

1989

## 1989-1990 Bulletin of Information - Graduate

Seattle University

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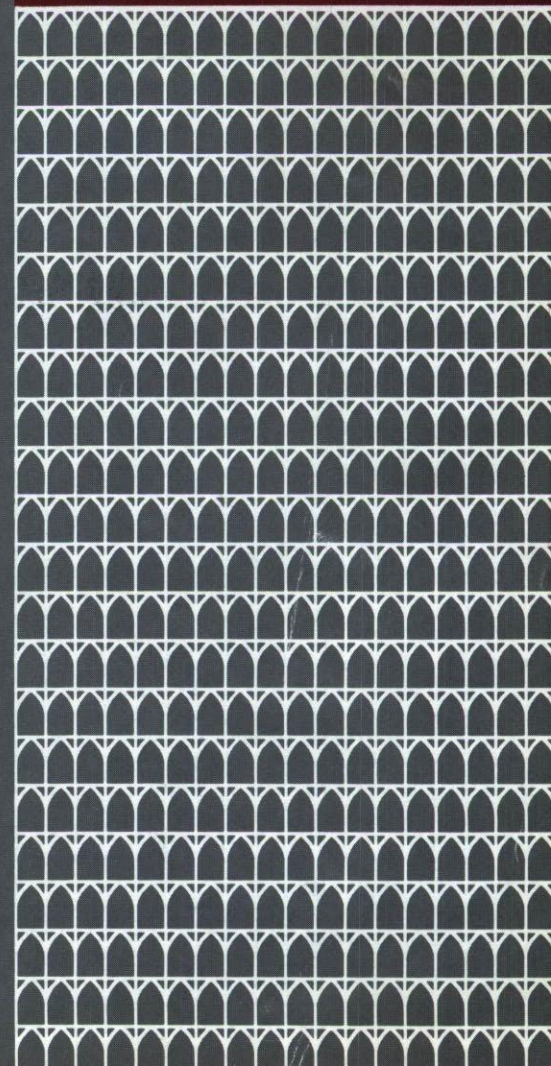
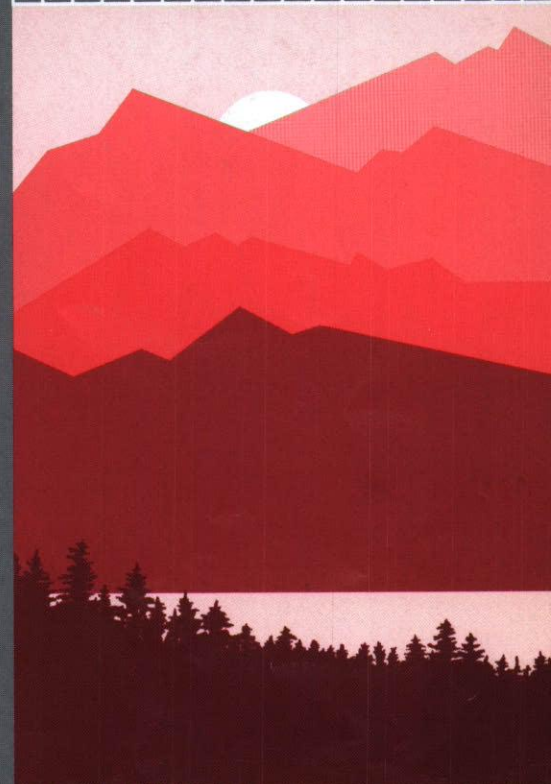
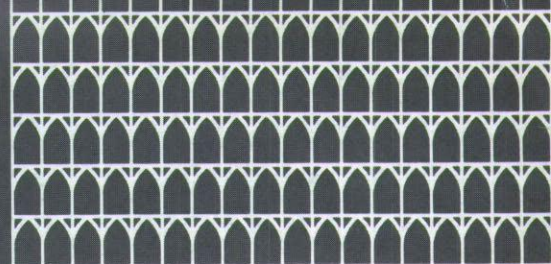
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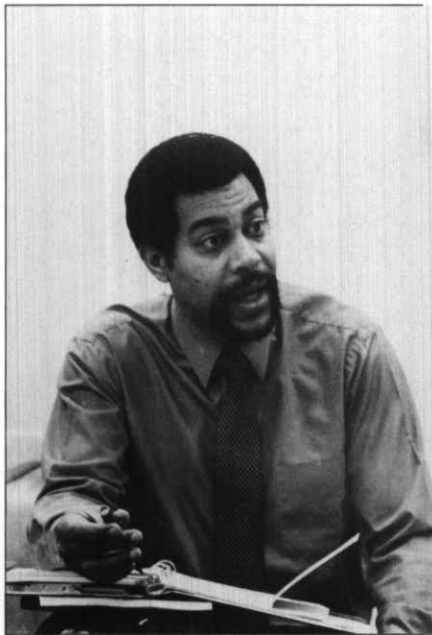
Seattle University, "1989-1990 Bulletin of Information - Graduate" (1989). *Bulletin of Information*. 137.  
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SEATTLE UNIVERSITY  
BULLETIN OF INFORMATION

GRADUATE  
SCHOOL  
1989/1990





Vol. 20 No. 3  
Spring, 1989

**Seattle University**  
**Bulletin of Information USPS 487-780**

**Published Quarterly by Seattle University**  
**Seattle, Washington 98122**

**Second class postage paid at Seattle, Washington**

POSTMASTER: Address Changes should be sent to Admissions Office, Seattle University, Seattle, WA 98122.

**Seattle University**  
**Bulletin of Information**  
**Editor / Jean Merlino**

Information concerning undergraduate and summer school programs may be obtained in supplementary bulletins.

Seattle University is an affirmative action, equal opportunity employer. The University does not discriminate on the basis of race, color, religion, sex, age, handicap or national origin, in admission or access to its programs and activities, or in its employment policies or practices.

The University reserves the right to change the fees, rules and calendar regulating admission and registration, instruction in, and graduation from the University and its various divisions and to change any other regulations affecting the student body. Changes go into effect whenever the proper authorities so determine and apply not only to prospective students but also to those who at that time are matriculated in the University. The University also reserves the right to discontinue courses at any time.

As a general rule, students follow the academic programs contained in the Bulletin of Information in effect at the time of their matriculation.

**For Additional Information**

**Admissions Office: 296-5800**

**Toll-free Information Number For**  
**Washington State Residents**

**Outside Seattle Area: 1-800-542-0833**

**For Outside Washington State: 1-800-426-7123**

## **University Administration**

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**Shelia M. Hood, M.A.**, Associate Vice President for  
Enrollment Services

**April F. Falkin, Ph.D.**, Assistant Vice President for  
Academic Affairs

## **Master of Business Administration**

**Page 16**

Designed to provide graduates with analytical and technical expertise, and the leadership skills necessary for a successful career in management.

Accredited by the American Assembly of Collegiate Schools of Business (AACSB)

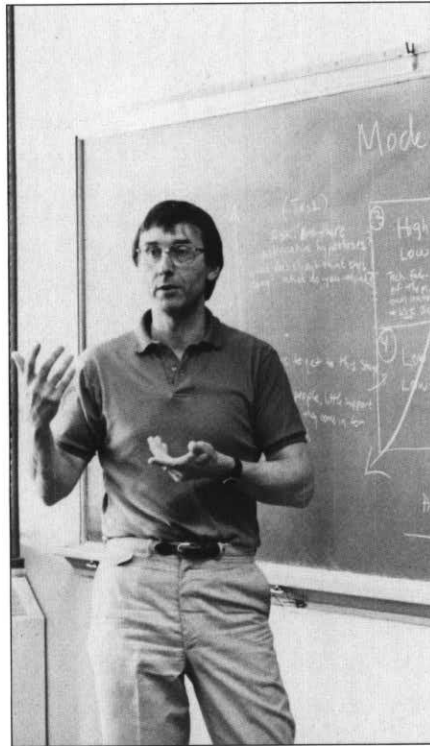
## **Master of Arts in Psychology**

**Page 13**

Designed to offer students an interdisciplinary program in existential phenomenological psychology. Focus is on the qualitative experiential study of psychological events in the context of life. Most frequently a full-time (nine credit hours/quarter) program.

**Master of Arts in Educational Administration** Page 23  
**Master of Education in Educational Administration**

A program for those desiring to qualify for positions such as principal, school business administrator, and other supervisory positions.



**Educational Specialist Degree in Administration** Page 22

Aimed at the improvement of the knowledge and skills of supervisors and administrative personnel from schools, post-secondary institutions and training agencies who regard themselves as instructional leaders and/or organizational managers.

**Master of Arts in Education** Page 20  
**Master of Education**  
**Master of Counseling**

Prepares professionals for counseling in school, college, mental health agencies and rehabilitation settings, focusing on the development of practical skills, theoretical knowledge and the person of the counselor.

**Educational Specialist Degree in Educational Diagnostics/School Psychology** Page 23

Designed for the practicing special education teacher, counselor, or school psychologist who seeks continued theoretical and experiential growth.



**Master of Arts in Education** Page 21  
**Master of Education in Curriculum and Instruction**

For those planning a career as professional teachers, as instructional leaders, or curriculum specialists. This flexible program permits a variety of emphases; e.g., general curriculum and instruction with an individualized program of specialization, adult education and training, reading specialist, learning disabilities, comprehensive special education, elementary or secondary education, early education and gifted education.

**Doctor of Education in Educational Leadership** Page 24

A program to meet the needs of a broad spectrum of leaders in education and related fields. Beginning each summer, the curriculum includes leadership theory and practice, a cognate area of interest, internships and research.

**Master of Public Administration** Page 14

Educates students for careers in public service, either in government agencies or in non-profit organizations. The curriculum blends theory and practice to provide the essentials for effective management.



**Master of Software Engineering** Page 30

Designed to meet the growing demand for trained software professionals by providing both technical and managerial skills. Students will gain an understanding of the software life cycle process, skills associated with managing software projects, managing software personnel, and the development process.



**Master of Ministry and Master of Religious Education (SUMORE)** Page 34

The MM and MRE are summer-only degree programs which integrate theology, pastoral skills, and spiritual growth. Students assume responsibility for their learning, community life, and justice outreach as preparation for a wide range of ecclesial and social ministries.

**Master of Pastoral Ministry (CORPUS)** Page 32

Study, reflection and experience characterize this program. Designed for men and women — laity, religious, and ministers — who are making a transition in ministries, seeking a development of present knowledge and skills; entering ministry for the first time; wanting an integration of spirituality and ministry. Prepares students for a variety of settings such as hospitals, parishes, campuses and agencies for the aging.

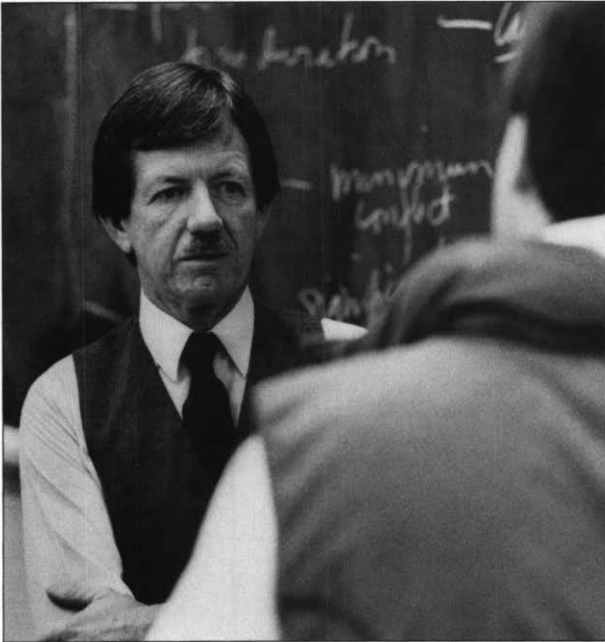


**Master of Theological Studies** Page 33

A two year program building on the foundation laid by CORPUS. Provides historical and systematic depth in theology and develops leadership skills for professional ministry. A specialist degree with an emphasis on academics for ministry.

**Master of Divinity** Page 33

A three year program building on the foundation laid by CORPUS. Provides the broad academic background and ministerial skills needed by professional ministers who will serve parish communities in the broad and varied ministry of pastoral leadership.



## Academic Calendar

### Summer Quarter 1989

April 24-28	Advance Registration
June 16	Registration
June 19	Classes Begin
June 20	Late Registration Fees Apply
June 23	Last Day to Add/Drop 1st and Full Term
July 4	Independence Day — No Classes
July 5	Last Day to Withdraw — 1st Term
July 17	Registration and Classes Begin 2nd Term
July 21	Last Day to Add/Drop — 2nd Term
July 28	Last Day to Withdraw 2nd and Full Term
August 1	Last Day to Remove N Grade Summer, 88
August 4	Last Class Day — 7 week session
August 3-4	Final Examinations — 7 week session
August 11	Last Class Day — 8 week session
August 10-11	Final Examinations — 8 week session

### Fall Quarter 1989

April 16-28	Advance Registration
September 27	Classes Begin
October 3	Last Day to Register or Add/Drop
November 7	Last Day to Remove I Grades from Spring/Summer, 1988
November 13	Veterans' Day Observed — No Classes
November 12	Advance Registration — Winter, 90 Begins
November 29	Last Day to Withdraw with W Grade
November 22-29	Thanksgiving — No Classes
December 1	Closing Date to Remove N Grade Previous Year
December 8	Last Class Day
December 11-13	Final Examinations

### Winter Quarter 1990

January 3	Evening classes Begin — after 4:00 pm
January 3	Day Classes Begin
January 10	Last Day to Register or Add/Drop
January 15	Martin Luther King's Birthday — No Classes
February 1	Closing Day for Degree Applications
February 15	Last Day to Remove I Grades from Fall, 89

February 17	President's Day — No Day Classes All Classes after 4:00 pm will meet as scheduled
February 18	Advance Registration — Spring, 90 Begins
February 28	Last Day to Withdraw with W Grade
March 1	Closing Date to Remove N Grade Previous Year
March 9	Last Class Day
March 12-14	Final Examinations

### Spring Quarter 1990

March 26	Classes Begin
March 30	Last Day to Register or Add/Drop
April 22-May 4	Advance Registration — Fall, 90
May 1	Closing Date to Remove N Grade Previous Year
May 6	Advance Registration-Summer, 90 Begins
May 8	Last Day to Remove I Grades from Winter, 90
May 8	Last Day to Withdraw with W Grade
May 25	Last Class Day
May 28	Memorial Day — No Classes
May 29, 30, June 1	Final Examinations
June 2	Baccalaureate Mass
June 3	Commencement

### Summer Quarter 1990

May 6	Advance Registration Begins
June 18	Classes Begin
June 22	Last Day to Add/Drop 1st and Full Term
July 3	Last Day to Withdraw — 1st Term
July 4	Independence Day — No Classes
July 16	Registration and Classes Begin 2nd Term
July 20	Last Day to Add/Drop — 2nd Term
July 27	Last Day to Withdraw 2nd and Full Term
August 1	Last Day to Remove N Grade Summer, 89
August 3	Last Class Day — 7 week session
August 2-3	Final Examinations — 7 week session
August 10	Last Class Day — 8 week session
August 9-10	Final Examinations — 8 week session



## Purpose and Scope

Seattle University, an institution of higher learning, has for its object and purpose:

- the conservation, interpretation and transmission of knowledge, ideas and values;
- the extension of the frontiers of knowledge by critical and exhaustive investigation or experimentation;
- the preparation for some of the professions by thorough and intelligent training in the theory and principles underlying those professions.

As a University, it attains its end not only through the sciences and humanities, including philosophy and theology, but also through its professional schools.

As a University conducted under the auspices of the Jesuits:

- it affirms its belief in a support of Christian ideals and values;
- it affirms its belief in the unity and totality of all human knowledge, whether experimental, speculative, or divinely revealed;
- it seeks, by a faculty inspired with the Spirit of Christ and by the creation of a liberal atmosphere inside and outside the classroom, to develop an unbiased, truly liberated and enlightened intelligence in its faculty and student body.

## History

Seattle University's development as one of the Pacific Northwest's leading centers of higher education is closely interwoven with the history of Seattle and the Puget Sound area. It is the story of a continuing effort on the part of the University to serve the educational needs of a growing metropolitan community.

Like most universities whose roots go back a century or so, Seattle University had a humble and unpretentious beginning. It all started in 1890 when Bishop Aegidius Junger of the then Nesqually Diocese, concerned over the lack of educational opportunity for Catholic youth in the Seattle area, urged the Jesuits of the Rocky Mountain Mission territory to establish both a parish and a school in the young city. In response to repeated appeals, the mission superior sent Fathers Victor Garrand and Adrian Sweere from the Yakima station to establish the Mission.

The two Jesuits arrived in Seattle in the spring of 1891 and immediately set about their task. They initially leased St. Francis Hall for their needs. This building, located at Sixth and Spring in downtown Seattle, had been constructed in the previous year by Fr. Francis X. Prefontaine, the area's first resident priest. In these quarters, re-dedicated as the parish and school of the Immaculate Conception, the Jesuit co-founders began their modest educational effort. They were aided in this effort by two Holy Names sisters who served as full-time teachers.

In 1893, the cornerstone of the first building on the Broadway campus was laid. Property for this building and a playground area had been purchased in 1890 by the mission procurator with the advice and assistance of Father Prefontaine. The new building, which again housed both parish church and school, was opened for classes for the "older boys" in September, 1894, and was formally dedicated the following December.

Further progress was made in 1895 with the introduction of the first "Academic" or high school level class. In 1898, articles of incorporation were filed and duly approved by the state of Washington changing the parish school for boys into Seattle College.

The years that followed the founding of the College were mostly a time of struggle and disappointment. The frontier mentality that in many respects still prevailed in Seattle was unreceptive to either the

need or the value of higher education other than in the professions. For this reason, as well as for others, it was not until 1900 that the college department was actually instituted with the class of "Humanities." In 1909, the first small but very proud class of three graduates were awarded the bachelor of arts degree.

A combination of adverse circumstances during World War I led to the suspension of college classes from 1918 to 1922. In 1919, the successful high school department moved from Broadway to a new seven acre campus on Interlaken Boulevard. The site, including two buildings suitable for school purposes, was the gift of Mr. Thomas C. McHugh. When the college department was reinstated in 1922, it too, was housed at the new campus.

In 1931, the college and high school departments were physically separated and the College returned to the Broadway campus and to a partially renovated building. Although the fall enrollment was less than fifty students, the separation of the two academic levels was to prove beneficial for both units. Within two years the first women were enrolled in credit courses at the College. The first women graduates received their degrees in 1936. In the year previous, the first professional degree program was established with the introduction of the School of Education. In 1937, the College was fully accredited by the Northwest Association of Secondary and Higher Schools. The School of Nursing was officially opened in 1940 and the School of Engineering was added in 1941.

In anticipation of the academic needs of the returning veterans of World War II, the School of Commerce and Finance was established in 1945 as the fifth major academic unit of the college. By 1948, the enrollment in all programs was nearing 3,000 students. To give expression to the growth and academic development of the previous fifteen years, the board of trustees in that year approved a further amendment to the articles of incorporation changing the institutional name to Seattle University.

The decades of the 1950's and 1960's were marked by rapid expansion of both the physical boundaries and the educational facilities of the University. In 1950, the campus comprised three permanent buildings and three World War II surplus structures. Over the next 20 years a total of 12 major buildings were added either by construction or conversion. This development took place for the most part under the direction of Fr. A. A. Lemieux, SJ, who served as University president from 1948 to 1965.

The decade of the 1970's was primarily a period of curriculum expansion achieved through the introduction of innovative new schools and programs. Chief among these additions were the School of Science and Engineering (1972), the Institute of Public Service (1974), incorporated into the College of Arts and Sciences in 1987; and Matteo Ricci College (1977). In 1976, the University instituted the first doctoral degree program, the Doctorate in Educational Leadership. The list of recent academic innovations also includes master level programs in software engineering, and in therapeutic psychology, along with a baccalaureate program in computer science. The latest academic division, the Institute for Theological Studies, was initiated in 1985.

The Seattle U campus is a growing campus, with extensive facilities to serve its 4,416 students. The newest buildings, the Marguerite M. Casey Building for arts and sciences faculty; and the functional Engineering Building with its state-of-the-art Design Center and Wyckoff Auditorium, opened in the fall of 1987.

## Organization

Seattle University is an independent coeducational institution of higher learning incorporated under the laws of the State of Washington. It is operated by its own Board of Trustees and administration under the auspices of the Society of Jesus. Students are

drawn from all races and denominations. One of 28 Jesuit institutions of higher education in the United States, it derives its tradition and objectives from the academic experience and educational ideals of the Society of Jesus and the Christian tradition.

**The University is composed of eight major academic units:**

The College of Arts and Sciences; The Albers School of Business; The School of Education; The Institute for Theological Studies; Matteo Ricci College-II; The School of Nursing; The School of Science and Engineering and The Graduate School. The Graduate School has programs leading to master's degrees in business, education, ministry, psychology, public administration, rehabilitation, religious education, software engineering and transportation engineering. An Educational Specialist degree and a Doctor of Education degree with a major in Educational Leadership are offered.

**Accreditation**

Seattle University enjoys the highest accreditation and its students are accepted for graduate and advanced study by leading colleges and universities in all parts of the country.

**The University is accredited by:**

Northwest Association of Schools and Colleges, Accreditation Board for Engineering and Technology, American Assembly of Collegiate Schools of Business, American Chemical Society, Council on Allied Health Education and Accreditation, Council on Rehabilitation Education, National Council for Accreditation of Teacher Education, National League for Nursing.

**Is approved by:**

American Medical Association, American Medical Record Association, American Society of Clinical Pathologists, Washington State Board of Education, Washington State Board of Nursing.

**The University is a member of:**

American Association of Colleges of Nursing, American Association of Colleges for Teacher Education, American Association of Collegiate Registrars and Admissions Officers, American Council on Education, Association of Higher Education, Association of Jesuit Colleges and Universities, Council of Baccalaureate and Higher Degree Programs, Independent Colleges of Washington, National Commission on Accrediting, National League for Nursing, Northwest Association of Colleges, Western Interstate Commission for Higher Education.

**Lemieux Library**

Constructed in 1966, Lemieux Library is a spacious functional building which seats about 1100 people in study lounges, conference rooms, and individual carrels. The library houses an ever-growing collection of over 200,000 books, 2,400 periodicals and serials, an extensive collection of microforms, and numerous non-print materials such as sound recordings and films. These resources are strongest in subjects that correspond to university programs, especially those in which graduate studies are offered: business, economics, education, psychology, software engineering, and religious studies.

In addition to its collections, the library is a service center. The staff of Reference and Information Services assist readers in ways that range from personal instruction in the use of the card catalog to advising so advances, specialized research materials or the development of bibliographies. Classroom presentations, too, are given throughout the year. This department also arranges interlibrary loans and executes online bibliographic searches in support of more specialized research needs.

Other library services include a Reserve Book reading area, media carrels for using non-print material, a typing room, and photocopiers.

