. Some students may reduce the number of upper-division credits as low as 45 on recommendation of the Liberal Studies adviser. Each student applying for this program is expected to file a "contract" with the Liberal Studies adviser indicating his agreement to meet the requirements as listed above and agreed to by the adviser.

Students who have the associate degree as a registered nurse are exempt from this program because they are eligible for the Bachelor of Science degree through the School of Health Sciences.

Interested students should address inquiries to Michael H. Macdonald, Liberal Studies Major Adviser, Seattle Pacific University, Seattle, Washington 98119.

Continuing Studies

MICHAEL MACDONALD and WILLIAM REARICK,
FACULTY ADVISERS

Continuing Studies is a program at Seattle Pacific University designed to aid those who have interrupted their education for a minimum of a four-year period either between high school and college or within their college program. Most of those currently registered in this program began their college work at the traditional college age before their education was interrupted for several years.

The Continuing Studies Program provides several advantages for returning students. One is the assignment of a faculty member as adviser who can provide accurate information and make suggestions concerning possible majors as well as suggest ways to meet general education requirements; in most instances it is to help students avoid taking the full 60 credits in general education. Another is that the adviser serves as a liaison between the student and various Schools in the University. In these instances and others, the adviser operates as a kind of "trouble-shooter" for students.

Although all students in this program are required to satisfy all requirements for any particular major, through advising and conferences it may be possible for students to work out an individualized major. Through advice it is also possible to determine which majors would best satisfy and make use of the student's experience and goals.

Continuing Studies students are urged to seek credit indirectly from previous experience through challenging courses by examination, and through CLEP examinations. No more than 45 such credits can be applied toward graduation. For admission to the program contact Michael Macdonald, Faculty Adviser, Continuing Studies, Seattle Pacific University, Seattle, Washington 98119.

General Honors

WESLEY E. LINGREN, COORDINATOR

The General Honors program is reserved for a limited number of students of high promise and performance. Among the criteria used in selecting participants are rank in high school senior class, high school or college grade-point and scores on the SAT, ACT or WPCT tests.

The essential features and expectations of the program are:

1. General honors students are exempt from all general education and foundational requirements. Participants will have a major and will need 180 credits for graduation (includes 60 upper-division credits).
2. General Honors students are required to attend and will receive credit for regularly offered honors seminars. The seminars attempt to transcend course and discipline boundaries and deal with issues, problems and subjects of general concern and interest.

3. General Honors students are required to complete satisfactorily before graduation and as a part of their regular academic programs, either of the following:
 - a) An honors project or paper, worth at least eight credits, in a subject of his/her choice. Projects or papers that fulfill this requirement must meet certain minimum standards, have an on-campus faculty adviser and be approved by the coordinator of General Honors.
 - b) Ten credits of "B" or better work in the General Honors reading seminar. Classic books will be read, papers written and the subject matter discussed in regular faculty-led groups. Although these groups are reserved for seniors, juniors may enroll in a given quarter if there is space.
4. General Honors students who satisfactorily complete either an honors project or the reading seminar are given special recognition at Commencement.
5. General Honors students are encouraged to gain college course credit through (a) advanced placement examinations, (b) College Level Examination Program (CLEP), and (c) through examination for currently offered SPU courses. Consult the appropriate sections of this catalog for details of these programs.
6. General Honors students must maintain a "B" average.
7. Students may leave the program at any time; however they will immediately become subject to the general education and foundational requirements. They will not lose credit earned by successful completion of examinations (e.g., CLEP, challenge or advanced placement) nor those credits earned in honors seminars.
8. Special opportunities for service to the community will be available to the general honors students.

The program offers flexibility and freedom and should appeal to the bright, mature student and those with an intense special interest or talent. Independent study and self-designed curricula will be integral parts of the program in many cases.

Students desiring further information should direct their requests to: Wesley E. Lingren, Coordinator, General Honors Program, Seattle Pacific University, Seattle, Washington 98119.

Consortium Program

Seattle Pacific University is a member of the Christian College Consortium based in Washington, D.C. The purpose of the consortium is to provide cooperative programs with other member institutions which can contribute to a wider world view of society in higher education.

Services for students provided by the Consortium include an interdisciplinary American Studies program in Washington, D.C. (see American Studies section for more information), a student exchange program, and other cooperative programs. Students may elect to attend a consortium college on an exchange basis for one or two quarters. Applications for exchange should be filed through the Office of Registration and Records. For more information, interested students should write Mr. John Dellenback, President, Christian College Consortium, 11 DuPont Circle, N.W., Washington, D.C. 20036, or contact the Office of Academic Affairs, Demaray Hall 250.

Pre-Professional Programs

GRAYSON L. CAPP, COORDINATOR

(See School of Health Sciences section in this catalog.)

Senior Citizen Program

In keeping with the goal of service, Seattle Pacific University has initiated a program that offers tuition-free courses to persons 65 years of age or older. Senior adults of this age bracket may attend classes as auditors or for academic credit. They may take courses in special interest areas and/or complete a bachelor's or master's degree. The only limitation to the program is the availability of space in particular classes.

Those wishing to apply work toward a degree or take more than nine credit hours must formally apply to the Office of Admissions. Non-matriculating students need only register at the Office of Registration and Records.

Evening School

Seattle Pacific University enthusiastically supports the concept of lifelong learning by providing an expanded late afternoon and evening schedule of classes. We realize that continuing education for adults must be convenient, and it must be integrated with the pursuits of living — family life, careers, leisure-time activities, and the necessities imposed by active citizenship. During the late afternoon and evening, students may meet the fifth-year teacher certificate requirements, work toward the master's degree or "upside down" degree in Liberal Studies, satisfy general education requirements, or take course work for personal enrichment. The evening program allows the University to utilize the services of many Seattle area professionals who make valuable contributions to the curriculum.

Interdisciplinary Programs

The objective of studies in this division is to provide students with a wider range of educational opportunities than is available within a single discipline. The student is encouraged to exercise personal initiative in clarifying objectives and designing an educational program which promises to be most useful to his/her individual needs. Innovation in the curriculum is encouraged, particularly as courses and programs give promise of achieving the integration of knowledge.

American Studies

NANCY R. PRIES, COORDINATOR

American Studies offers a major designed to give students a sharper perception of the American experience — its heritage, its promise, its problems, its future.

To achieve breadth, the American Studies Curriculum designates certain courses from the Art, English, History, Music, and Political Science disciplines as requirements; additional courses are options for electives. To achieve synthesis and to give the students a stronger sense of participation, the program offers an American Studies Seminar once a year. For first, second, and third year students, the seminar offers two or three credits. For seniors, the seminar requires a project reflecting the student's chief interest in his/her American Studies area and carries three credits. Should the student join the American Studies Program at the sophomore or junior level, fewer credits from the seminar program are required. Seminar credits apply toward the SPU "Values and Integration" or "Individual in a Changing World" requirement.

For students wishing to concentrate further in a particular subject area or to investigate a special interest such as the urban church, or the arts in the United States, credit up to 15 hours may be taken under General Studies 2960/3960. Such an independent study project requires the approval of a faculty supervisor and the American Studies Committee; credits so earned may be substituted for appropriate American Studies requirements.

American Studies majors are eligible to participate in the Consortium American Studies Center in Washington, D.C., sponsored by the Christian College Consortium. The program includes a voluntary internship and practicum in government or other agencies and an American Studies course; in addition independent study approved by SPU and enrollment in accredited courses at a Washington, D.C. area college or university can be arranged. Should a student desire credit both for an independent study investigative project and the Washington, D.C. Consortium Internship, credit for the project will be given under the appropriate discipline at Seattle Pacific. For further information contact Nancy Pries or Jean Hanawalt.

Courses in religious education are offered each quarter to church and Sunday school workers who wish to pursue additional studies in the church education program.

The Evening School is not an extension program inasmuch as it offers no sub-college courses. Evening classes are taught by regular SPU professors and by other competent college-level instructors. While evening courses may be taken on a limited basis without formal admission to Seattle Pacific the standard admission requirements for evening classes are the same as for day classes.

Prospective students desiring further information on the Evening School should request it from the Office of Academic Affairs.

Summer School

As Seattle Pacific University's fourth quarter, summer session offers a stimulating blend of courses from the undergraduate and graduate curriculum, both on the University campus and at a variety of locations throughout the Pacific Northwest.

Designed to provide a wide variety of courses that appeal to men and women in business, teaching, nursing, the fine and performing arts, humanities, science and religion, the twelve week session offers an array of courses which vary in length from a few days to eight weeks, and some which begin every week during the summer quarter.

There are complete residence hall and dining facilities available for those students who do not wish to commute to classes.

For a free Summer School Bulletin, telephone or write the Office of Special Programs, Demaray Hall 253, Seattle Pacific University, Seattle, WA 98119 (206) 281-2121.

The SPIRAL Program

SPIRAL (Seattle Pacific Instruction Reaching All Learners), the continuing education component of Seattle Pacific University, is designed specifically for part-time adult learners. Individuals interested in personal or professional growth are attracted to this growing program which annually serves over 12,000 students. A wide selection of courses are available for credit or audit at nominal fees in convenient off-campus locations. Areas of interest include business, education, nursing, religion, fine and performing arts, and personal enrichment.

A student need not be formally admitted to Seattle Pacific to take advantage of the special programs and courses through SPIRAL. An adult continuing education student not seeking an undergraduate or graduate degree may register by mail or in-person for up to nine credits in any quarter as a non-matriculated student. Detailed information about SPIRAL's exciting learning opportunities is available at the Office of Special Programs at Seattle Pacific University, (206) 281-2121.

Requirements for a Major

The following core of courses is required for all students with a major in American Studies:

Art 3607	3
English, chosen from 2235, 3331, 3334, 3336, 3337, 3338, 4430-4439	15
History 2502, 2503, plus courses chosen from 3501, 3600, 3610, 3640, 3650, 3670 and 4525	16
Music 3650	3
Political Science 1120, plus courses chosen from 3410, 3430, and 4448	10
	<hr/> 47

COURSES

- 1110/4110 AMERICAN STUDIES SEMINAR (2-3)
Covers the topics, Work/Leisure in America and American Popular Culture in alternate years, emphasizing tradition, change and the interplay of cultural and personal values in our lives.
- 2928/4928 DIRECTED READINGS (1-5)
By arrangement with the professor.
- 3960 SPECIAL PROJECTS (1-15)
By arrangement with the professor.
- 3961 SPECIAL PROJECTS (1-15)
Washington, D.C. quarter.

Electives to complete the total credits should be chosen from English, History and Political Science courses listed above or from the following:

Anthropology 3310 and 3360; Economics 2101 and 2102; Business Administration 3417; Sociology 1110, 3367 and 3862; or from other disciplines as arranged with the coordinator.

Environmental Studies

A. KENNETH MOORE, COORDINATOR

Seattle Pacific University offers an interdisciplinary program in environmental studies which can be designed under advisement to lead to the B.A. degree or the B.S. degree. This program enables the student to focus upon factors from various disciplines which bear upon environmental problems and solutions. The program incorporates such special opportunities as the Casey Quarter (described elsewhere in the catalog), an aquaculture program in cooperation with Sheldon Jackson College, an agriculture/forestry program in cooperation with Washington State University, and the designing of a curriculum which will prepare the student to become an active participant in serving the needs of the third world.

The program is based upon several key concepts as follows:

1. Interdisciplinary study. It is our position that Environmental Studies should be based solidly upon the existing academic disciplines. Its principal uniqueness is that the student draws upon several disciplines in achieving personal and professional goals in Environmental Studies.
2. Christian stewardship. As a Christian liberal arts university it is our position that an informed concept of Christian stewardship extends to environmental considerations. This concept provides the stimulus for human enrichment through the environment and the conscience for decision making in a technological society.
3. Personal and professional skills. SPU maintains close contact with professional organizations, government agencies, and business, and seeks their advice concerning appropriate personal and professional skills of graduates. The program reflects these suggestions.

Requirements for the Major

To graduate with a Bachelor of Arts or Bachelor of Science degree in environmental studies, a student must meet the all-university requirements and complete a major of 60 credits in the approved program of courses, 45 of which must be upper-division courses.

Prerequisites

Students entering the E.S. program must meet certain prerequisites or be prepared to make them up in addition to meeting E.S. program requirements. The following prerequisites must be met by all E.S. students, though students in certain concentrations may be required to meet additional prerequisites: General Biology (5 credits or equivalent), General Chemistry (5 credits or equivalent), Mathematics 1360 or equivalent, Economics 1100 or equivalent, Sociology 1110 or equivalent, and English 1105 or 2205 (or equivalent). Through careful planning, most of the above prerequisites can be met in the process of meeting the University's general education requirements.

Core Program

The core program is an interdisciplinary base for all of the environmental studies concentrations. The following courses comprise the core program, and are required of all students completing a major in Environmental Studies in addition to the prerequisites listed above:

Natural & Mathematical Sciences 1120	5
Biology 3310	5
Humanities 3395	5
Technical Writing (Eng 3305 or Journ 2101 or equivalent)	2-5
Geography 3707 or Geog 2207 or Sociology 2870 or Socio 3365	5

Areas of Concentration

The student who chooses to major in environmental studies selects an area of concentration beyond the Core Program based on personal or professional goals. In general, the areas should be seen as pre-professional, though selection of a concentration should nevertheless be made on the basis of personal and professional goals.

A minimum of 30 credits beyond the Core Program is required in the area of concentration. This program component is designed by making selections from a list of recommended courses for the area of concentration. The following areas of concentration are available:

- a. Environmental Planning (B.A.)
This concentration contributes to personal and career goals in such areas as urban planning, zoning, regional (e.g., river basin) planning, and economic analysis of environmental alternatives. Recommended content strengths include economics, geography, political science (especially urban politics), and sociology (especially urban society).
- b. Outdoor Education (B.A.)
This concentration contributes to personal and career goals in such areas as camp counseling, camp leadership, youth ministry, community group leadership, and Christian education. Recommended content strengths include Christian education, youth ministry, environmental education, organismic biology, outdoor recreation, and camp administration, counseling, and leadership.
- c. Home Environments (B.A.)
This concentration contributes to personal and career goals in home management, consumer protection, and family studies. Recommended content strengths include home economics, organismic biology, foods and nutrition, and sociology (especially sociology of the family).
- d. Ecosystems Analysis (B.S.)
This concentration contributes to personal and career goals in environmental monitoring, shoreline management, pollution control, environmental impact statements, sanitation, and water treatment. Recommended content strengths include chemistry, ecology, environmental physiology, instrumentation, energetics, mathematics, computer science and engineering science.
- e. Human Ecology (B.A.)
This is the most flexible of the Areas of Concentration. It is designed to contribute toward personal and career goals in government agencies (social, scientific, educational), graduate study, and environmental consulting work. Recommended content strengths include biology (organismic, population, ecosystem), geography, demography, nutrition, sociology, oceanography, energetics, and chemistry and physiology of pollution.
- f. Aquaculture (B.S.)

This concentration contributes to personal and career goals in the aquaculture of fish (with emphasis on salmon) and environment consulting work. Recommended strengths include biology (organismic, population, ecosystem), foods and nutrition, fisheries, economics, geography, and political science.

- g. Agriculture and Forestry Resources (B.S.)
This concentration contributes to personal and career goals in the applied vocational fields of agriculture and forestry. Emphasis is placed on Christian service among disadvantaged people in the United States and abroad in agricultural technician/advisor capacities. The program is a cooperative program developed with Washington State University, School of Agriculture and Forestry. Recommended strengths include Genetics, Physiology, Nutrition, Language and cross-cultural courses.

The Casey Quarter

The Casey Quarter may be offered periodically, subject to sufficient enrollment. It gives students an opportunity to spend a full quarter in study at the Seattle Pacific Casey Campus on Whidbey Island. The program offers a variety of courses, mainly in the humanities and natural sciences, all with the goal of increasing knowledge and care for the earth and its life, or other Christian values concerns. Approximately 16 students live together with a faculty family, taking the same courses and sharing household tasks like cleaning, cooking, and gardening.



JoAnn Zwart, Director of Career Planning and Placement. "What am I going to do with the rest of my life?" is a question students should never stop asking. Helping them discover life opportunities is what career planning is all about. When students identify their God-given talents and take advantage of the opportunities available, they've done a lot to make the transition from school to profession much less difficult."



Students in the past have found several benefits in the program:

1. Getting to know the historic rural and marine environment of central Whidbey Island.
2. Concentrating studies for a whole quarter on courses which are related to each other and to the common center of Christian concern.
3. Getting to know a group of students and faculty much better than is usually possible on the main campus.

Costs are the same as for a resident quarter on the main campus. Some part-time employment will be available. For information about admission to the program, contact the Director of Casey Programs (775-0775) or the Office of Branch Campuses.

European Studies

(See the School of Humanities section of this catalog.)

Mathematics-Economics

(See the School of Natural and Mathematical Sciences section of this catalog.)

Religion-Greek

(See the School of Religion and School of Humanities sections of this catalog.)

Religion-Philosophy

(See the School of Religion section of this catalog.)

Student-Designed Major

Students with a particular interest which crosses the boundaries of disciplinary majors may wish to design their own major by selecting courses from various disciplines which apply to their special interest. The majors described for interdisciplinary programs such as American Studies provide an example of how such a self-designed program might look.

Once a student has discussed a possible special major with a faculty adviser, the student should submit the proposed program, a statement of purpose and rationale, and evidence of an adviser's approval to the Undergraduate Subcommittee of the Academic Policies Committee. The proposal should also provide evidence that the student has considered courses or learning experiences, such as independent study or internship, which will provide an opportunity to integrate content and skills from the various disciplines in his/her program. That committee may suggest changes, but once the proposal has been approved a contract will be drawn up to be placed in the student's file in the Office of Registration and Records.

All standards governing a major as described elsewhere in the catalog will apply to student-designed programs.

Description of Offerings

The pages in this and in subsequent sections contain a description of the academic courses offered by the University.

Courses numbered 0100-0999 are used to designate continuing education units or courses offered for no credit. Courses numbered 1000-2999 are designed primarily for freshmen and sophomores and courses numbered 3000-3999 primarily for juniors. Courses numbered 4000-4999 are primarily for seniors, but may also be suitable for fifth year and other post-baccalaureate students. Courses numbered 5000-5999 are primarily for continuing education students seeking personal enrichment or professional improvement. They have unlimited use in fifth year programs if approved by the adviser. No more than 15 credits of courses at the 5000 level may apply to undergraduate degree program requirements at Seattle Pacific. Graduate students may use, with the prior approval of their program adviser, no more than 15 credits of the 4000 and 5000 series courses in satisfying requirements for the Master's degree. Courses numbered 6000-6999 are designed for graduate students only and may be used to satisfy appropriate advanced degree program requirements at Seattle Pacific only if admitted to such a program.

Graduate credit is allowed only to students holding an accredited bachelor's degree at the time of enrollment in the course.

Usually lower division (1000 and 2000 level) courses are offered each year. Upper division (3000 and 4000 level) courses frequently are offered alternate years. Graduate courses are offered according to demand. See the yearly Time Schedule for the year's offerings.

Two numbers connected by a hyphen (thus: 1101-1102) indicate a course which usually affords credits only when both parts have been completed. The School Director's permission must be obtained if a student is to receive credit for a single quarter of such a course. Two numbers connected by a comma (thus: 1101, 1102) indicate two courses with a definite sequence, the first of which may be taken with credit whether the second is completed or not.

Cancellation of Courses

The University reserves the right to cancel any course or program in which the enrollment is insufficient.

Credits

Courses are listed as carrying a given number of credits, as indicated by the number in parentheses following the course title. Usually credits is determined by the number of class sessions held each week, e.g., the five-credit course meets five times a week, the two-credit course, twice a week. In laboratory work or activity-type courses, two and sometimes three periods are considered equivalent to one hour of lecture.

Curricular Change

The curriculum at Seattle Pacific University is under constant review by the Schools and the Academic Policies Committee. The University reserves the right to make those changes which are considered necessary and proper during the course of the year.

General and American Studies

COURSES

- 1110/2110/3110/4110 AMERICAN STUDIES SEMINAR (2-3)
Two or three credits each year for freshman, sophomore, junior participation. Senior year participation requires a senior project reflecting the student's chief interest in the American Studies area and carries three credits.
- 1120 INDIVIDUAL IN GROWTH (4)
An experientially designed course to enable the individual to integrate nutrition, health care, physical fitness and personal resources and their implications for leisure and career decisions. Development of decision-making skills to examine and plan direction for application to life style choices.
- 2101 BASIC SKILLS IN LEARNING RESOURCES (2)
Emphasizes effective use of learning resources including basic skills for library research audio-visual equipment operation and audio-visual material production.
- 2306 TUTORING (1)
May be repeated up to three credits.
- 2420/4420 BASIC TV TECHNIQUES (2)
(Education 2420/4420)
The development of basic technical skills for television production. Includes camera techniques, lighting arrangements, editing procedures, audio recording, and basic television directing.
- 2421/4421 BASIC TV PRODUCTION (2)
(Education 2421/4421)
Prerequisite: General Studies/Education 2420/4420.
The development of abilities to plan, script, and direct television programs. Includes program idea development, program outlining, scripting for television, preparation and integration of graphics and special effects, and advanced direction techniques.

2500 LEISURE VALUES (2)

(Physical Education 2500)
An exploration of the phenomenon of leisure in our culture, including such topics as the work ethic, leisure materialism, qualitative versus quantitative use of time, handling stress, identity, sex roles in leisure, and self-management. Explores barriers to an affirming view of leisure and formulates a personal leisure prescription.

2620 UNDERSTANDING THE CHRISTIAN FAITH (5)

(Religion 2620)
A survey of "things which matter most" as we seek to think Biblically and internalize our discoveries about Jesus Christ, God, the Bible, personal identity and meaning, man's dilemma, the solution to his problems, living life as a Christian, the summation of history.

2626 BIBLICAL LITERATURE AND A CHRISTIAN WORLD VIEW (5)

(Religion 2626)
The idea and Biblical history of revelation as it relates to a Christian world view. Team-taught.

2928/4928 AMERICAN STUDIES DIRECTED READINGS (1-5)

May be repeated up to a maximum of five credits.

2930 TAWAHSI STAFF PRACTICUM (2)

2931 STUDENT GOVERNMENT PRACTICUM (1)
Corequisite: Membership on Student Senate. Not open to persons enrolled in G.S. 3932.

Direct participation in the process of student government, including active participation in Student Senate and assigned committees, and filing monthly reports with the Senate on committee activities. Establishes individual goals at the beginning of the quarter and analyzes attainment of these goals, as well as the overall accomplishments of the Student Senate at the end of the quarter.

3201 GENERAL HONORS READING (1)

Prerequisite: Permission of the Coordinator of General Honors. Preparation and practice in reading techniques.

3419 STUDENT PERSONNEL DEVELOPMENT (3)

(Education 3419)
Prerequisite: Sophomore standing.
Focus on enhancing student development through college residence hall programs. Highlights issues and skills in student personnel, counseling, crisis intervention, social programming, leadership, administration, and multi-ethnic awareness. Required for resident assistants and students considering applying for the position.

3623 PROBLEMS OF PERSONAL BELIEF (5)

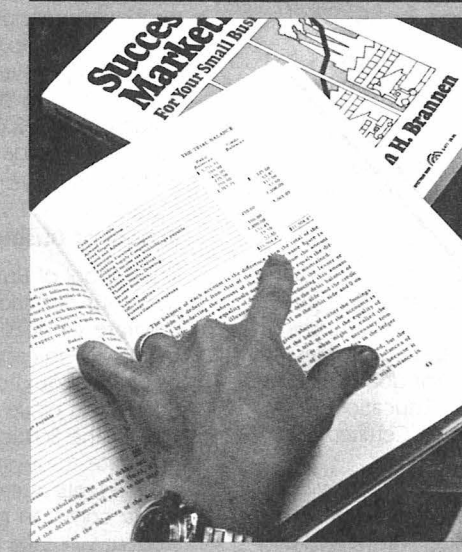
(Religion 3623)
A study of faith and knowing; scrutiny of various major models for religious knowledge; the problems of establishing personal belief. The objective is to stimulate and aid the student in his formulation of a critically examined position of his own on the possibility and development of religious knowledge.

3930 TAWAHSI EDITOR PRACTICUM (1-3)

3932 STUDENT ADMINISTRATION PRACTICUM (5)

Corequisite: Election as ASSP officer.
Active leadership within the ASSP. At the commencement of office the participant shall develop goals for his/her involvement within that office, and shall continually maintain records of his/her activities as an officer. At the end of the quarter, the participant shall provide an analysis of his/her accomplishments and attainment of established goals, as well as an assessment of the overall effectiveness of the current student government.

- 3960 AMERICAN STUDIES SPECIAL PROJECTS (1-15)
Provides credit for participation in the Consortium Washington, D.C. program or for other special projects approved by the American Studies faculty. The credit applies to the major for American Studies majors and is elective for others.
- 4120 THE CHALLENGE OF THE FUTURE (5)
A survey course in Futurism. Topics include: models of the future, scenario analysis, resource analysis, limits to growth, global societies, education, leisure and values implications for alternative futures.
- 4630 RATIONALITY AND CHRISTIAN FAITH (5)
(Religion 4630)
A critical examination of the evidence for and arguments against the Christian position. Central arguments against the Christian position discussed in the context of the rational grounds on which these positions stand.
- 4706 BASIC LIBRARY MATERIALS (3)
Examination, evaluation, selection and use of basic reference tools and other sources of information, including national, trade and subject bibliographies. Also considers basic books and non-book library materials as they relate to the enrichment of the school curriculum.
- 4906 GENERAL STUDIES (3-15)
Independent study arranged with a discipline on campus.
- 4935 GENERAL HONORS SEMINAR (1)
May be repeated up to 12 credits.
Prerequisite: Membership in the General Honors Program.
Meets each quarter to study and discuss issues, topics and questions which often transcend usual course boundaries and are of fundamental significance. Honors students are expected to participate in at least two of the three seminars each year.
- 4936 GENERAL HONORS READING SEMINAR (3)
May be repeated up to 9 credits.
Prerequisites: G.S. 3201, membership in the General Honors Program.
Readings and discussion of generally accepted classics in a given topic.
- 4960 GENERAL HONORS PROJECT (2-5)
May be repeated up to 12 credits.
Prerequisite: Membership in the General Honors Program.

BUSINESS
& ECONOMICS

The School of Business and Economics offers a healthy combination of the liberal arts and technical business skills. This combination together with the addition of new faculty, curriculum development and improved facilities, has contributed to the rapid expansion of students and programs within the School.

The School of Business seeks to:

1. Present a value-centered curriculum that applies Christian principles to the private enterprise system and other economic systems as well;

2. Develop a wide range of student competencies including all the technical skills offered in leading schools of business. This is achieved through a constant curriculum revision and a highly competent faculty who combine academic expertise with professional field experience;

3. Place a positive emphasis on management skills that develop students to be successful managers in public, private and non-private organizations;

4. Serve the business community by assisting business organizations and individuals to achieve their goals. Present programs include the Center for Economic Education, courses in real estate and insurance, and the Certified Employee Benefit Specialists Program.

Currently, Seattle Pacific University is proceeding with the construction of a \$1.2 million facility that will house the expanding School of Business and Economics. The new facility will contain faculty offices, seminar and classrooms, and additional space for other learning resources.

Admission to the School of Business and Economics

Students who are interested in Business or Economics are encouraged to file a "Statement of Intent to Major in Business or Economics." This does not commit the student, but assures him/her an adviser within the School of Business and continuing receipt of information about the School.

Admission to the School as a "Declared Major" is based upon an approved application and the completion of a minimum of 15 hours in Business and/or Economics with a grade point of 2.00 (A = 4.0) or better in those courses. The cumulative grade point in all courses completed must also be 2.00 or better.

School of Business and Economics Scholarship Program

The School of Business and Economics has, through the generous donations of corporations and individuals, six separate scholarships for School of Business and Economics majors. All in-coming students interested in the scholarship program should contact the School of Business and Economics office. Seattle Pacific also has an on-going scholarship to the School of Business at Baylor University for a graduate study on a yearly basis.

Students interested in business will pursue courses at two levels: common core and major. During the first phase the student will take a common core of courses which are drawn from each major of the School: Economics, Finance, Management, Marketing, and Accounting. This common core acquaints the student with the various dimensions of business and economics, and provides the foundation for each major. For the second phase students will select one of the majors for more concentrated study and complete no less than 25 additional hours of course work in that major.

The specific requirements for a major in Business are listed below.

Requirements for the Major

Students planning to receive a Bachelor of Arts degree in Business and Economics are required to take a minimum of 90 credits including the following common core: Econ. 2101, 2102 and 3102; Bus. 2274, 2351, 2352, 2353, 3414, 3417, 3541, 4614, 4615; Math 1225, 1360; and C.S. 1111, and 1212 are requisites for major.

A minimum of 25 additional hours of course work is normally taken in the elected major. The specific requirements and recommended courses for each of the following majors are available upon request from the School of Business and Economics. The majors offered are:

Accounting	Management
Economics	Marketing
Finance	



Joseph C. Hope, Director, School of Business. "A profitable education in business and economics must aim for more than academic achievement. It must bridge the chasm between theory and practice. To achieve this, we seek to provide the student with academic competence, professional excellence and the foresight to make ethical decisions that are intellectually honest and Biblically based."

COURSES

Business

- 1100 ENVIRONMENT OF BUSINESS (5)
(SBS 1100)
American business in our society, the various activities performed by business organizations, and full life career possibilities in business.
- 1360 INTRODUCTION TO STATISTICS (5)
(Mathematics 1360)
Prerequisite: High School Algebra or Math 1101.
Descriptive statistics, elementary probability, binomial and normal distributions, sampling, estimating parameter, testing hypotheses, regression and correlation.
- 2200 PERSONAL FINANCE (5)
Financial opportunities and problems of the home. Particular emphasis on budgets, taxes, credit, savings, social security, life and property insurance, investments and estate planning.
- 2274 BUSINESS FINANCE (5)
Prerequisites: Bus. 1360, 2351, 2352, or permission of instructor.
Principles of financial management. Analysis of demand for funds, internal and external supplies of funds and their costs to the firm, emphasizing management of working capital, capital budgeting and structure of firm capital.
- 2351 PRINCIPLES OF ACCOUNTING (5)
Basic structure of the accounting system. Development of concepts and skills for reporting, analyzing, and interpreting accounting information effectively.
- 2352 PRINCIPLES OF ACCOUNTING (5)
Prerequisite: Bus. 2351
Continuation of Bus. 2351. Further consideration of principles and concepts of financial accounting. Discussion of accounting for partnerships and corporations.
- 2353 MANAGERIAL ACCOUNTING (5)
Prerequisites: Bus. 2351, 2352
Development of basic concepts and skills for preparing accounting information for managerial decision-making purposes.
- 2540 PRINCIPLES OF MARKETING (5)
(Urban Studies 2540)
The role of marketing in enterprise: product policy, pricing, communications and determination of the marketing mix. Considers the flow of goods and services in the economy, including analysis of demand.
- 2670 MANAGEMENT IN THE PUBLIC SECTOR (5)
(Political Science 2870)
Surveys the field of management, considering especially the various functions administrators perform. Particular attention is devoted to the conduct of those functions within a political environment.
- 3228 INTERNATIONAL BUSINESS (5)
Prerequisite: Junior standing or permission of instructor.
The major forms of international business are covered including problems of licensing, production, marketing, import and export; relationships between theory and practice regarding management, government policy, and international problems.



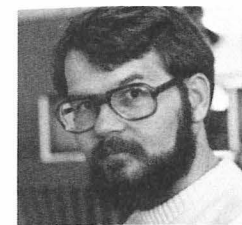
B.S. Program in Mathematics-Economics

This program provides a joint specialization with the School of Natural and Mathematical Sciences leading to the B.S. degree. It is designed to provide a basis for graduate work in economics, econometrics, business administration, or computer science and also provides an adequate base for entering such professions as actuarial work or data processing. Students desiring this program should be advised by the program coordinator (presently a member of the Mathematics faculty). The following are required courses: Mathematics 1225, 1226, 1227, 2226, 2227, 2375, 4361, 4362, 4725, 4830; Economics 2101, 2102, 3101, 3102; Bus. 2274, 2351, 3703; Computer Science 1113, 1212, 1221. The following courses are highly recommended: Business 2352; Economics 3321; Mathematics 4945.

B.S. Program in Computer Science-Business

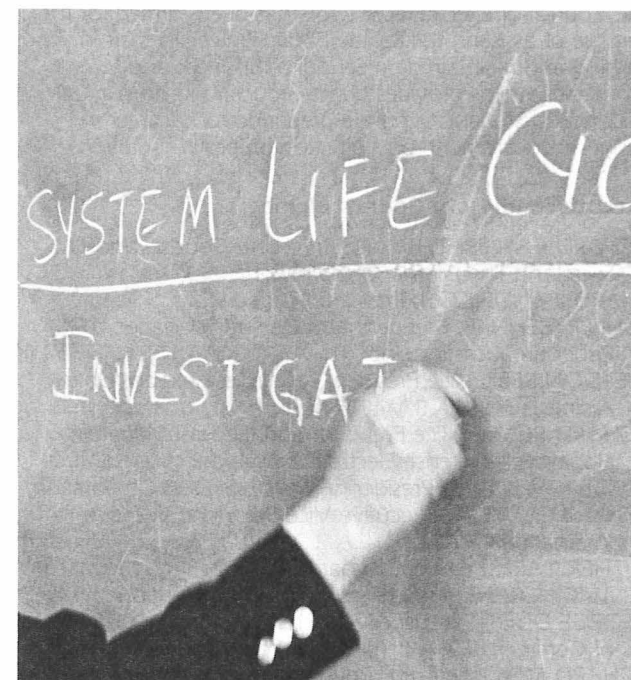
Students planning to major in computer science for the B.S. degree with a business application emphasis are required to complete, in addition to the Computer Science CORE requirements, Computer Science 1221 and 1222; Mathematics 1225 and 1360; Economics 2101; and Business 2274, 2351, 2352, 2353 and 3703; Business 4644 is recommended.

- 3250 INVESTMENTS (5)
Prerequisites: Bus. 2351, 2352, Junior standing or permission of instructor.
Study of the basic problems concerning development and implementation of a personal investment program. Includes analysis of investment risks, types of investment, evaluation techniques and design and execution of an investment program.
- 3319 ANALYSIS OF FINANCIAL STATEMENTS (5)
Prerequisites: Bus. 2351, 2352; Econ. 2101; Math 1360, and Junior standing or permission of instructor.
An explanation of techniques used in analysis and interpreting financial statements as an aid to decision making.
- 3324 FEDERAL INCOME TAX (2 or 5)
2 credits (individual income tax).
No prerequisites.
5 credits (partnership & corporation tax law)
Prerequisites: Bus. 2351, 2352; Econ. 2101, 2102; Junior standing or permission of instructor.
Basic exposure to income tax laws governing individuals, partnerships and corporations.
- 3327 COST ACCOUNTING (5)
Prerequisites: Bus. 2351, 2352, 2353; Econ. 2101, 2102; Math 1360; and Junior standing or permission of instructor.
Basic principles of cost accounting as applied to materials, labor and manufacturing overhead.
- 3328 AUDITING (5)
Prerequisites: Bus. 2351, 2352, 2353; Econ. 2101, 2102; Math 1360; and Junior standing or permission of instructor.
Auditing procedures for verifying the records and reports used to show the financial condition and operating results of business enterprise.
- 3351 INTERMEDIATE ACCOUNTING I (5)
Prerequisites: Bus. 2351, 2352; Econ. 2101, 2102; and Junior standing or permission of instructor.
The theory of accounting as it relates to such areas as cash, receivables, inventories, investments, and other assets.
- 3352 INTERMEDIATE ACCOUNTING II (5)
Prerequisite: Bus. 3351 or permission of instructor.
Continuation of 3351; includes preparation and analysis of comparative statements, application of funds and cash flow statements, as well as reorganizations, price level impact on financial statements, and accounting for investments.
- 3414 BUSINESS LAW (5)
Prerequisites: Junior standing or permission of instructor.
A study of source of law, law of contracts, sales, agency, partnership, negotiable instruments, secured transactions and introduction to corporations.
- 3417 BUSINESS, GOVERNMENT AND SOCIETY (5)
(Home Econ. 3417, Pol. Sci. 3417)
Prerequisite: Junior standing or permission of instructor.
Ethical problems and social responsibilities of business managers, the ever-changing nature of business and society, and the role of the business person in regard to environmental changes and constraints.
- 3420 INSURANCE PRINCIPLES (2)
(Home Econ. 3420)
Focuses on the four major insurances: property, automobile, life and health, emphasizing present trends in insurance, and developing an awareness of the coverage and selection available.
- 3531 ADVERTISING (5)
Prerequisite: Bus. 2540 or permission of instructor.
Describes the theory and practice of advertising and its role in the form and in the socio-economic system. Techniques and the management of advertising are discussed and applied to cases and projects.
- 3541 MARKETING AND SOCIETY (5)
Prerequisites: Bus. 2351, 2352; Econ. 2101, 2102; Math 1360, and Junior standing or permission of instructor.
Employs a system approach to marketing, examining the impact of marketing on the quality of life, reduction of poverty, reduction of pollution and related problems. Considers both macro and micro dimensions of marketing. Independent variables such as firm cost and profit are studied, as well as society, social values and social benefits.
- 3542 MARKETING RESEARCH (5)
Prerequisites: Bus. 2351, 2352, 2540; Econ. 2101, 2102; Math 1360; and Junior standing or permission of instructor.
The marketing research process: preliminary steps and research design, questionnaires, secondary and primary data, sampling, processing and interpreting data, evaluation and effective presentation of findings.
- 3543 PRODUCT MANAGEMENT (5)
Prerequisites: Bus. 2351, 2352, 2540; Econ. 2101, 2102; Math 1360; and Junior standing or permission of instructor.
An intensive study of the new product development and management function in modern organizations, with particular emphasis on technique, procedure, concept, and theory applications to real and simulated product management problems.
- 3655 ORGANIZATIONAL BEHAVIOR (5)
Prerequisites: Bus. 2351, 2352; Econ. 2101, 2102; Math 1360; and Junior standing or permission of the instructor.
Theoretical, methodological, controversial and practical behavior in organizations; emphasis on application of research findings to diagnosing and solving organizational problems.
- 3656 DYNAMICS OF SUPERVISION (3)
A study of practical concepts, techniques, case applications and research findings for the newly appointed supervisor, emphasizing managing one's self, managing others and managing the work.
- 3657 PERSONNEL MANAGEMENT (5)
Prerequisites: Bus. 2351, 2352; Econ. 2101, 2102; Math 1360; and Junior standing or permission of the instructor.
Human resources, administration, and systems approaches to administration, including both theory and practical applications of topics such as selecting, utilizing, and developing human resources from the view point of a whole organization.
- 3658 LABOR RELATIONS (5)
Prerequisites: Bus. 2351, 2352; Econ. 2101, 2102; Math 1360; and Junior standing or permission of the instructor.
Contract negotiations and reconciliation of employment problems by both labor unions and corporate management.
- 3703 QUANTITATIVE APPROACHES TO MANAGEMENT (5)
Prerequisites: Bus. 2351, 2352; Econ. 2101, 2102; Math 1360; and college algebra or its equivalent. Junior standing or permission of instructor.
Quantitative methods which can be used to solve management decision problems including cost volume and profit analysis; probability theory; inventory models; expected monetary value and utility; graphical linear programming; theory of games, and waiting line (queuing) analysis.



Gary W. Karns, Assistant Professor of Business & Economics. "Marketing actively takes on a servant role. Its purpose is to efficiently and effectively facilitate the exchange of goods and services in our society. In order to accomplish this purpose, marketers are constantly seeking to understand people's desires and to satisfy them."

- 3760 COMPUTER ASSISTED STATISTICS FOR SOCIAL SCIENCE (5)
Prerequisites: Math 1360, Computer Science 1212, and Junior standing or permission of the instructor.
Application-oriented study of statistical research methods for the social sciences including the interpretation and computer implementation of multi-variate analysis, correlation analysis, and the analysis of variants.
- 3949/4949 INTERNSHIP IN BUSINESS AND ECONOMICS (1-15) (Economics 3949/4949)
Prerequisites: Junior standing and 15 hours of "B" or better in Business and Economics. Permission of the faculty of the discipline.
A proposal describing learning objectives, collateral readings, and expected outcomes must be submitted by the student and accepted by the supervisor-instructor during the quarter prior to registration. Thirty hours of work will be expected for each credit. Students should contact the intern supervisor for departmental guidelines needed to make up the proposal.
- 4273 SPECIAL TOPICS IN FINANCE (5)
Prerequisites: Bus. 2274 and Senior standing.
Lectures and case studies dealing with cash flow, acquisitions, turn-around management, bankruptcy and reorganization establishing and maintaining relationships with financial sources and leasing.
- 4274 PROBLEMS IN CORPORATE FINANCE (5)
Prerequisites: Bus. 2274, and Junior standing or permission of instructor.
An in-depth treatment of the more critical aspects of financial decision making introduced in Bus. 2274, utilizing case studies. Topics typically include mergers and acquisitions, leasing, capital budgeting, and cash flow analysis.
- 4351 ADVANCED ACCOUNTING (5)
Prerequisites: Bus. 3351, 3352, and Junior standing or permission of instructor.
Financial accounting concepts relating to partnerships, alternative forms of combined corporate entities, international operations, installment and consignment sales, and receivership and bankruptcy are considered and analyzed.
- 4543 MARKETING STRATEGY (5)
Prerequisites: Bus. 2540
Case course dealing in depth with the actual problems encountered by business firms in all phases of marketing management.
- 4614 MANAGEMENT THEORY AND PRACTICE (5)
Prerequisites: Bus. 2351, 2352; Econ. 2101, 2102; Math 1360, and Junior standing. Permission of instructor is required for non-business majors.
General administrative or management processes which create an environment for people to achieve common objectives.
- 4615 ADMINISTRATIVE POLICY IN FORMAL ORGANIZATIONS (5)
Prerequisites: Bus. 2351, 2352; Econ. 2101, 2102; Math 1360; and Junior standing. Permission of the instructor.
The strategy and policy formulation processes designed to aid organizations to achieve purpose and objectives of both small and large businesses.
- 4644 PRODUCTION MANAGEMENT (5)
Prerequisites: Bus. 2351, 2352, 4614; Math 1360; and Junior standing, permission of the instructor.
Analyze theory and application comparing the systems approach to production management with the traditional approaches. Understand the limitations and advantages of each; provide a focus on the decision making process, the design control of manpower, materials and machines in a mass production environment; integrate and apply the system approach to production and operations management through class discussion, group teamwork and the actual design, applying theoretical concepts for an operating system.
- 4648 MARKETING MANAGEMENT (5)
Prerequisites: Bus. 2351, 2352, 2540; Econ. 2101, 2102; Math 1360, and Junior standing or permission of instructor.
Presents the planning, control and analysis of marketing programs emphasizing an analytical and systems approach to marketing problem-solving. Develops a decision-making framework through the use of a computerized marketing management game and case study analysis.
- 4707 MANAGEMENT AND THE COMPUTER (3)
Prerequisites: Junior standing or permission of instructor.
An analysis of the role the computer plays in modern management.
- 4931, 4932, 4933, 4934, PRACTICUM (2) (Economics 4931, 4932, 4933, 4934)
Prerequisite: Junior standing or permission of instructor.
Provides an opportunity for mature students to lead discussion groups and gain practical experience in the major field.
- 4979 INDEPENDENT STUDY IN BUSINESS AND ECONOMICS (1-5) (Economics 4979)
Prerequisites: Permission of the faculty of the discipline, Junior standing, and 15 hours of "B" or better in Business and Economics courses.
Research in a significant topic as arranged between student and instructor prior to registration.



Economics

- 1100 FUNDAMENTALS OF ECONOMICS (5)
(Urban Studies 1100)
An introduction to principles of economics for non-majors planning to take only one course. Examines demand and supply, the price system, income distribution, determination of national income, employment and prices, economics of environmental issues and the public sector, international trade, economic growth, and capitalism and socialism.
- 2101 PRINCIPLES OF ECONOMICS (Micro) (5)
A foundation course for Business and Math-Economics majors. Topics include supply and demand; markets, the price system, and allocation of resources, income distribution, economic power and the public sector, international trade; and comparative economic systems.
- 2102 PRINCIPLES OF ECONOMICS (Macro) (5)
Topics include elementary demand and supply, determination of national income, employment and prices, money and banking system, fiscal and monetary policy and economic welfare, economic growth and development.
- 2207 ECONOMIC GEOGRAPHY (5)
(Geography 2207, Urban Studies 2207)
Survey of the changing world distribution of economic activities. Special attention is given to locational principles and practical placement problems resulting from economic, environmental, and/or institutional restraints. Cities and their role in regional development are also presented.
- 3101 INTERMEDIATE MACROECONOMICS (5)
Prerequisites: Econ. 1100, or 2101 and 2102.
An analysis of aggregate income, employment, and the price level; and classical Keynesian and recent contributions.
- 3102 APPLIED ECONOMICS (5)
Prerequisites: Econ. 2101, 2102
Examines microeconomics at the intermediate level with particular application to operations of the firm. Emphasizes the application of theory to actual situations encountered in the management of firms and on the use of economic theory for projections and forecasting.
- 3231 URBAN LAND ECONOMICS (5)
(Geography 3231, Urban Studies 3231)
Prerequisites: Econ. 1100 or 2102, 2207 and Junior standing, permission of instructor.
Examines economic and social factors influencing urban growth and land use patterns, especially forces influencing the demand for urban land, intra-urban rent, real estate values and the housing market. Examines such factors as taxation, zoning, and other land use policies as they relate to the development of urban land.
- 3316 ISSUES IN POLITICAL ECONOMY (5)
Prerequisites: Econ. 1100 or 2101 and Junior standing or permission of instructor.
Study of the interrelationship between politics and economics and their effect on human welfare; economic issues, policies and reform.
- 3318 ECONOMICS OF THE PUBLIC SECTOR (5)
Prerequisites: Econ. 1100, or 2101 and 2102 and Junior standing or permission of the instructor.
Presents the rationale for governmental provision of goods and services, nonmarket decision making, public expenditure analysis, taxation, fiscal policy, and the role of the government in economic systems.

- 3321 MONEY AND BANKING (5)
Prerequisites: Econ. 1100 or 2101 and 2102; Bus. 2351, 2352; and Junior standing or permission of instructor.
Survey of monetary theory and the role of major financial institutions such as commercial banks, the Federal Reserve System, and savings institutions in the monetary system. Special emphasis is on the impact of bank operations on the quantity and flow of money in the economic system.
- 3635 MARXISM: TWENTIETH CENTURY THEORY AND PRACTICE (5)
(Pol Sci. 3435, History 3435, Phil 3803)
Examines the development of varieties of marxist theory and practice in the Twentieth Century, especially those of the Soviet Union, Europe, China, and Latin America.
- 3640 GROWTH OF THE AMERICAN SYSTEM (5)
(History 3640)
Prerequisites: Econ. 1100 or 2101 and 2102; Junior standing or permission of instructor.
Study of the development of the American economy, with particular attention to the rise of the modern business system and its impact on American society; corollary consideration of labor, agriculture, technology, and the monetary system.
- 3929/4929 READINGS IN ECONOMICS (1-5)
Prerequisite: Permission of the instructor.
- 3949/4949 INTERNSHIP IN BUSINESS AND ECONOMICS (1-15)
(See Business 3949/4949).
- 4931, 4932, 4934 PRACTICUM (2)
(See Business 4931, 4932, 4933, 4934).
- 4979 INDEPENDENT STUDY IN BUSINESS AND ECONOMICS (1-5)
(See Business 4979).

Business and Economics Advisory Council

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

Executive Advisory Council Members

RICHARD R. ALBRECHT; Vice President, Counsel and Secretary; The Boeing Company.
CHARLES ANDERSON; President; Tel-Tone.
JOHN F. BEHNKE; President and General Manager; Fisher Broadcasting, Inc.
SHELDON BEST; Vice President Northwest Region; United Airlines.
RICHARD BOYLE; Vice President and General Manager; Honeywell, Defense Electronics Division.
TOM BROWN; Vice President Finance; ELDEC Corporation
JOHN S. CALVERT; Executive Vice President; Western International Hotels.
LUTHER CARR; President; Urban Industries.
FENWICK CRANE; President; Family Life Insurance.
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RICHARD FORD; Director; Port of Seattle.

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PHIL SMART, SR.; President; Phil Smart, Inc.
FREDERICK WEISS; Vice President and Resident Manager; Coldwell Banker Commercial Brokerage Co.
ROBERT WILEY; President; Fidelity Northwest, Inc.

Business and Economics Faculty

Professors

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

DANIEL HARRIS, Ph.D.
Business
B.A., Westmont College, 1963; M.B.A., University of California at Los Angeles, 1965; Ph.D., University of California at Los Angeles, 1970; Extensive Consulting Experience in the Financial and Policy areas. At SPU since 1970.

HERBERT KIERULFF, D.B.A.
Finance/Entrepreneurship
B.A., Stanford University, 1959; M.B.A., University of Southern California, 1964; D.B.A., University of Southern California, 1966; Extensive Consulting Experience in Management, Economics, and Finance for small and large business. At SPU since 1980.

HOWARD MOUNT, B.A., C.P.A.
Accounting
B.A., Washington State University, 1961; C.P.A., 1965; Big 8 Accounting Experience, Small Business Consulting Experience. At SPU since 1975.

Associate Professors

ROBERT A. BLUMENTHAL, M.B.A.
Marketing
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., University of Oregon, 1979. At SPU since 1977.

WILLIAM A. ETCHES, M. Sc., Chartered Accountant
Accounting
B.A., comm., M.Sc., 1957, 1968, University of Saskatchewan; Chartered Accountant (Saskatchewan); Extensive Consulting Experience in the Financial Area for Small Business. At SPU since 1979.

Assistant Professors

DAN HESS, M.B.A.
Finance
B.A., Wheaton College, 1971; M.B.A., University of Washington, 1973; Doctoral Program, University of Arizona. At SPU since 1977.

GARY L. KARNIS, M.B.A.
Marketing
B.A., University of Oklahoma, 1976; M.B.A., University of Oklahoma, 1977; Doctoral Program, University of Washington; Extensive Consulting Experience in Association with the Small Business Administration, specializes in Market Research and general Marketing Problems. At SPU since 1979.

KENNETH E. LEONARD, Ph.C.
Economics, Director-Washington State Council on Economic Education; B.A., LaVerne College, 1969, M.Ed., Eastern Washington State University, 1974, Ph.C., University of Washington, 1978. Extensive Consulting Experience in Economic Research & Analysis. At SPU since 1978.

Part-Time Lecturers

GREGORY BRODIN, M.B.A.
Management and the Computer
B.A., Seattle Pacific University, 1969; M.B.A., University of Minnesota, 1972; Extensive Consulting Experience in Computer Technology and Applications. At SPU since 1977.

WARREN DUECK, B.A.
B.A., Seattle Pacific University, 1979; M.S. in Accounting, Wharton School, University of Pennsylvania, 1980. At SPU since 1980.

- ALEX HILL, J.D.
Business Law
B.A., Seattle Pacific University, 1975; J.D., University of Washington, 1980. At SPU since 1979.
- JACK LATTIN, B.A.
Accounting
B.A., University of Washington, 1947. At SPU since 1977.
- LARRY PACKWOOD, M.B.A.
Federal Income Tax
B.S., University of Idaho, 1961; M.B.A., Seattle University, 1974; C.P.A.; Extensive Tax and Financial Consulting Experience.
- JOET PAGET, J.D.
Business Law
B.A., Seattle Pacific University, 1967; J.D., University of Washington, 1970; Specializes in Contract and Corporate Legal Problems.
- NADINE PETERSON, Ed.D.
Organizational Behavior
B.M.Ed., Mount Union College, 1960; M.S., Kent State College, 1966; M.Ed., University of Washington, 1972; Ed.D., University of Cincinnati, 1978. Extensive experience in individual and group therapy in both educational and business settings. At SPU since 1980.

Emeriti

- ARNOLD J. CARLSON, M.B.A.
Business
B.S., University of Washington, 1931; M.B.A., Harvard University, 1941. At SPU part-time 1962-63; full-time 1963-74. Emeritus since 1974.
- MENDAL B. MILLER, LL.D.
Business
B.A., Greenville College, 1930; M.A., University of Southern California, 1936; LL.D., Seattle Pacific University, 1946. At SPU 1953-72. Emeritus since 1972.
- F. WESLEY WALLS, Ph.D.
Political Science
B.A., Greenville College, 1937; M.A., University of Washington, 1943; Ph.D., 1958; Consulting Experience in Business/Government Relations. At SPU 1941-67 and 1969-81. Emeritus since 1981.

EDUCATION



The primary purpose of both the graduate and undergraduate programs in the School of Education is to assist students to integrate academic training and the Christian faith with professional practice. Teaching is a service field, and teachers have a responsibility to help others prepare for life. Believing that service to God exhibits itself in service to others, Seattle Pacific is committed to prepare competent teachers who have a genuine concern to help others.

The School of Education is fully accredited by the Washington State Board of Education for the training of elementary and secondary school teachers, elementary and secondary school principals, program administrators, and guidance, counseling and reading resource specialists.

The School's programs are accredited by the National Council for Accreditation of Teacher Education for elementary and secondary teachers and for guidance and counseling personnel at the master's degree level.

Programs in the School of Education prepare students to meet the initial and continuing level requirements for 1) the State of Washington elementary and secondary teaching certificates, 2) the ESA certificates for guidance and counseling specialists and reading resource specialists, and 3) the principal and program administrator credentials.

Since each state establishes its own standards for certification, students desiring out-of-state certification should confer with the appropriate person in the School of Education office upon beginning Washington as well as in most other states.

INITIAL LEVEL CERTIFICATION

The professional program in Education at SPU consists of two Phases.

Phase I Program

Designed to provide the basic foundations for beginning teaching, Phase I introduces the student to educational psychology and the social ramifications of the schooling process. Students are placed in daily public school laboratory experiences, which involve one-fourth of the school day, then return to campus for classes and conferences related to the laboratory assignments. Students are evaluated on cognitive and affective qualities during Phase I. Successful completion of Phase I with a favorable evaluation is required for admission into Phase II.

The courses included in Phase I, which must be taken concurrently, are:

	Credits
Education 2103, Psychological Foundations	4
Education 2104, Social Foundations	3
Education 2105, Laboratory Experience	3

Phase I is normally taken during the sophomore year. Psychology 1180, General Psychology, is a prerequisite to Phase I, and General Studies 2101, Basic Skills in Learning Resources, must be taken prior to or concurrently with Phase I.

ADMISSION TO THE SCHOOL OF EDUCATION

A student enrolling in Phase I is considered a tentative candidate for admission to the School of Education. During the Phase I quarter the student is asked to prepare a formal application for admission, which may be considered only upon satisfactory completion of Phase I. The student may continue the sequence of professional courses (Phase II) upon approval of his/her application and fulfillment of his/her prerequisites to Phase II.

Admission to the School of Education is contingent upon meeting the following requirements:

1. Achieve a grade of 2.0 or above (A = 4.0) in Education 2103 and 2104; a 3.0 or above in Education 2105.
2. Achieve a cumulative g.p.a. of at least 2.7.
3. Complete and submit the application form to the School of Education.
4. Achieve a specified competency level in basic skills tests as determined by the School of Education. Check with the School of Education for tests required, testing policy, and specific competency-level requirements.
5. Successfully plan and evaluate professional goals as required by the School of Education.
6. File a formal application for internship and contract indicating projected quarters of internship (Phase II).
7. Achieve a favorable recommendation from the Phase I team.



Albert R. Haugerud, Director, School of Education. "Education's biggest challenge in the '80s will be to provide needed leadership for the classroom. At Seattle Pacific, we have the opportunity to forecast and meet the demands of our rapidly changing world. Whether those quality teachers, those leaders, come from the Christian university or elsewhere is up to us."

8. Satisfactorily complete General Studies 2101, Basic Skills in Learning Resources.
9. Prospective interns must meet the requirements listed below by the following time schedule:
 - Autumn/Winter interning — August 1
 - Winter/Spring interning — November 1
 - a. Complete and submit the application form to the School of Education.
 - b. Achieve a specified competency level on math and English tests.
 - c. Successfully plan and evaluate professional goals as required by the School of Education.
 - d. File a formal application for internship and contract indicating projected quarters of internship.

It is expected that the above requirements will be completed by the end of the quarter in which the student completes Phase I.

TRANSFER STUDENTS

1. All transfer students are required to take Phase I or obtain approval of the Phase I team for any course substitutions.
2. All transfer students must meet the requirements for admission to the School of Education. (A cumulative grade point average of 2.7 including work taken at SPU and other institutions is required.)
3. Transfer students who hope to transfer any courses required for certification must confer with the undergraduate adviser in the School of Education regarding course substitution requirements and procedures in their program of study.
4. All transfer students must complete at least 12 credits, including professional courses, at SPU before being considered for admission to Phase II (internship or student teaching).
5. All students must have an acceptable undergraduate major according to state program certification guidelines.
6. All transfer students are required to take the entire Phase II program at SPU. Any exceptions must be petitioned through the Undergraduate Committee of the School of Education and each petition must be accompanied by the recommendation of the SPU professor who teaches the course in question. If any petitions are granted, a minimum of 26 credits must be completed as a regularly enrolled student at SPU including the Phase II internship.

Phase II Programs

Phase II programs involve both teaching methods and a two- or three-quarter internship in public or private state approved school classrooms under the direction of both university and school supervisors. The purpose of the internship

program is to provide an extended experience in a teaching situation in which the student has opportunity to apply learning theory through active participation. Phase II should be taken during the senior year. All students preparing for teacher certification are required to complete this phase. The student chooses the elementary, junior-high or senior-high school level for this culminating school internship experience. The internship consists of observation, teaching, and extracurricular duties in the public schools for two or three quarters, and work in methods classes conducted by School of Education faculty. The intern not only works under and is responsible to the cooperating teacher and the principal of the school to which he/she is assigned, but is also responsible to a Seattle Pacific University coordinator who gives professional guidance and evaluation. A grade of 3.0 or above in the internship is a prerequisite to recommendation for a teaching certificate.

Internships not directly supervised by Seattle Pacific School of Education faculty will not be provided through the School of Education at Seattle Pacific University.

Seattle Pacific University will expend considerable effort to arrange for an internship in a public or private school for the quarters requested by the student. However, since internships must be arranged in cooperation with school personnel, it cannot be guaranteed that an internship will be provided in the desired quarter.

ELEMENTARY

ADMISSION TO ELEMENTARY PHASE II PROGRAM

Requirements for admission to the Elementary Phase II Program for SPU students are as follows:

1. Admission to the School of Education, recommendation of the Phase I team, and maintenance of eligibility and good standing in the School of Education.
2. Maintenance of a grade point average of 2.7 or above.
3. Senior or graduate standing.
4. Completion of Mathematics 2529 and Lang. 2529.
5. No fewer than eight upper-division credits in the major.
6. Written permission of the academic adviser in certain majors must be filed with the School of Education at the time of registration for Phase II.
7. Participation in a pre-internship conference with a designated member of the elementary Phase II team.

Transfer Students: See additional information under "Admission to the School of Education" for requirements prior to admission to Phase II.

ELEMENTARY PHASE II PROGRAM

The recommended schedule of courses for each quarter of the two-quarter internship is as follows:

1st quarter	
Ed. 4230, ITIP: General Methods for Teaching in Elem. Schools	2
Ed. 4231, Reading, Lang. Arts Methods	4
Ed. 4232, Mathematics Methods	3
Ed. 4233, Social Studies Methods	2
Ed. 4234, Science Methods	2
Ed. 4235, Learning Resources	1
Ed. 4941, Internship A	3
	17
2nd quarter	
Ed. 4942, Internship B	17

Elementary Skills Minor

The student preparing for elementary teaching will complete, in addition to a major, an elementary skills minor. The elementary skills minor provides breadth in several academic areas including reading, language arts, social science, physical education, science, and fine and applied arts. Required courses in these areas are:

Art 3546	Art Education	3
English 4587	Children's Books	3
CMU 4318	Storytelling (3)	
P.E. 3510	Physical Education for Children	3
Math 2529	Math for Elementary Teachers	5
Music 3500	Fundamentals of Music for the Future Teacher	2
Music 3501	Elementary Methods and Materials	3
	or	
Music 3502	Music in Special Education	3
NMS 1110	Introduction to the Nature of Science	5
Lang. 2529	Reading and Language Development	5

All of the courses in the minor, except Art 3546, P.E. 3510, Lang. 2529, and CMU 4318 may also be used to satisfy General Education requirements. Academic work below C (2.0) in the elementary skills minor may be used toward graduation requirements but may not be applied toward certification requirements in the teacher education program. Students should plan to use the courses to satisfy General Education requirements in order to avoid the necessity of taking an excess of credits to satisfy graduation requirements. It is recommended that as many as possible of the courses in the minor-elementary skills be completed prior to Phase II. History of the Pacific Northwest is required by some school districts for teachers who teach history of the Pacific Northwest in the intermediate grades, junior high, and high school. However, it is not a requirement by the State of Washington.

Majors for Elementary Teachers

An academic major is required for all elementary teachers in addition to the elementary certification requirements. Students may select their major from the majors stated under areas of Instruction-Baccalaureate Degree Requirements (i.e. — history, music, psychology, English, math). They may also select special education as their academic major or one of the following broad field majors:

***FINE AND APPLIED ARTS (60-66)**

Art 1102, 1103 (3,3); 2202 (2); 3312 or 3315 (3); 3405, 3408 (2,2)
 Music 1600 (5); 3500 (2); 3501 (3); 3401 (2), 3654 (3)
 Drama 1320 (2); 1110 (5); 1310, 4771 (3,3); 4330 (3)
 Home Economics 1710 (5), 1840 (3); electives: 8-20 credits approved by the student's adviser.
 Approved electives in art, music, drama, home economics to complete 60 credits with minimum of 23 upper-division credits.

SCIENCE (45)

NMS 1110, 1135, 1150, 1120 (20)
 Biology 1111, 1112 (or high school equivalent) (10)
 Chemistry 1100 (or high school equivalent) (5)
 Math 1101 (or high school equivalent) (5)
 Approved electives to complete 45 credits, including minimum of 23 upper-division credits.

Recommended Electives:

NMS 3120; Bio. 2129, 2130, 3310, 3453, 4330, 4950;
 Chem. 4800; Math. 1360; H.E. 3330; Ed. 5919 (Env. Workshop).

***HOME ECONOMICS EDUCATION (45)**

(See prerequisites for each course.) H.E. 1050 (5), 1310 (3), 1710 (5), 1840 (3), 2365 (5), 2830 (3), 3252 (5), or 3220 (3) and 4240 (3), 3385 (3), 3410 (5), 3460 (5), 3510 (3).
 Recommended additional electives:
 Psych. 3460; H.E. 1101, 3101.

***LANGUAGE ARTS (46)**

Lang. 2529 (5)
 Eng. 2205, 2215, or 3305 (5); 2287, 3334 (3,5); 4587 (3)
 Lang. 4400 (1-2)
 Drama 4770 (Ed. 4540) (3); 4771 (3)
 CMU 1101 (5), 2330 (3), 3102 (3), 3590 (3), 4318 (Dr. 4330, Ed. 4518) (3)

***MATHEMATICS EDUCATION (47)**

Math. 1225, 1226, 1227, 1360 (19); 3300, 3441, 4402 (9)
 C.S. 1113 (3); 1212 (2)
 Approved electives to complete 47 credits with minimum of 23 upper-division credits. Recommended additional electives: Math 2375, 4403, 4610, 4904, 4935; NMS 1110, 3120.

***SOCIAL SCIENCE (59-61)**

Soc. Sci. 3500 (3)
 Hist. 2502 or 2503 or 3501; 2710 or 3600 or 3610 or 3650 (8-10)
 Econ. 1100 or 2101 or 2102 (5)
 Geog. 1110 or 2207; 2677 or 2707 (10)
 Pol. Sci. 1120 or 2230 or 2320 or 3410 (5)
 Psych. 1180; 3420 or 3460 or 4444 or 4445 (8-10)
 Soc. 1110; 3862 or 3252 (10)
 Anth. 2250 or 3310 or 3360 or 4877 (3-5)

*These majors are for teacher certification candidates only.

EARLY CHILDHOOD/BACHELOR OF LIBERAL STUDIES DEGREE

This liberal studies degree is designed for students who have completed the AAS Degree in Early Childhood Education and who wish to earn the elementary teaching certificate.

Please contact the School of Education for program requirements.

SECONDARY

ADMISSION TO SECONDARY PHASE II PROGRAM

Requirements for admission to the Secondary Phase II Program for SPU students are as follows:

1. Admission to the School of Education, recommendation of the Phase I team, and maintenance of eligibility and good standing in the School of Education.
2. Maintenance of a grade point average of 2.7 or above.
3. Senior or graduate standing.
4. Completion of no fewer than twelve upper-division credits in the major.
5. Written permission of the academic adviser in the major must be filed with the School of Education at the time of registration for Phase II on a form supplied by the School of Education.
6. Participation in a pre-internship conference with a designated member of the Secondary Phase II team and completion of paperwork necessary for internship placement.

SECONDARY PHASE II PROGRAM

1. A methods course in the teaching major is required. The student should check with the academic adviser in

his or her major to determine which methods course is required. This course should be taken prior to or during the first quarter of internship.

2. The Secondary Phase II Program consists of two or three consecutive quarters of supervised teaching internships, Educ. 4945, Secondary Internship A (first quarter) and Educ. 4946, Secondary Internship B (second quarter).
3. Registration for each quarter of internship is for 17 credits. Any student wishing to register for less than 17 credits per quarter must acquire approval in writing from the coordinator of the secondary internship program.
4. Physical education and music majors who wish K-12 certification should check with the undergraduate education adviser for specific requirements. A three quarter internship is required.

Majors for Secondary Teachers

Students who are candidates for secondary teaching should meet the requirements for a major available for bachelor's degree candidates as listed under the various disciplines in other sections of the catalog. Academic work below "C" (2.0) will apply toward total credit requirements for graduation but may not be applied toward the teaching major.

Broad field majors in language arts or social science are available for candidates for secondary teaching. For a general science major, contact the director of the School of Natural and Mathematical Sciences.

LANGUAGE ARTS (66-70)

CMU 1101, 1321, 1323, or 2322 (5) 2227 (3) 2330 (3)
 Drama 1110; 2420 or 2421 (5) 1210/3210 or 1220/3220 (1-2)

*Eng. 2205, 2215, or 3305 (5) 2287, 3387, or 3329 (3-5)
 2225 or 3348 (5) 2235, 3326, 3334, 3338, or 3349 (5)
 4445 (5) 4590 (3) 4980 (1-3)

Jrn. 2101, 2102, or 2103 (2) 3901, 3902, or 3903 (2)
 Lang. 2100 or Lang. 2529 (5) 3330 or 3601 (3)

*If 2225 is taken, 3326 is not to be chosen; if 3348 is taken, 3349 is not to be chosen.

SOCIAL SCIENCE (69-71)

SBS/Geog. 3500 (3)
 Hist., choose one: 2502, 2503, 3501; choose two: 1202, 2710, 3270, 3610, 3650, 3670, 3750, 3782 (13-15)

Econ. 1100 or 2101 or 2102 (5)
 Geog./Urban Studies 1110 or 2207; 2677 or 2707 (10)
 Pol. Sci., choose two: 1120, 2230, 2320, 3410, 3736 (10)

Psych. 1180; 3420 or 3460 or 4420 or 4430 or 4444 (10)
 Soc. 1110; 2870 or 3862 or 3252 (10)
 Anth. 2250; 3310 or 3360 or 4877 (8)

ELEMENTARY PHASE II PROGRAM

The recommended schedule of courses for each quarter of the two-quarter internship is as follows:

1st quarter	
Ed. 4230, ITIP: General Methods for Teaching in Elem. Schools	2
Ed. 4231, Reading, Lang. Arts Methods	4
Ed. 4232, Mathematics Methods	3
Ed. 4233, Social Studies Methods	2
Ed. 4234, Science Methods	2
Ed. 4235, Learning Resources	1
Ed. 4941, Internship A	3
	17
2nd quarter	
Ed. 4942, Internship B	17

Elementary Skills Minor

The student preparing for elementary teaching will complete, in addition to a major, an elementary skills minor. The elementary skills minor provides breadth in several academic areas including reading, language arts, social science, physical education, science, and fine and applied arts. Required courses in these areas are:

Art 3546	Art Education	3
English 4587	Children's Books	3
CMU 4318	Storytelling (3)	
P.E. 3510	Physical Education for Children	3
Math 2529	Math for Elementary Teachers	5
Music 3500	Fundamentals of Music for the Future Teacher	2
Music 3501	Elementary Methods and Materials or	3
Music 3502	Music in Special Education	3
NMS 1110	Introduction to the Nature of Science	5
Lang. 2529	Reading and Language Development	5

All of the courses in the minor, except Art 3546, P.E. 3510, Lang. 2529, and CMU 4318 may also be used to satisfy General Education requirements. Academic work below C (2.0) in the elementary skills minor may be used toward graduation requirements but may not be applied toward certification requirements in the teacher education program. Students should plan to use the courses to satisfy General Education requirements in order to avoid the necessity of taking an excess of credits to satisfy graduation requirements. It is recommended that as many as possible of the courses in the minor-elementary skills be completed prior to Phase II. History of the Pacific Northwest is required by some school districts for teachers who teach history of the Pacific Northwest in the intermediate grades, junior high, and high school. However, it is not a requirement by the State of Washington.

Majors for Elementary Teachers

An academic major is required for all elementary teachers in addition to the elementary certification requirements. Students may select their major from the majors stated under areas of Instruction-Baccalaureate Degree Requirements (i.e. — history, music, psychology, English, math). They may also select special education as their academic major or one of the following broad field majors:

*FINE AND APPLIED ARTS (60-66)

Art 1102, 1103 (3,3); 2202 (2); 3312 or 3315 (3); 3405, 3408 (2,2)
 Music 1600 (5); 3500 (2); 3501 (3);, 3401 (2), 3654 (3)
 Drama 1320 (2); 1110 (5); 1310, 4771 (3,3); 4330 (3)
 Home Economics 1710 (5), 1840 (3); electives: 8-20 credits approved by the student's adviser.
 Approved electives in art, music, drama, home economics to complete 60 credits with minimum of 23 upper-division credits.

SCIENCE (45)

NMS 1110, 1135, 1150, 1120 (20)
 Biology 1111, 1112 (or high school equivalent) (10)
 Chemistry 1100 (or high school equivalent) (5)
 Math 1101 (or high school equivalent) (5)
 Approved electives to complete 45 credits, including minimum of 23 upper-division credits.

Recommended Electives:

NMS 3120; Bio. 2129, 2130, 3310, 3453, 4330, 4950;
 Chem. 4800; Math. 1360; H.E. 3330; Ed. 5919 (Env. Workshop).

*HOME ECONOMICS EDUCATION (45)

(See prerequisites for each course.) H.E. 1050 (5), 1310 (3), 1710 (5), 1840 (3), 2365 (5), 2830 (3), 3252 (5), or 3220 (3) and 4240 (3), 3385 (3), 3410 (5), 3460 (5), 3510 (3).
 Recommended additional electives:
 Psych. 3460; H.E. 1101, 3101.

*LANGUAGE ARTS (46)

Lang. 2529 (5)
 Eng. 2205, 2215, or 3305 (5); 2287, 3334 (3,5); 4587 (3)
 Lang. 4400 (1-2)
 Drama 4770 (Ed. 4540) (3); 4771 (3)
 CMU 1101 (5), 2330 (3), 3102 (3), 3590 (3), 4318 (Dr. 4330, Ed. 4518) (3)

*MATHEMATICS EDUCATION (47)

Math. 1225, 1226, 1227, 1360 (19); 3300, 3441, 4402 (9)
 C.S. 1113 (3); 1212 (2)
 Approved electives to complete 47 credits with minimum of 23 upper-division credits. Recommended additional electives: Math 2375, 4403, 4610, 4904, 4935; NMS 1110, 3120.

*SOCIAL SCIENCE (59-61)

Soc. Sci. 3500 (3)
 Hist. 2502 or 2503 or 3501; 2710 or 3600 or 3610 or 3650 (8-10)
 Econ. 1100 or 2101 or 2102 (5)
 Geog. 1110 or 2207; 2677 or 2707 (10)
 Pol. Sci. 1120 or 2230 or 2320 or 3410 (5)
 Psych. 1180; 3420 or 3460 or 4444 or 4445 (8-10)
 Soc. 1110; 3862 or 3252 (10)
 Anth. 2250 or 3310 or 3360 or 4877 (3-5)

*These majors are for teacher certification candidates only.

EARLY CHILDHOOD/BACHELOR OF LIBERAL STUDIES DEGREE

This liberal studies degree is designed for students who have completed the AAS Degree in Early Childhood Education and who wish to earn the elementary teaching certificate.

Please contact the School of Education for program requirements.

SECONDARY

ADMISSION TO SECONDARY PHASE II PROGRAM

Requirements for admission to the Secondary Phase II Program for SPU students are as follows:

1. Admission to the School of Education, recommendation of the Phase I team, and maintenance of eligibility and good standing in the School of Education.
2. Maintenance of a grade point average of 2.7 or above.
3. Senior or graduate standing.
4. Completion of no fewer than twelve upper-division credits in the major.
5. Written permission of the academic adviser in the major must be filed with the School of Education at the time of registration for Phase II on a form supplied by the School of Education.
6. Participation in a pre-internship conference with a designated member of the Secondary Phase II team and completion of paperwork necessary for internship placement.

SECONDARY PHASE II PROGRAM

1. A methods course in the teaching major is required. The student should check with the academic adviser in

his or her major to determine which methods course is required. This course should be taken prior to or during the first quarter of internship.

2. The Secondary Phase II Program consists of two or three consecutive quarters of supervised teaching internships, Educ. 4945, Secondary Internship A (first quarter) and Educ. 4946, Secondary Internship B (second quarter).
3. Registration for each quarter of internship is for 17 credits. Any student wishing to register for less than 17 credits per quarter must acquire approval in writing from the coordinator of the secondary internship program.
4. Physical education and music majors who wish K-12 certification should check with the undergraduate education adviser for specific requirements. A three quarter internship is required.

Majors for Secondary Teachers

Students who are candidates for secondary teaching should meet the requirements for a major available for bachelor's degree candidates as listed under the various disciplines in other sections of the catalog. Academic work below "C" (2.0) will apply toward total credit requirements for graduation but may not be applied toward the teaching major.

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*Eng. 2205, 2215, or 3305 (5) 2287, 3387, or 3329 (3-5)
 2225 or 3348 (5) 2235, 3326, 3334, 3338, or 3349 (5)
 4445 (5) 4590 (3) 4980 (1-3)

Jrn. 2101, 2102, or 2103 (2) 3901, 3902, or 3903 (2)
 Lang. 2100 or Lang. 2529 (5) 3330 or 3601 (3)

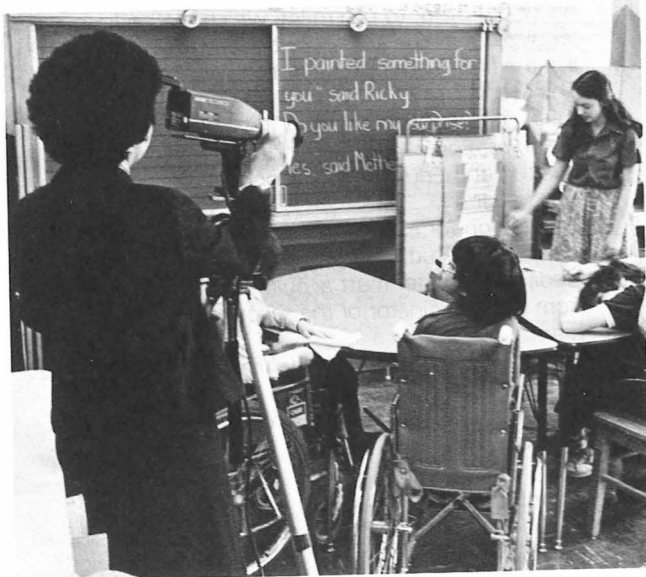
*If 2225 is taken, 3326 is not to be chosen; if 3348 is taken, 3349 is not to be chosen.

SOCIAL SCIENCE (69-71)

SBS/Geog. 3500 (3)
 Hist., choose one: 2502, 2503, 3501; choose two: 1202, 2710, 3270, 3610, 3650, 3670, 3750, 3782 (13-15)

Econ. 1100 or 2101 or 2102 (5)
 Geog./Urban Studies 1110 or 2207; 2677 or 2707 (10)
 Pol. Sci., choose two: 1120, 2230, 2320, 3410, 3736 (10)

Psych. 1180; 3420 or 3460 or 4420 or 4430 or 4444 (10)
 Soc. 1110; 2870 or 3862 or 3252 (10)
 Anth. 2250; 3310 or 3360 or 4877 (8)



Secondary Teaching Minor

Students who plan to teach at the secondary level may wish to take a teaching minor. A minor for certification requires 20 credits in one discipline of which 12 must be upper division.

Humanities, Language Arts and Social Science minors do not provide sufficient depth in subject content. If there are questions concerning the teaching minor, please see the undergraduate adviser in the School of Education.

SPECIAL EDUCATION MAJOR

ADMISSION TO THE SPECIAL EDUCATION PROGRAM

For general requirements and admission policies, see the Phase I and Phase II sections in the School of Education segment of the Catalog.

Confer with the special education adviser in the School of Education.

SPECIAL EDUCATION PROGRAM

The primary purpose of this program is to develop teachers who have the special knowledge and skills necessary to design and implement appropriate educational plans for handicapped children.

For certification with a special education endorsement, the special education major requirements must be met in addition to the regular education sequence (Phase I and Phase II).

Courses leading to the completion of this major will include both academic and methodological course work before a three quarter internship. The internship includes one quarter in a regular classroom and two quarters in special education.

COURSE OF STUDY FOR ELEMENTARY TEACHERS

A minimum of 58 quarter-credit hours are required for this major.

