

1999

1999-2000 Bulletin of Information - Graduate

Seattle University

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Connecting the
mind to what
matters

Seattle University

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Seattle University
 Bulletin of Information
 Published quarterly by the
 Publications Office
 Seattle University
 900 Broadway
 Seattle, Washington 98122-4340

Fourth-class postage paid at
 Seattle, Washington

POSTMASTER:
 Send address changes to:
 Seattle University
 900 Broadway
 Seattle, Washington 98122-4340

Information concerning undergraduate programs may be obtained in supplementary bulletins.

Seattle University complies with federal, state, and local laws, and regulations pertaining to civil rights and equal-opportunity employment. The university does not discriminate on the basis of sex, race, color, national origin, religion, age, marital status, Vietnam era veteran status, or sexual or political orientation. The university does not discriminate against persons who are handicapped or disabled and the university will make reasonable accommodation for such handicaps or disabilities, unless to do so would cause an undue hardship.

The university complies with all applicable laws requiring affirmative action in employment. All university policies, practices, and procedures are administered in a manner consistent with Seattle University's Catholic Jesuit identity.

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 may go into effect at any time and will apply to prospective students and to students who are currently enrolled. The university also reserves the right to discontinue courses and programs 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.

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For More Information

Toll-free, call 800-426-7123
 E-mail: grad-admissions@seattleu.edu
www.seattleu.edu

(area code 206)

| | | | |
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| Addiction Studies Office | 296-5350 | Financial Aid Office | 296-5840 |
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Academic Calendar 1999-2000

Fall Quarter 1999

| | |
|---------------------------------------|---|
| September 14 (Tues) | University Convocation for faculty and staff |
| September 15 (Wed) | Tuition and fees due for fall quarter |
| September 16-20 (Th-Mon) | Fall orientation: Building for Success |
| September 21 (Tues) | All classes begin |
| September 28 (Tues) | Last day to register, add/drop or change grading option |
| October 29 (Fri) | University planning - faculty/staff in service day (no classes) |
| November 1 (Mon) | Last day to apply for spring and summer 2000 graduation |
| November 5-10, 12 (Fri; Mon-Wed; Fri) | Advising week for winter 2000 registration |
| November 11 (Th) | Veteran's day - no classes |
| November 14 (Sun) | Advance registration - winter, 2000 begins |
| November 15 (Mon) | Last day to remove I grade from spring/summer 1999 |
| November 15 (Mon) | Last day to remove N grade from fall 1998 |
| November 19 (Fri) | Last day to withdraw with W grade |
| November 24-27 (Wed-Sat) | Thanksgiving - no classes |
| December 4 (Sat) | Last class day |
| December 6-11 (Mon-Sat) | Final examinations |
| December 15 (Wed) | Tuition and fees for winter quarter due |
| December 15 (Wed) | Grades due, 10am |

Winter Quarter 2000

| | |
|-------------------------|--|
| January 3 (Mon) | All classes begin |
| January 10 (Mon) | Last day to register, add/drop or change grading options |
| January 17 (Mon) | Martin Luther King's birthday - no classes (Sat., Jan. 15 classes <u>will</u> meet as scheduled) |
| February 1 (Tues) | Last day to apply for fall 2000 and winter 2001 graduation |
| February 18 (Fri) | President's Day - no classes (Sat., Feb. 19 classes <u>will</u> meet as scheduled) |
| February 21-24 (Mon-Th) | Advising week for spring 2000 registration |
| February 25 (Fri) | Advance registration - spring, 2000 begins |
| March 1 (Wed) | Last day to remove I grade from fall, 1999 |
| March 1 (Wed) | Last day to remove N grade from winter 1999 |
| March 2 (Th) | Last Day to withdraw with W grade |
| March 13 (Mon) | Last class day |
| March 14-18 (Tues-Sat) | Final examinations |
| March 21 (Tues) | Tuition and fees for spring quarter due |
| March 22 (Wed) | Grades due, 10am |

Spring quarter 2000

| | |
|-----------------------|---|
| March 27 (Mon) | All classes begin |
| April 3 (Mon) | Last day to register, add/drop or change grading options |
| April 21 (Fri) | Good Friday - no classes |
| April 22 (Sat) | Easter Holiday - no classes |
| May 1 (Mon) | Last day to remove I grade from winter, 2000 |
| May 1 (Mon) | Last day to remove N grade from spring 1999 |
| May 15-17 (Mon-Wed) | Advising week for summer and fall 2000 registration |
| May 17-22 (Wed-Mon) | Advance registration, by appointment - summer, 2000 |
| May 23-June 2 (Daily) | Advance registration, by appointment - fall, 2000 |
| May 24 (Wed) | Last day to withdraw with W grade |
| May 29 (Mon) | Memorial Day observed - no classes (Sat., May 27 classes <u>will</u> meet as scheduled) |
| June 5 (Mon) | Last class day |
| June 6-10 (Tues-Sat) | Final examinations |
| June 10 (Sat) | Baccalaureate |
| June 11 (Sun) | Commencement |
| June 14 (Wed) | Grades due, 10am |