**Tuition and Fees — 1989-90\***

**GRADUATE DEGREE PROGRAMS**

Business .....	\$258 per credit hour
Institute for Theological Studies .....	\$199 per credit hour
Education .....	\$199 per credit hour
Educational Specialist .....	\$199 per credit hour
Psychology .....	\$216 per credit hour
Public Administration .....	\$216 per credit hour
Rehabilitation Counseling .....	\$199 per credit hour
Software Engineering .....	\$258 per credit hour
Doctor of Education .....	\$239 per credit hour

\*Consult the Summer School Catalog for summer rates

**Laboratory Fees — 1989-90**

Computer Laboratory Courses .....	\$43.00
Education 527, 528, 547 .....	\$32.00
Doctoral Project Continuation Courses:	
Education 612 (0 credit) .....	\$350.00 per quarter
Education 613 (0 credit) .....	\$500.00 per quarter

**Other Fees — 1989-90**

Application, graduate .....	\$35.00
Application, transitional students/graduate .....	\$35.00
Graduation, graduate .....	\$55.00
Late registration/Payment (see below)	
Matriculation, undergraduate and graduate .....	\$55.00
Removal of incomplete (per course) .....	\$25.00
Thesis binding	
Doctoral .....	\$50.00
Masters .....	\$35.00

**REFUNDS**

**FIRM DEADLINES FOR FULL OR PARTIAL WITHDRAWALS — GRADUATE STUDENTS EFFECTIVE FALL, 1988**

2-5 class days .....	100%
6-10 class days .....	75%
11-15 class days .....	60%
16-20 class days .....	40%
Thereafter .....	No refund

For graduate students, refunds are based on the number of consecutive weekdays from the first class day of a term until the official date of withdrawal or reduction in class load occurs. The official date is considered to be the date the student submits the withdrawal or change form to the Registrar. A refund to a financial aid recipient is applied first to the student's financial aid source(s) and the balance, if any, is remitted to the student. Financial aid recipients will, therefore, in all likelihood, not receive funds.

If the tuition and/or fees have not yet been paid, the portion normally not refunded is due and payable together with late fees. Failure to pay the non-refundable tuition and fees may result in transcript holds and may prevent registration in subsequent quarters.

**Late Registration/Late Payment**

A one time handling fee of \$40 and a charge of 1.5 percent on any balance due at the end of the month will be charged if tuition and fees are not paid in full as of the date classes



begin, noted on the calendar on page three of this Bulletin. Late fees will apply to all checks not honored by banks and returned to Seattle University.

## Family Tuition Plan

Two or more members of a family living in the same household and dependent upon a common support and attending the University concurrently may apply for a tuition discount. Further information on the Family Tuition Plan can be obtained from the Financial Aid Office.

## Scholarships/Financial Aid

### Institutional Scholarship Funds

A limited amount of funding for graduate scholarships is available. Directions and application forms for these scholarships can be obtained in all graduate program offices and in the Graduate School office. Awards are made on the basis of a combination of need and merit to both new and continuing graduate students for one or more quarters. Students in the Institute for Theological Studies can apply directly to the Institute.

Firm deadlines for receiving completed application forms in the Graduate School office are:

**MAY 1 for Summer, Fall, Winter and Spring quarters**  
**November 1 for Winter and Spring quarters**

**It will not be possible to process applications received after these dates.** Students who miss a deadline may apply for a subsequent quarter.

In addition to this institutional scholarship funding, there are a number of other sources of financial aid for graduate students described below. For these, contact the Financial Aid Office in the University Services Building.

### Stafford Student Loan (GSL)

The Stafford Student Loan (GSL) is a long-term, need-based loan arranged with a lender selected by the student. Commercial banks, credit unions, and savings and loan associations are possible lenders. Such loans are guaranteed by the Washington Student Loan Guaranty Association, who will repay the loan if the student defaults.

Students applying for Stafford Student Loans must qualify on the basis of financial need. The determination of need for the loan will be made from the information provided by the student on the Financial Aid Form (FAF) which is sent to the College Scholarship Service (CSS). Students must file a FAF to qualify for the GSL.

Annual loan limit is \$7,500 for graduate students. Graduate and professional students may borrow \$54,750 for their undergraduate and graduate education.

GSL checks are reduced by approximately 7.75% of the amount borrowed. This amount withheld represents a loan origination and guarantee fee. The student does not have to pay any other interest charges, while enrolled at least half-time. For financial aid purposes, Seattle University defines half-time as a minimum of four credits, full-time as a minimum of nine credits.

Repayment of the loan begins six months after the student ceases to be half-time student.

Interest rate for the Stafford Student Loan is 8 percent for any new (first-time) student borrower. However the interest rate will increase to

10 percent during the fifth year of repayment. Students are required to repay the loan at a minimum of at least \$50 per month. Early application for the Stafford Student Loan is advised, since processing of the loan may take from eight to ten weeks.

### Supplemental Loans for Students (SLS) formerly PLUS

This program provides a vehicle for graduate students to secure education loans when additional funding is required. Like Stafford Student Loans, these loans are arranged with a lender selected by the student. Commercial banks, credit unions, and savings and loan associations are possible lenders. As of July 1, 1987, the interest rate on the SLS will carry a variable interest rate based on the rate of Treasury Bills plus 3.75%, with a ceiling of 12 percent. Student borrowers may begin repayment of the loan within 60 days after the loan is disbursed or may elect to capitalize the interest. Annual loan limit is \$4,000; aggregate loan limit is \$20,000. Loans made prior to July 1 carry the current 12% fixed rate.

### Campus Based Aid

Perkins Loan, (N.D.S.L.), the College Work-Study Program and the Washington State Work-Study Program require the student to submit the Financial Aid Form (FAF) to the College Scholarship Service in Oakland, California.

The Financial Aid Form is used to determine the expected student and/or family contribution. Once this expected student and/or family contribution is determined, the Financial Aid Office will attempt to supplement that amount with financial aid so that the total cost of the student's education can be met from three sources: the student and/or the family, and financial aid.

The Perkins Loan Program is a long-term, low interest rate (5 percent) loan based on financial need. Eligible students may borrow a total of \$27,000 for their combined undergraduate and graduate education (i.e. \$9,000 undergraduate, \$18,000 graduate). Repayment begins six months after the student ceases to be at least a half-time student. The Perkins also includes limited deferment and forgiveness features and payment may extend 10 years.

The Federal College Work-Study Program allows students to earn funds by working part-time on campus. Earnings are limited to the student's eligibility established under the need formula. There will be a limited number of graduate assistantships funded through this program.

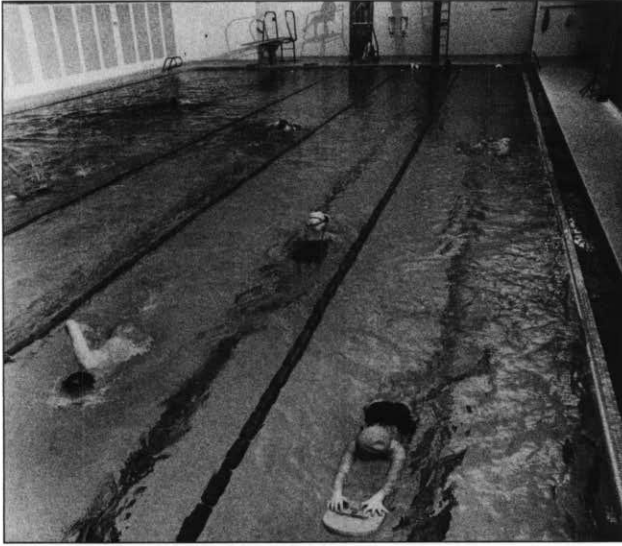
The Washington State Work-Study Program enables students to earn funds by working part-time in jobs with employers other than Seattle University. Earnings are limited to the student's eligibility established under the need formula.

Please note the Work-Study Program is an opportunity to earn funds by working. Eligible students are not required to work nor are jobs guaranteed under the Work-Study Program. However, students must find employment and work under the program if they intend to acquire work-study funds. The Career Development Office assists all students seeking employment including those who establish work-study eligibility.

While applications for financial aid are encouraged anytime, students who have all their documents submitted to the Financial Aid Office by March 1, 1989 will be considered first for the funds that will be available for the academic year starting in September, 1989.

A family discount program is available to graduate students who have more than one student (dependent or same household) registered concurrently at Seattle University who are receiving no other kind of institutional aid.

There are alternative loan programs available as well as payment plans. Please contact the Financial Aid Office for more information about these programs.



## Student Life

Our Student Life professionals believe that the education of a student is a combination of academic classroom experiences and many valuable out-of-classroom experiences. Certain services have been introduced at Seattle University to serve the spiritual, social, personal and physical needs of the student body. These services are aids in making the educational pursuits of students more enriching and satisfying.

**The Office for Student Leadership** provides programming, training, and resources to assist students in the development of life skills which promote success in career, community, and social settings. The Office for Student Leadership coordinates the Campus Assistance Center, and Volunteer Center, as well as advises the Associated Students, and Student Activities Office, plus manages the Student Union Building.

**The Campus Assistance Center's** primary goal is linking people with information, assistance and resources. The Center also hosts prospective students by scheduling campus tours which include faculty appointments and classroom visits.

**The Volunteer Center** provides students with meaningful, supervised volunteer opportunities in the areas of health care, education and direct social services.

**The Associated Students of Seattle University (ASSU)** is the voice of SU students. Their goal is to represent student concerns to other students, faculty, staff, administrators. In addition they coordinate and promote a diverse program of entertaining and educational activities for the campus community.

**The Student Activities Office** coordinates campus wide student events at Seattle University.

## McGoldrick Center Services

**The Career Development Center** office makes career counseling and informational services available to students, and coordinates the part-time work-study function on campus. Tests of vocational interest are also offered.

**The Counseling Center** offers personal counseling for all students focused on developing self-awareness, and interpersonal relationships. Confidential counseling is available to students in need with personal problems.

**The International Student Center** coordinates student clubs, hosts international dinners and other special events. They also subscribe to foreign language periodicals, provide emergency assistance, immigration information, counseling and much more.

**The Minority Affairs Office** promotes an understanding and appreciation of the cultural diversity in the University community. It is an advocate for the personal, academic, and social success of American ethnic students. In addition the office sponsors on-going programs such as Martin L. King, Jr. week.

**The Campus Ministry team** is committed to developing the spiritual life of the University community. Besides providing sacramental and liturgical celebrations for Catholics, the team is concerned with nurturing the faith life of all people. Retreats, Searches, Reach Out programs and individual spiritual direction enables members of the community to enrich and share their spiritual values and religious traditions.

### Resident Student Services

Approximately one-fourth of the students at Seattle University live in the residence halls. There are three residence halls each offering a unique living environment. Living on campus allows students the opportunity to grow and develop in the freedom of a community environment.

## University Sports

Seattle University is a member of the National Association of Intercollegiate Athletics and competes in five men's and women's sports, basketball, tennis, soccer, sailing and skiing. The University places a high priority on its intramural and recreation programs, and provides a wide variety of activities indoor, outdoor and off-campus.

**The Child Care Center** is open to children, ages two and one half to five years, from families of students and employees of Seattle University, and supplements the University's community program by also serving children from families within the surrounding Central City community.

**Student Health Center** — Students enrolled for nine or more credit hours qualify to participate in University health services, administered through the Student Health Center located in Bellarmine Hall.

**Student Health Insurance** — Full-time students and their dependents are eligible to participate in the University's voluntary student health insurance program. The program provides accident and sickness benefits. Insurance may be purchased at registration.



## Graduate School

Edward J. Jennerich, Ph.D., Dean

Graduate studies directed toward the master's degree were first offered at Seattle University in 1910 in a division of its College of Arts and Sciences. In 1935, graduate courses became an integral part of the University's teacher education program. As the demand for specialization increased, additional graduate programs were developed. In 1976, the first doctoral program was implemented, in 1980 the educational specialist degree was approved and the Institute for Theological Studies was launched in 1985.

### Objectives

Graduate School programs endeavor to offer advanced in-depth education to individuals seeking specialized knowledge and skills in a particular field. Graduate students are encouraged to further develop speaking and writing competencies, and to enhance high level thinking abilities including application and synthesis. Expertise in the examination of ethical and value-laden issues in various fields is an important component of graduate education at Seattle University.

Efforts are made to stimulate participants' curiosity and provide the investigative skills needed to seek answers to challenging questions. It is hoped that individuals who complete graduate programs will have developed personal and professional qualifications that will contribute to the improvement of their field and to the betterment of those whom they serve.

### Organization

The Dean of the Graduate School and the Graduate Council are responsible for administration of the Graduate School and supervision of all programs leading to the master's, specialist, and doctoral degrees. The Dean of the Graduate School and the Council establish and maintain requirements for degrees according to the recommendations of the graduate committee of each school of the University.

The component schools and various departments provide courses of instruction for graduate students, direct their studies, conduct examinations, maintain requirements and make recommendations. Academic transactions involving admission, registration and awarding of degrees are supervised by the University's Registrar. Actual admission to graduate study is granted through the Dean of the Graduate School in consultation with the appropriate graduate program director.

### Admission Requirements

Admission to a degree program is granted to applicants who have received the bachelor's degree from an approved college or professional school, and whose scholarship records and credentials indicate ability to pursue graduate work. An undergraduate major or its fair equivalent is required in the same department or area from which the student selects his/her graduate work.

Application for admission should be submitted as early as possible before the opening of the term in which the student wishes to begin work. Prospective students must file an official application form and fee with the Office of Admissions. In addition, an official transcript of academic credits from the institution granting the bachelor's degree and all schools attended since the undergraduate degree was granted are to be sent directly to Seattle University by each institution. Failure to file complete records of previous school attendance renders the student liable to dismissal or cancellation of credit. A student is not

regarded as a duly qualified graduate student until a letter of acceptance has been received from the Dean of the Graduate School.

For specific program admission requirements consult the appropriate sections of this bulletin.

Some students are admitted to the Graduate School on probation. This designation may be used (1) when the previous academic record is marginal or when there is a lack of adequate prerequisite course work in the chosen field or (2) when the applicant has majored in another area with a satisfactory record, but there is some doubt about ability to pursue the program in question. A program to correct these deficiencies will be designed by the department and the student is expected to become qualified within a specific time limit. When all conditions have been fulfilled the department may recommend that the student be advanced to regular graduate status.

The Dean of the Graduate School reserves the right to request test scores and other supplementary data. Such data will ordinarily be expected of students submitting non-traditional transcripts.

International students must meet the admission requirements outlined on the international student application form as well as any specific graduate program admission stipulations.

Provisional admission to the Graduate School is granted to an applicant who must fulfill a special requirement to qualify for formal admission to graduate standing.

## Academic Regulations

Each student is responsible for informing himself/herself of the academic regulations and requirements set forth in this Bulletin of Information and for revisions as posted on campus bulletin boards or in other official publications of the University. Failure to meet the requirements or comply with regulations because of lack of knowledge thereof does not excuse the student from being subject to them.

A student's program of study must be approved by a member of the faculty, usually the adviser, at registration. However, such approval does not give official sanction to any failure to meet University requirements nor does it free the student of that responsibility necessary to intelligent personal choice.

The Academic Council has discretionary powers for all cases not covered by the rules and regulations listed in this section. The University reserves the right to cancel any class which does not meet the required minimum enrollment. The enrollment and graduation of each student, the awarding of academic credits, and the granting of any award or degree are strictly subject to the disciplinary authority of the University. The University reserves the right to change any requirement and to ask a student to withdraw at any time. No student is allowed to attend class unless officially enrolled with appropriate fees paid.

The policy of Seattle University on the right of student access to his/her educational record and on confidentiality of information conforms to current public law. The full statement of policy is available for inspection in the Office of the Vice President for Academic Affairs and/or Registrar.

### Graduate Students

A graduate student is one who has been admitted to the Graduate School to pursue a program of study leading to a specific certificate, master's, educational specialist or doctoral degree. Graduate students are admitted as regular, probationary or transitional. A student admitted on probation must demonstrate graduate quality within the time frame specified by the program. A transitional graduate student may take graduate courses for one or two quarters only. In special circumstances, an undergraduate senior or fifth year student may be

allowed to enroll in a graduate course with prior approval of the director of the graduate program in the area of the course in question or of the Dean of the College or School in which the course is taught and the Graduate Dean.

Students pursuing course work beyond the bachelor's degree, who are not admitted to the Graduate School for a specific advanced degree are granted status as fifth year students, an undergraduate classification, and are under the jurisdiction of the dean of the college in which they are taking courses. A student pursuing certification in education is not a graduate student unless, in addition to this study supervised by the School of Education, admission has been granted by the Dean of the Graduate School to a master's or doctoral degree program.

### Attendance Requirement

Attendance may be an essential and intrinsic element of the educative process. In any course in which attendance is necessary to the achievement of a clearly defined set of course objectives, it may be a valid consideration in determining the student's grade. While there is no all-University regulation requiring class attendance, it is the responsibility of the instructor to state the relevance of attendance at the beginning of each course.

### Classification of Students

<b>5th year—</b>	post baccalaureate students not seeking an advanced degree.
<b>Graduate—</b>	post baccalaureate students admitted to Graduate School for a master's, or doctoral degree program.
<b>Transitional—</b>	non-matriculated students registering for one or two quarters only; permission required from the Dean of the Graduate School.
<b>Visiting Graduate Students—</b>	bona fide graduate students in a program in another institution registering for one or two quarters only as transitional students.

### Course Numbering System

The course numbering system at Seattle University is as follows:  
 100 to 199 are freshman courses  
 200 to 299 are sophomore courses  
 300 to 399 are junior courses  
 400 to 499 are senior and fifth year courses  
 500 and above are graduate courses — graduate standing required to register for courses numbered 500 or above. Courses numbered 600 and above are doctoral courses.

### Concurrent Enrollment at Two Colleges

University regulations require students to seek written permission to be enrolled at another institution simultaneously with enrollment here. Credits completed at a second institution are not transferable unless, prior to enrolling elsewhere, a petition authorizing dual enrollment is approved by the program chair/director and the Graduate Dean.

### Course Substitution

In some situations, a previously completed graduate course may be substituted for an equivalent required graduate course, even though the earlier course may not qualify for transfer. In such a case, however, the substitution in no way reduces the total number of credits required for the degree.

### Extension Credit/Correspondence Credit

Graduate level credit for extension courses is not normally allowed in the Graduate School. Any exceptions are at the discretion of the Graduate Dean. Credits earned through correspondence are not accepted by the Graduate School under any circumstances.

## Grading System

Effective Summer, 1983 the University uses the following system of grading to indicate the level of individual student achievement.

Each letter grade has a quality point value assigned for the grade achieved. The quality point value is assigned to each letter grade as follows:

A	4.0 Superior performance
A-	3.7
B+	3.3
B	3.0 Good performance
B-	2.7
C+	2.3
C	2.0 Adequate performance
C-	1.7
D+	1.3
D	1.0 Poor performance
D-	0.7
E	0.0 Failing

The grades of I, M, N, NC, Q, R, S or W, have no quality point value.

### Other Grading Symbols

Graduate students may not use **CR**; **NC** may be given as opposite of **S** grade.

**I Incomplete**—a temporary grade assigned at the discretion of the instructor in case a student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter, provided the student has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other serious circumstances beyond the student's control. When the instructor assigns an I grade, a NOTICE OF INCOMPLETE GRADE FORM must be filed with the Dean, Registrar, student and instructor. This form will state what work remains to be completed to obtain a final grade. The student has until six weeks after the beginning of the next quarter, regardless of whether the student is enrolled, to complete the specified work. Once the specified work has been completed, the student must file an official Incomplete Removal Form and pay the required fee to have the final grade posted to the transcript. However, if the grade is an E the final grade will be posted without student payment. I grades assigned spring quarter must be removed by six weeks after the beginning of the fall quarter. Prior to the end of the I-removal period, the Dean may notify the Registrar of serious reasons that require an extension of this deadline to a certain time, but under no circumstances may this be extended beyond one calendar year from the date of initial posting of the I. While on the transcript, I grades will carry no penalty; i.e., they will not be counted in credit or grade point average computations.

**M Missing**—symbol used on grade reports to inform student that grade has not been received from instructor.

**N No Grade**—a suspended grade for courses in which work is not scheduled for completion until after the quarter closes; i.e., thesis or research courses at the 500 level. It is the responsibility of the student to arrange with the supervising instructor to remove the N within one calendar year of the quarter the grade is assigned, per the schedule given below. Once the closing date has passed, preregistration and payment of regular tuition is required in order to obtain credit for the work completed.

### N Grades Received

Summer term	August 1 of the following calendar year
Fall term	December 1 of the following calendar year
Winter term	March 1 of the following calendar year
Spring term	May 1 of the following calendar year

### Must be Removed Before

- NC No Credit**—grade assigned at the graduate level for unsatisfactory completion of thesis, research, independent study, or field experience.
- Q A suspended grade**—for courses at the 600 level only in which work is not scheduled for completion until after the quarter closes. Because of the nature of these courses which often extend beyond a year, no four quarter time limit is required.
- R Research in progress**—doctoral students only. (EDDR 612, 613, 649 only)
- S Satisfactory**—a satisfactory grade which may be given for thesis, research, independent study, off-campus courses and field experience equivalent to at least a "B" grade.
- W Withdrawal**—official withdrawal.

### Grade Reports

Student quarterly grade reports are mailed at the end of each quarter. The University does not hold itself responsible for grade report errors unless the Registrar is notified of the error within six months after the date of issue of a grade point.

### Grade Point Average

Graduate students must maintain a B average which is equivalent to a cumulative 3.00 grade point average. A graduate student must repeat a required graduate course if a C- grade or lower is received and may repeat a graduate course graded C or C+ once. The grade received the second time will be used in computing the grade point average for graduation; the original grade, however, will remain on the record.

### Readmission

Graduate students who have been absent from Seattle University for one year (four quarters) or less will continue to receive information regarding quarterly registration and may resume studies without proceeding through a readmission procedure provided they were in good standing when they left. Students who have attended another institution in the interim must have an official transcript of that work sent to the Registrar's Office by the following dates:

Courses completed Summer:	by December 1
Courses completed Fall:	by March 1
Courses completed Winter:	by May 1
Courses completed Spring:	by Aug 1

Students who have been absent from campus for more than one year or four quarters must complete a readmission application in the Registrar's Office and have all official transcripts of any academic work taken in the interim sent to that office before their applications will be processed. There is no fee for readmission. Applicants will be responsible for clearing all financial and administrative HOLDS before readmission will be considered.

Immigration regulations preclude the use of this policy by international students who must apply for readmission and update their financial statement (Policy 76-10) if they are absent any quarter except summer quarter.

### Records

As required by federal legislation, Seattle University has a policy on the rights of students to privacy of their educational records and



access to the information on file. This policy is published annually. Student directory information will be published by the University unless a student requests in writing to the Registrar by the fifth day of any term that it not be released. Records policy includes the right of the University to place a hold against the transcript of a student with a financial obligation and to deny re-registration until all debts owed the University have been paid. The full policy statement including right of appeal may be obtained from the Registrar.

### Registration

Beginning November, 1988 all Seattle University students use a touch-tone telephone registration system. Newly admitted students must complete registration on the date specified in the calendar or elsewhere. Procedures for the registration of continuing graduate students can be found in the class schedule published each quarter.

No registrations are permitted after the fifth class day. Students registering late are held responsible for absences thus incurred.

No person may attend a University course for which he/she has not registered.