Required courses:		<u>Elementary Emphasis</u>	
Psych. 1180	General Psychology		5
Lang. 2529	Reading and Language Development		5
Psych. 3420	Cognitive Learning		5
Psych. 3460	Child Psychology		5
Ed. Sp. 4642	The Exceptional Child in the Classroom		3
Ed. Sp. 4644	Psychology of the Exceptional Individual		3
Ed. Sp. 4652	Learning Disabilities		3
Ed. Sp. 4653	Teaching Reading to Exceptional Students		3
Ed. Sp. 4654	Teaching Mathematics to Exceptional Students		3
Ed. Sp. 4657	Behavior Management: Theory and Techniques, or substitution with adviser approval.		3
Psych. 4460	Deviant Behavior		5
Ed. Sp. 4658	Issues in Special Education		3
Ed. Sp. 4944	Elementary Special Education Internship		1-21
Suggested Electives:			
Ed. Sp. 4645	Psychology of the Gifted Individual		3
Required courses:		<u>Secondary Emphasis</u>	
Psych. 1180	General Psychology		5
Lang. 2529	Reading and Language Development		5
Math 2529	Math for Elementary Teachers		5
Psych. 3420	Cognitive Learning		5
Psych. 4420	Adolescent Psychology		5
Ed. Sp. 4642	The Exceptional Child in the Classroom		3
Ed. Sp. 4644	Psychology of the Exceptional Individual		3
Ed. Sp. 4646	Mental Retardation		3
Ed. Sp. 4652	Learning Disabilities		3
Ed. Sp. 4653	Teaching Reading to Exceptional Students		3
Ed. Sp. 4654	Teaching Mathematics to Exceptional Students		3
Ed. Sp. 4657	Behavior Management: Theory and Techniques, or substitution with adviser approval		3
Psych. 4460	Deviant Behavior		5
Ed. Sp. 4648	Secondary and Post-Secondary Special Education		3
Ed. Sp. 4948	Secondary Special Education Internship		12-17

Suggested Electives:

Psych. 3460	Child Psychology	5
Psych. 3438	Sensation and Perception	5
Ed. Sp. 4658	Issues in Special Education	3

REQUIRED FOR SPECIAL EDUCATION ENDORSEMENT ON TEACHING CERTIFICATE

A student who intends to teach special education must complete the special education and the regular teacher education program (Phase I and Phase II). Transfer students must complete a minimum of 15 upper division credits in special education course work prior to the special education internship. The student preparing on the elementary level will complete the regular elementary certification program (Phase I and Phase II) plus the elementary skills courses.

In order for the School of Education at Seattle Pacific to recommend a student to teach in the area of special education, the School of Education must supervise the student internship including the special education internship quarter(s).

INITIAL LEVEL CERTIFICATION

The School of Education will recommend a candidate for the Initial Level Certificate in the State of Washington when he/she has:

1. Met the requirements of Seattle Pacific University for a B.A. or B.S. degree.
2. Satisfactorily completed the professional education, internship, and major requirements for elementary school or secondary school certification.
3. Completed requirements for an acceptable major according to state approved guidelines. Please consult the undergraduate education adviser for acceptable majors.
4. Completed the Elementary Skills Minor (Elementary Certificate only). See elementary skills courses listed in the Education section (required for students wishing certification on the elementary level).
5. (Optional) Presented a teaching minor with a minimum of 20 credits in a single discipline of which 12 are upper division to broaden the student's teaching area (Secondary Certificate only). Please consult the Undergraduate adviser.
6. Met evaluation criteria necessary for earning at least a 2.0 in all education methods courses and at least a 3.0 in all laboratory experiences and internships (and/or student teaching).
7. Been recommended by the School of Education according to professional standards and personal qualifications based upon the SPU academic goals.
8. Made a formal application for the certificate. Application forms are available in the School of Education. The fee required by the State of Washington is payable at the SPU Business Office.

PROFESSIONAL EDUCATION COURSES

Basic Courses For Certification

PHASE I: REQUIRED FOR ALL STUDENTS

Ed 2103-2105 FOUNDATIONS OF EDUCATION (10 total)
Ed 2103, 2104, 2105 taken concurrently.

Ed 2103 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (4)

Prerequisite: Psychology 1180.

Examines the teaching and learning processes emphasizing models and strategies for putting theories into actual practice. Students encounter numerous concepts related to human development and learning, as well as principles pertaining to classroom conduct. Includes both didactic and experiential aspects of teacher education.

Ed 2104 SOCIAL FOUNDATIONS OF EDUCATION (3)

Students learn about the history, organization, and operation of the American school system. Course also examines and clarifies values and belief systems as they relate to society and the schooling process.

Ed 2105 LABORATORY EXPERIENCE A (3)

The student will be placed in a school where observation and experience will be gained through working with small groups and tutorial situations.

Ed 2106 LABORATORY EXPERIENCE B (3)

An opportunity for students to have an additional, individualized laboratory experience. See Ed 2105.

PHASE II: ELEMENTARY TEACHING

Prerequisites: Phase I or equivalent, admission to the School of Education, 2.7 g.p.a., senior or graduate standing, completion of Math 2529 and Lang. 2529, at least eight upper-division credits in a major, pre-internship conference. Permission for all North Kitsap courses.

EdSp 4220 ASSESSMENT OF HANDICAPPED STUDENT PERFORMANCE (2)

Criterion, normative, and continuous assessment in reading, math, and spelling. (North Kitsap internship)

EdSp 4221 DIRECT INSTRUCTIONAL TECHNIQUES IN ARITHMETIC, LANGUAGE, SPELLING, HANDWRITING (2)

Format and techniques of Distar Method of teaching mathematics and language. (North Kitsap internship)

EdSp 4222 DESIGNING AND MANAGING INSTRUCTIONAL PROGRAMS (2)

Planning and implementing individualized instructional programs in math, reading, and spelling. (North Kitsap internship)

EdSp 4223 DIRECT INSTRUCTIONAL TECHNIQUES IN READING I (2)

Format and techniques of Distar Method of teaching reading; use of structured, step-by-step small group corrective procedures in reading. (North Kitsap internship)

Ed 4230 ITIP: GENERAL METHODS FOR TEACHING IN ELEMENTARY SCHOOLS (2)

General factors that affect learning in the elementary classroom, development of teacher-pupil relationships, lesson planning, behavior guidance, and effective use of physical facilities.

- EdRd 4231 ITIP: READING AND LANGUAGE ARTS METHODS (4)
Strategies for instruction in listening, speaking, reading, and handwriting for the elementary school pupil.
- EdMa 4232 ITIP: MATHEMATICS METHODS (3)
Contemporary methods and trends in the teaching of mathematics in elementary school emphasizing learning theories, individualization, changes in the mathematical content, technology, and pedagogy.
- Ed 4233 ITIP: SOCIAL SCIENCE METHODS (1-2)
Exploration of inter-disciplinary approach for teaching elementary school social studies and development of strategies for implementation in the classroom.
- EdSc 4234 ITIP: SCIENCE METHODS (2)
Briefly surveys various current elementary science programs including AAAS and Minimast and examines techniques and materials using a similar approach to teach some basic principles of the scientific method.
- EdLR 4235 ITIP: LEARNING RESOURCES AND INSTRUCTION (1)
As a part of the internship program, the course covers the ability to select, use, and evaluate learning resources in accordance with instructional objectives.
- EdSp 4240 BEHAVIORAL MANAGEMENT (3)
Application of behavior modification techniques to an existing teaching-learning problem. (North Kitsap internship, taken in lieu of Sp. Ed. 4657).
- EdSp 4241 DIRECT INSTRUCTIONAL TECHNIQUES IN READING II (2)
Analysis of learning tasks to determine elements and sequence of programmed learning events. (North Kitsap internship)
- EdSp 4242 STATE AND FEDERAL GUIDELINES FOR SPECIAL EDUCATION (2)
Study of the Washington State law dealing with special education of children. (North Kitsap internship)
- EdSp 4244 EVALUATION TECHNIQUES (2)
Continuation of Ed. Sp. 4220. (North Kitsap internship)
- EdSp 4271 CURRICULUM FOR THE SEVERELY HANDICAPPED (2)
Theories and research in severely handicapped preschool and elementary; assessment of, and curriculum for, the severely handicapped. (North Kitsap internship)
- Ed 4940 STUDENT TEACHING IN ELEMENTARY SCHOOLS* (1-16)
Prerequisites: Special permission; senior standing.
- Ed 4941 ELEMENTARY SCHOOL INTERNSHIP A* (1-17)
Prerequisites: Phase II Elementary Teaching prerequisites and permission.
Section 1 — First of two quarters
Section 2 — First of three quarters
To be taken concurrently with Ed. 4230-4235. Observation and daily teaching in the public school under the direction of a master teacher.
- Ed 4942 ELEMENTARY SCHOOL INTERNSHIP B* (1-17)
Prerequisites: Same as for Ed. 4941.
Section 1 — Second of two quarters
Section 2 — Second of three quarters
Observation and daily teaching in the public school under the direction of a master teacher.
- Ed 4943 ELEMENTARY SCHOOL INTERNSHIP C* (1-17)
Prerequisites: Same as for Ed. 4941.
Third of three quarters.
Use of curriculum materials with elementary children under the direction of a master teacher in the public schools.

- EdSp 4944 ELEMENTARY SPECIAL EDUCATION INTERNSHIP C* (1-21)
Prerequisites: Same as for Ed. 4941. Repeatable to a total of 21 credits.
Three quarter internship. Observation and daily teaching in special education sections in the public schools under the direction of a master teacher. One quarter in the regular classroom.
- PHASE II: SECONDARY TEACHING
- Prerequisites: Phase I or equivalent, admission to the School of Education, 2.7 g.p.a., senior or graduate standing, at least 12 upper-division credits in the major, written permission of academic adviser, pre-internship conference.
- Ed 3356-3365 METHODS REQUIRED FOR THE SECONDARY PROGRAM (3 each)
Prerequisites: Phase I or equivalent and nine upper-division credits in the major.
Taught by specialists in areas in which SPU prepares teachers. Objectives, scope and sequence of curriculum, motivational activities and procedures, evaluation, instructional materials and resources, observations and demonstrations.
One of the following methods courses is required depending on major. Consult with adviser.
- Ed 3356 TEACHING SECONDARY SCHOOL SPEECH
(See Communication 4510.)
- EdMa 3357 ITIP: PARADIGM FOR TEACHING SECONDARY MATH
- Ed 3358 ART EDUCATION-SECONDARY
(See Art 3547.)
- EdSc 3359 ITIP: PARADIGM FOR TEACHING SECONDARY SCIENCE
- Ed 3361 SENIOR TEACHING SEMINAR
(See English 4590.)
- Ed 3362 TEACHING SECONDARY HOME ECONOMICS
(See Home Economics 4511.)
- Ed 3363 TEACHING JUNIOR AND SENIOR HIGH SCHOOL MUSIC
(See Music 3505.)
- Ed 3364 ITIP: PARADIGM FOR TEACHING SECONDARY SOCIAL STUDIES
- Ed 3365 TEACHING SECONDARY FOREIGN LANGUAGE
(See Humanities 3565)
- Ed 4945 SECONDARY SCHOOL INTERNSHIP* A (9-17)
Prerequisites: See Phase II Secondary Teaching prerequisites.
Observation and daily teaching in the public school under the direction of a Master Teacher.
- Ed 4946 SECONDARY SCHOOL INTERNSHIP* B (14-17)
(Same as 4945.)
- Ed 4947 SECONDARY SCHOOL INTERNSHIP* C (1-17)
(Same as 4945.)
- EdSp 4948 SECONDARY SPECIAL EDUCATION INTERNSHIP* C (1-21)
Prerequisites: Same as for 4941.
Repeatable to a total of 21 credits.
Three quarter internship. (2 in special ed; 1 in regular ed) Observation and daily teaching in special education sections in the public schools under the direction of a master teacher.
- Ed 4949 STUDENT TEACHING IN JUNIOR AND SENIOR HIGH SCHOOLS* (1-16)
Prerequisites: See Phase II Secondary Teaching prerequisites.
Observation and daily teaching for one quarter in public schools.
*Extra fee



Harriett N. Kovacevich, Assistant Professor of Education. "Servanthood goes hand-in-hand with the vocation of teaching. We as Christian teachers seek to counteract poverty, disease, oppression and brutality and increase the likelihood of meaningful and creative work, health, justice and humanity. The opportunities and challenges are limitless."

UNDERGRADUATE ELECTIVE COURSES

- EdLR 2420/4420 BASIC TV TECHNIQUES (2)
(G.S. 2420/4420)
The development of basic technical skills for television production, including camera techniques, lighting arrangements, editing procedures, audio recording, and basic television directing.
- EdLR 2421/4421 BASIC TV PRODUCTION (2)
(G.S. 2421/4421)
Prerequisite: G.S./Ed. 2420/4420
The development of abilities to plan, script and direct television programs, including program idea development, program outlining, scripting for television, preparation and integration of graphics and special effects, and advanced direction techniques.
- Ed 3356 THE TEACHING OF SPEECH COMMUNICATION (3)
(Communication 4510)
Teaching methods and problems of the speech classroom and curriculum; the history of speech education. Required of majors seeking teaching credentials in speech. (Offered on demand.)
- Ed 3401/5401 CREATIVITY: PROCESS AND PRODUCT (2)
A search for insights into the nature of creativity, the place of imagination in human affairs, creative and critical motivation through exercise of imagination, and development of awareness of natural phenomena.
- Ed 3419 STUDENT PERSONNEL DEVELOPMENT (3)
Prerequisite: Sophomore standing.
Focus on enhancing student development through university residence hall programs. Highlights issues and skills in student personnel, counseling, crisis intervention, social programming, leadership, administration, and multi-ethnic awareness. Required for resident assistants and students considering applying for the position.

Advanced Study Courses

- Ed 4374/5374 COMPUTERS IN EDUCATION (3)
Seminar covers the educational uses of the computer, focusing primarily on the integration of the computer directly with the classroom at all levels and in all subject areas. No prior computer experience is required.
- Ed 4433/5433 PLANNING AND PRODUCING AUDIO/VISUAL MATERIALS (3)
Prerequisite: G.S. 2101.
The development of skills related to planning, producing, implementing, and evaluating audio visual materials in accordance with instructional objectives.
- Ed 4441/5441 CREATIVITY: SAY IT IN CURRICULUM DESIGN (3)
Practical application of promising practices for humanizing instruction.
- Ed 4470/5470 SOCIAL STUDIES FOR EXCEPTIONAL STUDENTS (2-3)
Examines instructional materials and strategies for helping pupils to learn about themselves and others. Students are encouraged to apply their learning to their own classroom settings.

- Ed 4510/5510 ITIP AND SOCIAL STUDIES EDUCATION: NEW IDEAS AND TEACHING STRATEGIES (3)
Emphasis on both conceptual material and techniques of presentation used in current trends in social studies and ITIP. Instruction will stress the processes inherent in role play, inquiry, value clarification and simulation games. Participants will explore methods of analyzing and interpreting concepts and strategies that focus on generalizing, hypothesizing, and valuing skills. (Summers only.)
- Ed 4511/5511 STRATEGIES IN EARLY CHILDHOOD (3)
Opportunities to observe and participate with children in a nursery school or kindergarten and to observe the role of the teacher as a participant. Implementation and evaluation of models, methods, and materials relevant to programs for children in pre-school, day-care centers, and kindergarten. (Summers only.)
- EdRd 4516/5516 CHILDREN'S BOOKS: READING FICTION FOR ALL AGES (3)
(English 4587)
Selected children's books tested against literary, developmental and societal criteria to books of their choice.
- EdRd 4518/5518 STORYTELLING AND READING STORIES ALOUD (3)
(Communication 4318/6318; Drama 4330/5330)
Selecting, preparing and presenting stories aloud to various audiences according to criteria that include the dramatic structure of the story and the characteristics of story teller and audience.
- Ed 4525/5525 THE SCHOOL CURRICULUM: A MULTICULTURAL APPROACH (3)
Designed for both elementary and secondary teachers interested in new strategies and materials that can be used in the social studies curriculum. Special attention given to identifying and correcting racial and sex bias in the social studies curriculum.
- EdSc 4527/5527 THE NATURE OF ELEMENTARY SCHOOL SCIENCE (3)
(NMS 4527/5527)
Introduction to science teaching strategies and processes of science (hypothesizing, designing experiments, etc.) using class activities from modern elementary science curricula.
- Ed 4540/5540 CREATIVE DRAMATICS (3)
(Drama 4770/5770)
A workshop exploring methods to move children from their inner circle of knowledge and experience to their outer circle of thought, expression, and product through the use of creative drama.
- EdSc 4566/5566 ENVIRONMENTAL EDUCATION FOR ELEMENTARY AND MIDDLE SCHOOL TEACHERS (3)
(NMS 4525)
Outdoor activities, classroom activities, field trips, regional environmental resources, readings, teaching strategies, discussions. (Summers only.)

Ed 4567/5567 KNOWLEDGE THEORY AND CURRICULUM IN CHRISTIAN PERSPECTIVE (3)

Prerequisite: Ed. 4569 or permission.

An analysis of the general content of the various school disciplines from a Christian perspective. An introduction to, and critique of, the most important current theories of learning from the Christian standpoint, and the development of an alternative Christian perspective on learning theory. The student will begin to work out some fundamental concepts in a Christian theory of curriculum and teaching methods.

Ed 4568/5568 INTRODUCTION TO THE CHRISTIAN DAY SCHOOL MOVEMENT (3)

A highly recommended course for anyone planning to teach in a Christian day school. Topics include a Christian philosophy of education, a review of the history of the Christian school movement, current issues in Christian education, including the relative roles of public and private education.

Ed 4569/5569 EDUCATION IN CHRISTIAN PERSPECTIVE (3)

The fundamental framework of a "Christian mind" in Biblical perspective. Significance of presuppositions in educational theory. Christian view of the nature of reality and of knowledge including the problem of creation and evolution; the student as human in creation, fall, and redemption; Christian theory of child development; and a Christian view of the educational process, objectives, curriculum, and methods.

Ed 4570/5570 VALUE THEORY, EDUCATIONAL NORMS, AND EDUCATIONAL OBJECTIVES IN CHRISTIAN PERSPECTIVE (3)

Prerequisite: Ed. 4569 or permission.

A foundational review and study of traditional value theories. Consideration of a Christian value theory. Discussion of the norms and objectives for a Christian education. The student will work out specific educational objectives in a curricular area in the light of the general objectives studied.

Ed 4613/5613 ASSESSMENT TECHNIQUES FOR DIAGNOSIS (3)

The use of standardized and teacher-made measuring instruments in a program of evaluation based on pupil growth.

EdSp 4642/5642 THE EXCEPTIONAL CHILD IN THE CLASSROOM (3)

Classroom presentations will center around the interaction of the mildly handicapped child with the school. Topics include: federal and state regulations for the education of the handicapped; procedures for referral, diagnosis, and placement; formation of individual educational plans; service models, task analysis and sequencing of skills; formation and evaluation of behavioral objectives; selection of instructional materials and methodology; effective use of media; and classroom organization. (pre-service emphasis)

EdSp 4644/5644 PSYCHOLOGY OF THE EXCEPTIONAL INDIVIDUAL (3)

(Psy. 4444)

Prerequisite: Senior standing or permission of instructor.

Problems and behavior patterns of exceptional people, including mental retardation, orthopedic handicaps, behavior disorders, hearing and visual impairments, and learning disabilities.

EdSp 4645/5645 PSYCHOLOGY OF THE GIFTED INDIVIDUAL (3)

(Psy. 4445)

Prerequisite: Senior standing or permission of instructor.

An introduction to identification of gifted and creative individuals and development of educational programs and resources for the gifted.

EdSp 4646/5646 MENTAL RETARDATION (3)

Students will explore the issues surrounding the education of the mildly retarded child. Topics include definitions and classification systems, etiology, theoretical approaches, strategies for educational diagnosis and intervention, and problems of the family of the retarded child.

EdSp 4648/5648 SECONDARY AND POST-SECONDARY SPECIAL EDUCATION (3)

Knowledge of priorities and content of educational program for the handicapped adolescent. Representatives from schools and other agencies will describe services and educational options available to handicapped adolescents and their families. Students will have an opportunity to visit exemplary programs.

EdSp 4652/5652 LEARNING DISABILITIES (3)

Students will study the characteristics and special problems associated with learning disabilities. Topics include: definitions and characteristics, theoretical approaches to learning disabilities, available resources, etiologies, and educational management of learning disabilities.

EdSp 4653/5653 TEACHING READING TO EXCEPTIONAL STUDENTS (3)

Prerequisite: Lang. 2529 or permission of instructor.

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

EdSp 4654/5654 TEACHING MATH TO EXCEPTIONAL STUDENTS (3)

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

EdSp 4657/5657 BEHAVIOR MANAGEMENT: THEORY AND TECHNIQUES (3)

Application of motivation and learning theory to systematically effect behavioral change. (Specified internships only.)

EdSp 4658 ISSUES IN SPECIAL EDUCATION (3)

Students will explore major trends and issues affecting special education, including the rights of the handicapped, emerging trends in educational services, and major issues surrounding the quality of life of handicapped individuals.

Ed 4900 INDEPENDENT STUDY (1-5)

Prerequisite: Permission of instructor and fifteen upper-division credits of "B" grade work in the department.

Individual research on an approved problem culminating in a report written in an acceptable form; periodic conferences.

Education Faculty

Professors

AL HAUGERUD, Ph.D.

Director, School of Education
Science Education

B.S., University of Washington, 1951; M.A., University of Washington, 1961; Ph.D., University of Washington, 1966.

LeVON BALZER, Ph.D.

Education and Biology
Dean of Arts and Sciences

B.S., University of Oklahoma, 1959; M.N.S., 1960; Ph.D., Ohio State University, 1968. At SPU since 1974.

WESLEY E. LINGREN, Ph.D.

Education and Chemistry

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

CURTIS A. MARTIN, Ph.D.

Professor of Education
Senior Vice President

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

LARRY T. METCALF, M.F.A.

Education and Art

B.A. in Education, University of Washington, 1962; M.F.A., 1967. At SPU since 1964.

WILLIAM D. REARICK, Ed.D.

Education and Humanities,
Dean of Academic Development

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

DONALD M. STEVENS, Ph.D.

Education and Psychology
Coordinator of Counseling Services

B.A., Roberts Wesleyan College, 1954; M.A., Michigan State University, 1960; Ph.D., University of Washington, 1967. At SPU 1967-1981.

JAMES D. WORTHINGTON, Ph.D.

Reading Education
Associate Director, School 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.

Associate Professors

ROBERT G. CHAMBERLAIN, Ph.D.

Education and Communion

B.A., Cascade College, 1961; M.S., University of Oregon, 1967; Ph.D., 1972. At SPU since 1978.

JOYCE QUIRING ERICKSON, Ph.D.

English

B.A., North Central College, 1965; M.A., University of Washington, 1966; Ph.D., 1970. At SPU since 1969.

GARY G. FLADMOR, Ed.D.

Music

B.Mus., University of Wyoming, 1964; M.A., 1965; Ed.D., University of Illinois, 1975. At SPU since 1977.

FAN MAYHALL GATES, M.A.

Education and English

B.A., Baylor University, 1956; M.A., Mississippi State University, 1963. At SPU since 1963.

JEAN ALLEN HANAWALT, Ph.C.

English

B.A., University of Washington, 1945; M.A., 1953; Ph.C., 1979. At SPU since 1965.

MARGIT E. MCGUIRE, Ph.D.

Social Studies Education

B.A., Washington State University, 1968; M.Ed., Central Washington State College, 1971; Ph.D., University of Oregon, 1974. At SPU since 1975.

WILLIAM A. ROSENBERGER, M.A.

Education and Administration

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

CARL G. ROSEVEARE, Ed.D.

Education

Coordinator of Continuing Education Services
B.A., Seattle Pacific University, 1955; M.Ed., University of Arizona, 1957; Ed.D., 1965. At SPU 1965-1970 and since 1978.

EUNICE L. SCHMIDT, Ph.D.

Reading Education

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

PETER E. SMITH, Ph.D.

Associate Director of Learning Resources;
Bibliographic Specialist in Education

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

Assistant Professors

BARBARA J. BOVY, Ph.D.

Education and Home Economics

B.S., University of Idaho, 1960; M.A., University of Washington, 1971, Ph.D., 1979. At SPU since 1978.

ANNETTE B. CLEM, Ph.D.

Special Education

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

JUDITH FORTUNE, M.Ed.

Reading Education

B.A. in Ed., Seattle Pacific University, 1964; M.Ed., 1974. At SPU since 1973.

DORIS HERITAGE, M.Ed.

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

JERRY JOHNSON, M.A.

Education and Mathematics
B.A., Augsburg College, 1970; M.S., California Institute of Technology, 1971; M.A., University of California Los Angeles, 1976. At SPU since 1980.

HARRIETT KOVACEVICH, M.Ed.

Education
B.A., Whitman College, 1955; M.Ed, Seattle Pacific University, 1979. At SPU since 1966.

BETTY LOUISE LEECH, M.A.

Education
B.A., Central Michigan University, 1948; M.A., University of Michigan, 1954. At SPU since 1968.

DONALD J. MACDONALD, M.S.

Counseling Education
B.A., University of Texas, 1972; M.S., Indiana University, 1973. At SPU since 1980.

Instructors

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.

Lecturer

ELLETTA KENNISON, M.A.

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

LORELIE OLSEN, M.A.Ed.

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

Part-Time Lecturers

ALBERT GREENE, JR., Ph.D.

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

RUTH HANSEN, B.A.

B.A., Seattle Pacific University, 1950. At SPU since 1965.

CAROL R. SCOTT, Ph.D.

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

Emeriti

KEITH A. BELL, Ed.D.

Education and Psychology
B.A., Whitworth College, 1941; B.D., Western Baptist Theological Seminary, 1947; M.Ed., University of Oregon, 1951, Ed.D., Oregon State University, 1959. At SPU 1966-1979. Emeritus since 1980.

VIVIAN M. LARSON, M.A.

Education
B.A., Bethany Peniel College, 1931; M.A., University of Iowa, 1938. At SPU 1940-77. Emeritus since 1973.

WINIFRED J. LEIGHTON, M.A.

Education and Music
B.M., University of Washington, 1932; M.A., 1939. At SPU 1947-76. Emeritus since 1977.

PAUL L. SCHWADA, Ph.D.

Education
B.S.Ed., Northeast Missouri State, 1938; Th.B., Olivet Nazarene College, 1941; M.A., University of Chicago, 1943; Ph.D., University of Illinois, 1964. At SPU 1970-77. Emeritus since 1977.

ELMER B. SIEBRECHT, Ed.D.

Dean of Education
B.A., St. Olaf College, 1926; M.A., University of Minnesota, 1934; Ed.D., New York University, 1941. At SPU 1955-65. Emeritus since 1965.

MARGARET S. WOODS, M.Ed.

Education
B.A., Washington State University, 1932; M.Ed., University of Washington, 1954. At SPU part-time 1958-67; full-time 1970-76. Emeritus since 1976.

FINE & PERFORMING ARTS



- 4222 INDIVIDUAL PROJECTS IN DESIGN (3-9)
(3 per quarter — maximum 9)
Prerequisite: Junior standing, with 3 quarters of lower division design and permission of instructor.
- 4322 INDIVIDUAL PROJECTS IN PAINTING (3-9)
(3 per quarter — maximum 9)
Prerequisite: Junior standing, with 3 quarters of lower division painting and permission of instructor.
- 4421 INDIVIDUAL PROJECTS IN PRINTMAKING (3-9)
(3 per quarter — maximum 9)
Prerequisite: Junior standing, with 3 quarters of lower division printmaking and permission of instructor.
- 4422 INDIVIDUAL PROJECTS IN CRAFTS — METALS (3-9)
(3 per quarter — maximum 9)
Prerequisite: Junior standing, with 3 quarters of lower division metals and permission of instructor.
- 4425 INDIVIDUAL PROJECTS IN CRAFTS — WEAVING (3-9)
(3 per quarter — maximum 9)
Prerequisite: Junior standing, with 3 quarters of lower division weaving and permission of instructor.
- 4428 INDIVIDUAL PROJECTS IN CRAFTS — CERAMICS (3-9)
(3 per quarter — maximum 9)
Prerequisite: Junior standing, with 3 quarters of lower division ceramics and permission of instructor.
- 4722 INDIVIDUAL PROJECTS IN SCULPTURE (3-9)
(3 per quarter — maximum 9)
Prerequisite: Junior standing, with 3 quarters of lower division sculpture and permission of instructor.
- 4785 ART AND HUMAN VALUES (Aesthetics) (3)
(See Philosophy 4785.)
- 4848 WORKSHOP IN ELEMENTARY ART (2)
Prerequisite: Teaching experience.
An application of the visual arts to the elementary school child. A foundation for an art program, including motivation of the child and integration of art into the elementary curriculum.
- 4849 WORKSHOP IN ELEMENTARY ART: DRAWING AND PAINTING MEDIA (2-8)
(2 per quarter — maximum 8)
Prerequisite: Teaching experience.
Crayon, pencil and charcoal, tempera and watercolor, ink. Experimentation and practice with one of the above media, with particular emphasis on drawing and painting as related to the elementary child.
- 4902 PRO-SEMINAR IN ART (1)
Prerequisite: Senior standing with a major in Art or consent of the instructor. The preparation of a prospectus with application toward job skills or graduate work.
- 4903 SPECIAL TOPICS IN ART (3-5)
- 4904 READINGS (1-5)

Dramatic Arts

The study of Dramatic Arts provides students with opportunities to explore personal values, develop dramatic skills and gain insightful techniques of criticism — all within a distinctive creative environment.

Students in dramatic arts are exposed to a large body of dramatic literature. Understanding the historical development of the theatre as a social/artistic institution is an important part of the program. Dramatic theory and practice are also applied to production.

By definition, production is inherent to dramatic arts. In addition to classroom study, an extensive production program is maintained. The performance schedule is divided among mainstage, studio, laboratory and touring productions; titles are selected to reflect a wide range of dramatic form and styles. Special emphasis is given to plays that deal with positive values and the relationship between drama and the Christian church.

Requirements for the Major

Students majoring in the study of Dramatic Arts must fulfill the following requirements:

1. Earn 60 credits in Dramatic Arts, with a minimum of 25 in upper-division courses.
2. Complete Drama 1310, 1320, 2420, 2421, 3710, 3720, 4610 or 4810, and six credits in practicum courses. The practicum requirement includes two credits each in 1210/3210 and 1220/3220, and one credit each in 1240/3240 and 3230. A maximum of 12 practicum credits may be applied toward the major requirement.
3. Demonstrate a growing ability in dramatic criticism and in all aspects of production activities including acting, directing, design and management.
4. Successfully complete a Senior Project in acting, directing, design or playwriting. The presentation of the project must include both an approved prospectus and some form of public demonstration. The Senior Project, developed with adviser consultation and approved by the Dramatic Arts faculty, should be considered the culmination of the student's training and be of substantial artistic merit.



COURSES

- 1110 THE DRAMATIC EXPERIENCE (5)
Dramatic art as both a distinctive art form and social instrument, considered from three viewpoints: those of the artist, the spectator and the critic. Includes attendance at dramatic performances.
- 1210-1299/3210-3299 DRAMA PRACTICA (See credit below)
Offered for activity applied directly to the Dramatic Arts production program. Upper-division credit allowed on the basis of experience; credit hours determined by extent of involvement. All are repeatable.
- 1210/3210 PRACTICUM: ACTING (1-2)
Prerequisite: Audition and/or instructor's permission.
- 1220/3220 PRACTICUM: TECHNICAL (1-2)
- 3230 PRACTICUM: DIRECTING (1-2)
Prerequisite: Instructor's permission.
- 1240/3240 PRACTICUM: MANAGEMENT (1-2)
- 1250/3250 PRACTICUM: CHOREOGRAPHY (1-2)
Prerequisite: Audition and/or instructor's permission.
- 1310 THE ACTOR'S ART (3)
Prerequisite: Simultaneous or previous enrollment in Dramatic Arts 1320.
An introduction to the actor's task in preparation for the dramatic performance; focuses on developing sensory awareness, physical control and improvisational skills.
- 1320 MOVEMENT FOR THE ACTOR (2)
Preparation and integration of the performer's body and spatial awareness. Studies in the expressiveness of gesture and bodily composition.
- 2320 STAGE MOVEMENT (2)
Specialized movement for the stage including period movement, pantomime, fencing, and problems of stylization.
- 2321 ELEMENTS OF MIME (2)
An introduction to the theory and practice of mime, the language of gesture.
- 2330 ORAL INTERPRETATION OF LITERATURE (3)
(Communication 2330, English 2330, Religion 2865)
Analysis of literary works for the purpose of discovering means of effective oral communication of studied interpretation; provides opportunities for practical experience in the classroom.
- 2420 THEATRE AND DRAMA: TRAGEDY (5)
(English 2460)
The nature of tragedy and tragic expression in the theatre as revealed through selected playscripts.
- 2421 THEATRE AND DRAMA: COMEDY (5)
(English 2461)
Principal theories of the comic view as presented in the theatre and preserved in playscripts.
- 2820-2839/4820-4839 SPECIAL TOPICS IN DRAMATIC ARTS (3-5)
Topic and credits to be announced in schedule of classes. Repeatable. Possible topics include: Great Themes of Drama; Christ in the Theatre; Medieval Drama; The Oriental Theatre; Theatre in America; Theatre Make-up; Theatre Architecture; Modern Playwrights: Scripting for the Mass Media.
- 3340 STYLES OF ACTING (3)
Exploration and experimentation in acting technique. Emphasizes development of characterization and styles of performance.
- 3640 HISTORY OF COSTUME (3)
(Home Economics 3870)
A study of costumes from Ancient Western Civilizations to the present time.
- 3710 PLAY DIRECTING (5)
Consideration of both aesthetic and technical aspects of directing through basic theory in visual, auditory and kinetic art. Covers play selection, organization, casting and rehearsing. Practical application.
- 3720 DESIGN FOR THE THEATRE (5)
Analysis, interpretation and design decision for the theatrical designer. Discussion and guided experience in designing setting, lighting, costume and make-up.
- 3780 THE ART OF THE FILM (3)
An examination of the development, techniques, aesthetics, and theory of the motion picture, centering on viewing, discussing and criticizing films.
- 3811 RELIGION AND THE THEATRE (3)
Seminar exploration of the relationship between theatre of moral purpose and the religious impulse; historical relationship of religion and the theatre; exposure to the theories of religious theatre and selected religious playscripts.
- 4330/5330 STORYTELLING AND READING STORIES ALOUD (3)
(Communication 4318/5318, Education 4518/5518)
Selecting, preparing and presenting stories aloud to various audiences according to criteria that include the dramatic structure of the story, and the characteristics of story teller and audience.
- 4445 SHAKESPEARE (5)
(English 4445)
- 4610 DEVELOPMENT OF THE THEATRE (5)
Seminar in the history of the Theatre from pre-classical to modern times tracing development and changes in theatre architecture, social purpose, the role of the theatre artist and the nature of the theatrical experience. Offered alternate years.
- 4760 PLAYWRITING (3)
Seminar discussion and conferences in the writing of an actual playscript.
- 4770/5770 CREATIVE DRAMATICS (3)
(Education 4540/5540)
A workshop exploring methods to move children from their inner circle of knowledge and experience to their outer circle of thought, expression and product through the use of creative drama.
- 4771/5771 DRAMA AND THE CHILD (3)
Production problems related to the interests and developmental phases of the child. Extensive exploration of playscripts intended for the child audience.
- 4810 THEORY OF DRAMATIC ARTS (3)
Examination of selected aspects of dramatic theory in the areas of acting, directing, dramatic structure and the Avant Garde theatre. Offered alternate years.
- 4910 SPECIAL PROJECTS IN DRAMA (1-5)
Prerequisite: Permission required. Repeatable.
Individual research and conferences in areas of specialization within the field of dramatic art.
- 4920 READING AND CONFERENCE (1-5)
Prerequisite: Substantial completion of course work for the major; permission. Repeatable.

Music

The purpose of the music program is twofold: (1) to provide opportunities for all students to study music as an essential part of a liberal arts education and (2) to provide professional preparation for teaching, graduate study, performance, the ministry of church music, and for other careers in music.

The music program is implemented largely in Crawford Music Building, a modern facility that provides for various aspects of music study. Beegle Hall houses offices, teaching studios, an instrumental rehearsal room, and a 12-station electronic piano laboratory. Facilities for organ study include two two-manual pipe organs and one three-manual 34-rank pipe organ.

A collection of music books, scores, reference works and periodicals is housed in Weter Memorial Library. Additional vocal and instrumental scores and a record collection are available in the Crawford Music Building.

The music program enjoys full membership in the National Association of Schools of Music, signifying that SPU's music degree programs have been examined and accredited by this national organization.

Career Opportunities

Students majoring in music have limited career opportunities in the highly competitive fields of conducting, solo and ensemble performance and composition. However, music education, private music teaching, and church music offer many more general opportunities. With a major in music, a student may enter careers in music business and industry. With some additional training, students may enter fields such as music therapy and music librarianship.



Music Organizations

Opportunities for public appearance by music students are numerous both on campus and in the Seattle community. Advanced students also may secure positions as soloists, choir directors and church organists in the greater Seattle area.

THE CONCERT CHOIR, made up of 40 to 60 singers, performs at major campus events, in Seattle-area concerts and on tour. Membership in the choir is open to all university students on the basis of auditions held at the beginning of each school year.

THE SYMPHONIC WIND ENSEMBLE of 45 to 50 selected wind and percussion players provides an opportunity for in-depth experience in performance of wind ensemble and band repertoire. Its activities include campus and Seattle-area concerts and an annual tour. Membership is by audition.

THE CHORAL SOCIETY is the large chorus at Seattle Pacific. It is open to students, faculty members, and residents of the community who have had some previous choral and/or vocal training. It prepares and presents two major choral works each year.

THE SYMPHONY ORCHESTRA offers the orchestral student opportunities to perform fine traditional and contemporary symphonic literature.

ENSEMBLES and other credit-bearing musical groups are active in both campus and off-campus presentations. See course descriptions below.

Performance Study

Individual instruction is offered in piano, voice, organ, harp-sichord, guitar, strings, woodwinds, brass, and percussion. Class instruction is offered in piano, voice, and guitar. Any student taking individual instruction for the first time at SPU must have his registration confirmed by audition in order to receive credit.

Upper-division credit in performance is given only by approval of the music faculty. Juniors and seniors may register for lower-division courses without such special approval.

Regulations regarding lessons are listed in the Music Handbook. Individual and Class Instruction require extra fees. There will be no refunds of fees after the first 5 teaching days of the quarter.

Requirements for the Major

One year of piano study is the normal minimum requirement, and students majoring in music are expected to have shown evidence of music study and performance experience. Formal admission to a major in music is accomplished at the end of the first quarter of the sophomore year, or in the case of transferring students beyond the Sophomore level, in the second quarter of residence. Formal auditions are required for students desiring individual performance study.

The Freshmen and Sophomore programs in a music specialization uniformly require enrollment in Musicianship I and II, individual performance study, and ensemble participa-



Eric A. Hanson, Director, Wind Ensemble and Orchestra. "God is, by definition, a Creator. When we create or recreate art or music, we are manifesting our image-bearing. When we study art and music; when we see how it's put together and how it's related to the natural world, we gain a pipeline to the very act of creation — and to God! Fantastic!

tion. The Junior and Senior years are spent in individual programs that are required for the various majors in music. A student majoring in music is expected to follow one specific major in the area of music.

Five majors in music are offered:

- I. Music Performance
- II. Music Theory and Literature
- III. Music Education
 - A. Secondary Teaching Emphasis
 - B. Elementary Teaching Emphasis
 - C. K-12 Teaching Emphasis
- IV. Music in the Church
- V. A Self-Constructed Music Specialization (Requires one year in any of the above listed majors plus a petition, rationale and course of study approved by the faculty.)

General Major Requirements for All Curricular Programs (I-IV)

(Some of the following curricula may require in excess of the usual 180 credits required for graduation.)

- A. Required courses in music: 1101, 1102, 1103, 2101, 2102, 2103, 2601, 2602, 2603.
- B. Performance study: A minimum of 12 credits of which 6 credits must be in a major performance area. The other 6 credits may be used as needed.
- C. Piano Proficiency: A piano proficiency examination is required. This requirement must be met before entrance to upper division status is granted.
- D. Credits: A minimum of 70 credits in music of which 25 credits* must be upper-division.
- E. Ensemble: No more than 6 ensemble credits may be counted toward graduation. All students majoring in music are required to participate in ensemble each quarter in residence.
- F. Other: Attendance at departmental recitals and concerts is expected.

*For Elementary Teaching Emphasis, 20 credits.

Additional specific requirements for each music major:

- I. Music Theory and Literature
 - A. Additional required courses: Music 3101, 3651, 3652, 3653, 9 credits in 4100, distributed over at least 3 quarters and culminating in a Senior composition, or 9 credits in 4901, distributed over at least 3 quarters and culminating in a Senior paper.
 - B. Upper-division electives in Music: 6 credits.
- II. Music Performance
 - A. Additional required courses: Music 3101, 3651, 3653. (Voice majors must also take Music 2240, 3603, 3604, 3605.)
 - B. Performance Study: Audition required for entry into major. Additional 15 (upper-division) credits of individual instruction in performance area required.

- C. Upper-division electives in Music: 12 credits (excluding ensembles) which may include up to 6 hours of performance music in addition to that detailed in B above.
- D. Junior (half) and Senior (full) public recital in performance area.
- III. Music Education
 - A. Secondary Teaching Emphasis:
 1. Additional required courses: Music 2501 (1 or 2 credits), 2502, 2503 (1 or 2 credits), 2504 (1 or 2 credits), 2550, 2700, 3100. Two of the following: 3503, 3504, 3505, 3701, 3702, 4101.
 2. Performance Study: A minimum of 9 additional (upper-division) credits of individual instruction in principal performance area.
 3. Half public senior recital in performance area.
 4. Intern experience in music in the public or private schools of greater Seattle.
 5. Guitar proficiency required by Junior year.
 - B. Elementary Teaching Emphasis:
 1. Additional required courses: Music 2501 (1 or 2 credits), 2502, 2503 (1 or 2 credits), 2504 (1 or 2 credits), 2550, 2700, 3100, 3503, 3504 or 3505, 3654, 3701 or 3702.
 2. Performance Study: A minimum of 3 additional (upper-division) credits of individual instruction in principal performance area.
 3. Guitar proficiency required by Junior year.
 4. Intern experience in music in the public or private schools of greater Seattle.
 - C. K-12 Teaching Emphasis:

Identical requirements to III-A above with the addition of 3503, 3504, 3505, and 3654.
 - IV. Music in the Church
 - A. Additional required courses: Music 2401, 2700, 3101, 3401, 3402, 3651, 3653, 3701, 4401, and 4402.
 - B. Performance Study: 6 additional (upper-division) credits of individual instruction in the principal performance area (Organ or Voice). A minimum of 6 hours in Voice must be included.
 - C. Half public recital in principal performance area.

Fees in Applied Music

For fees in applied music see "Financial Information" section.

COURSES

- 1101, 1102, 1103 MUSICIANSHIP I: MATERIALS AND STRUCTURE (4) (4) (4)
Prerequisites: A minimum of one year of piano study for 1101, 1101 for 1102, and 1102 for 1103.
Course emphasis is spiral in nature, and will deal with basic musical skills of listening, analysis, writing, performance and historical understanding of music.
- 1250 BEGINNING PIANO CLASS INSTRUCTION (1)
Designed for those who have had little or no keyboard instruction. Emphasizes fundamentals of rhythm and notation. Later activities include playing basic chords in several keys and harmonization of simple melodies. Gives individual assistance on a limited basis to assure steady progress. Introduces some music theory. May be repeated up to a maximum of 3 credits. (Extra fee.)
- 1251 ELEMENTARY PIANO CLASS INSTRUCTION (1)
Requires a fundamental note reading skill plus basic rhythmic understanding. Uses selected repertoire and certain exercises to insure positive coordination development. Attends to chord relationships and theory applications. Materials used will help promote fairly rapid pianistic progress. May be repeated up to a maximum of 3 credits (Extra fee.)
- 1252 INTERMEDIATE PIANO CLASS INSTRUCTION (1)
Applies scales and arpeggios at this stage to help strengthen and develop a reliable technique. Repertoire is challenging and allows a person to learn dynamic shading. Encourages duet playing to stabilize rhythm and tempo. Emphasizes overall pianistic control. May be repeated up to a maximum of 3 credits. (Extra fee.)
- 1253 ADVANCED PIANO CLASS INSTRUCTION (1)
Discusses individual evaluation of technical problems and applies their solutions. Selects repertoire to enhance the students pianistic skills. Classes to receive practice in sightreading, modulation, transposition and ensemble playing. Designed to make a good pianist more flexible. May be repeated up to a maximum of 3 credits. (Extra fee.)
- 1254 MUSIC MAJOR PIANO PROFICIENCY CLASS INSTRUCTION (1)
Limited to music majors working toward piano proficiency. Required of all music majors until piano proficiency has been passed. Piano and Organ performance students do not have to complete certain parts of the Piano Proficiency Test as explained in the Music Handbook. May be repeated up to a maximum of 6 credits.
- 1260 CLASS INSTRUCTION — VOICE (1)
May be repeated only once for credit. Two class sessions per week. (Extra fee.)
- 1261 ADVANCED CLASS INSTRUCTION — VOICE (1)
Prerequisite: 1 credit of Music 1260 (Extra fee.)
- 1270 BEGINNING FOLK GUITAR (1)
Introduction to folk style guitar playing.
- 1271 CLASS INSTRUCTION — CLASSICAL GUITAR (1)
May be repeated up to a maximum of 3 credits. Two class sessions per week. (Extra fee.)
- 1600 LANGUAGE AND LITERATURE OF WESTERN MUSIC (5)
Emphasizes listening, musical styles and the elements of musical notation, terminology, and form.

- 2101/2102/2103 MUSICIANSHIP II: MATERIALS AND STRUCTURE (4) (4) (4)
Prerequisites: Music 1103 for 2101, 2101 for 2102, 2102 for 2103.
Continued integrated study of musical elements as in Musicianship I emphasizing chromatic harmony, modulation, twentieth century techniques, and original composition. Emphasizes developing an understanding of and compositional experience with larger musical forms.
- INDIVIDUAL INSTRUCTION SERIES:
All courses listed in this series may be repeated for credit. Upper division credit granted upon approval of music faculty. With special permission, individual instruction may be taken for 3 credits. The 6000 series is reserved exclusively for graduate students. (Extra fee.)
- 2201/4201/6201 INDIVIDUAL INSTRUCTION — FLUTE (1 or 2) (Extra fee.)
- 2202/4202/6202 INDIVIDUAL INSTRUCTION — OBOE (1 or 2) (Extra fee.)
- 2203/4203/6203 INDIVIDUAL INSTRUCTION — CLARINET (1 or 2) (Extra fee.)
- 2204/4204/6204 INDIVIDUAL INSTRUCTION — BASSOON (1 or 2) (Extra fee.)
- 2205/4205/6205 INDIVIDUAL INSTRUCTION — TRUMPET (1 or 2) (Extra fee.)
- 2206/4206/6206 INDIVIDUAL INSTRUCTION — HORN (1 or 2) (Extra fee.)
- 2207/4207/6207 INDIVIDUAL INSTRUCTION — TROMBONE (1 or 2) (Extra fee.)
- 2208/4208/6208 INDIVIDUAL INSTRUCTION — BARITONE (1 or 2) (Extra fee.)
- 2209/4209/6209 INDIVIDUAL INSTRUCTION — TUBA (1 or 2) (Extra fee.)
- 2210/4210/6210 INDIVIDUAL INSTRUCTION — PERCUSSION (1 or 2) (Extra fee.)
- 2211/4211/6211 INDIVIDUAL INSTRUCTION — VIOLIN (1 or 2) (Extra fee.)
- 2212/4212/6212 INDIVIDUAL INSTRUCTION — VIOLA (1 or 2) (Extra fee.)
- 2213/4213/6213 INDIVIDUAL INSTRUCTION — VIOLONCELLO (1 or 2) (Extra fee.)
- 2214/4214/6214 INDIVIDUAL INSTRUCTION — DOUBLE BASS (1 or 2) (Extra fee.)
- 2215/4215/6215 INDIVIDUAL INSTRUCTION — HARP (1 or 2) (Extra fee.)
- 2216/4216/6216 INDIVIDUAL INSTRUCTION — ORGAN (1 or 2) (Extra fee.)
- 2217/4217/6217 INDIVIDUAL INSTRUCTION — PIANO (1 or 2) (Extra fee.)
- 2218/4218/6218 INDIVIDUAL INSTRUCTION — HARPSICHORD (1 or 2) (Extra fee.)
- 2219/4219/6219 INDIVIDUAL INSTRUCTION — VOICE (1 or 2) (Extra fee.)
- 2220/4220/6220 INDIVIDUAL INSTRUCTION — CLASSICAL GUITAR (1 or 2) (Extra fee.)
- 2221/4221/6221 INDIVIDUAL INSTRUCTION — SAXOPHONE (1 or 2) (Extra fee.)
- 2240 FOREIGN LANGUAGE DICTION FOR SINGERS (2)
A course employing the phonetic approach to French, German, and Italian diction. (Three class meetings per week.)

- 2301/4301 CHORAL SOCIETY (1)
Prerequisite: Some previous choral and/or vocal training.
A large chorus open to students, faculty members, and residents of the community. The whole year is spent preparing major choral works for public presentation. May be repeated for credit.
- 2302/4302 CHAPEL CHOIR (1)
Prerequisite: Some previous choral and/or vocal training.
A women's ensemble performing choral repertoire chosen from all periods. The group appears frequently in chapel and in concert throughout the year.
- 2303/4303 SEATTLE PACIFIC SINGERS (1)
Membership by audition.
A selected scholarship group of vocalists that represent the University in various public relations endeavors. May be repeated for credit.
- 2304/4304 CHAMBER SINGERS (1)
Prerequisite: Membership in Concert Choir by audition.
- ENSEMBLE SERIES:
Audition and/or permission required.
May be repeated for credit.
- 2305/4305 FOLK ENSEMBLE (1)
- 2306/4306 BRASS ENSEMBLE (1)
- 2307/4307 PERCUSSION ENSEMBLE (1)
- 2308/4308 WOODWIND ENSEMBLE (1)
- 2309/4309 STRING ENSEMBLE (1)
- 2310/4310 KEYBOARD ENSEMBLE (1)
- 2311/4311 JAZZ ENSEMBLE (1)
- 2315/4315 GUITAR ENSEMBLE (1)
- 2350/4350 CONCERT CHOIR (2)
Membership by audition.
A choral ensemble of forty to sixty men and women. Those members not involved in Chamber Singers also rehearse with the Choral Society and participate in all public performances throughout the year. May be repeated for credit.
- 2351/4351 SYMPHONIC WIND ENSEMBLE (2)
Membership by audition.
As a group of 45 to 50 selected wind and percussion players, this ensemble provides an opportunity for in-depth experience in the performance of wind ensemble and band repertoire. May be repeated for credit.
- 2353/4353 SYMPHONY ORCHESTRA (2)
Membership by audition.
Strings with selected woodwinds, brass and percussion; performance of works from the extensive orchestra literature. May be repeated for credit.
- 2360/4360 OPERA WORKSHOP (1-2)
Prerequisite: Permission of Instructor.
Practical experience in preparation and performance of scenes from opera repertoire.
- 2401 CHURCH ORGANIST AND PIANIST (2)
Prerequisite: Permission of instructor.
A practical course for the church musician emphasizing hymn playing, accompaniment, improvisation, modulation, and transposition.
- TECHNIQUES COURSE SERIES:
Designed for Music Education majors. May be repeated.
- 2501 BRASS TECHNIQUES (1)
- 2502 PERCUSSION TECHNIQUES (1)
- 2503 STRING TECHNIQUES (1 cr. in each of 2 quarters)
- 2504 WOODWIND TECHNIQUES (1)
- 2505 VOCAL TECHNIQUES (1)
Prerequisite: 1 credit of Music 1219 or 1260.

- 2550 FOUNDATIONS OF MUSIC EDUCATION (3)
Philosophy of music education, needs of society and of the learner, the nature of musical learning, content of the music curriculum, structuring for music learning, and management of the learning environment. Required for all music education majors. May be taken prior to or concurrently with upper division methods courses. Recommended for church music majors and students interested in pedagogy.
- 2601 SURVEY OF MUSIC LITERATURE I (2)
Early music through the Baroque era.
- 2602 SURVEY OF MUSIC LITERATURE II (2)
Music of the Classic through Romantic periods.
- 2603 SURVEY OF MUSIC LITERATURE III (2)
Music of Impressionist through Contemporary periods.
- 2700 BASIC CONDUCTING (3)
A first course in conducting for both majors and non-majors; fundamental conducting patterns and techniques.
- 3100 FORM AND ANALYSIS (3)
Prerequisite: Music 2103
A study of the standard musical forms incorporating score analysis, aural perception, and creative work.
- 3101 TONAL COUNTERPOINT (3)
Prerequisite: Music 2103.
Analysis of contrapuntal models of the 18th and 19th centuries. Writing in 2, 3, and 4 voices.
- 3401 MUSIC AND WORSHIP (2)
(Religion 3875)
Philosophical, biblical and theological relationships of music to worship in the Christian church.
- 3402 CHURCH MUSIC REPERTOIRE (2)
A survey and analysis of music for organ, choir and soloists appropriate for use in the church.
- 3500 FUNDAMENTALS OF MUSIC FOR THE FUTURE TEACHER (2)
Covers basic music theory including rhythmic sightreading, interpretation of pitch notation, and basic chording. Develops performance skills on the piano, recorder, or other instrument. This course must be taken prior to or concurrently with Music 3501 or 3502. Students who have had basic theory may test out of this class.
- 3501 ELEMENTARY METHODS AND MATERIALS (3)
Covers basic approaches to teaching music in the elementary classroom for the regular classroom teacher. Focuses on music as a content area and music as it relates to arts in basic education. Music 3500 must be taken prior to or concurrently with this course.
- 3502 MUSIC IN SPECIAL EDUCATION (3)
Centers on methods for dealing with music and related arts with children who have special needs. Develops materials for use with children. Open to Special Education majors. Music 3500 must be taken prior to or concurrently with this course.
- 3503 GENERAL MUSIC METHODS AND MATERIALS (3)
Prerequisite: Music 2550.
Survey of methods for instruction in the elementary classroom music and secondary general music programs. Exposure to current materials available for instruction in those settings and preparation of materials appropriate to age level student plans to teach. Designed for Music Education majors.
- 3504 CHORAL MUSIC METHODS AND MATERIALS (3)
Prerequisite: Music 2550
A survey of the most recent teaching methods, rehearsal techniques, and choral repertoire suitable for grades K through 12. Emphasizes development of diagnostic rehearsal skills through special class projects. Designed for Music Education majors.

- 3505 **METHODS AND MATERIALS FOR TEACHING INSTRUMENTAL MUSIC (3)**
Prerequisite: Music 2550.
A survey of the instrumental music program, grades K-12. Emphasizes examination of appropriate teaching materials, teaching methods for various program levels, program planning and development, and evaluation of learner progress. Provides experience in planning and presenting model learning experiences in instrumental music. Designed for Music Education majors.
- 3506 **PIANO PEDAGOGY I (2)**
Prerequisite: Permission of instructor.
Analysis of modern teaching methods and survey of materials from the primary to the intermediate levels.
- 3507 **PIANO PEDAGOGY II (2)**
Prerequisite: Music 3506
Analysis of modern teaching methods and survey of materials from the intermediate level to the college level.
- 3601 **SURVEY OF PIANO LITERATURE (3)**
Survey of piano literature from the eighteenth century to the present. Analysis of representative compositions, performance practices, and styles of the periods involved.
- 3602 **THE MAGIC OF OPERA (3)**
In-depth study of selected masterpieces of standard operatic repertoire from historical, musical, dramatic, and aesthetic perspectives. Attendance at opera productions will be a part of the class.
- 3603/3604/3605 **SOLO VOCAL REPERTOIRE (1) (1) (1)**
A survey of minimum basic solo vocal repertoire appropriate for various voice categories and stages of development, and an introduction to program building.
- 3650 **HISTORY OF AMERICAN MUSIC (3)**
A survey of music in America from colonial times to the present.
- 3654 **WORLD MUSIC (3)**
A survey of music in various non-Western cultures, including uses of music, melodic and rhythmic styles, systems of music theory, and instrument types.
- 3655 **THE ROOTS AND DEVELOPMENT OF AMERICAN JAZZ (3)**
The development of jazz from field hollers and work songs through Dixieland, ragtime, swing, bebop and cool into the eclectic and third stream jazz of today.
- 3701 **CHORAL CONDUCTING (3)**
Prerequisite: Music 2700 or equivalent.
Advanced conducting techniques; use of video-tape machine; emphasis on choral materials for students majoring in secondary education or church music; practical internship recommended, conferences for interns.
- 3702 **INSTRUMENTAL CONDUCTING (3)**
Prerequisite: Music 2700 or equivalent.
Elementary score reading, baton techniques, instrumentation, conducting experience with instrumental emphasis.
- 4100/6100 **COMPOSITION (1-3)**
Prerequisite: Music 2103, 3100 and 3101, or permission.
Basic construction of compositional devices: melody, phrase accompaniment, basic binary and ternary compositions. Succeeding quarters of study develop styles, idioms and originality, through assignments and self-initiated projects. May be repeated up to a maximum of 9 credits.
- 4101-6101 **INSTRUMENTATION AND ORCHESTRATION (3)**
Prerequisite: Music 2103
History, technical limitations and use of orchestral instruments; practical experience in scoring for various combinations of instruments.

- 4401/6401 **CHRISTIAN HYMNODY (3)**
[Religion 4871/6871]
The hymn studied from the standpoint of its history, classification, criticism, and effective use in the worship service.
- 4402/6402 **CHURCH MUSIC ORGANIZATION AND ADMINISTRATION (2 or 3)**
Music department of the church, identification of areas of responsibility, structured program, solutions of practical problems, and discernment in long-range planning.
- 4506 **PIANO PEDAGOGY III (2)**
Prerequisite: Music 3507.
The teaching of private students under faculty supervision and direction. Use of video tape.
- 4651/6651 **MEDIEVAL AND RENAISSANCE MUSIC (3)**
A survey of music from the early Christian period through the 16th century.
- 4652/6652 **THE ERA OF TONALITY (3)**
A survey of music, styles and forms that have been shaped by the forces of tonality. Material covers the music of the 17th, 18th and 19th centuries.
- 4653/6653 **TWENTIETH CENTURY MUSIC (3)**
A survey of the principal musical practices and developments of the 20th century.
- 4941/6941 **CHORAL CONDUCTING INTERNSHIP (3-5)**
Prerequisite: Permission of instructor.
An opportunity for qualified choral conducting students to gain additional proficiency and experience while working with an advanced ensemble. May be repeated for credit.
- 4942/6942 **INSTRUMENTAL CONDUCTING INTERNSHIP (3-5)**
Prerequisite: Permission of instructor.
An opportunity for qualified instrumental conducting students to gain additional proficiency and experience while working with an advanced ensemble. May be repeated for credit.
- 4900/6900 **DIRECTED READINGS IN MUSIC EDUCATION (1-3)**
Prerequisite: Permission of instructor.
Independent study in Music Education. May be repeated up to a maximum of 9 credits.
- 4901/6901 **DIRECTED READINGS IN MUSIC HISTORY (1-3)**
Prerequisite: Permission of instructor.
Independent study in Music History. May be repeated up to a maximum of 9 credits.
- 4910/6910 **SPECIAL PROJECTS IN MUSIC (1-5)**
Prerequisite: Permission of instructor.
May be repeated up to a maximum of 10 credits.

Fine and Performing Arts Faculty

Professors

- CARL H. REED, Ph.D.
Director of School of Fine and Performing Arts; Music B.A., Seattle Pacific University, 1951; M.A., University of Washington, 1956; Ph. D., 1966. At SPU since 1957.
- WAYNE H. BALCH, Mus.M
Music
Director of Registration and Records
B.A., Wheaton College, 1942; Mus.M., American Conservatory of Music, 1949. At SPU since 1966.
- MARCILE C. MACK, Mus.M.
Music
B.Mus., Cleveland Institute of Music, 1942; Mus.M., 1946. At SPU since 1955.
- LARRY T. METCALF, M.F.A.
Art
B.A. in Ed., University of Washington, 1962; M.F.A., 1967. At SPU since 1964.

Associate Professors

- MICHAEL CALDWELL, M.F.A.
Art
B.S., University of Oregon, 1968; M.F.A., 1970. At SPU since 1970.
- RAFFAELE D. CATANZARITI, D.M.A.
Music
B.M., Capital University, 1961; M.M., Louisiana State University, 1963; D.M.A., University of California, 1981. At SPU since 1979.
- JAMES L. CHAPMAN, Ph.C.
Dramatic Arts
B.A., Cascade College, 1960; Doctoral Candidacy, University of Oregon, 1973. At SPU part-time 1961-62; full-time since 1962.
- GARY G. FLADMOE, Ed.D.
Music
B.Mus., University of Wyoming, 1964; M.A., 1965; Ed.D., University of Illinois, 1975. At SPU since 1977.
- 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.
- SABA, WADAD, D.M.A.
Music
B.A., Whitworth College, 1959; M.A., University of Washington, 1964; D.M.A., University of Washington, 1981. At SPU part-time 1962-64; full-time since 1964.

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

Assistant Professors

- STUART P. BRANSTON, M.F.A.
Art
B.F.A., University of Washington, 1972; M.F.A., 1975. At SPU since 1977.
- ERIC HANSON, M.M.
Music
B.M.E., Wheaton College, 1971. M.M. at Colorado State University, 1974. At SPU since 1979.
- WAYNE D. JOHNSON, M.M.
Music
B.A., Bob Jones University, 1969; M.M., University of Cincinnati, 1975. At SPU since 1977.
- 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.

Instructors

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

Artists in Residence

- TAPROOT THEATRE COMPANY
Scott Nolte, B.A. Artistic Director

Lecturers

- JERRY PIGER, B.A.
Music
B.A., Seattle Pacific University, 1973. At SPU since 1973.

Part-time Lecturers

- HOWARD AKERS, M.Mus.
Music
Performance Certificate, Curtis Institute of Music, 1934; B.Mus., Illinois Wesleyan, 1936; B.Mus., Educ., 1936; M.Mus., 1941. At SPU 1972-77 and since 1979.
- JOYCE BERGER, B.A.
Music
B.A., University of Washington, 1954. At SPU since 1973.

JOHN C. BUDELMAN, B.A.

Music
B.A., University of Washington, 1957. At SPU since 1972.

MYRNA CAPP, M.A.

Music
B.A., Seattle Pacific University, 1959; M.A., University of Washington, 1977. At SPU since 1968.

PEGGY S. DOUGHERTY, M.M.

Music
B.A., Warner Pacific College, 1969; M.M., University of Portland, 1971. At SPU since 1978.

SCOTT GOBLE, B.A.

Music
B.A., Seattle Pacific University, 1979. At SPU since 1979.

SHIRLEY HARNED, B.A.

Music
B.A., University of Kentucky, 1961. At SPU since 1980.

DIANE JOHNSON, M.Mus.

Music
B.A., Bob Jones University, 1970; M.Mus., University of Cincinnati, 1977. At SPU since 1978.

GAYLE JOHNSON, B.A.

Music
B.A., B.M., Oberlin College Conservatory, 1978. At SPU since 1979.

TIM MALM, M.F.A.

Art B.A., Seattle Pacific University, 1975; M.F.A., University of Hawaii, 1980. At SPU since 1980.

KATHRYN RAMM

Music
At SPU since 1972.

PHYLLIS ROWE, B.A.

Music
B.A., University of Washington, 1943. At SPU since 1977.

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.

RICHARD SKERLONG, M.Mus.

Music
B.Mus., Oberlin, 1953; M.Mus., Eastman School of Music, University of Rochester, 1956. At SPU since 1971.

WINIFRED SMITH

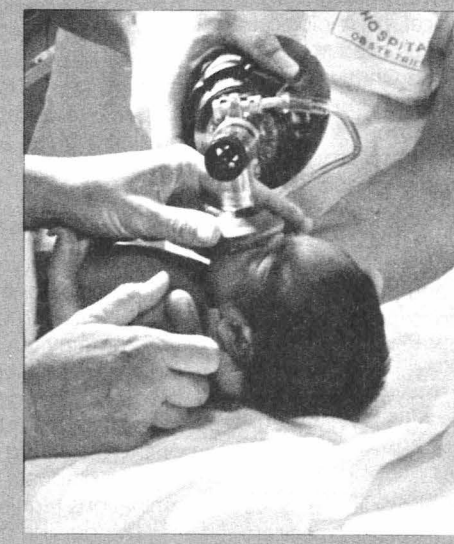
Music
B.A., Seattle Pacific University. At SPU since 1976.

GERALDINE SORRENTINO, B.A.

Music
B.A., University of Washington, 1974. At SPU since 1980.

JOANN STREMLER, M.M.

Music
B.A., Seattle Pacific University, 1978; M.M., Colorado State University, 1980. At SPU since 1980.

HEALTH
SCIENCES

The School of Health Sciences is designed to prepare graduates to meet the health needs of human beings in a society characterized by technological sophistication, impermanence, fractured family life and rapid change.

Faculty within the School believe that human beings are created in the image of God, each person with a unique set of characteristics. While humans are biological, psychological and social beings, they are also spiritual beings needing reconciliation with God through faith in Jesus Christ. Therefore, they need support, healing, guidance and spiritual expression to become truly whole.

While the School offers training in various aspects of health sciences, its major thrust is the professional nursing program. Nursing is an empirical, personalistic science which assists people achieve and maintain optimum health throughout the life cycle. The practice of nursing is the assessment of human responses to actual and potential health problems and the performance of those activities contributing to health or to a peaceful death.

The nursing major at Seattle Pacific is a four-year program including nine quarters of clinical nursing, a hospital internship and the chance to specialize in a selected area of interest. Fully accredited in Washington State, the nursing program also enjoys national accreditation.

In addition to nursing, the School of Health Sciences offers pre-professional training in dentistry, medicine, medical technology, dental hygiene, medical records administration and physical therapy.

Nursing

The philosophy and the curricular goals of the University are supported by the nursing faculty. This philosophy reflects the "scholar-servant" model where academic training goes hand-in-hand with acts of service to people in need. Nursing provides an excellent example of this philosophy in action.

The faculty view nursing as an expression of God's love through service to man. Nursing requires honest examination of one's values and faith as they unite with the science of nursing to meet another's health needs in a Christ-like manner.

General Information

Nursing is a professional major which meets all of the requirements of the University for the Bachelor of Science degree. Nursing offers an undergraduate curriculum for those with no previous preparation, those with advanced standing, and registered nurses from associate degree or diploma programs. The curriculum offers general preparation in the major areas of nursing with specialization in a selected area of interest during the senior year.

The graduate is eligible to take national licensing examinations required for certification as a registered nurse.

The nursing major is fully accredited by the Washington State Board of Nursing and the National League for Nursing. The University is also a member of the Council Member Agencies of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing.

Curricular Objectives

Upon completion of the nursing curriculum at Seattle Pacific University the graduate will have acquired specific behaviors in the following areas:

DEVELOPMENT OF SELF (as an authentic person)

1. Develop self-understanding as a basis for understanding others with recognition of each individual's uniqueness and wholeness.
2. Communicate meaningfully verbally and non-verbally.
3. Demonstrate values to which he/she is committed as a member of the Christian community, understanding the effects of the value system on professional practice.



Della Tiede, Director Emeritus, School of Health Sciences. "The distinctive of nursing at SPU is the ability of our faculty to become scholar/servants, blending their professional skills with a personal faith. That's what we want our nursing students to achieve. And, it's happening. Attitudes, values and performances change each quarter. Ragged freshmen grow into professional nurses in four short years."

DEVELOPMENT OF NURSE-PATIENT RELATIONSHIP

1. Demonstrate accountability in making independent decisions for nursing care.
2. Integrate mental health concepts therapeutically in the nursing process.
3. Use nursing process with application of physical, behavioral, and nursing science principles to provide health assessment, maintenance, and restorative care.
4. Provide nursing care for ethnic people of color based on knowledge of life style, values, food patterns, and health needs.

THE HEALTH CARE PROFESSIONS

1. Demonstrate ability to act as a change-agent within the health delivery system.
2. Collaborate with health team and provide nursing leadership.
3. Revise in practice his/her role of professional competence.
4. Participate with the consumer in promoting the improvement of health care.

Admission

Students interested in nursing must apply through the Office of Admissions. High School preparation for nursing includes four years in the language arts, two years minimum of college preparatory mathematics, and two years of laboratory science, one of which should be in chemistry.

Those accepted into the University who indicate an interest in nursing are assigned a nursing faculty adviser. Formal application to the nursing major is made at the end of the second academic quarter. A faculty-student committee evaluates each applicant on the basis of scholarship and personal qualifications judged necessary for nursing. A minimum of 2.65 g.p.a. in natural and social sciences during the first year is required.

Admission with advanced standing depends upon meeting the requirements established for nursing students. Students contemplating transfer into Seattle Pacific University may have their program of study approved by the faculty of nursing.

Registered nurse students from diploma or associate degree programs wishing to earn a Bachelor of Science degree must first apply for admission to the University. After admittance individual evaluation and program planning is scheduled. Validation and challenge examinations are available.

Expenses

General expenses are the same as for other students with the following exceptions:

1. Clinical practicum fee (see Financial Information).
2. Uniforms purchased in the sophomore year cost approximately \$60.

3. Transportation costs between the University and clinical facilities vary from quarter to quarter. Travel by city transit is approximately \$25.00 per quarter, beginning the second year.
4. For the community health nursing assignment the student must have a current driver's license and should plan to have access to a car.
5. Periodic National League for Nursing achievement tests (see Financial Information).
6. A physical examination is required prior to beginning clinical experience and recommended prior to graduation.

Scholarships and Loans

Students in the nursing major needing financial assistance should apply to the SPU Financial Aid Office. A Financial Aid Form is required to document such need. In addition to most of the general aid programs, nursing students may be eligible for the Federal Nursing Scholarship and Loan program.

Nursing students are encouraged to apply for scholarship funds from local medical societies, medical auxiliaries, hospital organizations and service organizations in the communities. The Nurses' Alumnae Association administers small grants made possible through gifts to the Association.

Requirements for the Nursing Major

The program is four years in length with nine quarters of clinical nursing. The course work will be similar to that listed below.

First Year	Credits
Natural Science: Inorg. Chem., Org. Chem.	10
Social Science: Including Psych. 1180	10
Foundational Studies, Bib. Lit.	10
Communication/English	6
Humanities/Arts	10
	<hr/> 46
Second Year	
Nursing 2133 & 2134, 2143 & 2144, 3233 & 3234	21
Natural Science: Bio. 2129, 2130, 3351	15
Home Ec. 3340	3
Social Science: Psych. 3470	5
	<hr/> 44
Third Year	
Nursing 3243 & 3244, 3253 & 3254, 3293 & 3294	30
Language & Literature	5
Arts/Changing World	5
Bib. Lit./Values	5
	<hr/> 45
Fourth Year	
Nursing 4433 & 4434, 4401, 4411	24
Language & Literature	5
Bib. Lit./Values	5
Nursing Electives	12
	<hr/> 46
Total credits	181

COURSES**Health Sciences**

2035 HUMAN SEXUALITY (3)

Physiological and psychosocial aspects of human sexual behavior. Discusses special issues concerning sexuality in our society in light of Christian values. Encourages students to be comfortable with themselves as sexual persons.

3395 HEALTH DELIVERY SYSTEMS (5)

Discussion of how political and socio-economic factors affect health care in the United States and other countries with resultant development of health care systems.

Nursing

2133 NURSING IN THE LIFE CYCLE I (3)

Prerequisite: Chemistry 2330. Concurrent with Psychology 3470, Biology 2129.

Focus on the health needs of people throughout the life cycle. Studies selected processes involved in the theoretical framework components of whole-person values and Christian nursing health care, and the Christian Scholar-Servant model. Considers the family and community systems. Considers the processes in relation to selected developmental stages.

2134 NURSING IN THE LIFE CYCLE I PRACTICUM (2)

Concurrent with Life Cycle I

Beginning health care based on the nursing process in a variety of settings suitable for application of life cycle theory content. Includes visits to older persons in their homes and use of nursing skills in a clinical agency.

2143 NURSING IN THE LIFE CYCLE II (4)

Prerequisite: Life Cycle I, Life Cycle I Practicum. Concurrent with Biology 2130

Continuation of Life Cycle I focusing on the adaptation processes including grief as well as sexuality and reproductive processes of young adults and families. Presents pharmacological theory concurrently, coordinating the topics with the nursing theory.

2144 NURSING IN THE LIFE CYCLE II PRACTICUM (3)

Continuation of Life Cycle I Practicum with nursing practices in a variety of settings, including observations, skill utilization in nursery — post partum units as well as obstetrical clinics prenatal classes, labor and delivery unit, surgical and selected health care community services.

3050 PROFESSIONAL NURSING CONCEPTS (3)

Required orientation seminar for RN students focusing on the conceptual framework, nursing philosophy, research, trends, and nursing process.

3233 SYSTEMS NURSING I (4)

Concurrent with Biology 3351.

Prerequisites: Life Cycle I and II, Life Cycle Practicum I and II. Exploration of disruption of the reproductive system, with resulting consequences in psychological, social, and other systems of the whole adult person. The content is organized around the stressors of hospitalization, cancer, inflammation and infection, fluid balance and imbalance, immunology, surgery, and pain.

3234 SYSTEMS NURSING I PRACTICUM (5)

Concurrent with Systems Nursing I.

Prerequisite: Life Cycle I and II, Life Cycle Practicum I and II. Focus on nursing process with application of theoretical knowledge and skills needed to care for the adult person experiencing disruption of physiological, psychological, and social systems. Includes care of the hospitalized patient, and follow-up visits to expectant family in the home, clinic, and hospital.

3243 SYSTEMS NURSING II (6)

Prerequisite: Systems Nursing I, Systems Nursing I Practicum, Biology 3351.
Continuation of Systems I.

3244 SYSTEMS NURSING II PRACTICUM (4)

Concurrent with Systems Nursing II.

Prerequisite: Systems Nursing I, Systems Nursing I Practicum. Nursing practice in the acute care setting, and in the community. Experiences take place in the hospital, with adults, and children in psychiatric care settings, in the community and home.

3253 SYSTEMS NURSING III (6)

Prerequisite: Systems Nursing II, Systems Nursing II Practicum. Continuation of Systems Nursing I and II.

3254 SYSTEMS NURSING III PRACTICUM (4)

Concurrent with Systems Nursing III.

Prerequisite: Systems Nursing II, Systems Nursing II Practicum. Nursing practice in acute hospital setting, psychiatric setting, and community.

3263 SYSTEMS MED-SURG RN (4)

Prerequisite: Systems Nursing I.

A comprehensive review of current knowledge and practice in medical-surgical nursing for students who have had a previous program.

3264 SYSTEMS PRACTICUM RN (1-2)

Work-study that combines clinical experience as an employee with the learning experiences of the theory course in an independent learner contract.

3265 SYSTEMS SEMINAR RN (2)

Coordinating point between the medical-surgical theory and the work-study practicum emphasizing assessment and data processing.

3293 SYSTEMS NURSING IV (6)

Prerequisite: Systems Nursing III, Systems Nursing III Practicum. Continuation of Systems I, II, III.

3294 SYSTEMS NURSING IV PRACTICUM (4)

Concurrent with Systems Nursing IV.

Prerequisite: Systems Nursing III, Systems Nursing III Practicum. Nursing practice in acute hospital setting, psychiatric setting, and community.

3304 PERSPECTIVES ON LOSS (3)

A cultural, social and self exploration of beliefs and attitudes towards death and dying. An interdisciplinary approach for in-depth understanding and practice.

3363 SYSTEMS COMMUNITY HEALTH RN (3)

Basic theory of communities and how health care is delivered in agencies and home settings.

3364 SYSTEMS PRACTICUM RN (1-2)

A community clinical assignment to explore official and voluntary health agencies.

3365 SYSTEMS SEMINAR RN (1)

Coordinating point between community theory and the work-study practicum emphasizing planning, evaluative and teaching.

3370 CLINICAL PHARMACOLOGY (3)

Application of basic pharmacological principles to the study of clinical pharmacology using case studies.

4377 CARDIAC PATHOPHYSIOLOGY (3)

Prerequisite: Senior standing in nursing.

Investigation of cardiac pathophysiology in selected mechanical and electrical alterations with comparisons made to the normal cardiac cycle. Special emphasis on prevention assessment, diagnostic models, and creating public awareness of cardiac pathologies. Basic knowledge of cardiac physiology assumed.

4391 PATHOPHYSIOLOGY (3)

Prerequisite: Systems II, III, IV or Systems RN.

Investigates central concepts of pathophysiology by lecture and case studies. Discusses pathophysiological mechanisms within the framework of their effect on cellular function.

4401 RESEARCH (2)

Required for all Nursing majors.

Systematic investigation of a health-related topic of student choice demonstrating knowledge of research methodology.

4411 PROFESSIONAL SOCIALIZATION (2)

Required for all generic students.

Exploration of transitional factors for students assuming a professional role. Examination of new trends in health care delivery, including economic-political-legal aspects of professional nurse roles.

4413 MATERNAL-INFANT (3)

Explores advanced theories, roles and practices in the study of high risk pregnancies, childbirth and their neonates.

4414 MATERNAL INFANT PRACTICUM (4-5)

Advanced experiences in maternal and infant care, further selection of MCH specialty areas such as high risk pregnancies, labor, and neo-natal intensive care. Discusses special issues in contemporary maternity care and alternative nursing roles.

4423 PRIMARY CARE (3)

Investigation of problems commonly encountered in family health care.

4424 PRIMARY CARE PRACTICUM (4-5)

Assessment and management of the ambulatory patient, emphasizing family health throughout the life cycle. Includes diagnosis, treatment, clinical laboratory and referrals in urban and rural agencies and schools.

4433 SYSTEMS MANAGEMENT (3)

Theoretical investigation of general management concepts and application of these concepts to leadership roles on the health care team.

4434 SYSTEMS MANAGEMENT PRACTICUM (5)

Clinical practice in the application of management concepts while directly and indirectly providing care for groups of patients/clients.

4443 CRITICAL CARE (3)

Prerequisite: Systems IV or Systems RN, Pathophysiology. Comprehensive theory of trauma and medical emergencies, focusing on rapid assessment and intervention.

4444 CRITICAL CARE PRACTICUM I (4-5)

Immediate care and emergency life support systems in three phases of critical care delivery.

4445 CRITICAL CARE PRACTICUM II (4)

Continuation of Nur. 4444 allowing additional practice in critical care nursing. Specific areas of study include intensive, coronary, burns, and trauma nursing. Case presentation-analysis in weekly seminars.