Summer Quarter 2000

| | |
|-----------------|--|
| June 4-26 | Summer 2000 registration resumes (touchtone) |
| June 15 (Th) | Tuition and fees for summer quarter due |
| June 19 (Mon) | Classes begin - first and full term |
| June 26 (Mon) | Last day, add/drop or change grading options - first 4-wk, 7-wk and 8-wk terms |
| June 27 (Tues) | Registration continues - second 4-wk term and intersession |
| June 27 (Tue) | Fall, 2000 registration resumes (touchtone) |
| June 30 (Fri) | Last day to withdraw - first 4-wk term |
| July 4 (Tues) | Independence Day observed - no classes |
| July 17 (Mon) | Classes begin - second 4-wk term |
| July 24 (Mon) | Last day to add/drop or change grading options - second 4-wk term |
| July 28 (Fri) | Last day to withdraw - second 4-wk; 7-wk and 8-wk terms |
| August 1 (Tue) | Last day to remove N grade - summer, 1999 |
| August 5 (Sat) | Last class day - 7-wk term |
| August 12 (Sat) | Last class day - 8-wk term |
| August 16 (Wed) | Grades due, 10am |

Intersession 2000

| | |
|--------------------|--|
| August 14 (Mon) | Classes begin |
| August 21 (Mon) | Last day to register, add/drop or change grading options |
| August 25 (Fri) | Last day to withdraw |
| September 4 (Mon) | Labor day - no classes |
| September 11 (Mon) | Last class day |
| September 13 (Wed) | Grades due, 10am |

General Information

About Seattle University

The Northwest's largest independent institution of higher learning, Seattle University offers 53 undergraduate programs, 27 graduate programs, and a juris doctor degree. Approximately 6,000 students are enrolled at the university's 46-acre campus on Seattle's First Hill.

Teaching is our first priority. Student-to-faculty ratios are a low 14:1, ensuring that faculty members are readily available to students.

One of 28 Jesuit colleges and universities in the United States, Seattle University offers a broad-based academic program, including a strong liberal arts core curriculum that prepares students for professional success, community service, and personal fulfillment.

Seattle University is recognized as a leader in innovative academic programs, and many of the programs have become important to the economy of the Northwest. The nation's first addiction studies program was offered in 1973. In 1987 the university started its pioneering graduate program in software engineering. The Northwest's first undergraduate program in environmental engineering was offered in 1990. In 1995 Seattle University offered the first executive graduate program in not-for-profit leadership.

The School of Theology and Ministry, including the Institute for Catholic Theological Studies (ICTS) and the Institute for Ecumenical Theological Studies (IETS), is the latest example of how Seattle University continually revises curriculum offerings to meet the needs of the Northwest. The new academic structure fulfills the Northwest's need for clerical and lay graduate theological education within the Catholic Church, while 10 Protestant denominations and two religious-affiliated agencies have collaborated to form the IETS.

Purpose and Mission

As an institution of higher learning, Seattle University's objective and purpose include the interpretation and transmission of knowledge, ideas, and values. The university is dedicated to the extension of the frontiers of knowledge by critical and exhaustive investigation and experimentation. Thorough, intelligent training in theory and principle provided by Seattle University prepares students for professional careers.

Well into its second century of educational service, Seattle University is dedicated to its historical mission of:

- teaching and learning
- education for values
- preparation for service
- growth of persons

Conducted under the auspices of the Society of Jesus, the Jesuits, Seattle University supports Christian ideals and values. The university affirms the belief in the unity and totality of all human knowledge, whether experiential, speculative, or divinely revealed. As a community inspired by the Spirit of Christ, the campus atmosphere inside and outside the classroom encourages the development of an unbiased, truly liberated and enlightened intelligence in its faculty and student body.

As a comprehensive institution of higher learning, Seattle University brings this fourfold purpose to bear on all its activities and programs; on its relations to its students; its own community of educators; and on the various publics it serves.

For a complete copy of Seattle University's mission statement, contact the President's Office.

History

Founded in 1891, Seattle University has offered a value-based education in the Jesuit tradition for more than a century. The university's development into one of the Northwest's leading centers of higher education is closely woven with the history of Seattle and the Puget Sound area. It is a story of relentless effort to serve the educational needs of a growing metropolitan community and its surrounding region.