### Registration Changes

Students are held accountable for completion of every course for which they register. If it is necessary to drop or add a course or to otherwise change a program of study, the student must complete the appropriate touch-tone registration transaction within the specified time limit. No course may be added or changed after the fifth day of class. A student who drops or changes courses without following this procedure is ineligible for tuition refund and may be assigned a failing grade.

### Transcripts

Students may obtain official transcripts from the Registrar's office. No official transcript will be sent for students with a financial obligation to the University.

Seattle University will not issue a transcript to any third party unless the student or graduate files a written request with the Registrar and supplies the name and address.

Letters of recommendation or copies of transcripts should be requested at least one week before they are required. Transcripts cannot be issued during the period of registration, examinations, or commencement.

The University does not hold itself responsible for any error on a transcript which is not brought to the attention of the Registrar within

six months of the closing date of the quarter in which the error occurred.

### Changing Programs Within the University

To transfer from one graduate program within the University to another, the student must formally apply for the new program and be officially accepted. The procedure begins in the Office of the Registrar.

### Withdrawal

The Registrar's office must be officially notified when a student withdraws from one or more courses. The withdrawal form is obtained from the Registrar and presented to the adviser, instructor, dean and Registrar in that order for approval and signature. In an emergency, notification of withdrawal may be made by telephoning the dean of the school or Registrar.

The official withdrawal is completed only when the approved form is presented to the Registrar within the specified time limit. A grade of W will be allowed until the eighth last class day of the quarter.

### Academic Honesty Code

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process and that violations in this area should be dealt with in an appropriate and effective manner.

**Violations:** Academic dishonesty includes but is not limited to cheating, plagiarism, ghost writing and furnishing false or misleading information on any official University academic form.

**Penalties:** The imposition of penalties initially will be the responsibility of the classroom teacher or the Department Chairperson, depending on the nature of the offense. For example, the teacher has the discretion either to reprimand the student or to give a failing grade for an assignment, an individual examination or the entire course. A brief report of the incident and the penalty imposed will be filed with both the instructor and the student's Department Chairperson. In any such instance the student has the right to appeal the teacher's action first to the Department Chairperson, and then the appropriate dean.

In the case of repeated or more serious violations of academic honesty, the teacher or Department Chairperson involved may recommend to the student's Dean that the student either be suspended or expelled from the School or College in which he/she is enrolled. Suspension or expulsion from a given School is within the authority of the Dean of that School and may be appealed by the student to the Vice President for Academic Affairs.

Although suspension or expulsion from a School will in most instances have the effect of separating the student from the University, this result does not follow necessarily or automatically. In a rare instance, depending on the nature of the Code violation, such a student might be accepted by the Dean of another School. Only the President may suspend or expel a student from the University as such, and only, in normal circumstances, following a hearing of the charges in the presence of the accused.

### Student Academic Grievance Procedure

The purpose of the grievance procedure is to provide a confidential, fair and timely means by which any student may seek redress for an academic grievance. It assures a consistent and uniform response to such grievances throughout all academic units of the University. It is intended to promote a spirit of conciliation and mutual respect between students and faculty by requiring cooperative participation in the resolution of grievances.

Copies of the grievance procedure are available from the Graduate School office and from program chairs.

## Degree Requirements

### Admission to Candidacy

Students must file the Transfer of Credit and Candidacy Form when they have completed 20 credits in courses applicable to the graduate program of the department, with a minimum cumulative grade point average of 3.0. Doctoral students should consult the Doctoral program section of this Bulletin for information on Doctoral candidacy.

### General Requirements

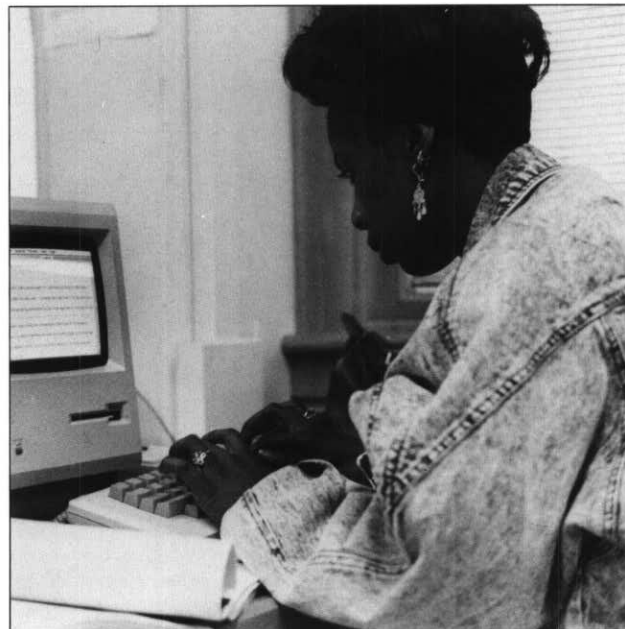
Official Commencement Exercises are held once a year in June. Application for graduation should be made at least one quarter before finishing. Students completing course requirements at the close of summer, fall or winter quarter will receive diplomas approximately eight weeks following the quarter of completion. All responsibility for fulfilling requirements and for applying for graduation rests with the individual student.

To graduate with master's degree the candidate must present a minimum of 45 credits beyond the bachelor's degree. He/she must satisfy any additional requirements imposed by the major department and the Graduate School. For those candidates who already have earned a master's degree in a related area, requirements for a second master's degree may be reduced up to 10 credits on recommendation of the program chair. Some programs may require additional course work.

All work must be of distinctly advanced character but, with the approval of the department and the Graduate Dean, up to 20 credits may be earned in courses numbered 300 to 499, if the subjects are suitable to the student's program.

Distribution of course work will be according to a program approved by the Dean of the Graduate School.

For educational specialist and doctoral degree requirements consult those program sections in the Bulletin.



A candidate may be required to pass a comprehensive examination in the major field of study. This examination shall be written and/or oral at the judgment of the department and the approval of the Graduate Council. A 3.0 average is required for work done toward an advanced degree.

The Master's student may request to complete a thesis on a topic approved by his/her major department and the Dean of the Graduate School. For this work, no more than 10 credits are granted. The thesis is not necessarily a work of original research but it must however, demonstrate the candidate's ability to collect facts, interpret them in a critical manner and organize and express them in an original, lucid way.

- The topic of the thesis is to be approved by the student's mentor, graduate program adviser and the Dean of the Graduate School and filed with the Graduate School.
- All thesis work must be done under the direct supervision of an assigned adviser.
- Four unbound copies of the approved thesis are to be submitted to the Graduate Dean four weeks before the date of graduation. Two of these copies will be bound and placed on file in the University's library; one copy will go to the department chairman and one copy to the student.
- An oral examination on the content of the thesis, cognate literature and available source material may be held before a board appointed by the departmental chairman and approved by the Dean of the Graduate School.

For information on doctoral projects consult that program section of this Bulletin.

All requirements for the master's, educational specialist or doctor's degree, including transfer courses, must be completed within six years after course work is begun. In those unusual circumstances where a student cannot complete the degree requirements within the six-year statute of limitations, the student must file a petition with the Graduate Dean at least one quarter prior to the expiration of the six-year statute requesting an extension of one year. If the petition is approved, the student may be required to take additional credits. In most cases, only one extension will be allowed. The Graduate School alone has the authority to recommend a candidate for a master's, educational specialist or doctor's degree.

### Transfer Credit

At the master's/educational specialist level a maximum of 10 credits may be transferred from another accredited institution if they are earned with a grade of 3.0 or better; fall within the six year limitation, and are approved by the department and the Graduate Dean. Transfer credits for the doctoral program are specified in that program section of this Bulletin.

### Application for a Degree

Whether a student plans to participate in the once-a-year graduation ceremony in June or only wishes to receive a diploma in the mail the quarter of completion, he or she must apply for graduation by proceeding through the following steps:

1. Pay the graduation fee to the Controller.
2. Take the receipt to the Office of the Registrar and complete the application form.
3. Take the Graduation Evaluation Worksheet to his or her advisor.
4. Insure that all "N" and "I" grades are removed.

Diplomas are mailed approximately eight weeks following the quarter of completion. Graduate students who do not complete requirements the year they apply for a degree must take the initiative to reapply for the following year.

Applications for graduation each quarter are accepted as follows:

#### For graduation 1989-1990 in:

- Summer Quarter apply by June 23
- Fall Quarter apply by September 29
- Winter Quarter apply by October 26
- Spring Quarter apply by December 1
- Summer Quarter apply by June 21

### Degree Requirements

As a general rule, students are required to meet degree program requirements in effect at the time of their matriculation. However, if a graduate student is absent from the University for more than one academic year, the student may be required to meet the degree requirements in effect when the student resumes study.

### Degrees Offered

Graduate Degrees offered by the University are:

#### ARTS AND SCIENCES

- Master of Public Administration
- Master of Arts—Psychology

#### BUSINESS

- Master of Business Administration

#### EDUCATION

- Master of Arts in Education
- Master of Arts—Rehabilitation Counseling
- Master of Counseling
- Master of Education
- Educational Specialist
- Doctor of Education

#### SCIENCE AND ENGINEERING

- Master of Software Engineering

#### INSTITUTE FOR THEOLOGICAL STUDIES

- Master of Ministry (summer only)
- Master of Religious Education (summer only)
- Master of Pastoral Ministry
- Master of Theological Studies
- Master of Divinity



## College of Arts and Sciences

G. David Pollick, Ph.D., Dean

## Master of Arts in Psychology

Neil Young, Ph.D., Director, Graduate Program

### Faculty

Lane Gerber, Ph.D.  
Steen Halling, Ph.D.  
Georg Kunz, Ph.D.  
S. Kathleen La Voy, Ph.D.  
Jan Rowe, Ph.D.

### Degree Offered

Master of Arts

### Objectives and General Description

With an emphasis on Existential-Phenomenological Psychology, this degree is designed to offer students an interdisciplinary program focusing on the qualitative, experiential study of psychological events in the context of life. By laying the foundations for a therapeutic attitude, the program would prepare students to enter the helping professions, and/or to study further the psychological world. It is humanistic in that it intends to deepen the appreciation for the human condition by rigorous reflection on immediate psychological experiences and on the wisdom accumulated by the long tradition of the humanities. It is phenomenological in that it develops an attitude of openness and wonder toward psychological reality without holding theoretical pre-judgements, in order to better pay attention to *what* and *how* one experiences; that is, to psychological phenomena as they present themselves. It is therapeutic in that it focuses on the psychological conditions that help people deal with the difficulties of life.

### Admission Requirements

- Bachelor's degree including statistics, scientific research methods, growth and development, abnormal psychology — ordinarily the equivalent of a minor in psychology.
- GPA: 3.00 minimum.
- Three letters of recommendation.
- An autobiography (minimum 4 pages) including but not limited to information on the applicant's present and future interests in Psychology. This essay should be sufficiently specific to give the reader a concrete sense of your personal, as well as your vocational and intellectual development. Thus, it should include an account of work or volunteer experiences, influential courses or readings, and especially personal events and changes which furthered your interest in Psychology and the Therapeutic.
- Familiarity with the values and orientation of the graduate program.
- An interview, either in person or by telephone, will be asked of those applicants who have reached the final screening.
- In most cases, prior to acceptance, some experience in the areas of applied psychology, or in the human services.

- All admission requirements, except interviews, ordinarily to be completed by February 1.
- Write to Psychology department for more details. Please note: A very specific process for application is used by the Psychology department. Applicant must request a Psychology Packet from the Admissions office (206) 296-5800.

### Degree Requirements

Fifty-five credit hours which consist of 42 credits in 14 academic courses, 12 credits for 400 hours of practicum experience, and one credit for an integration paper. This is ordinarily (but not always) a full time program; full-time students are expected to carry at least nine credits each quarter.

### Graduate Courses

- |                |   |                  |
|----------------|---|------------------|
| <b>PSY 501</b> | <b>Phenomenology of the Face</b>  | <b>3 credits</b> |
|                | Introduction to Existential-Phenomenological philosophy and psychology for therapeutic practice. Existential-Phenomenology helps us ethically understand the other person right here present in the face-to-face situation: the paradox that "the face" presented both reveals and conceals the meanings of the other person.   |                  |
| <b>PSY 503</b> | <b>Assessment I</b>   | <b>3 credits</b> |
|                | Introduction to those disturbances labeled schizophrenia and borderline. Focus is on understanding the "lived" experience of the severely disturbed, an exploration of possible developmental "roots" of such styles of being and the implication for psychotherapy. Prerequisite PSY 505. Permission of instructor.  |                  |
| <b>PSY 505</b> | <b>Desperate Styles</b>   | <b>3 credits</b> |
|                | The articulation of a phenomenologically and clinically based perspective for understanding disturbed behavior, with an emphasis on "neurotic" (anxiety) disorders. Issues in diagnosis (e.g., the DSM-III-R), and therapy will also be given considerable attention. Permission of instructor.   |                  |
| <b>PSY 511</b> | <b>Growing Up in Families</b>   | <b>3 credits</b> |
|                | Development of the person as situated within the delicate balance between familial environment and individual freedom. Phenomenological reflection on autobiographical data, the healthy family, and the pathogenic family. Case histories stress an understanding of family dynamics. Permission of instructor. Offered alternate years.   |                  |
| <b>PSY 513</b> | <b>Assessment II</b>  | <b>3 credits</b> |
|                | The first half of this course deals with the phenomenology, symptoms, etiology, theories and treatment of depression. The second half is an overview of the major tests and measures, the clinical interview and mental status examination, with a practical experience in assessment. Permission of instructor. Prerequisites PSY 505, 503.  |                  |
| <b>PSY 515</b> | <b>Group Therapy: Identify in Community (majors only)</b>   | <b>3 credits</b> |
|                | Experiencing of the group situation, viewed as a social microcosm and context for therapeutic change, simultaneous with the reflection on the foundational and interdependent notices of existential separateness and identity as rooted in dialogue in community. (Graded S/NC)  |                  |
| <b>PSY 523</b> | <b>Perspective of Psychotherapy</b>   | <b>3 credits</b> |
|                | Exploration of the theory and practice of major psychotherapy traditions (esp. Freudian, Jungian, Rogerian, Behavioral and Existential-Phenomenological) through study of primary sources, the social and historical context of the theorist, and case interpretations. Emphasis on understanding each approach as a coherent "world view," and as a practical method of therapy. Permission of instructor. |                  |



<b>PSY 533</b>	<b>Therapeutic Communication</b>	<b>3 credits</b>
	Principal focus on listening to, understanding, and responding to another as well as self in the interview process. Essentially an experiential course designed to explore the meaning of attending to relationship in a quasi-therapeutic setting. Permission of instructor. (Graded S/NC)	
<b>PSY 535</b>	<b>Phenomenology of Therapeutic Change</b>	<b>3 credits</b>
	Exploration of the different meanings of helping and change in a therapeutic relationship. Reflection on various models of the healer and experiential work on our own motives, expectations and needs for ourselves as therapists. (Graded S/NC)	
<b>PSY 541</b>	<b>The World of the Clinic</b>	<b>6 credits</b>
	Discussion and analysis of practical and ethical issues in clinical intervention, politics of mental health, dilemmas of therapists, and supervision of practicum experience. Permission of instructor. (Graded S/NC)	
<b>PSY 543</b>	<b>Basic Practicum in Therapeutic Psychology</b>	<b>6 credits</b>
<b>PSY 544</b>	<b>Basic Practicum in Therapeutic Psychology</b>	<b>6 credits</b>
	Minimum 200 hours each on-site supervised practicum experience in agencies providing psychological service; weekly group case consultation with two faculty as well as individual consultation. (majors only) (Graded S/NC)	
<b>PSY 551</b>	<b>Hermeneutics: Interpretive Foundations of Non-Behaviorial Psychology</b>	<b>3 credits</b>
	Philosophical study for practical decision-making in therapeutic practice; how the person reveals and constitutes meaning in space and time; analysis of protocol procedures and personal material; reflection on the philosophical ground of this activity in understanding and anticipating care of pathological styles of experience and behavior. Permission of instructor.	
<b>PSY 555</b>	<b>Seminar in Humanities as Therapeutics</b>	<b>3 credits</b>
	Immersion in a selected cultural and symbolic expression such as history, philosophy, religion, art, music, literature, and mythology as preparation for therapeutic work. Interdisciplinary with humanities/fine arts faculty. A different humanities expression will be selected each time the course is taught. May be repeated for a total of six credits. Permission of instructor. Offered according to availability of instructor.	
<b>PSY 563</b>	<b>Integration Paper (majors only)</b>	<b>1 credits</b>
	Completion of a written work on a chosen theme that integrates academic course work and practicum experience.	
<b>PSY 591</b>	<b>Special Topics</b>	<b>1-3 credits</b>
<b>PSY 592</b>	<b>Special Topics</b>	<b>1-3 credits</b>
<b>PSY 593</b>	<b>Special Topics</b>	<b>1-3 credits</b>
<b>PSY 596</b>	<b>Independent Study</b>	<b>1-3 credits</b>
<b>PSY 597</b>	<b>Independent Study</b>	<b>1-3 credits</b>
<b>PSY 598</b>	<b>Independent Study</b>	<b>1-3 credits</b>
	A student may take up to 6 credits of upper level undergraduate or graduate courses as a substitute for the listed courses, with approval.	

## Master of Public Administration

Thomas McCarthy, M.B.A., Director

### Faculty

Michael Lowry, Distinguished Visiting Professor  
Leonard Mandelbaum, Ph.D.  
Molly Newcomb, Ph.D.  
James Sawyer, Ph.D.  
Barbara Yates, Ph.D.  
Mary Ziebell, Ph.D.

The Master of Public Administration degree has been designed for the in-service student who holds or seeks a managerial or professional position in a public or independent sector organization. Its courses

blend theory and practice, providing students with both the analytic capacity and the organizational understanding essential to effective public management.

The faculty have extensive experience as public servants themselves, an experience which complements their academic qualifications. They maintain extensive contact with the practice of public administration through research, consulting and community service projects. The program also has an adjunct faculty comprised of professionals in the field who are also competent in the classroom.

## Degrees Offered

Master of Public Administration

## Admission Requirements

Students seeking admission to graduate studies in public administration should contact director. A letter of intent and two letters of recommendation are required, as well as transcripts of all post-secondary education.

## MPA Degree Requirements

The MPA requires the completion of 54 credits. The degree includes twelve required three-credit CORE classes (36 credits of core) and PUB 590, Prospectives in the Public Service, a class designed to integrate the core curriculum. The remaining 15 credits are electives and include such classes as Ethics in Public Administration, The Management of Change, Management of Non-Profits, Labor Law and Collective Bargaining, and Organization Communication. Additionally, upon entering the MPA Program, all students are required to attend a Fall quarter Student Orientation.

The MPA core is divided into six areas, each including two courses; organizational environment (PUB 511 and 512); legal and economic environment (PUB 571 and 572); management control (PUB 530 and 531); information assessment (PUB 540 and 541); human resources (PUB 521 and 522); and communication (PUB 561 and 562). These areas provide students an understanding of the environment of public administration, the processes of organizational life, and the skills required to manage organizations in that environment. They are designed in conformity with the standards established by the National Association of Schools of Public Affairs and Administration and reflect both the mission of Seattle University and the program's experience in offering the MPA degree for a decade.

The strength and focus of the Master of Public Administration program is demonstrated by the nature of the core. Particularly innovative is its inclusion of communication skills (regularly defined by managers as critical, but rarely emphasized in curricula), its attention to the practicalities of management control and information assessment, and its focus on the human element in organizational productivity.

Students develop their elective program in consultation with an IPS adviser. These courses may be selected from the program's elective offerings as well as from those of other departments, in a way that contributes to a coherent academic program. Detailed information about elective selection and all other aspects of the program is contained in the MPA Policy Memorandum, distributed to all students upon matriculation.

## Student Services

The MPA program strives to develop an individual relationship with each student. This is expressed in the advising process, student-faculty interaction both in and out of the classroom, and the assistance

provided by the administrative staff. Faculty will assist students both formally and informally in their search for both internships and career positions, as will the University's Career Development Center.

## Non-traditional Courses

In addition to standard lecture courses, the IPS offers a number of course delivery formats which allow for the accommodation of individual learning and life styles. These include the following:

1. Internships—available after two quarters in residence for students who desire work experience in governmental or non-profit agencies.
2. Seminars—limited-enrollment, in-depth explorations of a topic with a faculty member. For instance, a recent seminar explored the effects of gender upon organizational behavior.
3. Independent study—pursuit of an area of interest under faculty guidance.
4. Practica—these are workshops which focus on such "practical" skills as "life-work planning" and "grantsmanship". They are generally valued at one credit and offered in weekend format.
5. Minicourses—traditional lecture-format classes for one graduate credit, generally meeting on weekend nights. Topics are current interest issues; a recent minicourse topic was "Limited Resource Management."

## Public Service Courses

<b>PUB 511</b>	<b>Bureaucratic Organizations</b>	<b>3 credits</b>
	Structure and characteristics of bureaucratic organizations, with emphasis on large public and independent sector agencies. Development of descriptive model of the behavior of such organizations. Sources of dysfunction. The critical role of formal and informal rules; proofs of Parkinson's Laws and the Peter Principle. Core.	
<b>PUB 512</b>	<b>The Implementation Process</b>	<b>3 credits</b>
	How public policies become public programs. Interplay of executive, legislative, judicial and administrative branches. Influence of public bureaucracies upon policymaking. Intergovernmental and interagency relations. Core. Prerequisite: Pub 511.	
<b>PUB 521</b>	<b>Human Resource Leadership</b>	<b>3 credits</b>
	Leadership in public and non-profit organizations. The manager's job as leader in decision-making, conflict-regulating, team-building and visioning. Individual behavior in organizations. Core.	
<b>PUB 522</b>	<b>Human Resource Administration</b>	<b>3 credits</b>
	Characteristics of workers and the institution of work; theories of the labor market. The nature of productivity, including sources of motivation and satisfaction. The performance appraisal and employee development processes. Issues in human resource management, including affirmative action and comparable worth. Core.	
<b>PUB 530</b>	<b>Management Analysis and Control I</b>	<b>3 credits</b>
	Management control in public and non-profit organizations including: terminology and principles of financial accounting; analysis of financial statements; responsibility and program structure; audit responsibility; cost accounting and pricing. Emphasis upon student analysis of management systems within contemporary organizations. Core.	
<b>PUB 531</b>	<b>Management Analysis and Control II</b>	<b>3 credits</b>
	The role of budgeting, including purpose, type and use; capital budgeting, bonding and debt management; planning, and programming, and performance analysis. Core. Prerequisite: Pub 530.	
<b>PUB 540</b>	<b>Policy and Program Research</b>	<b>3 credits</b>
	Research design for public decision-making. Specification of questions to guide inquiry; basis for causal inference; acquisition of	

quantitative data; reliability and validity issues; descriptive statistics; and the logic of statistics. Core.