4453 REHABILITATION NURSING (3)

Considers principles and concepts of rehabilitation considered in relation to the various physical disabilities commonly encountered. The rehabilitation team's individual and collective contribution and community resources for the handicapped will be explored.

4454 REHABILITATION NURSING PRACTICUM I (2-4)

Advanced concepts in rehabilitation modalities and/or comfort care for the disabled and/or elderly in institutions and community. Emphasizes leadership role in planning and evaluation.

4455 REHABILITATION NURSING PRACTICUM II (2-4)

Continuation of Nur. 4454 allowing additional practice in rehabilitation nursing.

4463 COMMUNITY MENTAL HEALTH (3)

Emphasizes mental health in relation to groups of individuals. Uses theories such as general system, role, communication, group, interpersonal relationship, behavioral, crisis theory to investigate the problems relating to individuals at various developmental stages, families, and community.

4464 COMMUNITY MENTAL HEALTH PRACTICUM I (4)

Two quarter sequence according to agency and assignment. Utilization of current psychiatric mental health theories and therapies in the assessment, treatment and referral of clients in community mental health, drug treatment, alcoholism, and psychiatric centers.

4465 COMMUNITY MENTAL HEALTH PRACTICUM II (2-4)

Students will continue to work in the specialized clinical field to master the skills in working with groups, families, or in handling crisis in community mental health centers.

4473 SPECIALTIES IN MED-SURG (3)

Advanced consideration of selected disruptions experienced by an individual as a result of various disease processes. Explores the nursing implications and interventions.

4474 SPECIALTIES IN MED-SURG PRACTICUM (4-5)

Hospital-based experiences in a choice of one clinical specialty area from medical-surgical. Incorporates applied leadership, teaching, and assessment skills.

4480 CARE OF THE CHILD FOR THE NP (3)

Co-requisite: Pathophysiology

Introduction to the nurses role in primary care emphasizing the child from infancy to puberty of well child. Assessment and management of common disease entities.

4481 PRACTICUM FOR THE NP (5)

Students will be individually assigned to outpatient clinics in city or rural areas where there will be opportunities to assess and manage the health needs of children.

4482 CARE OF THE YOUNG ADULT FOR THE NP (3)

Co-requisite: Clinical Pharmacology

Addresses development and maturational tasks of the adolescent and young adult. Diagnosis and management of problems most common to this age group.

4483 PRACTICUM FOR THE NP (5)

Students are in outpatient facilities in Seattle or a rural area to increase skills in patient management. Emphasizes care of the young adult. Agencies will be different from Autumn quarter.

4484 CARE OF THE OLDER ADULT FOR THE NP (3)

Emphasizes the concerns of the older adult. Health maintenance and prevention are stressed, also diagnosis and management of acute and chronic diseases.

4485 PRACTICUM FOR THE NP (5)

Most agencies care for all age groups but will emphasize the older adult.

4486 FAMILY NURSE PRACTITIONER SEMINAR (1)

Students discuss responsibilities and role of FNP, explore helping theories. Integration of theory and practice is facilitated by case presentations. Held all 3 quarters.

4498 INDIVIDUAL STUDY (1-3)

Prerequisite: Curriculum Committee approval and completed junior course sequence. May be repeated with permission up to 9 credits.

Pre-Professional Health Science Program

GRAYSON L. CAPP, COORDINATOR

Seattle Pacific University recognizes the need for qualified people in all the health-related professions. The University is also aware of the keen competition among persons who wish to receive training in medicine, osteopathic medicine, medical technology, chiropractic medicine, dental hygiene and physical therapy. Competition for entrance into professional schools in all of these fields has increased in recent years, with candidates far exceeding the number of openings. However, through the strength of its liberal arts curriculum, Seattle Pacific strives to prepare students for a successful professional or graduate school experience.

Students should note that nearly all medical and dental schools and other professional programs request a committee evaluation letter written by the Pre-Professional Health Science Advising (PPHS) Committee. The following procedure is therefore advised: 1) Each student should identify himself/herself to the Chairman of the PPHS Committee, 2) Take advantage of the Student PPHS Club, which holds announced meetings each term and sponsors a Health Careers Day, 3) Register for the PPHS Field Experience and MCAT Review course, 4) Schedule a PPHS Committee interview.

Medical Technology

Seattle Pacific University offers a curriculum preparing students for admission to schools of medical technology. In order to be certified by the Registry of Medical Technologists, all prospective medical technologists must spend a calendar year in clinical training at an approved school of medical technology following their college training. Any school of medical technology approved by the Board of Schools of Medical Technology of the American Society of Clinical Pathologists is acceptable.

The student preparing for admission to an approved school of medical technology must present to the Registry of Medical Technologists a transcript showing successful completion of at least 135 quarter hours and including Chemistry 3225 or its equivalent, 25 credits in biology and 5 credits of college mathematics. A copy of the transcript should be sent to the American Society of Clinical Pathologists, Board of Schools, 710 South Wolcott Avenue, Chicago, Illinois, 60612, during the Autumn or Winter quarter of the student's last year at Seattle Pacific University. The Registry will validate the transcript, if acceptable, and forward the results to school(s) of medical technology chosen by the student. Most approved schools of medical technology will not consider an application complete until they receive notification of approval from the Registry.

A few hospitals provide small stipends and other benefits for the students during the year of clinical training. Further information on this can be obtained from the campus

medical technology adviser.

Most prospective medical technologists follow a normal four-year college program with careful attention to the requirements mentioned previously, followed by the year of clinical training.

The chairman of the Pre-Professional Health Science Program will assist the student in arranging for his/her Pre-Medical Technology Field Experience; this is a one-week interterm course which should be taken during the sophomore year.

RECOMMENDED CURRICULUM

	Credits
First Year	
Chemistry 1211, 1212, 1213	15
Mathematics 1110 or 1360	5
Language and Literature	15
Social and Behavioral Science	5
Fine Arts	5
	45
Second Year	
Chemistry 3335, 3226	10
Biology 1111, 1112	10
Psychology 1180	5
Social and Behavioral Science	5
Biblical Literature	5
Values and Integration	5
Fine Arts	5
Pre-Med. Tech. Field Experience (NMS 3991)	2
	47
Third Year	
Chemistry 3371, 3372	10
Biology 3351, 4420	10
General Physics	15
Biblical Literature	5
Courses in major*	10
	50
Fourth Year	
Biology 3325	5
Biochemistry 4361, 4362	10
Fine Arts	5
Courses to complete major or electives	25
	45

Pre-Medicine and Pre-Dentistry

It is important to stress that medicine and dentistry are recognized as areas in the healing arts. As such they are best served by practitioners well grounded in the liberal arts which include literature, music, art, philosophy, history and the classics as well as science.

Strong competition exists for admission to professional schools, especially in medicine, and it is important to obtain advising from the chairman of PPHS Advising to plan a strong program.

There are several factors considered by medical and dental selection committees. These factors include the student's

grades (average g.p.a. for entering medical students is 3.5 or higher); the MCAT or DAT scores; letter of evaluation from the PPHS Committee; other support letters; and interview with the medical or dental school admissions committee.

A Pre-Medical or Pre-Dental Field Experience course (NMS 3991) is required and should be taken during the sophomore year. This course is designed to provide a short, intense experience of day to day experience with practitioners. Selected readings covering crucial issues in health care and bioethics are required. A review course for the MCAT is provided as part of this course. The Chairman of Pre-Professional Health Science Advising will help manage and coordinate this field experience.

The Pre-Professional Health Science Committee will interview candidates during spring of their junior year or the fall of their senior year. Each candidate should request an appointment for this interview and consult with the chairman of PPHS before the interview.

A brief summary of procedure:

- 1) Open a file with the Chairman of PPHS as soon as possible in your first year.
- 2) Schedule the PPHS Field Experience (NMS 3991).
- 3) Schedule a review course for the MCAT exam (this is part of NMS 3991 at no extra charge).
- 4) Arrange for a PPHS Committee interview and a committee evaluation letter.

Students desiring further information should direct their requests to: Grayson Capp, Coordinator, Pre-Professional Health Science Advising Program, Seattle Pacific University, Seattle, Washington, 98119.

GENERAL COURSE WORK FOR PRE-MEDICAL AND PRE-DENTAL

The specific requirements vary from school to school, and students should become familiar with the specific requirements of the medical or dental schools to which they intend to apply. However, nearly all medical and dental schools have at least the following minimal expectations:

	Credits
Chemistry (including 1 year general, 1 year organic and analytical)	25-30
Biology (1 year general plus selected upper-division core courses)	15-20
Physics	15
English	10
Math (1 year college level mathematics)	15

Additional science courses are strongly recommended in biochemistry (note: biochemistry required for dental school admission), physical chemistry, physiology, developmental biology, and genetics. Many medical schools also suggest a knowledge of calculus. All applicants must complete a minimum of 135 quarter credit hours (three years) of academic work. However, with the increasing competition to enter medical and dental schools, it is rare for applicants to be admitted with less than four years of undergraduate work and a bachelor's degree.

Dental Hygiene

Students planning on a career in dental hygiene have two popular options available for completion of their academic training: (1) Take a two-year pre-dental hygiene program at Seattle Pacific prior to transferring to a university which offers a bachelor of science degree in dental hygiene, (2) Complete a bachelor of arts or science at SPU and take a fifth year program at a selected university.

Required courses include:

	Credits
Biology 1111, 1112	10
Biology 2129, 2130	10
Chemistry 1211, 2330/4330	10
Communication 1101	5
Psychology 1180	5
Sociology 1110	5

Medical Records Administration

Students wishing to enter the field of medical records administration may take part of their training at SPU and part at another college or university (see section on "Combined Curricula"). Students who wish to receive their bachelor's degree from SPU must satisfy requirements for a major at Seattle Pacific University before taking professional course requirements. Specific courses to be taken include:

	Credits
Chemistry 1211	5
Philosophy 1101	5
Psychology 1180	5
Biology 1211, 2129, 2130, 3351	20
Mathematics 1360	5
Economics 1351, 2101	10
Business Administration 3414, 4614	10

Physical Therapy

A student may take two years of pre-physical therapy work before transferring to a university offering a Bachelor of Science in Physical Therapy degree. Requirements for the first two years at SPU include:

	Credits
English 1105 or 2205	5
Math 1101 or equivalent	5
Psychology (including Psychology 1180)	10
Biology 2129, 2130, 3351	15
Chemistry 1211, 2330/4330	10
Physics 1101, 1102, 1103	15

For information regarding other health science careers, see the Coordinator of Pre-Professional Health Science Advising.

Health Sciences Faculty

Professor

GRAYSON CAPP, Ph.D.
Chemistry; Pre-professional Health Science Adviser
B.S., Seattle Pacific College, 1958; M.S., University of
Oregon, 1961; Ph.D., 1966; National Institute of Health
Post-doctoral Fellow, Duke University, 1966-68. At SPU
since 1968.

Associate Professors

BARBARA INNES, R.N., M.S.
Nursing
B.S.N. University of Washington, 1963; M.S. University of
California, 1969. At SPU since 1976.

HELEN MORROW, C.R.N., F.N.P., M.N.
Nursing
B.S.N. University of Washington, 1970; M.N. 1971. At
SPU since 1971.

ANNALEE R. OAKES, C.C.R.N., M.A.
Nursing
B.S.N. University of Washington, 1970; M.A., 1971. At
SPU since 1971.

RUBY ENGLUND, R.N., M.N.
Nursing
B.S.N. Gustavus Adolphus College, 1964; M.N., Universi-
ty of Washington, 1965. At SPU since 1966.

Assistant Professors

PEARL E. BAKER-CLINEY, R.N., M.N.
Nursing
M.N., University of Washington, 1977. At SPU since
1978.

MARY FRY, R.N., M.N.
Nursing
B.S.N., University of Washington, 1966; M.N., 1972. At
SPU since 1972.

SHIRLEY HARLOW, R.N., M.A.
Nursing
B.A., University of Oregon, 1948; B.S., 1951; M.A., New
York University, 1965. At SPU since 1976.

EMILY A. HITCHENS, R.N., M.N.
Nursing
B.S.N., University of Washington, 1965; M.N., 1967. At
SPU since 1979.

PATRICIA A. JENNINGS, R.N., M.S.
Coordinator of Continued Nursing Education
B.S.N., University of Washington, 1969; M.S., University
of Colorado, 1970. At SPU since 1979.

JANET L. LARSON, R.N., M.N.
Nursing
M.N., University of Washington, 1978. At SPU since
1978.

SALLY M. NIKOLAISEN, R.N., M.N.
Nursing
M.N., University of Washington, 1977. At SPU since
1980.

Instructors

BETTY BEVIER, R.N., M.Ed.
Nursing
M.Ed. California Polytechnic, 1976. At SPU since 1979.

ROBERTA KEHR, C.R.N., M.N., FNP
Nursing
M.N., University of Washington, 1965. At SPU since
1979.

MARY SMYTH, R.N., M.A.
Nursing
M.A., University of Washington, 1979. At SPU since
1981.

Part-time Instructor

JUDITH BRACIK, R.N., B.S.
Nursing B.S., Carlow College, 1969. At SPU since 1977.

NANCY L. CARLYLE, R.N., M.A.
Nursing
M.A., University of Washington, 1979. At SPU since
1979.

SHIRLEY KURZ, R.N., M.N.
Coordinator of Registered Nurse Education
M.N., University of Washington, 1965. At SPU since
1965.

BERNADINE SMITH, R.N., M.N.
Nursing
M.N., University of Washington, 1976. At SPU since
1980.

DALLAS VIALI, C.R.N., FNP, BSN
B.S.N., SPU 1978; M.B.A., University of Washington,
1971. At SPU since 1980.

Part-time Lecturer

KARAN DAWSON, R. Pharm.
M.S., University of Washington, 1978. At SPU since
1979.

TOM LITTLE, R. Ph. M.S.
M.S., Purdue University, 1975. At SPU since 1979.

PATRICIA RICHERT, M.T.
B.S., Seattle University, 1967. At SPU since 1980.

Emeriti

LYDIA F. GREEN, M.N.
Nursing
B.S., University of Nebraska, 1928; M.N., University of
Washington, 1964. AT SPU 1952-72. Emeritus since
1972.

MAXINE HAYNES, R.N., M.S.
Nursing
B.A., University of Washington, 1941; M.S., University of
California at Los Angeles, 1959. At SPU since 1976.
Emeritus since 1980.

DELLA TIEDE, R.N., M.N.
Director, School of Health Sciences; Nursing
B.S.N., University of Washington, 1951; M.N., 1967. At
SPU 1966-81. Emeritus since 1981.

HUMANITIES



The School of Humanities seeks to understand how language and communication reflect human ideas and experiences. Students encounter history's great analytical thinkers and imaginative writers in order to appreciate and understand the various world views influencing the works of western peoples.

This process also seeks to discover the relationship between human ideas and experiences and God's revelation to man as expressed in the Christian faith. In conjunction with this relationship, students are encouraged to develop values and a personal philosophy of life.

Humanities students are equipped with the necessary skills for both critical and aesthetic evaluation. They are encouraged to learn and foster the basic arts of communication: critical thought, responsible speech and imaginative writing.

Upon graduation, humanities students can present themselves to prospective employers as having competent and insightful language and communication skills.

Bachelor of arts degrees offered within the School include communication, English, European studies (humanities, French, German, Russian), journalism and philosophy. A self-designed major is also an attractive option.

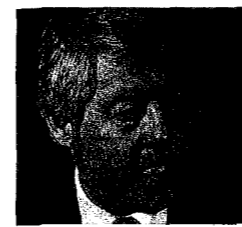
Admission to Majors in the School of Humanities

Students who wish to concentrate in any of the disciplines included in the School of Humanities should consult the Office of the School for application procedures. Those who are interested in designing their own interdisciplinary field of concentration may do so; procedures for this process are also available in the Office of the School.

SCHOOL COURSE OFFERINGS

Courses with a Humanities designation are General Education courses that focus generally on issues, themes and modes of inquiry amenable to interdisciplinary study. Two of the courses designated Hum. 1101, 1105, and 1106 may be taken to meet the Communication requirement in the General Education category, Individual in Growth.

- 1100 IMPROVEMENT IN LEARNING SKILLS (2)
An opportunity to master basic college study and survival skills designed to improve academic performance and to make learning more exciting. Students will work individually and in groups to explore areas including note-taking, test-taking, motivation, time management, self-discipline, textbook reading, vocabulary building, research paper writing, and outlining.
- 1101 ORAL COMMUNICATION (3)
(Com. 1101)
Studies intrapersonal and interpersonal bases of self-concept, including orientation to conflict. Focuses on verbal, non-verbal, listening, and presentational skills, with use of small groups and oral presentation.
- 1105 WRITING IN COLLEGE (3)
(Eng. 1105)
Prerequisite: Minimum competence in basic skills as indicated by placement and examination score or a minimum of four credits in English 1001 or 1002.
Develops skills in style and organization which are appropriate for the various forms of writing required in college.
- 1106 INTERNATIONAL COMMUNICATION (3)
(Eur. St. 2300)
Repeatable to 5 credits.
Helps the student act responsibly in the world community. Deals with the basics of world communication by examining the nature of language acquisition, language variety in the world, and the structure of one language new to the student.
- 1110 THE INDIVIDUAL IN THE LITERARY WORLD (5)
(Eng. 1110)
Provides students the personal resource to read significant literature for pleasure and enrichment; examines literary works which have been important to and valued by people in the past and the present. Such resources will be discovered and nurtured through the development of reading, writing and interpretive skills.
- 3395 LITERATURE AND PHILOSOPHY OF ENVIRONMENTAL AWARENESS (5)
(Eng. 3395)
Examines forces that shape our view of the natural world and man's place in it, with evaluation of major environmental problems (energy and raw material shortages, world hunger, pollution, etc.), and with efforts to develop, from the viewpoint of Christian stewardship, some solutions to these problems.



William Hansen, Director, School of Humanities. "Humanities is central to the liberal arts experience. Here students confront values and learn to give expression to ideas and Christian ideals. Through exposure to philosophy, rhetoric, language and culture, literature and the classics, students learn 'to think critically, communicate successfully and walk proudly in their tradition.'"

Classics

Students may construct a major with a Classics orientation, reflecting either a language emphasis or a cultural emphasis. If a language emphasis is chosen, the student must take 30 credits of Ancient Greek plus 25 credits in other approved language courses, including Language Change (3300). If a cultural emphasis is chosen, the student must take approved credits from the listing below (excluding Greek 1101), plus approved credits in other courses, in consultation with the Classics advisor. For either emphasis Classical Civilization (3770) is required. Both majors are treated as self-designed and must, therefore, be approved by the School of Humanities Curriculum Committee after review by the student's adviser.

COURSES

Ancient Greek

- 1101, 1102, 1103 ELEMENTARY GREEK (5) (5) (5)
1101 and 1102 study the essentials of Koine and Classical Greek. 1103 is primarily reading, to provide a basis for further work in the language; emphasizes translation.
- 2204 GREEK GRAMMAR REVIEW (3)
Prerequisite: Greek 1103 or equivalent.
Intensive review of composition and syntax necessary for all advanced work in Greek.
- 3308, 3309 NEW TESTAMENT GREEK (1-3) (1-3)
Prerequisite: Greek 2204, Repeatable up to 12 credits.
Reading of one Gospel, selections from the Acts, Epistles and Revelation.
- 4295 SPECIAL READINGS IN KOINE or
4395 SPECIAL READINGS IN CLASSICAL GREEK (1-15)
Prerequisite: Greek 2204.
By arrangement with the professor.
- 4998 DIRECTED READINGS AND RESEARCH (1-10)

Classical Culture

- 2100 ANCIENT CIVILIZATION (5)
(History 2100)
Surveys world history from earliest ancient civilizations to the decline of the Roman Empire.
- 3250 THE ANCIENT NEAR EAST (5)
(History 3150)
Studies the pre-classical civilizations in Egypt and Western Asia, emphasizing the peoples and lands relevant to Old Testament history. Offered alternate years.
- 3602 HISTORY OF ANCIENT ART (3)
(Art 3602)
Survey of the pictorial and plastic expressions of the ancient Mediterranean cultures to the end of the Roman Empire. Offered alternate years.
- 3770 CLASSICAL CIVILIZATION (5)
(History 3170, Phi. 3601)
Philosophy, art, literature and society of Classical Greece and Rome; stressing contributions to modern western civilization. Offered alternate years.

Communication

This discipline offers courses to all students seeking understanding and skills for managing their conduct as speakers and listeners. Curricula are designed to generate understanding of communication as a social process, of oral forms in shaping history, and of speech as an art form and tool.

Students who major in communication explore theory, application, and history of human communication from ancient times to the present. Research emphasizes the intrapersonal, interpersonal, and cultural frameworks within which humans attempt to deal with personal, religious, social, and political concerns.

Requirements for the Major.

The minimum requirement for a major in Communication is 45 credits, of which a minimum of 25 must be upper-division. Each student majoring in Communication will complete 1321, 2227, 2322, 2323, 3102 or 4143, 3607 or 3608, 3628 or 3629, 4242, 1705 or 1140, and a minimum of 2 quarters of practicum (not more than six credits of practicum may count toward the major). Elective credits toward the major may be selected in other fields in consultation with the student's advisor.

COURSES

Speech Communication

- 1101 ORAL COMMUNICATION (3)
Studies intrapersonal and interpersonal bases of self-concept, including orientation to conflict. Focuses on verbal, nonverbal, listening, and presentational skills, with use of small groups and oral presentations.
- 3102 LISTENING (3)
Exposure to aesthetic, substantive, and critical listening experiences; methods of diagnostic teaching; individual development of listening curriculum for elementary and secondary classrooms.
- 4143 NONVERBAL COMMUNICATION (3)
Examines the role of nonverbal communication in establishing and maintaining interpersonal relations; the interpretation of such diverse channels as time, space, motion, graphics, color, format, decorum, posture, gesture, rhythm, and force in a variety of applications.

Group Process

- 2227 SMALL GROUP DISCUSSION (3)
Awareness of the process operant in small, coacting group activity; theories of structure, climate, roles, norms, leadership and participation; group effort in fact-finding, problem-solving and decision-making.
- 2265/4265 ORGANIZATION COMMUNICATION (3)
Critical analysis of organizations as contexts of human communication. Study and evaluation of individual and group processes within the complex organization; formal and informal organizational structures; brainstorming and decision-making.

group process; and uses of communication to make organizations function efficiently and effectively. Topics include the interview, personnel development, leadership styles, organizational conflict management, meeting and conference forms, and channels of organizational communication. Upper-division credit requires an additional project.

4242 INTERPERSONAL COMMUNICATION (3)
Intensive examination of modern communication theories and research; an evaluation of personal motives in social interaction; study of such communication phenomena as language problems, general semantics, interpersonal conflict, motives, fears and the like.

Public Communication

1321 SPEAKING BEFORE GROUPS (5)
A basic analysis of platform speaking, combining analysis, preparation and delivery of formal speeches on economic, political and social topics. The rhetorical criticism of significant models.

2322 PERSUASION: INFLUENCING HUMAN BEHAVIOR (5)
Evaluates the process of influencing human behavior; the ethical considerations inherent in influence; argumentation as a significant and fundamental persuasive technique; evaluative experience and performance.

2323 ARGUMENTATION: THE ART OF INFERENCE (5)
Examines ambiguity, analysis, evidence, observation, and inference; applies principles of reasoning to significant current issues through extensive practice in public discourse, questioning, response to questions, and refutation.

2330 ORAL INTERPRETATION OF LITERATURE (3)
(Drama 2330; Religion 2865)
Analysis of literary works for the purpose of discovering means of effective oral communication of studied interpretation; provides opportunities for practical experience in the classroom.

3321 ADVANCED PUBLIC SPEAKING (5)
Stresses application of speech principles in the preparation of public addresses, including sermons; individual development in organization, composition, style and delivery.

3355 THE PUBLIC AND THE MEDIA (3)
(Jrn 3355)
Investigates historical and contemporary perspectives on freedom of the press, journalistic ethics, disclosure, advocacy responsibility, and the doctrine of public interest, convenience and necessity. Includes analysis of the media as shapers of culture and values.

4318/6318 STORYTELLING AND READING STORIES ALOUD (3)
(Dramatic Arts 4330/6330, Reading Ed 4518/5518)
Selecting, preparing and presenting stories aloud to various audiences according to criteria that include the dramatic structure of the story and the characteristics of story teller and audience. Graduate credit requires an additional project.

SPECIAL TOPICS IN COMMUNICATION (3-5)
Offered occasionally

1440/3440 COMMUNICATION STRATEGIES IN INTERNATIONAL AFFAIRS
1445/3445 COMMUNICATION STRATEGIES IN SOCIAL MOVEMENTS
2440/4440 COMMUNICATION STRATEGIES IN GOVERNMENT AND POLITICS

2445/4445 COMMUNICATION STRATEGIES IN THE COURTROOM
2450/3450 MEDIA STUDIES
2460/4460 CONFLICT MANAGEMENT
2470/4470 INTERCULTURAL COMMUNICATION
2475/4475 INTERDISCIPLINARY APPROACHES TO THE STUDY OF HUMAN COMMUNICATION
3620 MEDIEVAL AND RENAISSANCE RHETORICAL THEORY
3625 CONTEMPORARY RHETORICAL THEORY

Communication Education

3590 TEACHING THE SPEECH-HANDICAPPED CHILD (3)
Nature, causes and corrective therapy for certain speech defects. Of value to prospective teachers, teachers of elementary grades.
4510 THE TEACHING OF SPEECH COMMUNICATION (3)
(Education 3356)
Teaching methods and problems of the speech classroom and curriculum; the history of speech education. Required of majors seeking teaching credentials in speech. (Offered on demand.)

Rhetorical Theory, History, and Criticism

3607 HISTORY AND CRITICISM OF AMERICAN PUBLIC ADDRESS (5)
The history and criticism of selected American political, social and religious oratory from colonial times to the present.
3608 BRITISH PUBLIC ADDRESS (5)
The history and criticism of selected British parliamentary, judicial and pulpit oratory, 1700 or 1900.
3628 FOUNDATIONS OF WESTERN RHETORIC (5)
Examines theories of communication and persuasion from ancient times to the fifth century A.D. Intensively studies selected Greek and Roman rhetorical treatises.
3629 RHETORICAL CRITICISM (3)
Studies ancient and contemporary theories of rhetoric; classical, neo-classical and modern works and movements in rhetorical method; the impact of contemporary literary criticism on rhetoric; the relevance of content analysis to rhetorical criticism.

Speech Science

1140 PHYSICS OF SOUND (5)
(See Phy. 1140, Lang. 1140)
1705 IMPROVING VOICE AND ARTICULATION (3)
(Language 1705)
Presentation and application of principles basic to good voice quality and effective use of voice in reading and speaking. Introduces the sounds of American English with application to individual problems.

Practica

1930/3930 FORENSICS PRACTICUM (1-2)
(Repeatable)
Provides experience in intercollegiate speech activities such as debate, extemporaneous speaking, persuasive speaking, oral interpretation, expository speaking, and the like. Class meets weekly by arrangement. Individual conference for refinement of speeches.



Robert G. Chamberlain, Associate Professor of Communication. "Intelligent communication of love is the Christian's first obligation to society. Whether it's said privately and directly to one person, or publicly and indirectly to the entire human race, 'I love you' has to be the premise of our communication."

1931/3931 COMMUNICATION PRACTICUM (1-5)
Provides field experience in speaking and other communication activities with faculty guidance in selection, preparation, and review; application to campus ministry teams, speakers' bureau, radio, television and the like.
2420/4420 BASIC TV TECHNIQUES (2)
(Ed 2420/4420, Gen. St. 2420/4420)
The development of basic technical skills for television production. Includes camera techniques, lighting arrangements, editing procedures, audio recording, and basic television directing.
2421/4421 BASIC TV PRODUCTION (2)
(Ed 2421/4421, Gen. St. 2421/4421)
Prerequisite: General Studies/Education 2420/4420
The development of abilities to plan, script, and direct television programs. Includes program idea development, program outlining, scripting for television, preparation and integration of graphics and special effects, and advanced direction techniques.
4900 INDEPENDENT STUDY (1-5)
Prerequisite: Permission required. Repeatable.
Individual research and conferences in area of specialization within the field of communication.
4930 INSTRUCTIONAL PRACTICUM (3)
Prerequisite: Permission required. Repeatable.
Provides selected students with experience as undergraduate teaching assistants in lower division courses.

English as a Second Language

Students who need assistance in developing their skills in use of English as a Second Language may register through the services of the Intensive English Language Institute. Courses 0011 through 0056 shown below are not applicable toward a degree at Seattle Pacific University. Placement in these courses is determined by testing through the Intensive English Language Institute.

0011, 0021, 0031, 0041, 0051 READING ENGLISH AS A SECOND LANGUAGE (5)
0012, 0022, 0032, 0042, 0052 WRITING ENGLISH AS A SECOND LANGUAGE (5)
0013, 0023, 0033, 0043, 0053 GRAMMAR OF ENGLISH AS A SECOND LANGUAGE (5)
0014, 0024, 0034, 0044, 0054 CONVERSATION IN ENGLISH AS A SECOND LANGUAGE (5)
0015, 0025, 0035, 0045, 0055 SPECIAL TOPICS IN ENGLISH AS A SECOND LANGUAGE (5)
0016, 0026, 0036, 0046, 0056 ENGLISH AS A SECOND LANGUAGE LABORATORY (5)
1030 ENGLISH AS A SECOND LANGUAGE SKILLS DEVELOPMENT (2-5)
Prerequisite: English as a Second Language 0041 and 0042 or equivalency.
This is the only course in English as a Second Language applicable toward a baccalaureate degree at Seattle Pacific University. Placement is determined by faculty of the Intensive English Language Institute.
This is a skills development course.

English

Courses in English give students the opportunity to experience the best literature that has been written and to improve their own writing abilities. Literature courses show how language, in various modes and times, has shaped and recorded views of God, the earth, and humankind; writing courses stress writing as a process of communication with readers and as an exploration of one's own ideas and emotions.

Concentration in English helps prepare students to enter professions such as the ministry, law, social work, or medicine; to teach in elementary or secondary schools; to pursue graduate study in English or the Humanities; and generally to enrich themselves through acquaintance with the literary and linguistic traditions of Western culture.

Requirements for the Major

Students who major in English are expected to meet the following objectives:

1. Understanding of the relationship between literature and the Christian faith, i.e., (1) recognizing literature as a creative activity patterned after God's own creativity and His communication to human beings through Incarnation, and (2) recognizing the study of literature as a means of clarifying one's own values.
2. Proficiency at reading closely and analyzing a literary work.
3. Development of a personal prose style.
4. Knowledge of major writers and works and of their relationship to intellectual, ideological and cultural background.
5. Knowledge of library resources and techniques for research in literature and language.
6. Familiarity with the major historic, philosophical and scientific aspects of language.
7. Knowledge of the history of English and American literature and some understanding of their relationship to the literature of Europe and the world.
8. Understanding of major critical approaches.

Students who choose English as a major are expected to meet with members of the English faculty at the beginning of their junior year to discuss their plans for meeting these objectives and to formalize their application to the School of Humanities as an English major. Majors are also expected to provide evidence of competence in writing. Sometime during their senior year, majors will meet with the English faculty to evaluate the significance of their training and its relevance to the world of work.

Students must complete a minimum of 60 credits within the following limits:

English 1110 (Hum. 1110) The Individual in the Literary World5
Writing (2205, 2215, 3305, 3316, 3317, 3318, 4810, Jr. 2101, 2102, 4811) 10

British Literature (five credits must be chosen from 3345, 3346, or 4448; five credits from 2249, 3347, or 3348) 10
 American Literature (five credits must be chosen from 2235, 3336, or 3331; five credits from 3334, 3337, 3338) 10
 Modern Literature (2225, 3326, 3327, 3328, 3329) 5
 Backgrounds (2233, 2245, 2287, 3387, 4685; five credits must be chosen from 2233 or 2245) 8-10
 Language 2100 5
 Shakespeare (4445) 5
 Electives (any English course not chosen to meet courses listed above)

COURSES

Writing and Reading Laboratory

- 1001 WRITING LABORATORY (1-2)
 Closes gap in students' writing of standard English through skill building units, e.g., spelling, capitalization, punctuation, appropriate use of verbs, pronouns, modifiers, best choice of words for the situation, complete sentences, subordination and coordination, modifier placement, vocabulary.
 This is a skills development course.
- 1002 WRITING LABORATORY (1-2)
 Prerequisite: English 1001 or equivalent competency in English usage skills.
 Continues to build standard English usage skills on an individualized basis. Requires application of developed skills in paragraph construction and writing for different purposes.
 This is a skills development course.
- 1003 WRITING LABORATORY (1-2)
 Prerequisite: English 1002 or equivalent competency in application of standard English usage skills.
 Emphasizes specific writing proficiencies identified by student and instructor, e.g., organizing, expanding, providing supporting detail, using figurative language. May be taken concurrently with English 1105 to focus development of special needs.
 This is a skills development course.
- 1006 READING LABORATORY (1-2)
 Builds skills in reading necessary for functional use of college textbook material. Modular units will focus on weaknesses in comprehension, vocabulary, and phonics as identified by a diagnostic survey.
 This is a skills development course.
- 1007 READING LABORATORY (1-2)
 Prerequisite: English 1006 or equivalent competency in reading skills.
 Continues to build skills necessary for college reading material on an individualized basis. Requires application of skills to students' actual course material.
 This is a skills development course.
- 1008 READING IN COLLEGE (1-2)
 Prerequisite: English 1007 or equivalent competency in reading skills.
 Explores a variety of topics important to reading in college such as comprehension, speed, memory, skimming and scanning with special emphasis on literary elements and forms.
 This is a skills development course.
- 1009 SPEED READING (1)
 Designed to improve reading rate and comprehension, critical reading and review, including an overview of study skills such as time management, note-taking, outlining, etc. (An additional fee is required.)
 This is a skills development course.

Writing

- 1105 WRITING IN COLLEGE (3)
 Prerequisite: Minimum competence in basic skills as indicated by placement examination score or a minimum of four credits in Eng. 1001 and 1002.
 Develops skills in style and organization which are appropriate for the various forms of writing required in college.
 - 2205 WRITING TO BE READ (5)
 Prerequisite: Minimum score on placement examination or Eng. 1105.
 For writers who have mastered basic competence in college writing and who wish to develop a personal style suitable for various writing occasions.
 - 2215 IMAGINATIVE WRITING (5)
 Prerequisite: Minimum score on placement examination or Eng. 1105.
 For writers who wish to struggle to structure the richness of experience in words; fosters the vision and skills necessary for effective writing of both poetry and fiction.
 - 3206 BUSINESS AND TECHNICAL REPORT WRITING (3)
 Prerequisite: Eng. 1105.
 Develops skills in formal and informal business communication and report writing, using a problem-solving approach. Assignments will focus on appropriate writing strategies for communicating with economy, clarity and effectiveness inside and outside business and technical organizations.
 - 3305 WRITING FOR PROFESSIONALS (5)
 Prerequisite: Minimum score on placement examination, Eng. 2205, or suitable writing sample.
 For more advanced writers who wish to develop a critical attitude, a style and a spirit of scholarship consistent with the best writing in their discipline. Students from various disciplines will work with the best models of writing in their chosen profession.
 - 3316 WORKSHOP IN WRITING POETRY (3)
 - 3317 WORKSHOP IN WRITING FICTION (3)
 - 3318 WORKSHOP IN WRITING DRAMA (3)
 - 4810 WRITING INTERNSHIP (1-3)
 Prerequisite: Permission of the instructor.
 Application of writing skills in varied employment settings; possibilities include public relations offices, newspapers, and other informational services. Students may suggest their own internships in consultations with the faculty supervisor, as long as writing skills are used, and other internship criteria are met.
- See also
- | | |
|-----------------|---------------------------------------|
| Journalism 2101 | BASIC NEWS AND INFORMATIONAL WRITING. |
| Journalism 2102 | PHOTOJOURNALISM, and |
| Journalism 4811 | WRITING INTERNSHIP. |

Literary Forms, Figures and Movements

British

- 2245 CLASSICS OF BRITISH CHRISTIAN LITERATURE (5)
 Provides a broad introductory survey of British literary history by examining how great literary artists have treated traditional Christian themes in the Anglo-Saxon, Medieval and Renaissance, and Modern periods. Classics studied include C.S. Lewis' Perelandra, Milton's Paradise Lost, J.R.R. Tolkien's The Fellowship of the Ring, the Middle English Pearl and other works. Emphasis on enduring themes in changing cultural worldviews.

- 2249 VICTORIAN NOVEL (5)
 Studies novels of representative Victorian novelists, including the Brontes, Dickens, Thackeray, Eliot and Hardy. Special attention given to the conventions and critical terms of fiction. Offered alternate years.
- 2460 THEATER AND DRAMA: TRAGEDY (5)
 (Drama 2420)
- 2461 THEATER AND DRAMA: COMEDY (5)
 (Drama 2421)
- 3345 EARLY ENGLISH POETRY FROM BEOWULF TO CHAUCER (5)
 Studies early Celtic literature along with masterpieces of Anglo-Saxon and Medieval English poetry. Special emphasis on Beowulf, the Arthurian materials, the works of the Pearl-poet, the medieval lyric, and the works of Chaucer. Offered alternate years.
- 3346 LITERATURE OF THE ENGLISH RENAISSANCE (5)
 Considers the "Golden Age" of Elizabeth I and the darker days which followed, as seen through the works of Wyatt, Spenser, Sidney, Raleigh, Shakespeare, Bacon, Milton, and other brilliant contemporaries. Special attention given to written explication of poems by John Donne, George Herbert, and Andrew Marvell. Offered alternate years.
- 3347 MEN, WOMEN, AND SOCIETY IN BRITISH LITERATURE FROM DEFOE TO AUSTEN (5)
 Considers eighteenth-century literature which focuses on new understandings of the self and society, and those which illuminate many of our contemporary assumptions. Includes writings of Defoe, Swift, Fielding, Boswell and Johnson, Austen and others. Offered alternate years.
- 3348 NINETEENTH-CENTURY BRITISH POETRY (5)
 Studies poets of the English Romantic Movement — Blake, Wordsworth, Coleridge, Byron, Shelley and Keats — and their Victorian poetic heirs — Tennyson, Browning and Arnold. Offered alternate years.
- 4440-4444 BRITISH WRITERS (3)
 Repeatable.
- 4445 SHAKESPEARE (5)
 (Drama 4445)
 An introduction to Shakespeare's comedies, histories, tragedies, and romances, and a study of his art and thought in relation to the Elizabethan background.
- 4447-4449 BRITISH WRITERS (5)
 Repeatable.
- 4448 MILTON (5)
 Studies Milton's poetry by concentrating on his synthesis of the Christian and Humanistic traditions. Offered alternate years.

American

- 2233 ISSUES OF FAITH IN AMERICAN LITERATURE (5)
 Provides a broad introductory survey of American literature by examining how major authors treat the themes of belief and disbelief. Includes Emerson, Hawthorne, Melville, Twain, Dreiser, Faulkner, Baldwin, O'Connor and selected poetry from four major "ages" of American literature.
- 2235 AMERICAN EARLY ROMANTICS (5)
 Focuses on the major figures of the early to middle 19th Century: Emerson, Thoreau, Whitman, Hawthorne, Poe and others, and their relation to ideas and experience at the time they wrote. Special attention given to the conventions and critical terms of non-fiction prose. Offered alternate years.

- 3331 NEW ENGLAND LITERATURE: PREACHERS AND POETS: SAGES AND STORYTELLERS (5)
 Examines the Puritan writers (such as Jonathan Edwards and Anne Bradstreet) and later fiction, poetry, and drama about New England by New Englanders and others to present time (such as Hawthorne, Thoreau, Jewett, Howells, O'Neill, Cheever). Students will work in two periods or genres of their own choosing for papers and discussion.
- 3334 BLACK AND ETHNIC LITERATURE (5)
 Traces the expression — in novels, plays, poems, and essays — of the minority groups who have been a part of the American people, particularly emphasizing the writing of Black Americans.
- 3336 LITERATURE OF EXPANDING AMERICA (5)
 Focuses on writing published in the United States between 1850 and 1914. The works of Melville, Twain and James form the core of material considered with some attention to Howells, Crane, Dickinson and Dreiser. Offered alternate years.
- 3337 MAJOR SOUTHERN WRITERS (5)
 Considers twentieth-century novels and short stories by major Southern writers, including Wolfe, Faulkner, Warren, Porter, Welty, O'Connor and others. Offered alternate years.
- 3338 POSTWAR AMERICAN FICTION (5)
 Considers novels and short stories of significant writers since 1945, including Bellow, Malamud, Roth, Updike, Salinger, Mailer, Barth, Vonnegut, Percy and others. Offered alternate years.
- 4430-4434 AMERICAN WRITERS (3)
 Repeatable.
- 4435-4439 AMERICAN WRITERS (5)
 Repeatable.

Modern

- 2225 MODERN POETRY (5)
 Concentrates on how to read, understand, evaluate and enjoy the work of major modern poets such as Hopkins, Yeats, Pound, Eliot, Frost, Thomas, Cummings, Stevens, Auden and Roethke. Special attention given to the conventions and critical terms of poetry. Offered alternate years.
- 3326 THE EARLY MODERNS (5)
 Studies the writers who attempted to break away from traditional forms and techniques of literary expression and whose work exemplifies "the modern sensibility," including British and American writers: Conrad, Yeats, Eliot, Pound, Joyce, Lawrence, Fitzgerald and Hemingway. Offered alternate years.
- 3327 THE LITERATURE AND PHILOSOPHY OF EXISTENTIALISM
 (See Phi 3802)
- 3328 LITERATURE AS PHILOSOPHICAL EXPLORATION (5)
 (Phi 3250)
 Studies some literary works which raise basic questions about knowledge, reality, goodness and beauty. May include such writers as Plato, Plotinus, Bacon, Goethe, Blake, Nietzsche, Mann, Kafka, Sartre and Camus. Offered alternate years.
- 3329 SCIENCE FICTION (3)
 (NMS 3329)
 Deals with the novels, short stories, films and poetry which comprise the newest genre in literature. Team taught, the course includes such writers as Clarke, Herbert, Heinlein, Campbell and Asimov.
- 4420-4424 MODERN WRITERS (3)
 Repeatable.
- 4425-4429 MODERN WRITERS (5)
 Repeatable.

Special Topics in Literature

1160-1169 TOPIC TO BE ANNOUNCED IN SCHEDULE OF CLASSES (5)

Repeatable.

2260-2269 SEE ABOVE (5)

Repeatable.

3360-3369 SEE ABOVE (5)

Repeatable.

4460-4469 SEE ABOVE (5)

Repeatable.

Theory, Practice and Contexts

1110 THE INDIVIDUAL IN THE LITERARY WORLD (5)
(Hum. 1110)

Provides students the personal resources to read significant literature for pleasure and enrichment; examines literary works which have been important to and valued by people in the past and the present. Such resources will be discovered and nurtured through the development of reading, writing and interpretive skills.

1180 GRAMMAR AND USAGE (2)

A review of standard English.

2246/3246 CLASSICS OF WESTERN EUROPEAN LITERATURE (5)
(See European Studies 2246/3246)

2247/3247 CLASSICS OF EAST EUROPEAN LITERATURE (5)
(See European Studies 2247/3247)

2287 MYTHOLOGY IN LITERATURE (5)

Studies Classical, Norse, Germanic and Medieval mythology. Includes a short incursion into comparative world mythology.

3387 THE BIBLE AS LITERATURE (3)

(Bib. Lit. 3817)

Examines several literary types within the Bible, with attention given to artistic tempers, and to writers' narrative, poetic and dramatic techniques.

3395 LITERATURE AND PHILOSOPHY OF ENVIRONMENTAL AWARENESS (5)

Examines forces that shape our view of the natural world and man's place in it, with evaluation of major environmental problems (energy and raw material shortages, world hunger, pollution, etc.), and with efforts to develop, from the viewpoint of Christian stewardship, some solutions to these problems.

4587 CHILDREN'S BOOKS: READING FICTION FOR ALL AGES (3)
(Education 4516)

Tests selected children's books against literary, developmental and societal criteria. Individual project requires students to apply criteria to books of their choice.

4590 SENIOR TEACHING SEMINAR (3)

Explores methods of teaching literature, language and writing in junior and senior high school.

4685 LITERARY CRITICISM (3)

Studies the major critics and schools of literary criticism.

4980 ENGLISH PRACTICUM (1-3)

Prerequisite: Permission of instructor.

For advanced students who wish to assist as discussion leaders and readers in lower-division English classes.

4998 DIRECTED READINGS (1-5)

Prerequisite: Permission of English faculty.

European Studies

This combination of disciplines gives the student a single degree program with a choice among four tracks of specialization. The curriculum explores the unique relationship between culture and language.

Europe is an exceptionally rich area for this global exploration, due to its role as the primary source of American speech and heritage. Graduating students have opportunities for travel, work abroad, employment in international business, service in missions, and for self-fulfillment as informed and enriched citizens.

Students who complete the major are expected to be able to relate at least two European languages (see non-credit requirements) to their cultural settings. In addition, and equally important to the student, are the following three general expectations: 1) ability to discuss intelligently great European literature, in translation or in original texts; 2) ability to demonstrate a synthesis in European arts, history, politics, economics and ideas; 3) evidence for a personal encounter and response to European community life, particularly in view of Christian values.

To achieve the objectives of the major, each student must satisfy three requirements: non-credit pursuits, the base courses, and one of the four track programs.

NON-CREDIT REQUIREMENTS for each major are 1) a senior year comprehensive testing over European culture, or a senior year oral presentation to the faculty of the student's position paper on European life (the faculty adviser will oversee whichever of these options is chosen), 2) proficiency in two European languages, where the minimum competencies are established by a Primary Language exam (minimum level competency is equivalent to seven quarters of college credit) and by a Secondary Language exam (minimum level competency is equivalent to four college credits), and 3) residence or study for one quarter in Europe, or an approved alternative. (Note: Majors in the Humanities Track described below may substitute Humanities 1106, "International Communication," when repeated for two credits, for the Secondary language examination.)

THE BASE REQUIREMENTS for each major are the following 21 credits: E.S. 2250, E.S. 2500, E.S. 3246, E.S. 3247, and E.S. 4250. Highly recommended are two courses: E.S. 2300 (Hum. 1106) and Eng. 2245.

2246/3246 CLASSICS OF WEST EUROPEAN LITERATURE (5)
(Eng. 2246/3246)

Traces the development of (and major themes in) the West European literary tradition, from the Late Roman Empire through the Middle Ages and Renaissance to the Modern Era. Includes such writers as Augustine, Dante, Montaigne and Cervantes. Upper division credit requires additional work.

2247/3247 CLASSICS OF EAST EUROPEAN LITERATURE (5)
(Eng. 2247/3247)

The student will encounter translated texts of select literary classics of East Europe, where particular attention will be given to the growth of a Christian tradition. Includes an introduction to the genres, the themes, and the social backgrounds of works from the 2nd Century Church Fathers, the Byzantine tradition, and the modern classics of both the Slavic and Hellenic worlds.

The course is a unique opportunity to examine the works of Tolstoy, Dostoyevski, and Solzhenitsyn in light of earlier models of an Eastern tradition. Upper division credit requires additional work.

2250/4250 EUROPEAN STUDIES SEMINAR (3)

Each seminar focuses on one unified theme in the European experience. After background lectures by faculty members, the students are expected to do research and present their ideas to the class. Since both the tensions and the achievements of European society are inexorably bound to the great issues of the Christian faith, the seminars examine the European experience in light of the Christian faith. Upper division credit requires additional work.

2300 INTERNATIONAL COMMUNICATION (3,2)
(Hum 1106)

Repeatable to 5 credits.

Helps the student act responsibly in the world community. Deals with the basics of world communication by examining the nature of language acquisition, language variety in the world, and the structure of one language new to the student.

2500 EUROPEAN CIVILIZATION (5)

Examines the economics, political, religious, historical and geographical features that characterize modern Europe as these illustrate the inter-play of influence between language and flow of human events.

3460 EUROPEAN SPECIAL TOPICS (1-5)

4920 DIRECTED READINGS AND RESEARCH (1-3)

Humanities (European Studies Major)

Specialization in the Humanities Track requires 45 credits, of which 25 must be upper division. All Europe is encompassed in these studies, but each major can arrange courses around broad themes, particular time periods, or unique European problems. Arrangements for a cohesive set of choices should be made with guidance from a European Studies advisor.

In Humanities there are 21 SPECIFIED CREDITS:

3 cr E.S. 4460-69 (Literature in Translation)
3 cr Art 3603, 3604, or 3605
3 cr Music 3651, 3652, or 3653
5 cr Drama 4610
5 cr Philosophy 3621
10 cr History 1202, 3270

To these, the student must add 16 ELECTIVE CREDITS, chosen from among the courses approved by the European Studies Faculty, such as:

Bus. 3228 (5) and 3417 (5)

Econ. 3316 (5) and 2207 (5)

Eng. 2245 (5)

Cmu. 2470/4470 (3-5) and 4143

E.S. 2300 (3)*

Hist. 1201 (5), 3345 (5), 3400 (5), and 4230 (5)

Lang. 2100 (5), and 3300 (3)

Mus. 3602 (3)

Phi. 3250 (5), 3611 (5), 3631 (5), and 3801 (3)

P.Sci. 2320 (5) and 4643 (5)

*Note: E.S. 2300 is not applicable for the Humanities electives when it is already being used to meet the language substitution (see non-credit requirements).

French (European Studies Major)

Specialization in the French track requires 45 credits, of which 25 must be upper division. All Europe is encompassed in these studies, with French as the primary research language.

1101, 1102, 1103 ELEMENTARY FRENCH (5) (5) (5)

Builds confidence in the four basic skills: understanding, speaking, reading, and writing in the French language.

2101 NIVEAU INTERMÉDIAIRE: NOUVELLES PERSPECTIVES (5)

Prerequisite: French 1103 or permission of instructor.

Investigates French attitudes toward the future and dilemmas of change in modern Europe. A review of French language structure.

2102 NIVEAU INTERMÉDIAIRE: LA FOI ET LES VALEURS MORALES (5)

Prerequisite: French 2101 or permission of instructor.

Investigates the issues of faith and values in French national life and in literature; continues a review of language structure.

2103 NIVEAU INTERMÉDIAIRE: INTRODUCTION LITTÉRAIRE (5)

Prerequisite: French 2102 or permission of instructor.

Introduces literary studies in the French tradition. Selections and genres vary according to faculty and student interests; continues a review of language structure.

3250/4250 L'HISTOIRE D'EUROPE ROMANE (3)

Repeatable to 6 credits.

Studies the interrelated history of the European countries where a romance language is spoken, using French as the language of research, lecture and discussion. Upper division credit requires additional work.

3260/4260 LES ARTS FRANCAIS (3)

Repeatable to 9 credits.

Explores the fine arts, visual and auditory, in France with the intent of bringing out the interaction of culture, history and language and using French as the language for research, lecture, and discussion. Upper division credit requires additional work.

4460/4469 FRENCH LITERATURE (3)

Examines selected works from the spectrum of French literature, relating them to genre and historical period.
Repeatable to 9 credits.

Upper division credit requires additional work.

4920 INDEPENDENT READINGS IN FRENCH (1-10)

4930 FRENCH TUTORIAL PRACTICUM (1-3)

Prerequisite: permission of instructor.

For advanced students who wish to assist as discussion leaders and readers in 1000 level French classes.

German (European Studies Major)

Specialization in the German track requires 45 credits, of which 25 must be upper division. All Europe is encompassed in these studies, with German as the primary research language.

1101, 1102, 1103 ELEMENTARY GERMAN (5) (5) (5)

Exposes the student to the four basic skills: understanding speaking, and writing German. Primarily emphasizes structure and conversation.

- 2101 DAS ZWEITE JAHR: DIE DEUTSCHEN UND DIE ZUKUNFT (5)
Prerequisite: German 1103 or permission of instructor. Investigates German attitudes toward the future and dilemmas of change in modern Europe. A review of German language structure.
- 2102 DAS ZWEITE JAHR: DER GLAUBE UND DIE WERTE (5)
Prerequisite: German 2101 or permission of instructor. Investigates the issues of faith and values in German national life and in literature. Continues a review of German language structure.
- 2103 DAS ZWEITE JAHR: EINFUHRUNG IN DER LITERATUR (5)
Prerequisite: German 2102 or permission of instructor. Introduces literary studies in the German tradition. Selections and genres vary according to faculty and student interest. Continues a review of German language structure.
- 3250/4250 EUROPA UND DAS WELTBILT DER DEUTSCHEN (5)
3260/4260 DIE DEUTSCHEN KUNSTE (3)
Repeatable to 9 credits.
- 4460-4469 SPEZIELLE STUDIEN AUF DEUTSCH (1-6)
4920 INDEPENDENT READINGS IN GERMAN (1-10)
4930 GERMAN TUTORIAL PRACTICUM (1-3)
Prerequisite: permission of the instructor.
For advanced students who wish to assist as discussion leaders and readers in 1000 level German classes.

Russian (European Studies Major)

Specialization in the Russian track requires 45 credits, of which 25 must be upper division. All Europe is encompassed in these studies, with Russian as the primary research language.

- 1198 BEGINNING RUSSIAN (3)
Begins the student's pursuit of near native pronunciation, simple reading and writing, and primary attention to speaking and comprehension.
- 2198 RUSSKII JAZYK I CHTENIYE (1-5, Repeatable)
Prerequisite: Russian 1198
Beginning and intermediate studies in conversational Russian based on readings. Achieves learning in small groups, tutor practice sessions, and independent reading.
- 3298 RUSSKAIA KULTURA (1-5, Repeatable)
Prerequisite: 15 credits of Russian 2198
Intermediate and advanced studies in Russian fluency based on select readings on the culture of Russia. The first five (1-5) credits treat "Russian Perspectives on the Future," the second five (6-10) deal with "Issues of Faith and Culture," and the third five (11-15) credits are an "Introduction to Russian Literary Studies." All courses include a review of Russian language structure.
- 4460-4469 RUSSKAIA LITERATURA (1-6)
4920 INDEPENDENT READINGS IN RUSSIAN (1-10)
4930 RUSSIAN TUTORIAL PRACTICUM (1-3)
Prerequisite: permission of instructor.
For advanced students who wish to assist as discussion leaders and readers in 1000 and 2000 level Russian classes.

Journalism

Students in journalism courses are presented with opportunities to (1) develop skills that promote clear and crisp communication of essential information, using styles recognized in the publications industry, media, government and business and (2) explore the impact of journalism of society.

The major in journalism is self-designed. Such training forms a valuable supplement to other majors, or students may construct a Humanities major with a journalism orientation. Because of its self-designed nature, the major must be approved by the School of Humanities Curriculum Committee after review by a journalism faculty member.

A typical major supplements the journalism course offerings with selected courses in communication, English literature and writing, political science and history.

COURSES

- 2101 BASIC NEWS AND INFORMATIONAL WRITING (2)
Develops skills in swift, clear, crisp communication of essential information, in forms recognized by news media, governmental agencies, businesses, and the publications industry. Includes using a stylebook; editing for clarity and impartiality; interviewing and quoting accurately; attributing sources; and employing a variety of lead and article types.
- 2102 PHOTOJOURNALISM (3)
Prerequisite: Jrn. 2101 or permission of instructor.
Encourages students to explore human interest features, profiles, and in-depth issues and personality pieces, as well as news stories, while continuing instruction in leadwriting and editing, and developing facility with an adjustable camera.
- 2103 PRODUCING PUBLICATIONS: EDITING LAYOUT, GRAPHICS AND PASTE-UP (2)
Recommended: Jrn. 2101
Acquaints students with production phases of all campus publications, while surveying media technology in general (field trips and lab experiences) and instructing in principles of publications design and typography. Also treats copy-editing and rewriting from the standpoint of publications staff leaders, with questions of staff organization, editorial policy, and professional standards. (Open to all campus publication staff members and interested others.)
- 3101, 3102, 3103 ADVANCED NEWSWRITING & COPY-EDITING LAB (1-2) (1-2) (1-2)
Supervised application of newswriting skills to hone techniques of copy-editing; rewriting; and organizing complex, multi-part story types. Available by arrangement to publications editorial staff members and advanced newswriters.
- 3355 THE PUBLIC AND THE MEDIA (3)
(See Cmu. 3355)
- 3901, 3902, 3903 NEWSPAPER PRODUCTION (2) (2) (2)
Laboratory for the Tawahsi, SPU student yearbook, and for other student magazines and publications. Students work under editors in a variety of production phases, with access to faculty advisers. (Graded — "pass" or "no credit.")
- 3905, 3906, 3907 YEARBOOK AND MAGAZINE PRODUCTION (2) (2) (2)
Laboratory for the Tawahsi, SPU student yearbook, and for other student magazines and publications. Students work under editors in a variety of production phases, with access to faculty advisers. (Graded — "pass" or "no credit.")



Michael H. Macdonald, Professor of German and Philosophy. "Das Streben, die Gebiete der Literatur und der Philosophie dem Christentum in Beziehung zu bringen, ist mehr als eine Verantwortung. Es macht mir Freude!"

3930, 3940, 3950 PUBLICATION EDITOR PRACTICUM (1-3) (1-3) (1-3)

Application of writing, editing, and production skills in leadership roles in student publications. Open to COSC-selected publications editors and evaluated by faculty advisers.

4811 WRITING INTERNSHIP (1-3)

Prerequisite: Jrn. 2101 or permission of instructor.
Application of writing skills in varied employment settings: possibilities include public relations offices, newspapers, and other informational services. Students may suggest their own internships in consultation with the faculty supervisor, as long as writing skills are used and other internship criteria are met.

Linguistics

The primary purpose of the linguistics program is to provide students with specific models for integrating various disciplines relating to language study. The program seeks to understand man as a language-user within a community and within traditions. It explores man as a creative possessor of a structured, complex but limited language system. Program course work is incorporated from phonology, morphology and syntax as well as from semantics, psychology, sociology, physics, philosophy and foreign language.

The models outlined below are self-designed majors, subject to approval by the Humanities Curriculum Committee. Counsel with an advisor provides necessary guidance to the student for an individualized course plan.

These programs are excellent preparation for graduate work in linguistics and related fields, for programs that focus on translation skills, and for a wide variety of professions that build on an understanding of language use.

Requirements for a Major

In consultation with an advisor, the student will design a program around one of the following models and submit this design to the Humanities Curriculum Committee at the time of application to the School of Humanities. All listings are subject to approval by the Curriculum Committee.

"Comparative Language Studies" program:
60 credits, of which 23 must be upper division
20 credits in one foreign language
20 credits in a second foreign language
20 credits in courses under the heading of "Language"

"Systematic Language Studies" program:
56 total credits, of which 23 must be upper division.
20 credits in one foreign language
36 credits in courses such as:
Language 1106, 1705, 2100, 2230, 3250, 3300,
3400, 4400, 4450, 4920, 4930
Physics 1140
(English 1180 is recommended for those who need a review in traditional "textbook" grammar.)

COURSES

Language

- 1106 INTERNATIONAL COMMUNICATION (3)
Helps the student act responsibly in the world community. Deals with the basics of world communication and raises the general question, "What is Language?" Course also examines the nature of language acquisition and compares features of specific languages.
- 1140 PHYSICS OF SOUND (5)
(See Phy. 1140, Cmu 1140)
- 1705 VOICE AND ARTICULATION (3)
(See Cmu 1705)
- 2100 INTRODUCTION TO LANGUAGE STUDY (5)
Studies the nature of language, develops basic descriptive skills in the study of language and relates language to other disciplines.
- 2230 LOGIC AND LANGUAGE (5)
(See Phi. 2230)
- 2529 FOUNDATION OF READING AND LANGUAGE DEVELOPMENT (5)
Prerequisite: Psychology 1180.
A course required of Elementary Education students, emphasizing the nature of language and language learning. English grammar, and the foundations of reading as an intellectual skill.
- 3250 LANGUAGE AS PHILOSOPHY (3)
(See Phi. 4231)
- 3300 LANGUAGE CHANGE (3)
Studies the nature of language change, illustrated by the classification of European languages and their common histories. Diachronic studies of phonology, morphology and syntax.
- 3400 DYNAMICS OF WORD GROWTH (3)
(Phi. 3200)
Studies the changes that languages undergo, reflected in the forms of the words. Examines the effect of changing cultural values and perceptions on language.
- 3601 HISTORY OF ENGLISH (3)
Examines Anglo-Saxon, Middle, and Modern forms of English in historical development and individual language systems. Includes phonology, morphology, syntax, and some of the relationships of each language stage to literary expression during its era.
- 4400 GRAMMAR AND HUMAN CREATIVITY (3)
A study of English symbol systems with application to practical language use.
- 4450 SEMANTICS AND PRAGMATICS (2)
(Phi. 4850)
Examines the formal conditions of written and spoken language. Semantics studies the ways in which the basic units of language have meaning, while pragmatics studies the special modifications of meaning given by the use of language units. Fundamental issues of human values and knowledge are raised throughout.
- 4460-4499 SPECIAL TOPICS IN LANGUAGE (1-5)
4920 DIRECTED READINGS AND RESEARCH (1-10)
4930 LANGUAGE TUTORIAL PRACTICUM (1-3)

Philosophy

In philosophy courses the student aims to (1) discover meanings and values as well as methods and facts, (2) develop the ability to think clearly, consistently and critically, (3) secure a perspective of history and thought and ideas, and (4) build a meaningful and purposeful philosophy of life. Because many philosophy courses correlate closely and significantly with those of other disciplines such as communication, history, sociology, psychology, religion, literature and science, they are recommended as electives for students specializing in these areas. Students in every major can benefit in a personal way by developing skills in critical evaluation and values clarification.

Requirements for the Major

Students who choose philosophy as a major must earn at least 50 credit hours, 25 of which must be upper-division. The 50 credit hours must include the following selection of required courses and areas:

Introductory Courses (including 1100 or 1101 and 2230)	10
History Courses (must include 3601)	15
Practicum 4980	3
Elective Courses (including 3-5 credits in Special Topics or study of an individual philosopher)	22

COURSES

Introductory

- 1100 VALUES, FAITH AND MEANING (5)
Examines and evaluates alternative views of human values and meaning in relation to a person's faith commitment, Biblical heritage and Christian thought as well as systems of philosophy and ethics; challenges students to clarify and develop personal values for making responsible and wise decisions on relevant human issues of personal meaning such as personal identity and self-worth, premarital sex and personal lifestyles, abortion and euthanasia; emphasizes application of ways of knowing and referencing, critical thinking and evaluation.
- 1101 FOUNDATIONS OF MEANING: INTRODUCTION TO PHILOSOPHY (5)
Seeks to establish clear methods of inquiry on such problems as personal identity, the structure of society, freedom vs. determinism in human behavior, the existence of God, the relationship of the mind to the body, etc. The result for the student should be a better grasp of critical thinking and a clearer understanding of several fundamental issues arising out of human experience.
- 1230 LOGIC FOR EVERYONE (3)
Focuses on the logical structures characteristic of everyday discourse. Concentrates on the practical nature of careful thinking which results from becoming more familiar with the various features of natural language. Includes illustrations of the ways in which human thinking goes wrong.

- 2230 LOGIC AND LANGUAGE (5)
(Language 2230)
Surveys the forms of deductive and inductive reasoning, elementary symbolic logic, and the structure of language; gives consideration to the nature of argument, inference, proof, fallacies and the problems of semantics.
- 3340 VALUES, FAITH AND SOCIAL ISSUES (5)
Examines and evaluates alternative views of human values and social issues in relation to a person's faith, Biblical heritage and Christian thought as well as systems of philosophy and ethics; challenges students to clarify and develop personal values for making responsible and wise decisions concerning moral and social issues, such as individual freedom and social justice, sexism and racism, pacifism and violence; emphasis on application of ways of knowing and referencing, critical thinking and evaluation. (Students taking Phi. 1100 should not take this course.)
- 3200 DYNAMICS OF WORD GROWTH (3)
(See Language 3400)
- 4850 SEMANTICS AND PRAGMATICS (2)
(See Language 4450)

History

- 3601 CLASSICAL CIVILIZATION (5)
(Classics 3770, History 3170)
- 3611 MEDIEVAL AND EARLY MODERN PHILOSOPHY (5)
Examines philosophy from Augustine to Hume, including Ockham, Anselm, Maimonides, Abelard, Aquinas, Descartes, Locke, and Berkeley. Offered alternate years.
- 3621 EUROPEAN PHILOSOPHY (EIGHTEENTH AND NINETEENTH CENTURY) (5)
Examines philosophy from Hume to Nietzsche, including Kant, Fichte, Hegel, Marx, Schopenhauer, Kierkegaard and Nietzsche. Offered alternate years.
- 3631 TWENTIETH CENTURY PHILOSOPHY (5)
Examines philosophy from James and Dewey to the present, including Russell, Wittgenstein, Ayer, Whitehead, Sartre, and Unamuno. Offered alternate years.

Problems and Special Subjects

- 2705 ETHICS (3)
Examines the origin and growth of moral theories of good and bad, right and wrong; application to social, political and personal problems.
- 2801/3801 C.S. LEWIS AND VALUES (3)
Examines Lewis' insights on the nature of man, the meaning of life, and the possibility of other worlds; evaluates Lewis' position on selected values issues, e.g., marriage, divorce, friendship. Upper division credit requires additional work.
- 3310 WAYS OF KNOWING (EPISTEMOLOGY) (3)
Presents the nature, grounds, limits and validity of human knowledge; examines and evaluates theories of thought and knowledge, with special reference to the field of religious knowledge. Offered alternate years.
- 3250 LITERATURE AS PHILOSOPHICAL EXPLORATION (5)
(See English 3328)
- 3460 RATIONAL PROBLEMS OF PERSONAL BELIEF (5)
(See Rel. 3623)
- 3802 THE LITERATURE AND PHILOSOPHY OF EXISTENTIALISM (5)
(Eng. 3327)
Explores the growth of existentialism as a major modern literary and philosophical movement; study includes such writers as Kierkegaard, Dostoyevski, Heidegger, Sartre, Camus, Buber and Kazantzakis.

Humanities Faculty

Professors

- WILLIAM HANSEN, Ph.D.
Director, School of Humanities
Communication
B.A., Seattle Pacific University, 1956; M.A., University of Washington, 1963; Ph.D., University of Oregon, 1972. At SPU part-time 1958-60; full-time since 1960.
- ARTHUR LEON ARKSEY, M.A.
English
B.A., Greenville College, 1948; M.A., University of Illinois, 1952. At SPU since 1959.
- GUSTAVE BREITENBACH, M.A.
German
B.A., Seattle Pacific University, 1941; M.A., University of Washington, 1942; Fulbright-Hayes grant, Goethe University, Munich, Germany, 1965. At SPU part-time 1959-61; full-time since 1961.
- DAVID O. DICKERSON, Ph.D.
English
Vice President for Academic Affairs
B.A., Greenville College, 1955; M.A., University of Southern California, 1958; Ph.D., 1964. At SPU since 1976.
- JOYCE QUIRING ERICKSON, Ph.D.
English
B.A., North Central College, 1965; M.A., University of Washington, 1966; Ph.D., 1970. At SPU since 1969.
- GEORGE E. McDONOUGH, M.Lib.
English, Director, Learning Resources
B.A., University of California, 1949; M.A., Johns Hopkins University, 1950; M.Lib., University of Washington, 1963. At SPU 1962-65, 1968-71 and since 1973.
- MICHAEL H. MACDONALD, Ph.D.
German and Philosophy
B.A., Pacific Lutheran University, 1963; M.A., University of Washington, 1964; Ph.D., 1974. At SPU since 1967.
- WILLIAM D. REARICK, Ed.D.
English
B.A., Greenville College, 1948; M.A. Los Angeles State College, 1958; Ed.D., University of Washington, 1969. At SPU since 1960.
- RAYMOND J. WELLS, Ph.D.
Philosophy and Religion
B.A., Seattle Pacific University, 1946; S.T.B., New York Theological Seminary, 1949; S.T.M., 1950; Ph.D., University of Edinburgh, Scotland, 1955. At SPU since 1967.

- 3803 MARXISM: TWENTIETH CENTURY THEORY AND PRACTICE (3)
(See Hist. 3435, Pol. Sci. 3435, Econ. 3635)
- 4231 LANGUAGE AS PHILOSOPHY (3)
(Language 3250)
Studies source writings of Russell, Wittgenstein, Ayer, Austin, Strawson, and others.
- 4232/5232 TECHNIQUES OF PROBLEM SOLVING: INSIGHTS IN DISCOVERY LEARNING (5)
Explores the seven specific ingredients of solving problems and applies them to a wide variety of examples illustrating the ways in which problems can be eliminated or used to one's benefit. Upper division credit requires additional work.
- 4234 SYMBOLIC LOGIC: ORGANIZING INFORMATION MEANINGFULLY (2)
Analyzes the structure of language in its most idealized form including practice with natural deduction with application to quantified sentence forms. Affords opportunity to explore the ways in which these structures help us to organize a wide variety of information.
- 4450 FAITH AND REASON (PHILOSOPHY OF RELIGION) (3)
(Religion 4850)
Evaluates the relation between the basic assumptions and world views of faith and reason together with ways of integrating faith, learning and living. Emphasis on understanding one's faith through philosophic dialogue on such problems as the existence of God and evil, religious experience and language, and the nature and destiny of man.
- 4460 RATIONALITY AND THE CHRISTIAN FAITH (5)
(See Religion 4630)
- 4489/6489 ORIENTAL PHILOSOPHIES AND WORLD RELIGIONS (5)
(Religion 4489/6489)
An introduction to the origin, development, philosophy, beliefs and literature of the major non-Christian living religions of the world. Upper division credit requires additional work. Offered alternate years.
- 4785 ART AND HUMAN VALUES (AESTHETICS) (5)
(Art 4785)
How do man's most intensely held and cherished values find expression in art? What is the nature of beauty? How do art and aesthetic value relate to religion and morals, human freedom, historical movements, the natural and social environments? Without prepackaged solutions, this course develops inquiry skills and leads to at least interim answers to these recurring questions.
- 2800/4800 SPECIAL TOPICS IN PHILOSOPHY (3-5)
Topics and credits to be announced in schedule of classes. Repeatable. Possible topics include Logical Positivism, Marxism, Mysticism, Process Philosophy and Theology, Symbolic Logic, and individual philosophical thinkers.
- 4880 PHILOSOPHY OF SCIENCE (3)
(Recommended prerequisite: Philosophy 3631 or 4231)
Explores the relationship between the sciences and philosophy; philosophical implications of relativity and quantum mechanics; the operationist and causal interpretations of science. Offered alternate years.
- 4980 PHILOSOPHY PRACTICUM (1-5)
Prerequisite: Permission of instructor.
For advanced students who wish to assist as discussion leaders and readers in lower-division philosophy classes.
- 4998 DIRECTED READINGS AND RESEARCH (1-9)
Prerequisites: Senior standing, permission of instructor.

Associate Professors

- ROBERT CHAMBERLAIN, Ph.D.
Communication
B.A., Cascade College, 1961; M.S., University of Oregon, 1967; Ph.D., 1972. At SPU since 1978.
- FAN MAYHALL GATES, M.A.
English
B.A., Baylor University, 1956; M.A., Mississippi State University, 1963. At SPU since 1963.
- JEAN ALLEN HANAWALT, Ph.D.
English
B.A., University of Washington, 1945; M.A., 1953; Doctoral Candidacy, 1979. At SPU since 1965.
- BONNIE L. HEINTZ, M.A.
English
B.A., University of Puget Sound, 1949; M.A., University of Washington, 1961. At SPU since 1960.
- JANET L. KNEDLIK, Ph.D.
English and Journalism
B.A., University of Washington, 1968; M.A., 1969; Ph.D., Harvard University, 1976. At SPU since 1974.
- FRANK LEDDUSIRE, Ph.D.
Linguistics and Russian
B.A., Seattle Pacific University, 1956; B.D., Asbury Theological Seminary, 1958; Ph.D., University of Washington, 1972; IREX Scholar at Moscow State University, Russia, 1975. At SPU 1962-66 and since 1969.
- MYRON M. MILLER, Ph.D.
Philosophy
B.A., Wheaton College, 1962; M.A., 1964; Ph.D., New York University, 1977. At SPU since 1977.

Assistant Professors

- CHRISTINA H. ROSEMAN, M.A.
Classics
B.A., University of Washington, 1957; M.A., 1972. At SPU since 1973.
- MARILYN SEVERSON, Ph.D.
B.A., Willamette University, 1962; M.A., University of Pittsburgh, 1964; Ph.D., University of Colorado, 1973. At SPU since 1979.

Instructors

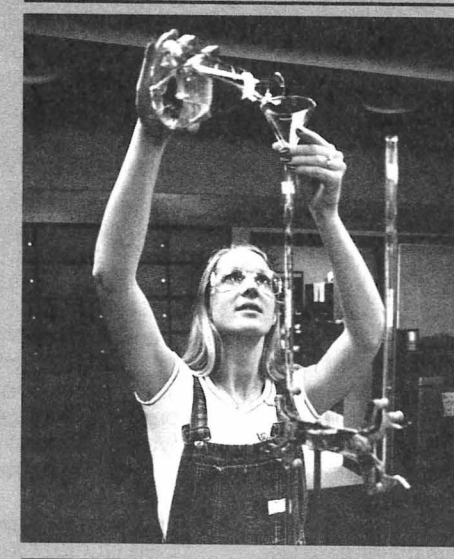
- LAURA ARKSEY, M.Libr.
Part-time Bibliographic Specialist in Humanities
B.A., Whitworth College, 1957; M.Libr., University of Washington, 1967. At SPU since 1967.
- DEBRA-LYNN THOLLANDER
Communication
B.S., San Francisco State University, 1976; M.A., 1978. At SPU since 1978.

Part-Time Lecturers

- ROSE REYNOLDSO, M.A.
English
B.A., University of Washington, 1971; M.A., 1974. At SPU since 1977.
- MARAGARET POTEET, M.A.
B.A., Northwest Nazarene College, 1965; M.A., California State University at L.A., 1969. At SPU since 1980.

Emeriti

- EVAN KEITH GIBSON, Ph.D.
English
B.A., Seattle Pacific University, 1933; M.A., University of Washington, 1935; Ph.D., 1947. At SPU 1941-43 and 1964-74. Emeritus since 1974.
- PAUL F. ROSSER, M.A.
Communication
B.A., Seattle Pacific University, 1940; M.A., University of Washington, 1951. At SPU 1948-1978. Emeritus since 1978.
- WINIFRED E. WETER, Ph.D.
Classical Languages
B.A., University of Oregon, 1929; M.A., University of Chicago, 1930; Ph.D., 1933. At SPU 1935-1975. Emerita since 1975.
- DONALD McNICHOLS, M.A.
English and Religion
B.A., Los Angeles Pacific College, 1941; B.A., University of Southern California, 1947; M.A., 1950; Graduate Research, Huntington Library, 1949-50, 1966. At SPU since 1955. Emeritus since 1980.
- WALTER H. JOHNSON, Th.D.
Philosophy and Religion
B.A., Greenville College, 1940; B.D., McCormick Theological Seminary, 1943; Th.D., Northern Baptist Theological Seminary, 1947. At SPU since 1964. Emeritus since 1980.

NATURAL
& MATHEMATICAL
SCIENCES

Natural science is a body of knowledge about the material universe and methods of obtaining that knowledge. Mathematical science is a body of knowledge about mathematical systems and methods of obtaining that knowledge. These methods are carried out by human beings with particular human values. Both the understanding of the knowledge and methods and an awareness of how human values affect the use of this knowledge characterize the study of science within the School.

The School offers undergraduate instruction in biology, chemistry, computer science, engineering science, home economics, mathematics and physics. Courses and other learning experiences acquaint the student with the methods of science, the interrelationships of the sciences, of disciplines and the possibilities and limitations of science for solving human problems.

A student may select a program of concentration in one of the disciplines, or a combination of them to meet his or her personal objectives. The School provides opportunities for independent study, research, seminars and individualized courses.

The science faculty recognizes that the mastery of facts and methods of science is not sufficient for preparing either scientists or informed citizens. Members of the scientific community, and the public, are becoming more concerned about the moral implications of applied scientific knowledge. Therefore, faculty within the School are committed to providing rigorous classroom and laboratory work that is continually evaluated in the context of a commitment to Christian values.

Admission to Majors in the School of Natural and Mathematical Sciences

1. Student shall have completed freshman courses and one additional course in the major program.
2. Student shall have maintained a 2.5 g.p.a. in major courses.
3. The application will be acted on by the faculty in the area of specialization. A subcommittee of the Environmental Studies Advisory Committee will act on E.S. majors. The Director will appoint a committee of three to act on specially constructed interdisciplinary majors.

Interdisciplinary Programs

The School of Natural and Mathematical Sciences oversees several interdisciplinary programs, in addition to programs listed in the following pages under individual disciplines. The environmental studies major is described in the General Studies section of this catalog. A major in general sciences is offered for students enrolled in the elementary education program. Requirements for this major are described in the Education section. A major in pre-professional health sciences (pre-medicine, pre-dentistry, medical technology, dental hygiene, medical records, physical therapy) is described in the Health Sciences section.

SCHOOL COURSE OFFERINGS

- 1110 INTRODUCTION TO THE NATURE OF SCIENCE (5)
A nonmathematical lecture-discussion student participation course that integrates physical and biological sciences. Examines basic revolutions in the development of scientific views and their relationships to religious faith and human values. Also examines selected scientific concepts and theories. Preparation for informed decision making on some current and future societal issues.
- 1120 THE INDIVIDUAL AND THE ENVIRONMENT (5)
Prerequisite: NMS 1110 or Biology 1100 or 1111
Major concepts of biological, physical, and earth sciences underlying environmental studies; environmental problems of various cultures of the world and possible avenues toward solution. Includes energy, food supply, population growth, pollution, and natural resources.
- 1135 ASTRONOMY: THE INDIVIDUAL IN THE UNIVERSE (5)
A general introduction to astronomy including methods of astronomical observation and measurement, the solar system, classification of the stars, the Milky Way galaxy and extragalactic phenomena.
- 1150 INTRODUCTION TO GEOLOGY (5)
A survey of geology to include identification and origin of rocks and minerals, the processes of forming the present state of the earth, interpretation of geologic features and of the human impact on landscape. Laboratory experiences and/or field trips emphasized.
- 3120 PHYSICAL SCIENCE AND SOCIETY (5)
An introduction to contemporary topics in physical sciences which have technological and social implications, and the present social structure and environment of the physical sciences.