Seattle University had a humble and unpretentious beginning. In 1890, Father Aegidius Junger, bishop of what was then called the Nisqually Diocese, concerned over the lack of educational opportunity for Catholic youth in the Seattle area, sent repeated requests to the Jesuits of the Rocky Mountain Mission territory to establish both a parish and a school in the young city. In response to the intrepid bishop's appeals, Fathers Victor Garrand and Adrian Sweere arrived from the Yakima station in the spring of 1891.

The two Jesuits immediately leased St. Francis Hall, a building that had been constructed at 6th and Spring in downtown Seattle the previous year by Father Francis X. Prefontaine, the area's first resident priest. Rededicating the building as the Parish and School of the Immaculate Conception, aided by two Holy Names sisters serving as full-time teachers, the good fathers began their modest educational effort.

With the advice and assistance of Father Prefontaine, the mission procurator purchased property that ultimately became the present campus. In 1893, the cornerstone of the first building was laid and the new parish and school was opened for classes in September 1894.

Growth continued as the first academic or high school-level class was introduced in 1898 and articles of incorporation were filed changing the parish school for boys into Seattle College. These were also years of struggle and disappointment. Nevertheless, in the face of the still prevailing frontier mentality that saw little need for higher education other than in the professions, a college department in humanities was instituted in 1900. In 1909, the first three graduates were awarded bachelor of arts degrees.

A temporary casualty of World War I, college classes at Seattle College were suspended from 1918 to 1922. In 1919, the successful high school department moved to a new seven-acre campus on Interlaken Boulevard, a gift of Thomas C. McHugh. On its reinstatement, following the war, the college department was also housed at the new campus. Three baccalaureate degrees were granted in 1925.

In 1931, with an enrollment of fewer than 50 students, Seattle College returned to a partially renovated building at the present Broadway and Madison campus. Within two years, women were enrolled in credit courses, and in 1936, the first women received their degrees. Just prior to that, 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 in 1941.

Returning World War II veterans in 1945 discovered the newly established School of Commerce and Finance, Seattle College's fifth major academic unit. By 1948, the enrollment in all programs neared 3,000 students. That year an amendment to the articles of incorporation officially changed the institution's name to Seattle University.

Rapid expansion of both the physical boundaries and educational facilities of Seattle University marked the decades of the 1950s and 1960s. With just three permanent buildings and three

General Information

war surplus structures in 1950, the university added or converted 12 major buildings over the next 20 years. Most of the development occurred under the direction of Father A.A. Lemieux, president of the university from 1948 to 1965.

The curriculum then expanded with new programs including the School of Science and Engineering (1972), the doctorate in educational leadership (1976), and Matteo Ricci College (1977).

The 1980s brought master-level programs in software engineering and psychology, along with a baccalaureate degree in computer science and programs in communication studies and international business.

New academic programs introduced since 1990 include a master in teaching degree, master's degree programs in student development and in adult education and training, bachelor's degrees in international studies and biochemistry, and the region's only bachelor's degree in civil engineering with an environmental track. The Albers School of Business and Economics initiated master's programs in finance, applied economics, and international business and added operations management as an undergraduate business option. The School of Nursing instituted a master of science in nursing in 1992, and the School of Law joined the professional schools in fall 1994.

The 1995-96 academic year brought an English/Creative Writing major and minor, a specialty in manufacturing engineering, a new multidisciplinary bachelor of arts degree in ecological studies, as well as an executive master's degree in not-for-profit leadership, the first of its kind in the United States.

Created in July 1996, the School of Theology and Ministry diversifies the graduate theology program that began in 1985. This school houses institutes for both Catholic and ecumenical theological studies.

Organization

Seattle University is an independent coeducational institution of higher learning incorporated under the laws of the state of Washington. It is governed by a board of trustees and administered under the auspices of the Society of Jesus. Students, faculty, and staff are drawn from all races and denominations. Seattle University derives its mission from the academic experience and educational ideals of the Society of Jesus.

The university is composed of 8 major academic units: College of Arts and Sciences, including the Institute of Public Service; Albers School of Business and Economics; School of Education; School of Law; Matteo Ricci College; School of Nursing; School of Science and Engineering; School of Theology and Ministry.

Lemieux Library

Constructed in 1966, A.A. Lemieux Library is the university's library with centralized collections and facilities, access to remote electronic resources, and professional services providing informational, instructional, and research support to all of SU's academic programs. The library offers an on-line catalog running the Sirsi Unicorn system, a gateway module which connects users to text-based Internet resources, and a World Wide Web (WWW) site providing access to a growing number and variety of electronic information resources. The catalog, gateway, and web pages are accessible from any computer linked to the campus network. The library houses a growing collection of 210,000 volumes, 2,500 current print periodical and serial subscriptions, 500,000 microforms, and a variety of media materials. Lemieux Library currently offers 15 CD-ROM databases on site; the Unicorn gateway and library web page provide subscription access to 20 databases, including full-text and more than 140 electronic journals and related services. The on-line and CD-ROM

resources support both general and specialized instruction and research.