<b>PUB 541</b>	<b>Decision Analysis</b>	<b>3 credits</b>
	Systematic analysis for decision-making in public and non-profit organizations. Topics include decision theory, cost-benefit analysis, operation research models, PERT/CPM. Emphasis is on conceptualization and interpretation. Core. Prerequisite: Pub 540.	
<b>PUB 561</b>	<b>Professional and Academic Writing</b>	<b>3 credits</b>
	Techniques of graduate and professional writing. Laboratory environment with criticism of individual written work. Assignments related to needs of each participant, and applied to professional settings. Core.	
<b>PUB 562</b>	<b>Oral Communications for Administrators</b>	<b>3 credits</b>
	Oral communications within the context of the contemporary organization. Some theory, but emphasis will be on performance. Differentiated assignments according to the needs and professional applications of individual students. Core.	
<b>PUB 570</b>	<b>Economic Analysis</b>	<b>3 credits</b>
	Focus on the development of economic models, and upon the application of models to issues of public policy and management. Concepts of production, cost, supply, demand, market analysis, welfare, employment theory and stabilization policy. Prerequisite for Pub 571.	
<b>PUB 571</b>	<b>Government Finance</b>	<b>3 credits</b>
	Revenues, expenditures and debts of federal, state and local governments; economic theories; constitutional limitations; government finance as means for social reform. Core. Prerequisite: Pub 570 or equivalent.	
<b>PUB 572</b>	<b>Administrative Law</b>	<b>3 credits</b>
	An understanding of the central components of the regulatory process; rule-making, investigation and adjudication. Constitutional framework and statutory analysis. Liability of governmental units and officials. Legal research. Core.	
<b>PUB 581</b>	<b>Labor Law and Collective Bargaining</b>	<b>3 credits</b>
	History and analysis of legislation and court intervention in labor relations. Organization, bargaining and grievance systems. Simulations to gain experience.	
<b>PUB 582</b>	<b>Organization Communication</b>	<b>3 credits</b>
	Communication processes in organizations: intrapersonal, dyadic, intragroup, intergroup. Techniques for analyzing communication events, case studies, applications, and interpretation. Prerequisites: Pub 511 or 521 or permission.	
<b>PUB 585</b>	<b>Management of Change</b>	<b>3 credits</b>
	A course on the future: forecasting methods, trends, scenarios. Discussions of change processes (diffusion, revolution, attitude change) and methods of responding.	
<b>PUB 590</b>	<b>Prospectives in the Public Service</b>	<b>3 credits</b>
	Examination of critical issues in public administration in the context of the theory presented in the MPA core. Includes a term project in which the student integrates the material from other courses to the analysis of a contemporary problem. Required of nonthesis students. Prerequisite: 36 completed credits, including 30 core. Core option.	
<b>PUB 591</b>	<b>Special Topics</b>	<b>1-5 credits</b>
<b>PUB 592</b>	<b>Special Topics</b>	<b>1-5 credits</b>
<b>PUB 593</b>	<b>Special Topics</b>	<b>1-5 credits</b>
<b>PUB 595</b>	<b>Internships</b>	<b>1-6 credits</b>
<b>PUB 596</b>	<b>Independent Study (S/NC)</b>	<b>1-5 credits</b>
<b>PUB 597</b>	<b>Independent Study (S/NC)</b>	<b>1-5 credits</b>
<b>PUB 598</b>	<b>Independent Study Graded</b>	<b>1-5 credits</b>



## Albers School of Business

Jerry A. Viscione, Ph.D., Dean  
 C. Frederick DeKay, Ph.D., Assistant Dean  
 Mary S. Conrad, M.A., M.B.A., Director MBA Program

### Department Chairpersons

#### Accounting and Legal Environment:

William L. Weis, Ph.D.

#### Administration:

Harriet Stephenson, Ph. D.

#### Economics and Finance:

Hildegard Hendrickson, Ph.D.

#### Robert D. O'Brien Chair in Business:

C. Patrick Fleenor, Ph.D.

#### Rainier National Bank Professor of Finance:

Hildegard Hendrickson, Ph.D.

#### Thomas F. Gleed Professor of Business:

Appointment Pending

#### John F. Mee, Distinguished Professor

Endel-Jakob Kolde, Ph.D.

## Faculty

Al Ansari, Ph.D.	David R. Knowles, Ph.D.
David Arnesen, J.D.	Endel-Jakob Kolde, Ph.D.
Richard E. Arvey, Ph.D.	Diane L. Lockwood, Ph.D.
Karen Brown, Ph.D.	Batoul Modarress, Ph.D.
Carol Bruton, M.A.	Leonard B. Mandelbaum, Ph.D.
Chauncey Burke, Ph.D., CPA	Jeff Murray, Ph.D.
Robert E. Callahan, Ph.D.	Peter Nickerson, Ph.D.
Don T. DeCoster, Ph.D.	Virginia L. Parks, Ph.D., C.P.A.
C. Frederick DeKay, Ph.D.	Mary Jean Rivers, Ph.D.
Khalil (Charles) Dibee, Ph.D.	Fiona Robertson, M.A.
Suzanne Erickson, Ph.D.	Harriet B. Stephenson, Ph.D.
Edward S. Favilla, S.J., Ph.D.	David E. Tinius, Ph.D., CPA
C. Patrick Fleenor, Ph.D.	Rex Swee-kee Toh, Ph.D.
Sharon Galbraith, Ph.D.	William L. Weis, Ph.D.
Robert Grimm, S.J., Ph.D.	Barbara M. Yates, Ph.D.
John M. Harding, J.D.	Mary T. Ziebell, Ph.D.
Hildegard R. Hendrickson, Ph.D.	

## Degree Offered

Master of Business Administration (evening and Saturday classes).

## Objectives

The MBA program is designed to prepare graduates for managerial responsibilities in business, and other organizations. The program is constructed with the following goals:

- To provide knowledge and understanding of the fundamental disciplines, techniques and ethical dimensions involved in managerial decisions.
- To develop proficiency in applying concepts and analytical methods in identifying and analyzing decision problems in domestic and international organizations.
- To develop leadership skills within a broad business and social perspective.

## Admission Requirements

Students seeking admission to the graduate program should contact the SU Admissions Office for MBA admissions materials. Documents required for admission include: official transcripts showing bachelor's degree from an accredited institution, scores from the GMAT exam, two letters of recommendation, official transcripts of all post-secondary education, and applicants whose first language is not English are required to submit a TOEFL score. The program is designed to accommodate those with undergraduate degrees in business as well as other fields, such as engineering, arts and sciences, and education.

All MBA students must establish their proficiency in basic mathematics (college algebra and introductory calculus) and in computer use (intermediate-level skills in spreadsheet analysis, with Lotus 1-2-3 available in campus computer labs). Proficiency can be established by evidence of previous credit or noncredit coursework within certain time limits, and by waiver exam, among other options. Students are encouraged to complete these proficiency requirements prior to starting the MBA program. They must be completed by the end of the first year in the program. For additional information, students should consult "Policies on Accepting Coursework Done Outside of Seattle University," available in the MBA Office.

## Master of Business Administration

The degree requirements include: 24 credits of foundation-level classes (which may be waived based on previous undergraduate coursework in business); 27 credits of management core courses; and 21 credits of electives. A maximum of 9 credit hours may be taken from any one of the five areas of concentration: finance, marketing, decision sciences, economics and management. As an alternative to 21 credits of electives, students may choose to do a research paper, reducing the number of electives course credits to 18, including one 3 credit research paper course.

## Graduate Courses

Note: Course numbers in parenthesis are the previous course numbers, used prior to 1987 curriculum revisions, listed here for reference purposes only.

<b>BMBA 501 (BUS 501)</b>	<b>Business Statistics</b> Descriptive and summary statistics, statistical sampling and sampling distributions, interval estimation, hypothesis testing on one population, Chi-square analysis, one-way analysis of variance, simple correlation and regression analysis. Prerequisite: Mathematics and computer proficiency.	<b>3 credits</b>
<b>BMBA 502 (BUS 505)</b>	<b>Legal Environment</b> Objectives of American legal system, its structure and procedures, dynamics of courts and regulatory commissions. Relationship of	<b>3 credits</b>

law to social change and preservation of society's values: Emphasis on analysis, legal problem solving.

<b>BMBA 503 (BUS 502)</b>	<b>Financial Accounting</b>	<b>3 credits</b>	Concepts and principles underlying accounting with special attention to income determination and measurement of assets and equities. Analysis of business performance from accounting viewpoints.
<b>BMBA 504 (BUS 503)</b>	<b>Corporate Financial Theory</b>	<b>3 credits</b>	Theory and practice of business finance with emphasis on asset valuation, capital structure, cost of capital and capital budgeting. Prerequisite: Mathematics proficiency, BMBA 503.
<b>BMBA 505 (BUS 504)</b>	<b>Marketing Principles</b>	<b>3 credits</b>	Introduction to marketing and its functions. Examination of contemporary problems and issues in marketing of goods and services.
<b>BMBA 506 (BUS 508)</b>	<b>Production and Operations Management</b>	<b>3 credits</b>	Survey of analytical methods for improving the effectiveness of manufacturing and service systems, topics include facility, location, plant layout, inventory control work, design, capacity planning, scheduling, and quality control. Prerequisite: Mathematics and computer proficiency, BMBA 501.
<b>BMBA 507 (BUS 506)</b>	<b>Economic Analysis</b>	<b>3 credits</b>	Functioning of mixed market economy. Determinants of aggregate level of income, employment and prices. Forecasting and policy analysis, international aspects. Prerequisite: Mathematics proficiency.
<b>BMBA 508 (BUS 507)</b>	<b>Organization Behavior</b>	<b>3 credits</b>	Introduction to theories of organizational behavior. Exploration of alternative managerial behaviors, developing skills in dealing with people. Managerial tools for solving organizational problems.
<b>BMBA 510 (BUS 561 or 562)</b>	<b>Management Science</b>	<b>3 credits</b>	Techniques of quantitative and statistical analyses such as linear programming, transportation and assignment simulation, queuing theory, game theory, dynamic programming, decision theory, forecasting techniques and time series analysis. Prerequisite: BMBA 501, 506. Students may register for 506 and 510 concurrently.
<b>BMBA 520 (BUS 577)</b>	<b>Business Responsibility/Ethics</b>	<b>3 credits</b>	Basis for ethical relationships among economic agents in a mixed market economy. Responsibilities on both sides of such relationships are examined: employer and employee; firm and customer, competitors, stockholders, dealers and suppliers, unions, local communities and government.
<b>BMBA 530 (BUS 530)</b>	<b>Managerial Accounting</b>	<b>3 credits</b>	Accounting information for decision making, its measurement and classification for use in product costing, cost-volume-profit decision making, capital allocation decisions, and development of financial budgets. An introduction to the structure and use of management financial control systems. Prerequisite: BMBA 503.
<b>BMBA 540 (BUS 540)</b>	<b>Managerial Finance</b>	<b>3 credits</b>	Cases in business finance that develop students' skill for identifying problems, acquiring relevant material and using appropriate financial theory for making decisions in simulated business settings. Prerequisite: BMBA 504.
<b>BMBA 542 (BUS 542)</b>	<b>Investments</b>	<b>3 credits</b>	Principles and practices of investments, security analysis and

valuation, portfolio management and elements of the investment process. Prerequisite: BMBA 540.

<b>BMBA 543 (BUS 543)</b>	<b>Advanced Financial Theory</b>	<b>3 credits</b>	Examination of advanced current topics and issues in financial theory using a seminar approach. The course involves readings, discussions and case studies on selected topics. Prerequisite: BMBA 540.
<b>BMBA 544 (BUS 544)</b>	<b>Financial Institutions and Markets</b>	<b>3 credits</b>	Structure of US money and capital markets, the impact of monetary and fiscal policies on the funds flows and interest rates in these markets and the policies of financial institutions participating in these markets. Prerequisite: BMBA 507.
<b>BMBA 545</b>	<b>Risk Analysis</b>	<b>3 credits</b>	Modeling for risk and uncertainty, advanced portfolio theory, options theory, and strategies, insurance issues. Prerequisite: BMBA 540.
<b>BMBA 546 (BUS 576)</b>	<b>Finance for International Business</b>	<b>3 credits</b>	Reviews theoretical concepts, practical techniques, institutions and issues related to the management of financial aspects of international business. Includes topics such as balance of payments, exchange rates, trade finance instruments, hedging, economic exposure, capital budgeting, foreign investment. Prerequisite: BMBA 507, 540.
<b>BMBA 547</b>	<b>Financial Statement Analysis</b>	<b>3 credits</b>	Course examines the use of published financial information in measuring business performance and financial position, evaluating credit risk and profitability, and a critique of the traditional models for interpreting and assessing published financial information. Prerequisite: BMBA 503, 504.
<b>BMBA 548 (BUS 520)</b>	<b>Federal Taxation and Business Decisions</b>	<b>3 credits</b>	Introduction to the basic concepts of federal income taxation for the various forms of business organizations, emphasizing the tax implications of various code provisions on business decision making. Prerequisite: BMBA 503.
<b>BMBA 550 (BUS 550)</b>	<b>Marketing Management</b>	<b>3 credits</b>	Basic marketing management activities of planning, implementing, and controlling product, price, distribution and promotion decisions. Emphasis on market analysis techniques, the selection of strategic alternatives, application of the marketing mix and evaluation of the firm's marketing efforts. Prerequisite: BMBA 505.
<b>BMBA 552 (BUS 552)</b>	<b>Marketing Research</b>	<b>3 credits</b>	Purpose, methods and techniques of marketing research and description of marketing information systems. Prerequisite: BMBA 501, 505.
<b>BMBA 554 (BUS 554)</b>	<b>Topics in International Marketing</b>	<b>3 credits</b>	Growing importance of international marketing, differences in economic, cultural and political factors between countries, feasibility of using American techniques in performing marketing functions abroad. Prerequisite: BMBA 550
<b>BMBA 555 (BUS 555)</b>	<b>Promotion Management</b>	<b>3 credits</b>	The marketing functions of personal selling, advertising, sales promotion and publicity and their coordination into an effective promotional mix. Prerequisite: BMBA 550.
<b>BMBA 556 (BUS 556)</b>	<b>Seminar in Marketing</b>	<b>3 credits</b>	Study and research in advanced topics of marketing. Prerequisite: BMBA 550.
<b>BMBA 560 (BUS 560)</b>	<b>Computer Information Systems</b>	<b>3 credits</b>	Computer fundamentals, hardware and software selection, requirements specifications, cost/benefit analysis, data base, decision sup-

port system, expert system, local area networks, communications, current topics in CIS. Prerequisite: BMBA 506, 510.

- BMBA 561 Advanced Management Information Systems 3 credits**  
Managerial issues related to information resource management - standardization, effectiveness measurement, location, resource allocation, strategic planning issues. Assumes student has had a course in information systems and has working knowledge of spreadsheet and database micro-computer packages. Prerequisite: BMBA 560 or equivalent.
- BMBA 562 Advanced Topics in Operations Management 3 credits**  
Individual or multiple topics such as project management, quality control, inventory control, and logistics. Prerequisite: BMBA 510, 560.
- BMBA 563 Business Statistics II 3 credits**  
**(BUS 562)** Hypothesis testing on two populations, non-parametric statistics, two-way analysis of variance and Latin squares, goodness-of-fit tests, multiple correlation and regression analysis, time series analysis and forecasting, computer applications. Prerequisite: BMBA 501.
- BMBA 566 Forecasting Business Conditions 3 credits**  
**(BUS 566)** The methods of business forecasting utilized by firms for sales, financial and inventory forecasts. Prerequisite: BMBA 510, 507.
- BMBA 567 Research Methods 3 credits**  
Overview of methods used in business research. Topics include experimental design, field research, action research, analysis of social experiments, survey design, simulation, case writing, investigation of archival data. Intended for those whose jobs will require conducting/evaluating research as well as those writing an MBA research paper. Prerequisite: BMBA 510, 560.
- BMBA 568 Management Planning and Control Systems 3 credits**  
**(BUS 531)** The nature, structure and processes of management planning and control systems are examined in terms of components, such as organizational responsibility, firm objectives, key economic variables, transfer pricing rules, and performance measurement criterion, in both manufacturing and service industries, profit and not-for-profit. Prerequisite: BMBA 530.
- BMBA 570 Managerial Economics 3 credits**  
**(BUS 570)** Theory of the consumer, the firm, and the industry, with emphasis on applications to business decision making. Prerequisite: Mathematics proficiency, BMBA 507.
- BMBA 571 Government Finance and Economics 3 credits**  
**(BUS 571)** Analysis of the revenues, expenditures and debts of federal, state and local governments; Public investment and pricing. Effects of government on the private sector. Prerequisite: BMBA 570.
- BMBA 572 Economic Issues in Labor Management Relations 3 credits**  
**(BUS 572)** Course identifies major issues that currently confront today's labor and business leaders. Purpose is to familiarize the student with discernable trends in the labor-management dialogue and to understand the rationale behind those trends. Scope of course will cover both national and local issues. Prerequisite: BMBA 570.
- BMBA 574 Advanced Managerial Economics 3 credits**  
**(BUS 574)** Application of economic theory and methodology to business administration practice, using tools and techniques of economic analysis to solve business problems. Prerequisite: BMBA 570.
- BMBA 577 Industrial Organization 3 credits**  
An analysis of the market structure of American business and the effects of different market structures on pricing, marketing, innovation and profit seeking. Prerequisite: BMBA 570.
- BMBA 580 Organization Structure and Theory 3 credits**  
**(BUS 580)** Structure and behavior in organizations. Topics include organization strategy, environment, and departmentation; corporate culture, motiva-

tion, power, leadership, conflict and change. Prerequisite: BMBA 508.

- BMBA 581 Human Resource Management 3 credits**  
**(BUS 581)** Problems and policies in personnel philosophy, ethics, implementation of personnel program; directing, appraisal, compensation, training and development of employees. Prerequisite: BMBA 580.
- BMBA 582 Decision Theory 3 credits**  
**(BUS 582)** Study, analysis and discussion of the total decision making process. Particular emphasis is accorded the interdisciplinary aspect of decision making and the concept of rational decisions. Prerequisite: BMBA 510, 580.
- BMBA 583 International Business Enterprise 3 credits**  
**(BUS 575)** Managing international business. Topics such as the international financial environment and exchange rate risk, international trade theories, and institutions, and government trade policies. Foreign marketing strategies and accounting, legal, and labor practices. Prerequisite: BMBA 507, 580.
- BMBA 584 Labor Relations and Collective Bargaining 3 credits**  
**(BUS 578)** Historical development of labor management relations and current legal and regulatory systems, including collective bargaining, and future prospects. Emphasis on developing skills in labor relations.
- BMBA 585 Management of Change 3 credits**  
**(BUS 585)** Process of change in organizations, its impact on the individuals and organizations. Problems of technology and culture, managerial philosophy, life styles and attitudes toward work. Prerequisite: BMBA 580.
- BMBA 586 Entrepreneurship 3 credits**  
**(BUS 586)** Procedures and problems in starting and operating a successful small business enterprise. Prerequisite: BMBA 530, 540, 550, 580.
- BMBA 587 Seminar in Management 3 credits**  
**(BUS 587)** Study and research in advanced topics of administrative theory and organizational behavior, individual or multiple topics will be investigated in depth, with emphasis upon emerging concepts in the field. Prerequisite: BMBA 580.
- BMBA 588 Negotiation Skills 3 credits**  
Traditional and modern approaches to bargaining and conflict resolution. Emphasis on developing negotiation skills for use in a professional context or any interpersonal activity.
- BMBA 591 Special Topics 1-3 credits**  
**(BUS 591)**
- BMBA 592 Special Topics 1-3 credits**  
**(BUS 592)**
- BMBA 593 Special Topics 1-3 credits**  
**(BUS 593)**  
Prerequisite: Permission of adviser.
- BMBA 595 Business Policy 3 credits**  
**(BUS 595)** Policy problems faced by chief administrative officers. Determination of objectives; development of policies to achieve objectives: organization of executive personnel to implement policies; coordination of the organization; and adjustments to changes in environment. Case study seminars. Builds upon the Core. Prerequisites: Foundation, management core courses and permission. Recommend course be taken during last two quarters of enrollment.
- BMBA 596 Independent Study 1-3 credits**  
**(BUS 596)**
- BMBA 597 Independent Study 1-3 credits**  
**(BUS 597)**
- BMBA 598 Independent Study-Internship 1-3 credits**  
**(BUS 598)**  
Prerequisite: Permission of adviser. (Graded S/NC)
- BMBA 599 Research Paper 3 credits**  
**(BUS 549 - 589)**

## School of Education

John Gilroy, Ph.D., Dean

### Department Chairpersons

#### Counseling:

Michael O'Connor, Ph.D.

#### Curriculum and Instruction:

Kristin E. Guest, Ph.D.

#### Educational Administration:

Sandra L. Barker, Ph.D.

#### Educational Leadership:

John A. Morford, Ed.D.

#### Teacher Education:

Margit McGuire, Ph.D.

### Degrees Offered

Master of Arts in Education

Master of Arts in Rehabilitation Counseling

Master of Counseling

Master of Education

Educational Specialist

Doctor of Education

### Master's Degree Programs — Note special sections of bulletin for Educational Specialist and Doctoral Degree requirements

At the master's level the School of Education offers M.Ed., M.A. and M.C. degrees. The following majors are available.

**Adult Education and Training** — for those planning to specialize in the education and training of adults. This flexible program permits specialization in Adult Developmental Education or Adult Training and Resource Development. Appropriate for those who wish to work in post-secondary educational settings or in training divisions in both the public and private sectors.

**Curriculum and Instruction** — for those planning a career as professional teachers, as instructional leaders, or curriculum specialists. This flexible program permits a variety of specializations, e.g., reading specialist, learning disabilities, special education, elementary or secondary education, early education gifted education and religious education. Also appropriate for educators in non-school settings.

**Counseling** — prepares professionals for counseling in schools, higher education, community agency settings, including rehabilitation facilities.

**Administration** — prepares leaders for schools, colleges, universities, social agencies, educational business, etc. May include principal or program administrator certification.

Several other master's programs are available at Seattle University outside the School of Education including Religious Education, Business and Public Service. Educators wishing to combine some courses from these graduate fields with selected professional education courses pursue the major in Curriculum and Instruction or Educational Administration, which permit such combinations.

### Special Certification Programs

A number of programs may be taken in addition to or separately from degree requirements:

1. For bachelor's degree holders **without** teacher training: (at least 30 hours must be completed at Seattle University in the following programs to receive our recommendation.)

- Elementary teaching initial certification.
- Secondary teaching initial certification.

2. For bachelor's or master's degree holders **with** teacher certification or its equivalent.

a) Continuing certification: may be either a non-degree program or combined with a master's degree.

b) Initial principal's credential

Requirements for the principal's credential include: possession of a valid initial or continuing teaching certificate at time of application, completion of a master's degree of which at least 30 quarter hours of graduate level work are in the approved program for preparing principals, completion of an internship at the grade level(s) for which the certificate will be endorsed, and at least two full school years of continuous half time or more teaching experience with the same employer. Acceptance in Graduate School is a prerequisite.

c) Continuing principal's credential

Candidates for the continuing principal's credential must have the initial principal's credential, have completed a master's degree (for applicants after August 31, 1992.)

d) School counselor's certification

This certification program is included in the master's degree in school counseling (either M.A. or M.Ed.) described below. Contact counseling faculty member for details.

### 5th Year Program — Continuing Certification with Seattle University as the Recommending Institution

- Bachelor's degree and initial certification
- For 100-499 level courses, same grade point average requirements as for Initial Certification Program (see below).
- For 500 level courses student must qualify for graduate standing (see above).