O. Karl Krlenke, Director, School of Natural & Mathematical Sciences. "From the galaxies to the elementary particles of matter, scientific understanding is a fascination, a challenge and a thrill. Through science we can learn nature in ways no one has known before. For students in the Christian liberal arts, science provides a tool for responsible change and positive impact upon human need."

3329 SCIENCE FICTION (3) (English 3329)

An interdisciplinary survey emphasizing the physics, chemistry, and biology used in science fiction.

3820 ENVIRONMENTAL PROJECTS (2-5)

Students design, along with a participating professor, a project of their own which enables them to express the overall purpose of the quarter in work related to their own interest and background. For example, the planning and construction of a wind-powered generating system, a study of the plankton in surrounding waters, or a collection of paintings expressive of the area.

4527/5527 THE NATURE OF ELEMENTARY SCHOOL SCIENCE (3)

(Sc. Education 4527/5527)

Processes of science (hypothesizing, designing experiments, etc.) using class activities from modern elementary science curricula. Includes introduction to science teaching strategies. Graduate degree credit includes science education research analysis.

Biology

Biology offers curricula leading to the Bachelor of Arts and Bachelor of Science degrees. The B.A. degree program is designed for students interested in biology as a liberal arts major and those desiring pre-professional training in medicine, dentistry or allied health sciences. The B.S. program is designed for students planning graduate work or professional careers in biology.

Students who major in biology are expected to master a core of material in the biological sciences and to gain an expertise in that portion which will fit their own personalized program. Experiences are designed to aid students in gaining proficiency in the biological sciences by the use of literature, laboratory, and field methods. Students are expected to become acquainted with the process of inductive reasoning and how to communicate within the discipline.

Requirements for the Major

B.A. IN BIOLOGY

OPTION I. This major provides a sound foundation for preprofessional training in medicine, dentistry, medical technology as well as certain other health related and applied biologically related fields. Students who plan to major in biology under this option are required to take core courses: 1111, 1112, 1113, 3320, and 3325 and 25 credits selected from courses 2129, 2130, 3351, 4352, 4361, 4362, 4363, 4420, 4435 and 4615.

A total of 50 credits is required in the discipline, 25 of which must be in courses numbered 3000-4999. Chemistry 3371, 3372 or Chemistry 2330 and Mathematics 1360 are also required for the degree. Other courses in Chemistry, Physics and Mathematics may be taken to meet the demand of the student's individual plans or career goals.

OPTION II. This program is designed to provide a broad foundation in biology for liberal arts students and those preparing for the teaching profession at the junior or secondary level. Students planning a major in biology for the B.A.

degree under this option are required to take core courses: 1111, 1112, 1113, 3310, 3320, 3325, 4352, 4413 or 4415 and one or more of the following: 3430, 3432, 3453, 3456, 4330, 4335, 4615, 4740 and 4744.

A total of 50 credits is required in the discipline, 30 of which must be in courses number 3000-4999. Chemistry 3371, 3372 or Chemistry 2330 and Mathematics 1360 are also required for the degree.

B.S. IN BIOLOGY

Students planning a major for the B.S degree are required to take core courses: 1111, 1112, 1113, 3310, 3320, 3325, 4330, 4352, and 4413 or 4415.

A total of 60 credits is required in the discipline, 35 of which must be in course number 3000-4999. Chemistry 3371 and 3372, Mathematics 1225, 1360 and 1720, and General Physics (15 credits), are also required for the degree. On completion of the core courses, students may select courses from departmental offerings to fulfill degree requirements with one of the following emphasis, depending on their interests and professional goals.

EMPHASIS IN MARINE BIOLOGY. Core courses: Biology 4256, 4740, 4744, 4945, and 4950 (field classes involving marine studies).

Emphasis in Physiology. Core courses: Biology 4256, 4413, 4415. Recommended: 2129 and 2130.

Emphasis in Ecology and Field Biology. Core courses: Biology 3453, 4256, 4335, 4945, and 4950.

Emphasis in Cellular Biology. Core courses: Biology 3351, 4361, 4362, 4363, 4942.

EMPHASIS IN FISHERIES. In cooperation with Sheldon Jackson college in Sitka, Alaska, Seattle Pacific University offers a four year program leading to a Fish Management Certificate and the B.S. degree in Biology. Students normally take their junior year in residence at Sheldon Jackson College completing the Fish Management program there. Core courses: Biology 3310, 3320, 3325, 4352. For further information contact the School of Natural and Mathematical Sciences.

EMPHASIS IN BOTANY. Core courses: 3453, 3456, 3465, 4415 and 4950.

COURSES

1100 BIOLOGICAL SCIENCE (5)

Discussion of new discoveries in biology which are changing our perspectives about human endeavors; genetic engineering, cloning, cancer research, birth control, aging, human behavior, sociobiology etc. These aspects are evaluated in light of our Christian ethic.

1111, 1112, 1113 GENERAL BIOLOGY (5)(5)(5)

Prerequisite: High school chemistry or Chemistry 1100 for 1111, 1111 for 1112, 1112 for 1113. General Chemistry recommended.

1111 — Scientific method, chemistry of living organisms, organization and structure of cells and genetics. Includes laboratory.

- 1112 — Metabolism, plant structure and function, evolutionary theories and ecology. Includes laboratory.
- 1113 — Animal structure and function, development and behavior. Includes laboratory.
- 2129, 2130 HUMAN ANATOMY AND PHYSIOLOGY (5)(5)
Structure and function of the human organism. Course 2129 includes cells and membranes, skeletal, muscular, and nervous systems. Course 2130 emphasizes the circulatory, respiratory, digestive, endocrine, renal, and reproductive systems. Includes laboratory.
- 2930/4930 PRACTICUM (1-3)
Applied biology. Selected students are assigned teaching, grading, lab preparation and/or tutoring responsibilities. May be repeated up to a maximum of six credits.
- 3310 ECOLOGY (5)
Prerequisite: Biology 1113 and Mathematics 1360.
Interrelationships of animals and plants and environmental factors influencing their distribution. Includes laboratory.
- 3320 PRINCIPLES OF DEVELOPMENT (5)
Prerequisite: Biology 1113 or equivalent.
Principles of development as related to plants and animals. Laboratory included and is primarily devoted to experimental and descriptive approaches to the study of the development of vertebrates.
- 3325 GENETICS (5)
Prerequisite: Biology 1113 and Mathematics 1360.
Principles of heredity and their application. Includes laboratory.
- 3351 GENERAL MICROBIOLOGY (5)
Prerequisites: Biology 1113 or 2130 Chemistry 2330 or 3372.
Microorganisms and their activities. Microbes transform a variety of inorganic and organic materials into living matter. In so doing, they interact with each other, the environment, and other life forms. Lecture and laboratory explore the organisms, their biology and the consequences of their activities, particularly as they affect human life. Includes laboratory.
- 3430 INVERTEBRATE BIOLOGY (5)
Prerequisite: Biology 1113 or equivalent.
The classification, systematics, morphology, ecology, and behavior of the invertebrates. Offered in 1981-82 and alternate years. Includes laboratory.
- 3432 VERTEBRATE BIOLOGY (5)
The classification, morphology, ecology, and behavior of the vertebrates. Offered in 1982-83 and alternate years. Includes laboratory.
- 3453 TAXONOMY OF VASCULAR PLANTS (5)
Prerequisite: Biology 1113 or equivalent.
Collection, identification and taxonomy with special emphasis on flowering plants.
- 3456 THE BIOLOGY OF NON-VASCULAR PLANTS (5)
A study of bacteria, algae, liverworts, mosses and fungi, emphasizing the philosophy of classification, morphology, ultrastructure, physiology, ecological roles, environmental importance, commercial values and usefulness. Offered in 1982-83 and alternate years.
- 3465 ECONOMIC PLANTS (3)
A study of plants upon which humans are directly dependent for their food, medicine, and clothing, including plants which produce compounds which are commercially valuable, such as drugs, tannins, pigments, rubber, oil, etc. Also includes study of native plants in Washington used for food. Offered in 1981-82 and alternate years.

- 4256 ENVIRONMENTAL PHYSIOLOGY (5)
Prerequisite: Biology 1113, 3310 and 4413 are recommended.
Organisms in relation to the physical factors of the environment. Examination of physiological and biochemical aspects of adaptation. Includes laboratory. Offered 1981-82 and alternate years.
- 4330 EVOLUTIONARY THEORIES (3)
Examination of evolutionary theories with investigation of available information regarding the Genesis record, the paleontological record, biochemistry, mutation, and speciation. Offered in 1981-82 and alternate years.
- 4335 POPULATION BIOLOGY (3)
Prerequisite: Biology 3310, 3325 and Math 1360.
Populations of biological species as natural units: their structure, life history and unique features. Investigates the genetics, ecology and evolution of populations from a theoretical and mathematical perspective.
- 4352 CELL BIOLOGY (5)
Prerequisites: Biology 1113, Chemistry 3371 and 3372.
Structure and functions of viruses, bacteria, plants and animals emphasizing cellular specialization, organelle models and molecular dynamics. Includes laboratory.
- 4361, 4362, 4363 BIOCHEMISTRY (5)(5)(5)
[See Chemistry 4361, 4362, 4363.]
- 4413 ANIMAL PHYSIOLOGY (5)
Prerequisite: Biology 4352 or permission of instructor.
Physiology of higher animals, emphasizing endocrine and neuro-coordinating systems, cardiovascular, muscular, renal, and reproductive physiology of higher vertebrate organisms. Includes laboratory. Offered 1982-83 and alternate years.
- 4415 PLANT PHYSIOLOGY (5)
Seed germination, growth and development, maturation, disease, reproduction, flowering and death of plants, with an emphasis on structure and function on a physiological and molecular basis. Includes laboratory. Offered in 1981-82 and alternate years.
- 4420 HISTOLOGY (3)
Prerequisite: Biology 1113.
Microscopic anatomy of cells, tissues and organ/systems, examining their structure and the morphological evidences of their function. Emphasizes human histology. Includes laboratory. Offered in 1982-83 and alternate years.
- 4435 PARASITOLOGY (5)
Prerequisite: Biology 1113 or permission of instructor.
Morphology and life history of parasites with emphasis on human relationships. Includes laboratory. Offered in 1982-83 and alternate years.
- 4615 ISSUES AND VALUES IN BIOLOGY (3)
Prerequisite: Biology core courses and upper division standing.
Examines historical and philosophical bases of modern biological thought especially those aspects bearing on current issues and value positions in biology, e.g., origin of life and spontaneous generation, sociobiology and mechanism, organicism and vitalism, evolution and Darwinism. Offered in 1982-83 and alternate years.
- 4740 MARINE INVERTEBRATE ZOOLOGY (5)
Prerequisite: Biology 1113.
A field and laboratory course emphasizing identification, life histories, habitats, and interrelationships of marine invertebrates from Puget Sound. Includes laboratory. Offered in summer.

- 4744 MARINE BOTANY (5)
Prerequisite: Biology 1113 or equivalent.
A field and laboratory course emphasizing identification, life histories, habitats, and interrelationships of marine plants in Puget Sound. Includes laboratory. Offered in 1981-82 and alternate years.
- 4900 INDEPENDENT STUDY IN BIOLOGY (1-5)
Prerequisite: Permission of the faculty of the discipline.
- 4945 FIELD AND EXPERIMENTAL METHODS IN BIOLOGY (5)
A field and laboratory course in the procedures of identifying problems and the methods for conducting research in terrestrial, freshwater, and marine ecosystems. Includes procedures for writing a research report and analytical methods for presenting the data.
- 4950 SPECIAL STUDIES IN BIOLOGY (1-5)
These sections offered at discipline's discretion: 1. Desert Biology; 2. Marine Problems; 3. Birds of the Northwest; 4. Alpine Flora; 5. Applied Microbiology; 6. Genetics of Man; 7. Marine Studies of the California Coast; 8. Tropical Marine Biology; 9. Plant Propagation; 10. Selected Topics.
- 4979 BIOLOGICAL RESEARCH (1-3)
Prerequisites: Permission and 15 upper division credits in Biology.

Chemistry

Chemistry is primarily concerned with matter, energy, and their interactions. Chemists do a wide variety of things such as (1) making new substances, (2) designing new ways to make known compounds, (3) isolating and determining chemical structures of naturally occurring substances, (4) elucidating the chemical bases of biological processes, (5) explaining the changes matter undergoes, (6) selling chemicals, and (7) applying chemical knowledge to solve technological problems. Chemists are concerned about the effect their work and technology have on society and on individuals. They are in the forefront of efforts to make sure that technology serves man rather than vice versa.

The curriculum is designed to serve persons desiring to enter a career in chemistry or those interested in pursuing further study in medicine, dentistry, engineering and the sciences.

Requirements for the Major

B.S. IN CHEMISTRY. This course of study is recommended for a professional degree in chemistry. A minimum of 64 credits in chemistry is required, excluding Chemistry 1010, 1100, 2330, and 4800. The 64 credits must include: General Chemistry 1211, 1212, 1213 (15 credits); Quantitative and Instrumental Analysis 3225, 3226 (10 credits); Physical Chemistry 3401, 3402, 3403 (12 credits) and laboratory 3460 (4 credits); Organic Chemistry 3371, 3372, 3373 (15 credits); Chemistry Seminar 4935 (2 credits); and 6 credits in either Research in Chemistry (4970) or Individual Project in Chemistry (4960) or Independent Study in Chemistry (4900). Additional upper division electives in chemistry may be chosen to gain better preparation for graduate work or employment in various areas of chemistry.

In addition, Calculus through Mathematics 1227 or its equivalent is required. This is to be taken prior to or concurrent with Chemistry 3401, 3402, 3403 sequence. Additional mathematics (such as Math 2226, 2227, 4402, and 4403) is recommended for students who will go on to do graduate work in certain areas of chemistry. A computer programming course is strongly recommended.

Physics 1101, 1102, 1103, or 1121, 1122, 1123 or equivalent are required. The General Physics sequence should be taken prior to or concurrent with Chemistry 3401, 3402, 3403 sequence.

A reading knowledge of German, Russian, or French is desirable, especially for those who plan to do graduate work in chemistry.

B.A. IN CHEMISTRY. This major provides an excellent basis for preprofessional training in medicine, dentistry, and medical technology, as well as certain non-health related fields. This degree requires a minimum of 52 to 58 credits in chemistry depending on the program chosen, excluding Chemistry 1010, 1100, 2330, and 4800. The following chemistry courses are required: General Chemistry 1211, 1212, 1213, (15 credits); Quantitative and Instrumental Analysis 3225, 3226 (10 credits); Organic Chemistry 3371, 3372, 3373 (15 credits); Chemistry Seminar 4935 (2 credits); and Physical Chemistry 3401, 3402, 3403 (12 credits) and laboratory 3460 (4 credits), or Biochemistry 4361, 4362 (10 credits).

In addition Physics 1101, 1102, 1103, 1121, 1122, 1123 or equivalent are required. Mathematics through 1227 is strongly recommended.

CHEMICAL EDUCATION. Students preparing for the teaching profession at the elementary level should take Chemistry 1100 or its high school equivalent. (For General Science major requirements in elementary teaching, see School of Education listing in this catalog). For junior high level, fifteen hours of General Chemistry provides an appropriate basis. Students preparing for a secondary certificate should complete the requirements for a B.A. in chemistry including physical chemistry.

MEDICAL TECHNOLOGY. Medical Technology students should complete a B.A. in chemistry with the biochemistry (Chemistry 4361, 4362) emphasis.

COURSES

- 1010 CHEMISTRY REVIEW (2)
Prerequisite: One year of high school chemistry.
A review of logarithms, chemical problem solving, equation writing and balancing, nomenclature, scientific notation. For students who want to brush up on chemistry before taking Chemistry 1200.

1100 INTRODUCTION TO CHEMISTRY (5)

Prerequisite: 1½ years of high school mathematics including algebra, or permission of instructor.

This course is not open to students who have completed one year of high school chemistry. Examines the structure of matter and the tools and methods used by the chemist. Simple reactions and some current applications are studied. Includes laboratory.

1211, 1212, 1213 GENERAL CHEMISTRY (5)(5)(5)

Prerequisites: 1211 requires 2 years high school mathematics (including algebra), and 1 year high school chemistry or 1100; 1212 requires 1211; 1213 requires 1212.

Recommended for physical and biological science majors, preprofessional people in health science. An introduction to atomic structure, states of matter, chemical equilibria, kinetics, introductory thermodynamics, properties of matter, inorganic reactions, qualitative analysis. May be taught using a self-paced personalized program of instruction. Includes laboratory. Under certain conditions, Chemistry 1212 is approved as a core course in the General Education category Individual in the Natural World.

2330 ORGANIC AND BIOLOGICAL CHEMISTRY (5)

Prerequisite: Chemistry 1211.

Simpler laws of organic chemistry including nomenclature and classification. Simple chemistry of carbohydrates, lipids, and proteins; integration of metabolisms; chemistry of heredity. Includes laboratory.

3225, 3226 QUANTITATIVE AND INSTRUMENTAL ANALYSIS (5)(5)

Prerequisites: Chemistry 1213 or permission of instructor for 3225, 3225 or permission of instructor for 3226.

Theory of quantitative chemistry and analytical methods in wet chemistry, both gravimetric and volumetric. Instrumental analysis will include quantitative spectroscopic, electrical and clinical techniques. Especially useful for medical technologists, pre-medical and pre-dental students, physical and biological science majors. Includes laboratory.

3371, 3372 ORGANIC CHEMISTRY (5)(5)

Prerequisites: Chemistry 1212 for 3371; 3371 for 3372.

Structure, nomenclature, reactions, and syntheses of organic compounds; mechanisms of organic reactions. Laboratory work will emphasize basic methods of separation and purification, and preparation and properties of representative compounds.

3373 ORGANIC CHEMISTRY (5)

Prerequisite: Chemistry 3372.

Structure determination of organic compounds, using spectroscopic, chemical and physical methods in the laboratory.

3401 PHYSICAL CHEMISTRY — THERMODYNAMICS (4)

(Physics 3401)

Prerequisites: Chemistry 1213, Physics 1103 or 1123 or equivalent, and Mathematics 1227 (either the mathematics or physics may be taken concurrently). Equilibrium and non-equilibrium properties of gases, liquids, and solids from thermodynamic processes.

3402, 3403 PHYSICAL CHEMISTRY (4)(4)

Prerequisites: Chemistry 3401 for 3402, 3402 for 3403.

Quantum theory, structure of matter, chemical kinetics, phase equilibria, electrochemistry.

3460 PHYSICAL CHEMISTRY LABORATORY (2)

Prerequisites: Chemistry 3225 or equivalent and Chemistry 3402 (may be taken concurrently with 3402). May be repeated up to 4 credits.

Four to six experiments with a written report for each experiment which includes an analysis of the reliability and limits of error of the results.

3727, 3728, 3729 ELECTRONICS LABORATORY (3)(3)(3)

[See Engineering Science 3727, 3728, 3729].

4361, 4362 BIOCHEMISTRY (5)(5)

Prerequisites: Chemistry 3372 (Chemistry 3225 and 3403 are recommended); 4361 for 4362.

Chemical properties of biological compounds: carbohydrates, lipids, amino acids and proteins, and nucleic acids. Metabolism: biochemical energetics, enzymes, electron transport and oxidative phosphorylation. Integration of metabolism: biochemical genetics, metabolic regulation. Includes laboratory.

4900 INDEPENDENT STUDY IN CHEMISTRY (1-10)

Prerequisite: Permission of a chemistry faculty sponsor.

Credit variable up to a maximum of 10; course may be repeated within this limit.

4935 CHEMISTRY SEMINAR (1)

May be repeated up to 2 credits.

Professional chemists working in a variety of chemical and chemically-related fields will discuss their work. Emphases in different quarters will alternate among topics such as industrial chemistry, basic research, careers in chemistry, and student research.

4960 INDIVIDUAL PROJECT IN CHEMISTRY (1-10)

Prerequisite: Permission of a chemistry faculty sponsor.

Credit variable up to a maximum of 10; course may be repeated within this limit.

Individual projects other than research. May be development of curriculum materials (e.g., audio-tutorial), approved on the job experience, and the like.

4970 RESEARCH IN CHEMISTRY (1-10)

Prerequisite: Permission of a chemistry faculty sponsor.

Credit variable up to a maximum of 10; course may be repeated within this limit.

Undergraduate research projects. Students will report on their work in the departmental seminar (Chemistry 4935).

Offered in Alternate Years**4350 SELECTED TOPICS IN ORGANIC CHEMISTRY (3)**

Prerequisite: Chemistry 3372.

May be repeated up to 6 credits.

Selected topics in advanced organic chemistry, such as organic reaction mechanisms, organic photochemistry, polymer chemistry, biosynthesis of natural products, or advanced organic syntheses. Students will do a library research paper on a topic of their choice in organic chemistry or a laboratory project involving syntheses selected from the literature of organic chemistry. Offered 1981-82.

4363 BIOCHEMISTRY (3)

Prerequisite: Biochemistry 4362.

Selected topics will include: (1) Immunoglobulins and the immune system; (2) Bacterial cell walls; (3) Membrane transport; (4) Hormone action; (5) Genetic code; (6) Muscle contraction and cell motility; (7) Drug action and detoxification; (8) Hormone action. No laboratory. Offered 1982-83.

4540 INORGANIC CHEMISTRY (3)

Prerequisite: Chemistry 1213 (Chemistry 3403 is recommended) or permission of instructor.

Modern descriptive inorganic chemistry with emphasis on synthesis and selected theoretical topics; may include a discussion of the inorganic chemistry in biological systems and an introduction to chemical applications of group theory. No laboratory. Offered 1981-82.

Offered on Request**4226 INSTRUMENTATION AND ANALYTICAL METHODS (3)**

Prerequisites: Chemistry 3226 and 3403 (may be taken concurrently with 3403).

Theory and application of modern analytical methods and instruments. Includes laboratory. Especially recommended for the B.S. specialization.

4470 QUANTAM CHEMISTRY (3)

Prerequisite: Chemistry 3402 or permission of instructor.

An axiomatic development of quantum theory with special attention to problems of chemical interest.

4800 CURRENT TOPICS IN CHEMISTRY (1-3)

A non-laboratory course dealing with selected chemistry topics of general interest.

Computer Science

Computer Science is the discipline which studies the representation, storage, and transformation of information utilizing automatic computing machines. The computer scientist is interested in developing computer software and hardware to analyze data and solve problems. In addition to understanding the organization and operation of modern computer systems, a knowledge of the problems and applications in a related discipline is highly recommended.

The computer science program at Seattle Pacific University emphasizes software design and development. In addition to a core course requirement which must be completed by all students majoring in computer science, each student must satisfy the requirements in a designated emphasis area. This provides the background to qualify for careers in several areas, including systems analysis, computer programming and operations, and various computer-oriented business occupations. Computer scientists are in demand by business, industry, and government agencies, and this demand is expected to continue.

A variety of computing equipment is available at SPU. The main computer systems are based on the Digital Equipment Corporation PDP 11/50 and PDP 11/70 Time-sharing machines. The PDP 11/50 is used primarily for academic support, and is capable of processing 63 jobs simultaneously. It has 256K words of main semiconductor memory, a very fast cache memory option, an industry compatible 9-track magnetic tape subsystem, and a 100 megabyte magnetic disc system. Input-output devices include many video and hard-copy terminals, both at local and remote sites, and high speed printers located near clusters of terminals on the campus. Each classroom and office of the Miller Science Learning Center is wired to the computer system.

Other computing equipment includes a Tektronix 4051 graphics computer with an attached hard copy unit, and a number of microcomputer systems, including both disc and tape based systems. Numerous software packages are available, providing different programming languages and a variety of statistical, word-processing, small business, and scientific applications.

A person with no computer background can begin with courses 1112 and 1212.

CORE REQUIREMENT. Students planning a major in computer science for the B.S. degree must complete a base requirement of Computer Science 1250, 1251, 2310, 2410, 2710, 3310, and 3350. Additionally, seven credits are required from the CS Elective List: 3741, 3810, 4110, 4150, 4310, 4351, 4410, 4900 and 4945. This must include at least one course between 4000-4899.

B.S. PROGRAM (BUSINESS APPLICATIONS EMPHASIS). Students planning to major in computer science for the B.S. degree with a business applications emphasis are required to complete, in addition to the CORE requirements, Computer Science 1221 and 1222; Mathematics 1225 and 1360; Economics 2101; and Business Administration 2274, 2351, 2352, 2353, and 3703. Business 4644 is recommended.

B.S. PROGRAM (COMPUTER SYSTEMS EMPHASIS). Students planning to major in computer science for the B.S. degree with a computer systems emphasis are required to complete, in addition to the CORE requirements, Computer Science 1220, 1221, and 1222; Mathematics 1225, 1226, 1227, and 1360; and 12 additional credits from the CS Elective List.

B.S. PROGRAM (MATHEMATICS/SCIENCE EMPHASIS). Students planning to major in computer science for the B.S. degree with a mathematics/science emphasis are required to complete, in addition to the CORE requirements, Computer Science 1220; and Mathematics 1225, 1226, 1227, 2226, 2227, 2375, 4725, 4361, and 4362. Mathematics 3724, 3725, and 4830, and Business 3703 are recommended.

TEACHING MINOR. A secondary school teaching minor may be taken in Computer Science; this requires 20 credits in Computer Science courses.

Computer Science Courses**1112 INTRODUCTION TO THE COMPUTER (3)**

Prerequisite: Math 1101 or equivalent.

Elementary concepts of computers, basic ideas of computer technology, and the effects of the computer on society.

1212 BASIC PROGRAMMING (2)

Prerequisite: Math 1101 or equivalent.

An introduction to computer programming using the BASIC-plus language. Students will learn to use the terminal to access the computer through pre-written and self-written programs. Emphasizes application of computer programming to real problems.

1220 FORTRAN PROGRAMMING (3)

Prerequisite: Math 1101 or equivalent.

Fundamentals of digital computer programming for engineering and science students, involving instruction in the FORTRAN computer language.

- 1221 COBOL PROGRAMMING (5)
Fundamentals of business computing systems, involving instruction in the COBOL Language.
- 1222 RPG II PROGRAMMING (2)
Fundamentals of the RPG II programming language and computing environment.
- 1250 PROGRAMMING TECHNIQUES I (5)
Prerequisite: Math 1101 or equivalent.
Problem solving methods, algorithm development, modularity. Introduction to BASIC and PASCAL.
- 1251 PROGRAMMING TECHNIQUES II (5)
Prerequisite: CS 1250
Develop discipline in program design, style, debugging, testing. Linked Data Structures. Elementary algorithm analysis.
- 2310 ASSEMBLY LANGUAGE PROGRAMMING (4)
Prerequisite: CS 1251
Basic concepts of computer systems and computer architecture. Learn an assembly language. Macros, Program segmentation and linkages.
- 2410 FILE PROCESSING AND DATA ORGANIZATION (5)
Prerequisite: CS 1251.
Introduce concepts and techniques of structuring data on bulk storage devices. Provide experience in the use of bulk storage devices. Provide foundation for applications of data structures and file processing techniques. Tree Data Structures. Memory allocation and management.
- 2710 FUNDAMENTALS OF COMPUTER ORGANIZATION (5)
Prerequisite: CS 1251.
Organization and structuring of the major hardware components of computers. Mechanics of information transfer and control within a digital computer system. Fundamentals of logic design. Communication Systems.
- 3310 CONCEPTS IN PROGRAMMING LANGUAGES (4)
Prerequisite: CS 2410, CS 2310. (Concurrent registration allowed)
Organization and structure of programming languages. Run-time behavior and requirements of programs. Introduction to programming language specification and analysis. Study various alternative languages such as SNOBOL, LISP, APL.
- 3360 OPERATING SYSTEMS PRINCIPLES (4)
Prerequisite: CS 2310, CS 2410, CS 2710.
Develop an understanding of the organization and architecture of computer systems at the register-transfer and programming levels of system description. Introduce major areas of operating system principles.
- 3741 SYSTEMS ANALYSIS (3)
Prerequisites: Engineering Science 2891 and Mathematics 2227.
Engineering design process, linear system analysis and mathematical modeling, introductory network synthesis and nonlinear systems analysis. Offered on demand.
- 3810 SYSTEMS OPERATIONS (2-5)
Prerequisite: CS 2310.
Operation of all aspects of a computer system including system utilities, back-up procedures, batch processing, and data management.
- 4110 MICROCOMPUTER SYSTEMS (4)
Prerequisite: CS 2310, CS 2410, CS 2710.
Develop a familiarity with and understanding of micro-computer systems. Application capabilities. System operations. Devices and components. Application software.

- 4150 SYSTEMS DEVELOPMENT LABORATORY (4)
Prerequisite: CS 3310, CS 3350.
Project management, programming teams. Student teams will specify, design, implement and document a large computer project. Emphasis on software aspects, but can include hardware aspects if appropriate.
- 4310 COMPILER DESIGN (4)
Prerequisite: CS 3310
Programming Language translation and compiler design concepts. Language Recognition, Symbol Table Management, Semantic Analysis. Introduction to Code generation.
- 4351 ADVANCED OPERATING SYSTEMS (4)
Prerequisite: CS 3350.
Continuation of CS 3350. Emphasis on intrasystem communication.
- 4410 DATA BASE MANAGEMENT (4)
Prerequisite: CS 1221, CS 2410.
Introduction to Database concepts. Data Models. Data Description Languages. Query facilities. File Organization. File Security. Data Integrity and Reliability.
- 4900 INDEPENDENT STUDY IN COMPUTER SCIENCE (1-5)
Prerequisite: Permission of the instructor.
- 4945 INTERNSHIP IN COMPUTER SCIENCE (1-15)
Prerequisite: Permission of the instructor.
A significant learning experience to be obtained in a closely supervised work-study program.

Engineering Science

An engineer applies the principles of science to economically create the tools, products and processes that people want or need. Today, as civilization becomes more complex, the engineer must have a deeper understanding of the physical world and a wider versatility with mathematical and experimental techniques, and an increased sensitivity to the long term effects of technology on people. The Engineering Science program not only develops these skills in the applied sciences, but also provides the liberal arts enrichment which makes the engineer sensitive to the social impact of technology.

A student may complete a four-year program leading to the B.S. degree in Engineering Science or, after two or more years of pre-engineering, may transfer into other engineering specialties at another school. For example, the Columbia University School of Engineering and Applied Science has agreed to accept Seattle Pacific engineering students, upon recommendation of the Seattle Pacific engineering faculty, into both its 3/2 and 4/2 programs. Both programs require two years of study at Columbia and lead to a B.S. degree from Seattle Pacific. The 3/2 program includes three years of Seattle Pacific study and leads to a B.S. degree from Columbia. The 4/2 program requires four years of study at Seattle Pacific with very high grades and two years of graduate work at Columbia to give an M.S. degree there.

Seattle Pacific graduates with an engineering science major are permitted to take the Washington State Department of Licensing examination for engineer-in-training. Everyone passing the test is certified by Washington State as a licensed engineer-in-training.

Expectations of Entering Students

In addition to meeting all the general SPU admission requirements, the high school graduate entering the engineering science program should present a high school record showing three years of mathematics and one year of physics or chemistry. Those students entering with deficiencies should consult an engineering adviser for a program of preparation for the regular Engineering Science curriculum.

Requirements for the Major

The following course work is required of all students majoring in Engineering Science: Mathematics 1225, 1226, 1227, 2226, 2227, 3724, 3725, 3730 (Math 2375 is recommended); ten credits of General Chemistry; 15 credits of General Physics; Physics 2321; Engineering Science 1101, 1220, 2391, 2891, 3727, 3728. In addition to the above, one of the following emphases must be satisfied by completing the minimum course work listed:

EMPHASIS IN CHEMISTRY. Engineering Science 3729, 3871, 3872; Chemistry 3401, 3371, 3372, 3402, 3403, 3460.

EMPHASIS IN COMPUTERS. Mathematics 4725; Computer Science 2310, 2710; Engineering Science 3729; plus 22 hours of upper-division Computer Science, Engineering Science, or Physics courses chosen to meet faculty approval.

EMPHASIS IN MATHEMATICS. Engineering Science 3841; plus at least 30 credits of upper-division Mathematics or Engineering Science courses chosen to meet faculty approval.

EMPHASIS IN PHYSICS. Engineering Science 3726, 3841; Physics 3311, 3312, 3313; plus 20 credits of upper-division Physics or Engineering Science courses chosen to meet faculty approval. (Physics 3401 is recommended).

Pre-Professional Program

A student who plans to obtain a B.S. degree from another university may complete two years of pre-engineering studies at SPU, and should make certain to satisfy the requirements of the other institution.

SUGGESTED FIRST YEAR ENGINEERING CURRICULUM

Autumn	Winter
Math 1225 5	Math 1226 5
Physics 1121 5	Physics 1122 5
Eng. Sci. 1101 5	Elective 5
15	15
Spring	
Math 1227 5	
Physics 1123 5	
Eng. Sci. 1220 3	
Eng. Sci. 1401 2	
15	

SUGGESTED SECOND YEAR ENGINEERING CURRICULUM

Autumn	Winter
Math 2375 5	Math 2226 5
Chem. 1211 5	Chem. 1212 5
Eng. Sci. 2391 5	Eng. Sci. 2891 5
15	15
Spring	
Math 2227 5	
Physics 2321 5	
Chem. 1213 or Eng. 2205 5	
15	

An alternative option is to take Physics 1121, 1122, 1123 in the sophomore year and Chem. 1211, 1212 and 1213 or English 2205 in the freshman year, with Physics 2321 in the junior year.

COURSES

- 1101 GRAPHICS AND DESCRIPTIVE GEOMETRY (5)
Reading, interpreting and producing engineering drawings. Drawing board solutions for problems of geometrical nature.
- 1220 FORTRAN PROGRAMMING (3)
(See Computer Science 1220).
- 1401 ENGINEERING PROBLEMS (2)
Prerequisite: Math 1225.
Solution of engineering problems by analysis techniques; elementary study of measurements, statistics, probability and error propagation, probabilistic and deterministic models.
- 2391 INTRODUCTION TO MATERIALS SCIENCE (5)
Prerequisite: Chemistry 1212 and Mathematics 1226.
Applications of physical science principles to selection and use of engineering materials: structure of solid phases, atomic processes in solids, electrical processes in solids, multiphase materials and materials utilization.
- 2710 FUNDAMENTALS OF DIGITAL COMPUTERS (3)
(See Computer Science 2710)
- 2891 STATICS (5)
Equilibrium of a particle and a rigid body, structural analysis (including trusses). Examines internal forces (including beams and cables), friction, center of gravity, hydrostatic pressure loading, and virtual work.
- 3401 THERMODYNAMICS (4)
(See Chemistry 3401 and Physics 3401)
- 3441 SYSTEMS ANALYSIS (5)
Prerequisites: Engineering Science 2891 and Mathematics 2227.
Engineering design process, linear system analysis and mathematical modeling, introductory network synthesis and nonlinear systems analysis. Offered on demand.
- 3726 ELECTRIC CIRCUITS (5)
Prerequisites: Physics 1103 or 1123, and Mathematics 1227.
Direct current and alternating current circuit theory. Covers both steady state and transient solutions by several techniques including Laplace transforms. Offered 1980-81 and alternate years.
- 3727, 3728, 3729 ELECTRONICS LABORATORY (3){3}{3}
Prerequisites: Physics 1103 or 1123, and Mathematics 1227.
Instrument theory and application. Transistors and integrated circuits, with special emphasis on application to instrumentation. Introduces elementary digital techniques.

3841 DYNAMICS (5)

Prerequisites: Engineering Science 2891, Mathematics 2227 and Physics 1101 or 1121.

A vectorial treatment of the Newtonian principles of dynamics of particles, with applications to one-dimensional and two-dimensional motions. Two-dimensional dynamics of rigid bodies. Methods of impulse and momentum, work and energy. Offered 1981-82 and alternate years.

3871, 3872 TRANSPORT PROCESSES (5)(5)

Prerequisites: Mathematics 2227, Physics 2321.

Fluid mechanics, heat transfer and mass transfer and application to engineering. Offered 1981-82 and alternate years.

4952 INDEPENDENT STUDY IN ENGINEERING (1-5)

Prerequisite: Permission of the Engineering Science faculty. Independent study under direction of a faculty member. Advanced problems in a topic for which related upper-division courses have been completed.

4992 ENGINEERING APPLICATIONS IN INDUSTRY (3-10)

Prerequisite: Permission of the Engineering Science faculty. Pre-arranged coordinated field experience in engineering employment in industry. A coordinating committee plans the program with the student and evaluates the learning experience.

Environmental Studies

(See Interdisciplinary Programs and General Studies listings.)

Home Economics

Home Economics is the comprehensive study of man, his environment, and the interaction between the two.

The uniqueness of home economics lies in its ability to integrate the knowledge found in the natural sciences, social and behavioral sciences, humanities and the arts. Using basic principles from these disciplines, home economics offers solutions to problems faced by individuals, families and communities. Therefore, the home economics major requires courses be taken from many disciplines. Students majoring in other areas also find home economics courses highly useful and challenging as a supplement to their own disciplines.

The purpose of studying home economics is to capture and develop the student's full potential for becoming a well-adjusted and knowledgeable citizen. Through a broad base of courses and an in-depth area of specialization, students are trained to become responsible homemakers, marriage partners and parents, as well as successful career professionals. Career opportunities exist for both men and women in the areas encompassed by home economics.

Requirements for the Major

Two degree programs, B.A. and B.S., are offered. Each degree program is built around the same courses; once core courses have been completed, students and their advisers plan individual programs required to complete a major. Of the total credits in Home Economics, twenty-five must be upper-division. The B.S. degree requires thirty credits in natural science disciplines.

Core courses required for all Home Economics majors: 1050, 1310, 1710, 1840, 2365, 2830, 3220 and 4240 or 3252, 3410, 3460. Additional courses by advisement may include: 2950/3950 or 4943/4944, 4930.

Additional courses required for various majors are listed as follows:

Elementary Teaching Certification: 3385, 3510.

General Home Economics major: 2831, 2840, 2870, 3365, 3385, 3564, 3710, 4730, 4845 and 4930.

Clothing and Textiles major: 2831, 2840, 2870, 3830, 3840, 3870, 4840, 4845; Economics 2101 and 2102 or Economics 1100 (by advisement); Chemistry 1100 or equivalent.

Foods and Nutrition major: 3320, 3330, 3365, 3385, 3564, 4366; Biology 2129, 2130, 3351; Chemistry 1211, 1212, 2330, and Economics by advisement.

Secondary Teaching Certification: 2840, 2870, 3220, 3252, 3365, 3564, 3710, 4240, 4250, 4511, 4512, 4730.

Additional courses may be required to meet individual career goals. Related courses strongly recommended for a B.A. or B.S. degree include those in Communication, Journalism, and Economics.

The Home Economics department has an affiliation with the Fashion Institute of Technology in New York City. F.I.T. is under the auspices of the State University of New York.

Clothing and Textiles majors may attend F.I.T. during their senior year. At F.I.T., specializations include: Fashion Design, Fashion Buying and Merchandising, Textile Design, Management Engineering Technology, Advertising and Communications, and Textiles Technology.

VOCATIONAL CERTIFICATION

Seattle Pacific University is an approved institution for Vocational Certification of Home Economics teachers in middle, junior, and high school Home & Family Life Programs. In addition to course requirements, students must meet First Aid and Industrial Safety Requirements.

COURSES

1050 PRECEPTORIAL: HOME ECONOMICS (5)

An exploratory approach to understanding the relationships and thrust of the disciplines, to help students discover special interests, career potential and set academic and professional goals.

1101 CREATIVE HAND STITCHERY (2)

An introduction to basic creative hand stitchery through research, exploration, appreciation and development of individual skills involving creative symmetrical and asymmetrical composition.

1201 ART OF LIVING (2)

An interpretation of modern social usage. Understanding and applying the fundamental rules of etiquette which help to make one a desirable member of any social group, professional or business organization.

1301 INDIVIDUAL AND GROWTH

(See General Studies 1120.)

(See General Studies 1120.)

1310 FUNDAMENTAL PRINCIPLES OF NUTRITION (3)

Principles of meeting the nutritional needs of human beings for normal growth and development; identification, function, metabolism and food sources of specific nutrients.

1710 MAN'S NEAR ENVIRONMENT (5)

Discusses the aesthetic aspects of the individual's immediate surroundings. Illustrates the use of design elements and principles in selecting and arranging material needs. Considers choices in clothing, furnishings, accessories, and various art objects.

1801 CLOTHING CONSTRUCTION FOR NON-MAJORS (4)

Both men and women students not majoring in Home Economics benefit from a basic clothing construction course which emphasizes construction techniques, personal fitting, wardrobe coordination, and consumer awareness.

1840 FUNDAMENTALS OF CLOTHING SELECTION AND CONSTRUCTION (3)

Applies basic construction and fitting techniques to garments and samples produced in class. Investigates recycling techniques. Emphasizes selection and care of equipment and supplies.

2110 FASHION ILLUSTRATION (3)

(Art 2110)

An exploration of the professional uses of fashion illustration, career opportunities, training and skills required. Rendering of an elementary fashion figure and design details will be taught through lectures and demonstration.

2365 FOODS I (5)

Prerequisite: Home Ec. 1310.

The development of basic scientific concepts related to the preparation of foods; the study of the principles of food selection, storage, and preparation based on a knowledge of the chemical and physical properties.

2375 INSTITUTION FOOD PREPARATION (5)

Prerequisite: Home Ec. 2365. Offered on demand.

Laboratory and institution practice in large quantity food preparation and cost control.

2376 INSTITUTION FOOD PURCHASING (3)

Prerequisite: Home Ec. 2365 and 2375.

Market organization, buying procedures, payment and credit; food selection and care; inspection of merchandise.

2830 TEXTILES FOR THE CONSUMER (3)

Surveys natural and man-made fibers and fabrics in relation to performance, quality, price and family textile use. Investigates the consumers' role in influencing textile and clothing legislation. Studies recommended techniques for laundering, pressing and storage of clothing and textiles.

2831 BEGINNING TEXTILES LAB (2)

Provides elementary laboratory experience in areas such as fiber identification, analysis, dye methods, and finishes.

2840 CLOTHING CONSTRUCTION (5)

Prerequisite: Home Ec. 1840. Techniques used to solve unique problems related to hard-to-handle fabrics and figure irregularities. Functional and aesthetic requirements of clothing for individual with special needs are a major focus. Students construct garments in class using course concepts.

2870 SOCIOLOGICAL, PSYCHOLOGICAL FACTORS IN CLOTHING SELECTION (3)

Studies the sociological, psychological, cultural and physical factors which influence clothing behavior. Analyzes the relationship between clothing choices and the political, economic and moral climate of an era. Includes selected readings from several disciplines.

2950/3950 HOME ECONOMICS PRACTICUM (1-5)

Prerequisite: Home Ec. 2365 and/or 2840.

Specific arrangements with the instructor required. Maximum of 6 credits to count for major.

An opportunity to gain practical experience related to previous course work in the major field in supervised teaching, grading, laboratory preparation and/or tutoring.

3101 ADVANCED CREATIVE HAND STITCHERY (2)

Prerequisite: Home Ec. 1101 or permission of instructor.

Major emphasis on furthering individual creative development in student-selected areas of two and three-dimensional creative hand stitchery.

3105, 3106 WEAVING (2)(2)

(Art 3406, 3407).

The use of various types of looms beginning with the hand loom and its application to weaving with reed and other fiber, and expanding into the use of the table and floor looms and the complexities of weaving a tapestry or fabric.

3220 CHILD DEVELOPMENT (3)

Analyzes factors that affect development of the child physically, emotionally, socially and intellectually. Identifies the impact of health, the environment and society on the child.

3252 MARRIAGE AND THE FAMILY (5)

Sociology 3252)

Prerequisite: Sociology 1110.

3301 FOOD ECONOMICS AND NUTRITION FOR NON-MAJORS (3)

A survey of the nourishment and pleasure the food dollars buy. Designed to promote basic understanding of nutritional principles for personal application. Demonstration and lecture with laboratory participation.

3320 CHILD NUTRITION AND CARE (3)

Prerequisite: Home Ec. 1310 or permission of instructor.

Studies nutritional considerations as they related to pregnancy, lactation and infancy through adolescence. Relates interrelationship of growth and developmental stages (inclusive of emotional, psychological, and sociological influences) to nutrient need(s) and recommended intake(s). Determines adequate dietary patterns, preventative dietary measures, and behavioral response to food.

3330 SURVEY OF NUTRITIONAL SCIENCE (3)

Prerequisites: Chemistry 2330, Biology 2129 and 2130.

Introduction to chemical and physiological aspects of compounds in foods, their nutritional significance, chemistry of digestion, absorption and metabolism of nutrients essential for maintenance of health.

3340 FAMILY NUTRITION (3)

Essentials of adequate diets and food sources of the nutrients; meeting nutritional needs of each member of the family; nutritional composition of foods in relation to normal and modified diets.

3365 MEAL PATTERNS AND FOOD ECONOMICS (5)

Prerequisites: Home Ec. 1201, 1310, 1710, 2365, 3460.

Developing menus within planned nutritional guidelines, using cost patterns for various income levels. Provides application of buying management and preparation skills in serving of family and guests.

3385 CULTURAL AND AESTHETIC ASPECTS OF FOOD (3)

Prerequisite: Junior standing or permission of instructor.

Role of food in shaping human destiny. Food of various nationalities demonstrated with nutritional, scientific, and economic considerations. Aesthetic aspects of food and equipment.

- 3410 FAMILY ECONOMICS AND CONSUMER ISSUES (5)
Investigates the various problems encountered in financial planning for individuals and families. Relates options and guidelines for using income wisely and making informed consumer choices. Provides an understanding of the legal aspects and influences in areas of economic decision making.
- 3417 BUSINESS, GOVERNMENT AND SOCIETY (5)
(See Business 3417).
- 3420 INSURANCE PRINCIPLES (2)
(Business 3420).
A focus on the four major insurances: property, automobile, life, and health, emphasizing present trends in insurance and developing an awareness of the coverage and selection available.
- 3460 FAMILY MANAGEMENT (5)
The management of one's time, energy, and money for the purpose of increasing the quality of life; decision-making as affected by family values, philosophies, goals and resources, as well as general socio-economic conditions.
- 3510 HOME ECONOMICS TEACHING METHODS FOR THE ELEMENTARY AND PRE-SCHOOL TEACHER (3)
Developing teaching plans and techniques for teaching the basic concepts of the home economics discipline to elementary age children.
- 3564 DEMONSTRATION TECHNIQUES (4)
Prerequisites: Home Ec. 1310, 1710, 1840, 2365.
Provides opportunity for demonstration theories involved in all secondary teaching areas of home economics. Student presentation using the lecture-demonstration method.
- 3710 FAMILY HOUSING AND EQUIPMENT (2-5)
Compares the various forms of housing and equipment available for individual and family use. Evaluates the arrangement and use of space, functional requirements and adaptation of spaces to individual needs. Explains energy needs and uses with special emphasis on conservation and future options. Family Housing may be taken for 3 credits, or Family Equipment for 2 credits, or the complete course for 5 credits.
- 3830 TEXTILES (5)
Prerequisite: Home Ec. 2830.
An intensive study of natural and man-made polymers, fabric construction and finishes in depth. Investigates testing methods. Independent study on specific textile processes. Laboratory experience included.
- 3840 PATTERN DESIGN (5)
Prerequisite: Home Ec. 2840 or permission of instructor.
Studies design principles and flat pattern techniques as they related to garment design. Uses design elements to create apparel which reflect creativity, individuality and beauty. Develops original designs through flat pattern drafting techniques. Exercises involve designing a 1/2-scale for construction of a full-scale garment to meet individual needs.
- 3870 HISTORY OF COSTUME (3)
(Drama 3640)
Studies textile and costume designs worn by civilizations from the ancient to present day. Social, economic and political factors of various periods and their influence on evolution of costume a major emphasis. Integrates costume with the various arts: painting, sculpture, drama, music.
- 4160 INTERIOR DESIGN (3)
(See Art 3214)
- 4240 FAMILY RELATIONS
Studies the role of parents in establishing a home environment which provides for the physical, emotional, intellectual and social development of all family members including decision-making elements, problem solving techniques and shared responsibilities.
- 4250 STRATEGIES IN EARLY CHILDHOOD (3)
(Education 4511)
Prerequisite: Home Ec. 3220
Opportunities to observe and participate with children in a nursery school or kindergarten and to observe the role of the teacher as a participant. Implementation and evaluation of models, methods and materials relevant to programs for children in pre-school, day-care centers and kindergarten. (Summers only).
- 4365 EXPERIMENTAL FOODS RESEARCH (5)
Prerequisite: Home Ec. 2365 or permission of instructor.
Illustrates scientific principles of sensory and objective evaluation of foods and food products including formulation and development of products. Conducts individual research problems. Offered alternate years.
- 4366 FOOD II (3)
Prerequisite: Home Ec. 2365.
Study of new food products, food additives and convenience food items. Some time will be spent on food purchasing and preparation.
- 4511 HOME ECONOMICS TEACHING METHODS (3)
Prerequisites: Home Ec. 1310, 1710, 2365, 2840, 3410, 3460.
Education courses.
Methods (scope and sequence) of teaching specific home economics areas. Emphasis upon a critical understanding, development and organization of the subject content; lecture-demonstration method applied to the theories involved in secondary teaching.
- 4512 VOCATIONAL ASPECTS AND ADULT EDUCATION IN HOME AND FAMILY LIFE EDUCATION (3)
Identifies philosophy and mission of vocational education and explores methods of planning and implementing a home economics program that meets the established standards and criteria. Explores adult education in today's society. Utilizes principles of adult education in planning a series of classes designed to meet the needs and interests of adults.
- 4730 HOME FURNISHINGS (3)
Coordination of the house with furnishings, accessories, color and lighting for family living. Unifying aesthetics and functions in home furnishing.
- 4840 APPAREL DESIGN AND DRAPING (3)
Prerequisites: Home Ec. 2840 and 3840.
Studies apparel design through the use of draping techniques. Presents principles of design in class and applies them to produce attractive and current apparel designs. Investigates current fashion designers with an analysis of their major contributions to the present fashion picture.
- 4845 TAILORING (5)
Prerequisites: Home Ec. 2840 and 3840 or permission of instructor.
Studies commonly used methods of tailoring custom method, machine stitched method and fusible method. Evaluates each method for time/quality relationships with an emphasis on appropriations of techniques for specific situations. Requires actual construction of two tailored garments.
- 4910 INDIVIDUAL STUDY IN HOME ECONOMICS (1-3)
Prerequisite: Senior standing and a "B" average in Home Economics studies. Permission of instructor.



Barbara J. Bovy, Curriculum Coordinator, Home Economics. "The mission of home economics is one of applying knowledge to improve the quality of life for families and individuals. Home economics professionals help people adjust to change and shape the future by dealing with problems created by world food and energy shortages, conservation, environmental degradation, population growth and changing sex and work roles."

- 4920 READINGS IN HOME ECONOMICS (1-10)
Prerequisite: Senior of major status with 15 upper-division credits of "B" grade work in the department, permission of instructor.
- 4930 SENIOR SEMINAR (5)
Prerequisite: Home Economics major of senior standing.
Problems of special need or interest.
- 4943 SUPERVISED FIELD EXPERIENCE: DESIGN AND MARKETING (3-15)
Prerequisite: Permission of the faculty of the discipline, "B" average.
Observation, orientation, and participation in employment with apparel manufacturers. Work experience planned in advance with the instructor.
- 4944 SUPERVISED FIELD EXPERIENCE: BUSINESS/SOCIAL WELFARE (3-15)
Prerequisite: Permission of the faculty of the discipline, "B" average.
Observation, orientation, and participation in employment with business or social agency hiring home economists or where home economics makes a contribution as in marketing, consumer interests, and communication. Work experience planned in advanced with the instructor.

Mathematics

Mathematics offers curricula leading to the Bachelor of Arts and Bachelor of Science degrees. The B.A. degree program is designed for students interested in mathematics as a liberal arts major and those planning to teach mathematics in secondary schools. The B.S. Science degree program is designed for students planning graduate work or professional careers in mathematics.

HIGH SCHOOL PREPARATION. Three years of high school mathematics, including trigonometry, are required for all students entering one of the degree programs. However, students who plan to make mathematics a career are urged to take a minimum of four years of high school mathematics. Students deficient in their high school mathematics preparation must take the appropriate courses in the sequence 1101, and 1110 or 1114 to make up the deficiency before starting one of the math degree programs.

ADVANCED PLACEMENT PROGRAM. Superior students who have completed one year of calculus in high school may apply for advanced placement and credit for 1225 and 1226. The extent to which a student will be advanced and the amount of credit given will be decided on an individual basis by the mathematics faculty.

WHAT TO TAKE FIRST. In general, students with four years of high school mathematics should start with 1225, those with three years should take 1110 or 1114, and those with two years should take 1101. However, mathematics faculty will determine where a student should start on the basis of high school record and entrance test scores. A placement test is available to assist in this determination.

COMPUTER USE. Each mathematics student must be able to write computer programs in BASIC beginning with course 1225. Therefore an introduction to the BASIC language is included in Math 1225. Students are strongly encouraged to improve their abilities in programming by taking additional Computer Science courses.

PERSONALIZED INSTRUCTION CENTER (PIC). The following courses are available through the PIC: Mathematics 0120, 0140, 1101, 1110, 1114, 1360, 1720, and 2529. The PIC is open at least five hours daily for student tutoring and testing. These courses do not include a lecture; students study self-instructional materials, obtain instructional help in the PIC when necessary and take tests in the PIC. Since the learning system in the PIC follows a mastery learning approach, students may take no more than one exam per unit. (Typically a five credit course has ten unit exams.) The courses Mathematics 0120, 0140, 1114 and 1720 are available only through the PIC, while the other courses are also available in regular lecture sections.

ACTUARIAL SCIENCE. A student interested in becoming an actuary should major in mathematics or mathematics-economics. The following mathematics courses should be included: 2375, 4361, 4362, 4725, 4830 and some independent study. This provides the foundation for taking exams I, II and III as offered by the Society of Actuaries. Further work in economics is helpful.

Requirements for the Major

B.A. PROGRAM. Students planning a major in mathematics for the B.A. degree should take courses 1225, 1226, 1227, 2226, 2227, 2375 in the first two years. (A student who begins in course 1110 instead of 1225 may omit 2375.) The major will be completed by one of the following options:

1. Liberal Arts. This requires 25 credits in any courses numbered 3000-4999, including 4936.
2. Teaching. This requires courses 3300, 3441, 4402, 4403, 4930, 4936 and 11 additional credits in courses numbered 3000-4999.

B.S. PROGRAM. Students planning a major in mathematics for the B.S. degree should take courses 1225, 1226, 1227, 2226, 2227, 2375 in the first two years. The major will be completed by taking 38 credits in courses numbered 3000-4999, including two credits in course 4935, and one credit in 4936. Fifteen credits in related approved courses in which mathematics is applied are also required. A grade-point average of 2.50 must be maintained for all mathematics courses. Students planning graduate work in mathematics are strongly advised to take courses 3750, 4402, 4403, 4751, and 4752 in their upper-division program and to acquire a reading knowledge of French, German or Russian.

B.S. PROGRAM IN ENGINEERING SCIENCE. Emphasis in Mathematics. (See Engineering Science.)

B.S. PROGRAM IN MATHEMATICS/ECONOMICS. This program provides a joint specialization with the School of Business, Administration, and Economics leading to the B.S. degree. It is designed to provide a basis for graduate work in economics, econometrics, business administration, or computer science and also provides an adequate base for entering such professions as actuarial work or data processing. Students desiring this program should be advised by the program coordinator (presently a member of the mathematics faculty).

Required Courses:

Mathematics: 1225, 1226, 1227, 2226, 2227, 2375, 4361, 4362, 4725, 4830.
 Economics: 2101, 2102, 3101, 3102.
 Business Administration: 2351, 3703.
 Computer Science: 1250, 1221.
 Recommended: Business Administration 2352, Economics 3321, and Mathematics 4945.

COURSES

0120 ARITHMETIC REVIEW (1-5)

The fundamentals of arithmetic are studied. A diagnostic test indicates which topics need review and the course is individualized to these needs. Credits in this course do not apply toward graduation requirements. [Offered only in the PIC.]

0140 INTRODUCTORY ALGEBRA (3)

Sets, solving equations and inequalities, factoring, fractional and radical expressions, graphing, and verbal problems. Credits in this course do not apply toward graduation requirements. [Offered only in the PIC.]

1101 INTERMEDIATE ALGEBRA (5)

Prerequisite: One year of high school algebra or its equivalent. Linear and quadratic equations, algebraic functions and their graphs, fractions, exponents, radicals, logarithms, and imaginary numbers.

1110 ALGEBRA & TRIGONOMETRY (5)

Prerequisite: Math 1101 or equivalent in high school. Number systems, inequalities, elementary set theory, analytic geometry, circular and trigonometric functions, trigonometric equations. Credit cannot be received for this course if Math 1114 has been taken.

1114 TRIGONOMETRY (2)

Development of circular and trigonometric functions, right triangle applications, trigonometric equations and identities. This is a portion of Math 1110, hence credit cannot be received for taking both courses. [Offered only in the PIC.]

1225, 1226, 1227 CALCULUS (5)(5)(5)

Prerequisite: Math 1110 or equivalent for 1225, 1225 for 1226, 1226 for 1227. Sequence begins both Autumn and Winter. Differential and integral calculus of functions of one and more variables. Introduction to BASIC language is included in Math 1225.

1360 INTRODUCTION TO STATISTICS (5)

(Sociology 1360)
 Prerequisite: High school algebra or Math 1101. Descriptive statistics, elementary probability, binomial and normal distributions, sampling, estimating parameters, testing hypotheses, regression and correlation.

1720 FINITE MATHEMATICS (5)

Mathematical topics based on the mathematics of finite sets. Includes matrices, linear equations, binomial theorem, combinatorics, probability, linear inequalities and linear programming. [Offered only in the PIC.]

2226, 2227 LINEAR ALGEBRA AND DIFFERENTIAL EQUATIONS (5)(5)

Prerequisite: Math 1227.
 An integrated study of matrices, vector spaces and linear transformation and the solutions of linear and standard non-linear differential equations.

2375 PROBABILITY THEORY (5)

Prerequisite: Math 1227.
 Elementary probability, random variables, discrete and continuous probability distributions, expected values and moments, and central limit theorem.

2529 MATHEMATICS FOR ELEMENTARY TEACHERS (5)

Sets, number systems, and algebra related to elementary school mathematics.

3300 THEORY OF SETS (3)

Prerequisite: Math 1227.
 Finite and infinite sets, set algebra, cardinal numbers, ordinal numbers and well ordering property.

3365 FUNDAMENTALS OF FORECASTING (3)

(Business 3326)
 Mathematical models of forecasting, essential materials and data sources, techniques of implementation, regression, moving averages, exponential smoothing, use of subjective information, technological forecasting, advanced methods, adaptive filtering, box-jenkins method, input-output tables, econometric models. Useful to students in Mathematics, Business and related majors.

3441 GEOMETRY (3)

Prerequisite: Math 3300.
 Foundations of Euclidean, non-Euclidean, and projective geometries.

3724, 3725 APPLIED ANALYSIS (3)(3)

Prerequisite: Math 2227.
 Vector analysis, Fourier series, partial differential equations. Offered in 1981-82 and alternate years.

3730 COMPLEX VARIABLES (3)

Prerequisite: Math 2227.
 Theory and applications of complex variables; analytic functions, integrals, power series applications. Offered in 1981-82 and alternate years.

3750 INTRODUCTION TO REAL ANALYSIS (3)

Prerequisite: Math 2227.
 The real number system, functions, limits, continuity, differentiation, and the Riemann integral. Offered in 1982-83 and alternate years.

4361, 4362 MATHEMATICAL STATISTICS (3)(3)

Prerequisites: Math 2227 and 2375 for 4361, 4361 for 4362.
 Continuous probability distributions, sampling, estimating parameters, testing hypotheses.

4402, 4403 APPLIED MODERN ALGEBRA (3)(3)

Prerequisites: Math 3300 for 4402, 4402 for 4403.
 Algebraic structures including groups, rings, and fields.

4610 THE EVOLUTION OF MATHEMATICAL THOUGHT (3)

Prerequisite: Upper-division or graduate standing. Investigation of the ideas, methods and work of great mathematicians of the past. Not offered 1981-82.

4725 NUMERICAL ANALYSIS (5)

Prerequisites: Math 2227 and knowledge of a computer language.
 Numerical integration, differentiation, solutions of systems of equations, solutions of differential equations, interpolation, approximations, and related topics. Offered in 1981-82 and alternate years.

4751, 4752 REAL ANALYSIS (3)(3)

Prerequisites: Math 3750 for 4751, 4751 for 4752.
 Point-set topology, sequences and series, metric spaces, Lebesgue integration. Offered in 1982-83 and alternate years.

4830 MATHEMATICAL MODELING (5)

Prerequisites: Math 2227 and 2375.
 Construction and analysis of mathematical models for problems in the real world. The problems will be chosen from a variety of fields, including the biological and social sciences. Offered in 1982-83 and alternate years.

4904 INDEPENDENT STUDY IN MATHEMATICS (1-5)

Prerequisite: Math 3300 and permission of the instructor.

4930 PRACTICUM IN MATHEMATICS (1-2)

Prerequisite: Permission of instructor.
 Practical experience in the PIC.

4935 MATHEMATICS SEMINAR (1)

Prerequisite: Math 2227.
 Topics of current interest are investigated and reported on by students. A maximum of 6 credits may be earned.

4936 SENIOR PROBLEM SEMINAR (1)

Prerequisite: Senior standing in Mathematics major.
 Faculty and students work together on the solutions of problems from a variety of fields in mathematics.

4945 INTERNSHIP IN MATHEMATICS (5-15)

Prerequisite: Senior standing in Mathematics or Mathematics-Economics major.

A significant learning experience to be obtained in a closely supervised work-study program.

4950 SPECIAL TOPICS IN MATHEMATICS (1-3)

Physics

Physicists study the changes, interactions, and properties of matter and energy and, as a result, strongly influence mankind's understanding of nature. In addition, as engineers create new technology based on principles first discovered by physicists, the social, economic, and political structures of society change. To help students grasp the intellectual impact of both theory and application, Seattle Pacific offers two undergraduate options described below. One, the traditional liberal arts physics major, concentrates on the theories and experiments of physics while providing maximum freedom to absorb the liberal arts. The other, engineering science with physics emphasis, helps prepare the student to apply physics in industry.

Requirements for the Major in Physics

A total of 45 credits in the discipline is required. At least 24 of these must be upper-division credits. Required courses are: Physics 2321, Intermediate Physics; Physics 3727, 3728, 3729, Electronics Laboratory; Physics 3311, 3312, 3313, Advanced Physics Laboratory; Physics 3710, 3711, Electricity and Magnetism; Physics 3841, Dynamics.

In addition, the student must take the physics seminar for credit and complete a senior laboratory project. The student must complete Chemistry 1211 and 1212 or equivalent and five more hours of chemistry, Engineering Science 2391, and mathematics through Mathematics 2227 or equivalent. (Students expecting to continue the study of physics in graduate school should consider taking additional courses in physics as well as Mathematics 3724, 3725, 3726, and maintain a grade-point average of 3.00 or above. A reading

knowledge of French, German or Russian is desirable. English 2205, Writing to Be Read, is recommended.) These studies apply toward the bachelor of science degree.

SUGGESTED FIRST YEAR PHYSICS CURRICULUM:

Autumn	Winter	Spring
Math 1225	Math 1226	Math 1227
Physics 1121	Physics 1122	Physics 1123
Elective	Elective	Elective or E.S. 1220

SUGGESTED SECOND YEAR PHYSICS CURRICULUM:

Autumn	Winter	Spring
Math 2375	Math 2226	Math 2227
Eng. Sci. 2391	Chem. 1212	Chem. 1213
Chem. 1211	Elective	Physics 2321

Requirements for the Major in Engineering Science (Physics Emphasis).

See "Engineering Science" section of this catalog.

COURSES

1101, 1102, 1103 GENERAL PHYSICS (5)(5)(5)

Prerequisites: Mathematics 1110 or equivalent for 1101, 1101 for 1102, 1102 for 1103.

General introduction to physics, intended for biology and pre-med majors. Mechanics, heat, sound, light, electricity and magnetism, atomic, molecular, and nuclear physics. Four lectures and one laboratory each week.

1121, 1122, 1123 PHYSICS FOR SCIENCE AND ENGINEERING (5)(5)(5)

Prerequisites: 1121 for 1122, 1122 for 1123. Mathematics 1225 is prerequisite to, or must be taken concurrently with, 1121. Introduction to physics using calculus. Mechanics, waves and oscillations, thermal physics, electricity, magnetism, and optics. Four lectures and one laboratory each week.

1140 PHYSICS OF SOUND (5)

Fundamentals of simple harmonic motion, nature of sound, transmission and reception of sound, pitch, quality, loudness, musical intervals, diatonic equal tempered scales, musical instruments, acoustics of instruments, acoustics of buildings, modern research in sound and acoustics.

1190 HONORS PHYSICS SEMINAR (1)

Prerequisite: Physics 1121, 1122 or 1123 must be taken concurrently. Permission required.

Directed study on current problems and research areas in physics. May be repeated up to a maximum of three credits.

1780, 3780 PHOTOGRAPHY (5 during quarter, 3 during interterm)

Prerequisite: 1780 or permission of instructor for 3780.
 Basic principles and equipment of photography, elements of composition and selected special techniques, practical application of fundamentals. Physics 1780 or 3780 do not apply toward a major in physics.

2321 INTERMEDIATE PHYSICS (5)

Prerequisites: Physics 1103 or 1123, and Mathematics 1227 (may be taken concurrently).

Introductory discussion of wave and quanta concepts with application to areas of contemporary physics such as atoms, nuclei and solids.

- 3270 HEALTH SCIENCE PHYSICS (4)
Basic principles of physics and their application in hospital, clinical and home situations. Special emphasis on kinetics, wave phenomenon, gas laws, thermal effects, electronic instrumentation and nuclear physics.
- 3311, 3312, 3313 ADVANCED PHYSICS LABORATORY (2)(2)(2)
Prerequisite: Physics 2321 for 3311, or may be taken concurrently. Integrated advanced laboratory course including experiments in optics, solid state physics, atomic physics and nuclear physics. Offered 1981-82 and alternate years.
- 3401 THERMODYNAMICS (4)
Prerequisites: Chemistry 1212, Physics 1103 or 1123 and Mathematics 1227 (either the mathematics or the physics may be taken concurrently).
Equilibrium and non-equilibrium properties of gases, liquids and solids from thermodynamic processes. Elements of statistical thermodynamics.
- 3710, 3711 ELECTRICITY AND MAGNETISM (3)(3)
Prerequisites: Physics 1103 or 1123 and Mathematics 1227 for 3710, 3710 for 3711.
General principles of electricity and magnetism and their application. Offered 1982-83.
- 3727, 3728, 3729 ELECTRONICS LABORATORY (3)(3)(3)
Prerequisite: Physics 1103 or 1123.
Instrument theory and application. Introduces transistors and integrated circuits, with special emphasis on applications to instrumentation. Elementary digital techniques.
- 3841 DYNAMICS (5)
(See Engineering Science 3841).
Offered 1982-83.
- 4911 SENIOR PROJECT LABORATORY (1-5)
Prerequisites: Physics 3313 and 3728 and senior standing.
Independent research directed toward satisfaction of requirement of senior project for graduation with major in physics. May be repeated for additional credit.
- 4905 INDEPENDENT STUDY IN PHYSICS (2-5)
Prerequisite: Permission of the physics faculty.
Independent study in the area of the student's choice as mutually agreed upon by the student and a physics faculty member.
- 4935 PHYSICS SEMINAR (1)
Prerequisite: Upper-division standing in physics major.
Seminar with both students and faculty participation on current problems and research areas in physics. May be repeated for additional credit.

Offered in Alternate Years

- 4241 ASTROPHYSICS (2-5)
Prerequisites: Physics 1103 or 1123, and Mathematics 1227.
Astronomical techniques and the distance scale, stellar interiors and evolution, special stellar types, galactic and extra-galactic astronomy, introduction to stellar atmospheres and solar system physics, cosmology. Not offered in 1981-82.
- 4242 ATMOSPHERIC SCIENCE (2-5)
Prerequisites: Physics 1103 or 1123, and Mathematics 1227.
Structure and composition of the atmosphere, radiative and convective processes: dynamics and distribution of the atmosphere; cloud physics; introduction to climatology and the upper atmosphere. Not offered in 1981-82.

- 4243 GEOPHYSICS (2-5)
Prerequisites: Physics 1103 or 1123, and Mathematics 1227.
Rotation and figure of the earth, gravity field, seismology, geomagnetism, heat flow, age and internal structure of the earth.
- 4341 ATOMIC PHYSICS AND QUANTUM MECHANICS (2-5)
Prerequisite: Physics 2321.
Basic principles of wave mechanics, travelling waves, bound states, the hydrogen atom, perturbation theory, one electron atoms, fine and hyperfine structure, Zeeman and Stark effects.
- 4391 NUCLEAR AND PARTICLE PHYSICS (2-5)
Prerequisite: Physics 4341 or permission.
Properties of nuclei; alpha, beta, and gamma emission; neutrons; interaction of radiation with matter; nuclear forces; nuclear fission; cosmic rays; detectors; accelerators. Offered 1982-83.
- 4441 STATISTICAL PHYSICS (2-5)
Prerequisite: Physics 3401.
Classical and quantum statistical mechanics, Bose and Dirac statistics and applications to physical systems. Offered 1981-82.
- 4491 SOLID STATE PHYSICS (2-5)
Prerequisite: Physics 2321, Physics 4441 recommended.
Lattice statics and dynamics, electrons and Fermi surfaces, transport phenomena, semiconductors, superconductivity. Offered 1981-82.

Natural and Mathematical Sciences Faculty

Professors

- KARL KRIENKE, JR., Ph.D.
Director, School of Natural and Mathematical Sciences; Mathematics and Physics
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.
- ROGER H. ANDERSON, Ph.D.
Physics and Philosophy
B.S., University of Washington, 1951; Ph.D., 1961; National Science Foundation Science Faculty Fellow, University of Illinois, 1968-69; Interdisciplinary Post-doctoral Fellow, Duke University, 1972-73; Senior Scientist at Gulf Research, 1978. At SPU since 1961.
- LeVON BALZER, Ph.D.
Biology and Education
Dean of Arts and Sciences
B.S., University of Oklahoma, 1959; M.N.S., 1960; Ph.D., Ohio State University, 1968. At SPU since 1975.
- DAVID C. BROOKS, Ph.D.
Mathematics and Computer Science
B.S., Seattle Pacific University, 1958; M.S., University of Washington, 1960; Ph.D., 1978. At SPU since 1967.

- GRAYSON CAPP, Ph.D.
Chemistry; Coordinator, Pre-Professional Health Science Program
B.S., Seattle Pacific University, 1958; M.S., University of Oregon, 1961; Ph.D., 1966; National Institute of Health Post-doctoral Fellow, Duke University, 1966-68. At SPU since 1968.
- JAMES H. CRICHTON, Ph.D.
Physics and Engineering Science
B.S., Seattle Pacific University, 1959; Ph.D., University of California, 1965; National Science Foundation Faculty Fellow, University of Washington, 1971-72. At SPU since 1965.
- SAMUEL L. DUNN, Ph.D.
Mathematics; Dean of Graduate, Professional and Continuing Studies
B.A., Olivet Nazarene College, 1961; B.S., 1962; M.S., University of Wisconsin, 1964; Ph.D., 1969. At SPU since 1968.
- ROBERT C. HUGHSON, M.S.
Engineering Science and Physics; MSLC Laboratory Manager
B.S., Seattle Pacific University, 1959; M.S., University of Washington, 1961. At SPU part-time 1960-61; full-time since 1961.
- DONALD D. KERLEE, Ph.D.
Physics; Director of Planning Research
B.S., Seattle Pacific University, 1951; Ph.D., University of Washington, 1956. At SPU 1956-69 and since 1974.
- PAUL A. LEPSE, Ph.D.
Chemistry
B.S., Seattle Pacific University, 1958; Ph.D., University of Washington, 1961; National Science Foundation Post-doctoral Fellow, University of Munich, 1961-62. At SPU since 1962.
- WESLEY E. LINGREN, Ph.D.
Chemistry; Coordinator, General Honors Program
B.S., Seattle Pacific University, 1952; M.S., University of Washington, 1954; Ph.D., 1962; National Science Foundation Science Faculty Fellow, Yale University, 1967-68. At SPU part-time 1961-62; full-time since 1962.
- LLOYD J. MONTZINGO, Ph.D.
Mathematics
B.A., Houghton College, 1949; M.A., State University of New York at Buffalo, 1951; Ph.D., 1961; National Science Foundation Fellow, University of Washington, 1970-71. At SPU since 1962.
- A. KENNETH MOORE, Ph.D.
Biology; Coordinator, Environmental Studies Program
B.A., Evangel College, 1960; M.A., University of Missouri, 1963; Ph.D., University of New Mexico, 1975. At SPU since 1975.

- HUGH NUTLEY, Ph.D.
Physics, Engineering Science and Computer Science
B.S., Massachusetts Institute of Technology, 1954; Ph.D., University of Washington, 1960; B.A. (English), 1973; M.A. (English), 1974; M.S. (Chemical Engineering), 1976. Professional Electrical Engineer, Washington State License, 1981. At SPU since 1966.
- RONALD C. PHILLIPS, Ph.D.
Biology
B.S., Wheaton College, 1954; M.S., Florida State University, 1956; Ph.D., University of Washington, 1972. At SPU since 1961.
- ROSS F. SHAW, Ph.D.
Biology
Director of Blakely Programs
B.S., Seattle Pacific University, 1952; M.A., University of South Dakota, 1958; Ph.D., University of Iowa, 1961. At SPU since 1965.

Associate Professors

- ANDREA H. HAZLITT, Ph.D.
Chemistry
B.A., Rice University, 1969; Ph.D., Tufts University, 1972. At SPU since 1973.
- A. JOYCE OSTRANDER, Ph.D.
Home Economics
B.S., Oregon State University, 1957; M.S., Purdue University, 1959; Ph.D., University of Tennessee, 1968. At SPU since 1976.
- 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.

Assistant Professors

- BARBARA J. BOVY, Ph.D.
Home Economics; Education and Management
B.S., University of Idaho, 1960; M.A., University of Washington, 1971; Ph.D., 1979. At SPU since 1978.
- LOIS R. CALDWELL, M.A.
Home Economics
B.S., University of Washington, 1945; M.A., 1974; Vocational Certification for Community Colleges, Washington State, 1970. At SPU since 1977.
- GARY R. FICK, M.L.S.
Bibliographic Specialist in Natural and Mathematical Sciences
B.A., State University of New York, Buffalo, 1971; M.S., 1973; M.L.S., 1974. At SPU since 1974.
- JERRY JOHNSON, Ph.C.
Mathematics/Mathematics Education
B.A., Augsburg College, 1970; M.A. California Institute of Technology, 1971; M.S., University of California at Los Angeles, 1976; Ph.C., University of Washington, 1979. At SPU since 1980.

- LYLE PETER, Ph.D.
Chemistry
B.S., Seattle Pacific University, 1972; Ph.D., University of Washington, 1979. At SPU since 1979.
- DENNIS RUSSELL, Ph.D.
Biology
B.A., Cascade College, 1967; M.S., University of Washington, 1969; Ph.D., University of Hawaii, 1973. At SPU since 1978.
- LISA A. TOMLIN, M.S.
Mathematics
B.S., Wheaton College, 1978; M.S., University of Illinois, 1980. At SPU since 1980.
- STELLA WARNICK, M.A.
Home Economics
B.S., Washington State University, 1965; M.A., University of Washington, 1970. At SPU since 1977.

Instructors

- JANET B. BUCK, B.S.
Mathematics
B.S., Seattle Pacific University, 1955. At SPU since 1957.
- GWEN ROSS, M.S.
Home Economics
B.S., Washington State University, 1965; M.A., University of Washington, 1970. At SPU since 1977.

Part-time Lecturers

- PATRICIA ALBISTON, B.S.
Home Economics
B.S., Iowa State University, 1974.
- ROBERT CONNELL, B.F.A.
Home Economics
B.F.A., University of Washington, 1970.
- ROGER L. COX, M.S.
Computer Science
B.A., B.S., Olivet Nazarene College, 1969; M.S., Indiana University, 1972; M.S., University of South Mississippi, 1977.
- ABBIE E. DALE, M.S.
Home Economics
B.S., University of Washington, 1962; M.S., 1966. At SPU since 1967.
- ROBERT EMERSON, B.S.
Computer Science/Mathematics
B.S., Seattle Pacific University, 1975.
- JAMES GUPTILL, Ph.C.
Mathematics
B.A., Washington State University, 1973; Ph.C., University of Washington, 1979.
- JENET HAROLD, B.S.
Home Economics
B.S., Seattle Pacific University, 1968.

- NANCY HUTCHINS, Ph.D.
Home Economics
B.S., Oregon State University, 1966; M.S., 1969; Ph.D., University of Washington, 1977.
- JOHN E. KROPF, M.S.E.E.
Computer Science; Director of Computer Services
B.S.E.E., University of Washington, 1960; M.S.E.E., U.S. Naval Postgraduate School, 1964. At SPU since 1974.
- NILMAR MOLVIK, M.Ed.
Mathematics
B.S., Seattle Pacific University, 1955; M.Ed., Seattle Pacific University, 1963.
- JAMES WALKER, M.Ed., M.S.
Mathematics
B.S., University of Washington, 1964; M.S., Seattle University, 1970; M.Ed., University of Washington, 1971.

Emeriti

- FLORA M. BURNS, B.A.
Home Economics
B.A., University of Washington, 1955. At SPU 1955-74. Emerita since 1974.
- BURTON D. DIETZMAN, M.A.
Chemistry
B.S., Greenville College, 1934; M.A., Indiana University, 1940. At SPU 1946-73. Emeritus since 1973.
- DOROTHY BOYD KREIDER, B.S.
Home Economics
B.A., Seattle Pacific University, 1933; B.A. in Ed., 1934; B.S., University of Illinois, 1954; Graduate Studies at Columbia University, 1958-60. At SPU 1940-41, 1942-44, and 1945-77. Emerita since 1977.
- OTTO M. MILLER, M.S., Sc.D.
Physics
B.S., University of Nebraska, 1926; M.S., Kansas State College, 1932; Sc.D., Seattle Pacific University, 1959. At SPU 1937-66. Emeritus since 1966.
- CHARLES F. SHOCKEY, Ed.D.
Biology
B.S., University of Washington, 1935; M.S., Oregon State University, 1940; Ed.D., University of Michigan, 1948. At SPU 1935-36, 1941-42 and 1944-72. Emeritus since 1972.
- HAROLD T. WIEBE, Ph.D.
Biology
B.A., Greenville College, 1939; M.A., University of Illinois, 1940; Ph.D., 1950. At SPU 1952-78. Emeritus since 1978.

PHYSICAL EDUCATION & ATHLETICS



The goal of the School of Physical Education and Athletics is to promote a physically active lifestyle. Faculty within the School believe that regular physical activity is unique in its ability to maintain or enhance the body's functional capacity. A person who exercises regularly not only becomes a healthier human being but is also demonstrating responsible Christian stewardship of the body that God created. Similarly to physical activity and athletic competition, leisure activities can also have a variety of life-enriching benefits beyond physical health.

Students at Seattle Pacific take advantage of a wide range of physical education opportunities with the School ranging from academic courses to intramural and varsity athletics to a master's degree in athletic administration.

The Leisure Activities Program with its emphasis on lifetime sports, perhaps has the greatest potential for positive impact on its participants. Leisure activities can have life-enriching benefits beyond physical health. The focus on this program is not on skill development only but also on the value of physical activity to human well-being. Inherent in this approach is developing a sensitivity to the interdependent relationship between the individual and the natural environment.

In addition to physical education courses and leisure activities pursuits, the School encompasses the athletic department. SPU competes in the NCAA Division II for men and AIAW Division II for women. Varsity sports include basketball, soccer, track & field, cross country, crew, tennis and gymnastics.

Admission to Majors in the School of Physical Education and Athletics

In order to be admitted to "Declared Major" status in Physical Education, a student must complete the following procedure:

1. Submit an application form which is available in the Office of the Director.
2. Demonstrate college level academic ability by successful completion of one year (45 quarter hours) of acceptable college work.
3. Prepare a written statement of goals and objectives in the field of Physical Education or Leisure and Recreation.
4. If a transfer student, submit an official transcript of work taken elsewhere, for evaluation by the faculty in the area of specialization.

Professional Preparation in Physical Education

Students majoring in physical education must complete P.E. 2310, 2315, 2320 (Fitness) and five additional credits from 2320-2350, as well as G.S. 1120, BIO 2129, 2130, P.E. 2100, 2550, 3570, 3575, 3580, 4560, 4940 (two credits) and 14 credits of P.E. electives, of which 10 must be upper division and no more than four may be from 3520-3550. Majors pursuing a teaching credential must take either P.E. 3510 or 3515, and must complete P.E. 4545 and 4550.

Students choosing physical education as a secondary teaching area (minor) must complete 20 credits of P.E. including 3515 and nine additional upper division credits.

Professional Preparation in Leisure and Recreation

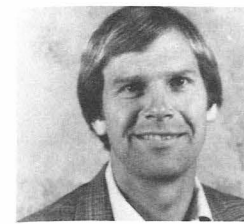
Students majoring in leisure and recreation must complete G.S. 1120, P.E. 2138, 2500, 2550, 3438, 3510, 3940, 4538, 4545, (15-17 credits), plus 12-15 required credits in one of three core areas:

1. Sports/Activities — P.E. 3560, and nine credits from 3520-3550
2. Health Fitness — P.E. 3570, 3580 3590, 4570, 4580
3. Camping — P.E. 2505, 4530 4535, NMS 1120, and 4 credits from P.E. 1110-1125.

Professional Preparation in Athletic Coaching

Students selecting an emphasis in athletic coaching should complete P.E. 2550, 2560, two credits from 3520-3550, 3560, 3570, 3580, 3590, 4560, and two credits of 4940.

Two graduate programs are available leading to a Sport Specialist Certificate or a Master of Education degree in Athletic Administration.



Robert Weathers, Curriculum Coordinator, School of P.E. & Athletics. "Exercise can be fun, but programs should be properly motivated and intelligently conducted on the basis of the best available information. It's exciting to see students adopt a more physically active lifestyle as an expression of good stewardship of their bodies. By doing so, they are optimizing their potential for service to God and humanity."

Professional Preparation in Health Education

Students choosing an emphasis in health education are encouraged to complete a broad general education, with elective courses in physiology and anatomy, as well as chemistry and biology when possible. They must also select a minimum of 20 credits from such courses as P.E. 2250, 3555, 4555; Home Ec. 1310 or 3340.

Intercollegiate Athletics

In keeping with the Seattle Pacific University policy of selective excellence, the athletic program offers opportunities for students to compete in several areas.

The Falcons are members of the N.C.A.A. Division II and field intercollegiate teams in the following sports: men's basketball, crew, soccer, tennis, track and cross country; women's basketball, gymnastics, tennis, track and cross country. Since the Falcons have enjoyed outstanding success over the years, they consistently compete against Division I universities in all sports while they hold membership in Division II.

The Intramural-Recreational Sport Program

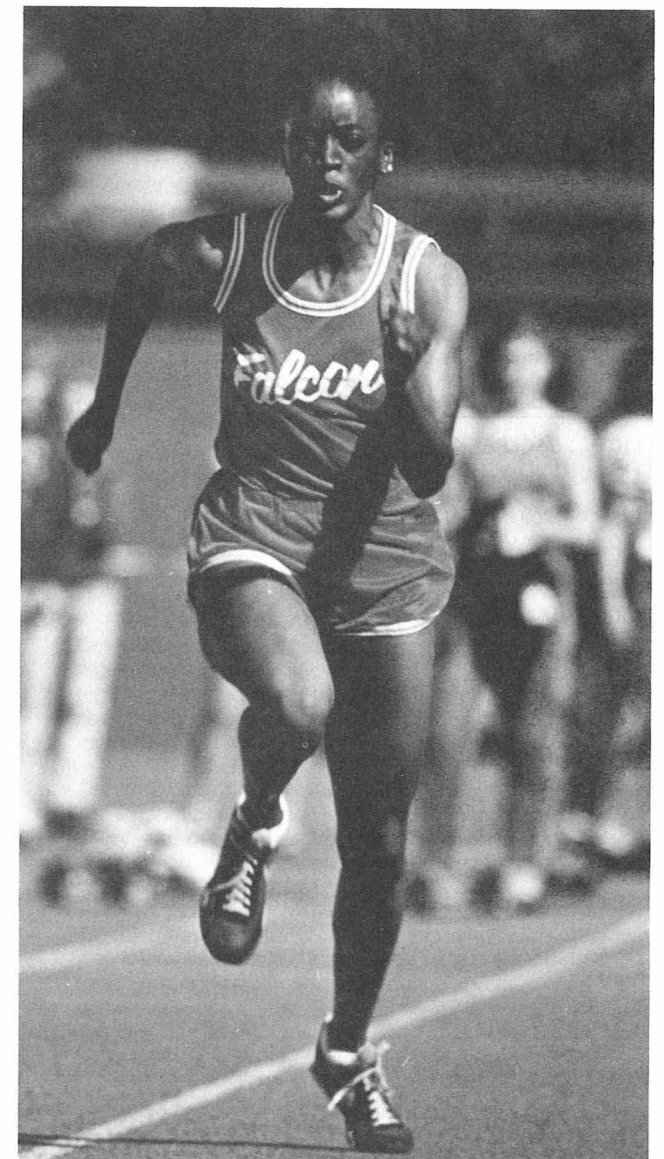
A comprehensive program of intramural and recreational sports activities is available for all students. These include organized tournaments, small group instruction, and free play. Recreational facilities are open to students seven days a week.

Leisure Activities Program

Leisure provides a unique opportunity to become a more fulfilled and complete person; it can be avoided, wasted, spent, or used creatively. The leisure program explores this whole question in terms of attitudes, options, and personal prescriptions through an introductory course entitled LEISURE VALUES. It also offers a complete spectrum of activity classes where basic skills can be learned and refined to the point of independent participation.

This is accomplished through a three-phase approach beginning with Phase I (BASIC INSTRUCTION). Phase II (PRACTICE) involves the development of a contract with the instructor in which the student identifies the particular skills and knowledge he/she would like to improve beyond the basic instructional level. The instructor serves as a resource person and regularly evaluates the progress of the student according to the objectives established at the beginning of the course when the two developed the contract. Each course has its specific types of skills that would lend themselves to further PRACTICE (which is the essential purpose of this level of experience). Outdoor recreation courses offer opportunities for planning and taking several overnight trips and evaluating the adequacy of preparation and problem-solving. Phase III (ADVANCED EXPERIENCE — INDEPENDENT STUDY) involves the development of an independent study contract with the instructor in which the

student identifies particular ways in which he/she intends to search out resources in the community for participation in the activity of his/her choice. This might involve joining a local outdoor club in its scheduled activities, or simply surveying the natural sites available for independent participation. The purpose of this level of involvement is for the student to gain independence from the university setting and actually begin to incorporate the selected activity into his/her own personal life style of leisure enjoyment. The instructor serves as a resource person and regularly assesses progress against the objectives identified at the beginning of the experience.



Clinics

- 1101 FOOTBALL CLINIC (1)
 1102 SOCCER CLINIC (1)
 1103 BASKETBALL CLINIC (1)
 1104 SOFTBALL CLINIC (1)
 1105 VOLLEYBALL CLINIC (1)

Intramurals

- 1200 FOOTBALL INTRAMURALS (1)
 1205 SOCCER INTRAMURALS (1)
 1210 BASKETBALL INTRAMURALS (1)
 1215 SOFTBALL INTRAMURALS (1)
 1220 VOLLEYBALL INTRAMURALS (1)

Varsity Athletics

- 1455 MEN'S BASKETBALL (1)
 1455 WOMEN'S BASKETBALL (1)
 1460 WOMEN'S GYMNASTICS (1)
 1465 CROSS COUNTRY (1)
 1470 MEN'S SOCCER (1)
 1475 TRACK AND FIELD (1)
 1480 MEN'S CREW (1)
 1481 WOMEN'S CREW (1)
 1490 MEN'S TENNIS (1)
 1491 WOMEN'S TENNIS (1)

General Skills**Phase I — Basic Instruction**

- 1110 BACKPACKING (2)
 1115 SNOWSHOEING (2)
 1120 ALPINE TRAVEL (2)
 1125 MOUNTAIN CLIMBING (2)
 1130 DOWNHILL SKIING (1)
 1135 CROSS COUNTRY SKIING (2)
 1145 CANOEING (1-2)
 1150 SAILING (2)
 1155 CYCLING (2)
 1160 CONDITIONING (2)
 1165 GYMNASTICS (2)
 1175 SWIMMING (2)
 1180 GOLF (2)
 1185 BADMINTON (2)
 1190 TENNIS (2)
 1195 SCUBA DIVING (2)

Phase II — Practice (Independent Study)**Prerequisite: Phase I**

- 2210 BACKPACKING (1)
 2215 SNOWSHOEING (1)
 2220 ALPINE TRAVEL (1)
 2225 MOUNTAIN CLIMBING (1)
 2230 DOWNHILL SKIING (1)
 2235 CROSS COUNTRY SKIING (1)
 2245 CANOEING (1)
 2250 SAILING (1)
 2255 CYCLING (1)
 2260 CONDITIONING (1)
 2265 GYMNASTICS (1)
 2275 SWIMMING (1)
 2280 GOLF (1)
 2285 BADMINTON (1)
 2290 TENNIS (1)

Phase III — Advanced Experience (Independent Study)**Prerequisite: Phase II**

- 3310 BACKPACKING (1)
 3315 SNOWSHOEING (1)
 3320 ALPINE TRAVEL (1)
 3325 MOUNTAIN CLIMBING (1)
 3330 DOWNHILL SKIING (1)
 3335 CROSS COUNTRY SKIING (1)
 3345 CANOEING (1)
 3350 SAILING (1)
 3355 CYCLING (1)
 3360 CONDITIONING (1)
 3365 GYMNASTICS (1)
 3375 SWIMMING (1)
 3380 GOLF (1)
 3385 BADMINTON (1)
 3390 TENNIS (1)
 3391 FOOTBALL (1)
 3392 SOCCER (1)
 3394 SOFTBALL (1)
 3395 VOLLEYBALL (1)

Skill Courses — Majors

(For students majoring or minoring in physical education).

- 2310 AQUATICS (2)
 An overview of water sports commonly encountered in institutional programs. Emphasizes water safety and basic skills.
- 2315 GYMNASTICS (2)
 A comprehensive overview emphasizing proper teaching techniques and progressions, spotting, and successful performance of beginning to intermediate skills.
- 2320 FITNESS/BADMINTON (1-2)
 Fitness activities designed to enhance physical fitness. Emphasizes principles and techniques of safe participation. Badminton skills, techniques, principles, tactics including rules, strategy, and teaching/coaching techniques. Either or both segments may be taken.
- 2325 RHYTHMIC ACTIVITIES (2)
 An overview of rhythmic activities common to physical education programs — basic skills and teaching progressions.

2330 VOLLEYBALL/BASKETBALL (1-2)

Skills, techniques, principles, and tactics of both sports; including rules, strategy, and teaching techniques. Either or both segments may be taken.

2335 SOFTBALL/TENNIS (1-2)

Skills, techniques, principles, and tactics of both sports; including rules, strategy, and teaching techniques. Either or both segments may be taken.

2340 TRACK AND FIELD (2)

Emphasis on skills and techniques in the performance and teaching/coaching of track and field. The learner will be expected to participate in the various events involved in this sport.

2350 SOCCER/FOOTBALL (1-2)

Soccer — emphasis on skills and techniques, principles and tactics. The learner will be able to teach and perform to a reasonable level of skill. Football — emphasis on the development of personal knowledge and skill in the principles and techniques for the purpose of teaching, increased skill level, and general appreciation of the game. Either or both segments may be taken.

Lower Division Theory**2100 INTRODUCTION TO HEALTH, P.E. AND ATHLETICS (3)**

An overview of the history, principles, and functions of health, physical education and athletic programs in the schools.

2138 INTRODUCTION TO RECREATION (3)

Acquainting students with selected recreation and camping organizations and their unique styles and philosophies, and dealing with the practical skills necessary for recreational leadership.

2450 WILDERNESS SURVIVAL (2)

An in-depth exploration of the skills needed to personally survive in the wilderness using one's knowledge as well as equipment for support. Survival in the wilderness itself is stressed, and several field trips will provide experience and put theory into practice.

2500 LEISURE VALUES (2)

An exploration of one's self and the phenomenon of leisure in our culture, emphasizing personal growth and awareness to allow one increasingly to enjoy more with less dependence on material support. This course stresses the achievement of leisure as a time to find out who you are and then ultimately as a time to BE.

2505 ADVANCED SWIMMING AND LIFESAVING (3)

Principles and techniques of swimming, water safety, and life-saving. Emphasizes the nine basic strokes and the requirements for Advanced Lifesaving certification by the American Red Cross.

2550 FIRST AID AND C.P.R. (3)

Basic skills of accident prevention and emergency treatment of injury and illness. Topics include: legal liability and accident response, respiratory emergencies and artificial respiration, circulatory emergencies and cardio-pulmonary resuscitation (C.P.R.), hemorrhage control, shock, sudden illness, burns, injuries from exposure to heat and cold, poisoning, drug abuse emergencies, bone and joint injuries, rescue and transfer, as well as coverage of specific injuries. Accident simulations are staged to gain practice in emergency care. Successful completion of the course leads to Red Cross certification in STANDARD FIRST AID AND PERSONAL SAFETY, as well as C.P.R.

2560 OFFICIATING (2)

The general principles and techniques of officiating applicable to most competitive situations. Familiarization with affiliations, governing bodies, etc. included.

Upper Division Theory**3438 RECREATION LEADERSHIP (5)**

Divided between theory and practice, topics include: Theories of leadership, leadership role in recreation, introduction to planning, the master plan, programming principles, promotion, motivation and principles of evaluation.

3448 WILDERNESS LEADERSHIP (2)

Designed for people who already possess basic wilderness survival and appreciation skills, emphasizing ways of organizing and communicating these skills to others. Leader responsibility and safety parameters are discussed, and each student is encouraged to begin formulating his/her own unique approach to wilderness leadership.

3505 WATER SAFETY INSTRUCTOR (3)

Methods in the teaching of swimming, water safety, and life-saving, with attention to "perfection" of personal skills in the water. Appropriate performance will lead to American Red Cross Water Safety Instructor certification.

3510 PHYSICAL EDUCATION FOR CHILDREN (3)

Exploring and experiencing a variety of large motor skills and related movement patterns used in the activities of children.

3515 SECONDARY PHYSICAL EDUCATION (3)

Activities, materials and methods for teaching physical education in secondary schools. Provides opportunity to write objectives and lesson plans and to teach short skill segments. Addresses current trends and problems in secondary physical education.

3520 PRINCIPLES OF COACHING BASKETBALL (2)

Advanced techniques of coaching, as well as principles of the organization and conduct of competitive play, including officiating.

3525 PRINCIPLES OF COACHING TRACK AND FIELD (2)

Analysis of performance and the improvement of techniques as a consequence of the application of sound principles of teaching and learning.

3530 PRINCIPLES OF COACHING VOLLEYBALL (2)

Emphasizes serve, setting, the spike, blocking, offensive and defensive strategy, organization of practice time, and activity-class organization and drills.

3535 PRINCIPLES OF COACHING GYMNASTICS (2)

Designed for the undergraduate, the course deals with techniques of coaching women's gymnastics, including skill analysis, teaching techniques and progressions, spotting, routine choreography, and the application of mechanical principles to gymnastics performance.

3540 PRINCIPLES OF COACHING TENNIS (2)

Teaching groups and individuals the fundamental skills of tennis, emphasizing techniques of teaching ground strokes, serve, volley, and overhead; strategy and tactics; activity-class organization and drills; varsity and j.v. organization with team drills, and a review of USTA rules.

3545 PRINCIPLES OF COACHING SOCCER (2)

Teaching basic rudiments of soccer including definition of terms, distinctions between techniques and tactics, organizing and administering a program, and appreciating and evaluating the game.

3550 PRINCIPLES OF COACHING SOFTBALL AND BASEBALL (2)

Techniques of coaching including principles of practice organization, selection of drills, and conduct of competitive play.

- 3555 YOUTH HEALTH PROBLEMS (3)
Identification of and approaches for dealings with common problems among youth such as child abuse, V.D., suicide, and drugs.
- 3560 PSYCHOLOGY OF COACHING (3)
A study of the relationships among all the participants in the contest — coach, athlete, official and spectator — and their affect on the performance of the athlete and the outcome of the contest.
- 3570 KINESIOLOGY (3)
Prerequisites: Biology 2129, Permission of Instructor. The structure and function of the musculo-skeletal systems with the application of selected mechanical principles to the improvement of teaching, learning, and performance of motor skills.
- 3580 EXERCISE PHYSIOLOGY (3)
Prerequisites: Biology 2129
Description and explanation of physiological responses and adaptations to exercise, emphasizing improvement of athletic performance and understanding the mechanisms whereby exercise may enhance health.
- 3590 CARE AND PREVENTION OF ATHLETIC INJURIES (3)
Prerequisites: Biology 2129, Permission of Instructor.
The role of the coach in the prevention, treatment, and rehabilitation of injuries related to athletic activities, with particular emphasis on practical experience in the techniques of supportive taping, and to the development of a comprehensive conditioning program.
- 4530/6530 CAMPING FOUNDATIONS (3)
The historical and educational foundations of camping ministries, the camping market and existing services meeting this need. The students will determine the foundations needed for operating camp (philosophy, goals, market, and marketing strategies).
- 4535/6535 CAMP COUNSELING AND PROGRAMMING (3)
A laboratory field experience for persons interested in group camping including consideration of the philosophy and objectives of camping, exploration of principles of organization and administration and techniques of leadership in realistic camp situations. Particular attention given to the place of recreation in the comprehensive camp program.
- 4538/6538 SEMINAR IN RECREATION MANAGEMENT (3)
Emphasis on management functions of recreation and camp administration including: budgeting, personnel, public relations, recruitment of campers, fund raising, staffing, goals and objectives, food service, properties management and long range planning.
- 4545 ADAPTIVE AND CORRECTIVE P.E.
(Recommended prerequisite: P.E. 3570)
A study of physical disabilities and how physical education activities can be matched with the disabled person's need for participation and/or correction.
- 4550 MEASUREMENT AND EVALUATION IN P.E. (2)
Techniques for evaluation of students in physical education classes. Covers philosophy of grading in addition to familiarization with specific tests and basic statistical methods.
- 4555 HEALTH METHODS AND CURRICULUM (2)
Prerequisite: P.E. 3555 or Permission of Instructor
Curriculum development, material selection, and methods of health instruction in the schools. Emphasizes acquaintance with agencies which provide resources.
- 4560 PSYCHO-SOCIAL ASPECTS OF HEALTH, P.E., RECREATION AND ATHLETICS (3)
An exploration of the meaning(s) of sport, play, health, and recreation in our particular culture and sub-cultures, including the politics and psycho-socio aspects of organized sport (display), as well as less organized aspects of play; the role of physical challenge as a vision-quest and a metaphor of life; the future shape of sport and play in our culture and our world.
- 4565 ORGANIZATION AND ADMINISTRATION OF HEALTH, P.E. AND ATHLETICS (3)
Organization and administrative theory applied to the unique problems of school programs in health, physical education and athletics, including program development, personnel management, budgeting, and facility management.
- 4570 MECHANICAL ANALYSIS (2)
Prerequisite: P.E. 3570
A study of human movement from a mechanical perspective, emphasizing kinematic and kinetic analysis of sport activities selected by each student.
- 4580 ADVANCED EXERCISE
Prerequisite: P.E. 3580
An in-depth consideration of selected topics of particular interest to the students enrolled, utilizing a symposium approach. All students will report on their chosen projects.
- 4590 ADVANCED ATHLETIC TRAINING TECHNIQUES (2)
Prerequisite: P.E. 3590
Study of the basic scientific principles and techniques of the prevention, recognition, and treatment of injuries to athletes, emphasizing etiology and mechanisms of injury and subsequent pathology and manifestations, and principles of organization and administration of the athletic training room.
- 4595 PHYSICAL EDUCATION CURRICULUM (3)
Acquaints physical education majors with the complexity of the secondary school physical education program and assists students in the process of developing a curriculum for both the junior and senior high levels.

Independent Study/Internship

- 4900 INDEPENDENT STUDY (1-5)
4940/6940 INTERNSHIP (2-15)

Sport Specialist/Athletic Administration

- 6500 SPORT AND SOCIETY (3)
A study of sport in a social-cultural context with specific emphasis on such issues as the purpose of sport where individuals or societies are concerned; sport and minority participation; sport and play or display; sport and the religious; sport and politics.
- 6530 CAMPING FOUNDATIONS (3)
(Religion 6530)
The historical and educational foundations of camping ministries. Examines the camping market and existing services meeting this need. The students will determine the foundations needed for operating camp (philosophy, goals, market, and marketing strategies). Research paper required.
- 6535 CAMP COUNSELING & PROGRAMMING (3)
(Religion 6535)
A laboratory field experience for persons interested in group camping including consideration of the philosophy and objectives of camping, exploration of principles of organization and administration, and techniques of leadership in realistic camp situations. Particular attention is given to the place of recreation in the comprehensive camp program. Research paper required.
- 6538 SEMINAR IN RECREATION MANAGEMENT (3)
Emphasis on management functions of recreation and camp administration including: budgeting, personnel, public relations, recruitment of campers, fund raising, staffing, goals and objectives, food service, properties management and long range planning. Research paper required.
- 6600 ORGANIZATION AND ADMINISTRATION OF SPORTS PROGRAMS (3)
Principles of organization and administration, including the delineation of purpose, program development, personnel management, budgeting, purchasing, and evaluation.
- 6720 BASKETBALL FOR THE SPORT SPECIALIST (3)
Advanced coaching techniques, analyzing complete offenses and defenses by breaking them down into drills and organizing them into practice sessions, and examining how to scout and prepare for an opponent.
- 6725 TRACK AND FIELD FOR THE SPORT SPECIALIST (3)
The science and technique of coaching track and field, including a study of the mechanics of performance, skill analysis, and individual and team motivation.
- 6730 GYMNASTICS FOR THE SPORT SPECIALIST (3)
Advanced techniques of coaching women's gymnastics, including skill analysis, teaching techniques and progressions, spotting techniques, routine choreography, and the application of mechanical principles to gymnastics performance.
- 6735 TENNIS FOR THE SPORT SPECIALIST (3)
Devoted to the methods of teaching groups and individuals the fundamental skills of tennis, emphasizing techniques of teaching ground strokes, serve, volley and overhead; strategy and tactics; activity-class organization and team drills; and review of the USTA rules.
- 6740 SOCCER FOR THE SPORT SPECIALIST (3)
A philosophical and practical treatment of the principles of soccer coaching, providing the student with basic rudiments of the game; how to appreciate and evaluate the game; learning to demonstrate basic techniques in order to teach same to beginning, intermediate, and senior players; developing a coaching manual.

- 6780 WHAT RESEARCH SAYS ABOUT THE ATHLETE (3)
A review of selected research with the intent of applying relevant findings to the improvement of teaching, learning and performing. The areas of inquiry will include physical and psychological stress, basic physics and bio-mechanics, nutrition, motor learning, and motor performance.
- 6790 SEMINAR IN SPORTS MEDICINE (3)
The role of the coach in the prevention, treatment, and rehabilitation of athletic injuries; development of a comprehensive conditioning program; practical experience in the techniques of strapping and the utilization of treatment modalities.
- 6795 PSYCHOLOGICAL FACTORS IN SPORTS AND ATHLETICS (3)
A specifically designed course for coaches and/or graduate level students entering the coaching profession. Involves a study of the relationships that exist among all participants in the contest: player, coach, official, and spectator, and the effect these relationships have on the performance of the athlete.
- 6940 INTERNSHIP (3)

Physical Education and Athletics Faculty

Associate Professors

- SHARON E. STROBLE, M.S.
Physical Education
B.S., Seattle Pacific University, 1959; M.S., University of North Carolina at Greensboro, 1965. At SPU since 1964.
- ROBERT WEATHERS, Ed.D.
Coordinator of Physical Education
B.S., John Brown University, 1967; M.Ed., University of Arkansas, 1969; Ed.D., Brigham Young University, 1975. At SPU since 1978.

Assistant Professors

- ROBERT E. GRAMS, M.S.
Head Athletic Trainer
B.A., Washington State University, 1975; M.S., University of Arizona, 1976. At SPU since 1976.
- DORIS BROWN HERITAGE, M.Ed.
Track and Field Coach, Women
B.S., Seattle Pacific University, 1964; M.Ed., 1975. AT SPU since 1969.
- C. CLIFFORD McCRATH, M.Div.
Soccer Coach, Men
B.A., Wheaton College, 1958; M.Div., Gordon Divinity School, 1964. At SPU since 1970.
- KEITH M. SWAGERTY, M.A.
P.E., Recreation and Leisure
B.A., University of the Pacific, 1967; M.A., Seattle Pacific University, 1974. At SPU since 1970.

Lecturer

LAUREL ANDERSON TINDALL, B.A.
Gymnastics Coach, Women
B.A., Seattle Pacific University, 1975. At SPU since 1975.

Teaching Assistant

ANN STEFFEN, B.S.
Varsity Basketball Coach, Women
Intramural Director
B.S., Pacific Lutheran University, 1978. At SPU since 1978.

Professional Staff

KEITH R. PHILLIPS, M.Ed.
Director of Athletics
B.S., Seattle Pacific University, 1956; M.Ed., Central Washington State College, 1961. At SPU since 1980.

JAMES POTEET, M.A.
Head Basketball Coach and Assistant Athletics Director for Sport Promotion
B.A., Pasadena College, 1963; M.A., California State — L.A., 1966. At SPU since 1980.

CLAUDE L. TERRY, B.A.
Assistant Basketball Coach
B.A., Stanford University, 1972. At SPU since 1980.

RELIGION



The School of Religion upholds the University's commitment to a fully-integrated world view which views life as intimately related to all of God's creation. The School believes that Biblical truth is the integrating core of life and learning and is best expressed in the philosophy of "unity in diversity."

To that end, courses offered within the School contribute toward this educational philosophy. Conversely, subjects taught throughout the University provide breadth and perspective for fields of concentration available in religion. Thus the School of Religion draws strength from its presence within the academic setting of the entire University.

In addition to providing Foundational Studies in General Education, the School of Religion offers undergraduate majors in Biblical studies, Christian education, Christian ministries, Christian mission, religion, religion/Greek and religion/philosophy. General honors students in the School of Religion may design their own individual pattern of courses, incorporating the essential features of the University's General Honors program.

At the graduate level, the School coordinates master of arts and master of Christian ministries programs. Organized around a core of religion studies, these master's degrees draw from strengths within various disciplines at Seattle Pacific. The MCM program uses experts in many areas of Christian ministries as internship supervisors.

Pre-Professional Studies

PRE-MINISTERIAL

The Association of Theological Schools suggests guidelines for the undergraduate education of ministers. They emphasize the importance for each pre-ministerial student to develop abilities to face life with a balanced perspective. Academic and practical preparation for the ministry begins with an understanding of people and the factors that contribute to their behavior. In the School of Religion, students will receive help in planning their college careers to gain this understanding, while building the foundation in Biblical and religion studies recommended by ATS.

PRE-MISSION

The missionary aim is written into the very foundation of Seattle Pacific University. It is perpetuated by focusing attention on the Christian mission in both classroom and extra-class activities. The shrinking of the world by air travel, the explosion of knowledge, and the rapid advance of technology make it imperative that mission studies include an introduction to the sciences as well as to the technology of communication. Foundational studies in these areas, and in Biblical and theological courses, form the collegiate part of a major in Christian missions. Seattle Pacific is well equipped to provide the necessary course work, laboratory experience, and challenges to insure personal growth of students preparing for world missions today. The SPU student body is also involved in Christian outreach in a number of ways. Officially, their support is channeled through the student association in what is known as OPERATION OUTREACH. The entire University community joins together and each year the students select their own representatives who serve a summer in either home or overseas situations.

Effective ministry abroad in today's world is also being performed by "non-professional missionaries." These serve with integrity as doctors, nurses, teachers, engineers, technicians, in the diplomatic corps, and the like. In and through their professions and during their free time they serve the cause of Christ in numerous ways. Seattle Pacific offers pre-medical, pre-dental, pre-engineering, pre-law, nursing, teacher education, political science and other pre-professional and professional courses which help prepare students for these professions in this kind of service abroad. Those considering non-professional missionary service are encouraged to include electives from Religion and Christian Mission courses in consultation with a missions professor.

CHRISTIAN EDUCATION

The field of Christian Education is broad. The term often refers to the entire program of a Christian college. Some use it in reference to the ministry of a Christian elementary or secondary school. Others relate it to the programs of Bible colleges or schools. Most often it refers to the educational ministries of a church or denomination. The School of



R. Larry Shelton, Director, School of Religion. "In the School of Religion, courses in Biblical studies, theology and ministry provide a foundation of values which serves to integrate faith and learning. Upon that foundation, students build a Christian world-view and an understanding of Christian stewardship for all of life. Together, we seek to see truth as a whole and life as a sacrament for the glory of God."

Religion thinks of Christian Education in all of these terms and makes curricular suggestions in every area.

1. Seattle Pacific University provides professional preparation for teaching in Christian elementary or secondary schools. This preparation, directed by the School of Education, leads to certification by the state. To combine this curriculum with a specialization in bible or Religion requires extra time because the education curriculum is so highly specified.
2. The University also provides undergraduate majors in many fields of knowledge in which a person might teach in a Christian college. The various disciplines aid students in securing admission to graduate schools to prepare specifically for teaching at the college level. Those who plan to teach secular subjects in a Christian college should pursue a religion major along with their other major field.
3. The School of Religion offers a Religion-Teaching concentration designed as undergraduate preparation for those planning to teach religion in a Bible school or college. It combines courses in education, psychology and speech with the basic core in Bible and religion.

CHRISTIAN MINISTRIES

This term is used to include such services as the educational ministry of the church, specialized youth ministries, Sunday school ministry, para-church ministries, pastor's lay assistants, greater than average services as a lay person.

Many of these ministries are non-professional. Various programs of study are available to enable persons to participate in their anticipated ministries. If one is not already constructed, usually it can be built on an individual basis to meet the need. Most of these majors will be interdisciplinary. Beginning with a core of Bible and religion courses, they draw from courses in several other disciplines, such as education, psychology, sociology, or communication as needed to meet the specific objectives of the student.

Undergraduate Curricula

Admission to Majors in the School of Religion

In order to be admitted to "Declared Major" status in the School of Religion, a student must have a cumulative g.p.a. of 2.00 or higher in all previous college credits, and have attained at least a "C + " grade (2.3 grade-point) in the introductory disciplinary course. When these criteria have been met, an application for admission to the School of Religion must be presented to the Director of the School of Religion. This will include the following:

1. Tentative, brief statement of career goals.
2. Verification that a preliminary outline of course of study and time plan for completion of that course has been worked out with student's academic advisor in the School of Religion.

3. For the Christian Education major, Religion 2560, "Foundations for Educational Ministry," with a "C" grade or above.
4. For the Christian Missions major, Religion 1480, "Introduction to the Christian Mission," with a "C" grade or above.

Requirements for Majors

RELIGION

1. Biblical Literature	18
a. 1101, 1201 and 4620 plus 3 hours upper division Biblical Literature	
	or
b. 1100, 4620 plus 8 hours upper division Biblical Literature	
2. World Religions [Rel. 3643 (5), 4445 (3), 4489 (5), 4498 (3)] 1 of 4	3-5
3. Christian Theology (2620 required plus 5 hours chosen from 2627, 4610, 4620, 4622	10
4. Church History 3600	5
5. Christian Ministry	
a. Orientation to Christian Ministry 2700	5
b. *Christian Ministry Field Experience 2701	2
6. Philosophy 1100 or 1101	5
7. Philosophy of Religion 4631	5
	Total 53-55
	<u>26-28 40</u>

It is recommended that all School of Religion majors meet the Cultural Investigation of Christian Scholarship and Service with a Philosophy course when possible, or with Rel. 3401 . . 3

*Must be taken with Rel. 2700 Orientation to Christian Ministry

BIBLICAL STUDIES

A pre-professional curriculum for those who want more extensive study in Biblical Literature, preparation for lay teaching, or a foundation for graduate studies:

1. Biblical Literature	26
a. 1101 and 1201 plus 16 hours of upper division courses (may include Rel. 4620) or	
b. 1100 plus 21 hours of upper division courses (may in- clude Rel. 4620) or	
c. May include 6 hours of upper division Greek (3308, 3309, or 4295)	
2. Cognate Biblical Studies	5
3. Basic Theology (including 2620 or 4620)	10
4. Church History 3600	5
5. Christian Education or Missions	5
6. Required supporting courses	
a. Philosophy 1100 or 1101	5
b. Anthropology 4432, Philosophy 2705, or Philosophy 4450	3
	Total 59; Upper Division 25

00 credits at SPU - 15

Those who wish to prepare themselves for a non-professional Bible teaching ministry should add Communication 3501, Education 4401, 4433, 5613, and Psychology 4420.

CHRISTIAN MISSION

Recommended as preparation for career missionaries, both clergy and laity.

- 1. Biblical Literature 15-16
 - a. 1101 and 1201 plus a 5-hour upper division course or two 3-hour upper division courses **or**
 - b. 1100 plus 10 hours of upper division courses (may include Rel. 4620)
- 2. Basic Theology 10
(Including 2620 or 4620)
- 3. Christian Mission 8
 - a. Theology and Missions 8
1480 and 4383
 - b. History and Missions 5
3600
 - c. Method and Missions 10
Select from 3401, 4480, 4487, 4488
- 4. World Religions 10
Select from 4445, 4489, 4498
- 5. Anthropology-Sociology 5
Select from Anth. 2250 or Soc. 3367, 4820
- 6. Missions Practicum 3
2955/3955/4955

Total 66-67; Upper Division 30

Suggested Supporting Courses:

- Rel. 1560 Contemporary Evangelism (3)
- Rel. 2560 Foundations for Educational Ministry (5)
- Anthro. 4432 Culture and Religion (3)

CHRISTIAN EDUCATION

For those expecting to direct the work of Christian Education in a church setting or those who might anticipate involvement in some kind of para-church ministry.

All majors take core and select either track B or C.

A. Christian Education Core

- 1. Biblical Literature 13
 - a. Biblical Literature 1101 and 1201 plus 3 hours upper division Biblical Literature
 - or**
 - b. Biblical Literature 1100 plus 8 hours upper division Biblical Literature
- 2. Cognate Biblical Studies 5
- 3. Church History 3600 5
- 4. Evangelism 1560 3
- 5. Missions 3
- 6. Theology (2620 plus 5 hours chosen from Rel. 2627, 4610, 4620, 4622) 10
- 7. Philosophy of Religion 4631 5
- 8. Foundations for Educational Ministry 2560 5

B. Christian Ministries Track

- 1. Orientation to Christian Ministry 2700 5
- 2. *Christian Ministry Field Experience 2701 2
- 3. Leader Development and Training Resources 4581 3
- 4. Age-Level Courses (Rel. 4584, 4585, 4586) 6
- 5. Current Issues Confronting Christian Education 3571 3
- 6. Counseling Theory and Practice Psych. 4470 5

Total 73; Upper Division 37 24

Suggested Supporting Courses:

- Adolescent Psychology Psych. 4420 (5)
- Social Problems Soc. 2870 (5)
- Religion in Secular Society 4880 (5)

C. Church Education Track

- 1. Creative Curriculum Design 2563 3
- 2. Leader Development and Training Resources 4581 3
- 3. Age-Level Courses (4584, 4585, 4586) 6
- 4. Administrative and Organizational Systems in Christian Ed. 4582 5
- 5. Education Block Ed. 2102, 2105 7
- 6. Christian Ed. Practicum (2955, 3955, 4955) 2

Total 75; Upper Division 36 26

Suggested Supporting Courses:

- Adolescent Psychology Psych. 4420 (5)
- ITIP Ed. 4235 (1)
- TV Techniques and Production Gen. Studies 2420, 2421 (4)

*Must be taken with Rel. 2700 Orientation to Christian Ministry

RELIGION-GREEK

An excellent option for pre-seminary students and those anticipating other types of graduate Biblical studies, particularly in the New Testament.

- *1. Biblical Literature 15-16
 - a. 1101 and 1201 plus a 5-hour upper division course or two 3-hour upper division courses **or**
 - b. 1100 plus 10 hours of upper division courses (may include Rel. 4620)
- 2. Cognate Biblical Studies 5
- 3. Basic Theology (including 2620 or 4620) 10
- 4. Church History 3600 5
- 5. Christian Education or Missions 5
- 6. Greek 15
 - a. 1101, 1102, 1103 15
 - b. 2204, 3308, 3309, and either 4295, 4395, or 4998 12

Total 67-68; Upper Division 25

RELIGION-PHILOSOPHY

Recommended for some pre-seminary students and all those anticipating graduate studies in religion in a university school of religion.

- *1. Biblical Literature 15-16
 - a. 1101 and 1201 plus a 5-hour upper division course or two 3-hour upper division courses **or**
 - b. 1100 plus 10 hours of upper division courses (may include Rel. 4620)
- 2. Cognate Biblical Studies 5
- 3. Basic Theology (including 2620 or 4620) 10
- 4. Church History 3600 5
- 5. Christian Education or Missions 5
- 6. Philosophy 5
 - a. Select 1100 or 1101 5
 - b. Select from 2705, 3140, 3601, 3611 10
 - c. Select from 3801, 4450, 4489 18

Total 73-74; Upper Division 35

*Includes Biblical Foundations requirement.

INTERDISCIPLINARY PROGRAMS OF STUDY

Any number of interdisciplinary combinations with a Religion core are possible, ranging from a small number of credits in any one discipline to a full double major.

STUDENT-DESIGNED MAJOR

An opportunity to construct an individualized major is provided for students who have a broad foundation in general religion studies and who desire to pursue some specialized interest. Students who wish to develop their own major must have earned at least 15 quarter credits in Religion (including 10 credits in Biblical Literature) and will observe the following guidelines:

- 1. Have earned at least a 2.50 cumulative g.p.a., including at least a 2.50 g.p.a. in all Biblical Literature and Religion courses.
- 2. Meet the general catalog requirements for a major.
- 3. Work in close consultation with an adviser in the School of Religion, whose approval is required.
- 4. Develop a program of studies by no later than the beginning of the sophomore year, except when transferring to Seattle Pacific as a junior.
- 5. A junior transfer must construct his program of studies during his first quarter in attendance at SPU.
- 6. This opportunity to design one's own major is not open to those who transfer into the School of Religion with more than 105 credits, either as new students or from another School of the University.

COURSES

General Religion

- 2950/3950/4950 INDEPENDENT STUDY (1-5)
Prerequisites: 15 credits of "B" grade work in Biblical Literature and/or Religion and permission of an available instructor. (15 credit limit).

- 2951/3951/4951 DIRECTED STUDY (1-5)
Prerequisite: Permission of an available instructor and the Director of the School of Religion.
- 2955/3955/4955 PRACTICUM (1-3)
An opportunity for practical experience related to course work taken concurrently.
Specific arrangements with the instructor required.
- 3990/4990/5990 INTERNSHIP (2-10)
Prerequisites: 15 credits in Religion or Biblical Literature at SPU; be currently enrolled as a major in the School of Religion or in the MCM Degree Program.
- 6901 INTRODUCTION TO GRADUATE RESEARCH (3)
(See Education 6981).
- 6991 MASTERS RESEARCH PROJECT (3)
May be repeated up to a total of 9 credits.
- 6995 THESIS (3)
May be repeated up to a total of 9 credits.

Biblical Literature

- 1100 OUR BIBLICAL HERITAGE (5)
Deals with matters of textual criticism, nature and function of the canon, hermeneutics, authority and inspiration, salvation history, and general survey of the Old and New Testaments.
- 1101 EXPLORING OLD TESTAMENT LITERATURE (5)
The literature and history of the Old Testament in the light of its geographical, political, and cultural settings. Inductive study of selected literary units. Major themes, text and canon.
- 1201 EXPLORING NEW TESTAMENT LITERATURE (5)
Same topics as under course 1101, except for the New Testament.
- 3101 EXPLORING OLD TESTAMENT LITERATURE (5)
Same topics as under course 1101, except continuing 1101 at a more advanced level.
- 3103 POETIC-DEVOTIONAL LITERATURE — THE PSALMS (3)
Survey of Hebrew poetry; general knowledge of the Book of Psalms, its structure and content. Emphasis on the study of individual Psalms in their respective groups.
- 3201 EXPLORING NEW TESTAMENT LITERATURE (5)
Same topics as under course 1101, except for the New Testament and at a more advanced level.
- 3203 GOSPEL OF MARK (3)
The structure and characteristics of this gospel, its presentation of Jesus Christ, its theology, its contemporary meaning.
- 3204 LUKE-ACTS (5)
The Gospel of Luke and the Acts of the Apostles, written by the same person, give a comprehensive view of the life and teachings of Jesus Christ, the founder of the Church, and the birth and early expansion of the Church. The book-study method will be followed.
- 3206 THE REVELATION AND APOCALYPTIC LITERATURE (5)
Historical background of the writing; examination of each unit to discover exactly what this remarkable book says, what it meant to its first readers, what are its enduring values and its meaning for today.
- 3209 HEBREWS AND GENERAL EPISTLES (5)
A series of book studies of the Epistle to the Hebrews and the Epistles of Peter, James, and Jude.
- 4101 PENTATEUCH (5)
An examination of 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.

- 4116/6116 WISDOM LITERATURE (3)
The place and function of Wisdom Literature in Biblical theology. Analysis of selected examples such as Job, Ecclesiastes and Proverbs.
- 4117/6117 PROPHETIC LITERATURE I: EIGHTH CENTURY PROPHETS (5)
Emphasis varies, but focus will always be on one or more of the 8th century Old Testament Prophets. Includes Isaiah.
- 4118/6118 PROPHETIC LITERATURE II: SEVENTH CENTURY PROPHETS (5)
Emphasis varies, but focus will always be on one or more of the 7th century Old Testament prophets. Includes Jeremiah or Ezekiel.
- 4204/6204 THE GOSPEL AND LETTERS OF JOHN (5)
An intensive study of Johannine theology as found in the fourth Gospel and the Epistles of John. Special attention given to John's concept of God, Logos, spirit, life, light, love, and knowledge.
- 4205/6205 EARLIER PAULINE EPISTLES (5)
The earlier or travel epistles (except Romans); chronological order, historical background and vital messages of each. Special stress on Christian unity, source of authority, glossolalia.
- 4207/6207 PRISON AND PASTORAL EPISTLES (5)
Historical, inductive, and exegetical studies of Ephesians, Philippians, Colossians, Philemon, I and II Timothy, and Titus.
- 4208/6208 ROMANS (3)
Exhaustive analysis of the argument; critical and historical investigation; a topical and exegetical study of "the greatest gospel of them all."
- 4213/6213 LIFE AND TEACHINGS OF CHRIST (5)
Synthetic study of the life of Christ as viewed from the four gospels; emphasis on Jesus' teaching about God, man, righteousness, the Kingdom, and prayer.
- 2950/3950/4950 INDEPENDENT STUDY (1-5)
Prerequisites: 15 credits of "B" grade work in Biblical Literature and permission of available instructor (15 credit limit)
- 2951/3951/4951 DIRECTED STUDY (1-5)
Prerequisite: Permission of available instructor and Director of the School of Religion

Cognate Biblical Studies

These are studies related to Biblical Literature, but not direct studies of the Biblical text itself. Except for 4620, they may not be used to fulfill the Foundational requirement in Biblical Heritage.

- 3310 THE OLD TESTAMENT AND ARCHAEOLOGY (5)
Prerequisite: Biblical Literature 1101 or 3101.
Old Testament history from Abraham to the Exile, focusing on the importance of archaeology for understanding this history.
- 4311/6311 THE WORLD OF THE OLD TESTAMENT (5)
Prerequisite: Biblical Literature 1101 or 3101.
The religious and political ideologies current in the Near East during the Biblical period. These "world-views" will be studied in their relationship to ancient Israel, with primary attention given to her interaction with her neighbors' views of reality.
- 4315/6315 NEW TESTAMENT BACKGROUNDS (5)
Prerequisite: Biblical Literature 1201 or 3201.
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.

- 4383 BIBLICAL BASIS OF THE CHRISTIAN MISSION (5)
Investigates the crucial Biblical passages forming the foundation for the worldwide missionary movement of the Christian Church. Special focus given to a proper understanding of Old Testament expectation, Great Commission, purpose of the Church, motivation, and one's personal response to God's call in the contemporary world.
- 4620/6620 BIBLICAL THEOLOGY (5)
(See Theology 4620/6620)
- 6390 GRADUATE SEMINAR IN BIBLICAL STUDIES (5)
An advanced course in Biblical studies intended to provide greater depth in dealing with Biblical interpretation. It addresses special topics of current relevance in such areas as hermeneutics, Biblical authority, unity of the Testaments, the Bible and social reforms and other Old and/or New Testament themes.

Church History

The Foundational requirement in Christian Thought, Meaning and Values may be satisfied by 2610.

- 2610 GREAT CHRISTIAN PERSONALITIES (5)
A study of the biographical and intellectual backgrounds of major figures of Christian history. Surveys the religious and cultural milieu as a background to the study of the individuals: Athanasius, Aquinas, Augustine, St. Francis, Luther, Calvin, Wesley, Pascal, Carey, Barth, Thomas Merton, Asbury, D.L. Moody, Billy Graham, Schleiermacher, Fosdick, Bonhoeffer and Mother Theresa.
- 3600 HISTORY OF THE CHRISTIAN CHURCH (5)
(History 3400)
Surveys important concepts and events in the history of the Church. Analyzes the development of Christian doctrine and evaluates the contributions of the Church Fathers, Scholastics, monastics, and Reformers. Explores the Wesleyan Revival, the Great Awakening, and the development of the Church in America.
- 4626/6266 RENAISSANCE AND REFORMATION (5)
(History 4230)
A study of the Renaissance, including transition from medieval to modern European institutions; origin and development of the Protestant movement in Europe. Offered alternate years.

Theology and Philosophy of Religion

Foundational requirements in Christian Thought, Meaning, and Values may be fulfilled through 2620 or 2627.

- 2620 UNDERSTANDING THE CHRISTIAN FAITH (5)
(General Studies 2620)
A survey of "things which matter most" as we seek to think Biblically and internalize our discoveries about Jesus Christ, God, the Bible, personal identity and meaning, man's dilemma, the solution to his problems, living life as a Christian, the consummation of history.
- 2626 BIBLICAL LITERATURE AND A CHRISTIAN WORLD VIEW (5)
(General Studies 2626)
The idea and Biblical history of revelation as it relates to a Christian world view. Team-taught.

- 2627 INTRODUCTION TO BIBLICAL ETHICS (5)
Introduces the student to a framework for making moral decisions which arises out of biblical and theological materials. This approach is then applied to various contemporary moral problems.
- 3623 PROBLEMS OF PERSONAL BELIEF (5)
(General Studies 3623)
Attempts to articulate and resolve various recurring problems of belief. Sample issues to be treated are: faith and doubt, the problem of evil, miracles, divine guidance, predestination, election, free will, assurance. Attention will be given to the particular interests of each class.
- 3643 MODERN RELIGIOUS CULTS (5)
An inquiry into the cultic phenomenon that integrates resources for understanding history, theology and the social sciences. "Cult" will be defined broadly enough to enable the student to examine "cultic" elements observable in quite normative forms of religious faith and community.
- 4610/6610 THEOLOGY OF WESLEY AND ARMINIUS (5)
A study of the life and thought of the leaders of the Wesleyan-Arminian tradition in the context of the sixteenth, seventeenth, and eighteenth 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.
- 4620/6620 BIBLICAL THEOLOGY (5)
Prerequisites: Biblical Literature 1100 or 1101 and 1201 or 3101 and 3201
Careful introduction to the discipline. What Biblical theology is and does as seen in the New Testament use of the Old Testament. Each student will actually participate in the elemental process of deriving theology from the Bible.
- 4621/6621 ISSUES IN THEOLOGY (5)
In this advanced study of selected European and American theologians, the student analyzes key theological concepts such as the Trinity, religious authority, soteriology, anthropology, and cosmology. The student also examines basic issues of Reformed and Wesleyan-Arminian theology and selected topics of timely import.
- 4622/6622 DOCTRINE OF THE HOLY SPIRIT (5)
Examines biblical and theological foundations for the person and work of the Holy Spirit and surveys the historical development of the doctrine. Studies the contemporary implications of the Holy Spirit in human experience and in Charismatic theology and practice, and analyzes the work of the Spirit in sanctification.
- 4631/6631 PHILOSOPHY OF RELIGION (5)
Introduces students to such central issues as the relationship between philosophy and theology, science and religion, faith and reason, Christianity and other religions, the nature of miracles, revelation, religious language and the problem of evil. Special emphasis given to the crucial importance of such topics for theology.

Christian Education

- 1560 CONTEMPORARY EVANGELISM (3)
A survey of Biblical principles which guide the work of evangelism. A study of meaning, motivation, and mobilization, as well as methods and current problems confronting evangelism today.

- 2560 FOUNDATIONS FOR EDUCATIONAL MINISTRY (5)
An investigation into basic components of educational theory and process that will help establish a working format for education in a Christian ministry.
- 2563 CREATIVE CURRICULUM DESIGN (3)
Prerequisite: Religion 2560
A systematic approach to curriculum development for Christian Education including theological, sociological, and psychological concerns at each age-level.
- 2700 ORIENTATION TO CHRISTIAN MINISTRIES (5)
A discovery course which deals with non-pastoral/para-church ministries. Explores philosophy of leadership, relational and interpersonal skills, and content of ministry for students considering a professional involvement in Christian ministry.
- 2701 CHRISTIAN MINISTRY FIELD EXPERIENCE (2)
(Must be taken with 2700)
- 3526 CHRISTIAN VALUES SEMINAR (5)
(General Studies 3526)
Students will examine the place of values in the human experience and explore models of studied Christian responses to past and present value issues. In seminar format, students will have the opportunity to research, formulate and present a valued position on a current issue.
- 3571 CURRENT ISSUES CONFRONTING CHRISTIAN EDUCATION (3)
Prerequisite: Religion 2560
Seminar designed to stimulate individual research, thought, and discovery of current issues in Christian Education which could ultimately affect the definition and content of Christian Education.
- 4530/6530 CAMPING FOUNDATIONS (3)
(Physical Education 4530/6530)
Prerequisite: Religion 2560
The historical and educational foundations of camping ministries. Examines the camping market and existing services meeting this need. The student will determine the foundations needed for operating a camp (philosophy, goals, market, marketing strategy).
- 4535/6535 CAMP COUNSELING AND PROGRAMMING (3)
(See Physical Education 4535/6535)
- 4575/6575 WOMEN AND MINISTRY (3)
Course explores and evaluates the various roles that women are assuming and can assume in ministry, as well as the professional and lay responses to the new movement among women.
- 4581/6581 LEADER DEVELOPMENT AND TRAINING RESOURCES (3)
Prerequisite: Religion 2560
Crucial to the on-going ministry of the church is the work of training leaders and teachers for the work of education. A survey of leader development programs and concepts and evaluation of training resources and guides. The student will be able to set up a training course for leaders and teachers as a result of this course.
- 4582/6582 ADMINISTRATIVE AND ORGANIZATIONAL SYSTEMS IN CHRISTIAN EDUCATION (5)
Prerequisite: Religion 2560
A systems approach to the organizational structure and administrative needs for Christian Education in the local church. Emphasizes planning, implementing, and evaluating both the organizational and administrative framework of various programs.

- 4584/6584 YOUNGER AGE-GROUP MINISTRIES (3)
Prerequisites: Religion 2560 and Education 2103, 2105 and 2401
A study of age-group characteristics, needs, and interests of children with special emphasis on program development and teaching techniques related to program ideas.
- 4585/6585 LEADERSHIP IN YOUTH MINISTRIES (3)
Prerequisites: Religion 2560 and Psychology 4420
A survey of the youth culture, peer syndrome, personal identity, structure and content, and programming methodology in relation to youth ministries.
- 4586/6586 THE ADULT LEARNER IN CHRISTIAN EDUCATION (3)
Prerequisites: Religion 2560 and Psychology 4420
A study of the various periods of adulthood from the standpoint of characteristics, needs, aims, material, and methods of teaching. Emphasizes the teaching process for adults in terms of andragogy (a shared approach to learning) as opposed to pedagogy.

The Christian Mission

- 1480 INTRODUCTION TO CHRISTIAN MISSIONS (3)
Examines the validity, motivation and Biblical basis of Christian missions with emphasis on the call, spiritual gifts, qualifications and preparation of the missionary candidate in light of world events. Analyzes the organization and operation of mission boards, application and appointment of candidates, and God's will and spiritual decision-making.
- 3401 LIVING IN ANOTHER CULTURE (3)
Analyzes practical, sociologically sound ways to cross cultural barriers without losing one's heritage and identity, and builds coping skills (special focus on problems of teachers, nurses, businessmen, nutritionists and housewives). For summer student interns and people with secular vocations who want to live as effective Christian witnesses overseas.
- 4383/6383 BIBLICAL BASIS OF THE CHRISTIAN MISSION (5)
Investigates the crucial Biblical passages forming the foundation for the worldwide missionary movement of the Christian Church. Special focus given to a proper understanding of Old Testament expectation, Great Commission, purpose of the Church, motivation, and one's personal response to God's call in the contemporary world.
- 4445/6445 A MISSIONS PERSPECTIVE ON MODERN IDEOLOGIES (3)
An analysis of Marxism, socialism, nationalism, capitalism, and other religious and political ideologies which affect the missions task.
- 4480/6480 THE EMERGING CHURCH IN THE MODERN WORLD (5)
Investigates the Biblical theology of the Christian Church with a view toward understanding the principles of planting, growing, and discipling maturing emerging churches around the world. Church/Mission tensions, relationships with the national church, cooperation, and crucial issues affecting the church worldwide will be analyzed by each discipline.
- 4487/6487 PRINCIPLES AND STRATEGY OF THE CHRISTIAN MISSION (5)
Examines the Biblical basis for planning, accountability and strategy in light of current world need and the challenge of the Great Commission. Analyzes historical as well as current practices and strategies of evangelization and mission including crusade and mass evangelism, church growth and discipling programs.

- 4488/6488 CROSS-CULTURAL COMMUNICATION (3)
Develops missionary journalism skills based on cross-cultural communication principles applicable to the culture area of one's choice. Workshops focus on audience analysis, writing, graphic design and radio programming; lectures and case studies on distribution, budgeting, management, research methods, culture analysis, social change, Biblical judgment of cultures, ideologies, Third World churches and mass media.
- 4489/6489 ORIENTAL PHILOSOPHIES AND WORLD RELIGIONS (5)
(See Philosophy 4489/6489)
- 4498/6498 THE CHRISTIAN APPROACH TO NON-CHRISTIAN RELIGIONS: ANIMISM AND FOLK RELIGIONS (3)
A definition and introduction to the study of religion with an overview of the animistic world-view and understanding of experience. Analyzes the confrontation of Christian evangelism with animistic beliefs including witchcraft, sorcery and shamanism.

Interdisciplinary Courses

- 2865 ORAL INTERPRETATION OF BIBLICAL LITERATURE (3)
(See Communication 2330)
- 3817 THE BIBLE AS LITERATURE (3)
(See English 3387)
- 3875 MUSIC AND WORSHIP (2)
(See Music 3401)
- 4832/6832 CULTURE AND RELIGION (3)
(See Anthropology 4432)
- 4850 FAITH AND REASON (3)
(See Philosophy 4450)
- 4870/6870 RELIGION AND THE THEATRE (3)
(See Drama 3811)
- 4871/6871 CHRISTIAN HYMNODY (3)
(See Music 4401)
- 4880/6880 RELIGION IN SECULAR SOCIETY (5)
(See Sociology 4820)

Religion Faculty

Professors

- R. LARRY SHELTON, Th.D.
Director, School of Religion; Religion B.A., Pfeiffer College, 1964; M.Div., Asbury Theological Seminary, 1967; Th.M., 1968; Th.D., Fuller Theological Seminary, 1974. At SPU since 1977.
- RAYMOND J. WELLS, Ph.D.
Religion and Philosophy B.A., Seattle Pacific University, 1946; S.T.B., New York Theological Seminary, 1949; S.T.M., 1950; Ph.D., University of Edinburgh, Scotland, 1955. At SPU since 1967.

Associate Professors

- WILLIAM J. ABRAHAM, D.Phil.
Theology and Culture B.A., Queens University, 1970; M.Div., Asbury Theological Seminary, 1973; D.Phil., Oxford University, 1977. At SPU since 1980.
- DANIEL N. BERG, D.Phil.
Theology and Ministry B.A., N.W. Nazarene College, 1966; B.D., Nazarene Theological Seminary, 1969; D.Phil., Glasgow University, 1977. At SPU since 1980.
- EUGENE E. LEMCIO, Ph.D.
Biblical Studies B.S., Houghton College, 1964; M.Div. Asbury Theological Seminary, 1968; Ph.D., Trinity College, Cambridge University, England, 1975. At SPU since 1974.
- C. EDWARD SMYTH, Ed.D.
Christian Education B.A., Taylor University, 1968; M.R.E., Gordon-Conwell Theological Seminary, 1972; Ed.D., Boston University, 1978. At SPU since 1975.
- FRANK A. SPINA, Ph.D.
Biblical Studies B.A., Greenville College, 1965; M.Div., Asbury Theological Seminary, 1968; M.A., University of Michigan, 1970; Ph.D., 1977. At SPU since 1973.

Assistant Professors

- STEPHEN T. HOKE, Ph.D.
Missions; Coordinator for Continuing Education B.A., Wheaton College, 1971; M.A., Wheaton Graduate School, 1972; M.Div., Trinity Evangelical Divinity School, 1975; Ph.D., Michigan State University, 1977. At SPU since 1977.
- ROBERT W. WALL, Th.D.
Biblical Studies and Biblical Ethics B.A., Valparaiso University, 1969; Th.M., Dallas Theological Seminary, 1973; Th.D., 1978. Additional graduate study, at Perkins School of Theology, Southern Methodist University. At SPU since 1978.

Part-time Lecturers

- MIRIAM ADENEY, Ph.D.
Missions and Cross-Cultural Communications B.A., Wheaton College, 1967; M.A., Syracuse University, 1969; Ph.D., Washington State University, 1980. At SPU since 1977.
- LA VERNE P. BLOWERS, Th.M.
Missions B.A., Seattle Pacific University, 1962; M.Div., Asbury Theological Seminary, 1967; Th.M., Fuller Theological Seminary, 1971. At SPU since 1981.
- ROBERT R. DROVDAHL, Ph.D.
Christian Ministries Director of Casey Programs B.A., Seattle Pacific University, 1971; M.A., Wheaton Graduate School, 1974; Ph.D., Michigan State University, 1980. At SPU since 1978.
- CLIFFORD E. LARSON, Ph.D.
Distinguished Professor of Christian Education and Coordinator of Continuing Education in Religion B.A., University of Redlands, 1936; B.D., Eastern Baptist Theological Seminary, 1940; Ph.D., University of Southern California, 1955. At SPU since 1979.
- EVANGELINE D. SHELTON, M.A.
Christian Education B.A., Point Loma College, 1962; M.A., California State University at Los Angeles, 1967. At SPU since 1977.

Emeriti

JOSEPH L. DAVIS, Th.D.

Biblical Studies

B.A., Seattle Pacific University, 1941; S.T.B., New York Theological Seminary, 1944; Th.M., Union Theological Seminary in Virginia, 1961; Th.D., 1966. At SPU part-time, 1947-49; full-time since 1950. Emeritus since 1981.

E. WALTER HELSEL, Th.M.

Biblical Studies and Church History

B.A., Seattle Pacific University, 1939; S.T.B., New York Theological Seminary, 1942; Th.M., Princeton Theological Seminary, 1949. At SPU 1942-48 and since 1949. Emeritus since 1980.

WALTER H. JOHNSON, Th.D.

Religion and Philosophy

B.A., Greenville College, 1940; B.D., McCormick Theological Seminary, 1943; Th.D., Northern Baptist Theological Seminary, 1947. At SPU since 1964. Emeritus since 1980.

FRANK J. KLINE, Ed.D.

Missions

B.A., Greenville College, 1933; S.T.B., New York Theological Seminary, 1936; Th.M., Princeton Theological Seminary, 1943; Ed.D., Columbia University, 1945; Research Fellow, Yale Divinity School, 1964. At SPU 1965-76. Emeritus since 1976.

DONALD McNICHOLS, M.A.

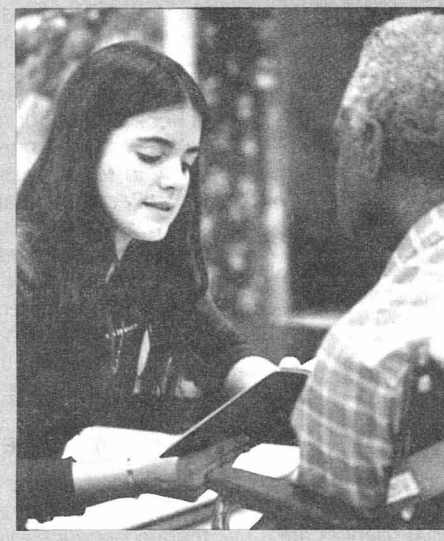
Religion and English

B.A., Los Angeles Pacific College, 1941; B.A., University of Southern California, 1947; M.A., 1950; Graduate Research, Huntington Library, 1949-50, 1966. At SPU since 1955. Emeritus since 1980.

ALICE M. REID, M.R.E.

Biblical Studies

B.A., Wheaton College, 1934; M.R.E., New York Theological Seminary, 1943. At SPU 1960-78. Emerita since 1978.

SOCIAL
& BEHAVIORIAL
SCIENCES

The School of Social and Behavioral sciences is composed of those disciplines by which society is described, analyzed, appreciated and better understood.

At Seattle Pacific, special attention is devoted to the practice of Christianity in varied societies. The result is a better understanding of one's place as a Christian scholar/servant in a largely urban and secular environment.

Disciplines within the School include anthropology, economics, geography, history, political science, psychology, and sociology. Interdisciplinary studies such as urban studies, sociology/anthropology or a variety of other student-designed options are also available within the School.

Each discipline within the School can lead to a practical and applied sub-field or career: political science to law and public administration; sociology to social work, criminology, and social service occupations; geography to urban planning and critical global problems such as world hunger and international trade; history to museum work, law and social and political analysis; psychology to all areas of human performance; and anthropology to practical insights for missionaries, peace corps workers and those dealing with minorities.

The social sciences are sometimes grouped in various interdisciplinary combinations to provide students with broader options and perspectives. Students are encouraged to explore self-designed major programs that bridge several disciplines. Urban Studies, a discipline in its own right, is the primary integrative discipline in the School.

Students seeking a career in one of the social sciences are advised to plan for graduate work beyond the bachelor's degree at a major graduate school. Nonetheless, a major in any one of the School's disciplines is designed to provide general training for employment immediately following graduation.

For example, urban studies, perhaps as a double major with another social science discipline, provides a student with strong marketable skills. Students wishing to teach social science at the primary or secondary level coordinate their studies between the Schools of SBS and Education.

Students are encouraged to enhance their employment prospects by taking internships, research assistantships and other practical work relationships in conjunction with their studies at SPU.

Admission to the School

Students who intend to major in one of the social science programs should file an "intended major" form with the School director (Alexander 204) as soon as possible. The School director will then keep them fully informed about happenings in the School and in their area of interest and otherwise aid them in preparing for full major acceptance.

Students who have definitely decided to major in one of the social sciences should file through the School office a formal application as "declared major." This application is reviewed by members of the discipline(s) in question and final formal acceptance is granted by the director of the School. Criteria for acceptance include:

1. A simple statement of the student's purpose and intent in selecting the major.
2. Recommendation by a faculty member in the intended field(s).
3. Demonstrated academic preparedness; specifically, completion of:
 - a. The General Education requirements in the Individual in Society section.
 - b. At least 15 hours in the social science area in which the major is intended.

SCHOOL COURSE OFFERINGS

Most courses in the School are presented under their respective disciplinary areas. However, a few courses are so integrated and interdisciplinary in nature that they are listed under the all-school label. The following are of this type and serve the general purposes as indicated.

- 1110 SELF AND SOCIETY: IDENTITY, INTERACTION, INDIVIDUALITY (5)
Integrated, team-taught study of the relationship of the individual to contemporary society. Examines both past and contemporary American society. Considers social influences on personal identity, evaluates the development of institutions as contexts for interaction, and analyzes individuality in modern mass society. Challenges students to effective participation in the human community as Christian scholar-servants.
- 1170 GEOPOLITICS: AN INTRODUCTION TO THE SOCIAL SCIENCES (5)
(Geography 1170)
Provides a comprehensive interdisciplinary perspective on the social sciences. Explores global problems from several disciplinary perspectives.
- 2677 THE NATURE OF CITIES: AN INTERDISCIPLINARY INQUIRY (5)
(Urban Studies 2677, Geography 2677)
The nature and character of cities from genesis to present. Attends to the rise, spread, and economic base of cities, as well as problems of contemporary cities such as sprawl, central city decline, and fragmentation of governmental jurisdictions.
- 2710 CONFLICT AND CHANGE IN THE THIRD WORLD (5)
(Anthropology 2710, History 2710, Political Science 2710)
The impact of Western culture on traditional societies, subsequent effects in emerging nations, present socio-political consequences of modernization and urbanization, implications for the Third World, the Christian community and personal life-styles.



R. Reed Boyce, Director, School of Social & Behavioral Sciences. "Global problems are not so much the result of a defective physical nature as of a fallen human nature. Humankind is more shackled by valleys of distrust, rivers of greed, mountains of prejudice and oceans of ignorance than by the spatial inequity of Earth resources."

- 3500 LESSONS IN THE SOCIAL SCIENCES (3)
(Geography 3500)

Social science theories and concepts appropriate at the primary and secondary school level and alternate strategies of learning such concepts. Participation in the teaching and learning process appropriate for prospective elementary and secondary teachers.

Anthropology

(See Sociology-Anthropology)

Economics

Seattle Pacific offers a baccalaureate in economics. (See School of Business Administration and Economics section). Because of the significance of economics to the social sciences, some students are encouraged to undertake a self-designed major, involving economics and one of the social disciplines. Those most suitable for a combination major with economics include Urban Studies, Political Science, and Geography.

Geography

Seattle Pacific offers no baccalaureate degree specifically in geography, yet it is easily and effectively combined with other social science disciplines into a self-designed major. For example, the Urban Studies major is highly geographical and, when supplemented by geography courses, will prove beneficial for those who may wish to pursue graduate study in geography. Nonetheless, most geography courses are heavily application and practice oriented; thus they are calculated to enable students to become employed in the community in such areas as planning, consulting, and private industry. Geography, along with history, is a critical service component for students majoring in other disciplines and provides an important dimension to a liberal-arts education.

COURSES

- 1110 INTRODUCTION TO GEOGRAPHY (5)
(Urban Studies 1110)
An inquiry into the distribution of man and his activities on the earth's surface. Attention to spatial concepts and theories as these provide understanding to such problems as regional development of lagging areas and have-not nations, man-land imbalances, and resource use. Examination of regional change within cities.
- 1170 GEOPOLITICS: AN INTRODUCTION TO THE SOCIAL SCIENCES (5)
(See SBS 1170)
- 2207 ECONOMIC GEOGRAPHY (5)
(Economics 2207, Urban Studies 2207)
The changing world distribution of economic activities. Gives special attention to locational principles and to practical placement problems resulting from economic, environmental, and/or institutional restraints. Presents cities and their role in regional development.

- 2677 THE NATURE OF CITIES: AN INTERDISCIPLINARY INQUIRY (5)

(See SBS 2677, Urban Studies 2677)

- 3231 URBAN LAND ECONOMICS (5)
(See Urban Studies 3231, Economics 3231)
- 3305 URBAN AND REGIONAL PLANNING POLICIES AND PERSPECTIVES (3)
(See Urban Studies 3305)
- 3500 LESSONS IN THE SOCIAL SCIENCES (3)
(See SBS 3500)
- 3707 URBAN GEOGRAPHY (5)
(Urban Studies 3707)
Inquiry into both the inter-urban and intra-urban aspects of cities: their distribution, internal structure, and changing conditions. A presentation of major theories in urban geography. Particular attention paid to modern urban problems such as sprawl, central city decline, and commuting.
- 3777 INTRA-URBAN SPATIAL ANALYSIS: APPLIED FIELD RESEARCH (5)
(See Urban Studies 3777)
- 4920-9 DIRECTED READINGS (2-5)
Prerequisite: Permission of instructor.
- 4935 JUNIOR/SENIOR SEMINAR: URBAN ISSUES IN THE LOCAL LABORATORY (5)
(See Urban Studies 4935)
- 4940 INTERNSHIP (2-10)
Prerequisite: Permission of instructor.
- 4970 RESEARCH IN GEOGRAPHY (1-3)
Prerequisite: 10 credit hours in geography and permission of instructor.

History

In history we study the record of human experience. To understand that rich heritage is to better understand our own identity, to appreciate the dimensions of human success and failure, and to perceive man's relationship to God in years past. Since we have no alternative but to use the past to plan for the future, an accurate and perceptive knowledge of history is an essential element in the thinking process of every educated individual.

The Seattle Pacific history program serves the non-specialist as well as the history major; each course explores a wide spectrum of human life and culture, and challenges students to develop personal values rooted in Biblical truth and informed by historical example. By focusing on the essential dimension of change through time, history provides an indispensable foundation to learning in all fields, not just the social sciences. For example, study of the past can remind the scientist of the changing impact of scientific advance on society; for the artist it can illumine the concrete social context of artistic expression. For everyone, historical awareness is a prerequisite for informed citizenship and for understanding how to live "in but not of the world."

Since history is inherently interdisciplinary and unavoidably concerned with value questions, a major in history provides an excellent basis for understanding life from a Christian perspective, for learning creative uses of leisure, and for preparing for service for Christ in any chosen vocation. The history major can lead specifically to careers in

teaching and writing history, in museum and archival work, and other professions ranging from journalism, law, and government service to the pastorate and missions. For students with uncertain career goals, history offers a fruitful field of specialization within the general study of the liberal arts, providing opportunities to develop certain job-related skills.

The history major at Seattle Pacific can take advantage of several special programs both on and off campus, including the Christian College Consortium American Studies Program in Washington, D.C., directed by a professional historian; or the University's own on-campus American Studies program; or periodic study tours in the United States and abroad. In addition, the history faculty welcomes proposals for self-designed, interdisciplinary majors, particularly in History and Government.

History internships provide a chance to develop practical skills as a historian-in-training while gaining on-the-job experience. Interested students should consult the Internship Director and history faculty for details on these special opportunities and related stipulations for counting internship credit.

Requirements for the Major

Forty-five credits in history courses, including at least 23 upper division, plus supporting coursework, are needed to complete a specialization in history. In earning these credits, students must meet requirements in three categories: a Civilization Core, a balanced distribution of electives, and additional supporting work in other social sciences.

CIVILIZATION CORE: History 1201, 1202, and either 2100 or 3170.

DISTRIBUTION: Remainder of history coursework should be well distributed between European and American sub-fields, and should include some work in a third world culture: either Latin America, East Asia, or modern Middle East. History 3850 is strongly recommended. One of the following courses may apply toward the history major: American Studies 3110 or 4110; European Studies 2500; Political Science 4643.

SUPPORTING COURSES: Complete one basic course in three other social sciences, choosing one course each from three of the following groups: (1) Economics 1100 or 2102; (2) Geography 1110 or 2207; (3) Political Science 1120 or 2320; (4) Anthropology 2250 or 4450 or Sociology 1110. Students who complete a double major or participate in the Washington, D.C., American Studies Program, may be excused from this requirement with their history advisor's consent.

Students planning graduate study in history should take History 3850 and acquire a reading mastery of French, German, or Russian. Students wishing history as a major for elementary or secondary teaching should also consult with the School of Education.

COURSES

To enroll in 3000 or 4000-level History courses students must have Junior standing or instructor's permission. Completion of a basic chronological survey is recommended, but not required, before taking an advanced "area" or "topical study."

1201 MEDIEVAL EUROPE (5)

The period between the fall of the Roman Empire to about 1500. Emphasizes the role of Christianity and the shaping of institutions, techniques, and values which distinguish our Western culture from others, as well as the unique features of "Medieval" culture and their relevance today.

1202 MODERN EUROPE (5)

European history from the Renaissance to the 20th Century. Includes Reformation and Counter-Reformation; intellectual, commercial, economic, and political revolutions; capitalist and non-capitalist responses to industrialization; international power struggles, and the Communist and fascist dictatorships culminating in World War II.

1500 SURVEY OF AMERICAN HISTORY (5)

An elementary introduction to the entire sweep of American history, from colonial times until the present, emphasizing development of political and economic institutions and the rise of modern mass society. Intended for freshman non-majors with limited high school preparation in U.S. history. Not offered every year.

2100 ANCIENT CIVILIZATION (5)

(Classics 2100)
World history from the earliest ancient civilizations to the decline of the Roman Empire.

2502 THE UNITED STATES: FIRST CENTURY, 1776-1876 (5)

Not open to students who have taken History 1500.
Using the categories of institutions, issues, ideas, and individuals, this overview of the development of the American nation from the Revolution through the Reconstruction emphasizes themes that carry through successive historical periods.

2503 THE UNITED STATES: SECOND CENTURY, 1876-Present (5)

Not open to students who have taken History 1500.
Continuing the emphasis of History 2502, this survey of the modernization of American life and culture from the 1870's to the present focuses on American power at home and abroad, reform movements, the rise of modern mass society, and cultural pluralism.

2710 CONFLICT AND CHANGE IN THE THIRD WORLD (5)

(Anthropology 2710, Political Science 2710, SBS 2710)
The impact of Western culture on traditional societies, subsequent effects in emerging nations, present socio-political consequences of modernization and urbanization, implications for the Third World, the Christian community and personal life-styles.

3150 THE ANCIENT NEAR EAST (5)

(Classics 3250)
The pre-classical civilizations in Egypt and Western Asia, with special emphasis on the people and lands relevant to Old Testament history. Offered alternate years.

3170 CLASSICAL CIVILIZATION (5)

(Classics 3770)
Philosophy, art, literature, and society of Classical Greece and Rome, stressing contributions to modern western civilization. Offered alternate years.

3260 NINETEENTH CENTURY EUROPE (5)

Europe from 1789 to 1914, emphasizing the French Revolution and Napoleon, liberal and socialist responses to the Industrial Revolution, growth of democracy, formation of new national states, Tsarist background of the Russian revolutions, and international rivalries culminating in World War I. Offered alternate years.

3270 TWENTIETH CENTURY EUROPE (5)

Europe since 1914. Emphasizes World War I, the Russian Revolutions, the rise of Fascism and Nazism, World War II, development of the Common Market, the Cold War, and the period of detente. Offered alternate years.

3325 MODERN ENGLAND (3)

England since 1485, emphasizing the Reformation, the Elizabethan and Stuart monarchies, development of parliamentary government, industrialization, and growth of the Empire to 1914. Offered alternate years.

3345 MODERN RUSSIA (5)

(Political Science 3345)
An examination of social and political history since about 1700; special attention to the revolutionary movement and establishment of the Soviet regime.

3400 HISTORY OF THE CHRISTIAN CHURCH (5)

(Religion 3600)
A comprehensive survey of the Christian Church from Apostolic days to the twentieth century. Emphasizes the history of one's own church group and church history in the making.

3435 MARXISM: TWENTIETH CENTURY THEORY AND PRACTICE (3)

(Pol. Sci. 3435, Econ. 3635, Phil. 3803)
An examination of the development of varieties of Marxist theory and practice in the Twentieth Century. Particular attention given to the Soviet Union, Europe, China, and Latin America.

3440 INTERNATIONAL PEACE AND WORLD ORDER (5)

(See Political Science 3736)

3501 COLONIAL AND REVOLUTIONARY AMERICA: FOUNDATIONS OF AMERICAN CIVILIZATION (5)

America's pre-national experience, in both local and international perspective, from the earliest explorations through the Revolution. Special emphasis on the emergence of an American identity and character; reflections on Early American lifestyles.

3600 HISTORY OF THE PACIFIC NORTHWEST (3)

Development of the region encompassing Washington, Oregon, and Idaho, from the discovery period to the present; emphasizes the westward movement in general. Includes field experiences.