Note: A student may take no more than two 500 level courses if he/she has not been admitted to a graduate program.

### 5th Year Program — Initial Certification Only

- Bachelor's degree
- 2.50 cumulative grade point average
- 2.75 grade point average in any professional education courses
- 2.75 grade point average in major field (for secondary teachers)

All grade point average may be either cumulative or based on most recent 90 credit hours.

### Admission Requirements

#### Master's Degree Programs (except counseling)

- Bachelor's degree and initial certification (where applicable).

- Relevant work experience, usually at least one year beyond the bachelor's degree (two years for the Educational Specialist in School Psychology).

- 2.75 cumulative or upper division grade point average. Students below 2.75 may apply, but must include Graduate Record Examination or Miller Analogies Test Scores.

- Students accepted on probation must remove all conditions of probation before completing more than 15 hours of degree work at Seattle University.

- For non-business School Administration or Curriculum and Instruction majors, academic background equivalent to that required for a teaching certificate is necessary. This requirement does not apply to persons preparing for work in non K-12 settings.

## For Counseling Majors

Applications are accepted twice a year. Deadlines for receipt of **completed** files by the Office of Admission are: December 1 for spring admission and April 1 for fall admission. A 3.0 cumulative or upper division grade point average is required. Students below 3.0 may apply, but must submit recent (within past 5 years) Graduate Record Exam Scores.

A **specific application process** is used for Counseling. Applicants **must** request a Counseling packet from the Admissions office, (206) 296-5800.

Besides the admission requirements listed earlier, counseling applicants need:

- The equivalent of an undergraduate major in any of the following: Education, Psychology, Sociology, Social Work Rehabilitation Counseling or Community Services or 45 quarter (30 semester) credits in any combination of these fields.

- Two letters of recommendation from current or past employers or supervisors **who are familiar with their work using the forms available in the Admissions Office.**

- To submit a brief professional autobiography addressing all admission requirements with particular attention to grade point average, undergraduate major or the equivalent and work experience.

- To submit a brief (2-3 page) resume.

- To arrange for a group interview by calling 296-5735 between January 1 and January 15 for spring admission and between April 1 and April 15 for fall admission.

For complete details regarding Counseling Admissions, consult the Counseling packet.

## General Format of Degree Studies

Below are typical programs for each major field. While details vary from program to program, all Education graduate degree programs contain the following components.

1. Admission — as degree applicant (See above)
2. Initial course work — 15 hours of course work to include Ed 500. Introduction to Research and Graduate Studies, plus the designated first course in the major field and other courses designated at admission or by the program adviser.
3. Candidacy — admission to degree candidate status, is based on these criteria:
  - a) A 3.00 (B) average in the first 15 hours; 20 hours for counseling majors.
  - b) Recommendation of your on-the-job supervisor. (We will request this from your supervisor. Not applicable for counseling majors).
  - c) Recommendation of your major program adviser.
  - d) Submission of a planned program of studies approved by your adviser.
  - e) Successfully completing EDCN 510.
4. Advanced course work:
  - a) Completion of major field course work. The amount varies from program to program and student to student. See next column for typical programs for each major.
  - b) Complete core and approved electives. M.Ed. candidates must complete at least 48 credits; M.A. candidates must complete at least 45 credits, including either a three credit project or a 10 credit thesis. All Counseling candidates must complete at least 60 credits.
  - c) In the programs involving a required practicum or intern-

ship there are two evaluation points beyond initial admission: at candidacy and just prior to the practicum or internship to further determine the candidate's capabilities to function effectively in the practicum or internship role.

5. Comprehensive Examination — satisfactorily complete a written comprehensive examination covering the major area of study. The examination **may** be taken as soon as all major area course work is completed. The examination is offered at least three times each year.

## Some Details of Interest

1. **Transfer credit.** A student may transfer 10 quarter hours to Seattle University as part of a master's program provided:
  - a) student shows evidence that it was true graduate credit acceptable toward a graduate degree at the accredited university where it was taken: (Special rules apply to 400-level credit);
  - b) the work fits within applicable time limits, normally within six years prior to the completion of the degree;
  - c) it is approved by the adviser and the deans;
  - d) grades must be B or above.

Majors in Curriculum and Instruction may exceed the 10-hour limit with advance approval of the adviser and dean when a group of electives exceeding 10 hours is desirable but not available at Seattle University.

2. **Time limit.** All degree work must ordinarily be completed within six years. This limit includes transfer credit.
3. **Residency.** Students are encouraged to spend at least one quarter in full time study, preferably the first Summer quarter (except Counseling). Eight hours or more per quarter constitutes full time graduate study.
4. **Enrollment limits for fully employed students.** Anyone holding full-time employment is ordinarily limited to six hours per quarter. (This may be exceeded when added courses are an integrated part of the working day, e.g., internship, certain independent study courses, and certain graduate projects.)
5. **A 3.00 grade point average** must be maintained during graduate study.
6. **Combining degree work and certification programs.** By careful planning the student may combine degree work with a program leading to a teaching endorsement, the initial principal's certificate or a counselor's certificate.

## Department of Counselor Preparation

Michael O'Connor, Ph.D., Chairperson

### Faculty

Josef C. Afanador, Ed.D.  
J. Hutchinson Haney, M.S.  
Yvonne J. Owen, Ph.D.  
Marylou Wyse, Ph.D.  
Casimir E. Zielinski, Ed.D.

**Core Program: = 42 Credits**  
**All Degree Programs = 60 Credits**

All courses are three credits, except for four credit asterisked courses.

- ED 500 Introduction to Research
- ED 521 Adult Psychology/Learning  
OR
- ED 522 Child Psychology/Learning  
OR
- ED 523 Adolescent Psychology/Learning
- EDCN 510 Fundamental Counseling Skills
- EDCN 511 Counseling Theories
- EDCN 512 Career Counseling and Information Services
- EDCN 517 Group Counseling — Theories and Practice
- One of: EDCN 518 Group Counseling Practicum  
EDCN 560 Family Counseling  
(Both required for community agency counseling.)
- EDCN 527 Counseling Tests and Measurements I  
Prerequisite: Basic Statistics (undergraduate or graduate)
- EDCN 551\* Counseling Lab
- EDCN 552 Individual Counseling Practicum I
- EDCN 564\* Counseling Internship I
- EDCN 565\* Counseling Internship II
- EDCN 566 Counseling Internship III

**For an M.A. add to CORE program:**

- EDCN 595 Graduate Project (3-6 cr); except for the Rehabilitation Counseling track

**For School Counseling (M.Ed.) add to CORE program:**

- ED 424 Introduction to Learning Disabilities
- ED 501 Philosophy of Education
- ED 515 Multicultures
- EDCN 509 Developmental School Counseling
- EDCI 554 Diagnosis and Prescription
- EDAD 578 Principles of Educational Law

**Electives (0 credits)**

**For College Counseling (M.Ed.) add to CORE program:**

- ED 501 Philosophy of Education
- ED 515 Multicultures
- EDCN 554 Diagnosis and Assessment Prerequisite: Abnormal Psychology (undergraduate or graduate level)

**Electives (9 credits)**

**For Community College Counseling (M.Ed.) add to CORE program:**

- ED 501 Philosophy of Education
- ED 515 Multicultures
- EDCN 554 Diagnosis and Assessment Prerequisite: Abnormal Psychology (undergraduate or graduate level)
- EDCN 591 Special Topics: The American Community College

**Electives (6 credits)**

**For Community Agency Counseling (M.C.) add to CORE program:**

- EDCN 554 Diagnosis and Assessment Prerequisite: Abnormal Psychology (undergraduate or graduate level)
- EDCN 558 Community Mental Health Practice
- One of: EDCN 518 Group Counseling Practicum  
EDCN 560 Family Counseling  
(Whichever one was not taken as part of the core above)

**Electives (9 credits)**

**For Rehabilitation Counseling add to CORE program:**

- EDRB 500 Principles of Rehabilitation
- EDRB 502 Illness, Injury and Disability I
- EDRB 503 Illness, Injury and Disability II
- EDRB 504 Seminar on Job Placement
- EDRB 561 Seminar in Rehabilitation Counseling
- EDRB 562 Seminar in Rehabilitation Counseling

**Electives (4 credits)**

There are zero to nine elective credits in the counseling program depending on the degree and focus chosen for a total of 60 credits. A sequence in Addiction Studies may be incorporated into most programs. In the combination of Addiction Studies and a Counseling program, the alcohol courses are considered electives and the combined programs total approximately 80 credits.

**Counseling Student Readmission**

Students stopping out of the program for any period are asked to discuss such plans with their advisers BEFOREHAND. Those who stop out for one calendar year or more and then wish to return without prior consultation with their adviser will be required to participate in the group interview again as part of their readmission application; thus readmission is not a guarantee.

**Department of Curriculum and Instruction**

Kristin E. Guest, Ph.D., Chairperson

**Faculty**

- John Chattin-McNichols, Ph.D., Coordinator of Early Education
- Bonnie J. Denoon, Ph.D., Coordinator of Educational Diagnostics/School Psychology
- Margaret Haggerty, Ph. D., General Curriculum and Instruction
- Alan Hilton, Ed.D., Coordinator of Special Education and Gifted Education
- Helen Mroska, Ph.D., General Curriculum and Instruction
- Katherine Schlick Noe, Ph.D., Coordinator of Reading

**Master's Program in Curriculum and Instruction**

**Required Core Courses for all specializations:**

- ED 500 Introduction to Research and Graduate Studies
- ED 501 Philosophy of Education
- One of: ED 521 Adult Psychology/Learning  
ED 522 Child Psychology/Learning  
ED 523 Adolescent Psychology/Learning

**Adult Education and Training**

**Required courses: Same as previously stated for all specializations (must include ED 521).**

- ED 515 Multicultures
- EDCI 564 Internship in Adult Setting
- EDCI 571 Theory, Development and Management of Adult Programs
- EDCI 572 Instructional Methods for Adult Learners
- EDAD 577 Evaluation of Educational Programs

**Adult Developmental Education**

**Add to the required courses:**

- EDCI 510 Basics of Curriculum & Instruction
- EDCI 526 Reading in the Content Fields
- EDCI 554 Diagnosis and Prescription
- EDCI 573 Practices in Adult Basic Education
- 2-4 electives

**Adult Training and Resource Development**

**Add to the required courses:**

- EDAD 573 Managing Human Resources Development and Training
- EDCI 574 Philosophy and Methods of Skill Training
- 3-6 electives

**Individualized Program in Adult Education**

In addition to the required courses for all specializations, a student may design, in consultation with an adviser, a degree program



tailored to the student's needs. Courses may be selected from other disciplines, such as counseling, rehabilitation, public administration, business, etc. as appropriate for the student's professional goals.

### General Curriculum and Instruction

This generalist option offers considerable flexibility allowing students, in consultation with an adviser, to design a degree program tailored to their individual needs.

#### Required Courses:

EDCI 510 (ED 540) Basics of Curriculum and Instruction  
 EDCI 512 (ED 544) Seminar Instructional Effectiveness  
 EDCI 513 (ED 536) Supervision of Instruction  
 EDCI 519 (ED 530) Practicum: Curriculum Design I  
 EDCI 520 Practicum: Curriculum Design II

A Course in Exceptionality

Electives may be selected from the following:

- Additional work in curriculum and instruction such as: EDCI 596, 597, 598 (ED 537), Curriculum Independent Study; EDCI 595 (ED 539), Curriculum Graduate Project; ED 529 (ED 585), Values and Leadership.
- Courses from other Graduate Education majors such as Administration, Counseling.
- Courses from other graduate programs such as Rehabilitation, Institute of Public Service.
- An academic area such as English, Foreign Language, History, Business. Courses must be 400 level or above.

### Reading Resource Specialist

#### Required Courses:

Required courses: Same as previously stated for Core courses within the Department of Curriculum and Instruction.

EDCI 510 (ED 540) Basics of Curriculum and Instruction  
 EDCI 512 (ED 544) Seminar Instructional Effectiveness  
 EDCI 513 (ED 536) Supervision of Instruction  
 EDCI 519 (ED 530) Practicum: Curriculum Design I  
 EDCI 520 Practicum: Curriculum Design II  
 EDCI 524 (ED 533) Reading Diagnosis and Evaluation  
 EDCI 525 (ED 534) Seminar in the Teaching of Reading  
 EDCI 526 (ED 535) Reading in the Content Field  
 EDCI 528 (ED 526) Field Practicum Workshop  
 EDCI 529 (ED 532) Field Practicum in Reading

Two Electives

The above program leads to Washington State Certification as a Reading Resource Specialist.

### Special Education

#### Learning Disabilities/Behavior Disorders

##### Required Courses:

EDCI 510 (ED 540) Basics of Curriculum and Instruction  
 EDCI 513 (ED 536) Supervision of Instruction  
 ED 428 Language Development  
 EDCN 510 Fundamental Counseling Skills  
 EDCI 527 (ED 543) Corrective Techniques in the Teaching of Reading  
 EDCI 543 (ED 524) Seminar in Behavior Disorders  
 EDCI 545 (ED 552) Learning Disability Special Methods  
 EDCI 546 (ED 556) Class Management  
 EDCI 549 (ED 555) Practicum (in lieu of EDCI 519)  
 EDCI 554 (ED 547) Diagnosis and Prescription

One Elective

ED 424 and 425 or their equivalent are prerequisites to this program.

#### Comprehensive Special Education

ED 428 Language Development  
 EDCI 510 (ED 540) Basics of Curriculum and Instruction  
 EDCN 510 Fundamental Counseling Skills

EDCI 513 (ED 536) Supervision of Instruction  
 EDCI 527 (ED 543) Corrective Techniques in the Teaching of Reading  
 EDCI 541 (ED 546) Seminar in Mental Retardation  
 EDCI 542 (ED 545) Special Methods in Mental Retardation  
 EDCI 543 (ED 524) Seminar in Behavior Disorders  
 EDCI 545 (ED 552) Learning Disability — Special Methods  
 EDCI 546 (ED 556) Class Management  
 EDCI 549 (ED 555) Practicum  
 EDCI 554 (ED 547) Diagnosis and Prescription  
 ED 424, 425 and 426 or their equivalents are prerequisites to this program.

### Gifted Education

#### Required Courses:

EDCI 510 (ED 540) Basics of Curriculum and Instruction  
 EDCI 512 (ED 544) Seminar Instructional Effectiveness  
 EDCI 513 (ED 536) Supervision of Instruction  
 EDCI 519 (ED 530) Practicum: Curriculum Design I  
 EDCI 520 Practicum: Curriculum Design II  
 ED 450 Introduction to Gifted Education  
 ED 451 Gifted Education: Math  
 ED 452 Gifted Education: Science  
 EDCI 531 (ED 550) Creativity and Productive Thinking  
 EDCI 533 (ED 553) Gifted Education: Methods for Exceptionality  
 EDCI 554 (ED 547) Diagnosis and Prescription

A course in exceptionality is prerequisite to this program.

### Early Education

EDCI 510 (ED 540) Basics of Curriculum and Instruction  
 EDCI 512 (ED 544) Seminar Instructional Effectiveness  
 EDCI 513 (ED 536) Supervision of Instruction  
 EDCI 519 (ED 530) Practicum: Curriculum Design I  
 EDCI 520 Practicum: Curriculum Design II  
 ED 411 Child Development and Early Education  
 ED 412 Early Childhood Practicum  
 ED 413 Programs in Early Childhood Education  
 EDCI 525 (ED 534) Seminar in Reading

A course in exceptionality

One Elective

### Religious Education

Required courses: Same as required core stated for all specializations except ITSS 533, ITSS 536 or ITSS 538 may be substituted for ED 521, 522, 523.

EDCI 510 (ED 540) Basics of Curriculum and Instruction  
 EDCI 512 (ED 544) Seminar Instructional Effectiveness  
 EDCI 513 (ED 536) Supervision of Instruction  
 EDCI 519 (ED 530) Practicum: Curriculum Design I  
 EDCI 520 Practicum: Curriculum Design II

A Course in Exceptionality

#### Typical Major Courses:

ITSS 502 Christian Scriptures . . . . . 3 credits  
 ITSS 504 Christology . . . . . 3 credits  
 ITSS 505 Ecclesiology . . . . . 3 credits  
 ITSS 531 Educational Programming . . . . . 2 credits  
 One of: ITSS 506 Christian Ethics . . . . . 2 credits  
 ITSS 507 Sacramental Theology . . . . . 2 credits  
 One of: ITSS 522 Justice Ministry . . . . . 2-3 credits  
 ITSS 525 Christian Social Ministry . . . . . 3 credits  
 ITSS 533 Theories of Religious Education . . . 3 credits

**Educational Specialist (Ed.S.) Degree in Educational Diagnostics/School Psychology (90 hours post bachelor's — 45 hours post master's)**

This degree program is designed for the practicing special education teacher, counselor, or school psychologist who seeks continued theoretical and experiential growth.

Students entering with master's degrees other than special education, counseling, or school psychology must expect to take course work to make up the deficiencies.

At the time of initial enrollment a student will review previous course work with an adviser to plan a program meeting certificate competency requirements. A specific program will be designed to meet the student's particular needs.

On the completion of the program, the Educational Specialist Degree (EdS) will be awarded by Seattle University and a recommendation made to Washington State for the Educational Staff Associate Certificate in School Psychology.

**Admission Information**

Admission Standards: (minimum for consideration)

1. Positive recommendations for specialist study from:
  - a. Previous degree major adviser
  - b. Immediate supervisor on the job
2. **One** of the following test scores:
  - a. GRE verbal of 500 or
  - b. GRE verbal plus quantitative total of 900 **or**
  - c. MAT 40
3. One year successful educational experience (documented).
4. A personal interview with at least one Seattle University faculty member within first 15 credits.
5. A 2.75 GPA in bachelor's degree program **or** a 3.25 GPA in master's degree.

**Components of the Program — 94 credits post bachelor's degree**

1. Required Foundation Courses	15-21 credits
2. Special Education Courses	18-24 credits
3. Individual and Group Testing	15-18 credits
4. Counseling	9-15 credits
5. Internship and Practicum	9-22 credits

**Department of Educational Administration**

Sandra L. Barker, Ph.D., Program Coordinator

**Faculty**

Al Christiansen, Ed.D.  
Ivan L. Hutton, S.J., PhD

The Master's Program in Educational Administration offers four tracks to meet the needs of leaders from various educational institutions in which instructional leadership is key. Degree programs include certification as principal and program administrator.

Specific application procedures are required for this program. Contact the Office of Graduate Admissions for the Educational Administration packet.

**School Administration**

This program qualifies students for the Initial Principal's Certificate.

**School of Education Core:**

- ED 500 Introduction to Research and Graduate Studies
- ED 501 Philosophy of Education
- ED 521 Adult Psychology/Learning
- One of: (relevant to students served)
  - ED 522 Child Psychology/Learning
  - ED 523 Adolescent Psychology/Learning

**Principal Track:**

- Prerequisite course in exceptionality:
- EDAD 564 Administrative Internship I
  - EDAD 565 Administrative Internship II
  - EDAD 566 Administrative Internship III
  - EDAD 570 Leadership in Education I
  - EDAD 571 Leadership in Education II
  - EDAD 572 The Principalship
  - EDAD 577 Evaluation of Educational Programs
  - EDAD 578 Principles of Educational Law
  - EDAD 586 Professional Personnel
  - EDAD 589 Washington School Law and Finance
  - EDCI 510 Basics of Curriculum and Instruction
  - EDCI 512 Seminar: Instructional Effectiveness
  - EDCI 513 Supervision of Instruction

**School Business Administration**

**School of Education Core:**

- ED 500 Introduction to Research and Graduate Studies
- ED 501 Philosophy of Education
- ED 521 Adult Psychology/Learning

- One of:
- ED 502 Computers for Educational Leaders
  - BMBA 506 Production and Operations Management

**School Business Administration Track:**

- EDAD 564 Administrative Internship I
- EDAD 565 Administrative Internship II
- EDAD 566 Administrative Internship III
- EDAD 570 Leadership in Education I
- EDAD 571 Leadership in Education II
- EDAD 574 School Plant and Facilities Planning
- EDAD 575 Critical Programs/Collective Bargaining
- EDAD 576 School Business Administration
- EDAD 578 Principles of Educational Law
- EDAD 589 Washington School Law and Finance
- EDCI 510 Basics of Curriculum and Instruction
- BMBA 508 Organizational Behavior
- Three (3) credits from among:
  - EDAD 579 The School Superintendent
  - EDAD 586 Professional Personnel
  - EDAD 587 Community Relations
  - EDAD 595 Administrative Graduate Project

or  
Three (3) credits from the Albers School of Business with approval of adviser.

**Program Administration**

**School of Education Core:**

- ED 500 Introduction to Research and Graduate Studies
- ED 501 Philosophy of Education
- ED 521 Adult Psychology/Learning
- One of: (relevant to students served)
  - ED 522 Child Psychology/Learning
  - ED 523 Adolescent Psychology/Learning



### Program Administration Track:

Prerequisite course in exceptionality:

- EDAD 564 Administrative Internship I
- EDAD 565 Administrative Internship II
- EDAD 570 Leadership in Education I
- EDAD 571 Leadership in Education II
- EDAD 577 Evaluation of Educational Programs
- EDAD 578 Principles of Educational Law
- EDAD 586 Professional Personnel
- EDAD 589 Washington School Law and Finance
- EDCI 510 Basics of Curriculum & Instruction
- EDCI 512 Seminar: Instructional Effectiveness
- EDCI 513 Supervision of Instruction
- EDCI 519 Practicum: Curriculum I
- EDCI 520 Practicum: Curriculum II

### Managing Human Resources Development & Training

#### School of Education Core:

- ED 500 Introduction to Research & Graduate Studies
- ED 501 Philosophy of Education
- ED 521 Adult Psychology/Learning
- ED 502 Computers for Educational Leaders
- EDAD 564 Administrative Internship I
- EDAD 565 Administrative Internship II
- EDAD 566 Administrative Internship III
- EDAD 570 Leadership in Education I
- EDAD 571 Leadership in Education II
- EDAD 573 Human Resources Development & Training
- EDAD 577 Evaluation of Educational Programs
- EDCI 510 Basics of Curriculum & Instruction
- EDCI 512 Seminar: Instructional Effectiveness
- EDCI 513 Supervision of Instruction

**Three (3) credits in finance and budget from education, business or public administration with approval of adviser.**

**Three (3) to six (6) credits of electives with approval of adviser.**

### Educational Specialist Degree (Ed.S.) in Educational Administration

#### Program Goals

This individualized 45 credit post-master's degree program is intended to upgrade the knowledge and abilities of supervisors and administrative personnel from schools, post secondary organizations, and training agencies who regard themselves as instructional leaders and as organizational managers.

Contact the Program Coordinator for further details about the Educational Specialist Degree in Educational Administration.

## Department of Educational Leadership

John A. Morford, Ed.D., Chairman

### Faculty

Ivan L. Hutton, S.J., Ph.D.  
Roy P. Wahle, Ed.D.  
Delight Willing, Ed.D.

Seattle University offers a three-year, 90 credit post master's program leading to the Doctor of Education (Ed.D) degree with a major in Educational Leadership designed for practicing leaders in education who may complete it while continuing employment.