3610 THE AFRO-AMERICAN EXPERIENCE (5)

(Sociology 3861)
Black culture in the United States, including the African background: folkways, outstanding personalities, and contributions. Emphasizes linkages with the American cultural mainstream.

3640 GROWTH OF THE AMERICAN ECONOMIC SYSTEM (5)

(Economics 3640)
Prerequisite: Econ. 1100 or 2101, or permission of instructor. Development of the American economy, with particular attention to the rise of the modern business system and its impact on American society; some consideration of labor, agriculture, technology, and the monetary system. Offered alternate years.

3650 AMERICAN URBAN HISTORY (5)

(Urban Studies 3650)
The rise of the metropolis in American life and culture, focusing on the roots of current social, economic, and environmental problems. Offered alternate years.

3670 HISTORY OF AMERICAN FOREIGN RELATIONS (5)

(Political Science 3670)
The United States in its global role, from colonial dependency to world power. Stress on the quest for security, growth of interest in the Pacific, overseas expansion and "informal empire." Modern patterns of world involvement, focusing on the Cold War, Vietnam, and the Mid-East crisis.

3740 LATIN AMERICA TO 1850 (5)

Major themes in Latin America prior to 1850: indigenous civilizations, Western discovery and conquest, colonial institutions, enclave economics, independence movements, establishment of new nations, and the legacy for contemporary societies. Offered alternate years.

3750 LATIN AMERICA SINCE 1850 (5)

Major themes in Latin America after 1850: neo-colonialism, social revolution, national integration, modernization, political conflict, attitudes and values, and ethnicity. (3740 is not a prerequisite.)

3785 CHINA AND EAST ASIA (5)

(See Political Science 3785)

3850 HISTORY OF HISTORICAL WRITING (3)

Prerequisite: 15 hours in History.
The great historians, past and present; major schools of historical interpretation; different methods of historical research. Investigations and reports by students. Recommended for all history majors. Offered alternate years.

4230 RENAISSANCE AND REFORMATION (5)

(Religion 4626)
The transition from medieval to modern European institutions; origin and development of the Protestant movement in Europe. Offered alternate years.

4505-4585 AMERICAN EPOCHS (3-5)

Intensive, multi-faceted, student-centered examination of one narrowly focused time period in American history, taught in seminar style. Completion of the basic chronological course recommended but not required. The particular time period varies from year to year; offerings in the near future will be selected from:

4525 JACKSONIAN AMERICA, 1820-1850 (3)

Students select typical life roles from the period to research and portray, to illustrate the interacting impact of revival, reform, and romanticism in the context of political realignment and economic growth.

4535 AMERICAN CIVIL WAR (3)

Causes, events, aftermath, and meaning of the North-South conflict.

4545 THE TRANSFORMATION OF AMERICAN LIFE, 1870-1900 (3)

Through intensive examination of World's Fairs in 1876 and 1893, students analyze modernization, the rise of big business, and social change. Includes consideration of urbanization, nationalization of government and economic organization, emergence of the nation as a world power, altered values and patterns of culture.

William H. Woodward, Associate Professor of History. "Jesus instructed us to love God and our neighbors. The study of society and its historical roots helps us understand the identity and the needs of those neighbors. As a Christian historian, I investigate the vast panorama of human achievement, human need and Providential intervention. As I do, I must continually ask, "Lord, make me an instrument of Thy peace."



- 4555 MODERN AMERICA — SINCE 1920 (5)
Focusing on particular themes of contemporary culture (e.g., popular culture), traces the epochal changes in American life decade by decade since the First World War. Students assess the dimensions and pace of change in the recent past as a basis for anticipating changes in the future. Opportunities for oral history research. Offered alternate years.
- 4920-9 READINGS IN HISTORY (2-5)
Prerequisite: 15 credits of "B" grade work in History and permission of instructor.
Reading and reporting in a designated area of history as arranged between the student and instructor. The student should present a proposal before registering.
- 2940-2949/4940-4949 HISTORY INTERNSHIP (2-15)
Prerequisites: 15 credits of "B" grade work in History, and permission of instructor.
Opportunities as available for practical application of history skills, including museum training. See Internship Coordinator and History Coordinator.
- 4970-4979 INDEPENDENT RESEARCH (2-15)
Prerequisite: 10 upper division credits of "B" grade work in history and permission of instructor.
Research and writing on a significant historical topic as arranged between the student and instructor. The student should present a proposal before registering.

Political Science

Political Science is the systematic study of political thought, institutions and behavior. The study of politics involves a consideration of the values that are pursued by human beings in their collective existence, because politics is ultimately concerned with fostering or creating a good, rational community. At Seattle Pacific University, each student is encouraged to propose and articulate solutions to contemporary public problems in harmony with a value system to which he or she is committed.

Political Science plays a traditional but essential role in the development of a liberally educated person. The study of politics at the local, national and international levels helps the individual to better understand the meaning of his/her political experience and the political norms, values, and expectations that both shape and are shaped by the general social environment. Political Science is predicated on the assumption that rational and moral choice is maximized after the individual first comprehends "the way things are." The course offerings in Political Science and the preparation of the teaching faculty reflect a variety of approaches and perspectives that can assist the student in understanding political life.

Political Science is excellent preparation leading to careers in law, government service, and teaching at both the secondary level and in higher education. Political internship programs (providing practical experience in legislative and administrative agencies) are available to students with an interest in public service careers. Dual or student self-designed majors are encouraged. Depending upon personal interests, students may develop a traditional program involving course

work in political science, history and philosophy, a behaviorally-oriented program in political science drawing also from courses in sociology, anthropology, and psychology, or a program in public administration including work in the fields of business, administration and economics. Forty-five hours are required for a major in Political Science. Twenty-five credits must be in upper-division courses. Courses are selected by the student from offerings in the department listed below through consultation with an adviser. The student should anticipate taking course work in American government and politics, comparative and international politics, and in political theory. Majors must complete these core course requirements: Political Science 1120, 2320, 3410 or 3736, and 4643. No more than a total of ten hours of internship, readings or research credit can be applied in meeting the required 45 hours in political science. All courses are not offered every year; check current Time Schedule for course offerings.

COURSES

- 1120 AMERICAN GOVERNMENT AND POLITICS (5)
The American political system emphasizing the social, political and historical antecedents and contexts of American national political institutions and behavior including contending theories of democratic theory and practice. Carefully explores the Philadelphia Convention, federalism, and the three branches of the Federal Government.
- 2120 BASIC ISSUES IN AMERICAN POLITICS (3)
Studies the nature, origins and potential implications of current issues and events in American national government and politics.
- 2130 BASIC ISSUES IN WORLD POLITICS (3)
Studies the origins, nature and potential implications of current issues and events in world politics.
- 2230 INTERNATIONAL RELATIONS (5)
An introduction to the international political system and an orientation to a better understanding of the kind of world in which we live. Emphasizes current important issues and the twentieth century problems of war and peace.
- 2320 COMPARATIVE POLITICAL SYSTEMS (5)
A comparison and contrast of democratic governments with totalitarian governments. Devotes particular attention to the governments of Great Britain, France, and the Soviet Union. Considers the historical backgrounds and contemporary issues of these three political systems.
- 2464 STATE AND URBAN POLITICS (5)
(Urban Studies 2464)
An examination of comparative state politics and American Federalism. Emphasizes intergovernmental (Federal-State-City) relationships; regional, state and urban governmental institutions; and political behavior.
- 2640 CONTEMPORARY POLITICAL IDEOLOGIES (3)
Explores the origins and impact of contemporary political ideas in the national and international context with emphasis on democracy, socialism, communism, fascism, and third world thought.
- 2710 CONFLICT AND CHANGE IN THE THIRD WORLD (5)
(See History 2710, Anthropology 2710, SBS 2710)
- 2870 MANAGEMENT IN THE PUBLIC SECTOR (5)
(Business 2670)

- 3345 MODERN RUSSIA (5)
(See History 3345)
- 3410 ETHICAL ISSUES IN AMERICAN POLITICS (5)
Prerequisite: Junior standing.
A survey of ethical systems and their application to continuing and contemporary problems in American political behavior, institutions and public policies.
- 3417 BUSINESS, GOVERNMENT AND SOCIETY (5)
(See Business 3417, Home Economics 3417)
- 3430 THE PRESIDENT AND CONGRESS: THE NATIONAL POLICY PROCESS (5)
Prerequisite: Junior Standing
An analysis of the institutions of the Presidency and Congress emphasizing the politics of their interaction in the process of national policy formulation and execution. Carefully explores the role of leadership in world affairs.
- 3435 MARXISM: TWENTIETH CENTURY THEORY AND PRACTICE (3)
(See History 3435, Econ. 3635, Phil. 3803)
- 3450 POLITICS, PARTIES AND PRESSURE GROUPS (5)
Prerequisite: Junior standing.
The developmental changes in the American party system and its role in democratic theory and practice. Especially emphasizes party activities, campaigns, public opinion and voting behavior, and the role and tactics of pressure groups.
- 3470 THE FEDERAL BUREAUCRACY AND NATIONAL POLICY (3)
Prerequisite: Junior Standing
The role of the federal bureaucracy in American government; the reasons for its growth, the nature of its functions, and its impact on public policy formulation and implementation.
- 3670 HISTORY OF AMERICAN FOREIGN RELATIONS (5)
(See History 3670)
- 3736 INTERNATIONAL PEACE AND WORLD ORDER (5)
(History 3440)
Prerequisite: Junior standing.
An in-depth study of war and peace. Particularly attends to an analysis of the causes of war and the approaches to peace, including international organization and international politics, and especially emphasizes arms control and disarmament.
- 3751 INTRODUCTION TO RESEARCH METHODS (5)
(See Soc. 3751, U.S. 3751)
- 3780 PRE-LAW SEMINAR (2)
An overview of the legal profession and preparation for law school and law careers. Includes teachings in law and society, the role of the lawyer and the legal profession, and ethics in law.
- 3785 CHINA AND EAST ASIA (5)
(History 3785)
Prerequisite: Junior Standing
The historical background of China and the cultural, philosophical, and religious fabric of its society; survey of political relations between China and the West, especially with the United States, since the mid-nineteenth century.
- 4200 PSYCHOLOGY AND SOCIOLOGY OF POLITICAL LIFE (5)
Prerequisite: Junior standing
Studies the individual and group basis of political behavior emphasizing the role of personality, group dynamics, leadership and psychopathology, socialization, attitudes and political movements in mass society.

- 4448 LAW AND THE POLITICAL PROCESS (5)
Prerequisite: Junior standing.
A systems analysis of the American judicial process emphasizing judicial institutions, recruitment patterns and behavior with special attention given to judicial policy-making. Close examination of selected U.S. Supreme Court cases and empirical studies of judicial decision-making in substantive areas and their impact upon American society.
- 4450 AMERICAN CONSTITUTIONAL DEVELOPMENT (3)
Prerequisite: Junior standing
A case study approach to the analysis of American government through the study of Supreme Court decisions in the areas of judicial review, federalism, separation of powers, the commerce clause, Bill of Rights and due process.
- 4643 THEORIES OF THE POLITICAL SYSTEM (5)
Prerequisite: Junior standing
Analyzes the basic concepts in Western Political thought in their historical context and development, including the impact of political and social thought upon modern political life.
- 4700 SEMINAR IN SELECTED TOPICS IN POLITICAL SCIENCE (3)
Prerequisite: Junior standing.
A seminar studying theoretical and/or practical issues in politics and political science. See current time schedule for topic. May be repeated once for political science major requirements.
- 4920-9 READINGS IN POLITICAL SCIENCE (2-5)
Prerequisites: Junior standing, at least 20 credits in political science, and permission of instructor.
Designed to develop a wide acquaintance with literature of the discipline or intensive examination of selected areas of interest in political thought, institutions or behavior.
- 4940 POLITICAL INTERNSHIPS (2-15)
Prerequisites: Junior standing, at least 10 credits in political science, and permission.
Opportunities for practical experience in political situations including state legislative bodies and agencies. Available by permission and with a program designed in advance.
- 4970 RESEARCH IN POLITICAL SCIENCE (2-5)
Prerequisites: 10 credits in political science and permission of instructor.

Pre-Law

A full four-year college program in political science is recommended for entrance into law school. Neither the American Bar Association committee on pre-legal education, nor leading law schools, generally require any one specifically outlined course of collegiate study for admission. However, they emphasize a wide and solid general educational foundation including an ability to analyze, evaluate, and interpret written materials, facility in speaking and writing with clarity and force, capacity for wide and perceptive reading, and an interest in people and their experiences.

At Seattle Pacific an effort is made to develop a course of study to fit each student in order to develop his/her potential in preparation for entrance into law school. Students interested in a legal career should contact the Pre-law Adviser in the political science department through the School office and make known early their desire. Counseling will then be provided and a self-designed major developed. Early in the senior year, all such students are provided information for taking the Law School Admission Test.

Psychology

Psychology is the study of the individual with an emphasis on effective interpersonal relationships, self understanding, and the realization of human potential. In order to aid students in their preparation for the Christian scholar-servant role in society, the psychology faculty is committed to help students actualize their Christian values in life situations involving other people.

Courses in psychology attempt to bring students to the fullest development of their God-given potentialities through (1) achieving an objective, realistic, and mature view of self and others through a total commitment to Christ; (2) acquiring the knowledge and sense of responsibility necessary to fulfill obligations to society; (3) assuming responsibility for extending man's knowledge of himself, his relationship to God, and to his fellow man through the spirit of inquiry which encourages the interchange and testing of ideas; and (4) developing competencies in knowledge, skills, and leadership qualities necessary to make a significant contribution to the quality of human life.

Being in an urban area provides students with opportunities to gain field experiences in mental health clinics, social agencies, special education units, and hospital settings. Facilities in the new Science Learning Center provide opportunities for students to engage in psychological research. Opportunities to work with the faculty on research projects are available to interested students. Leadership skills can be developed through the experience of being a small group discussion leader in General Psychology.

Students majoring in psychology must complete 45 credits in the discipline with 23 of these credits earned in upper division courses. The required courses are Psychology 1180, 3488, and 4688. In addition to the 45 credits in psychology, majors are required to complete Mathematics 1360. Course numbers with an 8 in the 3rd digit position are required for a major. Course numbers with an 8 in the 4th (last) digit position are recommended for students planning to enroll in graduate programs in psychology. GENERAL PSYCHOLOGY: INDIVIDUAL IN GROWTH 1180 is the prerequisite for all other psychology courses.

COURSES

- 1173 ADVANCED GENERAL PSYCHOLOGY (3)
Seminar reviewing contemporary problems and issues pertaining to human psychological functioning, e.g., personality, adjustment, perception, learning, motivation, and human development.
- 1180 GENERAL PSYCHOLOGY: INDIVIDUAL IN GROWTH (5)
Introduction to psychological principles which will enhance personal lives through a better understanding of psychological dynamics, interpersonal relationships, child development, and the psychological processes of learning, perception, motivation, and cognition.

- 2422 PSYCHOLOGY OF ADJUSTMENT (5)
Adjustive processes involved in growth-oriented coping strategies and the study of faulty adjustment patterns in terms of the psychological dynamics involved. Discusses adjustments to college, marriage, jobs, parenthood, and old age.
- 2428 PSYCHOLOGICAL RESEARCH METHODS (5)
Explains investigative and statistical methods used in the studying of psychological processes. Helps one develop skills in evaluating published research. Useful for future counselors and service providers.
- 3418 PSYCHOLOGY OF LEARNING (5)
Experimental research and basic theories in the psychology of learning. Emphasizes principles of human and animal learning especially as they apply to the areas of child rearing, education, training, and behavior therapies. Laboratory work arranged.
- 3420 COGNITIVE LEARNING (5)
Learning as a cognitive process with a focus on methods for facilitating learning through effective utilization of learning principles in teaching situations. For students in Education, Nursing, and Psychology.
- 3428 EXPERIMENTAL PSYCHOLOGY (5)
Prerequisites: Mathematics 1360 and Psychology 2428.
Experience in designing a research project involving multivariate analyses that will test hypotheses either derived from psychological theory or from a modification of a study reported in the journals.
- 3438 SENSATION AND PERCEPTION (5)
Experimental research and basic theories relevant to human information processing. Applies principles of sensation and perception in student-selected areas during the last half of the course.
- 3460 CHILD PSYCHOLOGY (5)
The developmental processes of humans beginning with the prenatal period and continuing through pre-adolescence, with focus on effective parent-child relationships that facilitate the actualization of individual potentialities.
- 3470 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY (5)
The development of the human organism from conception to death. Includes those developmental tasks and psychosocial crises associated with cognition, motivation, and socialization of the individual at various stages of development.
- 3488 PHYSIOLOGICAL PSYCHOLOGY (5)
Prerequisite: Junior standing or permission of instructor.
Complex biochemical and physiological events as they are related to behavior and human experience. Focuses on the functioning of the nervous system as a foundation for behavior. Biology 2129 and 2130 are suggested as preparation for this class.
- 4420/6420 PSYCHOLOGY OF ADOLESCENCE (5)
Prerequisite: Senior standing or permission of instructor.
The physical, emotional, social and spiritual development of the adolescent. Focuses on typical conflicts arising out of interpersonal relationships, the clarification of goals, values, and environmental demands.
- 4430/6430 MOTIVATION AND LEADERSHIP (5)
The theories of motivation and leadership with a strong emphasis on the practical applications: discovery and improving leadership abilities, techniques in self-motivation, and skills in effectively motivating others.
- 4440 SOCIAL PSYCHOLOGY (5)
(See Sociology 4440)

Social Science Education

The social science major is designed exclusively for those who wish to pursue a teaching career in grades K through 12. It is not suitable for pursuing general employment in the community, nor for entrance into a graduate school. Those interested in obtaining non-teaching employment, or pursuing a graduate degree outside the area of teaching enrichment, should plan on majoring in one of the other areas within social science. For those unsure about teaching possibilities at the K-12 level, a dual major with urban studies or one of the mainline social science disciplines is strongly advised. (See also the School of Education section.)

Elementary

Soc. Sci. 3500	3
Hist. 2502 or 2503 or 3501;	
2710 or 3600 or 3610 or 3650	8-10
Econ. 1100 or 2101 or 2102	5
Geog 1110 or 2207 or 2677 or 3707	10
Pol. Sci. 1120 or 2230 or 2320 or 3410	5
Psych. 1180, 3420 or 3460 or 4444 or 4445	8-10
Soc. 1110, 3862 or 3252	10
Anth. 2250 or 3310 or 3360 or 4877	3-5

Secondary

SBS/Geog. 3500	3
Hist., choose one: 2502, 2503, 3501,	
choose two: 1202, 2710, 3720, 3610,	
3650, 3670, 3750, 3782	13-15
Econ. 1100 or 2101 or 2102	5
Geog./Urban Studies 1110 or 2207 or 2677 or 3707	10
Pol. Sci., choose two: 1120, 2230, 2320, 3410, 3736	10
Psych. 1180, 3420 or 3460 or 4420 or 4430 or 4444	10
Soc. 1110, 2870 or 3862 or 3252	10
Anth. 2250, 3310 or 3360 or 4877	8

Sociology

Sociology is the systematic study of groups, how they influence individuals and the effects of their collective interaction. Sociology courses focus on characteristics of these groups and examine the society which they form. Sociology includes the investigation of many social structures such as: 1) population — its size, age, sex and racial composition; 2) spatial and temporal structures of communities; and 3) institutional structures including social arrangement of churches, schools, families, work organizations, etc. The distribution of wealth, prestige and level of education are all aspects of these social structures and part of the study of sociology. Students majoring in sociology have secured positions in government, business, industry and private research agencies such as the Bureau of Census. Others hold jobs in planning

- 4442/6442 PSYCHOLOGY OF PERSONALITY (5)
Prerequisite: Senior standing or permission of instructor.
The major views on personality with emphasis on comparison, contrast, and practical implications for improving the understanding of self and others.
- 4444 PSYCHOLOGY OF THE EXCEPTIONAL INDIVIDUAL (3)
(Special Education 4644/5644)
Problems and behavior patterns of exceptional people, including mental retardation, orthopedic handicaps, behavior disorders, hearing and visual impairments, and learning disabilities.
- 4445 PSYCHOLOGY OF THE GIFTED INDIVIDUAL (3)
(Special Education 4645/5645)
Prerequisite: Senior standing or permission of instructor.
Identification of gifted and creative individuals and development of educational programs and resources for the gifted.
- 4448 MEASUREMENTS IN PSYCHOLOGY (5)
(Counseling Education 6677)
Prerequisite: Mathematics 1360 or permission of instructor.
A survey of theory and techniques of various measurements employed in psychology. Examination of aptitude tests, personality and interest inventories, projective techniques, and non-test procedures; their application to the study of individuals and groups.
- 4460/6460 DEVIANT BEHAVIOR (5)
Prerequisite: Senior standing or permission of instructor.
A critical analysis of both the symptomatology and etiology of abnormal behavior with reference to modern methods of treatment and therapy. Emphasizes an interdisciplinary approach to understanding and effectively coping with maladaptive behavior.
- 4470 COUNSELING, THEORY AND PRACTICE (5)
(Counseling Education 4670/5670)
Prerequisite: Senior standing or permission of instructor.
An overview of current approaches to psychological counseling. Examines basic issues in counseling with an emphasis on personal development and effective interpersonal relationships; practical application through use of video tape recording, role playing, and selected case studies.
- 4688 HISTORY AND SYSTEMS OF PSYCHOLOGY (5)
Prerequisite: Psychology 3488 or permission of instructor.
An historical review of the development of psychology as a discipline emphasizing current trends in the study of psychological processes.
- 4920-9/6920-9 READINGS IN PSYCHOLOGY (1-3)
Prerequisite: Senior standing with at least 15 credits of upper-division "B" grade work in the department and permission of instructor.
Reading in special interest areas under supervision of staff members.
- 4930, 4931, 4932 PRACTICUM (1-3)
(Maximum of 6 credits to count for major)
Prerequisite: Senior standing or permission of instructor.
Opportunities provided for practical experience in leading discussion groups in General Psychology or assisting with an on-going research project.
- 4940 INTERNSHIP IN PSYCHOLOGY (1-5)
Prerequisite: Senior standing and permission of instructor.
Field experience in some phase of psychological work in the community. Twenty-five hours of field work will be completed for each credit. Credits may not be applied toward the 45 needed to complete the major.

agencies and research departments of city governments, the Office of Housing and Urban Development, religious organizations, law enforcement agencies and many other settings. Advanced positions in these areas often require graduate training. The sociological perspective has also proven invaluable for students entering any of the helping professions.

For those students majoring in sociology, a minimum of 45 credits is required within the department, including the following courses: Sociology 1110, 3751, 3367, 4440, 4702 and Anthropology 2250 and 4855. Mathematics 1360 is also required but does not count toward the 45 credits required. Twenty-five credits must be taken in upper-division courses. Courses should be selected from each of several substantive areas, including the social institutions, deviancy, social structure and processes and social change. Sociology faculty members may be consulted for specific course recommendations.

COURSES

- 1110 SURVEY OF SOCIOLOGY (5)
Basic principles for understanding social relationships. This course is a prerequisite to all other sociology courses except 1360, 3450, 3861.
- 1360 INTRODUCTION TO STATISTICS (5)
(Math 1360)
- 2215 SOCIAL STRATIFICATION (5)
An analysis of societal organization based on residence, occupation, community, class and race, power structure in the community, social mobility patterns. Not offered every year.
- 2440 SMALL GROUP DYNAMICS (5)
The social, psychological dynamics of the small group as the primary source of the social order, considered as an essential mechanism of socialization, and the basic core of most social interaction. Not offered every year.
- 2870 SOCIAL PROBLEMS (5)
Change through public action in relation to problems such as hunger, environment, health, employment, poverty, child abuse, crime, and mental illness.
- 3240 SOCIAL MOVEMENTS AND COLLECTIVE BEHAVIOR (5)
Relatively unstructured social situations, including the social psychology of various types of social movements; mobs, crowds, riots; public opinion and propaganda; social change.
- 3252 MARRIAGE AND THE FAMILY (5)
(Home Economics 3252)
The family as an institution and a mode for personal living; marital adjustment; parent-child relationships; changing family patterns; family disorganization and reorganization.
- 3366 URBAN DEMOGRAPHY (3)
(See Urban Studies 3366)
Prerequisite: Permission of instructor
Comprehensive treatment of urban population dynamics. Attends to the structure of the population and explores the components of growth patterns as well as the migrations and movements of peoples. Considers policies and problems pertaining to population control. Offered alternate years.
- 3367 URBAN SOCIETY (5)
(Urban Studies 3367)
The structures of contemporary urban communities emphasizing the social, psychological and subcultural dimensions of city living.

- 3371 CRIME AND DELINQUENCY (5)
Crime and delinquency in modern society, including both individual and social factors; also an exploration of correctional practices.
- 3450 PREPARATION FOR MARRIAGE (3)
Designed to help individuals work their way through the changes and cross currents of American life to a reasonable readiness for marriage. Not a course in pat answers but one dealing with issues and perspectives which will challenge thinking.
- 3751 INTRODUCTION TO RESEARCH METHODS (5)
(Urban Studies 3751, Pol. Sci. 3751)
The development of social research; nature of scientific inquiry, basic methods, and techniques; examination of representative sociological and political studies from the standpoint of methodology; the formulation and completion of an empirical study.
- 3861 THE AFRO-AMERICAN EXPERIENCE (5)
(See History 3610)
- 3862 ETHNIC MINORITIES AND AMERICAN SOCIETY (5)
The nature of minority relations, methods and problems of group adjustment, and positions of various minority groups in American socio-cultural life.
- 4260 FORMAL COMPLEX ORGANIZATIONS (5)
A sociological perspective on the structure and process in formal complex organizations as they are found in all segments of our society; intended to give the basis for the management, development, and analysis of these kinds of organizations. Not offered each year.
- 4440 SOCIAL PSYCHOLOGY (5)
(Psychology 4440)
Analysis of the relationship of the person to the social situation. An examination of socialization — resocialization of the self, stress, social behavior, power and leadership.
- 4702 CONTEMPORARY SOCIOLOGICAL THEORY (5)
Major theoretical issues in sociology drawn from the chief theorists such as Weber, Simmel, Thomas, Merton, and Parsons.
- 4820 RELIGION IN SECULAR SOCIETY (5)
(Religion 4880/6880)
Religious forms, movements, and personal life styles in this secular, rapidly changing area. Gives opportunity for concentration in selected areas of the student's choice.
- 4830 CONFLICT REGULATION (3)
Selected existent propositions regarding the nature of conflict and the possible means of regulating it. Focuses on interpersonal conflict in such settings as family, school classrooms, neighborhood, and work situations.
- 4920-9 READINGS IN SELECTED FIELDS (2)
Prerequisites: Permission and 15 upper-division credits of "B" grade work in the discipline.
- 4935 SEMINAR IN SELECTED TOPICS (3-9)
A seminar experience within a wide range of theoretical and research interests. Particular attention directed to topics of contemporary and emerging interest, e.g., African social institutions, development of the human potential, social conflict, social change, studies in justice.
- 4970 INDEPENDENT RESEARCH (2-5)
Prerequisite: "B" grade work in the discipline.

Sociology-Anthropology

Anthropology is concerned with the comparative study of human cultures, past and present. Culture is broadly defined in anthropology as a "way of life." As a way of life, each culture provides solutions to many problems confronted by people during their lifetime. Anthropologists seek to study social institutions and to classify them according to their similarities and differences. Often, anthropologists test theories generated in the social sciences in the cross-cultural arena of the world's peoples. Anthropologists also study change and attempt to direct it as a means of alleviating problems which are associated with change. Finally, anthropologists seek to promote cultural understanding through a study of diverse cultures.

Two possibilities for a Sociology-Anthropology degree are available:

Those desiring a major in the traditional study of sociology-anthropology (as stated above) are required to take the following course: Anthropology 1110, 2250, 4855, either 3310 or 3360, and either 3315 or 4877; and Sociology 1110, 3367 and 3751.

Those desiring a more specialized course of study focusing upon Social and Ethnic Pluralism will take the following required courses: Sociology 1110, 3367, 3751, 3862; Anthropology 2250, 2710, 4855, 4877, and either 3310 or 3360; and either Sociology 3861 or Anthropology 3315.

Social and Ethnic Pluralism recognizes the increasing diversification of American society. A rising ethnic consciousness along with increased migrations from Latin American and Southeast Asia accentuate the relevance of this area of study. Situated on the rim of the Pacific Ocean, the greater metropolitan area of Seattle provides a unique opportunity for ethnic research.

Forty-five hours are required with at least 25 in upper-division courses. Mathematics 1360 is also required, but does not count toward the 45 credits required.

COURSES

- 1110 GENERAL ANTHROPOLOGY (5)
A non-technical survey of fields which make up anthropology: physical anthropology, archaeology, and cultural anthropology. A cross-cultural study of the physical and cultural changes experienced by mankind in response to a continuous process of change, development, and adaptation.
- 1960/3960 FIELD EXPERIENCE IN ANTHROPOLOGY: HAWAII (3)
Studies Polynesian culture through onsite field experiences: Archaeological, Ethnological, and Sociological. The Polynesian Cultural Center, Bishop Museum, and Waimea Falls Park provide the setting, the native personnel, and the material resources.
- 2250 CULTURAL ANTHROPOLOGY (5)
A comparative study of human cultures: technological, economic, social, political, and religious systems with examples drawn from selected cultures of the world.
- 2710 CONFLICT AND CHANGE IN THE THIRD WORLD (5)
(See SBS 2710, History 2710, Political Science 2710)

- 3310 NORTH AMERICAN INDIAN CULTURES (3)
A descriptive and historical survey of native North American cultures along with an analysis of historical and contemporary problems of acculturation. Offered alternate years.
- 3315 PEOPLES AND CULTURES OF THE PACIFIC ISLAND (3)
A survey and analysis of the native cultures of the Oceanic Islands: Polynesians, Micronesians, and Melanesians, including the impact of European missionaries, traders and government workers, the "cargo cults" of Melanesia and present-day native societies. Offered alternate years.
- 3360 INDIAN CULTURES OF THE PACIFIC NORTHWEST (3)
A comparative study of Native Americans of the Northwest Coast; the impact of European contacts; and the subsequent problems of forced assimilation. Offered alternate years.
- 4432/6432 CULTURE AND RELIGION (3)
(Religion 4832/6832)
A survey of religious beliefs, practices, and functions in society; history of the study of religions and an orientation to the theoretical frameworks for interpreting them. Offered alternate years.
- 4445 CULTURE AND PERSONALITY (5)
The influence of culture upon the development of personality in differing types of societies. Offered alternate years.
- 4450 UNDERSTANDING CULTURAL CHANGE (5)
Diverse forces and processes that result in socio-cultural change including: innovations, environment, technology, diffusion, modernization, and urbanization. Examines the social, psychological, and cultural factors inherent in historical and contemporary change. Offered alternate years.
- 4855/6855 SOLVING HUMAN PROBLEMS: APPLIED ANTHROPOLOGY (3)
Along with the process of urbanization, modernization, and industrialization are problems of relocation, adjustment, and understanding. Skills and insights from anthropology assist in directing and lessening these problems. Considers the role of the agent of change, the environment of change, and the changing target group.
- 4877/6877 CULTURAL PLURALISM: URBAN ANTHROPOLOGY (3)
(Urban Studies 4877/6877)
During the process of urban migration, groups compete for scarce resources. As an adaptive response, a group will use their symbols of cultural identity to form a political organization in order to further their collective interests. Cultural pluralism studies these diverse cultural strategies for ethnic survival.
- 4920-9 READINGS IN SELECTED FIELDS (2)
Prerequisites: Permission and 15 upper division credits of "B" grade work in the discipline.
- 4970 INDEPENDENT RESEARCH (2-5)
Prerequisite: "B" grade work in the discipline.

Sociology — Social Service

Social Service professions provide a wide range of opportunities in both the public and private sector in the international, national, regional, and local settings. Included are professions serving the entire age range from infancy through retirement in the areas of personal adjustment, economic need, crime and delinquency, and mental health. In addition to direct service to individuals, groups, and communities, opportunities are provided in planning, policy formation, and

community organization. Although persons enter social service positions upon completion of their undergraduate study, full professional development includes graduate study in one of several professions, especially in social work.

The Sociology-Social Service major requires a minimum of 50 credit hours with at least 25 in upper division courses. The following courses are required:

Soc. Serv. 2310/4310, 4308, 4380, 4940, 4941
Sociology 1110, 3367, 3751, 4440
Anthro. 2250

The program must be supported by at least 15 hours from the following courses:

Anthro. 4555, 5855/6855, 4877/6877
Psych. 1180, 3470, 4460/6460, 4470
Pol. Sci. 4200
Economics 3318
History 2503, 3501, 4545

COURSES

2310/4310 FOUNDATIONS OF SOCIAL SERVICE (5)

The identification of the foundations of service to individuals, groups, and communities. Particularly applicable to persons entering the varied service professions such as social work, education, government, medicine, and law. It is intended that each person will develop an integrated foundation for service to others.

2355/3355 SERVICE CAREERS (3)

Provides an opportunity to explore various service careers. Includes ways to enter service careers and looks at related patterns. Emphasizes learning through direct contact with varied service settings and practitioners.

4308 SOCIAL SERVICE STRATEGIES (3)

Concepts and practices in social service including casework, group work, and community organization, as well as an introduction to specialized service strategies such as crisis intervention.

4358 HUMAN NEEDS IN A CHANGING FUTURE (3)

The implications of a rapidly changing future. Includes exercises in projecting the nature of the change and its impact upon human needs, and formulations of viable alternative responses by Christians attempting to meet those needs.

4380 SOCIAL SERVICE SYSTEMS (3)

A survey of various social service systems including their historical and philosophical base; examination of local, national and international social service systems. Introduction to the various professions related to social service.

4940 INTERNSHIP IN SOCIAL SERVICE (2-15)

Direct participation in selected social service programs. A three-quarter sequence is required with a 2-credit load each quarter as a minimum. Limited to those students accepted in to the social service program.

4941 INTERNSHIP SEMINAR (1-3)

Must be taken in conjunction with 4940.

Urban Studies

Urban Studies is a degree program recognized at both baccalaureate and graduate levels in the United States. This integrated and interdisciplinary field of specialization provides a meaningful degree both for those wishing immediate post-

college employment and those wishing to pursue a graduate degree in Urban Studies or in one of the regular social science disciplines. For those intending to enter graduate school in a social science discipline, a double major or a self-designed major is recommended which combines in a strong manner one of the regular social sciences.

Courses in Urban Studies are highly interdisciplinary and present various urban problems and events from social, economic, temporal, spatial, and other perspectives. The course of studies is heavily oriented toward the practical and applied aspects of social science as presented in the local urban laboratory. Students will be expected to participate as research assistants on various community research projects, to engage in field work, and otherwise to take an active interest in current urban affairs. Where possible, internships are provided for on-the-job work experience.

The Urban Studies major is provided with an assortment of interrelated courses which will enable one to attain a critical perspective on the environment in which one lives. Such a rounded appreciation will prove beneficial in the broadest sense of "liberal education" and will enable the student to operate more effectively in the urban environment.

The faculty in Urban Studies are committed to job placement for its majors, and otherwise make every effort to find meaningful employment in those areas of the urban marketplace in which students are interested. Possibilities include para-professional employment in urban and regional planning, market and location consulting, certain social service agencies, and with assorted public and private organizations which required knowledge in urbanology.

Students interested in a specific professional specialization track in Urban Studies should work closely with the Urban Studies faculty in developing their program.

A major in Urban Studies requires a minimum of 50 hours in Urban Studies courses. Courses which are required for a major include: U.S. 2207, 2464, 3231, 3751, 3766, 4935. In addition, a major must include: 3366 or 3367; 3650 or 3707; 3305 or 3777.

Mathematics 1360 and Computer Science 1112 and 1212 are recommended.

COURSES

1100 FUNDAMENTALS OF ECONOMICS (5)

(Economics 1100)

Economics for non-majors planning to take only one course. Demand and supply, the price system, income distribution, determination of national income, employment and prices, economics of environmental issues and the public sector, capitalism and socialism.

1110 INTRODUCTION TO GEOGRAPHY (5)

(See Geography 1110)

2207 ECONOMIC GEOGRAPHY (5)

(See Geography 2207, Economics 2207.)

2464 STATE AND URBAN POLITICS (5)

(See Political Science 2464.)

2540 COMMERCIAL MARKETING (5)

(Business 2540)

The role of marketing in enterprise; product policy, pricing, communications, and determination of the marketing mix. Considers the flow of goods and services in the economy including analysis of demand.

2677 THE NATURE OF CITIES: AN INTERDISCIPLINARY INQUIRY (5)

(See SBS 2677, Geography 2677.)

3231 URBAN LAND ECONOMICS (5)

(Economics 3231, Geography 3231)

Prerequisites: Econ. 1100 or 2101 or Geog. 2207 or permission of instructor.

Factors influencing urban growth and land use patterns. Gives particular attention to forces influencing the demand for urban land, intra-urban rent, real estate values, and the housing market. Examines taxation, zoning, and other policies as they relate to the development of urban land. Offered alternate years.

3305 URBAN AND REGIONAL PLANNING POLICIES AND PERSPECTIVES (3)

(Geography 3305)

Prerequisites: U.S. major or by permission

The nature and content of urban and regional planning as practiced in American cities and their hinterlands today. Gives special attention to the history and purpose of urban planning, the general failure of most planning programs, and to alternative urban futures. Offered alternate years.

3366 URBAN DEMOGRAPHY (3)

(Sociology 3366)

Prerequisite: Permission of instructor

Comprehensive treatment of urban population dynamics. Attends to the structure of the population. Explores the components of growth patterns as well as the migrations and movements of peoples. Considers policies and problems pertaining to population control. Offered alternate years.

3367 URBAN SOCIETY (5)

(See Sociology 3367.)

3650 AMERICAN URBAN HISTORY (5)

(See History 3650.)

3707 URBAN GEOGRAPHY (5)

(See Geography 3707.)

3751 INTRODUCTION TO RESEARCH METHODS (5)

(See Sociology 3751, Pol. Sci. 3751)

3766 THE CITY IN SCRIPTURE (3)

The treatment of the city in the Bible as it relates to modern cities and urban man. Attention to conditions of city origin, e.g. pre-Noachic and post-Noachic — the city as contaminator, false fortress, place of refuge, and the city in prophecy. Emphasizes positive implications of the Bible message. Offered alternate years.

3777 INTRA-URBAN SPATIAL ANALYSIS: APPLIED FIELD RESEARCH (5)

(Geography 3777)

Prerequisite: Permission of instructor.

Intra-urban land use patterns and structure. Attends to locational theories pertaining to population, land-use linkages, rents, gradients, and normative spatial relationships. Emphasizes data acquisition and use. Offered alternate years.

4877/6877 CULTURAL PLURALISM: URBAN ANTHROPOLOGY (3)

(See Anthropology 4877/6877)

4920-9 DIRECTED READINGS (2-5)

Prerequisite: Permission of instructor.

4935 JUNIOR/SENIOR SEMINAR: URBAN ISSUES IN THE LOCAL LABORATORY (5)

(Geography 4935)

Prerequisite: Junior/Senior standing

Seminar for majors in Urban Studies or others wishing to undertake a research paper in this field. Consists of reading and discussion of contemporary issues in Greater Seattle as these relate to the social sciences. Short papers will be required on special topics. Offered alternate years.

4940 INTERNSHIP (2-10)

Prerequisite: Permission of instructor.

4970 RESEARCH IN URBAN STUDIES (2-5)

Prerequisites: 10 credits in Urban Studies and permission of instructor.

Social and Behavioral Sciences Faculty

Professors

R. REED BOYCE, Ph.D.

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

GORDON ELVIS COCHRANE, Ph.D.

Sociology
B.A., Seattle Pacific University, 1950; M.A., 1957; Ph.D., University of Southern California, 1968. At SPU since 1965.

C. MELVIN FOREMAN, Ph.D.

Sociology
B.A., Seattle Pacific University, 1942; M.Th., Biblical Seminary in New York City, 1945; M.A., University of Washington, 1955; Ph.D., 1957; Post-doctoral Fellow, Yale Divinity School, 1970-71. At SPU 1948-52 and since 1953.

DONALD M. STEVENS, Ph.D.

Psychology; Coordinator of Counseling Services
B.A., Roberts Wesleyan College, 1954; M.A., Michigan State University, 1960; Ph.D., University of Washington, 1967. Licensed Psychologist (Washington). At SPU 1967-81.

MYRTHALYNE C. THOMPSON, Ph.D.

Psychology
B.S., Akron University, 1953; M.S., 1955; Ph.D., Purdue University, 1958. At SPU since 1968.

KENNETH D. TOLLEFSON, Ph.D.

Anthropology
B.A., Manhattan Bible College, 1958; M.Div., Asbury Theological Seminary, 1961; M.A. University of Oklahoma, 1965; Ph.D., University of Washington, 1976. At SPU since 1965.

Associate Professors

- C.Y. JESSE CHIANG, Ph.D.
Political Science
B.A., St. John's University, 1944; M.A., University of Washington, 1951; Ph.D., 1958. At SPU since 1964.
- ROBERT D. LARSON, M.A.
Sociology, Social Service
B.A., Augsburg College, 1956; M.A., University of Washington, 1966. At SPU part-time 1966-67; full-time since 1967.
- DELBERT S. MCHENRY, JR., Ph.D.
Psychology
B.A., Central Washington State College, 1967; M.S., 1968; Ph.D., Michigan State University, 1973. At SPU since 1973.
- DAN MOTET, Ph.D.
Psychology
B.A., University of Bucharest, 1959; Ph.D. (Medical Biochemistry), 1966; Ph.D., University of Washington, 1976. At SPU since 1972.
- BRUCE MCKEOWN, Ph.D.
Political Science
B.A., Seattle Pacific University, 1967; M.A., University of Wisconsin - Madison, 1968; Ph.D., Kent State University, 1977. At SPU since 1977.
- NANCY R. PRIES, Ph.D.
Bibliographic Specialist in the Social and Behavioral Sciences
B.A., Stetson University, 1966; M.A., University of Pennsylvania, 1967; Ph.D., 1972; M.S. in L.S., Florida State University, 1974. At SPU since 1974.
- WILLIAM H. WOODWARD, Ph.D.
History
A.B., Wheaton College, 1969; Ph.D., Georgetown University, 1974. At SPU since 1974.

Assistant Professors

- GEORGE CONSTANCE, Ph.D. (Adjunct)
Executive Director of University Advancement
Political Science
B.A., Nyack College, 1969; M.A., New School for Social Research, New York City, 1970. Ph.D., New School for Social Research, 1980. At SPU since 1979.
- KENT R. HILL, Ph.D.
History
B.A., Northwest Nazarene College, 1971; M.A., University of Washington, 1976; Ph.D., 1980. At SPU since 1980.
- ANN C. JENNINGS, M.Ed. (part-time)
Geography
B.A., Whitworth College, 1959; M.Ed., University of Washington, 1968. At SPU since 1969.

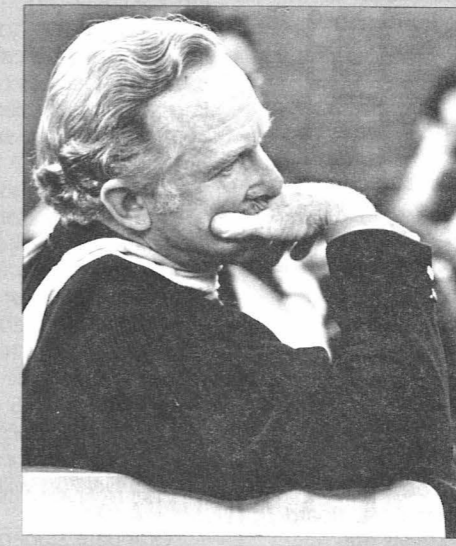
- RONALD B. PALMER, Ph.D. (part-time)
History
B.A., Seattle Pacific University, 1962; M.A., Stanford University, 1964; Ph.D. University of California at Los Angeles, 1979. At SPU since 1970.

Part-time Lecturers

- LEON C. JONES, M.S.W.
History
B.A., Seattle Pacific University, 1962; M.S.W., University of Washington, 1968; A.C.S.W., 1970. At SPU since 1968.
- EUGENE MOCHIZUKI, M.S.W.
Sociology-Social Service
B.A., Nebraska Wesleyan, 1951; M.S.W., University of Washington, 1961. At SPU since 1978.
- THOMAS W. SINE, Ph.D.
Sociology
B.A., Cascade College, 1958; M.A., San Jose State College, 1968; Ph.D., University of Washington, 1978. At SPU since 1970.

Emeriti

- PHILIP F. ASHTON, Ph.D.
Psychology and Education
B.A., University of Washington, 1927; M.A., 1929; Ph.D., 1937; L.H.D., Seattle Pacific University, 1971. At SPU 1929-42 and 1944-71. Emeritus since 1971.
- CLIFFORD E. ROLOFF, M.A.
History
B.A., Seattle Pacific University, 1931; M.A., University of Washington, 1932. At SPU 1944-74. Emeritus since 1974.
- ROY SWANSTROM, Ph.D.
History
B.A., Seattle Pacific University, 1947; M.A., University of California, 1949; Ph.D., 1959. At SPU 1949-51, 1956-80. Emeritus since 1980.

GRADUATE
SCHOOL

Graduate Study at Seattle Pacific University emphasizes three principal aims: scholarship, research, and professional competence. The curricula, provided in the Schools of Education and Religion, seek to lay a foundation for advanced graduate study and prepare students for professions in education and various Christian ministries. The Master of Arts, Master of Education, Master of Science and Specialist in Education degrees are offered through the School of Education. The Master of Arts and Master of Christian Ministries degrees are offered through the School of Religion.

Responsibility for Graduate Studies is vested in the Graduate Council by the Faculty Senate. The Dean of Graduate Studies serves as Chairman of the Graduate Council. Each school offering graduate programs has a Graduate Studies Committee which oversees the programs offered in that school.

Accreditation and Affiliation

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

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

The nursing curriculum is accredited by both the National League for Nursing and the Washington State Board of Nursing.

Seattle Pacific University is a Full Member of the National Association of Schools of Music.

Seattle Pacific meets the requirements of the Commission on Christian Education of the Free Methodist Church for preparation of ministers and missionaries and is also approved by the Department of Christian Education of the Free Methodist Church and other denominations for the collegiate preparation of ministers.

The University is approved by the United States Government for education of veterans and their dependents under the applicable public laws.

Admission to the Graduate School

Students holding bachelor's degrees who desire to study at Seattle Pacific University may secure the appropriate application forms by writing the Office of Admissions, Demaray Hall, Seattle Pacific University, Seattle, WA 98119, or by calling 206-281-2021. The categories of students and admission requirements for those categories are:

- Post-Baccalaureate Students. Students seeking second bachelor's degrees or certificates should register as Post-Baccalaureate Students. To be so admitted the student must:
1. Hold a bachelor's degree from an approved college or university.
 2. Complete and return the post-baccalaureate student application form.
 3. Receive positive recommendations from two individuals familiar with the applicant's character and scholarship.
 4. Submit official transcripts from all colleges and universities attended including transcripts of all courses completed since receiving the bachelor's degree.
 5. Have a grade point average of 2.75 (4.0 = A) or higher in the last 45 credits of college and university work completed before admission. Those students planning to apply for initial certification through the School of Education will need to present a cumulative g.p.a. of 2.70.

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

1. Hold a bachelor's degree from an approved college or university.
2. Complete and return the graduate student application form.
3. Receive positive recommendations from three persons familiar with the applicant's character and scholarship.
4. Submit official transcripts from all colleges and universities attended, including transcripts of all courses completed since receiving the bachelor's degree.
5. Have a grade point average of 3.0 (4.0 = A) or higher in the last 45 credits of college and university work completed before applying for admission.
6. Present an acceptable score on the Aptitude Test of the Graduate Record Exam or the Miller's Analogies Test.
7. A student who is not enrolled for two calendar years must apply for readmission and submit the reapplication fee.

Non-matriculated Students. Students not seeking a degree or certificate, and taking less than ten credits in any given quarter may register for classes as non-matriculated students. Credits earned as a non-matriculated student may not necessarily be used in any graduate or certificate program at Seattle Pacific University. Registration information may be obtained from the Office of Registration and Records, Seattle Pacific University, Seattle, WA 98119, 206-281-2031.



Samuel L. Dunn, Dean of Graduate, Professional & Continuing Studies. "We at Seattle Pacific take seriously our mandate to help people prepare for a life characterized by a maturing Christian faith and increased service to others. Our challenge is to provide educational programs which will develop and enhance a student's personal and professional skills. We appreciate this opportunity to serve."

Admission to a Degree Program

Students desiring to work toward a graduate degree at Seattle Pacific University must be admitted as graduate students at the university. After being admitted as a graduate student an individual may apply for admission to a specific degree or certificate program.

Application forms for graduate degree programs related to religion may be obtained by writing the School of Religion, Alexander Hall, Seattle Pacific University, Seattle, WA 98119 or by calling 206-281-2158. Application forms for graduate degree programs or certificate programs related to education may be obtained by writing the School of Education, Marston-Watson Hall, Seattle Pacific University, Seattle, WA 98119 or by calling 206-281-2214. Requirements for admission to particular programs are given in the appropriate section below. As part of the admissions process the student must have an approved plan of study prior to the completion of 18 quarter credits, if the work is to count toward an approved degree program.

Requirements for a Master's Degree

The following requirements apply to all master's degree programs. See the appropriate section below for any additional requirements to a particular degree program. Each student must:

1. Satisfactorily complete the approved program of studies.
2. Complete the minimum residence requirement of two-thirds of the graduate credit required for the degree. The last 15 credits for the master's degree must be earned at SPU.
3. Complete no fewer than 33 credits on the master's degree after the student has been admitted to a specific degree program.
4. Maintain a cumulative grade point average of 3.0 or higher. No course in which a grade below "C" (2.0) is earned may apply on the master's degree. If a degree student's cumulative g.p.a. falls below 3.0, his status will be reviewed by the School Graduate Studies Committee with referral to the Graduate Council. The Graduate Council may remove the student from the graduate degree program or recommend other action as appropriate to the individual.
5. Maintain professional and personal standards expected of graduate students and stipulated for one's particular program. Failure to maintain these standards may result in removal from the program of studies and degree status.
6. Apply for the master's degree no later than the second week of the quarter in which one plans to graduate. Application forms are available in the School Graduate Office.
7. Make application for the comprehensive examination at least four weeks before the examination is scheduled by the School.

8. Present at least three hours of acceptable Biblical Literature credit, either from undergraduate work or in connection with the master's degree program.
9. Pay at the Business Office the master's degree graduation fee and the cost of binding three copies of the thesis (if applicable).
10. 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 will be expected to participate in the formal awarding of the degree at the next University Commencement following the date of completion of his or her degree requirements.

General Limitations on Graduate Credit and Registration

1. A maximum of six workshop credits may be applied toward the graduate degrees.
2. Correspondence credit is not applicable toward graduate degrees.
3. Extension credit, up to a maximum of six credits may be allowed toward the degree by approval of the student's adviser.
4. No course for which a grade other than "A" (4.0), "B" (3.0), or "C" (2.0) is earned may be accepted in transfer toward the graduate degrees.
5. No more than 15 credits in independent study and research, including thesis, practicum, or project, may apply toward the graduate degrees.
6. Registration for independent/directed study requires approval of the student's adviser.
7. All 6000-level 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 of work taken before admission to a specific degree program will apply toward the graduate degree.
10. No work may be taken at another institution after the student has been accepted to work on a graduate degree at SPU, unless the student has the prior consent of the adviser.
11. Courses numbered in the 4000 and 5000 series can be applied to graduate-degree programs only with the prior approval in writing of the student's graduate adviser. No more than 15 credits of 4000 and 5000 series courses may be used in satisfying requirements for the master's degree.
12. One credit courses are not transferable.

Academic Load and Employment

1. A graduate student may, with permission, take courses concurrently elsewhere provided his combined load does not total more than the number of credits permitted as a normal load for that registration period. (Regular academic load is 9-15 credits per quarter during the academic year and 9-12 credits during the summer.)
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 six credits per quarter.

Chapel-Assembly Attendance

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

A Second Master's Degree

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

1. The student shall meet the general requirements stipulated for admission to graduate study at SPU. He or she shall achieve the academic standards established for master's degree work and demonstrate suitable competence in his or her field of specialization.
2. The student shall meet the criteria for admission to study in a proposed specialization on the second degree.
3. The student shall be approved by the School's Graduate Studies Committee for study for the proposed degree.
4. The student shall meet all course and/or area requirements for the second degree.
5. The student shall complete a minimum of 27 credits on his or her approved program at Seattle Pacific after being admitted to study for the second degree. Of these 27 credits, 15 shall be in 6000-level courses. (In ITIP programs at least six credits must be in 6000-level courses.)
6. The specialization on the second master's degree shall be substantially different from that on the first master's degree.

Additional Bachelor's Degree

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

1. Thirty of the 45 credits must be earned subsequent to the granting of the first degree.
2. Fifteen of the 45 must be upper-division credit.

3. If the first degree was earned at SPU, the last 15 of the 45 credits required for the second degree must be taken here, including at least 15 upper-division credits in the major.
4. If the first degree was earned by a former SPU student at another institution, at least 30 of the 45 credits, including at least 15 upper-division credits in the major, must be earned at SPU.
5. A student who has never before attended SPU must take all 45 credits here, including at least 15 upper-division credits in the major.
6. All specified requirements for the second degree must be fulfilled. A minimum of five Biblical literature credits must be taken at Seattle Pacific as a part of the first or second bachelor's degree program.

School of Education

The School of Education at Seattle Pacific University is a professional School whose primary function is to prepare people to operate at a high level of performance in a number of roles. A secondary function is to prepare those who intend to pursue higher degrees. The graduate program in the School of Education serves dual roles with major emphasis given to the advanced preparation of professionals in education in specific categories.

At the time of publication, configurations of courses and course numbers for the various specializations are correct. However, check at the School of Education for possible changes in your specialization. Some courses may be described in the summer catalog only.

The Master's Degree

The master's degree is a professional degree for persons who have successful professional teaching or field experience and who wish to develop advanced professional competencies in guidance and counseling or administration. Programs are offered to prepare for advanced elementary and secondary teaching certificates and for initial certificates in guidance and counseling and elementary or secondary principalship. Competencies developed through programs for teachers assist one who desires to prepare for the role of supervisor of teaching and learning in a subject field.

Specializations offered under the master's degree are designed to sharpen professional competencies established initially at the pre-service level of teacher preparation and to broaden the range of competencies to include use of new learning tools and strategies available to today's educators. Professional accountability involves professional growth training. The SPU specializations are organized to meet needs of teachers and other specialists for advanced professional training and personal growth.

Certain programs require a written comprehensive examination in the major field of specialization, core research, psychological foundations of education and social foundations of education. Registration for the comprehensive examination must be submitted to the School Graduate Studies Office no later than four weeks prior to the examination date. Contact the School Graduate Office for dates of quarterly examinations and the registration form.

The Education Specialist Degree

The Education Specialist Degree is a post-master's degree. These degree programs prepare candidates who have expertise in reading/language arts, administration, counseling and research with an effective merging of academic excellence and field experience. The tracks leading to "Program Administrator" certification apply specifically to those who desire training as administrators of reading/language arts programs. The Program Administrator is "responsible for management of a district-wide activity or service involving instructional program or specialized services which directly support the instructional program."

Off-Campus Centers

Seattle Pacific University operates two off-campus graduate centers in education: South Kitsap and Longview. Contact the School of Education for specific information regarding program offerings at these centers.

MASTER'S DEGREE PROGRAMS**Elementary Education**

- A. General Requirements:
 1. Forty-five credits in approved 4000-6000-level courses.
 2. Eighteen credits in 6000-level courses.
 3. Possession of exit competencies specified for student's program.
- B. Program Entrance Requirements:
 1. Approval by the Graduate Committee on recommendation of the specialization adviser(s).
 2. Possession of entrance-level competencies for the student's specialization(s).
- C. Professional Education Core:
 1. Research (9): Ed 6980, Ed 6981, and one of the following: Ed 6995, 6996, 6997 (Plan A); Ed 6984, (Plan B); or Ed 6990 (Plan C).
 2. Social Foundations (3-6): Ed 6122 (required); Ed 6125 (optional).
 3. Psychological Foundations (3): Ed 6655.
- D. Areas of Specialization: The student will complete one area of specialization of 30 approved credits or two areas of 15 approved credits each.

1. LANGUAGE ARTS (15):
 - a. Required courses: EdRd 6506, 6587, 6974.
 - b. Electives: EdRd 5516 (Eng. 4587), 5518 (DR 5330 or CMU 5318), 6505, 6515, 6529, 6542, 6973; Ed 5441, 5540; Lang. 4450-4499.
2. LEARNING RESOURCES (16):
 - a. Required: EdRd 5516 (Eng. 4587) or EdRd 5518 (DR 5330 or CMU 5318)
 - b. Electives: EdLR 4420, 4421, 5433, 6535, 6519. (On approval, EdLR 6931, 6932, 6933 may be substituted for certain of the above courses).
3. SPECIAL TEACHER OF READING (15):
 - a. Required: EdRd 6505, 6529, 6587, 6973
 - b. Electives: EdRd 5516, 5518, 6505, 6530, 6572, 6641; EdLR 5433; Ed 5540, 5441; other electives with adviser approval.
4. SCIENCE (15):
 - a. NMS courses (11 credits): NMS 5527 (EdSc 5527), 6500, 6501.
 - b. Education courses (4 credits): EdSc 5528.

Secondary Education

- A. General Requirements:
 1. Forty-five credits in approved 4000-6000-level courses.
 2. Eighteen credits in 6000-level courses.
 3. Possession of exit competencies specified for student's program.
- B. Program Entrance Requirements:
 1. Approval by the Graduate Committee on recommendation of the specialization adviser.
 2. Possession of entrance-level competencies for the student's specialization(s).
- C. Professional Education Core: (15 credits)
 1. Research (9 credits): Ed 6980, 6981, and one of the following: Ed 6995, 6996, 6997 (Plan A); Ed 6984, (Plan B); or Ed 6990 (Plan C).
 2. Social Foundations (3-6 credits): Ed 6122 (required); Ed 6125 (optional).
 3. Psychological Foundations (3 credits): Ed 6655.
- D. Area of Specialization: The student will complete an area of specialization of 30 approved credits. Of these 30 credits, at least 21 credits must be approved by the University for a secondary teaching specialization in the student's academic teaching area. The remaining nine credits comprise the Integrative Component, which may be fulfilled in the following ways:
 1. Special methods courses in the student's academic teaching area.
 2. Additional graduate courses in the student's academic teaching area.
 3. Professional education courses uniquely appropriate to the individual's program.

The courses which constitute the Integrative Component must be approved by the specialization adviser.
- E. Approved Specializations: Consult the Graduate Office in the School of Education.

Elementary and Secondary Education: 15 Credit Specializations

The student electing one of the two specializations listed below will satisfy the General Requirements, Program Entrance Requirements, and Professional Education Core Requirements (See Elementary and Secondary Education Sections) and select one other 15-credit specialization to complete 45 credits.

1. Christian Pedagogy (15 credits):
Ed. 6820, 6825, 6826, 6828, 6829.
2. Instructional Theory Into Practice (ITIP) (15 credits):
Instructional Theory Into Practice is based on the work of Dr. Madeline Hunter of the UCLA Lab School. Teachers and school administrators who specialize in this field will learn basic learning theories and practical ways to translate these theories into classroom settings. ITIP addresses the topics of selecting objectives, teaching to objectives, monitoring and adjusting, and principles of learning. Teachers will focus on improving their instructional skills while school administrators will learn observation and teacher feedback skills.
 - a. Prerequisite: Ed 5577 (3-5)
 - b. Required: Ed 5579 (2-4) and Ed 5510 (3) or Ed 5524 (3)
 - c. Electives (to complete 15 credits): Ed 5578, 5581, 5583, 5586, 5588, 6940; other electives with adviser approval.

Athletic Administration

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

- A. General Requirements:
 1. Forty-five credits in approved courses.
 2. Eighteen credits in 6000-level courses.
- B. Professional Education Core (24 credits):
 1. Required (18 credits): Ed 5613, 6122, 6655, 6980, 6981, 6990.
 2. Electives (6 credits): EdRd 6530; EdLR 5433; Ed 6125; EdAd 6580, 6584.
- C. Sports Specialist Core (21 credits).
 1. Required (15 credits): PE 6500, 6600, 6780, 6790, 6795.
 2. Electives (6 credits): PE 6720, 6725, 6730, 6735, 6740, 6940.

ADMINISTRATION

*Initial Principal's Credential

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

A student interested in entering a credential program for principals should consult the adviser in school administration.

A. Prerequisites

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

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

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

B. Procedures for Procuring the Initial Credential

1. Apply for admission to Seattle Pacific University Graduate School through the Graduate Admissions Office. (See "Admission to the Graduate School" section.)
2. Secure a written agreement from the school district (superintendent) and the on-site supervisor (building principal) that an internship will be provided.
3. Secure application for the credential from the credential secretary in the School of Education Office. Complete the application form and return it to the credential secretary with the credential fee or pay the fee in the SPU Business Office.
4. Obtain six references. Stamped and addressed envelopes for sending for the references must accompany the completed application.
5. Secure School of Education administration adviser's approval of a projected schedule of courses to be completed.

*Those people holding "provisional" certificates will continue under the "61 Guidelines" leading toward the "Standard" Certificate. See adviser for details.

C. General Course Requirements Leading to a Master's Degree in Administration:

1. Forty-six credits in approved 4000-6000-level courses. (Forty-nine credits are required for elementary principals.)
2. Approval by the Graduate Committee on recommendation by adviser.

D. Professional Education Core (21-24)

1. Ed 5613, 6655, 6935, 6980, 6981, 6990.
2. Ed 6122 or 6125.
3. EdRd 6529 (Elementary principals only).

E. Specialization (25)

1. Administration (18-20): EdAd 6580, 6581, 6584, 6931, 6932, 6933
2. Interdisciplinary; BAE 5657 (3-5)
3. Electives — (credits to complete the required 46 for secondary principals and 49 for elementary principals). For additional approved courses, see adviser.

Teachers with the appropriate master's degree may qualify for the Principal's Initial Credential by taking the 18-20 credits of approved work in administration. Consult the adviser.

Continuing Principal's Credential

A. Prerequisites

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

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

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

In addition to the above, a student must complete a minimum of 15 credits in course work plus a master's degree (if not already completed) subsequent to receiving the Initial Principal's Credential.

B. Procedures for Procuring the Continuing Credential

See Nos. 1, 3, 4, and 5 under "B" above, "Procedures for Procuring the Initial Credential."

C. Course Requirements

Efforts will be made to develop 15-hour packages that will meet the needs of the applicants. See advisor for approved course of study.

- D. 1. Required: A course in school law and curriculum development.
2. Elective: Ed. 5525, 5579 (maximum of 5 credits), EdAd 6584, EdSp 5658, Ed 6919 (variable), 6928 (variable). Other courses appropriate to candidate's needs may be approved in consultation with adviser.

In planning for the Continuing Principal's Credential, the candidate should review the generic competencies as specified in the state 1978 Guidelines.

Counseling Education

This area of study was developed in collaboration with the Presbyterian Counseling Service and many of the courses are offered off-campus at that facility.

Individuals may prepare themselves for service as professional counselors in the following content and master's degree areas:

- A. General Counseling — M.Ed.
- B. Marriage and Family Therapy — M.S.
- C. School Guidance and Counseling — M.Ed.

Decision as to which program to pursue rests upon the applicant's interests and demonstrated capabilities.

The General and School Counseling programs have been structured according to preparation guidelines established by the American Personnel and Guidance Association. The Marriage and Family Therapy program was designed to meet requirements of the American Association of Marriage and Family Therapists. All three programs seek to integrate a wide range of counseling theories and methods with actual counseling practice.

A. Admittance

1. General and School Counseling: Applicants must meet these criteria —
 - a. acceptance as a graduate student by the University;
 - b. receive a favorable endorsement from an interview with one or more counseling faculty members;
 - c. complete EdCo 6931 and 6932 with a "B" (3.0) average or better.
2. Marriage and Family Therapy: Applicants must meet these criteria —
 - a. acceptance as a graduate student by the University;
 - b. receive a favorable endorsement from an interview with two or more counseling faculty members.

B. Requirements

1. Prerequisites: All applicants must have demonstrated knowledge in the areas of general psychology, abnormal behavior, personality theories and developmental psychology. Applicants for the School Counseling degree must also be knowledgeable of educational tests and measurements. Marriage and Family Therapy applicants must also be knowledgeable of general structures of pair-bond and family units and have at least two years of gainful employment after the baccalaureate degree, preferably in a helping profession such as teaching. Knowledge in the prerequisite areas is shown through transcripts from accredited colleges or universities, completion of appropriate undergraduate or graduate courses, or by challenging prerequisite courses by examination.
2. Students complete a minimum of 50 graduate credits for the General and School counseling degrees, while Marriage and Family Therapy students complete 65 credit hours.
3. All students take written comprehensive examinations during the last ten credit hours of their degree programs. These examinations are in the (a) professional education core; (b) professional counseling core; and (c) degree specialization areas.

C. Professional Education Core

1. Research (8-21): Ed 6980, 6981, and either Ed 6990 (Plan C Seminar), Ed 6984 (Plan B Project), or Ed 6995, 6996, 6997 (Plan A Thesis).
2. Social Foundations: For General and School Counseling (3): Ed 6122.
3. Psychological Foundations: For School Counseling (3): Ed 6655.

D. Professional Counseling Core

1. General and School Counseling (32): EdCo 5670 (Psych. 4470), 6671, 6672, 6674, 6677 (Psych. 4447), 6687, 6931, 6932, 6940.
2. Marriage and Family Therapy (22): EdCo 5670 (Psych. 4470), 6635, 6686, 6687, 6931, 6932.

E. Specialization

1. General Counseling (6 credits from the following): EdCo 6635, 6679, 6681, 6682, 6683, 6684, 6685, 6686; Ed 6900; graduate level Special Education courses may apply as well (35 credits).
2. Marriage and Family Therapy (Prerequisite to all the following courses is admittance to the Marriage and Family Therapy program): EdCo 6671, 6688, 6689, 6691, 6692, 6693, 6694, 6695, 6696, 6697, 6698.
3. School Counseling (3): EdCo 5673 or 5675.

F. Field Work

1. General and School Counseling: Students must register with their graduate adviser for their two terms of supervised practicum at least one quarter in advance of the term in which they plan to begin their first practicum.
2. Marriage and Family Therapy: Students must register with counseling faculty at the Presbyterian Counseling Service for their supervised clinical experiences at least one quarter in advance of the term in which they plan to begin their experience.

Library/Media Education

This specialization, conducted in cooperation with selected school districts, prepares teachers for roles as school library/media specialists.

A. General Requirements

1. Forty-five credits in approved 4000-6000 level courses.
2. Eighteen credits in 6000 level courses.

B. Professional Education Core (15 credits)

1. Research (9 credits): Ed 6980, 6981, and one of the following: Ed 6995, 6996, 6997 (Plan A); Ed 6984 (Plan B); or Ed 6990 (Plan C).
2. Social Foundations (3 credits): Ed 6122.
3. Psychological Foundations (3 credits): Ed 6655.

C. Library/Media Specialization (30 credits)

- EdLR 5409, 5433, 6551, 6535, 6650, 6652, 6653, 6654, 6655, Ed 6931, 6935.

Reading/Language Arts Education

The purpose of this program is to train highly competent reading/language resource specialists (K-12) who can serve as diagnosticians, advisers, special instructors and evaluators to provide consultation, training, and assistance to classroom teachers and other personnel participating in the reading program. (Role statement is taken from the proposed 1978 Standards for Certification of Reading Resource Specialists as Educational Staff Associates.)

This innovative program includes a personalized internship experience. It goes beyond the role statement by featuring study with internationally recognized authorities in the field. It is based on the International Reading Association statement on roles, responsibilities and qualifications of reading specialists.

The program requires 45 credits with an approved 30-credit core in reading/language.

A. General Requirements

1. Forty-five credits in approved 4000-6000 level courses.
2. Eighteen credits in 6000 level courses.

B. Professional Education Core (15 credits)

1. Research (9 credits): Ed 6980, 6981, and one of the following: Ed 6995, 6996, 6997 (Plan A); Ed 6984 (Plan B); or Ed 6990 (Plan C).
2. Social Foundations (3 credits): Ed 6122.
3. Psychological Foundations (3 credits): Ed 6655.

C. Reading Specialization (30 credits)

1. Reading Core (20-27 credits): EdRd 6506, 6529, 6542, 6572, 6587, 6641, 6931, 2, 3 (2-6), 6973.
2. Electives (0-6 credits): EdRd 6513, 6515, 6530, 6531, 6533; other electives with adviser approval.

Bilingual Reading/Language Arts Education

A Master's Degree in Reading/Language Arts with an emphasis in Bilingual Education may be earned by students with a bilingual background. This is a unique program which prepares graduates for special positions requiring expertise in bilingual settings as well as emphasizing traditional reading/language arts requirements.

A. General Requirements

1. Forty-five credits in approved 4000-6000 level courses.
2. Eighteen credits in 6000 level courses.

B. Professional Education Core (15 credits)

1. Research (9 credits): Ed 6980, 6981, and one of the following: Ed 6995, 6996, 6997 (Plan A); Ed 6984 (Plan B); or Ed 6990 (Plan C).
2. Social Foundations (3 credits): Ed 6122.
3. Psychological Foundations (3 credits): Ed 6655.

C. Reading/Bilingual Specialization (30 credits)

1. Reading Core (18-20 credits) Required: EdRd 6506, 6529, 6587, 6641, 6931, 6973. Electives: 6505, 6530, 6531, 6572.
2. Bilingual Education Core (12-15) Required: Ed 5525, EdRd 6513, 6514, 6975. Electives: EdRd 6514, 6515, 6533.

Special Education

A. General Requirements

1. Approval by the Graduate Education Committee upon recommendation by the adviser.
2. Forty-five credits in approved 4000-6000 level courses.
3. Eighteen credits in 6000 level courses.

B. Professional Education Core (15 credits)

1. Research (9-15 Credits): Ed 6980, 6981, and one of the following: Ed 6995, 6996, 6997 (Plan A); Ed 6984 (Plan B); or Ed 6990 (Plan C).
2. Social Foundations (3 credits): Ed 6122.
3. Psychological Foundations (3 credits): Ed 6655.

C. Specialization (30 credits):

1. Required (15-18 credits): EdSp 5644, 6643, 6647, 6649, and EdSp 5653 or 5654.
2. Special Education Electives (7-24 credits): EdSp 5646, 5648, 5652, 5657, 6931, 6932.
3. Interdisciplinary Courses (0-8 credits): EdRd 6506, EdCo 5670, 5673.

CERTIFICATION

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. Graduate programs at Seattle Pacific University provide preparation for the following certificates.

THE CONTINUING CERTIFICATE ("Fifth-year Program")

The School of Education offers work leading to the Continuing Teacher Certificate in the state of Washington. Because of the change in the State guidelines, SPU is currently operating two certification programs for the Fifth Year. The program under 1961 guidelines is for persons who are holding a Provisional Certificate or an Initial Certificate who are admitted to our program before Autumn 1980. The program under 1978 guidelines is for those persons with an Initial Certificate admitted to our program after Autumn 1980.

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

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

1. Be admitted as a post-baccalaureate or graduate student and consult with adviser.
2. Complete an approved program of 45 credits. A minimum of 23 credits must be taken in residence at SPU, with no fewer than 15 credits earned in residence at SPU after the Provisional Certificate is completed. All credits must be taken at a four-year accredited institution. No one-credit courses are acceptable.
3. Complete a program that includes work both in professional education and in the candidate's academic teaching field(s).
4. Complete three or more years of successful full-time professional teaching.
5. Complete a minimum of 15 credits on the Continuing Certificate program after one year of professional teaching.
6. Apply toward the Continuing Certificate Program no more than 15 credits used to meet requirements for

the Provisional Certificate, but in excess of those used to meet requirements for the bachelor's degree.

7. Complete no fewer than 23 credits in upper-division or graduate courses.
8. Earn no more than five credits in correspondence.
9. Offer credits no older than ten years on his/her program.
10. Earn no more than six credits with a "P" grade.
11. Conform studies to one of the following patterns:

Elementary Teaching. Each fifth-year program shall include Ed 5655, Advanced Educational Psychology, Ed 5577, Beginning ITIP, and an approved 12-credit teaching emphasis*, which may include an advanced course in teaching methods. Consult the Fifth-Year Adviser for approved emphases and guidelines for self-constructed emphases.

*Courses in administration education and counseling education do not apply.

Secondary Teaching. Each program shall include Ed 5655, Advanced Educational Psychology, Ed 5577, Beginning ITIP, an advanced methods course, and a minimum of 12 credits in a teaching area*.

*Courses in administration education and counseling education do not apply.

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

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

1. Be admitted as a post-baccalaureate or graduate student and consult with adviser.
2. Complete an approved 45-credit program of study which must include the following:
 - a. Ed 5655 Advanced Educational Psychology (3)
 - b. Ed 5577 Beginning ITIP (3-6) (Prerequisite for Advanced ITIP)
 - c. Ed 5579 Advanced ITIP (2-4) or Ed 5578 ITIP Continuum (2-3)
 - d. Ed 5935/6935 Curriculum Seminar (3)
 - e. Ed 5490 Research and Evaluation for Teachers (3)
 - f. An approved 15 credit specialization
3. Complete three or more years of full-time professional teaching under the Initial Certificate. (One year equals 180 days of teaching at five hours a day.)
4. Complete 30 credits (of the 45 required) after teaching for one year.
5. Earn all credits toward Fifth Year after completing bachelor's degree (No "excess credits" allowed).
6. Earn all credits at a four-year accredited institution, with no credits older than ten years. No one-credit courses are transferable.
7. Complete a minimum of 23 credits at Seattle Pacific University. All credits must be taken at upper division or graduate level.

8. Earn no more than six credits in which a "P" grade has been assigned, and no more than five credits earned by correspondence.
9. Apply a maximum of 16 credits earned in District Summer Study Centers.

Provisional Renewal

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

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

Standard or Continuing Reinstatement

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

Fifteen credits are required by the state for reinstatement. Application forms, advising, and coursework are available through SPU. (See Fifth-Year Adviser.) Applications are processed by ESD-121.

Provisional or Standard Principal's Credential

See "Administration" program section.

Educational Staff Associate Certification (ESA)

According to the most recent guidelines from the State Superintendent of Public Instruction, school counselors, school psychologists, school nurses, school social workers, and reading resource specialists must hold an ESA certificate to be employed in the schools in the state of Washington.

ESA certification is not automatically assured to persons who complete a master's degree with an emphasis in counseling and guidance or reading. This certification is obtained through a field-based program unit of which Seattle Pacific is a member. Qualified students may apply to the School of Education. Information may be obtained from the Graduate Office in the School of Education.

There are two levels of certification for educational staff associates.

1. The Initial Certificate
Persons who satisfactorily complete the certification program and satisfy the specified competency requirements will be recommended for the Initial Certificate. A statement of these competencies may be obtained from the School of Education at Seattle Pacific University.
2. The Continuing Certificate
This certificate may be sought, usually after at least one year of service under the Initial Certificate. The competencies specified are similar to those specified at the initial level, but are at a higher level of performance. Achieving the additional skill and competency

represents self-motivated professional growth of the individual and usually is achieved through a range of professional experiences such as additional coursework, professional meetings, research projects, case conferences and job experiences.

Research

Thesis or Non-Thesis: A Student may elect to pursue an acceptable Thesis (Plan A) or Project (Plan B) on an approved research subject, or follow a non-thesis program, Education 6990, Seminar in Educational Research (Plan C). Prerequisite: Education 6981, Introduction to Graduate Research, is a prerequisite to Plan A, B, or C.

THESIS/PROJECT RESEARCH PROCEDURES

1. When a student's research project is approved (Research Plan A or B), the Chairman of the Graduate Studies Committee will appoint a research committee to assist the candidate with his/her research, oversee the preparation of his/her research report and conduct the oral examination on the research. The committee is normally composed of three faculty persons, two from the School of Education and one from another School.
2. The student shall work closely with the research committee on his/her thesis project throughout its production, from design to preparation of final copies of the report and the oral examination.
3. The form and style manual approved for theses and projects is Publication Manual of the American Psychological Association (Second Edition).
4. The student must register for three credits the quarter the project is initiated and for two or more credits each quarter thereafter until the project is completed.
5. Two copies of the thesis/project shall be submitted to the School of Education.

See School of Education Graduate Office for further published guidelines.

POST-MASTER'S DEGREE PROGRAMS

Education Specialist Degree

The Education Specialist Degree is a graduate degree which is internationally recognized. The program prepares graduates who have expertise in reading/language arts, administration, counseling and research with an effective merging of academic excellence and field experience, blending theory and practice for positions in higher education and program administration.

The tracks leading to "Program Administrator" certification apply specifically to those who desire training as administrators of reading/language arts programs as they work on their Ed.S. Degree. The Program Administrator is "responsible for management of a district-wide activity or service involving the instructional program or specialized services which directly support the instructional program."

Requirements for the Education Specialist Degree

In addition to entrance and degree requirements applicable to all graduate students at Seattle Pacific University, the following specific entrance requirements apply to the Ed.S. Degree.

- A. Admission Prerequisites
 1. Students must have a master's degree with a minimum of 24 credits in the area of specialization.
 2. Students pursuing certification should hold a valid initial or continuing teaching certificate.
- B. Admissions Process
 1. Application to the Graduate School (Graduate Admissions Office)
 2. Supply transcripts and letters of reference to Graduate Admissions Office
 3. Supply duplicate transcripts to School of Education
 4. Supply vita to the School of Education
 5. Interview with graduate adviser; completion of program plan
 6. Recommendation by adviser to Graduate Committee
 7. Approval of Graduate Committee

Education Specialist Degree: Reading/Language Arts

- A. General Requirements
 1. Forty-five credits in 5000-6000 level courses
 2. Eighteen credits in "Ed.S. only" courses. These courses are starred (*).
- B. Reading Core (minimum of 15-18 credits)
 1. Required: 9 credits from the following: EdRd *6509, 6542, *6974, 6533. Approved electives: EdRd 6506, 6513, 6514, 6515, 6530, 6549, 6572, 6587, 6975; other electives as approved by adviser.
- C. Administration (minimum of 12 credits) (Courses marked + are required for initial certification. Courses marked ++ are required for continuing certification).
 1. EdAd +6580 (3); +6584 (3); Ed ++5190 (3) or BAE ++5657 (3-5)
Internship: (2-6 credits): EdAd +6931, +6932, +6933 (2-2-2)
- D. Counseling and Guidance (Minimum of one course): EdCo 5670 (5) OR EdCo 5673 (3)
- E. Research Component (minimum of 12 credits):
 1. Required: Ed 6938 (3); 6985 (min. 9) OR 6995, 6996, 6997 (min. 9)

Education Specialist Degree: Reading/Language Arts with Emphasis in Bilingual Education

An Education Specialist's Degree in Reading/Language Arts with an emphasis in Bilingual Education may be earned by students with a bilingual background and the equivalent of a master's degree in reading/language arts (minimum of 24 credits in reading/language arts). This is an innovative program which prepares graduates for settings in higher education, agencies, and school and district programs.