Designed to meet the needs of a broad spectrum of leaders in education, the program includes a common core of studies in educational leadership theory and practice plus courses, internships, projects, and independent studies oriented toward the specific needs of each student.

Individual programs of study may include earning state principal's, program administrator's or superintendent's certificates.

### Admission Information

#### Admission Standards:

1. Master's degree from an accredited university
2. Positive recommendations for doctoral study from:
  - a. Master's degree major professor
  - b. Immediate supervisor on-the-job
3. **One** of the following test scores:
  - a. GRE verbal of 500 or
  - b. GRE verbal plus quantitative total of 900 or
  - c. MAT of 40.
4. A 3.5 GPA in master's degree program courses.
5. Three years successful educational experience (in schools or other agencies), including at least one year in a leadership role.
6. A personal interview with SU faculty members including a writing skills sampling.

For details on admission procedures please call 296-6170 and obtain a packet of materials.

### Residency

Full-time residency is not required; however 32 credits must be completed in the first 13 months including EDDR 600, 601, and 604. The program is designed for completion within three years by those continuing in leadership positions. While a full-time residency is not required, students ordinarily must live within commuting distance of campus. Students going beyond three years will continue to register for the EDDR 603 Seminar as long as actively seeking the degree. Also, if a student exceeds three years, added doctoral project registration is required through the quarter in which all degree requirements have been completed. As long as a student is active in the program, enrollment every quarter is required either in regular courses or EDDR 649, Doctoral Enrollment. Formal "leaves" may be granted for cause. Credit applied to the degree may not be over six years old when the program is completed.

**Components of the Program —  
90 credits post master's degree**

1. **Ed Leadership major** (required) = 27 credits
  - a. EDDR 600 — Workshop in Ed Leadership 9 credits
  - b. EDDR 601, 602, 603 — Seminar in Ed Leadership I, II, III 5 credits each
  - c. EDDR 604 — Workshop in Organizational Development and Change 3 credits
2. **Cognate Study and Professional Education** = 39 credits
  - a. Amounts within the two categories will vary with student background and need; however normally a minimum of 12 each will be required.
  - b. Cognate studies may be in any field other than Education, e.g., business, public administration, history, philosophy, psychology, rehabilitation counseling, religion.
  - c. Unless already completed at the graduate level the following courses or equivalents must be included: philosophy of education, counseling, testing or research design, supervision of instruction, curriculum, finance, education law. For persons from non-school agencies, equivalent courses from other fields may be substituted for finance or law with permission.
3. **Independent Study, Internship, Project** = 24 credits
  - a. Independent Study = 4-12 credits
    - 1) Internship  
Available to all; required if student hasn't completed a graduate level internship.
    - 2) Other Independent Study as needed to bring total to 90 credits.
  - b. Doctoral Project = 12-20 credits

**SEQUENCE OF PROGRAM — The following is a typical sequencing:**

	Sm 1	Yr 1	Sm 2	Yr 2	Sm 3	Yr 3	Total
Ed Leadership	9	5	3	5		5	27
Cognate		3	3	3	6	3	18
Prof. Ed.		6	3	6	3	3	21
Ind. Study		←----- 4-12 ----->					4-12
Project		←----- 12-20 ----->					12-20
<b>TOTALS</b>	<b>9</b>	<b>14</b>	<b>9</b>	<b>14</b>	<b>9</b>	<b>11</b>	<b>90</b>

←----- 24 ----->

**Other Details of Interest**

1. **Prerequisites** — Graduate study in Research plus Child or Adolescent or Adult Psychology. If not completed prior to enrollment, these could be completed within the first academic year but are in addition to the 90 doctoral degree credits.
2. **Transfer Credit** — (max. 15 qtr. hrs.) a) Must have been taken after completion of a master's degree and have been applicable to at least a master's degree at the fully accredited university which offered it. b) No more than six transfer credits may be below 500 level. c) Must be "A" or "B" grades. (Post-master's graduate credit taken at Seattle University prior to EDDR 600 is also included in the 15 quarter hour maximum.)
3. **Credit at SU** — a) at least three-fourths of the applicable credits taken at SU must be 500 or higher level. b) In any case, no more than 21 credits at SU below the 500 level may be applied and then only with specific, **advanced**, written approval. (Inclusion on an approved Program of Studies will satisfy this requirement.) c) **all** credit applied to the Ed.D. must have been completed within six years prior to the date on which all requirements for the degree are satisfied.

4. **Formal degree candidacy** — Degree candidacy is attained when, a) EDDR 604 has been completed, b) a program of studies has been approved, and c) a project proposal has been accepted.
5. **Comprehensive Exam** — An 8-12 hour exam is required of all during the Spring Quarter of Year 3. It consists of a 4 hour examination on educational leadership common to all students and an individualized 4-8 hour exam tailored to each student's program, cognate fields and project.
6. **Superintendent's, Program Administrator's, and Principal's Certification** — Students may earn Washington state certificates as part of their doctoral programs. Further details on requirements for integrating studies toward any of these certificates into a doctoral program are available from the program coordinator.

**Education Courses**

- |                    |   |                  |
|--------------------|---|------------------|
| ED 411<br>(ED 431) | <b>Early Education and Child Development</b><br>Current issues and trends in early childhood education — birth through eight years. Emphasis on preschool and kindergarten.   | <b>3 credits</b> |
| ED 412<br>(ED 436) | <b>Early Education Practicum</b><br>Supervised field experience in an early education setting.  | <b>3 credits</b> |
| ED 413<br>(ED 437) | <b>Programs in Early Childhood Education</b><br>Theory and practice of observation; comparative study of current models in early education, including public and private kindergartens, infant centers. Montessori schools, and programs for special children. (spring)   | <b>5 credits</b> |
| ED 424             | <b>Introduction to Learning Disabilities</b><br>History and current practices in diagnosis and remediation of students who are learning disabled and mildly handicapped.  | <b>3 credits</b> |
| ED 425             | <b>Introduction to Special Education</b><br>A review of special education practices and federal and state laws guiding special education. Writing Individual Education Programs which lead to effective instruction is also included.   | <b>3 credits</b> |
| ED 428             | <b>Language Development</b><br>An introduction to critical features of the developmental processes of receptive and expressive language with consideration of diagnosis, curriculum and method.   | <b>3 credits</b> |
| ED 450             | <b>Introduction to Gifted Education</b><br>An introduction to gifted education, including definition and identification of areas of giftedness, curriculum modes, program organization, awareness of and attitudes toward giftedness and evaluation of student performance. Language Arts, humanities, and the arts will be considered. | <b>3 credits</b> |
| ED 451             | <b>Gifted Education: Mathematics</b><br>Current research exploring the relationship of brain development to the types of giftedness will be studied. Implications of this research and its application to mathematics lessons for gifted students will be identified and examined.  | <b>3 credits</b> |
| ED 452             | <b>Gifted Education: Science</b><br>Rationale for and methods of science instruction for gifted students. Emphasis will be placed on the implications of Piaget in cognitive development for curriculum design.   | <b>3 credits</b> |
| ED 500             | <b>Introduction to Research and Graduate Study</b><br>Introduction to research skills and literature in students' fields. Includes an orientation to graduate studies. Ordinarily taken as first graduate course. (fall, winter, spring, summer)  | <b>3 credits</b> |
| ED 501             | <b>Philosophy of Education</b><br>Philosophical foundations of education and related fields. (fall, winter, spring, summer)   | <b>3 credits</b> |

<b>ED 502</b>	<b>Computers for Educational Leaders</b>	<b>3 credits</b>
	Basic computer literacy for educators, including a review of the research on the effectiveness of various types of computer based education programs, the history of computers in education, the evaluation of hardware and software, and the ethics of computer use. Includes site visits to various computer centers. (winter)	
<b>ED 503</b>	<b>Comparative Education</b>	<b>3 credits</b>
	Investigation and comparison of the leading national and cultural systems of education of the world. (spring, summer)	
<b>ED 505</b>	<b>Fundamentals of Research Design</b>	<b>3 credits</b>
	Statistical techniques, research design, measurement and evaluation. Development of skills for critical reading of educational research. (spring, even years; summer, odd years)	
<b>ED 506</b>	<b>Educational Statistics</b>	<b>3 credits</b>
	Emphasis on utilizing the computer in solving research problems, practical and theoretical problems in conducting research.	
<b>ED 515</b>	<b>Multicultures</b>	<b>3 credits</b>
	Examination of a wide variety of cultures with implications for helping professions. (summer, even years)	
<b>ED 521</b>	<b>Adult Psychology/Learning</b>	<b>3 credits</b>
	Investigation of various theories of adult development and learning. (summer)	
<b>ED 522</b>	<b>Child Psychology/Learning</b>	<b>3 credits</b>
	Investigation of various theories of child development and learning. (fall, summer)	
<b>ED 523</b>	<b>Adolescent Psychology/Learning</b>	<b>3 credits</b>
	Investigation studies in adolescent psychology and learning. (winter, summer)	
<b>ED 529</b> <b>(ED 585)</b>	<b>Values and Leadership</b>	<b>3 credits</b>
	An introduction to the study of values, the process of valuing, the phenomenon of leadership and the values inherent in leadership and leadership behavior. Focus is on the development of personal values and the resolution of values-related problems. (spring)	
<b>ED 599</b>	<b>Thesis</b>	<b>10 credits</b>
	Contribution to the body of knowledge in the fields of teaching and specialized education. For Master of Arts in Education candidates. Prerequisites: Graduate core requirements and approval of preliminary application by the graduate adviser and Graduate Dean.	

### Educational Administration Courses

<b>EDAD 564</b>	<b>Administrative Internship I</b>	<b>2 credits</b>
<b>EDAD 565</b>	<b>Administrative Internship II</b>	<b>2 credits</b>
<b>EDAD 566</b>	<b>Administrative Internship III</b>	<b>2 credits</b>
	Supervised experiences in building, program and school business administration, as well as for managing institutional development and training services. On-site conferences, group seminars, and regional meetings. Prerequisites: Coursework in administration and permission of program coordinator at least one full quarter prior to beginning of internship. Required for principal and program administrator credentials. (fall, winter, spring, summer) Graded S—satisfactory, NC—no credit.	
<b>EDAD 570</b>	<b>Leadership in Education I</b>	<b>3 credits</b>
	Introduction to program through personal values assessment and examination of values of leaders, the process of valuing, leadership and value theories, and development of a Personal Growth Plan. (fall)	
<b>EDAD 571</b>	<b>Leadership in Education II</b>	<b>3 credits</b>
	Continuing introduction to program through examination of organizational behavior, work group process, interpersonal and group	

communication, and leadership effectiveness. Prerequisite: EDAD 570. (winter)

<b>EDAD 572</b>	<b>The Principalship</b>	
	Leadership of faculty, student and community groups to meet school goals; development of school culture, and management of building functions and resources. Prerequisites: School of Education and Administration Core coursework. (summer)	
<b>EDAD 573</b>	<b>Human Resources Development and Training</b>	<b>3 credits</b>
	Adult training and development, management of agency development services, program design and evaluation, change processes. Prerequisite: School of Education and Administration Core coursework. (summer)	
<b>EDAD 574</b> <b>(ED 594)</b>	<b>School Plant and Facilities Planning</b>	<b>3 credits</b>
	School plant requirements for new construction and remodeling: Projections, site selection; staff and patron planning; and leadership of the administrator. (summer, even years)	
<b>EDAD 575</b> <b>(ED 595)</b>	<b>Critical Programs/Collective Bargaining</b>	<b>3 credits</b>
	Federal and state rules, regulations and reporting requirements studied and analyzed. Collective bargaining in the public sector is approached historically and current practices and legislation studied. (Fall, even years)	
<b>EDAD 576</b> <b>(ED 593)</b>	<b>School Business Administration</b>	<b>3 credits</b>
	Legal and procedural factors in school budgeting, expending, accounting, auditing, planning policy, program budgeting and community reporting as they relate to federal and state rules and regulations. (summer, odd years)	
<b>EDAD 577</b> <b>(ED 504)</b>	<b>Evaluation of Educational Programs</b>	<b>3 credits</b>
	Formal assessment strategies for educational programs, products and processes, including goals and outcomes. (winter)	
<b>EDAD 578</b> <b>(ED 507)</b>	<b>Principles of Educational Law</b>	<b>3 credits</b>
	Introduction to American legal system and principles affecting education. Emphasis on constitutional, statutory, regulatory, and case precedents applicable nationally to all levels of education. (winter, summer)	
<b>EDAD 579</b> <b>(ED 508)</b>	<b>The School Superintendent: Politics and Policy</b>	<b>3 credits</b>
	Local, state, and federal political structures and processes which influence and in turn are influenced by education policies. Emphasis on use of these systems by practicing superintendents to achieve goals. (spring, even years; summer, odd years)	
<b>EDAD 582</b> <b>(ED 525)</b>	<b>Organizational Development in Education</b>	<b>3 credits</b>
	Theory, research and practice related to the processes of change within school organizations. Focus on the relationship of organizational climate to school effectiveness and educational outcomes.	
<b>EDAD 583</b> <b>(ED 583)</b>	<b>School Finance</b>	<b>3 credits</b>
	Historical development; balanced taxation; school support program; problems and controversies. Graduate students only. (spring, summer)	
<b>EDAD 584</b> <b>(ED 584)</b>	<b>Washington School Law</b>	<b>3 credits</b>
	School laws of Washington based on its constitution, statutes, administrative code, and court precedents. Emphasis on applicability to the K-12 system. Prerequisite: Ed 578. (spring odd years, summer)	
<b>EDAD 586</b> <b>(ED 586)</b>	<b>Professional Personnel</b>	<b>3 credits</b>
	Selection, assignment, evaluation, competency maintenance; positive personnel climate, rights, responsibilities, grievances and bargaining procedures. (fall and summer)	
<b>EDAD 587</b> <b>(ED 587)</b>	<b>Community Relations</b>	<b>3 credits</b>
	Purposes and media for informing the general public and patrons	

about programs and needs; roles of professional personnel and administrators. (summer even years)

**EDAD 588 Professional Communications 3 credits**  
(ED 588) Analysis of need and appraisal of effectiveness of communications with both internal and external publics; includes skill development in oral, written, and non-verbal communication.

**EDAD 591 Special Topics in School Administration 3 credits**

**EDAD 592 Special Topics in School Administration 3 credits**

**EDAD 593 Special Topics in School Administration 3 credits**

(ED 580) Contemporary problems and trends; analysis and evaluation.

**EDAD 595 Administrative Graduate Project 3 credits**

(ED 596) Intensive library research. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: Permission of adviser. (fall, winter, spring, summer)

**EDAD 596 Administrative Independent Study 1-3 credits**

**EDAD 597 Individualized reading and reporting on a specific topic approved by**

**EDAD 598 instructor. Approximately 30 hours of reading and allied assignments**

(ED 587) for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: Permission of adviser (fall, winter, spring, summer)

## Counselor Preparation

**EDCN 509 Developmental School Counseling 3 credits**

(ED 509) Emphasizes expanded role of the school counselor as psychological educator, consultant and systems change agent. Studies models of these functions and promotes application to student's school setting. (summer, even years)

**EDCN 510 Fundamental Counseling Skills 3 credits**

(ED 510) Focus on basic counseling skills training and counseling ethics through intensive small group practice. Designed to complement EDCN 511, Counseling Theories, though they need not be taken concurrently. Includes four one-hour counseling lab sessions on Thursday afternoons, evenings. (fall, winter, spring, alternate summers, even years) (Majors only — fall quarter)

**EDCN 511 Counseling Theories 3 credits**

(ED 511) Theoretical foundations of major individual counseling approaches with opportunities with in-class practice in simulated counseling interview. Complement to EDCN 510, though they need not be taken concurrently. (fall, winter, spring, alternate summers, odd years) (Majors only — fall quarter)

**EDCN 512 Career Counseling and Informational Sources 3 credits**

(ED 512) Study of vocational development. Exploration of educational, social, vocational and referral sources. Prerequisite: EDCN 511. (spring, summer)

**EDCN 517 Group Counseling — Theories and Practice 3 credits**

(ED 517) Emphasizes group counseling theory. Provides group experiences (including required 10 hour marathon) to integrate theory and practice. Discusses possible applications in various school, college and agency settings and relevant ethical considerations. Prerequisite: EDCN 510, 511. (winter, summer)

**EDCN 518 Group Counseling Practicum 3 credits**

(ED 518) Supervised experience co-leading groups. Weekly seminar in problem solving and processing. Limited enrollment. Prerequisite: EDCN 517. (fall, spring)

**EDCN 527 Counseling Tests and Measurements 1 3 credits**

Familiarization with measurements concepts, commonly used tests and appraisal instruments including those for persons with disabili-

ties. Introduction to test interpretation and score analysis to assist clients with vocational and career objectives. Consideration of ethics in testing. Prerequisite: any beginning statistics course. (fall, spring)

**EDCN 551 Counseling Lab 4 credits**

(ED 551) Supervised counseling experience wherein the counselor candidate is responsible for actual counseling cases with supervision. Limited enrollment. Prerequisite: EDCN 510, 511. Graduate students only. (fall, winter, spring, alternate summers)

**EDCN 552 Individual Counseling Practicum I 3 credits**

(Rhb 530) Supervised counseling experience with off-campus clients. Prerequisite: EDCN 551. (fall, winter, spring, summer)

**EDCN 553 Individual Counseling Practicum II 3 credits**

(Rhb 531) Supervised counseling experience with off-campus clients. Prerequisite: EDCN 552.

**EDCN 554 Diagnosis and Assessment for Mental Health**

**Counselors 3 credits**

An introduction to the process of clinical assessment and diagnosis which focuses upon the development of skills necessary for the practitioner to make accurate assessments and diagnoses in his/her clinical work in community counseling agencies. Prerequisite: Abnormal Psychology. (fall and alternate springs, odd years)

**EDCN 558 Community Mental Health Practice 3 credits**

(ED 558) An examination of organization, clientele, and functions of community mental health agencies. Focus on clinical assessment, case conceptualization and management. (winter, summer)

**EDCN 560 Family Counseling 3 credits**

(ED 560) Demonstration/discussion focusing on dysfunctional families including theoretical and practical applications. Prerequisite: EDCN 551. (winter, spring)

**EDCN 564 Counseling Internship 1 4 credits**

**EDCN 565 Counseling Internship 2 4 credits**

**EDCN 566 Counseling Internship 3 3 credits**

(RHB 580) Supervised field experiences in a school, college or agency. Taken in final three quarters of graduate program with permission and application made two quarters earlier. On-campus seminar required first and second quarters. (fall, winter, spring, summer) (May be graded S/NC)

**EDCN 591 Special Topics 3 credits**

(ED 561)

**EDCN 592 Special Topics 3 credits**

(ED 562)

**EDCN 593 Special Topics 3 credits**

(ED 563)

**EDCN 595 Counseling Graduate Project 3-6 credits**

(ED 559) Investigation of some practical aspect of the counseling field. Mandatory for Master of Arts in Education degree. Prerequisite: permission of adviser. Graduate students only. (fall, winter, spring, summer)

**EDCN 596 Counseling Independent Study 1-3 credits**

**EDCN 597 Counseling Independent Study 1-3 credits**

**EDCN 598 Counseling Independent Study 1-3 credits**

(ED 557) Intensive reading and field research in a topic agreed on by adviser and student. 30 hours work per credit. Graduate students only. Prerequisite: permission of adviser. (fall, winter, spring, summer) (May be graded S/NC)

## Rehabilitation Counseling Courses

<b>EDRB 500</b>	<b>Principles of Rehabilitation</b>	<b>3 credits</b>
	Integration of history, philosophy and practice; trends in services to various disability groups; community resources. (fall)	
<b>EDRB 502</b>	<b>Illness, Injury and Disability I</b>	<b>3 credits</b>
	The relationship between the medical and psychological variables as they relate to acquired and traumatic illness, injury and disability. Emphasis also on social, family, legal, financial, vocational, and spiritual issues. (winter)	
<b>EDRB 503</b>	<b>Illness, Injury and Disability II</b>	<b>3 credits</b>
	A continuation of ILLNESS, INJURY AND DISABILITY I, but with more emphasis on specific conditions and how people heal from these conditions. A research project exploring personal and social responses to ILLNESS, INJURY AND DISABILITY required. Prerequisite EDRB 502. (spring)	
<b>EDRB 504</b>	<b>Seminar on Job Placement</b>	<b>1 or 3 credits</b>
	Emphasis on job analysis, development and engineering; placement techniques; occupational information. (winter)	
<b>EDRB 515</b>	<b>Loss and Grief</b>	<b>3 credits</b>
	Loss and the grieving process as they relate to illness, isability, and dying. (spring, summer)	
<b>EDRB 561</b>	<b>Seminar in Rehabilitation Counseling</b>	<b>1 credit</b>
<b>EDRB 562</b>	<b>Seminar in Rehabilitation Counseling</b>	<b>1 credit</b>
	The Rehabilitation Seminar is a course required of all Rehabilitation counseling students and must be taken near the end of their master's degree program. Through seminar-type discussions, and a comprehensive Rehabilitation Counseling project, students will be provided the means to synthesize their academic and clinical work with professional expectations. (winter, spring respectively)	

## Curriculum and Instruction Courses

<b>EDCI 510</b> <b>(ED 540)</b>	<b>Basics of Curriculum and Instruction</b>	<b>3 credits</b>
	Study of the foundations of curriculum and instructional development. Investigation and analysis of selected current issues, innovations and trends with an emphasis on their bases. (fall, summer)	
<b>EDCI 512</b> <b>(ED 544)</b>	<b>Seminar: Instructional Effectiveness</b>	<b>3 credits</b>
	Survey of current research on teacher behaviors, instructional patterns, classroom conditions and school characteristics associated with student learning. Review of teaching and learning styles with an emphasis on value-based instruction. (spring, summer)	
<b>EDCI 513</b> <b>(ED 536)</b>	<b>Supervision of Instruction</b>	<b>3 credits</b>
	Improvement of instruction through supervisory leadership. (fall, winter, summer)	
<b>EDCI 519</b> <b>(ED 530)</b>	<b>Practicum: Curriculum Design I</b>	<b>3 credits</b>
	For teachers and supervisors, kindergarten through college. Provides an opportunity for experience in program/course development. Prerequisite: EDCI 510. Must be taken for two consecutive quarters. Maximum of six credits. (winter, spring)	
<b>EDCI 520</b>	<b>Practicum: Curriculum Design II</b>	<b>3 credits</b>
	For teachers and supervisors, kindergarten through college. Provides an opportunity for experience in program/course development. Prerequisite: EDCI 510. Must be taken for two consecutive quarters. Maximum of six credits. (winter, spring)	
<b>EDCI 523</b> <b>(ED 531)</b>	<b>Individualizing Reading Instruction</b>	<b>3 credits</b>
	The history, theory and background of individualized reading; emphasis on the eclectic approach and flexibility in classroom organization. (summer)	
<b>EDCI 524</b> <b>(ED 533)</b>	<b>Reading Diagnosis and Evaluation</b>	<b>3 credits</b>
	Diagnosis of reading difficulties; tests, reading inventories, classroom techniques and materials; clinical programs and approaches. (spring)	