- A. General Requirements
 1. Forty-five credits in 6000 level courses. (5000 level courses allowed with permission by adviser only).
 2. Eighteen credits of "Ed.S. only" courses. These courses are starred (*).
- B. Reading Core (9-12 credits):
 1. Required: EdRd *6509, *6974. Remaining credits to be taken from the following: EdRd 6506, 6516, 6530, 6572.
- C. Administration Core (minimum: 12 credits). (Courses marked + are required for initial certification. Courses marked ++ are required for continuing certification).
 1. Required: EdAd +6580, +6584, Ed +6935 and one of the following: Ed ++5190 (3) or BAE ++5657 (3-5).
Internship: (2-6 credits): EdAd +6931, +6932, +6933 (2-2-2)
- D. Counseling and Guidance (minimum of one course):
Choose EdCo 5670 (5) OR 5673 (3)
- E. Bilingual Specialization (15 credits):
 1. Required: EdRd 6513, 6514, 6533, 6542, 6975
 2. Approved electives: EdRd 6545, 6587, Ed 5525; other electives as approved by adviser.
- F. Research (minimum of 12 credits): Ed *6938 (3), *6985 (min. 9) OR Ed 6995, 6996, 6997 (3-3-3)

School of Religion

The graduate programs at Seattle Pacific University in the School of Religion are designed to prepare individuals at a high professional level for various Christian ministries. Some programs lead directly to placement in professional careers, while others lead to further graduate level preparation.

The various curricula of the School of Religion are directed by the Graduate Studies Committee. Further information about the graduate programs offered may be obtained in the administrative offices of the School of Religion.

The School of Religion offers the Master of Christian Ministries degree in Christian Camping, Church Music, Christian Missions, Pastoral Counseling, Youth Ministry and Christian Education. The Master of Arts degree is offered in Biblical Studies, Christian Education and Christian Missions. The requirements for the various degrees are given below.

MASTER OF CHRISTIAN MINISTRIES DEGREE

The Master of Christian Ministries degree is an interdisciplinary program individually designed to meet the needs of those who are already employed or desire to be employed in a non-pastoral Christian service vocation. All students working toward the MCM degree, in consultation with their adviser, may design their program of studies which includes a specialized field internship or practicum, or may elect to do thesis research.

MAJOR DEGREE PROGRAMS OF STUDY

The following indicate possible fields of study in which a student may enter:

- Christian Camping
- Church Music
- Christian Missions
- Pastoral Counseling
- Youth Ministry
- Christian Education

These programs are all oriented around a core of Biblical/Theological courses.

In addition to General Requirements for Admission to a Master's Degree, all students seeking the MCM degree must:

1. Submit to the MCM Administrative Coordinator a biographical sketch and a full statement concerning the student's career goals and objectives as they relate to his/her field of ministry.
2. Complete a Biblical Knowledge Test. Since the Christian Ministries program is based on the possession of both cognitive and experiential knowledge of the Christian faith, a written examination covering basic information essential to mature understanding of the Bible and a Christian world view is required of all applicants. The scores will be used by the MCM Administrative Coordinator to determine what prerequisite courses, if any, might be needed to develop fully the applicant's program of study.
3. Meet with the MCM Administrative Coordinator or assigned adviser to determine what graduate MCM program the student will study and outline the program to fulfill basic program design.
4. Submit an outlined Program of Study to the School of Religion Graduate Studies Committee for formal approval on or before 18 hours of credit have accumulated, upon the recommendation of the MCM Administrative Coordinator and the assigned adviser.

MCM Graduate Programs

SPECIFIC ADMISSION REQUIREMENTS FOR PASTORAL COUNSELING:

Students desiring to be admitted to the Pastoral Counseling program must complete the following requirements:

1. Present to the MCM Administrative Coordinator an acceptable computerized evaluation/interpretation of the M.M.P.I. (Minnesota Multiphasic Personality Inventory).
2. Have submitted three letters of recommendation from the following sources: one from the student's pastor and one each from two people who know the student and his/her background and potential in a counseling vocation.
3. The biographical sketch must include an analysis from student's point of view as to why he/she is going into counseling and what is perceived to be the role or function of a counselor.
4. A formal interview scheduled with the MCM Administrative Coordinator and two other counseling professionals from the faculty of Seattle Pacific University to determine if the student's qualifications indicate readiness for graduate training in preparation for a counseling role.

Pastoral Counseling (57 credits required)

- A. Biblical/Theological Core (12 credits minimum).
- B. Specialization (33 credits minimum):
Rel. 6530, 6535, 6538, 6581, and three of the four courses Rel. 6584, 6585, 6586, 6587.
- C. Electives (6 credits minimum)
Such as NMS 6500 or Ed.Co. 5670
- D. Wilderness Education (3 credits minimum)
The student may choose any number of "Wilderness Education Experiences" to fulfill this requirement, in consultation with his/her program adviser.
- E. Practicum (3 credits) (12 credits minimum)
- F. Internship (6 credits) Co.Ed. 6931, 6932, 6940 (2 credits must be taken in hospital practicum).

Prerequisite Courses:
Rel. 2560; Ed. 2103, 2104; Psych. 4420.

Psych. 1180, 3460, 6420, 6430, 6442, (these courses can be taken while working on the MCM Pastoral counseling degree).

Christian Camping (51 credits required)

- A. Biblical/Theological Core (12 credits minimum).
- B. Specialization (21 credits minimum):
Rel. 6530, 6535, 6538, 6581, and ~~two~~ of the four courses Rel. 6584, 6585, 6586, 6587. P.E. 6538, Seminar in Recreation management.
- C. Electives (6 credits minimum)
Such as NMS 6500 or Ed. Co. 5670
- D. Wilderness Education (3 credits minimum)
The student may choose any number of "Wilderness Education Experiences" to fulfill this requirement, in consultation with his/her program adviser.
- E. Practicum (3 credits).
- F. Internship (6 credits).

Prerequisite Courses:
Rel. 2560; Ed. 2130, 2104; Psych. 4420.

Must include Rel. 6383, 6480, 6487, 6488, 6498.

Church Music (51 credits required)

Approval of Program of Study coordinated by the School of Religion and Fine and Performing Arts.

- A. Biblical/Theological Core (12 credits minimum).
- B. Specialization (21 credits minimum).
- C. Electives (9 credits minimum).
- D. Practicum/Internship OR Thesis (Ed 6981 required) (9 credits minimum).

Christian Missions (51 credits required).

- A. Biblical/Theological Core (12 credits minimum).
- B. Specialization (27 credits minimum):
Must include Rel. 6383, 6480, 6488, 6498.
- C. Internship (12 credits minimum):
One year of overseas experience is required for the internship for missionary candidates.

OR

- Thesis or Project (12 credits minimum):
For in-service missionaries with field experience (Ed. 6981 required).

Christian Education (51 credits required)

- A. Biblical/Theological Core (12 credits minimum).
- B. Specialization (21 credits minimum):
Includes Rel. 6570, 6582, 6587.
- C. Electives (9 credits).
- D. Practicum/Internship OR Thesis (Ed. 6981 required) (9 credits).

Prerequisite Courses:
Rel. 2560.

Youth Ministry

A program of study can be individually designed to meet the student's needs.

Master of Arts Degree Programs

The Master of Arts is an advanced degree which prepares students at the master's level in their chosen fields to either work as professionals or go on for further post-graduate studies.

Degrees of like nature may be received through a seminary program, but if the student is not particularly interested in a Master of Divinity degree, the Master of Arts is a shorter, alternative academic degree.

Major Degree Program of Studies

- Biblical Studies
- Christian Education
- Christian Missions

Admission to Master of Arts Degree Programs

1. All M.A. degree students must submit to the M.A. Administrative Coordinator a biographical sketch and a full statement concerning his/her career goals and objectives as they relate to his/her field of ministry.
2. Complete a Biblical Knowledge Test. Since the Christian Ministries program is based on the possession of both a cognitive and experiential knowledge of the Christian faith, a written examination covering basic information essential to mature understanding of the Bible and a Christian world view is required of all applicants. The scores will be used by the M.A. Administrative Coordinator to determine what prerequisite courses, if any, might be needed to develop fully the applicant's program of study.
3. Meet with the M.A. Administrative Coordinator or assigned adviser to determine what graduate M.A. program the student will study; and outline the program to fulfill basic program design.

4. Submit outlined Program of Study to the School of Religion Graduate Committee for formal approval on or before 18 hours of credit have accumulated, upon the recommendation of the M.A. Administrative Coordinator and the assigned adviser.

Biblical Studies Degree (51 credits required)

Further Specific Admission Requirements for Biblical Studies:
A prerequisite for admission to the Biblical Studies degree is ten quarter credits or equivalent of successful study in Hebrew or Greek.
A. Biblical Studies Specialization (30 credits minimum).
B. Theology (12 credits minimum).
C. Research Core (9 credits minimum).

Christian Education Degree (51 credits required)

Further Specific Admission Requirements for Christian Education:
If a student does not have the following courses in undergraduate study, he/she will need to take them as prerequisite to full admission to the degree program:
1. A basic course in Educational Psychology;
2. A basic introductory course concerning the ministry of Christian Education.

- A. Biblical/Theological Core (12 credits minimum).
- B. Specialization (21 credits minimum):
Must include Rel. 6570, 6582, 6587.
- C. Electives (6 credits).
- D. Practicum/Internship (3 credits).
- E. Thesis (Ed. 6981 required) (9 credits).

Christian Missions Degree (51 credits required)

Further Specific Admission Requirements for Christian Missions:
A commitment to an overseas mission experience for 1-2 quarter's work as a part of the total Program of Study is required.
A. Biblical/Theological Core (12 credits minimum).
B. Specialization (27 credits minimum):
Must include Rel. 6383, 6480, 6487, 6488, 6498.
C. Internship (6 credits minimum):
1-2 quarters of overseas experience is required for the Internship for missionary candidates.
D. Thesis (6 credits minimum):
For in-service missionaries with field experience (Ed. 6981 required).

GRADUATE COURSES IN EDUCATION

Ed 5122/6122 MORAL AND SPIRITUAL VALUES IN EDUCATION (3)
Theory and teaching strategies of clarification; instructional approaches to value-teaching in the schools; curriculum for integration of value-learning and cognitive and skill learning.

- Ed 5190 EDUCATION AND THE LAW (3)
Acquaints practitioners in education with school law and the impact of the Constitution in the school. Examines tort liability; freedom of religion, speech, assembly and press; search and seizure, dress codes; corporal punishment; due process; students', teachers' and administrators' civil rights. (Summers only)
- Ed 5374 COMPUTERS IN EDUCATION (3)
Seminar covers the educational uses of the computer, focusing primarily on the integration of the computer directly with the classroom at all levels and in all subject areas. No prior computer experience is required.
- Ed 5401 CREATIVITY: PROCESS AND PRODUCT (2)
A search for insights into the nature of creativity, the place of imagination in human affairs, and creative and critical motivation through exercise of imagination and development of awareness of natural phenomena.
- Ed 5441 CREATIVITY: SAY IT IN CURRICULUM DESIGN (3)
Prerequisite: Ed 5401
Practical application of promising practices for humanizing instruction.
- Ed 5470 SOCIAL STUDIES FOR EXCEPTIONAL STUDENTS (2-3)
Examines instructional materials and strategies for helping pupils learn about themselves and others. Students are encouraged to apply their learning to their own classroom settings.
- Ed 5490 RESEARCH AND EVALUATION FOR TEACHERS (3)
Designed to meet the general continuing level certification standard 2-C, the course emphasizes (1) knowledge of research and evaluation techniques and assists in the development of skills in reading and interpreting research related to each person's field; (2) designing and implementing of evaluation strategies; and (3) using results of research and/or evaluation to improve programs.
- Ed 5507/6507 EARLY CHILDHOOD EDUCATION: LANGUAGE (3)
Children's language development in relation to the physical, cognitive, and social development. Attention will be given to the relation between language development and school learning in mathematics, science, literature, and other studies. Development of language behavior through storytelling, creative drama, and art activities will be illustrated, and modeling of these behaviors practiced. (Summers only)
- Ed 5508/6508 EARLY CHILDHOOD EDUCATION: IT'S ALL IN THE FAMILY (3)
Insight into mother and father's role in the education of the young child. Techniques for working with parents and helping parents work with children. Insight into family relationships as they affect the environment of young children from birth to five years of age. (Summers only)
- Ed 5509/6509 THE BEAUTY AND LOGIC OF CREATIVITY (3)
Prerequisite: Education 5401, 5441, 5540
Beauty and the arts as central to human existence; their contribution to a kind of education which moves toward fostering the new kind of human being, the creative person, the self-trusting person.
- Ed 5510 ITIP AND SOCIAL STUDIES EDUCATION: NEW IDEAS AND TEACHING STRATEGIES (3)
Emphasizes both conceptual material and techniques of presentation used in current trends in social studies and ITIP. Instruction will stress the processes inherent in role play, inquiry, value clarification and simulation games. Participants will explore methods of analyzing and interpreting concepts and strategies that focus on generalizing, hypothesizing, and valuing skills. (Summers only)
- Ed 5511 STRATEGIES IN EARLY CHILDHOOD (3)
Opportunities to observe and participate with children in nursery school of kindergarten and to observe the role of the teacher as a participant. Implementation and evaluation of models, methods, and materials relevant to programs for children in pre-school, day-care centers, and kindergarten. (Summers only)
- Ed 5524 ECONOMIC EDUCATION IN THE ELEMENTARY CLASSROOM (3)
Economic principles appropriate for the K-8 curriculum. The course is team-taught by an economist, an economic educator, and an elementary classroom teacher. The principles of ITIP are an integral part of the course and are modeled by the instructors. (Grants may be available for workshop participants. Contact Special Programs Office for information.) (Summers only.)
- Ed 5525 THE SCHOOL CURRICULUM: A MULTICULTURAL APPROACH (3)
An overview course which examines school policies and practices, teaching strategies, and curriculum materials as they relate to multicultural education.
- Ed 5540 CREATIVE DRAMATICS (3)
(Drama 4770/5770)
Prerequisite: Ed 4401.
A workshop exploring methods to move children from their inner circle of knowledge and experience to their outer circle of thought, expression, and product through the use of creative drama.
- Ed 5567 KNOWLEDGE THEORY AND CURRICULUM IN CHRISTIAN PERSPECTIVE (3)
Prerequisite: Ed 5569 or permission.
An analysis of the general content of the various school disciplines from a Christian perspective. An introduction to the most important current theories of learning, a critique of them from the Christian standpoint, and the development of an alternative Christian perspective on learning theory. The student will begin to work out some fundamental concepts in a Christian theory of curriculum and teaching methods.
- Ed 5568 INTRODUCTION TO THE CHRISTIAN DAY SCHOOL MOVEMENT (3)
A highly recommended course for anyone planning to teach in a Christian day school. Topics include a Christian philosophy of education, a review of the history of the Christian school movement, current issues in Christian education including the relative roles of public and private education.
- Ed 5569 EDUCATION IN CHRISTIAN PERSPECTIVE (3)
The fundamental framework of a "Christian mind" in biblical perspective. Significance of presuppositions in educational theory. Christian view of the nature of reality and of knowledge, including the problem of creation and evolution. The student as human in creation, fall, and redemption. A Christian theory of child development. A Christian view of the educational process, objectives, curriculum, and methods.
- Ed 5570 VALUE THEORY, EDUCATIONAL NORMS, AND EDUCATIONAL OBJECTIVES IN CHRISTIAN PERSPECTIVE (3)
Prerequisite: Ed 5569 or permission.
A foundational review and study of traditional value theories. Consideration of a Christian value theory. Discussion of the norms and objectives for education that is Christian. The student will work out specific educational objectives in a curriculum area in the light of the general objectives studied.

- Ed 5571 MAXIMIZING HUMAN POTENTIAL (3)
Participation in an action program designed to develop the creative person, discover and implement catalysts for becoming. Application and evaluation of techniques for facilitation of the humanizing process.
- Ed 5576 LAB: LEARNING IS PLAY (3)
A design to meld the affective and cognitive in pleasurable learning. Insight into play as an effective means by which the child comes to discover the world, learn about life, and develop a positive self-image. Observation of the play of young children as it illustrates all phases of the creative process. (Summers only.)
- Ed 5577 BEGINNING INSTRUCTIONAL THEORY INTO PRACTICE (ITIP) (2-6)
The elements of successful teaching distilled from the literature in human learning and from observation of master teachers by Madeline Hunter and her colleagues at UCLA.
- Ed 5578 ITIP CONTINUUM (2-3)
Prerequisite: 30 hours of approved ITIP instruction.
An extended study of the factors which contribute to effective teaching practice as identified by Madeline Hunter of UCLA, with opportunity for participants to become proficient in monitoring and adjusting, using the principles of learning and teaching for independence.
- Ed 5579 ADVANCED ITIP (2-4)
Prerequisite: Beginning ITIP.
Lectures and activities provide teachers and school administrators with an opportunity to develop to a higher level ITIP procedures introduced in the beginning course. Emphasizes analysis, synthesis, evaluation and application of basic concepts associated with the essential elements of effective and efficient instruction.
- Ed 5581 ITIP PRACTICUM (3)
Prerequisite: 60 hours of ITIP instruction.
Strongly recommended for teachers and administrators who desire an intensive, guided practice experience designed to help them in the initial development of the skills associated with conducting beginning ITIP workshops for others.
- Ed 5583 ITIP CLINICAL SUPERVISION (3)
Prerequisite: 60 hours of approved ITIP instruction; experience as a school administrator or instructional leader, and permission.
For school principals and supervisors of instruction who wish to develop competencies in gathering and interpreting observational data and conducting teacher conferences which incorporate the principles of successful instruction.
- Ed 5586 ITIP CLASSROOM MANAGEMENT (2-3)
Prerequisite: Beginning ITIP
A comprehensive study of the skills and techniques required to manage a classroom. Emphasizes the skills teachers need to plan and manage the curriculum as well as the behavior of the students. The format of the workshop includes seminars, discussions, demonstrations of essential management skills with large groups of students, and opportunities for practice.
- Ed 5588 CONFERENCING TECHNIQUES FOR INSTRUCTIONAL SUPERVISORS (ITIP) (2)
Diagnostic and enabling communication techniques that facilitate the achievement of improved instruction through the supervisor-teacher conference. Includes the functions of emotions, values as facilitators, and barriers to communication (labeling, etc.) It is anticipated that participants will already have the skills of analyzing instruction and setting appropriate goals for the conference. (Summers only)
- Ed 5605/6605 MENTAL HYGIENE (3)
Personal, classroom-school, and home-school influences in promoting sound mental health in the classroom.
- Ed 5613 ASSESSMENT TECHNIQUES FOR DIAGNOSIS (3)
The use of standardized and teacher-made measuring instruments in a program of evaluation based on pupil growth.
- Ed 5655/6655 ADVANCED EDUCATIONAL PSYCHOLOGY: LEARNING THEORY (3)
Prerequisite: Education 2103
Principles and research in human learning and their implications for curriculum and instruction.
- Ed 5935/6935 CURRICULUM SEMINAR (3)
Curriculum development: theoretical, social, scientific bases; nature of curricula; problems in development.
- Ed 6125 SEMINAR IN THE PHILOSOPHY OF EDUCATION (3)
Critical examination of selected readings in educational philosophy to discover the nature and meaning of philosophy and its relevance to the central problems of education.
- Ed 6820 BIBLICAL FOUNDATIONS OF CHRISTIAN EDUCATION (3)
A brief introduction to Biblical theology and hermeneutics — how to listen to the Scriptures. Study of what the Bible has to say about education and learning.
- Ed 6825 PHILOSOPHICAL FOUNDATIONS OF CHRISTIAN EDUCATION (3)
Introduction to Christian philosophy and to a philosophy of education consonant with it. A consideration of the fact-value dilemma and its relation to education. The relation of philosophy to academic disciplines.
- Ed 6826 PEDAGOGICAL FOUNDATIONS OF CHRISTIAN EDUCATION (3)
The structure of the educational situation and process in accordance with a Biblical view of man. A consideration of nurturing and of discipline as a skill to be learned.
- Ed 6828 PSYCHOLOGICAL FOUNDATIONS AND LEARNING THEORY IN THE CHRISTIAN SCHOOL (3)
The nature of the child and the educational task in Biblical perspective. Developmental characteristics of children. Examination and evaluation of theoretical models of human learning. Implications of learning theory for the classroom.
- Ed 6829 CURRICULUM FOUNDATIONS IN THE CHRISTIAN SCHOOL (3)
Historical survey of curriculum theory. Study of curriculum models. Biblical perspectives on academic disciplines. Constructing an integrated unit to be used, if possible, in the candidate's classroom instructional program.
- Ed 6900 INDEPENDENT STUDY (1-5)
Prerequisite: Permission of instructor.
Independent study of approved topics with periodic conferences.
- Ed 6919 STUDIES IN EDUCATION (credit variable)
A lecture-discussion course for experienced teachers and administrators. Areas to be studied and amount of credit to be determined.
- Ed 6928 READINGS IN EDUCATION (1-10)
Prerequisite: Permission of instructor; 15 graduate-level credits of "B" or above grade work in the department.
Extensive reading in an approved area culminating in a written report; periodic conferences.
- Ed 6931/6932/6933 PRACTICUM (2-3) (2-3) (2-3)*
Supervised experience in professional areas at graduate level. Permission must be secured by August 1 (quarterly for reading).
*Extra fee

- Ed 6938 SEMINAR IN EDUCATIONAL STATISTICS (3)
Enrollment limited to Ed Specialist Degree Students
Prerequisite: Ed 6980 and permission of graduate adviser
Principles and techniques in the application of inferential statistics emphasizing analysis of variance, non-parametric procedures and multi-variate techniques. (Offered alternate years)
- Ed 6940 INTERNSHIP (1-17)*
Prerequisite: Graduate degree standing and experience as a certificated teacher.
An advanced internship designed for use by professional teachers to develop special education competencies.
- Ed 6948 SUPERVISION OF EDUCATION INTERNS (3)
Prerequisite: Permission of instructor.
For school principals, teachers, and supervisors of instruction. Course offers an opportunity to develop competencies in gathering and interpreting observational data and conducting teacher conferences which incorporate the principles of successful instruction.
- Ed 6980 EDUCATIONAL STATISTICS (3)
Descriptive and inferential statistics for teachers and others who are preparing to take introduction to Graduate Research. Both hand calculators and the SPU computer will be used to compute statistical tests of significance, parametric and non-parametric.
- Ed 6981 INTRODUCTION TO GRADUATE RESEARCH (3)
Prerequisite: Ed 6980.
Students will identify a problem in an area of interest and develop an appropriate research design. A report of the experimental study using actual or simulated data will be prepared as part of the course requirements.
- Ed 6984 MASTER'S RESEARCH PROJECT (2-15)
Prerequisite: Permission of graduate adviser.
(Research Plan B)
- Ed 6985 EDUCATION SPECIALIST RESEARCH PROJECT (2-15)
Prerequisite: Permission of graduate adviser.
- Ed 6990 SEMINAR IN EDUCATIONAL RESEARCH (3)
Prerequisite: Ed 6981
Intensive study of an educational problem identified in Education 6981, Introduction to Graduate Research. Culmination of the study prepares the master of education candidate for the oral examination. (Research Plan C).
- Ed 6995/6996/6997 THESIS (3) (3) (3)
Prerequisite: Permission of thesis adviser.
Demonstrated, acceptable progress on thesis study; periodic conferences with major adviser. (Research Plan A).

Administration Education

- EdAd 6580 EDUCATION ADMINISTRATION (3)
Background, structure, methods and problems of school organization.
- EdAd 6581 THE PRINCIPALSHIP (3)
Function and phases of administration; role of the teacher and administrator in modern elementary and secondary school organization.
- EdAd 6584 SCHOOL FINANCE (3)
Principles of finance, sources of revenue, distribution of monies, budget, financial accounting, reporting practices in Washington.
- EdAd 6931/6932/6933 INTERNSHIP (2), (2), (2)*
Prerequisites: Graduate degree standing and experience as a certificated teacher.
An advanced internship designed for use by professional teachers to develop special education competencies.

*Extra fee

Counseling Education

- EdCo 5635/6635 HUMAN SEXUALITY (3)
Examines the place of sexuality in human life, including the psychosocial as well as biological factors involved in the development of human sexuality; explores problems in sexual functioning and expressions and presents some of the therapies currently being practiced; discusses Christian perspectives concerning sexual behavior.
- EdCo 5670 COUNSELING THEORY AND PRACTICE (5)
(Psych. 4470)
Prerequisite: Senior standing or permission of instructor.
Major theories and techniques of counseling and psychotherapy emphasizing effective interpersonal relationships; practical application through use of video-tape recordings, role playing, and selected case studies.
- EdCo 5673 PRINCIPLES OF GUIDANCE (3)
Prerequisite: Ten hours of psychology or permission of instructor.
Principles, practices, and techniques of guidance. Designed for persons interested in investigating or pursuing a career as a school counselor.
- EdCo 5675 GUIDANCE IN THE ELEMENTARY SCHOOL (3)
Application of principles of guidance at the elementary level; functioning of the guidance worker to meet children's needs.
- EdCo 6671 GROUP PROCESSES IN COUNSELING (3)
Designed to acquaint learners with theoretical and practical applications of process-oriented groups. Participation in a group experience will enable the learners to increase knowledge and skill in the areas of group membership and group leadership. Instructors will facilitate a weekly group process, give mini-lectures on group process, and lead structured reflection upon the process of the group.
- EdCo 6672 GROUP LEADERSHIP (3)
Prerequisite: EdCo 6671
Group dynamics and the factors which facilitate or hinder the development of communication and relationships. Special attention is given to the role and approaches used by leaders; demonstrations of the practice in group leadership.
- EdCo 6674 PSYCHOLOGY OF CAREERS (3)
Psychological and sociological factors in vocational choice and career development; trends in the economy and the world of work and implications for careers; materials and resources for learning about occupational and educational opportunities; decision-making and vocational choice.
- EdCo 6676 ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES (3)
Prerequisite: Holds ESA Initial Certification as School Counselor.
The organization and administration of guidance services in the public school system emphasizing types of organizations, use of records, inservice training of workers, evaluation, roles of various staff members and consultation services.
- EdCo 6677 MEASUREMENTS IN PSYCHOLOGY (5)
(Psych 4447)
Prerequisite: Mathematics 1360, Introduction to Statistics, or permission of instructor.
Theory and techniques of various measurements employed in psychology. Examination of aptitude tests, personality and interest inventories, projective techniques, and non-test procedures; their application to the study of individuals and groups.
- EdCo 6679 FAMILY COUNSELING (3)
Analysis of family structures and interactions with implications for counseling. The application of counseling techniques to family groups.

- EdCo 6681 CRISIS INTERVENTION (3)
Studies the psychological phenomena related to severe loss. Attention is given to such losses as death, divorce, catastrophic disasters, physical impairment, and financial failure. Examines the adjustment processes through which persons go as well as the needs which must be met in this process as they experience loss.
- EdCo 6682 DEVELOPMENTAL PSYCHOLOGY OF AGING PERSONS (3)
Aging is viewed from a developmental perspective. Attention is given to the cultural and economic forces; the physiological and psychological changes commonly experienced by the elderly; social and emotional needs of aging people; meaningful living during retirement years; and adjustment to illness and to death and dying.
- EdCo 6683 COUNSELING ALCOHOLICS AND OTHER DRUG ABUSERS (3)
Physiological, psychological, social, and cultural factors related to dependence on alcohol and other drugs; investigation of the extent of the problem, including the "hidden" drug-dependent population; the relation of family members to problem drinking and drug dependence; therapeutic treatments.
- EdCo 6684 ADVANCED COUNSELING TECHNIQUES (5)
An in-depth study of current major theories, systems, and techniques of counseling and psychotherapy. Basic legal, ethical, and professional issues will be discussed. Students will make practical application of techniques relevant to the several theories through such activities as role-playing, video-taping, and case presentations.
- EdCo 6685 PSYCHOLOGY OF OFFENDERS OF THE LAW (3)
Cultural, social and psychological factors related to the development of criminal behavior; the impact of law enforcement and subcultures on the development of criminal behavior; rehabilitative needs of lawbreakers, and psychotherapeutic interventions used to facilitate social and psychological change.
- EdCo 6686 MARITAL AND FAMILY DEVELOPMENT AND INTERACTION (5)
Focuses on major models and current research pertaining to understanding marriage and family structures and interactions. Numerous theories and family life-styles will be presented, with the unifying format for all presentations being that of pair-bonds and family units as interrelated systems. (Summers only.)
- EdCo 6687 PROFESSIONAL ISSUES AND ETHICS (3)
Consideration of major issues and practices in counseling psychology in the contexts of Christian perspectives and ethical guidelines of the American Association of Marriage and Family Therapists, the American Personnel and Guidance Association, and the American Psychological Association; examines the roles of societal and personal values.
- EdCo 6688 COMMUNICATIONS AND SYSTEMS THEORY (3)
Prerequisite: Admittance into Marriage and Family Therapy program.
Designed as a broad overview of communications and systems theory and their particular relevance to marriage and family therapy and therapy. Lecture, experiential exercises, demonstration, observation and discussion of case examples, and readings will be utilized to: acquaint the student briefly with the origins of general systems theory in biology, physics, and cybernetics; distinguish between individual, reductionistic linear thought and systems or ecological thought and the notions of circular causality; explore the organizing principles of living open systems, with special emphasis on communication and feedback; elucidate and illustrate salient dimensions of systems such

- as boundaries, hierarchy, homeostasis, feedback, energy, time and space; enable students to learn new ways of organizing data and understanding human interaction and to consider overlapping, interacting systems and the proper focus of intervention in therapy.
- EdCo 6689 INTRODUCTION TO MARITAL THERAPY (1)
Designed to serve as an introduction to the field of marital therapy including an historical overview of its development, purposes, major theoretical models and basic skills of practice.
- EdCo 6691 BEHAVIORAL MARITAL THERAPY (2)
An introduction to theory and practice of behavioral marital therapy. The major focus will be on treatment of sexual dysfunctions from a behavioral perspective.
- EdCo 6692 PSYCHODYNAMIC MARITAL THERAPY (2)
Designed to enrich the structural and strategic approaches already gained with a focus on the individual and an object-relations understanding of marriage. Therapeutic techniques include symbolic and insight processes.
- EdCo 6693 MARITAL GROUP THERAPY (1)
An introduction to Marital Group Therapy designed to give assistance in starting the sustaining marital groups as a viable therapy for marital dysfunction and marital growth.
- EdCo 6694 STRUCTURAL FAMILY THERAPY (3)
An introduction to the theory and techniques of the structural school of family therapy. The major focus will be on acquiring interviewing skills that elicit structural cues and on making structural assessments.
- EdCo 6695 FAMILY THERAPY — COMPARATIVE (3)
Provides an overview of the development, diversity and essential spirit of the family therapy movement. Review the historical development of family therapy from 1950 to the present. An introduction to several important models of family therapy and the therapeutic techniques employed by therapists using these models. Includes such models as those developed by Carl Whitaker, Murray Bowen, James Framo, Mental Research Institute therapists, and the therapists from the Ackerman Institute.
- EdCo 6696 ADVANCED STRUCTURAL FAMILY THERAPY (2)
An extension of the first year class in structural family therapy.
- EdCo 6697 SUPERVISED CLINICAL MARITAL AND FAMILY THERAPY (1-11)
Prerequisite: EdCo 6689
Students receive supervision during their clinical work in the program. Their supervision hours are divided between small group supervision and the individual or dual supervision. Concentration during these hours is upon the development of conceptual, perceptual and executive skills of the therapist-trainee.
- EdCo 6698 SUPERVISED CLINICAL MARITAL AND FAMILY THERAPY (1-11)
Prerequisite: EdCo 6697
A continuation of EdCo 6697.
- EdCo 6901 ADVANCED INDEPENDENT STUDY (3-5)
Prerequisite: Holds ESA Initial Certification as School Counselor.
Provides opportunity for the school counselor to conduct an in-depth study on a topic of special interest or of needed professional development. Includes methods for needs assessments.
- EdCo 6931 COUNSELING SKILLS (3)
Prerequisite: EdCo 5670 or permission of instructor.
Emphasizes integration of didactic and experiential aspects of basic counseling communication competencies. Students receive feedback on performances in audio-taped, videotaped, and untaped role play situations. Includes skills consistent with numerous theoretical orientations and practices.

- EdCo 6932 PREPRACTICUM (3)
Prerequisite: EdCo 6931 or permission of instructor.
Focuses on synthesizing counseling processes in one-to-one relationships. Issues and methods frequently encountered in establishing, structuring, and maintaining these relationships are discussed and practiced.
- EdCo 6940 PRACTICUM (2-6)
Prerequisites: EdCo 6931 and 6932 with B (3.0) average minimum.
Gives counseling students two quarters of supervised field experience in either school (for school counseling) or nonschool (for general counseling) settings. Feedback on student performance and student questions about counseling practices are coordinated through on-campus and field supervisors. Students receive feedback through live observations and through submitting audiotapes of counseling sessions.
- EdCo 6941 ADVANCED FIELD SUPERVISION (3-5)
Prerequisite: Holds ESA Initial Certification as School Counselor
Provides school counselors with up-dated supervision and feedback on counseling skills, processes, and issues so as to help them better develop means of self-evaluation, service improvement, and accountability. Feedback comes through on-campus and field-based supervisors using audiotapes and direct observations.
- EdCo 6970 PLANNING FOR CONTINUING PROFESSIONAL DEVELOPMENT (1)
Prerequisite: Holds ESA Initial Certification as School Counselor.
Allows school counselors to evaluate their own current knowledge and skills in all job-related functions, to identify areas requiring further development, to contract with a campus supervisor for a specified plan to enhance these areas, and to implement the plan.

Learning Resources Education

- EdLR 5409 CREATIVE ACTIVITIES FOR SCHOOL LEARNING RESOURCE PROGRAMS (2)
Develops skills in the use of children's literature and media to motivate elementary students to engage in such creative activities as dramatics, puppetry, movement, and art.
- EdLR 5433 PLANNING AND PRODUCING AUDIO-VISUAL MATERIALS (3)
Prerequisite: General Studies/Ed 2101
The development of skills related to planning, producing, implementing, and evaluating audio-visual materials in accordance with instructional objectives.
- EdLR 5519/6519 INSTRUCTIONAL USE OF THE COMPUTER (3)
Prerequisite: Permission of the instructor.
Computer-assisted instruction, computer projects and research results, educational materials available, and developing course materials using the BASIC language. (Summers only)
- EdLR 5535/6535 INSTRUCTIONAL TECHNOLOGY AND SYSTEMS (3)
Prerequisite: EdLR 5433, Ed 6655
The examinations of all facets of instructional technology. A critical study of three instructional systems which can serve as possible models for course development.
- EdLR 5551/6551 HUMAN RELATIONS IN SCHOOL LEARNING RESOURCE PROGRAMS (3)
Development of human relations skills which are important for teaming relationships with teachers.

- EdLR 5650/6650 MANAGEMENT PROBLEMS IN LEARNING RESOURCE PROGRAMS (3)
Applies problem-solving management techniques to each of the major areas of responsibility of a school learning resources specialist or librarian.
- EdLR 5652/6652 SELECTION OF LEARNING RESOURCES (2)
Develops critical skills in evaluating materials for school learning resource collections, using the professional tools of selection and techniques for their use.
- EdLR 5653/6653 CURRICULUM DEVELOPMENT FOR SCHOOL LEARNING RESOURCE PROGRAMS (3)
Survey of the instructional content of school learning resource programs, development of a rationale for each component, and exploration of effective techniques for instruction.
- EdLR 5654/6654 ORGANIZATION OF MATERIALS (3)
Basic principles of cataloging print and non-print materials for school libraries and other small collections. Students will learn to do simple routine cataloging and to understand the technicalities of more complex cataloging as a consumer.
- EdLR 5655/6655 EVALUATING BOOKS AND MEDIA FOR CHILDREN (3)
Examines traditional and current materials produced for children in terms of their quality, content, and potential usefulness in schools.
- EdLR 6931/6932/6933 PRACTICUM (2-3)
(See Ed 6931/6932/6933)

Mathematics Education

- EdMa 5530/6530 TEACHING PROBLEM SOLVING IN ELEMENTARY MATH (3)
Designed to assist teachers to develop skills in teaching their students to solve a variety of types of problems in elementary and junior high school mathematics. Techniques and strategies for solving verbal or story problems emphasized in a laboratory-based problem solving approach. (Summers only).
- EdMa 5532/6532 MATH AIDS (3)
Investigates elementary school mathematics blending content, related activities, and manipulative materials. (Summers only).
- EdMa 5582/6582 CREATING LEARNING MATERIALS IN MATH (3)
Investigates methods for diagnosing student achievement and learning difficulties as well as prescribing the appropriate instructional strategies to meet the individual needs of students. Methods, techniques, materials necessary for implementing learning activity packages to accomplish individualization of mathematics instruction. (Summers only).

Reading Education

- EdRd 5505/6505 CREATING A READING/LANGUAGE ARTS LEARNING ENVIRONMENT (3)
Prerequisite: Teaching experience (internship or as certificated teacher)
Personalizing and individualizing learning/instruction; designing learning centers, learning games, and learning activities.
- EdRd 5506/6506 PERSONALIZED DIAGNOSTIC TEACHING/ LEARNING IN READING/LANGUAGE ARTS (3-5)
Prerequisite: Experience as a certificated teacher or permission of graduate adviser.
Group and individual assessment to determine each child's level and pattern of progress; diagnosis of specific strengths and deficiencies in word identification, reading comprehension skills, and subtle learning disabilities; comparison of expected oral reading responses with observed oral reading, miscue analysis; consideration of highly differentiated instruction based upon careful assessment of individual background, personal adjustments, aptitudes, and achievements. (Lab component)
- EdRd 5509/6509 ADVANCED DIAGNOSIS OF READING (3)
Enrollment limited to Ed Specialist Degree Students
Prerequisite: Experience as a certificated teacher or permission of graduate adviser.
What are the newest ways to measure comprehension? What is discourse analysis? What is story schema? How does one analyze reader's miscues? The writer's? Features internationally recognized authorities and emphasizes diagnosis of reading disabilities and strengths.
- EdRd 5513/6513 TEACHING READING TO EVERY STUDENT (3)
A detailed examination of the implications for teaching reading and language based on cultural and linguistic reality of social contexts in today's schools. (Summers only)
- EdRd 5514/6514 HUMANISTIC LANGUAGE READING PROGRAM (3)
Focuses on optimizing the classroom as an environment for reading instruction. Reading is viewed as being at its best when a child is helped to verbalize and refine his intuitive knowledge about language. (Summers only)
- EdRd 5515/6515 ART AND HEART IN THE LANGUAGE ARTS: AN INNOVATIVE CURRICULUM FOR READING AND LANGUAGE ARTS (3)
Ready yourself for a total experience that will change the way you teach reading and language arts. Experts in drama, puppetry, music, creative writing, literature and art make you laugh and make you cry, and help you rediscover what is basic in education. (Summers only)
- EdRd 5516 CHILDREN'S BOOKS: READING FICTION FOR ALL AGES (3)
(English 4587)
Selected children's books tested against literary, developmental and societal criteria. Individual project requires students to apply criteria to books of their choice.
- EdRd 5518 STORYTELLING AND READING STORIES ALOUD (3)
(CMU 4318/5318) [DR 4330/5330]
Selecting, preparing, and presenting stories aloud to various audiences according to criteria that include the dramatic structure of the story and the characteristics of story teller and audience.
- EdRd 5529/6529 BEYOND DICK AND JANE: TOWARD RELEVANCY IN READING (3)
Prerequisite: Experience as a certificated teacher or permission of graduate adviser.
Toward reading as power and discovery through communication; toward power to decode, interpret, and comprehend; toward different reading approaches, materials, and methods; toward innovative classroom organization and design of learning episodes and games to impart basic literary skills to all children. (Foundation or Survey of Reading.)

- EdRd 5530/6530 READING/LANGUAGE STRATEGIES IN CONTENT AREAS (3)
Prerequisite: Experience as a certificated teacher or permission of graduate adviser.
Developing/improving reading/language comprehension strategies in the content areas — every discipline in the secondary school; diagnosing and personalizing instruction/learning.
- EdRd 5531/6531 CARING, CREATING, COMMUNICATING: THE ARTS OF READING AND LANGUAGE (3)
Prerequisite: Experience as a certificated teacher or permission of graduate adviser.
Learning and instruction in the elements of linguistic communication: reading, writing, listening, speaking, including interactions among these elements; designing learning episodes and games. Focus on written and oral language, as a primary symbolic process and as the basis of intra-communication (cognition), intercommunication, and reading. (Summers only)
- EdRd 5533/6533 PSYCHOLINGUISTICS AND SOCIOLOGY OF READING/WRITING (3)
Examines the structure of language, aspects of variations, linguistic awareness, the social aspects of language, and how these affect the reading process.
- EdRd 5542/6542 COMPARATIVE EDUCATION: METHODS IN READING/LANGUAGE ARTS (3)
Prerequisite: Experience as a certificated teacher or permission of graduate adviser.
A comparison of research in reading and learning to read in different languages and cultures. Includes research studies selected to represent different cultures, educational and linguistic phenomena, and implications for innovative instruction.
- EdRd 5572/6572 RESEARCH: INVESTIGATING READING DIFFICULTIES (3)
Prerequisite: Experience as a certificated teacher or permission of graduate adviser.
Current issues and problems in reading, writing, listening, and speaking, and the interrelationships among them based on research. (Summers only)
- EdRd 5587/6587 NURTURING YOUNG AUTHORS (3)
Participants in the course will learn to nurture young authors; understand the need, power, and excitement of writing; develop techniques and strategies to promote personal writing and authorship; design, create, motivate and build writing skills; and much more.
- EdRd 5641/6641 PSYCHOLOGY OF READING (3)
Prerequisite: Experience as a certificated teacher or permission of graduate adviser.
Understanding reading; understanding how individuals learn, use, and comprehend language (psycholinguistics); understanding comprehension as a base of learning (Summers only)
- EdRd 5975/6975 RESEARCH IN READING: AN INTERNATIONAL PERSPECTIVE (3)
Develops new insights in reading by examining the methods used in other countries/cultures. Interesting perceptions on teaching reading in multi-lingual societies. (Summers only)
- EdRd 6931/6932/6933 PRACTICUM (2-3)
(See Ed 6931/6932/6933)
- EdRd 6645 READING SEMINAR: ADVANCED PSYCHOLOGY OF READING (3)
Prerequisite: EdRd 6641
Advanced study of how individuals learn, use and comprehend language (psycholinguistics) and understanding comprehension as a base of learning. (Summers only)

- EdRd 6949 THE SUPERVISING READING SPECIALIST (3)
Prerequisites: Experience as a certificated teacher (when appropriate). Permission of graduate reading adviser. Supervisory experience in training a reading specialist. Repeatable to six credits.
- EdRd 6973 RESEARCH: TOWARD RELEVANCY IN READING (3)
Prerequisites: EdRd 6529; Ed 6981
Designed to explore problems and issues of current interest and importance in developmental reading program. Course work includes group and individual analysis of studies (research design and measurement).
- EdRd 6974 RESEARCH: THE ARTS OF READING/LANGUAGE ARTS (1-1-1)
Enrollment limited to Ed Specialist Degree Students
Prerequisite: EdRd 6529; Ed 6981.
Recent research in language structure focusing on the study of research and development of learning and instruction in the elements of linguistic communication: reading, writing, listening, speaking, and the interrelationships among them.

Science Education

- EdSc 5527 THE NATURE OF ELEMENTARY SCHOOL SCIENCE (3)
(NMS 4527/5527)
Science teaching strategies and processes of science (hypothesizing, designing experiments, etc.) using class activities from modern elementary science curricula.
- EdSc 5528/6528 SCIENCE CURRICULUM DEVELOPMENT AND IMPLEMENTATION (4)
The participant will make in-depth studies of modern curricula and curriculum development and will make applications to own district, school, and teaching situation. Outcomes will include specific local curriculum proposals and actual teaching of children and adults.
- EdSc 5566 ENVIRONMENTAL EDUCATION FOR ELEMENTARY AND MIDDLE SCHOOL TEACHERS (3)
(NMS 4525)
Outdoor activities, classroom activities, field trips, regional environmental resources, readings, teaching strategies, discussions. (Summers only)

Special Education

- EdSp 5643/6643 ASSESSMENT AND EVALUATION IN SPECIAL EDUCATION (3)
Diagnostic and evaluative procedures commonly used with exceptional children. Special emphasis on maintaining continuous records of various aspects of children's performance. (Summers only)
- EdSp 5644 PSYCHOLOGY OF THE EXCEPTIONAL INDIVIDUAL (3)
(Psych 4444)
Prerequisite: Senior standing or permission of instructor.
Problems and behavior patterns of exceptional people, including mental retardation, orthopedic handicaps, behavior disorders, hearing and visual impairments, and learning disabilities.
- EdSp 5645 PSYCHOLOGY OF THE GIFTED INDIVIDUAL (3)
(Psych 4445)
Prerequisite: Senior standing or permission of instructor.
An introduction to identification of gifted and creative individuals and development of educational programs and resources for the gifted.

- EdSp 5646 MENTAL RETARDATION (3)
Students will explore the issues surrounding the education of the mildly retarded child. Includes definitions and classifications systems, etiology, theoretical approaches, strategies for educational diagnosis and intervention, and problems of the family of the retarded child.
- EdSp 5647/6647 CURRICULUM DEVELOPMENT IN SPECIAL EDUCATION (3)
The development of instructional materials for handicapped students. Includes instructional design and sequencing, curriculum analysis, learning activities, and criteria for evaluating instructional materials. (Summers only)
- EdSp 5648 SECONDARY AND POST-SECONDARY EDUCATION FOR HANDICAPPED STUDENTS (3)
Participants will gain knowledge of priorities for content in educational programs for the handicapped adolescent. Discussions of services and educational options available to handicapped adolescents and their families. Students will have an opportunity to visit exemplary programs.
- EdSp 5649/6649 EDUCATIONAL MANAGEMENT OF EXCEPTIONAL CHILDREN (3)
The management of exceptional children returning to the regular classroom considered. Focuses upon practical procedures one might use to deal with more complex problems in larger class situations. (Summers only)
- EdSp 5652 LEARNING DISABILITIES (3)
Students will study the characteristics and special problems associated with learning disabilities. Includes definitions and characteristics, theoretical approaches to learning disabilities, available resources, etiologies, and educational management of learning disabilities.
- EdSp 5653 TEACHING READING TO EXCEPTIONAL STUDENTS (3)
Prerequisite: CD 2529 or permission of instructor.
Designed to prepare students to analyze methods and materials designed for the handicapped reader; systematic instructional sequences for comprehension and decoding skills; and the special reading problems common to children who are handicapped or who speak English as a second language.
- EdSp 5654 TEACHING MATH TO EXCEPTIONAL STUDENTS (3)
Diagnostic mathematics is intended to provide experience in diagnosing and remediating problems in mathematics encountered by students with learning handicaps. In addition to diagnosis of difficulties, motivational devices will be examined in light of relevant learning theories, such as motivation, reinforcement and feedback, recall or retention, and transfer of learning.
- EdSp 5657 BEHAVIOR MANAGEMENT: THEORY AND TECHNIQUES (3)
Application of motivation and learning theory to effect systematic behavioral change. (Specified internships only.)
- EdSp 6931/6932/6933 PRACTICUM (2-3)
(See Ed 6931/6932/6933)

GRADUATE COURSES IN FINE AND PERFORMING ARTS

Art

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

Drama

- Dra 6870 RELIGION AND THE THEATRE (3)
Seminar exploration of the relationship between theatre of moral purpose and the religious impulse; historical relationship of religion and the theatre; exposure to the theories of religious theatre and selected religious playscripts.

Fine and Performing Arts

- FPA 6100 THE ARTS AND RELIGIOUS EXPERIENCE (5)
Shows the interdependence of the arts and worship, dealing 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

- MU 6100 COMPOSITION (1-3)
Prerequisites: Music 2103, 3100 and 3101, or permission.
Basic construction of compositional devices: melody, phrase, accompaniment, basic binary and ternary compositions. Succeeding quarters of study develop styles, idioms and originality through assignments and self-initiated projects. May be repeated up to a maximum of nine credits.
- MU 6101 INSTRUMENTATION AND ORCHESTRATION (3)
Prerequisite: Music 2103
History, technical limitations and use of orchestral instruments; practical experience in scoring for various combinations of instruments.
- MU 6401 CHRISTIAN HYMNODY (3)
The hymn studied from the standpoint of its history, classification, criticism, and effective use in the worship service.
- MU 6402 CHURCH MUSIC ORGANIZATION AND ADMINISTRATION (3)
Music Department of the Church, identification of areas of responsibility, structural program, solutions of practical problems, and discernment in long-range planning.
- MU 6403 CHURCH MUSIC REPERTOIRE (2)
Survey of music for use in Church, and criteria for appropriate choice.
- MU 6500 CURRENT ISSUES IN MUSIC EDUCATION (3)
Explores, at various times, such approaches to music education as Orff, Kodaly, Dalcroze, Suzuki, ethnic music in the schools, and Manhattanville, as well as any other newly emerging trends.
- MU 6650 MUSIC AND IDEAS (3)
Philosophical, historical and sociological movement that determine the shape and destiny of music.
- MU 6651 MEDIEVAL AND RENAISSANCE MUSIC (3)
A survey of music from the early Christian period through the 16th century.
- MU 6652 THE ERA OF TONALITY (3)
A survey of music, styles and forms that have been shaped by the forces of tonality. Material covers the music of the 17th, 18th and 19th centuries.
- MU 6653 TWENTIETH CENTURY MUSIC (3)
A survey of the principal musical practices and developments of the 20th century.
- MU 6701 CHORAL CONDUCTING INTERNSHIP (3-5)
Prerequisite: Permission of instructor.
An opportunity for qualified choral conducting students to gain additional proficiency and experience while working with an advanced ensemble. May be repeated for credit.

- MU 6702 INSTRUMENTAL CONDUCTING INTERNSHIP (3-5)
Prerequisite: Permission of instructor.
An opportunity for qualified instrumental conducting students to gain additional proficiency and experience while working with an advanced ensemble. May be repeated for credit.
- MU 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.
- MU 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.
- MU 6910 SPECIAL PROJECTS IN MUSIC (1-5)
Prerequisite: Permission of instructor.
May be repeated up to a maximum of ten credits.
- INDIVIDUAL INSTRUCTION SERIES*
- MU 6201 INDIVIDUAL INSTRUCTION — FLUTE (1 or 2)
MU 6202 INDIVIDUAL INSTRUCTION — OBOE (1 or 2)
MU 6203 INDIVIDUAL INSTRUCTION — CLARINET (1 or 2)
MU 6204 INDIVIDUAL INSTRUCTION — BASSOON (1 or 2)
MU 6205 INDIVIDUAL INSTRUCTION — TRUMPET (1 or 2)
MU 6206 INDIVIDUAL INSTRUCTION — HORN (1 or 2)
MU 6207 INDIVIDUAL INSTRUCTION — TROMBONE (1 or 2)
MU 6208 INDIVIDUAL INSTRUCTION — BARITONE (1 or 2)
MU 6209 INDIVIDUAL INSTRUCTION — TUBA (1 or 2)
MU 6210 INDIVIDUAL INSTRUCTION — PERCUSSION (1 or 2)
MU 6211 INDIVIDUAL INSTRUCTION — VIOLIN (1 or 2)
MU 6212 INDIVIDUAL INSTRUCTION — VIOLA (1 or 2)
MU 6213 INDIVIDUAL INSTRUCTION — VIOLONCELLO (1 or 2)
MU 6214 INDIVIDUAL INSTRUCTION — DOUBLE BASS (1 or 2)
MU 6215 INDIVIDUAL INSTRUCTION — HARP (1 or 2)
MU 6216 INDIVIDUAL INSTRUCTION — ORGAN (1 or 2)
MU 6217 INDIVIDUAL INSTRUCTION — PIANO (1 or 2)
MU 6218 INDIVIDUAL INSTRUCTION — HARPSICHORD (1 or 2)
MU 6219 INDIVIDUAL INSTRUCTION — VOICE (1 or 2)
MU 6220 INDIVIDUAL INSTRUCTION — CLASSICAL GUITAR (1 or 2)
MU 6221 INDIVIDUAL INSTRUCTION — SAXOPHONE (1 or 2)
- *Extra fee

GRADUATE COURSES IN PHYSICAL EDUCATION

- PE 6500 SPORT AND SOCIETY (3)
Sport in a social-cultural context with specific emphasis on such issues as the purpose of sport where individuals or societies are concerned; sport and minority participation, play or display; the religious, and politics.
- PE 6530 CAMPING FOUNDATIONS (3)
(Religion 6530)
The historical and educational foundations of camping ministries. Examination of the camping market and existing services meeting this need. The students will determine the foundations needed for operating camps (philosophy, goals, market, and marketing strategies.) Research paper required.
- PE 6535 CAMP COUNSELING AND PROGRAMMING (3)
(Religion 6535)
A laboratory field experience for persons interested in group camping including consideration of the philosophy and objectives of camping, exploration of principles of organization and administration, and techniques of leadership in realistic camp situations. Particular attention is given to the place of recreation in the comprehensive camp program. Research paper required.

- PE 6538 SEMINAR IN RECREATION MANAGEMENT (3)
Emphasizes management functions of recreation and camp administration including: budgeting, personnel, public relations, recruitment of campers, fund raising, staffing, goals and objectives, food service, properties management and long range planning. Research paper required.
- PE 6600 ORGANIZATION AND ADMINISTRATION OF SPORTS PROGRAMS (3)
Principles of organization and administration, including the delineation of purpose, program development, personnel management, budgeting, purchasing, and evaluation.
- PE 6720 BASKETBALL FOR THE SPORT SPECIALIST (3)
Advanced coaching techniques, analyzing complete offenses and defenses by breaking them down into drills and organizing them into practice sessions, and examining how to scout and prepare for an opponent.
- PE 6725 TRACK AND FIELD FOR THE SPORT SPECIALIST (3)
The science and techniques of coaching track and field, including a study of the mechanics of performance, skill analysis, and individual and team motivation.
- PE 6730 GYMNASTICS FOR THE SPORT SPECIALIST (3)
Advanced techniques for coaching women's gymnastics, including skill analysis, teaching techniques and progressions, spotting techniques, routine choreography, and the application of mechanical principles to gymnastics performance.
- PE 6735 TENNIS FOR THE SPORT SPECIALIST (3)
Methods of teaching groups and individuals the fundamental skills of tennis, emphasizing techniques of teaching ground strokes, serve, volley and overhead; strategy and tactics; activity-class organization and team drills; and review of the USTA rules.
- PE 6740 SOCCER FOR THE SPORT SPECIALIST (3)
A philosophical and practical treatment of the principles of soccer coaching, providing the student with basic rudiments of the game; how to appreciate and evaluate the game; learning to demonstrate basic techniques in order to teach same to beginning, intermediate, and senior players; developing a coaching manual.
- PE 6780 WHAT RESEARCH SAYS ABOUT THE ATHLETE (3)
A review of selected research with the intent of applying relevant findings to the improvement of teaching, learning and performing. The areas of inquiry include physical and psychological stress, basic physics and bio-mechanics, nutrition, motor learning, and motor performance.
- PE 6790 SEMINAR IN SPORTS MEDICINE (3)
The role of the coach in the prevention, treatment, and rehabilitation of athletic injuries; development of a comprehensive conditioning program; practical experience in the techniques of strapping and the utilization of treatment modalities.
- PE 6795 PSYCHOLOGICAL FACTORS IN SPORTS AND ATHLETICS (3)
A specifically designed course for coaches and/or graduate level students entering the coaching profession. The relationships that exist among all participants in the contest: play, coach, official, and spectator, and the effect these relationships have on the performance of the athlete.
- PE 6940 INTERNSHIP (3)
Prerequisites: Graduate degree standing and approval of adviser.
An advanced internship designed to develop special education competencies.

GRADUATE COURSES IN RELIGION

Biblical Literature

- Bib Lit 6616 WISDOM LITERATURE (3)
The place and function of Wisdom Literature in Biblical Theology. Analysis of selected examples such as Job, Ecclesiastes, and Proverbs.
- Bib Lit 6117 PROPHETIC LITERATURE I (5)
Emphasis varies, but focus will always be on one or more of the eighth century Old Testament prophets. Includes Isaiah.
- Bib Lit 6118 PROPHETIC LITERATURE II (5)
Emphasis varies, but focus will always be on one or more of the seventh century Old Testament prophets. Includes Jeremiah or Ezekiel.
- Bib Lit 6204 THE GOSPEL AND LETTERS OF JOHN (5)
A study of the identity of Jesus the Christ and the problem of divine-human communication.
- Bib Lit 6205 EARLIER PAULINE EPISTLES (5)
The earlier or travel epistles (except Romans); chronological order, historical background and vital messages of each. Special stress on Christian unity, source of authority, glossolalia.
- Bib Lit 6207 PRISON AND PASTORAL EPISTLES (5)
These are historical, inductive, and exegetical studies of Ephesians, Philippians, Colossians, Philemon, I and II Timothy, and Titus.
- Bib Lit 6208 ROMANS (3)
Exhaustive analysis of the argument; critical and historical investigation; a topical and exegetical study of "the greatest gospel of them all."
- Bib Lit 6213 LIFE AND TEACHINGS OF CHRIST (5)
Synthetic study of the life of Christ as viewed from the four gospels; emphasis on Jesus' teaching about God, man, righteousness, the Kingdom and prayer.
- Bib Lit 6311 THE WORLD OF THE OLD TESTAMENT (5)
Prerequisite: Biblical Literature 1101 or 3101.
The religious and political ideologies current in the Near East during the Biblical period. These "world-views" will be studied in their relationship to ancient Israel, with primary attention given to her interaction with her neighbors' views of reality.
- Bib Lit 6315 NEW TESTAMENT BACKGROUNDS (5)
Prerequisite: Biblical Literature 1201 or 3201.
Survey of 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.
- Bib Lit 6390 GRADUATE SEMINAR IN BIBLICAL STUDIES (5)
An advanced course in Biblical studies intended to provide greater depth in dealing with Biblical interpretation. Addresses special topics of current relevance in such areas as hermeneutics, Biblical authority, unity of the Testaments, the Bible and social reform and other Old and/or New Testament themes.

Theology and Philosophy of Religion

- Rel 6610 THEOLOGY OF WESLEY AND ARMINIUS (5)
A study of 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.



Robert W. Wall, Assistant Professor of Religion. "The classroom at a Christian university ought to have twin foci. On the one hand, it ought to be a place of scholarly ferment and inquiry at its best. On the other hand, it ought to be a place where God's people learn to serve the world like God's Son. My stewardship at SPU is to try and facilitate both."

- Rel 6620 BIBLICAL THEOLOGY (5)
Prerequisites: Biblical Literature 1101 or 3101 and 1201 or 3201.
Careful introduction to the discipline. What Biblical Theology is and does as seen in the New Testament use of the Old Testament. Each student will actually participate in the elemental process of deriving theology from the Bible.
- Rel 6621 ISSUES IN THEOLOGY (5)
A graduate-level introduction to selected European and American theologians. The student analyzes key theological concepts such as the Trinity, religious authority, soteriology, anthropology, and cosmology. The student also examines basic issues of Reformed and Wesleyan-Arminian theology and selected topics of timely import.
- Rel 6622 DOCTRINE OF THE HOLY SPIRIT (5)
Biblical, historical, and contemporary ideas and experiences brought to bear on an understanding of the Person and work of the Holy Spirit.
- Rel 6626 RENAISSANCE AND REFORMATION (5)
(History 4230)
A study of the Renaissance, including transition from medieval to modern European institutions; origin and development of the Protestant movement in Europe. Offered alternate years.
- Rel 6631 PHILOSOPHY OF RELIGION (5)
Attempts to introduce 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 6530 CAMPING FOUNDATIONS (3)
(Physical Education 4530/6530)
The historical and educational foundations of camping ministries. Examination of the camping market and existing services meeting this need. The student will determine the foundations needed for operating a camp (philosophy, goals, market, marketing strategy).
- Rel 6535 CAMP COUNSELING AND PROGRAMMING (3)
(See Physical Education 4535/6535.)
- Rel 6538 CURRICULUM DEVELOPMENT IN CAMPING PROGRAMS (3)
Examination of program planning and leadership based on camper needs, educational theory, Biblical methods of ministry and evaluation of current and historic patterns of camp programming. Students will be involved in curriculum development through planning a program for a one-week camp.
- Rel 6570 HISTORY AND PHILOSOPHY OF CHRISTIAN EDUCATION (3)
Prerequisite: Religion 2560
Historical and philosophical survey of Christian Education principles. In the context of the past, the course will attempt to define Christian Education in its contemporary setting.
- Rel 6575 WOMEN IN MINISTRY (3)
Course explores and evaluates the various roles that women are assuming, and can assume in ministry, as well as the professional and lay resources to the new movement among women.

- Rel 6581 LEADER DEVELOPMENT AND TRAINING RESOURCES (3)
Prerequisite: Religion 2560
Crucial to the on-going ministry of the church is the work of training leaders and teachers for the work of education. A survey of leader development programs and concepts and evaluation of training resources and guides will be accomplished in this course. The student will be able to set up a training course for leaders and teachers as a result of this course.
- Rel 6582 ADMINISTRATIVE AND ORGANIZATIONAL SYSTEMS IN CHRISTIAN EDUCATION (5)
Prerequisite: Religion 2560
A systems approach to the organizational structure and administrative needs for Christian Education in the local church. Emphasizes planning, implementing, and evaluating both the organizational and administrative framework of various programs.
- Rel 6584 YOUNGER AGE-GROUP MINISTRIES (3)
Prerequisites: Religion 2560, Education 2103, 2105, and 2401
Age-group characteristics, needs, and interests of children with special emphasis on program development and teaching techniques related to program ideas.
- Rel 6585 LEADERSHIP IN YOUTH MINISTRIES (3)
Prerequisites: Religion 2560 and Psychology 4420
The youth culture, peer syndrome, personal identity, structure and content, programming methodology in relation to youth ministries.
- Rel 6586 THE ADULT LEARNER IN CHRISTIAN EDUCATION (3)
Prerequisites: Religion 2560 and Psychology 4420
The various periods of adulthood from the standpoint of characteristics, needs, aims, material, and methods of teaching. Emphasizes the teaching process for adults in terms of pedagogy and andragogy.
- Rel 6587 SEMINAR IN FAMILY MINISTRIES (3)
The Church's ministry to the family is studied in depth as this graduate seminar explores the intergenerational family model as an alternative to traditional schooling models in Church education.

Missions

- Rel 6383 BIBLICAL BASIS OF THE CHRISTIAN MISSION (5)
Investigates the crucial Biblical passages forming the foundation for the worldwide missionary movement of the Christian Church. Special focus is given to a proper understanding of Old Testament expectation, Great Commission, purpose of the Church, motivation, and one's personal response to God's call in the contemporary world.
- Rel 6445 A MISSIONS PERSPECTIVE ON MODERN IDEOLOGIES (5)
An analysis of Marxism, socialism, nationalism, and other religious and political ideologies which affect the missions task.
- Rel 6480 THE EMERGING CHURCH IN THE MODERN WORLD (5)
Investigates the Biblical theology of the Christian Church with a view toward understanding the principles of planting, growing, and disciplining maturing, emerging churches around the world. Church/Mission tensions, relationships with the national church, cooperation, and crucial issues affecting the church worldwide will be analyzed by each discipline.

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

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

Rel 6488 CROSS-CULTURAL COMMUNICATIONS (3)

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

Rel 6489 ORIENTAL PHILOSOPHIES AND WORLD RELIGIONS (5)
(See Philosophy 4489/6489.)

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

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

General Religion and Interdisciplinary Courses

Rel 6832 CULTURE AND RELIGION (3)
(See Anthropology 4432)

Rel 6880 RELIGION IN SECULAR SOCIETY (5)
(See Sociology 4820)

Independent and Directed Study

Rel 6901 INTRODUCTION TO GRADUATE RESEARCH (3)
(See Education 6981.)

Rel 6950 INDEPENDENT STUDY (1-5)

Prerequisite: 15 credits of "B" grade work in Biblical Literature and/or Religion and permission of an available instructor. (15 credit limit.)

Rel 6951 DIRECTED STUDY (1-5)

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

Rel 6955 PRACTICUM (1-3)

An opportunity for practical experience.

Rel 6990 INTERNSHIP (3-10)

Prerequisite: 15 credits in Religion or Biblical Literature at SPU; be currently enrolled in the MCM Degree Program.

Bib Lit 6950 INDEPENDENT STUDY (1-5)

Prerequisite: Same as for Religion 6950.

Bib Lit 6951 DIRECTED STUDY

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

Thesis or Project

Rel 6991 MASTER'S RESEARCH PROJECT (3)

(May be repeated up to a total of nine credits.)

Rel 6995 THESIS (3)

(May be repeated up to a total of nine credits.)

GRADUATE COURSES IN SOCIAL AND BEHAVIORAL SCIENCES

Psychology

Psy 6420 PSYCHOLOGY OF ADOLESCENCE (5)

The physical, emotional, and spiritual development of the adolescent and youth. Focus on typical conflicts arising out of interpersonal relationships, the clarification of goals, values, and environmental demands.

Psy 6430 MOTIVATION AND LEADERSHIP (5)

The theories of motivation and leadership with a strong emphasis on the practical applications: discovery and improving leadership abilities, techniques in self-motivation, and skills in effectively motivating others.

Psy 6442 PSYCHOLOGY OF PERSONALITY (5)

The major views on personality with emphasis on comparison, contrast, and practical implications for improving the understanding of self and others.

Psy 6460 DEVIANT BEHAVIOR (5)

A critical analysis of both the symptomatology and etiology of abnormal behavior with reference to modern methods of treatment and therapy. Emphasizes an interdisciplinary approach to understanding and effectively coping with maladaptive behavior.

Psy 6920-9 READINGS IN PSYCHOLOGY (1-3)

Reading in special interest areas under supervision of staff members.

Graduate Faculty

Dean

SAMUEL L. DUNN, Ph.D.

Dean of the Graduate, Professional and Continuing Studies; Professor of Mathematics

B.A., Olivet Nazarene College, 1961; B.S., 1962; M.S., University of Wisconsin, 1964; Ph.D., 1969. At SPU since 1968.

Directors

ALBERT R. HAUGERUD, Ph.D.

Director, School of Education; Professor of Science Education

B.S., University of Washington, 1951; M.A., University of Washington, 1961; Ph.D., University of Washington, 1966. At SPU 1964-1969, since 1980.

R. LARRY SHELTON, Th.D.

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

Professors

LeVON BALZER, Ph.D.

Education and Biology,
Dean of Arts and Sciences

B.S., University of Oklahoma, 1959; M.N.S., 1960; Ph.D., Ohio State University, 1968. At SPU since 1974.

KEITH A. BELL, Ed.D.

Education and Psychology
B.A., Whitworth College, 1941; B.D., Western Baptist Theological Seminary, 1947; M.Ed., University of Oregon, 1951; Ed.D., Oregon State University, 1959. At SPU since 1966.

JAMES H. CRICHTON, Ph.D.

Education and Physics
B.S., Seattle Pacific University, 1959; Ph.D., University of California, 1965; National Science Foundation Faculty Fellow, University of Washington, 1971-72. At SPU since 1965.

C. MELVIN FOREMAN, Ph.D.

Sociology
B.A., Seattle Pacific University, 1942; M.Th., Biblical Seminary in New York City, 1945; M.A., University of Washington, 1955; Ph.D., 1957; Post-doctoral Fellow, Yale Divinity School, 1970-71. At SPU 1948-52 and since 1953.

DANIEL HARRIS, Ph.D.

Education and Business
B.A., Westmont College, 1963; M.B.A., University of California at Los Angeles, 1965; Ph.D., 1970. At SPU since 1970.

WESLEY E. LINGREN, Ph.D.

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

LLOYD J. MONTZINGO, Ph.D.

Education and Mathematics
B.A., Houghton College, 1949; M.A., State University of New York at Buffalo, 1951; Ph.D., 1961; National Science Foundation Fellow, University of Washington, 1970-71. At SPU since 1962.

WILLIAM D. REARICK, Ed.D.

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

DONALD M. STEVENS, Ph.D.

Education and Psychology
Coordinator of Counseling Services
B.A., Roberts Wesleyan College, 1954; M.A., Michigan State University, 1960; Ph.D., University of Washington, 1967. Licensed psychologist (Washington). At SPU since 1967.

RAYMOND J. WELLS, Ph.D.

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

JAMES D. WORTHINGTON, Ph.D.

Reading Education
Associate Director, School 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.

Associate Professors

WILLIAM J. ABRAHAM, D.Phil.

Theology and Culture
B.A., Queens University, 1970; M.Div., Asbury Theological Seminary, 1973; D.Phil., Oxford University, 1977. At SPU since 1980.

DANIEL N. BERG, D.Phil.

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

EUGENE E. LEMCIO, Ph.D.

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

DONALD J. MACDONALD, Ph.C

Education and Psychology
B.A., University of Texas, 1972; M.S., Indiana University, 1973.

MARGIT E. MCGUIRE, Ph.D.

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

WILLIAM A. ROSENBERGER, M.A.

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

CARL G. ROSEVEARE, Ed.D

Education
Coordinator of Continuing Education Services
B.A., Seattle Pacific University, 1955; M.Ed., University of Arizona, 1957; Ed.D. University of Arizona, 1965. At SPU 1965-1970 and since 1978.

EUNICE L. SCHMIDT, Ph.D.

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

PETER E. SMITH, Ph.D.

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

C. EDWARD SMYTH, Ed.D.

Christian Education
B.A., Taylor University, 1968; M.R.E., Gordon-Conwell Theological Seminary, 1972; Ed.D., Boston University, 1978. At SPU since 1975.

FRANK A. SPINA, Ph.D.

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

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

Assistant Professors

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

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

STEPHEN T. HOKE, Ph.D.
Missions and Education
B.A., Wheaton College, 1971; M.A., Wheaton Graduate School, 1972; M.Div., Trinity Evangelical Divinity School, 1975; Ph.D., Michigan State University, 1977. At SPU since 1977.

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

Part-time Lecturers

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

ROBERT R. DROVDAHL, Ph.D.
Christian Ministries
Director of Casey Programs
B.A., Seattle Pacific University, 1971; M.A., Wheaton Graduate School, 1974; Ph.D., Michigan State University, 1980. At SPU since 1978.

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

TREMAINE MCGINTY, M.Ed.
B.Ed., University of Wisconsin-Whitewater, 1943; M.Ed., University of Washington, 1967. At SPU since 1975.

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

LARRY NOEL, M.Ed.
B.A., Seattle Pacific University, 1957; M.Ed., University of Illinois, 1965. At SPU 1969-75 and since 1977.

RAYMOND E. VATH, M.D.
B.S., College of Great Falls, 1953; M.D. University of Washington, 1965. At SPU since 1969.

Emeriti

KEITH A. BELL, Ed.D.
Education and Psychology
B.A., Whitworth College, 1941; B.D., Western Baptist Theological Seminary, 1947; M.Ed., University of Oregon, 1951; Ed.D., Oregon State University, 1959. At SPU 1966-1979. Emeritus since 1979.

JOSEPH L. DAVIS, Th.D.
Biblical Studies
B.A., Seattle Pacific University, 1941; S.T.B., New York Theological Seminary, 1944; Th.M., Union Theological Seminary in Virginia, 1961; Th.D., 1966. At SPU part-time, 1947-49; full-time since 1950. Emeritus since 1980.

WALTER H. JOHNSON, Th.D.
Religion and Philosophy
B.A., Greenville College, 1940; B.D., McCormick Theological Seminary, 1943; Th.D., Northern Baptist Theological Seminary, 1947. At SPU since 1964. Emeritus since 1979.

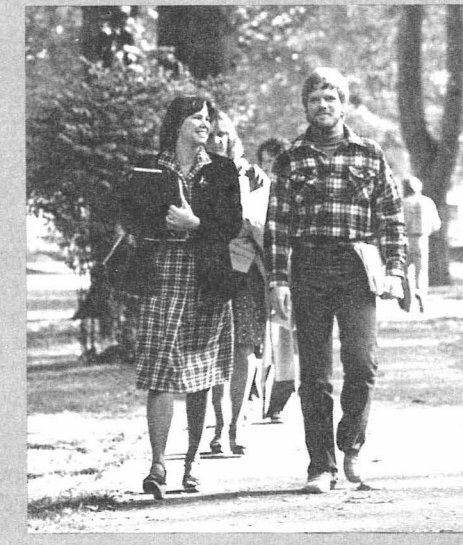
FRANK J. KLINE, Ed.D.
Missions
B.A., Greenville College, 1933; S.T.B., New York Theological Seminary, 1936; Th.M., Princeton Theological Seminary, 1943; Ed.D., Columbia University, 1945; Research Fellow, Yale Divinity School, 1964. At SPU 1965-1976. Emeritus since 1976.

PAUL L. SCHWADA, Ph.D.
Education
B.S. Ed., Northeast Missouri State, 1938; Th.B., Olivet Nazarene College, 1941; M.A., University of Chicago, 1943; Ph.D., University of Illinois, 1964. At SPU 1970-1977. Emeritus since 1977.

ROY SWANSTROM, Ph.D.
History
B.A., Seattle Pacific College, 1947; M.A., University of California, 1949; Ph.D., 1959. At SPU 1949-51 and 1956-1980. Emeritus since 1980.

MARGARET S. WOODS, M.Ed.
Education
B.A., Washington State University, 1932; M.Ed., University of Washington, 1954. At SPU part-time 1958-67; full-time 1970-76. Emeritus since 1976.

ADMISSIONS & REGISTRATION



Transfer Day is Coming: March 20, 1982. Thinking about transferring to Seattle Pacific? Then Transfer Day is for you. Plan on coming to campus on March 20, 1982. Besides some entertaining activities, our counselors will be on hand to answer your questions about transferring credits, receiving financial aid and what it's like to be a student at SPU. Call the Admissions Office for details at (206) 281-2021.

Admissions & Registration

ADMISSIONS

Admissions Policy

Students are admitted to Seattle Pacific University who exhibit the academic characteristics which predict their success in the University programs to which they seek enrollment, and the personal qualities that indicate a contribution to the fulfillment of the objectives of the University.

In line with its original Charter, students are admitted without discrimination as to race, color, nationality, creed or sex. No arbitrary entrance requirements are imposed, nor does the University require a set pattern of high school subjects. However, a strong college preparatory program in high school is vigorously recommended. It is assumed that each candidate for admission, with the advice of his high school counselor, has chosen those courses which will best prepare him for college work. Over 90% of the Freshman class come with an "A" or "B" high school grade point average. In addition to academic ability, such factors as intellectual curiosity, goals, leadership, responsibility, personal and social adjustments, commitment to Christian values and a desire to serve are considered. Qualified admission to a "Developmental Assistance Program" may be granted applicants who have a high school grade point average below 2.5.

Seattle Pacific University reserves the right of admission or re-admission to any student at its discretion.

Application for Admission

GENERAL INSTRUCTIONS FOR ALL APPLICANTS

Students interested in applying for admission should request admission materials early by writing the director of admissions. Prospective applicants who are still in high school should request these materials very early in their senior year (October 1 is not too early). Prospective high school students as well as applicants who have had previous college study or have graduated from high school earlier should request these materials at least six months in advance of the quarter for which they wish to enroll.

Each applicant is responsible for providing all items required with the application, which must be accompanied by an application fee (see Financial Information section for amount of fees). This fee defrays, in part, the cost of investigating records, advising applicants and providing other services of the Admissions Office. It is not refundable and is not credited on any subsequent bill.

Students desiring a financial aid assessment should file a Financial Aid Form (FAF) with the College Scholarship Service by February 1 and complete the entire application process by March 1. Further information and instructions for financial aid applications may be obtained from the Office of Financial Aid.

PROCEDURES FOR STUDENTS ENTERING DIRECTLY FROM HIGH SCHOOL

1. Application. Complete the "Seattle Pacific University Application for Admission" and send to the Office of Admissions early in the seventh semester (first semester of the senior year) along with the \$15.00 application fee.
2. High School Transcript. Arrange for an official transcript to be sent by the high school last attended sometime during the first semester of the senior year. To do this, complete the "Application for Admission to Washington Higher Institutions" and give the form to your principal or counselor, who will complete the form and forward to Seattle Pacific University. Applicants are also responsible to request that their eighth semester grades be forwarded upon graduation.
3. Entrance Examination. Take either the Washington Pre-College Test (WPCT), College Board Scholastic Aptitude Test (SAT), or the American College Test (ACT). The Washington Pre-College Test (WPCT) is recommended for State of Washington residents. Information and registration forms may be obtained from your high school counselor. The addresses for testing information are as follows: Washington Pre-College Testing Program (WPCT), 1400 N.E. Campus Parkway, Rm. 460, Seattle, WA 98115; American College Testing Program (ACT), P.O. Box 414, Iowa City, Iowa 52290; College Entrance Examination Board (SAT), Box 1025, Berkeley, CA 94701. Prospective students who are also applicants for financial aid must take the WPCT, ACT or SAT in October, November, December or January.
4. Recommendation. Ask a minister to submit a recommendation on the forms provided in the application packet. If a minister is not available, substitute a youth leader, teacher or employer who knows you well.

STUDENTS ENTERING FROM ACCREDITED COLLEGES AND UNIVERSITIES

Students desiring to transfer to Seattle Pacific University from another institution will follow the admission procedure required of entering freshmen, except that they will request their former college to send any test scores on file along with the transcript of record. All records become the property of Seattle Pacific University, and are considered a part of the student's official file and permanent record. Failure to submit transcripts from all institutions attended, including high school, may result in dismissal from the University. Advanced standing will be determined on the basis of the accreditation of the institution previously attended and the credentials submitted by the candidate. In every case, however, the following conditions will apply:

1. At no time will a transfer student be admitted until he presents evidence of honorable dismissal from the institution last attended.