<b>EDCI 525</b> <b>(ED 534)</b>	<b>Seminar in Teaching of Reading</b>	<b>3 credits</b>
	Development of reading skills at all levels; examination and evaluation of current reading practices, research and materials. Prerequisite: Ed 336 or 337 or equivalent. (summer)	
<b>EDCI 526</b> <b>(ED 535)</b>	<b>Reading in Content Fields</b>	<b>3 credits</b>
	Decoding and vocabulary analysis, comprehension, reading rate, study skills and reading interests as related to specific content fields. Prerequisite: Ed 336 or 337 or equivalent or permission of instructor. (summer)	
<b>EDCI 527</b> <b>(ED 543)</b>	<b>Corrective Techniques in the Teaching of Reading</b>	<b>3 credits</b>
	Identification of components of effective corrective reading programs; description and application of specific methods and materials; evaluation and design of corrective reading approaches. Prerequisite: EDCI 524 or 554. (summer)	
<b>EDCI 528</b> <b>(ED 526)</b>	<b>Reading Practicum Workshop</b>	<b>3 credits</b>
	Emphasis on task analysis lesson design using ECRI instructions for word recognition and comprehension skills; recording and reporting student learning increments, and study of role and application of materials. (summer)	
<b>EDCI 529</b> <b>(ED 532)</b>	<b>Field Practicum in Reading</b>	<b>6 credits</b>
	Supervised field experience in diagnosis and teaching of reading. Prerequisite: EDCI 524, 525 or permission of instructor. (summer)	
<b>EDCI 531</b> <b>(ED 550)</b>	<b>Creativity and Productive Thinking</b>	<b>3 credits</b>
	Discussion of the identification and assessment of creative abilities and productive thinking skills; curriculum development and instructional designs for creatively gifted students. Prerequisite: Ed 450. (summer, odd years)	
<b>EDCI 533</b> <b>(ED 553)</b>	<b>Gifted Education: Methods for Exceptionality</b>	<b>3 credits</b>
	Teaching strategies for teachers of gifted education. Prerequisites: Ed 450 and EDCI 554. (summer, even years)	
<b>EDCI 541</b> <b>(ED 546)</b>	<b>Seminar in Mental Retardation</b>	<b>3 credits</b>
	Investigation, analysis and reporting on studies and trends in education of the mentally retarded. Prerequisite: Ed 426 or equivalent. (summer, odd years)	
<b>EDCI 542</b> <b>(ED 545)</b>	<b>Special Methods in Mental Retardation</b>	<b>3 credits</b>
	Educational provisions for the retarded affected by environmental deprivation, sensory and/or other impairments. Prerequisite: EDCI 541. (summer, odd years)	
<b>EDCI 543</b> <b>(ED 524)</b>	<b>Seminar in Behavior Disorders</b>	<b>3 credits</b>
	Overview of practices and rationales in the education of the behavior disordered and/or emotionally disturbed child. Structuring of individualized remedial programs and techniques which utilize existing agencies and personnel. (summer)	
<b>EDCI 545</b> <b>(ED 552)</b>	<b>Learning Disabilities: Special Methods</b>	<b>3 credits</b>
	Focus is on methods of instruction of children with extreme learning problems including diagnosis and prescriptive teaching, multisensory systems, phonic systems, language development systems. Prerequisite: EDCI 554. (spring)	
<b>EDCI 546</b> <b>(ED 556)</b>	<b>Class Management</b>	<b>3 credits</b>
	Critical analysis of management systems such as operant discrimination learning, and environmental control. (fall, odd years)	
<b>EDCI 549</b> <b>(ED 555)</b>	<b>Practicum: Special Education</b>	<b>3-6 credits</b>
	Diagnostic and prescriptive teaching with children who have learning	



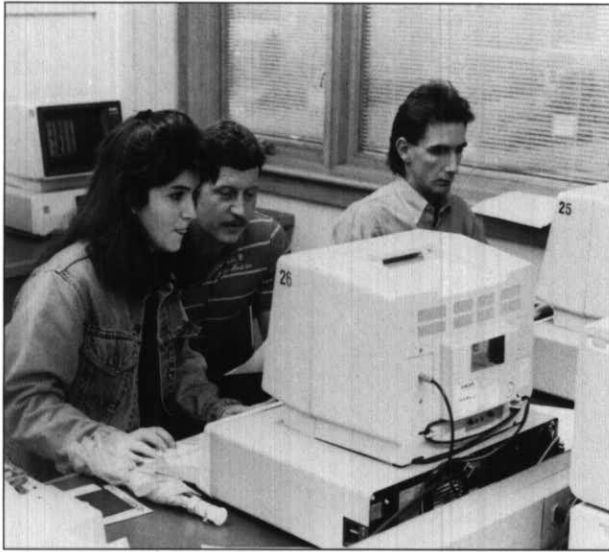
or behavior problems. Laboratory course. Prerequisite: Permission of instructor. (fall, winter, spring, summer)

- EDCI 551 Education for Handicapped Laws** **3 credits**  
(ED 548) A study of the major principles involved in PL 94-142 and its interface with 504 and the Washington State Administrative Code relating to the education of exceptional children. (summer)
- EDCI 552 Counseling Parents of Exceptional Children** **3 credits**  
(ED 542) Knowledge and skill in the techniques of counseling adults with special application to the professional and ethical problems of working with parents of exceptional children. Prerequisite: Nine credits in counseling (summer)
- EDCI 553 Individual Intelligence Testing** **3 credits**  
(ED 519) Practicum training in administration and interpretation of results of individual intelligence tests. Emphasis on WISC-R and WAIS. Prerequisite: Permission on Instructor. (fall, odd years)
- EDCI 554 Diagnosis and Prescription** **3 credits**  
(ED 547) Comparison of various methods used in the diagnosis of learning problems. Selection, administration, and analysis of tests plus writing educational prescriptions. Prerequisite: Ed 424. (winter, summer)
- EDCI 555 Projectives and Personality Testing** **3 credits**  
(ED 520) Administration, scoring and interpretation of individual and group tests designed to analyze personality structure. Prerequisite: Permission of Instructor. (spring, odd years)
- EDCI 559 School Psychology Internship** **3 credits**  
(ED 549) Supervised experiences in a school setting. Must be taken three times for three successive quarters. Taken in final three quarters of the graduate program with permission. (fall, winter, spring) (May be graded S/NC)
- EDCI 591 Special Topics** **3 credits**  
**EDCI 592 Special Topics** **3 credits**  
**EDCI 593 Special Topics** **3 credits**
- EDCI 595 Curriculum Graduate Project** **3 credits**  
(ED 539) Scholarly graduate project designed to improve some aspect of education. Prerequisites: Graduate core requirements and approval of adviser. (fall, winter, spring, summer) (May be graded S/NC)
- EDCI 596 Curriculum Independent Study** **1-4 credits**  
**EDCI 597 Curriculum Independent Study** **1-4 credits**  
**EDCI 598 Curriculum Independent Study** **1-4 credits**  
(ED 537) Library research in curriculum. Approximately 30 hours of reading and allied assignments per credit. Reports will include analysis and critical appraisal of materials read. Prerequisite: Permission of adviser. Graduate students only. (fall, winter, spring, summer) (May be graded S/NC)

## Educational Leadership Courses

- EDDR 600 Workshop in Educational Leadership** **9 credits**  
An integrated four-week workshop in educational leadership. Includes theoretical and practical study of leadership in educational institutions. Required first course in the Ed.D. program. (summers only)
- EDDR 601 Seminar in Ed Leadership I** **5 credits**  
**EDDR 602 Seminar in Ed Leadership II** **5 credits**  
**EDDR 603 Seminar in Ed Leadership III** **5 credits**  
Studies of issues and problems in educational leadership. Five credits per academic year are required in each of the first three years.
- EDDR 604 Workshop in Organizational Development and Change** **3 credits**  
Integrated workshop relating to organizational development, conflict management. Required during the second summer in the Ed.D. program.
- EDDR 605 Independent Study in Ed Leadership** **1-5 credits**  
**EDDR 606 Independent Study in Ed Leadership** **1-5 credits**  
**EDDR 607 Independent Study in Ed Leadership** **1-5 credits**
- EDDR 608 Internship in Ed Leadership** **1-9 credits**  
Planned internship in a leadership position in an actual educational setting under the supervision of an experienced leader and an SU supervisor. Graded S/NC.
- EDDR 609 Superintendent Internship** **1-9 credits**  
Planned internship in school superintendency under the supervision of an experienced superintendent and an SU supervisor. Graded S/NC.
- EDDR 610 Doctoral Project** **11-19 credits**  
A doctoral level project completed under the supervision of a project committee and a major professor. Eleven to 19 credits are required for the Ed.D. degree. Quarterly registration will range from 1-14 credits as approved by the adviser.
- EDDR 611 Doctoral Project/Dissertation Dissemination** **1 credit**  
Sharing the doctoral project/dissertation with the broader professional community through submission of an article for publication or a major address on the topic. Registered for in the fall quarter of the third year.
- EDDR 612 Project Continuation** **0 credits**  
Doctoral students who do not complete the dissertation in three years must register for this course in fall quarter of the fourth year. See page 6 for tuition and fees.
- EDDR 613 Project Continuation** **0 credits**  
Doctoral students who do not complete the dissertation in four years must register for this course in each quarter of the fifth and following years until completion. See page 6 for tuition and fees.
- EDDR 614 Seminar in Ed Leadership IV** **3 credits**  
Studies of issues in educational leadership. Three credits required in the fourth academic year and each academic year thereafter as long as the student is active in the doctoral program.
- EDDR 649 Doctoral Enrollment** **0 credits**  
Doctoral students who must maintain continuous enrollment, register for EDDR 649 during any quarter in which they are not otherwise registered. Permits validation of student ID.





## School of Science and Engineering

Terry J. van der Werff, D.Phil., Dean

### Master of Software Engineering

Everald E. Mills, Ph.D., Director

#### Faculty

David Eichmann, Ph.D.  
Eric C. Frankel, Ph.D.  
Garry Kampen, Ph.D.  
Ishin Phillips, Ph.D.  
Mitchell Spector, Ph.D.  
John Woolley, Ph.D.

#### Objectives

This program is designed to meet the growing demand for qualified software engineers. All courses are offered in the evenings, enabling practicing software professionals to participate. The curriculum includes course work in both the technical and managerial areas, complementing the required professional experience of the student. Following the course work, students are required to participate in a three quarter sequence of Software Engineering Project, in which they work as a software development team, applying the principles embodied in the course work.

#### Degree Offered

Master of Software Engineering (M.S.E.)

#### Admission Requirements

A candidate for admission must have a baccalaureate degree in a quantitative discipline and two years of software development experience. Mathematical maturity is also required. A working knowledge of a block structured language such as ALGOL, PL/I or PASCAL is desirable, but not required.

Students are normally admitted only in the fall quarter. An applicant should submit the following documents to the Admissions Office before the April 1 deadline for fall admission:

1. Application form
2. Official transcripts
3. Application fee

4. Graduate Record Examination (GRE) or Graduation Management Admission Test (GMAT) scores.
5. Software Engineering Applicant Information Form, summarizing professional experience.
6. Professional autobiography stating the applicant's relevant experience and goals.

#### Degree Requirements

Minimum requirements for the degree are 45 credits at the graduate level. These include 24 hours of required core courses, 12 hours of elective courses, and 9 hours of a Software Engineering Project.

#### Foundation Courses

Completion of SE 500 and 501 is required for entry into all courses other than SE 508, 510, 512 and 514. This requirement may be waived by (1) having taken courses of similar content acceptable to the department, or (2) demonstrating competence in the subject areas by examination. Credit for SE 500 and 501 can not be counted toward the 45 hours required for graduation.

#### Core Courses

Courses SE 508, 510, 512, 514, 516, 518, 531 and 543 must be taken by all students.

#### Elective Courses

Any graduate courses in Software Engineering other than Foundation, Core, and Software Engineering Project courses may be used to satisfy the elective course requirement. In addition, some graduate level courses from other departments may be acceptable to the Software Engineering department as electives, particularly selected courses from the MBA program at Seattle University.

#### Software Engineering Project

The three quarter sequence SE 585, 586, and 587 is required of all students. Students are grouped into teams which undertake a software project. Usually the project will be a full life-cycle development of a medium sized software product. During the final quarter of this sequence (SE 587), students may not take any other courses concurrently. Students will be encouraged not to start the Software Engineering Project sequence unless SE 587 will be their final course in the program. Prior to taking SE 585, 586 and 587, students are required to have served as a reviewer for another group's Software Engineering Project.

The Software Engineering Project sequence (SE 585-586-587) must be completed by all students as part of the MSE degree requirements. These software projects are sponsored and directed by Seattle University, and, as such, all products and technologies which may be developed as part of these projects become the exclusive property of Seattle University. In some cases, outside agencies may provide material or financial support for projects through specific contractual arrangements. These contractual arrangements may provide for some alternative allocation of property rights between Seattle University and the outside agency.

#### Time Limitations

All requirements for the Master of Software Engineering degree must be completed within six years after course work has begun, including any courses approved for transfer.

## Typical Program

For students waiving both foundation courses

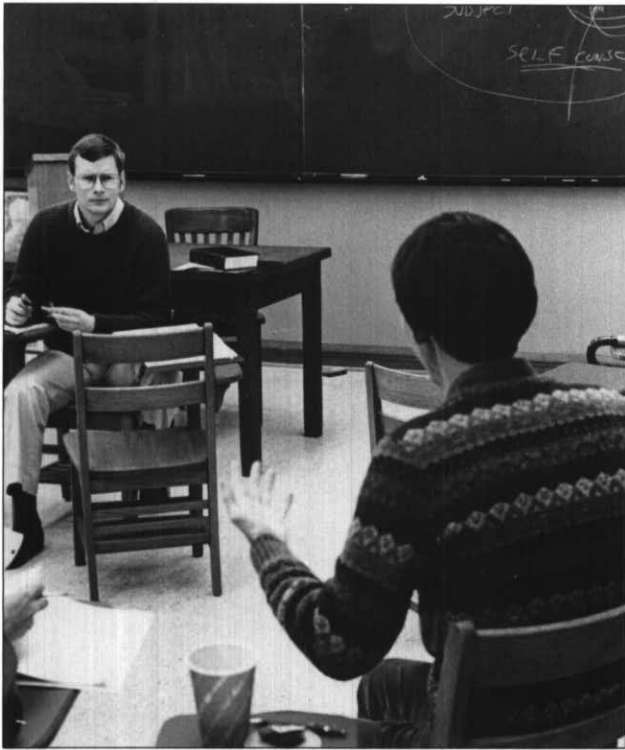
	Fall	Winter	Spring
<b>YEAR 1</b>	SE 508 SE 510	SW 531 SE 512	SE 516 SE 514
<b>YEAR 2</b>	SE 518 elective	SE543 elective	elective elective
<b>YEAR 3</b>	SE 585	SE 586	SE 587

For students waiving neither foundation course

	Fall	Winter	Spring
<b>YEAR 1</b>	SE 508 SE 510	SE 500 SE 512	SE 501 SE 514
<b>YEAR 2</b>	elective elective	SE 531 SE 543	SE 516 elective
<b>YEAR 3</b>	SE 585 SE 518	SE 586 elective	SE 587

## Graduate Courses

<b>SE 500</b>	<b>Information Structures and Algorithms</b>	<b>3 credits</b>	
	Theory and applications of linear, tree, and graph structures; memory management; sort/merge; algorithm design and analysis. (winter)		
<b>SE 501</b>	<b>Computer Systems Principles</b>	<b>3 credits</b>	
	Survey of computer systems architecture, programming languages, and operating systems. Relationships among hardware and software. (spring)		
<b>SE 508</b>	<b>Technical Communication</b>	<b>3 credits</b>	
	The role of communication skills in software engineering. Organizing ideas, writing, speaking, structure and content of proposals, reports, manuals and other software project documentation. (fall)		
<b>SE 510</b>	<b>Software Systems Analysis</b>	<b>3 credits</b>	
	System requirements analysis and functional specification methodology, tools, and techniques. Prerequisite or corequisite: SE 508. (fall)		
<b>SE 512</b>	<b>System Design Methodology</b>	<b>3 credits</b>	
	Software system design methodology, tools and techniques. Prerequisite: SE 510. (winter)		
<b>SE 514</b>	<b>Programming Methodology</b>	<b>3 credits</b>	
	Software system implementation methodology, tools, and techniques. Programming language capabilities. Programming style. Principles of unit testing. Prerequisite: SE 512 (spring)		
<b>SE 516</b>	<b>Software Quality Assurance</b>	<b>3 credits</b>	
	Managerial and technical aspects of verification, validation and quality assurance. Theory of testing. Prerequisite: SE 531. (spring)		
<b>SE 518</b>	<b>Software Metrics</b>	<b>3 credits</b>	
	Quantitative approach to software engineering and management. Metrics and tools to evaluate, control, and estimate the software life cycle. Reliability, size, quality and complexity measures. Prerequisite: SE 531. (fall)		
<b>SE 531</b>	<b>Software Project Management</b>	<b>3 credits</b>	
	Organizational context of software development. Analysis of life cycle phases. Scheduling and budgeting techniques. Management, planning and control techniques. Personnel development and utilization. Prerequisite: SE 508. (winter)		
<b>SE 533</b>	<b>System Procurement and Contract Acquisition</b>	<b>3 credits</b>	
	An introduction to the software procurement environment, contract law and the fundamentals of negotiation. Specification and control of products and process. Prerequisite: SE 516. (spring)		
<b>SE 541</b>	<b>Database Systems</b>	<b>3 credits</b>	
	Review of database management techniques. Survey of database management systems: their use, architecture, design, implementation, and cost/benefit/performance tradeoffs. Prerequisite: SE 514. (fall)		
<b>SE 543</b>	<b>Formal Methods</b>	<b>3 credits</b>	
	Theory of program function and structure. Proof of correctness techniques. Automatic programming. Prerequisite: SE 514		
<b>SE 551</b>	<b>Distributed Computing</b>	<b>3 credits</b>	
	Design and analysis of hardware and software architecture for distributed systems. Fundamentals of data transmission. A survey of existing networks and future trends. Prerequisite: SE 514.		
<b>SE 553</b>	<b>Artificial Intelligence</b>	<b>3 credits</b>	
	Survey of the field of artificial intelligence. Expert systems, robotics, language and pattern recognition. Prerequisite: SE 514.		
<b>SE 560</b>	<b>Human Factors in Computing</b>	<b>3 credits</b>	
	Automation of user processes, design of user interfaces, data presentation techniques and the human-factor aspects of operations and maintenance procedures. Psychology of computer programming. Prerequisite: SE 508.		
<b>SE 562</b>	<b>Data Security and Privacy</b>	<b>3 credits</b>	
	Encryption, database security and implementation of protection schemes in operating systems and programming languages. The legal and ethical aspects of security and privacy. Prerequisite: SE 514.		
<b>SE 564</b>	<b>Computer Graphics</b>	<b>3 credits</b>	
	Analysis and generation of pictures by computer, graphics hardware and software. Prerequisite: SE 514.		
<b>SE 566</b>	<b>Real Time Systems</b>	<b>3 credits</b>	
	Design, implementation and maintenance of real time systems. Data acquisition systems, process control systems. Interface techniques. Prerequisite: SE 514.		
<b>SE 585</b>	<b>Software Engineering Project 1</b>	<b>3 credits</b>	
<b>SE 586</b>	<b>Software Engineering Project 2</b>	<b>3 credits</b>	
<b>SE 587</b>	<b>Software Engineering Project 3</b>	<b>3 credits</b>	
	A three quarter sequence in which students are grouped into teams which undertake a software project utilizing tools and techniques presented in previous courses. Sequence generally begins in fall and ends in spring quarter. Prerequisites: SE 516, 518 and satisfactory service as project reviewer on an assigned prior project. SE 518 may be taken concurrently with SE 585. (Graded S/NC)		
<b>SE 591</b>	<b>Special Topics</b>	<b>1-3 credits</b>	
<b>SE 592</b>	<b>Special Topics</b>	<b>1-3 credits</b>	
<b>SE 593</b>	<b>Special Topics</b>	<b>1-3 credits</b>	
<b>SE 596</b>	<b>Independent Study</b>	<b>1-3 credits</b>	
<b>SE 597</b>	<b>Independent Study</b>	<b>1-3 credits</b>	
<b>SE 598</b>	<b>Independent Study</b>	<b>1-3 credits</b>	



## Institute for Theological Studies

Leo P. Stanford, Ph.D., Director

### Faculty

Karen A. Barta, Ph.D.  
 James E. Eblen, Ph.D.  
 Patrick J. Howell, S.J., D.Min.  
 Loretta K. Jancoski, Ph.D.  
 Marianne LaBarre, S.N.J.M., M.A.  
 Michael B. Raschko, Ph.D.  
 Susan L. Secker, Ph.D.  
 Patricia M. Steffes, M.Div.  
 L. John Topel, S.J., Ph.D.  
 Patricia L. Wismer, Ph.D.

### Degrees Offered

Seattle University, in cooperation with the Archdiocese of Seattle, offers the following graduate degrees in ministry:

**Master of Religious Education — Offered only in Summers**  
**Master of Ministry SUMORE.**

**Master of Pastoral Ministry — (MPM) — (CORPUS)**

**Master of Theological Studies — (MTS)**

**Master of Divinity — (M.Div.)**

### Objectives

Each degree equips ministers, through an organized series of learning experiences, with the skills, attitudes and knowledge needed to become competent theologically, pastorally and spiritually.

### Admission Criteria

#### CORPUS or SUMORE Program

- Bachelor's degree
- Ordinarily a 3.00 cumulative or upper division grade point average

- A liberal arts background
- Two courses in undergraduate theology (or the equivalent)
- Two personal references **using forms provided by ITS.**
- Autobiographical statement
- Two years of education, ministry or church-related service as a professional or volunteer
- Personal or telephone interview (not necessary for SUMORE)

#### M.Div. and MTS

Admission from outside the program

- The admission criteria listed under CORPUS or SUMORE
- The attainment of the competencies of CORPUS
- Ordinarily, no more than 17 graduate credits in theology/ministry will be counted toward advanced standing in MTS and no more than 24 toward the M Div. degree.

### Degree Requirements

**Master of Ministry (SUMORE) . . . . . 49 credits**

**Master of Religious Education (SUMORE) . . . . . 49 credits**

**Master of Pastoral Ministry (CORPUS) . . . . . 45 credits**

**Master of Theological Studies . . . . . 80 credits**

**Master of Divinity . . . . . 115 credits**

### Time Limitations

All requirements for the degrees must be completed within six years after course work has begun, including any courses approved for transfer.

### Course Descriptions

#### Master of Pastoral Ministry (CORPUS)

The MPM (CORPUS) curriculum explores foundational perspectives basic to Christian ministry and enables participants to formulate their own perspective informed by Christian tradition and contemporary experience. Theological reflection is the specialization which integrates theological content with practical/pastoral experience. This degree prepares persons to minister effectively within ecclesial contexts as well as in other chosen professions.

**ITS 501 Hebrew Scriptures 3 credits**

Through working with a variety of texts, students are exposed to the major pieces of the Old Testament canon: Pentateuch, prophets and writings. The pluralism of viewpoints that come to expression in the Scriptures leads to an examination of tensions, strengths and weaknesses involved. Practical consequences for belief and practice are developed. Also ITSS 501.

**ITS 502 Christian Scriptures 3 credits**

Origins of Christian Scripture in Christian faith-experience of God revealing; New Testament development in time; major theological themes in cultural context; impact on living experience; methods of criticism and principles of interpretation aimed at personal appropriation of text, meanings, and tradition. Also ITSS 502. Prerequisite: 501.

**ITS 503 Christian Anthropology—Foundations 3 credits**

Exploration from a Christian perspective of the mystery of human existence. Examination of the structures of human being: self-transcendence, finitude, freedom, destiny, relatedness, autonomy, growth and history. Special attention to the horizons which shape human life, to the roots of the possibility of religion, grace and sin in the human.

<b>ITS 504</b>	<b>Christology</b>	<b>3 credits</b>
	Survey of theological reflection on Jesus of Nazareth, his life, his teaching, his death-resurrection. Examines the New Testament, the fathers, the important conciliar definitions, the scholastic synthesis and contemporary discussion and covers three main questions: Who is this Jesus? How does this Jesus save us? How do we relate to Jesus now? Also ITSS 504.	
<b>ITS 505</b>	<b>Ecclesiology</b>	<b>3 credits</b>
	Examination of understandings of Church from New Testament times through the present, with attention to the strengths and weaknesses of each image/model/conceptualization and with an eye to articulating an ecclesiology for our time. Examination of the issues which face the Church today: women and the church, leadership, local church-universal church tension, authority. Also ITSS 505. Prerequisites: 503.	
<b>ITS 506</b>	<b>Christian Ethics</b>	<b>3 credits</b>
	A study of the dynamics of moral decision making, the process of moral development, and principles of Christian moral action; the development of a methodology for addressing personal and social moral issues. Also ITSS 506.	
<b>ITS 507</b>	<b>Sacramental Theology</b>	<b>3 credits</b>
	Explores culture, tradition and pastoral experience to enable students to formulate a contemporary theory and practice of ritual. By exploring the history of sacraments, their biblical foundations and cultural expression, students examine the celebrations of the faith community. Also ITSS 507.	
<b>ITS 510</b>	<b>Pastoral Helping Skills: Theory/Practice</b>	<b>3 credits</b>
	Integration of basic helping skills with theological foundations for counseling ministry; theoretical foundations of major counseling approaches with opportunities for in-class practice in simulated counseling interviews.	
<b>ITS 511</b>	<b>Group Effectiveness Skills</b>	<b>3 credits</b>
	Theory and practice in the skills of group interaction, participation and empowerment in a variety of small group settings. Examination of personal leadership styles, process observation, diagnosis of major forces affecting a group's functioning, and conceptual models for group effectiveness. Prerequisite: 510.	
<b>ITS 521</b>	<b>MPM Supervision I</b>	<b>3 credits</b>
<b>ITS 522</b>	<b>MPM Supervision II</b>	<b>3 credits</b>
<b>ITS 523</b>	<b>MPM Supervision III</b>	<b>3 credits</b>
	A supervised intern experience focusing on the development of intra-and inter-personal skills for ministry with particular emphasis on one-to-one and small group interaction. Theological reflection on ministerial experience is an integral component.	
<b>ITS 526</b>	<b>Prayer and Spirituality</b>	<b>3 credits</b>
	An overview of contemporary schools of spirituality and their expression in various forms of prayer; the expression of the students' relationship with God in personal and small group prayer.	
<b>ITS 591</b>	<b>Special Topics</b>	<b>1-6 credits</b>
<b>ITS 596</b>	<b>Independent Study</b>	<b>1-6 credits</b>
<b>ITS 599</b>	<b>Project</b>	<b>3-6 credits</b>

## Master of Theological Studies/Master of Divinity

The MTS degree builds on the foundation laid by the CORPUS program (39 credits). It provides historical and systematic depth in

theology and develops leadership skills for professional ministry. Its core courses (20 credits) and distribution requirements (6 credits) ensure a breadth of study needed by those who will enter ministry; its electives (6 credits), project (3 or 6 credits), and various areas of concentration (6 credits) allow students to pursue studies and do research in areas of their interest.

The M.Div degree also builds on the foundation laid by CORPUS (39 credits). It provides the broad academic background and ministerial skills needed by professional ministers who will serve parish communities in the broad and varied ministry of pastoral leadership. Its core courses (33 credits) and distribution requirements (24 credits) guarantee the breadth that is needed, while electives (9 credits), the project (4 credits), and the area of concentration (6 credits) allow the students to shape the degree according to their interests.

<b>ITS 531</b>	<b>Patristic and Early Medieval Period</b>	<b>3 credits</b>
<b>ITS 532</b>	<b>Late Medieval Period Through the Reformation</b>	<b>3 credits</b>
<b>ITS 533</b>	<b>Modern and Contemporary Period</b>	<b>3 credits</b>
	Historical investigations of various periods in the Christian tradition. Emphasis will be placed on how such elements of the Christian community as social teaching, sacramental practice, moral teaching and spirituality has been shaped by the various historical contexts in which the Christian faith has been expressed.	
<b>ITS 534</b>	<b>Pentateuch</b>	<b>3 credits</b>
	The themes and authors of the first five books of the Hebrew Scriptures. The development of those themes in the interaction of the Hebrew faith with its various historical settings. Prerequisite: 501.	
<b>ITS 535</b>	<b>Prophets</b>	<b>3 credits</b>
	The history, basic themes, and functions of the prophetic movement in Israel; a study of one or two prophets in detail; special emphasis on how the prophets reshaped the faith of Israel for a new historical situation. Prerequisite: 501.	
<b>ITS 536</b>	<b>The Synoptic Gospels</b>	<b>3 credits</b>
	The major themes for the first three gospels in the Christian scriptures; their composition and points of view in proclaiming Jesus; the communities for whom they were written given their particular historical situation; and the challenges they present us. Special emphasis on the gospels as stories, requiring <b>literary</b> analysis and appreciation. Prerequisite: 502.	
<b>ITS 537</b>	<b>John</b>	<b>3 credits</b>
	The basic themes of the Fourth Gospel; the community it addresses; how its historical setting influenced the message of the gospel; how that message can be interpreted for our historical situation. Prerequisite: 502.	
<b>ITS 538</b>	<b>Paul</b>	<b>3 credits</b>
	The man and the gospel he preached; a study of the themes of his letters, the communities and world for whom he wrote and the ways in which he challenges our faith today. Prerequisite: 502.	
<b>ITS 539</b>	<b>Contemporary Ethical Issues</b>	<b>3 credits</b>
	Analysis and discussion of selected topics in the areas of morality and ethics in the light of the Christian perspective. Special attention will be paid to how the interpenetration of Christian believing and historical contexts shape Christian ethics and how past resolutions of problems continue to shape our ethics today. Prerequisite: 506.	
<b>ITS 540</b>	<b>Sin and Grace</b>	<b>3 credits</b>
	Systematic and historical explorations of the themes of sin and grace; how human life is affected by each, and the various ways grace and sin have taken shape in human history. Prerequisite: 503.	

ITS 541	<b>God and Trinity</b>	<b>3 credits</b>	Origins and historical development of the Christian notions of God and Trinity; reflection on dogmatic statements and on philosophical and theological developments based on those statements. Prerequisite: 503.	as parishes, schools, and others; understanding of ways religious practices and belief influence individuals and groups with implications for catechetics, liturgy, spirituality and ministries.
ITS 545	<b>Pastoral Leadership</b>	<b>3 credits</b>	Focuses on servant leadership, leadership styles, transitions in leadership, stress and burnout, planning cycles, conflict and a theology of local church. The foundation course for MTS Supervision. Prerequisite: 511.	ITS 577 <b>Homiletics</b> <b>3 credits</b> Techniques and supervised practice in preaching within a liturgical setting.
ITS 550	<b>Social Analysis</b>	<b>3 credits</b>	A study of the methods of social analysis in the light of the social, political and economic forces which help shape pastoral situations; specific application to the student's internship/work situation.	ITS 578 <b>Theology of Ministry</b> <b>3 credits</b> An exploration of the various elements of a theology of ministry in light of the mission of the Church and one's own ministerial identity.
ITS 551	<b>MTS Supervision I</b>	<b>2 credits</b>		ITS 579 <b>Theology of Marriage</b> <b>3 credits</b> The theology, liturgical structure, and practice of the sacrament of marriage in the Catholic Church; the Canon Law governing marriage; factors influencing family life.
ITS 552	<b>MTS Supervision II</b>	<b>2 credits</b>	A supervised practicum, building on instruments of social analysis and leadership, surfaces both systemic and personal issues to enable critical analysis and pastoral care in the ministry setting. Prerequisite: 545.	ITS 580 <b>M.Div. Supervision I</b> <b>2 credits</b> ITS 581 <b>M.Div. Supervision II</b> <b>2 credits</b> A supervised internship integrated with Pastoral Planning, to develop the minister's capacity in a large community to supervise and delegate, to communicate effectively, and to challenge and support others to follow the gospel and build the Church. Prerequisite: 551, 552.
ITS 555	<b>Spiritual Discernment</b>	<b>3 credits</b>	A knowledge of the process of spiritual discernment and its place in the spiritual life; initial ability to work with, guide, and refer persons seeking spiritual direction.	ITS 585 <b>Community Prayer and Worship</b> <b>2 credits</b> A study of the patterns and dynamics of communal spiritual growth and the development of one's abilities to lead a large community in prayer and liturgy.
ITS 560	<b>Myth, Symbol and Sacrament</b>	<b>3 credits</b>	An exploration of the symbolic, sacramental dimension of human life; its expression and celebration by the Christian community; its interaction with and use of predominant cultural themes.	ITS 586 <b>Religion and Culture</b> <b>3 credits</b> An exploration of the major issues which face the Christian community today both from within the Church and in light of contemporary culture, e.g., fundamentalism, secularism, religion and the state.
ITS 561	<b>Hermeneutics and Theological Method in Pastoral Ministry</b>	<b>3 credits</b>	A study of ways to interpret the tradition so that it continues to live today; the integral role interpretation plays in theology and pastoral work.	ITS 592, 593 <b>Special Topics</b> <b>1-6 credits</b> ITS 597, 598 <b>Independent Study</b> <b>1-6 credits</b> Other Electives from any level <b>6 credits</b> ITS 599 <b>Project</b> <b>3-6 credits</b>
ITS 562	<b>Sacraments of Initiation</b>	<b>3 credits</b>	The theology, liturgical structure, and practice of Baptism, Confirmation and Eucharist in the Christian community. Prerequisite: 560.	
ITS 563	<b>Sacraments of Healing</b>	<b>3 credits</b>	The theology, liturgical structure and practice of the sacraments of Reconciliation and Anointing of the Sick. Prerequisite: 560.	
ITS 564	<b>Plurality of Christian Traditions</b>	<b>3 credits</b>	Examines the diversity of traditions in scripture and the early church as well as the contemporary richness of Christian traditions for deeper faith understanding and ecumenical awareness.	
ITS 570	<b>Pastoral Planning</b>	<b>4 credits</b>	A praxis course in planning cycles for communities, budget analysis, personnel management, and leadership theory for enabling growth in a faith community. Lays the framework for M.Div. Supervision. Prerequisite: 545.	
ITS 571	<b>Pastoral Leader as Change Agent</b>	<b>3 credits</b>	A synthesis of group dynamics, leadership skills, and structural analysis in order to confront regressive behavior in a group and to reconstruct social structures and gospel values.	
ITS 575	<b>Canon Law</b>	<b>2 credits</b>	An overview of the contents of the Canon Law governing the Catholic church; the development of a fundamental way of approaching Canon law in general, and how to interpret it and use pastorally.	
ITS 576	<b>Social Analysis of the Faith Community</b>	<b>3 credits</b>	A study of the socio-economic factors which shape religious organizations and structures; application to particular communities such	

## SUMORE Program

A SUMORE summer consists of four two-week blocks of classes. Students may attend all four sessions and complete the MM or MRE degree after three summers and field experience. However, students may also attend fewer sessions per summer and take four or more summers to earn their degree.

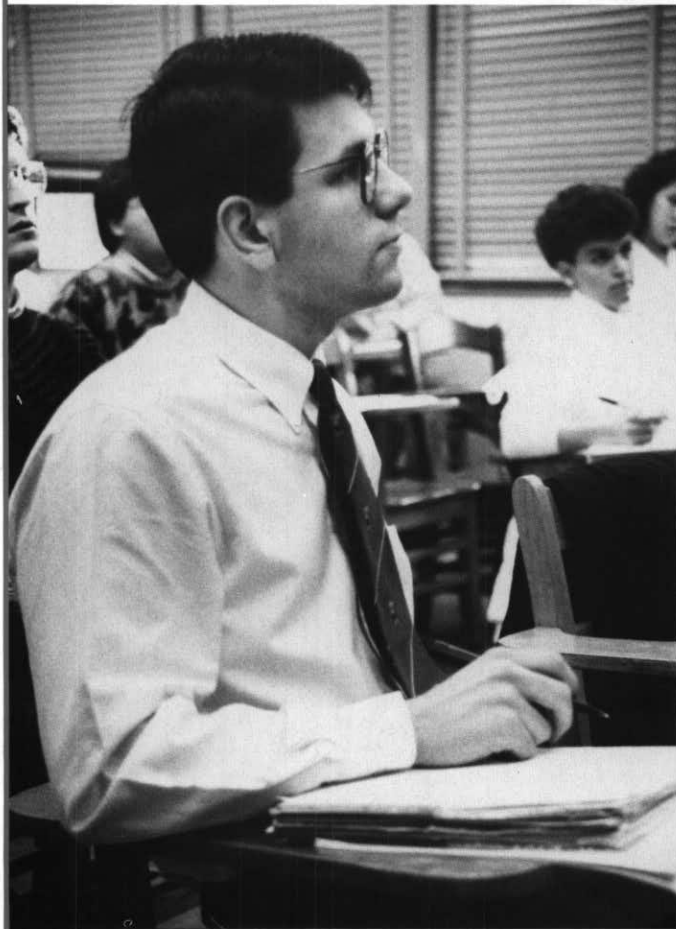
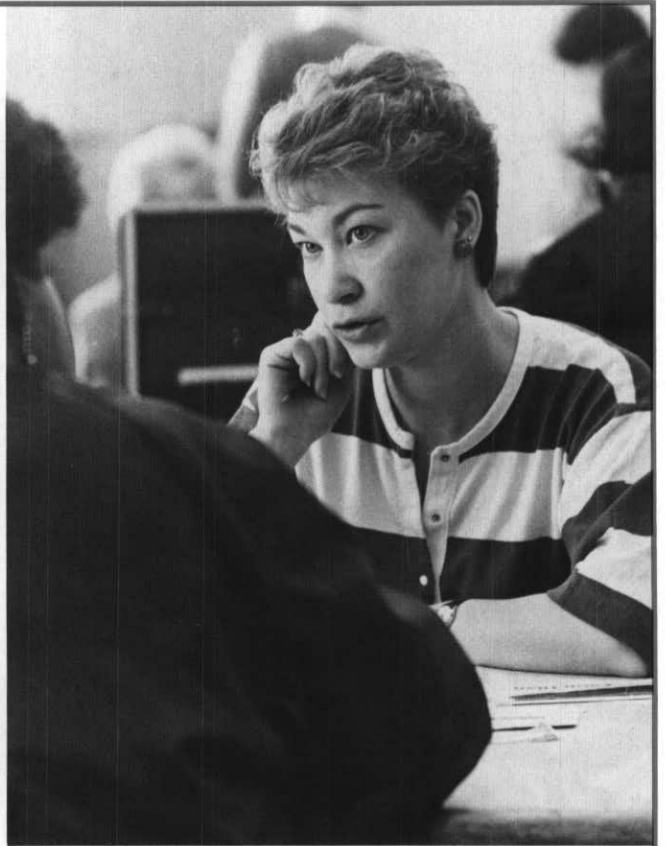
## Course Descriptions

ITSS 501	<b>Hebrew Scriptures</b>	<b>3 credits</b>	Scriptural evidence of development in and of the Hebrew faith-tradition; Scripture's function of expressing, forming, and reforming the faith-experience of the community; thematic developments and historical contexts of major writings; Scripture as norm and origin of faith. Also ITS 501.
ITSS 502	<b>Christian Scriptures</b>	<b>3 credits</b>	The origins of Christian Scripture in Christian faith-experience of God revealing; New Testament development in time; major theological themes in cultural context; impact on living experience; methods of criticism and principles of interpretation aimed at personal appropriation of text, meanings, and tradition. Also ITS 502.

<p><b>ITSS 504 Christology</b> <span style="float: right;"><b>3 credits</b></span>  Contemporary context concerning the reality and meaning of Jesus Christ and the salvation he brings. Biblical, patristic, medieval, modern and contemporary understandings of who Jesus Christ is, aimed at personal appropriation of the Christian community's deepening critical grasp of the person, presence and power of the one who is the center of their faith; further lines of discussion and inquiry. Also ITS 504.</p>	<p>temporary global context; presentation and evaluation of methods of social analysis, theological reflection, and action.</p>
<p><b>ITSS 505 Ecclesiology</b> <span style="float: right;"><b>3 credits</b></span>  Examination of our contemporary experience of Church; foundations of Church in the congregation (called and sent) of Jesus' followers; self-images and dimensions of Church developing in time: structures; and functions, institutions, offices, and charisms that perpetuate the witness through which Jesus Christ makes himself accessible in the Spirit to our time and to all times. Also ITS 505.</p>	<p><b>ITSS 527 Convivial Global Community</b> <span style="float: right;"><b>3 credits</b></span>  Examination of social change, including conditions, causes, and consequences; analysis of organizational behavior, decision-making, social, economic, and political change in international arena; emphasis on human rights.</p>
<p><b>ITSS 506 Christian Ethics</b> <span style="float: right;"><b>2 credits</b></span>  A study of the dynamics of moral decision making, the process of moral development, and principles of Christian moral action; the development of a methodology for addressing personal and social moral issues. Also ITS 506.</p>	<p><b>ITSS 531 Educational Programming</b> <span style="float: right;"><b>2 credits</b></span>  Examination of strategies for program and course development in religious education context; includes evaluative and motivational processes.</p>
<p><b>ITSS 507 Sacramental Theology</b> <span style="float: right;"><b>2 credits</b></span>  New Testament foundations, historical development in theology and practice; particular attention to celebrations of the faith community. Also ITS 507.</p>	<p><b>ITSS 533 Theories of Religious Education</b> <span style="float: right;"><b>3 credits</b></span>  An examination of the impact of human development upon religious education, from elementary through adult; application to particular contexts.</p>
<p><b>ITSS 510 Christian Self-Image</b> <span style="float: right;"><b>3 credits</b></span>  An analysis of the development and ongoing clarification of our self-image as it is dynamically influenced by conscience, the presence of God and Christian community.</p>	<p><b>ITSS 534 Sacramental Catechesis</b> <span style="float: right;"><b>2 credits</b></span>  An exploration of the pedagogy of sacraments in light of contemporary sacramental theology and present insight into the catechetical process.</p>
<p><b>ITSS 511 History of Christian Spirituality</b> <span style="float: right;"><b>3 credits</b></span>  Overview of main traditions of Christian spirituality with an emphasis upon the biblical roots of these traditions; study of those traditions in contemporary contexts; developments in lay spirituality.</p>	<p><b>ITSS 536 Youth and Adult Religious Development</b> <span style="float: right;"><b>3 credits</b></span>  A study of youth and young adult religious and psycho-social development and educational models and strategies to serve this development.</p>
<p><b>ITSS 512 Liturgy and Worship</b> <span style="float: right;"><b>2 credits</b></span>  Introduction to the theology of Christian worship, the nature and historical forms of liturgy and current practice.</p>	<p><b>ITSS 538 Adult Religious Learning</b> <span style="float: right;"><b>3 credits</b></span>  An examination of religious and psycho-social development of adults at various stages and of educational models and strategies to serve the faith development of adults.</p>
<p><b>ITSS 514 Prayer</b> <span style="float: right;"><b>2 credits</b></span>  The tradition of prayer in the church, experiences of prayer and prayer leadership in the believing community.</p>	<p><b>ITSS 552 Interpersonal Process</b> <span style="float: right;"><b>2 credits</b></span>  Looks at self-image, life scripting, response-ability, and effective communication skills. Exercises facilitate people getting in touch with patterns of their behavior and that of others.</p>
<p><b>ITSS 516 Spiritual Direction</b> <span style="float: right;"><b>2 credits</b></span>  A basic course in the theory and practice of spiritual direction designed for those interested either in receiving or giving such direction.</p>	<p><b>ITSS 553 Conflict Resolution</b> <span style="float: right;"><b>2 credits</b></span>  Applying interpersonal communication skills to conflicts within ourselves and between us and others, dealing with fear, ignorance, frustration and violence, alternatives to manipulation and creative alternatives for conflict management.</p>
<p><b>ITSS 518 Religious Experience East and West</b> <span style="float: right;"><b>2 credits</b></span>  A study of the unique spiritualities developed by world religions such as Christianity, Hinduism, Buddhism, Judaism, Islam. Students will explore the possible relationships among these spiritual paths with a concentration on Western forms of spirituality.</p>	<p><b>ITSS 555 Organizational Dynamics</b> <span style="float: right;"><b>3 credits</b></span>  An exploration of constructs derived from the field of organizational development; application to religious and civic settings in which students play a part.</p>
<p><b>ITSS 522 Justice Ministry</b> <span style="float: right;"><b>2-3 credits</b></span>  A Christian understanding of justice and peace and an examination of various dimensions of action: political, economic, cultural and religious.</p>	<p><b>ITSS 556 Pastoral Counseling</b> <span style="float: right;"><b>3 credits</b></span>  Integrates basic helping skills with theological foundations for counseling ministry; structured in two parts: lecture and lab practicum.</p>
<p><b>ITSS 523 Justice Spirituality</b> <span style="float: right;"><b>3 credits</b></span>  The Gospel as leaven within and for the world. The Church's developing understanding of her role in the evangelization of the world process. Contemporary socio-economic problems of America and the world.</p>	<p><b>ITSS 571 Seminar</b> <span style="float: right;"><b>2-4 credits</b></span></p>
<p><b>ITSS 525 Christian Social Ministry</b> <span style="float: right;"><b>3 credits</b></span>  Analysis of historical relationships between Christian churches and society; development of models of church response in the con-</p>	<p><b>ITSS 587 Practicum I</b> <span style="float: right;"><b>2 credits</b></span>  <b>ITSS 588 Practicum II</b> <span style="float: right;"><b>2 credits</b></span></p>
	<p><b>ITSS 591 Special Topics</b> <span style="float: right;"><b>1-6 credits</b></span>  <b>ITSS 592 Special Topics</b> <span style="float: right;"><b>1-6 credits</b></span>  <b>ITSS 593 Special Topics</b> <span style="float: right;"><b>1-6 credits</b></span></p>
	<p><b>ITSS 596 Independent Study</b> <span style="float: right;"><b>1-6 credits</b></span>  <b>ITSS 597 Independent Study</b> <span style="float: right;"><b>1-6 credits</b></span>  <b>ITSS 598 Independent Study</b> <span style="float: right;"><b>1-6 credits</b></span></p>
	<p><b>ITSS 599 Completion Project</b> <span style="float: right;"><b>3 credits</b></span></p>

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