Marj Goodwin, Director of Admissions. "At Seattle Pacific, students are our chief concern. Our goal in admissions is to seek out individuals who are curious, open and eager to grow in leadership and service. It's this type of student who'll set the pace for the rest of us in the University community."

2. Transfer students who have taken 30 quarter hours or more of college work from an accredited institution at time of application are not required to take the Washington Pre-College Test (WPCT), American College Test (ACT), or the College Board Scholastic Aptitude Test (SAT).
3. In order to transfer to SPU, a student in another institution must be eligible to continue in the SPU department or specialized program in which he has begun to study or which he desires to enter, even when that department or program requires a standard above a 2.00 grade-point average.
4. No student will be permitted to enroll until his/her official transcripts have been received, except under rare circumstances and then only provisionally.
5. The average grade in all courses allowed for advanced standing from each school must be "C" or higher. This means that for every grade of "D" accepted there must be another grade of at least "B" or its equivalent for an equal number of credits.
6. A total of 30 quarter credits earned from an approved institution by extension and/or correspondence, of which not more than 15 can be correspondence, may be allowed toward a degree at Seattle Pacific. No correspondence credit with lower than a "B" grade, or extension credit with lower than a "C" grade, will be accepted.
7. An undergraduate transfer student is required to earn a minimum of 45 resident credits including 15 upper-division credits in his major at SPU to be eligible for a degree.
8. A transferring student who holds a professional baccalaureate degree may be given senior or lower classification, depending on the specific circumstances.
9. One credit courses, except physical education activity and applied music courses, ordinarily are not transferable.
10. All transferable credit is tentative in the sense that a transfer student's scholarship must be validated by one quarter of full-time study at Seattle Pacific University. Advanced standing from an accredited institution will be posted to the student's permanent record after the student has earned at least twelve credits in one quarter with not less than a 2.00 g.p.g.

STUDENTS ENTERING FROM BIBLE COLLEGES AND UNACCREDITED LIBERAL ARTS COLLEGES

Seattle Pacific University welcomes transfer students from all institutions. Every effort is made to correlate the work which they have completed previously with the requirements for a degree here. After completing a portion of work at SPU a student may wish to seek reappraisal of an earlier evaluation of his/her transfer record on the basis of his/her goals and academic record of work at Seattle Pacific.

No set standards exist for the number of credits that can be transferred. The amount allowable very likely will be different in each case, for it will be determined by four variable factors: (1) the kinds of courses presented for transfer; (2) the grades earned in the different kinds of courses taken; (3) the course of study to be pursued at SPU; and (4) the academic record established here during the first three quarters of attendance.

"D" grades are not accepted from unaccredited liberal arts and Bible colleges. Credit from Bible colleges accredited by the A.A.B.C. in which the student has received a grade of "C" or better will transfer to Seattle Pacific University as it applies toward the baccalaureate degree. Credit from Bible colleges will be posted the final quarter before graduation.

In all cases, the conditions outlined for students entering from accredited colleges will apply.

A student transferring from an unaccredited liberal arts or Bible college must present acceptable scores on either the College Board Scholastic Aptitude Test (SAT), American College Test (ACT), or the Washington Pre-College Test (WPCT).

INTERNATIONAL STUDENTS

1. International students entering from U.S. schools must submit the same applications, transcripts, letter of recommendation, and test scores as other entering freshmen or transfer students.
 - A. Students desiring to enter from a U.S. high school must have three years of high school English with a 2.50 g.p.a. in English OR submit TOEFL score of 550 minimum or Michigan Language Test score of at least 85.
 - B. Students desiring to enter from another U.S. college or university must:
 - 1) have at least 45 credits, 36 of which must be in academic subjects, (including 12 credits in Humanities);
 - 2) submit TOEFL score of 550 minimum or Michigan Language Test score of at least 85.
2. Students from foreign countries who apply for admission must be proficient in the use of the English language and must have a grade point average equivalent to a "B" in the grading system used in this University. The Test of English as a Foreign Language (TOEFL) is required of all international students. Graduates of high schools in countries where the school system provides for less than twelve years of instruction before college are expected to complete at least twelve years of schooling in their own country before being admitted to Seattle Pacific. Students may receive college credits for part of the twelfth year of study, provided their marks are very high and their courses parallel closely with comparable courses here, and have been validated by proper examinations.

A Day of Ideas. Attention student government officers, newspaper and yearbook editors — all student leaders! Seattle Pacific's second annual High School Leadership Conference is coming November 11, 1982. Last year over 300 student leaders converged on campus to learn about time management, publications improvement, youth group ideas and much more. Student leaders, this is your day. Call (206) 281-2021 for details.

Advanced Placement/CLEP

Seattle Pacific University participates in the Advanced Placement Testing Program and College Level Examination Program (CLEP) conducted by the College Entrance Examination Board. Advanced Placement and/or college credit is given to qualified students on the basis of these examinations together with recommendations, course work, and other evidence furnished by the high school. Recommendations regarding advanced placement and/or college credit are made by the director of the SPU school concerned. Address inquiries concerning advanced placement to the Director of Registration and Records.

Notification of Admission

Students who have applied for admission will receive a letter notifying them of their eligibility approximately two weeks from the date all relevant information — application forms, transcripts, test scores and reference forms — is on file with the Admissions Office. Once a student has been advised of his/her acceptance to SPU, the following procedures must be completed:

1. **ENTRANCE RESERVATION DEPOSIT.** Submit a \$75.00 tuition deposit as an acknowledgement of acceptance. This deposit guarantees a place in the entering class. Students who plan to live in campus residence halls should also submit an additional \$75.00 room reservation deposit with their room application card to reserve an on campus living facility. See the Financial Information section for a detailed explanation of fees for students living in residence halls and students living at home.

The tuition deposit is credited to the student's account and is applicable at the beginning of the quarter for which the student matriculates. Checks should be made payable to Seattle Pacific University and are to be sent to the Business Office, preferably within three weeks after receiving a letter of admission. The tuition deposit of \$75.00 must be received by June 1 for fall quarter admission or 30 days prior to the beginning of the quarter in which the student is admitted to guarantee a place in the entering class. Students admitted after June 1 are given three weeks in which to place their \$75.00 tuition deposit. The tuition deposit will be refunded if a written cancellation is received on or before August 15th for fall quarter or 30 days prior to the beginning dates of subsequent quarters.
2. **DETERMINING RESIDENCE STATUS.** Because Seattle Pacific University is a residential university, all full-time undergraduate students under 23 years of age are required to live in University residence halls unless they are married or living with their parents in the Seattle area. Exceptions to this policy are made occasionally for upper-division students if unusual circumstances warrant such a decision. Upon admission to the University, each student is sent a housing information

and application packet by the Office of Residence Life. If additional information is needed prior to receiving approval for off-campus housing, students will be asked to fill out a petition form listing the specific nature of their request.

Students planning to live in the residence halls must complete a Room Application Card and submit it, along with the \$75.00 Room Reservation Deposit, to the Office of Residence Life as soon as possible after admission to the University. Room assignments are made according to a priority system which includes the date on which the Room Application Cards and Room Reservation Deposits are received by the Office of Residence Life. Prompt application generally guarantees a better selection of available residence hall space.

The Room Reservation Deposit will be refunded if the prospective student notifies the Office of Residence Life by written cancellation prior to August 15 for the fall quarter or 30 days prior to the beginning dates of subsequent quarters. Room Reservation Deposits received after August 15 or after 30 days prior to the beginning dates of subsequent quarters are non-refundable.

3. **HEALTH RECORD.** Along with the notification of admission, each student will receive a medical health history form. This form is to be completed and returned to the Student Health Services office. The medical history is required of students who are 1) entering Seattle Pacific for the first time, 2) returning after an absence of more than one calendar year, or 3) have previously attended Summer quarter but are entering regular University classes for the first time.

Students should be aware that health insurance is required of all students enrolling for seven or more credits per quarter. Unless an insurance waiver card is submitted at the time of registration indicating comparable coverage elsewhere, students are then enrolled in the University approved medical insurance plan (King County Medical Blue Shield Services). Refer to Medical Insurance Fees under Financial Information in this catalog for more detail.

Admission to Graduate Standing

Graduates of Seattle Pacific University may be matriculated as graduate students upon submitting a special application form provided by the University.

Graduates of other approved colleges must follow essentially the same procedure for admission as that followed by an undergraduate student transferring from another college. This involves submitting an application on the form provided by the University, filing academic records and references, and meeting the regular scholarship and character standards.

Information regarding admission to graduate study is found in the Graduate section of this catalog.

Application for Re-admission

Former SPU students who have not been enrolled within one calendar year prior to the quarter they desire to re-enter may apply for re-admission forms available at the Office of Admissions. Re-admission forms are available from the Admissions Office to students who were previously admitted to SPU but did not attend the University. A new health report is required. Students who have attended another educational institution since they last attended Seattle Pacific must have a transcript of their record at that school sent to the Office of Admissions. Students who were admitted to SPU but did not attend the University must have all additional recent transcripts sent to the Office of Admissions. Failure to submit such records may result in dismissal from the University. Re-admission will be governed by the policies regulating the admission of transfer students.

Undergraduate students who have interrupted their study at SPU for more than four calendar years will graduate under the requirements listed in the catalog current at the time of re-entry or of the year prior to graduation.

Student Status

REGULAR STUDENTS — students who have fully met all the requirements for admission. A limited number of students who do not meet all the admission requirements may be admitted to a "Developmental Assistance Program." This program is designed to provide additional support to students endeavoring to develop the competencies necessary for academic success. These students are required to take no more than 12 hours per quarter while adjusting to the academic expectations of Seattle Pacific.

NON-MATRICULATED STUDENTS — students who are allowed to attend Seattle Pacific University without submitting the credentials required for admission with regular status. This status is possible only for those taking ten credits or less during any quarter except the Summer Session.

No more than 45 credits taken as a non-matriculated student may apply toward an undergraduate degree, nor more than 12 such credits toward a graduate degree. A later decision to work on a degree or certificate program or to enroll in more than ten credits during any quarter other than Summer will necessitate formal application and admission to the University as a Regular Student.

TRANSIENT STUDENTS — students of other colleges or universities who wish to take courses at Seattle Pacific must (A) submit, along with the application form, a "Statement of Objective" letter, (B) meet the character standards for admission, (C) be academically eligible for admission, (D) request the degree granting institution to send the Office of Admissions a statement of good standing including the total credits earned to date and the cumulative grade point average and (E) submit all college transcripts to date. Since transient students are not considered matriculated students, this process must be completed for each subsequent quarter of attendance.

AUDITORS — persons who wish to attend classes but who do not desire credit. With approval from the Office of Academic Affairs and the instructor concerned, auditors may register in non-activity and non-laboratory courses, but may not audit 6000-level courses. They may neither participate in class discussions nor take examinations. If they do daily assignments, the instructor is under no obligation to read or correct them. Students who are unable to remain in the University because of low grades and new applicants who do not qualify for admission may not register as auditors. A student may receive credit for an audited course only by enrolling in it as a regular student in a subsequent quarter. For tuition rates for auditors, consult the Financial Information section.

Assignment to Classes

For convenience in organization, students are classified at the beginning of each quarter according to the following classification.

UNDERGRADUATE STUDENTS

FRESHMEN — students having less than 45 credits or 90 grade points. (For definition of "grade points" see section entitled "Grading System.")

SOPHOMORES — students having at least 45 credits and 90 grade points.

JUNIORS — student having at least 90 credits and 180 grade points.

SENIORS — students having at least 135 credits and 270 grade points. (Senior status does not necessarily insure graduation with that class.)

POST-BACCALAUREATE — students who have received the baccalaureate degree and are seeking a second bachelor's degree or fifth year certification. Admission to this classification is by application only.

GRADUATE STUDENTS — students seeking graduate degrees. Admission to this classification is by application only.

Orientation of New Students and Parents

New student orientation sessions, coordinated by the Office of Student Programs (SUB 205), are held each quarter except summer. A special one and one-half day orientation is convened for parents of new students during Fall term orientation. The Fall quarter session includes four days consisting of mini-workshops, special academic advising, and Math and English proficiency testing for all new students. Winter and Spring term orientations involve one day of scheduled activities. These sessions are held prior to the beginning of classes and are designed to help the new student prepare for academic, spiritual and social life at Seattle Pacific University. They also offer opportunities for students to become better acquainted with the University, its programs of study, and to meet both faculty and classmates. Attendance at all orientation programs is required and sessions should not be missed as absence at orientation is often the cause of early problems and confusion.

Assignment of Advisers

The office of Academic Support Services coordinates the assignments of faculty advisers. All new undergraduate students are assigned a faculty adviser on the basis of the student's intended major. A student who is undecided about a major is assigned a pre-major faculty adviser who counsels and assists the student in clarification of goals and exploration in areas of interest. Students wishing to declare a major or change their adviser or intended major should do so with the administrative assistant of the school in which the major/adviser is located. Students desiring to find out their adviser assignment may do so by contacting the Office of Academic Support Services (SUB 206).

REGISTRATION**Initial Registration**

Registration is directed from the Office of Registration and Records. The process includes obtaining registration materials and conferring with faculty adviser about the selection of courses and arrangement of class schedules and study. After registration has been approved by the adviser and checked for accuracy and completeness in the Office of Registration and Records, financial arrangements are made in the Business Office. Once these arrangements have been made, students obtain an information form from the Office of Student Affairs. The completed form is then returned to the Business Office, and the student is issued an identification card. Students are not allowed to attend classes until all financial arrangements have been completed. For registration dates, see the official calendar elsewhere in this catalog.

Changes in Registration

When a student has completed registration, the choice of courses should be permanent. Changes must be made on Official Change of Registration forms and submitted to the Office of Registration and Records. Deadlines for the addition or dropping of courses each quarter are printed in the University Calendar.

Late Registration

A late registration fee is charged each student who registers after the regular registration period (consult the Financial Information section for rates).

Schedule of Classes

Classes begin at 7:30 a.m. on days of instruction and are arranged in fifty-minute periods. Except during the Summer Session, there is an interval of ten minutes between periods and a chapel assembly period is scheduled three mornings a week.

Some courses are taught in the evening, usually once a week. Students interested in evening classes only may write to the Office of Special Programs for a special bulletin.

Withdrawal from Courses

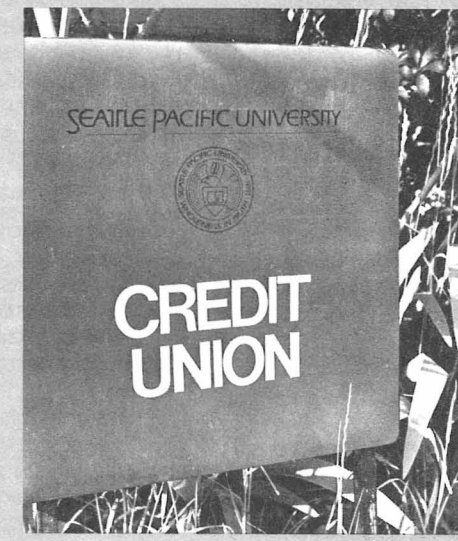
Withdrawal with official approval during the first week of the Quarter will not result in any record of the class on the transcript. Withdrawal with official approval during weeks two through six will result in a "W" appearing on the transcript. Withdrawal without official approval or after the first six weeks of the quarter will result in a "UW" appearing on the transcript. Any student who attends class and/or hands in work after the sixth week of the quarter is subject to the regular grading system.

Complete Withdrawal from School

A student who desires to withdraw from school must secure an official withdrawal form from the Office of Student Affairs and schedule an exit-interview with a staff member prior to completion of the form. Special instructions are printed on the form advising the student to file the form with the Office of Registration and Records. Refunds and adjustments to one's account are governed by the "Financial Information" section of the catalog.

A student who registers, but does not attend classes must notify the Office of Registration and Records in writing in order to cancel the registration and related charges. The date this notice is received by the Office of Registration and Records will determine the amount of refund if applicable.

SEATTLE PACIFIC UNIVERSITY IS IN COMPLIANCE WITH THE FAMILY EDUCATION RIGHTS TO PRIVACY ACT WHICH GUARANTEES TO STUDENTS AND PARENTS OF DEPENDENT STUDENTS THE RIGHT TO INSPECT AND REVIEW THEIR EDUCATIONAL RECORDS, AND IS IN CONFORMANCE WITH REGULATIONS OF TITLE IX WHICH REQUIRE THE UNIVERSITY TO PROVIDE EDUCATIONAL PROGRAMS AND ACTIVITIES WHICH DO NOT DISCRIMINATE ON THE BASIS OF SEX.

**FINANCIAL
INFORMATION**

Seattle Pacific University is a non-profit, church-related institution whose program is supported primarily by tuition income from the students it serves. Tuition costs are kept at a low level in comparison with those of many private colleges because of a dedicated faculty which provides nationally recognized excellence without primary regard for personal remuneration, an administrative staff which works continually to provide needed services with greater efficiency, and a supporting constituency which gives unstintingly of its resources to undergird and promote the objectives of the University.

In addition to underwriting important capital projects at Seattle Pacific University, donors make possible a "hidden scholarship" of approximately \$350 to each full-time student. This amount represents the difference between the tuition charged to the student each year and the additional costs beyond tuition income which the University must fund for each of its approximately 2,700 full-time students. This additional funding for the educational program is provided by gifts from alumni and friends, churches of the Northwest, and business and institutional contributors through the Independent Colleges of Washington, Incorporated.

All programs and policies at the University are under continual review. Therefore, Seattle Pacific 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 the quarter. Questions about current financial policies should be referred to the Vice President for Finance and Planning at the University.

1981-82 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 student benefits include admission to all University athletic events, membership in the Associated Students and its programs, and participation in intramural activities. All tuition, fees and other charges as stated in this publication are payable in U.S. dollars (\$U.S.).

Tuition (Per Quarter)

5 or fewer total credits, per credit hour	\$52.00
6-11 total credits, per credit hour	\$111.00
12-17 total credits	\$1,334.00
Additional per credit hour over 17	\$111.00

Tuition for arranged courses regular rates apply.
Tuition for auditors (available for lecture courses only) one half applicable regular charge

Evening-only tuition:

9 or fewer credits, per credit hour	\$52.00
Students taking more than nine (9) Evening School credits are considered full-time and pay \$111.00 per credit hour. Part-time students taking five or fewer total credits may enroll in day or mixed day/evening courses for \$52.00 per credit. Students may register for evening courses until the second class session; however, a \$10.00 late enrollment fee is charged when registration is completed after the opening session of an evening class.	

Tuition for graduate students is 120% of the comparable undergraduate rate for all the categories listed above.

Admission Fees & Deposits

Application Fee (submitted with application for admission, non-refundable)	\$15.00
Matriculation Fee (paid only once, at initial entrance to SPU)	\$35.00
Readmission Fee (for lapsed status of undergraduate or graduate student)	\$15.00
Room Reservation and Damage Deposit (required of all residential students)	\$75.00
Tuition Deposit (required for all full-time students (for all part-time, Evening-only and Summer session students)	\$75.00
	cost of one credit
Both the Tuition Deposit and Room Reservation and Damage Deposit are kept on deposit for the duration of the student's tenure at SPU. (For refund information, see page 193.)	



Lawrence W. Wright, Vice President for Finance & Planning. "Making a quality Christian education affordable is a partnership affair. Families save, professors sacrifice and committed Christians give so that the mission of Seattle Pacific can continue to challenge and prepare students for scholarship and service. Is it all worth it? You bet your life it is!"

Registration Fees (Per Quarter)

Late Registration Fee (Applicable if registration is not completed on or before the last day of the scheduled registration period for the student's classification)	\$10.00
(Requests for special handling of registrations, including drops and adds, after the scheduled periods, and also special handling of grades and transcripts will be granted only upon approval by the University Registrar. Requests must be made in writing and will result in an additional fee assessment determined by the Registrar to cover costs of the special handling or the delinquent registration.)	
Change of Registration Fee (applicable to the second and all subsequent changes of registration)	\$5.00
Fee for Removing "Incomplete," per course	\$7.50
Examination Fee for credit by examination*, challenge*, exemption from specific requirement, or rescheduled exam, per course (*plus per credit hour fee below)	\$40.00
Credit by Examination or Challenge less than six hours, per credit hour	\$25.00
6 to 10 hours, per credit hour	\$20.00
more than 10 hours, per credit hour	\$15.00

Curriculum Fees (Per Quarter)

MUSIC	
Individual Instruction Fee (half-hour lessons weekly), per credit	\$80.00
(Music Majors may receive two credits of individual instruction in their performance area only for the \$80.00 fee.)	
Class Instruction Fee (2 periods weekly), per course	\$45.00
Quarterly Rental Fees:	
Pipe Organ (5 hours per week)	
Two-Manual Organ	\$25.00
Three-Manual Organ	\$35.00
Combination Rate	\$30.00
Band or Orchestra Instrument (includes practice room 5 hours per week)	\$15.00

NURSING EDUCATION

NLN Achievement, Vocation Interest Tests	\$15.00
Clinical Practicum Fee (Courses 2134, 2144, 3234, 3244, 3254, 3264, 3294, 3364, 4414, 4424, 4434, 4444, 4445, 4454, 4455, 4464, 4465, 4474, 4481, 4483, 4485)	
per credit hour	\$25.00

TEACHER EDUCATION

Internship Fee, Undergraduate per quarter	\$50.00
Internship or Practicum Fee, Graduate per quarter	\$65.00

OTHER SPECIAL COURSE FEES

Certain courses (such as Speed Reading, Skiing, Tennis, and Mountain Climbing) have additional required fees. These are listed in the course listing of the Time Schedule.

Records Fees

Official Transcript Fee: first one free, second and subsequent, each	\$2.00
Teacher Certification Fee	\$15.00

Student Services Fees

Teacher Credentials	
Initial enrollment (including 3 sets mailed)	\$15.00
Additional credentials beyond 3 sets, each	\$2.50
Business, Industry & Social Service Credentials (all except teacher)	
Initial enrollment (including 1 set mailed)	\$10.00
Additional credentials beyond 1 set, each	\$2.50
Alumni Credential Updating Fee (including 1 set mailed)	
Initial enrollment	\$10.00
Additional Credentials beyond 1 set, each	\$2.50
Mailing of Summer Job Listings (May-August), weekly via 1st class mail	
	\$15.00
Developmental Assistance Program	
Initial quarter of participation	\$75.00
Second quarter of participation	\$50.00
Personal Testing (administration, interpretation and counseling with regard to aptitude, skills, personality analysis and placement), per test	
	\$ *
(*Charges for testing services are based on actual costs of materials and scoring. Costs vary within a range of \$1.00 to \$5.00 with minor exceptions)	
Personal Counseling	No Charge
Fees may be assessed for part-time students on recommendation of the counselor.	

Library Charges

Overdue Materials:	
Two weeks overdue, per item	\$2.00
Three or more weeks overdue, per item	\$3.00
Reserves	(charged on a separate schedule)
Lost Items:	
Replacement Cost, plus maximum overdue fine	---
Processing Fee	\$2.00

Graduation Fees

Baccalaureate Degree	\$35.00
Master's Degree (including comprehensive examination)	\$45.00
Master's Thesis or Project Binding Fee	\$15.00

Vehicle Charges

Vehicle Registration, required for all vehicles brought to campus	No Charge
Assigned Parking (for available spaces), per quarter	\$15.00
Failure to Register Vehicle and/or Display Decal	\$10.00
Campus Fines	
1st Offense	Warning
2nd Offense	\$4.00
3rd Offense	\$7.00
4th Offense	\$12.50
5th Offense (vehicle is subject to tow at owner's expense)	\$12.50

Business Office Fees

Special Processing of checks, per check	\$10.00
Account Finance Charge	
If account balance is less than \$50.00	\$5.00
If account balance is \$50.00 or more, the monthly finance charge applied to the unpaid balance is	1%
(or maximum allowable by law)	
Late Payment Penalty, applicable if a required minimum amount due is not received in Business Office by the 5th day of each month, per month	\$10.00

Medical Insurance Fees

Evidence of medical insurance for accidents, sickness and prolonged illness is **required of all students** enrolling for seven or more credits in a quarter. Students are enrolled in the University-approved student Medical Insurance plan, unless an insurance waiver card is submitted at the time of registration indicating comparable coverage elsewhere. Insurance waiver cards cannot be filed after the end of the **first week of a quarter** nor a refund of related charges made.

MEDICAL INSURANCE, PER QUARTER (Subject to change in event of policy rate increase.)	
Student Only	\$60.00
Optional Coverage for Spouse, per quarter	\$75.00
Optional Coverage for Dependents, per quarter	\$68.00

Other Fees

I.D. Replacement, per card	\$5.00
Refund on return of lost I.D. Card	\$2.00

Living Expenses

All full-time undergraduate students are required to live in the University residence halls unless they are married or living with their parents in the Seattle area. Exceptions may be made for upper-division students, provided that arrangements are approved in advance by the Director of Residence Life. Resident students must take their meals in the University dining commons. Individuals who are not registered as students at SPU are not eligible to reside in residence halls. The charges quoted are individual student rates for two students per room. If a student requests to occupy a residence hall room alone, and such is available, an additional charge of 50% of normal room rate will be made.

Charges for Board in Gwinn Commons and Room in Residence Halls

Per Quarter	
Board and Room	\$730.00*
Residence Hall Council Levy	\$3.00
*Please note: Board and room for non-traditional halls will vary according to hall assignment and meal-plan.	

The quarterly board entitles a student to meals beginning with the evening meal the day residence halls open for the applicable classification of student (new or continuing), and expires 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. Special arrangements must be made in advance for room and board during vacation periods by residence students planning to remain in the Seattle area.

Special meal plans are available to non-resident students.

Estimated University Expenses for 1981-82

	Per Quarter	Per Year
Tuition	\$1,334	\$4,002
Board and Room	\$730	\$2,190
Textbooks and Supplies Average Cost	\$125	\$375
Medical Insurance	\$60	\$180

Financial Aid Deadline: February 1. Are you applying for a financial aid package from SPU next year? Then keep February 1, 1982 in mind. You must file your Financial Aid Form (FAF) with the College Scholarship Service by that date. Then complete your SPU admissions application before March 1 and you'll have the best opportunity to receive your greatest amount of aid. See page 189 for details or call (206) 281-2046.

Financial Arrangements

Registration

Seattle Pacific University uses an on-line computer system to process registration materials and to complete financial arrangements. When a student has made a selection of preferred courses and accomplished the necessary preliminary steps of the enrollment process, registration materials are returned to the Office of Registration and Records for entry into a computer terminal located there. When the student's enrollment is accepted by the Office of Registration and Records, the University commits itself to provide the educational and housing services, if any, for which the student has contracted. At this point in the registration process, the student is obligated to pay for those services in accordance with the current schedule of charges of the University. The registration contract developed between Seattle Pacific University and the student remains binding on both parties unless proper written notification is provided by either party (also see "Refunds and Account Adjustments").

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

Student Account System

Seattle Pacific University issues an enrollment invoice at the time of registration for the charges so incurred. These invoices and all other student charges and credits are posted to individual student accounts. All charges are payable upon posting to the account, or at the effective date shown on the invoice or other record of transaction. A statement of current activity in the student's account and the balance due is prepared as of about the 10th day of each month, and mailed to the student's local (Seattle or campus) address. A copy of the statement of account will also be mailed by the Business Office to an additional address when requested. It remains the student's responsibility, however, to see that the proper payment reaches the Business Office by the payment due date.

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

Delinquent Accounts

Failure to pay at least the minimum amount due by the 5th day of the month will result in the assessment of a late payment penalty. In addition, a student who has delinquent financial obligations to the University will not be permitted to

complete registration for subsequent quarters, add classes, attend classes, or order transcripts until such obligations are met. No diploma or final transcript will be issued until all financial obligations have been satisfied. A continued failure to meet financial obligations may result in the referral of the delinquent account to an outside agency for collection of the total amount due plus all collection costs applicable.

Payment Methods

FOREIGN STUDENTS

Students who are citizens of countries other than U.S. or Canada are required to make full payment prior to the first day of classes of any term. In lieu of prepayment the University will accept a "letter of credit" from a reputable bank or other source upon which only Seattle Pacific may draw. Also, prepayment will be waived if the foreign student presents in writing a 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

A student may choose to meet financial obligations in one of three ways: (1) Cash in full on or before the first day of classes; (2) Payment in full by either Master Charge or VISA on or before the first day of classes; or (3) 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 is due on:

Autumn Quarter, 1981	September 4, 1981
Winter Quarter, 1982	December 4, 1982
Spring Quarter, 1982	March 5, 1982

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

Autumn Quarter	
October 5, 1981	40%
November 5, 1981	40%
Winter Quarter	
January 5, 1982	40%
February 5, 1982	40%
Spring Quarter*	
April 5, 1982	40%
May 5, 1982	40%

*Note: Spring Quarter Graduates must clear their accounts completely by May 15, 1982 in order to receive a diploma in graduation exercises.

Any unpaid past due, or extended, balance is subject to the finance charge, explained in the following section, and to the Late Payment Penalty if installments are not paid by the due dates. If the 20% is not received by the due dates shown above, this will indicate you choose not to use the extended payment option, and 100% is due on the first day

of classes. If a student fails to make required payments after choosing the Extended Payment Plan, that student may not be permitted to use the option during subsequent quarters.

EXAMPLE: PAYMENT ALTERNATIVES

A student registers for a full course load of 16 credits for Autumn Quarter, lives in a University residence hall and takes the student medical insurance plan. The total balance as of August 10, 1981 is:

Tuition — Autumn	\$1,334.00
Room, Board & Council Levy	733.00
Medical Insurance	60.00
	<u>\$2,127.00</u>

- 1) The entire balance may be paid by cash or bank card by September 23, 1981, or
- 2) A payment of 20% by September 4, 1981 will indicate choice of the extended option, resulting in the following schedule:

	Installment Due	Finance Charge	Total Payment
Sept. 4	\$ 425.40	---	\$ 425.40
Oct. 5	850.80	---	850.80
Nov. 5	850.80	\$8.50	859.30
	<u>\$2,127.00</u>	<u>\$8.50</u>	<u>\$2,135.50</u>

Summer Session financing is described in the special Summer Session Bulletin.

Finance Charge

A monthly finance charge of the maximum interest rate allowable per month (currently 1%) or 50¢, whichever is greater, is assessed each month against the unpaid portion of the balance shown on the student's last statement of account. All cash or other credits applied against the previous account balance by the 5th day of the month reduces the applicable finance charge for the statement period.

EXAMPLE: FINANCE CHARGE

Assume that a student account shows a total unpaid or "extended option" balance of \$1,314.40 on the Sept. 10th statement. If the minimum amount due of \$657.20 is paid on or before October 5th, the finance charge for October will be \$6.57 (1% of the unpaid previous balance, less payment — or 1% of \$1,314.40 less \$657.20).

Total finance charges for a typical residential student who chooses to pay the minimum amount due each month will normally be approximately \$8.50 per quarter. Finance charges for off-campus full-time students will normally total less than \$6.00 per quarter. Total finance charges can be reduced by paying more than the minimum amount due each month.

To avoid a monthly account finance charge, the total current balance shown on the monthly statement should be paid in cash or by bank card on or before the payment due date.

Penalty Charges

In order to provide prompt, efficient service to the more than 2,700 students who register at Seattle Pacific University each quarter, certain times are reserved by the Office of Registration and Records and the Business Office to process enrollment materials and to handle student payments.

A late registration fee of \$10.00 is charged if a student does not reserve classes in the Office of Registration and Records on or before the last day of the regular scheduled registration period for currently enrolled or new students, as applicable. Currently enrolled students are registered for a subsequent quarter in advance of new student enrollments. Dates for registration of both groups are publicized widely on campus and are also included in the Official University Calendar.

A late payment penalty of \$10.00 is assessed if the minimum amount due the University according to the monthly student statement is not received in the Cashiering Section of the Business Office by the 5th day of the month following the statement date. The late payment penalty is charged each month that the minimum amount due is not received by the above closing date. (See comments under Extended Payment Option heading.)

EXAMPLES: LATE PAYMENT PENALTY

Assume the September 10, 1981 student account statement shows a total current balance of \$1,508.00. If the student does not pay at least the minimum amount due of \$754.00 by October 5, 1981, a \$10.00 late payment penalty will be added to the account.

In another situation, assume a continuing student has Autumn '81 charges of \$2,127.00 and wanted to use the extended payment option, but did not pay the 20% on September 4, but did pay the 20% plus the next 40% by October 5. The \$10.00 late payment penalty would be charged on October 10 because the student did not meet either the 20% payment on September 4 or the 100% payment by October 5.

Prepaid Accounts and Banking Services

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

Withdrawals of credit balances can be made by the student at any time upon presentation of suitable identification. Deposits and withdrawal requests should be sent to Seattle Pacific University, Business Office, Seattle, WA 98119.

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

Refunds and Account Adjustments

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

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

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

EXAMPLES: TUITION ADJUSTMENTS

1) A student who was originally enrolled for 15 credits drops one 3-credit course the third week of class. There is no tuition adjustment since the fee for 12 hours is the same as for 15 hours.

2) A student who was originally enrolled for 13 credits drops one 3-credit course the second week of class. The refund is as follows:

Full fees (13 credits)	\$1,334.00
Fees for 10 credits (\$111x10)	1,110.00
Difference	<u>\$ 224.00</u>
70% refund	<u>\$ 156.80</u>

3) A student who was originally enrolled for 11 credits drops 2 credits and at the same time adds 3 credits during the first week of classes. The result is as follows:

New level — 12 credits	\$1,334.00
Old level — 11 credits	1,221.00
Additional due	<u>\$ 113.00</u>

4) Assume the same facts as in (3) above, but done on separate days:

Drop 2 credits (11 to 9)	
Refund = 90% of \$111x2	\$199.80 cr.
Add 3 (9 to 12)	
12 credits =	\$1,334.00
9x\$111 =	999.00
Difference	<u>335.00</u>
Additional due	<u>\$ 135.20</u>

TUITION AND CURRICULUM FEES

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

SCHEDULE OF TUITION REFUNDS

	Day	Evening
First three days of Quarter's Instruction	100%	--
Within 48 hours of 1st class	--	100%
Remainder of First Week	90%	90%
Second and Third Weeks	70%	70%
Fourth and Fifth Weeks	40%	40%
Sixth Week	10%	10%
Seventh and Following Weeks	-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.

Refunds of tuition for evening-only enrollment will be in accordance with the above schedule.

EXAMPLES: TUITION REFUND—REGULAR EVENING

1) A student drops a 3-credit night class at 4:30 p.m. on the day following the first meeting. A 100% tuition refund is made.

2) A student drops a 3-credit night class, which meets each Wednesday night, on the Monday following its first meeting. A 90% refund is made.

A student who is not eligible for a tuition refund because of a late withdrawal may wish to apply for a mark of "I" (incomplete) in the courses instead of filing a withdrawal form. This approach allows unfinished work in a course to be satisfactorily completed at a later time (see the Student Handbook for details and the description of grading systems in this catalog). A student must make formal application for an "incomplete" with the Office of Registration and Records.

EFFECT ON FINANCIAL AID

If during a quarter, a student who is receiving financial aid drops courses to below a 12 credit load, such a drop will necessitate a reduction in the financial aid given for that quarter in most cases.

DEPOSITS

The Tuition Deposit and Room and Damage Deposit are refundable to new students if requested on or before August 10 for Autumn Quarter or if requested 30 days prior to the beginning of a quarter's instruction for other quarters. For

graduating seniors or students who are withdrawing from SPU, the deposits are refundable provided their accounts are paid in full and proper notification has been made. Otherwise, deposits are applied to outstanding balances due.

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

ROOM AND BOARD CHARGES

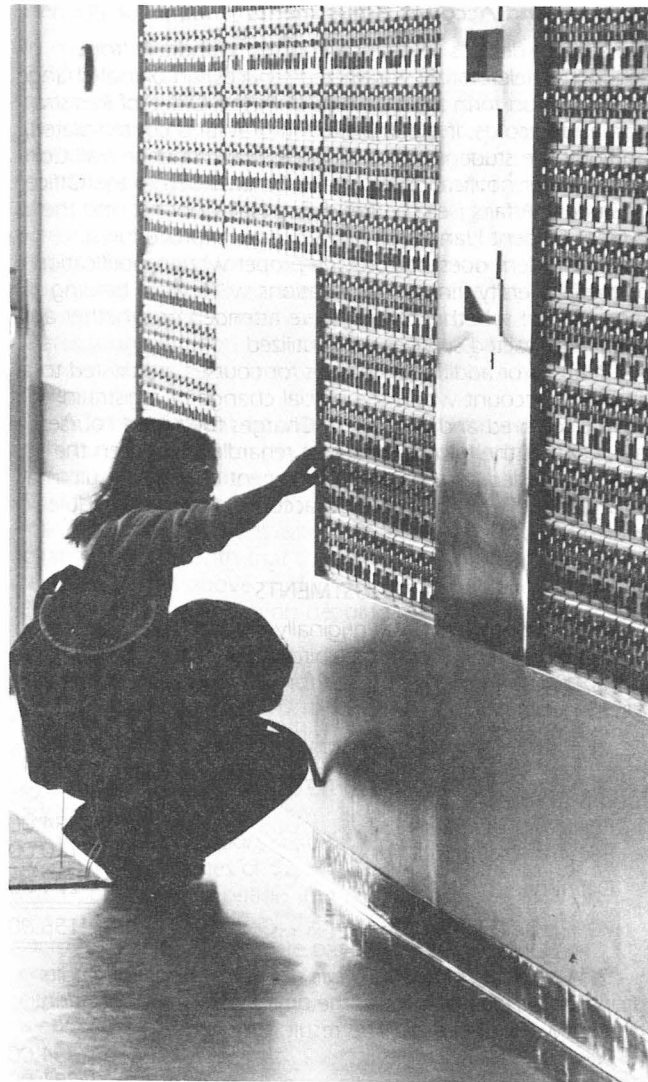
If, after occupying a room in a University residence hall, it becomes necessary for a student to cancel the Residence Hall Contract, the remainder of the room rent for the balance of the quarter is forfeited, as reasonable liquidated expenses. A refund of board will be made, using the preceding schedule of tuition refunds. For refund purposes only, the board portion of room and board charges will be considered to be \$372 per quarter for the 1981-82 year.

EXAMPLE: ROOM & BOARD REFUNDS

A student withdraws from the residence hall during the fourth week of the quarter. The following refund would be made:

Room Refund	-0-
40% Board Refund	\$148.80

No refunds are made for other charges of the University not specifically covered in this section.



Financial Aid

Guidelines

Seattle Pacific University is pleased to work with students and parents in providing financial aid to supplement the financial resources of the family. The student and parents make a maximum effort by drawing from income and assets; the University makes available loans, employment and scholarships, singly or in various combinations.

To apply for financial aid through the University, the student (if independent) or the student's parents (if dependent) must complete the Financial Aid Form (FAF) to verify need. It may be obtained at a secondary school or a college financial aid office. Its purpose is to give the parents and student an opportunity to explain their financial circumstances. The student must also complete a Seattle Pacific University Application for Financial Aid. From an analysis of these confidential forms, the amount of parental and student 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. A majority of SPU students receive some type of financial assistance.

Application Deadlines

For maximum awards new students applying for aid must (1) file the FAF with the College Scholarship Service by February 1; (2) submit the Seattle Pacific Application for Financial Aid to the Financial Aid Office by March 1; (3) complete Application for Admission to the University by March 1. Financial aid applications are accepted throughout the year, however, with awards being made from available funds.

Students currently in attendance who plan to return to the campus the following year and who wish to receive maximum financial aid must (1) file the FAF with the College Scholarship Service by February 1; (2) submit a Seattle Pacific University Application for Financial Aid to the Financial Aid Office by March 1. Parents must complete the Financial Aid Form each year for a dependent who is applying for financial aid.

KINDS OF AID
Loans

NATIONAL DIRECT STUDENT LOAN FUND. This program combines funds from the government and Seattle Pacific University. The borrower must be a citizen or permanent resident of the United States. National Direct Student Loans carry a simple interest rate of 4% and are repayable over a period of ten years following graduation or withdrawal from school. No interest is charged while students are in school and during a six month grace period thereafter.

NURSING STUDENT LOAN PROGRAM. Nursing students with at least sophomore standing are eligible for small loans to assist in covering their financial needs. Loans are repayable over a ten year period, beginning one year after completion of the course of study.

GUARANTEED STUDENT LOANS. These loans are made through banks, savings and loan associations, and credit unions. Any student admitted to Seattle Pacific who is a U.S. citizen, or present in the U.S. for other than a temporary purpose, is eligible to apply. The loans are made at the discretion of the lending agency. Currently, the annual rate of simple interest is 9%, with no interest charged while the student is in school and during the six month grace period thereafter. Repayment, which begins six months after the student leaves school, may be made over a ten-year period.

MINISTERIAL CANDIDATE LOAN. A student who has completed at least two full years of satisfactory college study in preparation for full-time ministerial or missionary service and who is officially recognized as a ministerial candidate by his/her denomination is eligible to apply for a Ministerial Candidate Loan of up to \$300 per academic year. Repayment of this loan may be cancelled at the rate of 20% per year for full-time enrollment in a seminary or in approved full-time Christian service. Application forms are available in the Financial Aid Office.

SHORT TERM LOAN FUNDS. Various other loan funds exist from which, under emergency conditions, limited amounts of money may be borrowed for short periods of time. These include: Bing Crosby Youth Loan, C. May Marston Fund, Glen Phelps Fund, Stephen Scott Fund, Crete Hammersla Fund, Ballard Rotary Club Fund, Franklin Armstrong Loan, Dr. James M. Reddick Memorial Fund, Edward McClurg Loan Fund, Chester and Myrtle Palmer Loan Fund, William and Helen Edgbert, and the Clarence H. Glandon Memorial.

Grants

Grants are gift aid to students, offered in most cases on the basis of need.

SEATTLE PACIFIC UNIVERSITY NEED-BASED GRANTS are offered to students according to their documented need.

UNIVERSITY SCHOLAR AWARDS are based solely on academic excellence, and are offered to students as selected by a special faculty committee.

FACULTY/STAFF SCHOLARSHIPS are funded by donations from employees of Seattle Pacific, and are awarded by the Faculty Scholarship Committee. The fund supports School Scholarships and recognizes outstanding students in each of the nine schools. New Student Scholarships recognizing students attending SPU for the first time are also allocated from the fund.

MUSIC SCHOLARSHIPS and/or **MUSIC HONORS-AT-ENTRANCE** are awarded on the basis of audition before the music faculty to students who demonstrate outstanding musical talent and promise.

OTHER SCHOLARSHIP FUNDS. A number of scholarship funds have been established by interested individuals and groups for use by the University in its financial aid program. These include: Causey Biology Scholarship, Frederick Family Scholarship, Kohler Scholarship, Alumni Nurses Scholarship, U.W. Thuesen Scholarship, Gerald Northrup Memorial Scholarship, Clara Stundon Scholarship, Earl Phillips Scholarship, Margaret McCarty Scholarship, Merrick Scholarship, Lawrence R. and Mildred M. Schoenhals Music Scholarship, Burton Moyer Scholarship, Robert S. Hutchinson II Scholarship, Vern E. Archer Scholarship, and C.H. Watson Scholarship. It is expected that all students accepting scholarships will endeavor to be effective examples of the ideals and standards of the University. It is also expected that each scholarship recipient will plan to complete his/her undergraduate work at Seattle Pacific University.

BASIC EDUCATIONAL OPPORTUNITY GRANT. This federal program consists of grants to students from low income families. Application is incorporated into the FAF form. Students will receive a Student Eligibility Report which they must submit to the school of their choice.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS. This federal program provides funds through the University for grants to students with financial need.

WASHINGTON STATE NEED GRANT. This state program provides financial assistance to full-time students who are Washington residents and have high financial need. The Financial Aid Office will nominate eligible students to the State Council for Post-Secondary Education, and will notify those who qualify. Religion and Christian Education majors are not eligible.

MINISTERIAL GRANTS. Grants of \$300 per year are awarded through the regular financial aid award process to dependents of pastoral ministers or missionaries who have documented need.

University funded scholarships and grants are not generally available during the Summer Session. In some cases, federal aid programs are available.

Employment Opportunities

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

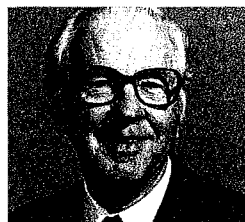
WORK-STUDY PROGRAM. Seattle Pacific University is a participant in both the federal and state sponsored Work-Study Programs, whereby students lacking financial resources may be placed in an approved job on or off campus, and are paid from a fund provided primarily by the government. The applicant for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

OFF-CAMPUS. An off-campus employment service is maintained by the Financial Aid Office. Off-campus jobs usually require a minimum of three or more hours daily in a single block of time. The decision to seek such employment should be weighed carefully for its effect upon the student's health and academic achievement.

TRUSTEES, ADMINISTRATION & STAFF



Paul T. Walls, Chairman, Board of Trustees. "I believe that Christian higher education, especially at Seattle Pacific, is the best method for preparing students to meet the challenges of the future. Our Christian faculty makes the difference. They wholeheartedly support the University as a Free Methodist institution. As scholar/servants, their influence is clearly reflected in the lives of our students."



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

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 B.A., Greenville College, 1955; M.A., University of Southern California, 1958; Ph.D., 1964. At SPU since 1976.

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 B.S., University of Oklahoma, 1959; M.S.N. 1960; Ph.D., Ohio State University, 1968. At SPU since 1974.

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 B.A., Wheaton College, 1942; M.M., American Conservatory of Music, 1949. At SPU since 1966.

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 B.A., Aurora College, 1946; M.Ed., University of Washington, 1968. At SPU since 1976.

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

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 Director of Summer School
 B.S., Indiana University, 1965; M.S., 1967. At SPU since 1979.

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

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 Director of Casey Programs; Part-Time Lecturer in Christian Ministries
 B.A., Seattle Pacific University, 1971; M.A., Wheaton Graduate School, 1974; Ph.D., Michigan State University, 1978. At SPU since 1978.

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 Controller
 B.A., Fresno State University, 1954. At SPU 1978-79.

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

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 B.S.E.E., University of Washington, 1960; M.S.E.E., U.S. Naval Postgraduate School, 1964. At SPU since 1974.

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

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 Undergraduate study at Linfield College, 1953-56. At SPU since 1977.

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 B.S., Biola College, 1976. At SPU since 1977.

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 B.A., Seattle Pacific University, 1970; M.A., University of Leeds, England, 1973. At SPU since 1973.

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 Vice President for Student Affairs
 B.A., Westmont College, 1964; M.A., California State University-Los Angeles, 1967; Ph.D., University of Mississippi, 1971. At SPU since 1978.

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 Director of Residence Life
 B.A., George Fox College, 1973; M.A., Ball State University, 1977. At SPU since 1980.

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 At SPU since 1969.

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Director of Campus Ministries
B.A., Wheaton College, 1971; M.A., Wheaton Graduate School, 1972; M.Div., Trinity Evangelical Divinity School, 1975; Ph.D., Michigan State University, 1977. At SPU since 1977.
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Dean of Student Development
B.A., Whitworth College, 1962; M.A., California State University-Long Beach, 1965. At SPU since 1976.
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Director of Student Programs; Part-Time Instructor in Education
B.A., University of Wisconsin-Eau Claire, 1970; M.Ed., University of Wisconsin-Oshkosh, 1974. At SPU since 1977.
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Director of Academic Support Services
B.S. Ed., University of Missouri, 1973. At SPU since 1976.
- MARGARET J. O'BRIEN
Director of Saga Food Services
At SPU since 1970.
- DOROTHY ROSE MARY SMITH, B.A., R.N.
Director of Health Services; College Nurse Practitioner Diploma, Hamilton Civic Hospital, Hamilton, Ontario, 1963; B.A., Seattle Pacific University, 1966. At SPU since 1966.

University Advancement

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Vice President for University Advancement
B.A. Ed., Seattle Pacific University, 1955; B.D., Bethel Theological Seminary, 1958; M.A., University of Washington, 1963; Ph.D., 1968. At SPU 1964-70 and since 1972.
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B.A.Ed., Seattle Pacific University, 1955; Th.B., Multnomah School of the Bible, 1957; M.Ed., University of Oregon, 1959; Ed.D., University of Oregon, 1962. At SPU since 1978.
- T. DAN WOLLAM
Director of Program Grants.
At SPU since 1981.

Professional Staff

- PHILIP J. ABREGO, Ph.D.
Coordinator of Personal Development Counseling
B.A., University of California-Berkeley, 1973; M.Ed., University of Washington, 1975; Ph.D., University of Washington, 1981. At SPU since 1980.
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B.A., Westmont College, 1977; M.S., University of Southern California, 1978. At SPU since 1978.
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Response Editor/Publications Specialist
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B.A., San Diego State University, 1957. At SPU since 1979.
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Coordinator of Graduate Admissions
B.A., Seattle Pacific University, 1971; M.A., Azusa Pacific College, 1978. At SPU 1974-76 and 1978-79.
- BETTY FINE, B.A.
Coordinator of Technical Services (Learning Resources)
B.A., Greenville College, 1942. At SPU since 1964.
- DAVID M. FOSTER, Ph.D.
University Church Pastor — Conference Superintendent (Free Methodist of North America) Pacific North West Conference
B.A., Greenville College, 1956; M.A. Azusa Pacific College, 1972; Ph.D., California Graduate School of Theology, 1973. At Seattle Pacific University Church 1975-79.
- DENNIS G. FREDERICK, M.Div.
Residence Life Coordinator, Hill Hall-Men
B.A. Whitworth College, 1973; M.Div., North American Baptist Seminary, 1977. At SPU since 1978.
- GLENNA FREDERICK, B.A.
Residence Life Coordinator, Moyer Hall
B.A., Central Washington University, 1974. At SPU since 1979.
- HARRYETTE FRIESEN
Weekday On-Call Assitant in Student Health Services.
At SPU since 1971 or so (on and off).
- MARY JO GIBBS, B.A.
Assistant Laboratory Manager and Assistant in Natural and Mathematical Sciences
B.A., Seattle Pacific University, 1977. At SPU since 1977.
- KIM GILNETT, B.A.
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B.A., Seattle Pacific University 1974. At SPU since 1974.
- ROBERT E. GRAMS, M.S.
Head Athletic Trainer; Instructor in Physical Education
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B.A., Seattle Pacific University, 1975. At SPU since 1976.
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B.A., Chem., Seattle Pacific University, 1980. At SPU since 1980.
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At SPU 1960-81.
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B.A., Augustana College, 1941; B.S., University of Washington, 1946; M.Ed., 1961. At SPU 1977-81.
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At SPU 1962-1980.
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- JACQUELYN NOLTE, B.A.
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B.A., University of Denver, 1957; M.A., 1958; Ed.D., 1960. At SPU 1978-1980.
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At SPU since 1976.
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- DONALD M. STEVENS, Ph.D.
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B.A., Roberts Wesleyan College, 1954; M.A., Michigan State University, 1960; Ph.D., University of Washington, 1967. Licensed psychologist (Washington). At SPU 1967-1981.
- GORDON J. STONER, B.A.
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At SPU since 1963.
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B.A., Seattle Pacific University 1975. At SPU since 1975.
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- LAUREL J. TINDALL, B.A.
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B.S., Seattle University, 1978. At SPU since 1978.
- FRANCINE E. WALLS, M.A., M. Libr.
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Lecturer in Librarianship
B.A., Seattle Pacific University, 1969; M.A., University of Washington, 1972; M. Libr., 1977. At SPU since 1973.
- KATHLEEN S. WEBER, M.A.
Residence Life Coordinator for Ashton Hall—Women
B.A., Azusa Pacific College, 1973; M.A., 1977. At SPU 1977-1979.
- MATT WHITEHEAD, B.A.
Admissions Counselor
B.A., Seattle Pacific University, 1979. At SPU 1979-81.
- ELIZABETH A. ZARELLI, M.A.R.
Assistant Director of Campus Ministries/Coordinator of Urban Involvement
B.A., Seattle Pacific University, 1976; M.A.R., Yale Divinity School, 1978. At SPU since 1979.
- JOANN A. ZWART, M.Ed.
Coordinator of Placement and Career Planning
B.A., Westmont College, 1972; M.Ed, University of California-Santa Barbara, 1974. At SPU since 1978.

University Calendar 1981-82

Autumn Quarter 1981 (Beginning of Academic Year)

Registration	Monday	September 21
	Tuesday	September 22
Class Instruction Begins	7:30 a.m. Wednesday	September 23
Last Day to Register without late fee	Wednesday	September 23
Last Day to Register or Add Courses	Tuesday	September 29
Last Day to Withdraw from Courses	Tuesday	November 3
Holiday, Veterans Day	Wednesday	November 11
Beginning of Advance Registration (Winter 1982) for Students currently in attendance	Thursday	November 12
Thanksgiving Recess Begins (with last class)	Wednesday	November 25
Thanksgiving Recess Ends	Monday	November 30
Evening Classes End	Thursday	December 3
Last Day for Final Examinations	Friday	December 4

Winter Quarter 1982

Registration of Students not in Attendance Autumn Quarter		Nov. 30-Dec. 31
Class Instruction Begins	7:30 a.m. Monday	January 4
Last Day to Register without late fee	Monday	January 4
Last Day to Register or Add Courses	Friday	January 8
Last Day to Withdraw from Courses	Friday	February 12
Holiday, Washington's Birthday	Monday	February 15
Beginning of Advance Registration (Spring 1982) for Students currently in attendance	Tuesday	February 16
Evening Classes End	Thursday	March 11
Last Day for Final Examinations	Friday	March 12
Spring Vacation		March 15-26

Spring Quarter 1982

Registration of Students not in Attendance Winter Quarter		March 8-26
Class Instruction Begins	7:30 a.m. Monday	March 29
Last Day to Register without late fee	Monday	March 29
Last Day to Register or Add Courses	Friday	April 2
Last Day to Withdraw from Courses	Friday	May 7
Beginning of Advance Registration (Autumn 1982) for Students currently in attendance	Wednesday	May 12
Holiday, Memorial Day	Monday	May 31
Evening Classes End	Thursday	June 3
Last Day for Final Examinations	Friday	June 4
Commencement	Sunday	June 6

Summer Sessions 1982

Pre-Session Begins		June 7
First Four-Week Session Begins		June 21
Second Four-Week Session Begins		July 19
Post-Session Begins		August 13

Alumni Association

The Seattle Pacific Alumni Association is a voluntary organization of all former students and graduates. Its executive board of nine members is elected by ballot at the Alumni Banquet or by mail.

Six times a year, Seattle Pacific publishes and sends free to alumni the tabloid newspaper, **Response**. All alumni are urged to keep the Association informed of changes in address and employment, births, marriages and any other information of interest to their fellow members. Alumni offices are located in Moyer Hall.

Area chapter meetings are held throughout the nation under the leadership of area alumni chairmen. The Association assists the University through referral of prospective students and campus volunteer services. Each graduating class participates in "Roll Call," the annual fund drive for the benefit of Seattle Pacific. The Alumni Director and Administrative Assistant are salaried by the University for the coordination of the Association's activities.

President	DICK KLEIN '47
Past President	BOB JORGENSEN '67
Vice President	WES JOHNSON '50
Secretary	FRANCES REYNOLDS '49
Representative at Large (Position #1)	DONALD BLAIR '34
Representative at Large (Position #2)	BILL BURR '50
Representative at Large (Position #3)	BONNIE BRANN '72
Representative to the Board of Trustees #1	STEVE ANDERSON '64
Representative to the Board of Trustees #2	JOEL PAGET '67
Young Grad Representative	MELANIE WHITEHEAD '79
Cascade College Representative	JEANINE LANGERUD CC '61
Alumni Director	ROGER JENSEN '65

Area Representatives

Name	Phone
KEITH GIBSON, Chehalis, WA	(206) 748-8442
HARLOW/MARGE SNYDER, Denver/Boulder, CO	
J. WESLEY MORGAN, Eugene, OR	(503) 687-2919
JUNE HABBESTAD, Japan	
BOB/BETTY CORSON, Los Angeles, CA	(213) 833-9253
TOBY/JAN WHITROCK, Longview, WA	(206) 423-1259
DAVE BISHOP, McMinnville, OR	(503) 472-9371 x201
LOUIS WATKINS, Olympia, WA	(206) 357-4047
ELMER BRADLEY, Phoenix, AZ	(602) 976-3093
**CC. OSCAR CARLSON, Portland, OR	(503) 252-9071
BOB/MARION DIXON, Riverside, CA	(714) 683-1740
CHUCK SIDES, Salem, OR	(503) 585-9208
DAN MONZINGO, San Diego, CA	(714) 277-2782
OWEN MITCHELL, So. San Francisco	(415) 657-7647
DOUG/CINDY DEARDORF, Spokane, WA	(509) 328-1603
RON/MARILYN WICK, Tacoma, WA	(206) 564-4208
ART/ROBIN MILES, Vancouver, WA	(206) 573-0124
JERRY/VICKI FOREMAN, Wenatchee, WA	(509) 662-8444
ROBERT RUE, Wichita, KS	(316) 683-3127
DON DEMARAY, Wilmore, KY	(606) 858-3239
CHARLES KIRKPATRICK, Winona Lake, IN	(219) 267-6278
DAVID GEORGE, Yakima, WA	(509) 457-8713

**Cascade College

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**SEATTLE PACIFIC UNIVERSITY
 UNDERGRADUATE
 APPLICATION FOR
 ADMISSION 1982-83**

FOR OFFICE USE ONLY

PLEASE PRINT OR TYPE.

NOTE: You must also complete the "Uniform Application for Admission to Four-Year Colleges and Universities in the State of Washington" included in this publication.

1. When do you plan to enter Seattle Pacific? Autumn_____ Winter_____ Spring_____ Summer_____
year year year year

2. Legal name _____ Male Female
Last First Middle Former Name

3. Present address _____
Number and Street

_____ City State Zip Code

4. Phone number (_____) _____ 5. Social Security No. ____/____/____ 6. Birthdate _____
Area Code

7. When will (or did) you graduate from high school? _____ High School _____

8. List any college studies taken for college credit during high school and where taken.

9. List all colleges attended since high school graduation.

College	Dates of Attendance	Degree/Diploma Granted
_____	_____	_____
_____	_____	_____

10. Ethnic origin (optional) Native Alaskan Other Native American Spanish American Other
 Caucasian Asian American Afro-American

11. Intended major (if decided) _____

12. When will (or did) you take the SAT, ACT, WPCT? _____

NOTE: Unmarried full-time students must live in residence halls unless they are living with parents or a close relative or unless other arrangements are approved by the Office of Student Affairs.

13. Check housing desired: Residence Hall _____ Housing for Married Students _____ Off Campus _____ Home _____

14. Do you plan to apply for financial aid? _____ (If yes, please read Financial Aid Checklist.)

15. What church do you attend? _____ Member? _____
(Include denomination, e.g., Free Methodist, Amer. Luth., Conservative Baptist, etc.)

16. Have you ever previously applied for admission to Seattle Pacific? _____ When did you attend? _____

17. Explain any significant physical impairment that you may have (optional). (Use separate sheet if necessary.)

18. Explain any treatment or medication you are presently receiving or any recent treatment or medication you have received for a significant physical or emotional problem (optional). (Use separate sheet if necessary.)

19. List all significant high school/college, church, and community activities, honors and awards (e.g., leadership, individual instruction, music, speech, drama, art, and athletic records and accomplishments). Please be specific. (Use separate sheet if necessary.)

20. Describe your personal relationship with Jesus Christ. Response required. (A profession of Christian faith is not required for admission to Seattle Pacific University. However, the University seeks to admit those students who will best succeed in a distinctly Christian educational environment.)

21. Please read the following statement carefully before signing.

Seattle Pacific is a distinctively Christian university of liberal and professional studies committed to the educational philosophy of integrating faith and learning. Members of our Seattle Pacific community aspire to demonstrate Christian values.

I hereby make application to Seattle Pacific. I am aware of the standards of personal conduct outlined on page 24 of the catalog which include the non-use of drugs, alcohol, and tobacco. While enrolled as a student, I shall respect and abide by Seattle Pacific's religious, academic, and social expectations.

Date _____

Applicant's Signature _____

Enclose the \$15.00 application fee. If you sent this fee with the Washington Standard Application, you need not send it again.

Seattle Pacific reserves the right to select students on the basis of academic performance and personal qualifications.

In conformance with the regulations of Title IX, Seattle Pacific does not discriminate on the basis of race, sex, or national or ethnic origin in its educational programs or activities.

MINISTER'S RECOMMENDATION

Please be informed that upon enrollment the student may elect to have access to his/her file which will include your recommendation. This provision is made in accordance with the Family Educational Rights and Privacy Act of 1974.

(See number 4 on application check list, page 176.)

NOTE: Recommendation is not to be completed by a relative of the applicant, but it may be completed by a counselor, youth worker, or teacher if necessary.

_____ has applied for admission to Seattle Pacific.
(Applicant's name)

Street address _____ City _____ State _____ Zip _____

(Please respond to the following questions as **thoroughly** and **specifically** as possible.)

1. How long have you known the applicant? _____ In what capacity (e.g., pastor, Campus Life/Young Life leader, youth leader, teacher, employer, etc.)?

2. How would you describe this applicant's Christian commitment (e.g., mature, new Christian, extremely strong, fluctuating, etc.)?

3. How is this commitment manifested in the life and work of the church/organization/or community (e.g., choir Sunday School, Young Life, Campus Life, youth groups, hospital volunteer, etc.)?

4. What are the applicant's outstanding talents (music, athletics, drama, art, etc.)?

5. What are the principal strengths of this applicant's character and personality?

6. Are there personality traits that might hinder the applicant in his/her relationship with others?

7. Are there family factors, either positive or negative, which might affect the applicant's success at Seattle Pacific? Please explain.

8. Has this applicant shared with you his/her objective regarding a Christian liberal arts education? If so, please share briefly.

9. Additional comments.

Return to:
Office of Admissions
SEATTLE PACIFIC UNIVERSITY
Seattle, Washington 98119

(please print)
Name _____ Date _____
Position _____ Phone _____
Church/Organization Name _____
Street Address _____
City, State _____ Zip _____
Signature _____

(Please make certain applicant's name appears on opposite side of this page.)

Uniform Undergraduate Application for Admission to Four-Year Colleges and Universities in the State of Washington

Section I **Beginning Freshman**
Transfer

(Revised 1979)

PLEASE TYPE OR PRINT

1a. Application to (Name of College or University) Seattle Pacific University 1b. For admission to (check one term)
Fall Spring Summer-Fall 19 ____
Winter Summer only January Interim Year

2. Name Last First Middle 3. Former Name (if previous academic records under another name) 4. Social Security Number
 Male
 Female

5a. Mailing Address (until) Number and Street City State Zip 5b. Phone (include area code)

7a. Birthdate Birthplace 7b. Washington resident? Yes No 7c. Length of latest residence in Washington From ____/____/____ to ____/____/____ month yr. month yr. 8a. Country of Citizenship if not U.S.A. 8b. Type of visa

9a. Are you a military veteran? Yes No 9b. Months of Active Duty? 9c. Separation Date 9d. Are you the child of a deceased veteran? Yes No 10. Religious preference (optional)

11. Ethnic origin (optional) American Indian Chicano, Mexican American or other Spanish surname
 Asian American White American
 Black American Other

12. Physical handicap (optional) Do you have a physical handicap? Yes No If yes, what is the extent of your handicap?
This information is being requested on a voluntary basis and will remain confidential. Refusal to provide this information will not affect an admissions decision.

13a. Have you ever applied for admission to the institution to which you are now applying? Yes No Year ____/term ____ 13b. Have you previously attended this institution? Yes No Days Extension Evenings Correspondence 14a. High school attending or last attended

14b. Location of high school City State Date of graduation 14c. If you do not intend to graduate from high school, indicate highest grade completed and last year attended
Grade ____ Year ____/G.E.D. tests taken? ____ When ____

15. List all colleges/universities in order of attendance (no exceptions). If still enrolled in a college, indicated leaving date: (mo.) ____ (yr.) ____
Institution City State Dates attended Degrees or diplomas
____mo. yr. mo. yr. ____

1. _____ From _____ To _____
2. _____ From _____ To _____
3. _____ From _____ To _____

16. If now enrolled in high school, list all senior courses for which grades are not shown on the current transcript or WPCT report. If enrolled in college, list courses and credits yet to be completed before transfer. PLEASE COMPLETE. 17. Indicate your educational objective at the school to which you are applying
 First Bachelor's degree
 Second Bachelor's degree
 Courses for personal enrichment
 Other (specify) _____

18a. Intended major area of study 18b. If undecided, what subject area or career interests you?

19a. Name of father or legal guardian Living? Yes No 20a. Name of mother or legal guardian Living? Yes No

19b. Address (Number and Street) (City) (State) (Zip) 20b. Address if different from father's

19c. Colleges attended by father Degrees 20c. Colleges attended by mother Degrees

21. List your significant school and community activities and awards.

22. Describe any special circumstances which you believe should be considered in connection with this application (attach additional page if needed).

23. Do you plan to apply for college residence hall accommodations? Yes No If yes, you should contact the Housing Office of the specified college or university.

24. Do you plan to apply for financial aid from this institution? Yes No If yes, you should contact the Office of Financial Aid of the specified college or university. A financial aid information request card can be obtained from Washington high school counselors.

25. I understand failure to submit complete official transcripts from all schools, colleges, or universities attended may result in the denial of this application or my subsequent dismissal from this institution. I certify that to the best of my knowledge, all statements I have made in this application are complete and true.

NAME OF APPLICANT (print) SIGNATURE OF APPLICANT Date

BEGINNING FRESHMEN must complete section one and leave this application with your high school counselor or principal, who will complete section two and forward it to the Office of Admissions of the institution you have named. TRANSFER APPLICANTS NEED NOT complete section two, but should forward the application to the appropriate Office of Admissions and have the registrar of each college or university previously attended send an official transcript to the Office of Admissions.

Section II

(Beginning freshmen only)

To be completed by high school official.

Please complete the following, enclose an official transcript and forward to the institution to which the candidate is applying. Washington high schools may substitute the Washington Pre-College Test Data Sheet if the student has not completed the first term of grade 12. In case the applicant will need special consideration, a transcript should be included with the WPCT Data Sheet.

This will certify that the student named above was will be graduated _____ month _____ year

He/she has a grade point average of _____ and ranks _____ in a class of _____ class average _____

Class rank and grade average above are based on grades 9 _____ 10 _____ 11 _____ 12(Fall) _____ 12(Winter) _____ 12(Spring) _____

Grading system _____ lowest passing grade _____ this school is accredited not accredited

College Aptitude Testing Data (Raw scores only, no percentiles)

1. WPCT taken? Yes No VC _____ QC _____ V _____ M _____ Date taken _____

2. PSAT-NMSQT V _____ M _____ Selection Score _____ Date taken _____

3. SAT V _____ M _____ TSWE _____ Date taken _____

4. ACT Engl. _____ Math _____ Soc. St. _____ Nat. Sc. _____ Comp. _____ Date taken _____

Comments:

Name of high school Signature of high school official Date

Address of high school Title

() High school phone if out of state

Washington four-year colleges and universities subscribe to the principles and laws of the state of Washington and the federal government, including applicable executive orders pertaining to civil rights. All rights, privileges and activities of these institutions are made available without regard to race, creed, color, sex, or national origin.

SEATTLE PACIFIC UNIVERSITY APPLICATION FOR FINANCIAL AID 1982-83

PLEASE TYPE OR PRINT IN INK (APPLICATIONS WHICH ARE INCOMPLETE WILL BE RETURNED)

Office of Student Financial Aid (206) 281-2046

1. Legal Name (Last) (First) (Middle) (Maiden)

Social Security Number

2. SPU Box Number

Current Phone Number

3. Permanent Address (Street, City, State and Zip)

Phone Number

4. Name(s) of all college(s) attended: (NEW STUDENTS ONLY) Financial Aid Transcript must be sent to SPU Office of Student Financial Aid from each college attended.

12. Marital Status Not Married Married Spouse's name _____ Will spouse be full-time student? Yes No Name of institution: _____ Note: Spouse must make separate application.

Institution City, State From To Degree

5. Check (✓) EVERY quarter you will be in attendance at SPU in 1982-83 and indicate the number of credits you intend to take each quarter.

13. Dependents # of dependent children _____ Babysitting/Day Care cost per month: \$ _____

Fall Credits _____ Winter Credits _____ Spring Credits _____

6. Class (as of Sept. 24, 1982) Fr So Jr Sr Gr Probable Graduation Date: _____ month/year

14. Living Accommodations during academic year Living with parents/guardian Living with relatives Living on campus Living in apartment Other _____

7. Pre Major Major _____

8. Special Fees at SPU Music _____ Health Ins. _____ Nursing _____ Graduation _____ Internship _____

9. Study Away from SPU Campus Casey Qtr. _____ Internship Qtr. _____ Washington, D.C. Qtr. _____ Kitsap Qtr. _____ Consortium: Qtr. _____ School _____ Other _____

15. Parents' Occupation Military service Full-time missionaries or in the ministry F.A. furnished by Mission Board \$ _____

10. Transportation: One round trip home (airfare) One round trip home (driving) \$ _____ \$ _____ Commuting _____ miles per week.

16. Are you currently working at a job, (other than work/study) you intend to keep during 1982-83 academic year? Yes No. If yes, where are you employed? _____

11. Age _____ Expected academic year earnings? _____ (On 10/1/82)

Table with 4 columns: RESOURCE, Per Month, X, No. of Months, Total Income. Rows include 1) Aid from Parents/Guardian, 2) Aid from Spouse's Parents, 3) Aid from other relatives, 4) Checking/Savings Accounts, 5) Summer 1982 Employment Savings, 6) Scholarships, 7) Spouse's Net Earnings, 8) Veteran's Benefits, 9) Reserve Pay, 10) Social Security Benefits, 11) Vocational Rehabilitation, 12) Welfare Benefits/ADC, 13) Unemployment Benefits, 14) Child Support/Alimony, 15) Other, TOTAL.

IMPORTANT: Complete reverse side before returning to Seattle Pacific University, Office of Student Financial Aid, Seattle, WA 98119.

STATEMENT OF EDUCATIONAL PURPOSE:

I affirm that I will use any funds I receive under the Basic Educational Opportunity Grant, Supplemental Educational Opportunity Grant, College Work-Study, National Direct Student Loan, or Guaranteed Student Loan programs solely for expenses related to attendance at Seattle Pacific University.

I understand that I am responsible for repaying any funds I receive which cannot reasonably be attributed to meeting my educational expenses at Seattle Pacific University.

I further understand that the amount of any repayment is based on regulations published by the Secretary of Education.

I declare under penalty of perjury that the foregoing is true and correct.

Signature _____

Date: _____

Academic period covered by award(s) September, 1982 to September 1983.

INDEPENDENT STUDENT AFFIDAVIT FOR WASHINGTON STATE NEED GRANT: (To be completed by Washington residents claiming independent status.)

According to State Need Grant regulations, to be classified as "independent," a student must have been independent from his/her parents for a period of five years. If this applies to you, please complete the affidavit below and sign in the presence of a Notary Public.

I do hereby swear or affirm that I have not lived with my parents or guardian since January 1, 1977; my parents or guardian have not listed me as an exemption on their income tax return since 1976, and my parents or guardian have not contributed more than \$1000 in financial assistance for my support or education in ANY ONE YEAR SINCE 1976.

Subscribe and sworn before me this

PLEASE READ AFFIDAVIT BEFORE SIGNING

_____ day of _____, 19_____

(Notary Public)

(Signature)

PLEASE SIGN IN PRESENCE OF NOTARY PUBLIC

(Notary's Address)
(SEAL) My commission expires _____

(Date)

PARENTS AFFIDAVIT OF FINANCIAL NON-SUPPORT: (To be completed by parents of students claiming independent status who are under 23 years of age as of October 1, 1982.)

Student aid funds at Seattle Pacific are administered in accordance with applicable federal and state laws and official regulations of the U.S. Office of Education and the State of Washington. All offers of financial assistance are based upon the premise that the primary responsibility for meeting college costs rest upon the individual student and his/her parents, and that federal or state student financial aid funds are available only for filling the gap between his/her potential resources (such as parents' contribution, student's resources, etc.) and educational expenses. The amount of contribution expected from the family is related to consideration of the family's financial strength, including such factors as net income, number of dependents, allowable expenses, indebtedness and assets. Procedures established by the College Scholarship Service are used in making the evaluation. A claim of financial independence cannot be considered if it constitutes an evasion of parental responsibility.

1. Did or will student live with parents or guardian for more than six weeks during 1981 or 1982?

Yes No

2. Did or will student receive \$1000 or more of financial support from parents or guardian during 1981 or 1982?

Yes No

3. Was or will student be listed as an exemption on parents' or guardians' income tax return for 1981 or 1982?

Yes No

I hereby certify that to the best of my knowledge I will be providing no financial support to the student applicant in the coming academic year.

Subscribe and sworn before me this

PLEASE READ AFFIDAVIT BEFORE SIGNING

_____ day of _____, 19_____

(Notary Public)

(Signature)

PLEASE SIGN IN PRESENCE OF NOTARY PUBLIC

(Notary's Address)
(SEAL) My commission expires _____

(Date)

**SEATTLE PACIFIC UNIVERSITY
GRADUATE APPLICATION
FOR ADMISSION 1982-83**

For office use only

A. All Applicants Complete

I plan to enter (Check one):

Aut _____ Win _____ Spr _____ Sum _____ 19 _____ Soc. Sec. No. _____

Name (MR) _____ (Last) _____ (First) _____ (Middle) _____ (Former) _____
(MRS)

Address _____ (Number and Street) _____ (City) _____ (State) _____ (Zip) _____

Occupation _____ Phone: work (_____) _____ home (_____) _____
area area

Country of Citizenship (If other than U.S.A.) _____

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

Which institution granted your baccalaureate degree? _____

Which institution granted your master's degree? (Ed. Specialist applicants only) _____

Date _____ Major _____ Degree _____

Were you ever admitted to SPU? _____ Have you ever attended? _____ When? _____

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

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

(1) _____ (Name of School) _____ (Address) _____ (Dates Attended) _____

_____ (Degree Earned) _____ (Major) _____ (Credits Earned) _____

(2) _____ (Name of School) _____ (Address) _____ (Dates Attended) _____

_____ (Degree Earned) _____ (Major) _____ (Credits Earned) _____

(3) _____ (Name of School) _____ (Address) _____ (Dates Attended) _____

_____ (Degree Earned) _____ (Major) _____ (Credits Earned) _____

_____ (Degree Earned) _____ (Major) _____ (Credits Earned) _____

List any significant experiences that would be helpful in giving guidance to your graduate program:

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

(Continued on back page)

Do you desire admission as a:

- _____ I. Graduate Student
Which graduate degree do you wish to earn? Master's Ed. Specialist (Master's degree required)
What will be your major field of study or specialization? _____
Have you taken the Graduate Record Exam? _____ or the Miller Analogies Test? _____ or the MMPI? _____
(If not, see checklist for test information.)
- _____ II. Post-Baccalaureate student for the following purposes
_____ Teacher Certification: Initial _____ Continuing _____ Elementary _____ Secondary _____
_____ Education Staff Associate - Reading Resources: Initial _____ Continuing _____
_____ Education Staff Associate - Counselor: Initial _____ Continuing _____
_____ Administration - Principal: Initial _____ Continuing _____
_____ Administration - Program Administrator: Initial _____ Continuing _____
_____ Second Baccalaureate Degree - What will be your major field of study? _____

_____ Other (Please explain) _____
- _____ III. Visiting Graduate Student
In which program are you enrolled? _____
At which institution? _____

B. If you have been previously matriculated at Seattle Pacific, you do not need to complete this section.
All others please complete. (Use separate sheet if necessary.)

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

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

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

Seattle Pacific is a university founded and operated upon a foundation of Christian values. Describe briefly ways in which the Christian faith has been of importance to you. (Optional)

C. All Applicants Complete

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

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

(Signature)

(Date)

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

Graduate Admission Action Items CHECK LIST

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

- A. Graduate Student** — one who is interested in pursuing a Master's or Education Specialist Degree and who applies and qualifies for admission according to the specified criteria; also students desiring to earn both a graduate degree and a certificate. Application for admission to a specific degree program must be submitted to the appropriate school. Applications may be obtained directly from that particular school but will also be sent from the Admissions Office upon admission to the University.
- B. Post-Baccalaureate Student** — one who is interested in pursuing any type of educational certification, a second baccalaureate degree, enrichment or improvement in professional competence and who applies and qualifies for admission according to the specified criteria.
- C. Visiting Graduate Student** — one who is currently enrolled in a graduate degree program at another college or university.

Faculty and advisors in the various graduate programs welcome your inquiries and will be available to discuss their particular programs. The phone numbers are: School of Religion, 281-2158 and School of Education, 281-2214.

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

Post-Baccalaureate Applicants:

_____ Submit application and \$15.00 application fee.
(Date)

_____ Request two official copies of all transcripts (others than SPU) from:
(Date) Institution which granted your baccalaureate degree,
All institutions attended since receiving baccalaureate degree.
(To be official, transcripts must be sent to SPU from the institution or must be received by SPU in an envelope sealed by the issuing institution.)

Graduate Students

_____ Complete items above required for Post-Baccalaureate Applicants, including one additional letter/recommendation (three total).
(Date)

_____ Submit scores from either the Graduate Record Examination (aptitude portion) or the Miller Analogies Test. These must be submitted prior to admission to graduate studies. You may obtain information for Analogies Test. These must be submitted prior to admission to graduate studies. You may obtain information for the GRE by writing the Educational Testing Service, Box 1502, Berkeley, CA 94701. Information regarding the Miller Analogies Test may be obtained from the University of Washington Testing Bureau, (206) 543-1170.
(Date)

Visiting Graduate Students:

_____ Submit application and \$15.00 application fee.
(Date)

_____ Request two persons who know you well to write letters of recommendation (as for Post-Baccalaureate applicants).
(Date)

_____ Request the Registrar of the institution in which you are enrolled as a regular graduate student to send a statement of good standing, or transcript including total credits earned to date and cumulative grade point average.
(Date)

All materials — application and fee, transcripts, letters of recommendation and test scores — should be sent to:

Office of Graduate Admissions
Seattle Pacific University
Seattle, WA 98119

SEATTLE PACIFIC UNIVERSITY

THIRD AVENUE WEST AT WEST NICKERSON
SEATTLE, WASHINGTON 98119
PHONE: (206) 281-2000