In addition to its collections, the library is a service center. The reference and instructional services staff assists students in ways that range from personal instruction in the use of the catalog and web resources to advising on advanced, specialized research materials to the development of bibliographies. Classroom presentations are given throughout the year. To supplement its on-site collections and remote electronic resources, the library provides subsidized interlibrary loan and document delivery services as well as specialized database search services.

Other library services include a course reserve collection, a 24-hour reading/study room, media carrels for using non-print materials, and self-service photocopiers. The library seats more than 800 people in open study areas, small-group conference rooms, and individual carrels.

Off-Campus Courses

Opportunities are available for business, education, and theological students to take selected courses off campus. Business classes are also offered in Bellevue. Education courses are offered in Auburn and Bellevue (MIT courses are only offered on the main campus). Theological courses are offered in Bothell with some seminars placed where student location demands.

Student Development and Services

Education is a combination of academic classroom experiences and valuable out-of-classroom experiences. Seattle University offers many services that serve the spiritual, social, personal and physical needs of both the undergraduate and graduate student populations. Some of the services available to students include:

Associated Students of Seattle University

As Seattle University's student government, the Associated Students of Seattle University (A.S.S.U.) offers services and programs for the campus community including sponsorship of club events, student locker rentals, advocacy for campus issues and social activities. A.S.S.U. sponsors various activities including concerts, lectures, public forums, and music festivals.

Campus Assistance Center

The Campus Assistance Center (C.A.C.) serves as a convenient one-stop information, resource, and referral service located on the first floor of the Student Union Building. The C.A.C. provides a variety of services including: student I.D. distribution, off-campus housing information, poster/flyer approval, updating the campus master calendar, and publishing the "What's Happening."

Campus Life

The Campus Life office is committed to creating a vibrant center of student life and learning on campus. A variety of enjoyable social activities, events and programs help students create community with each other. In addition, through diverse programs and experiences, students are invited to learn about themselves, their communities, their leadership roles, and their life choices. The office also sponsors an annual leadership retreat that brings together diverse student leaders from across the campus. The areas within Campus Life include: the Center for Event Planning and Student Activities, Leadership and Service, New Student Programs, Residential Living, and Wellness and Prevention (please see each individual listing for more detail).

Campus Ministry

The Campus Ministry team develops faith community, provides pastoral care, reaches out to serve others, promotes social justice, and celebrates God's presence through worship and fellowship. Campus Ministers foster opportunities for personal and spiritual growth through educational offerings, international service experiences, and a variety of retreat programs.

Within the university's mission, Campus Ministry challenges students to integrate both intellectual and spiritual development. Persons of all faith traditions are welcome.

The Chapel of Saint Ignatius provides a spiritual home for the university's Catholic faith community, with daily and Sunday liturgies. The Campion main and south chapels provide worship spaces for denominational and ecumenical worship. The south chapel is available for religious services for other members of the Seattle University community. In addition, the Immaculate Conception Chapel, located on the second floor of the Administration Building, and the Saint Robert Bellarmine Chapel, located off the Bellarmine Residence Hall Lobby, offer places of personal refuge and prayer.

The retreat programs are designed to provide a variety of opportunities for self-reflection and discernment. During the fall, a graduate student retreat on the *Spiritual Exercises of St. Ignatius of Loyola*, in a three day format, is provided for experiencing Ignatian spirituality.

Campus Ministry invites students to engage in leadership and service informed by faith and values.

Each campus minister is available for pastoral counseling upon request. Faith formation processes for those seeking community, fellowship, and growth in faith are available.

Career Development Center

The Career Development Center assists students with career decisions by offering career counseling, vocational testing and job search guidance including resume review, interview skills development and job search planning. The Resource Room houses full-time job listings, internship listings, a resource library and a computer dedicated to student use. To better accommodate the needs of students, the center is open two evenings a week. Check out the web site at: www.seattleu.edu/student/cdc/

Center for Event Planning and Student Activities

The Center for Event Planning and Student Activities (C.E.P.S.A.), is an integral part of Seattle University actively promoting a sense of community. Recognizing and valuing cocurricular learning opportunities, C.E.P.S.A. seeks to provide a healthy balance between academic pursuits and campus activities. Through its programs, activities, services and facilities, C.E.P.S.A. is dedicated to sustaining a dynamic campus environment that complements and enhances the overall educational mission of the university.

Collegia Program

The Collegia program, created as a "home away from home" for commuter students, provides a beautifully furnished place for study, socializing, and relaxation.

The McNulty Collegium in Lemieux Library is open to commuter graduate students from all programs during late afternoon, evening, and weekend hours. Students are enrolled without charge on a "first-come, first-served" basis.

The Collegium provides a kitchen area, computer space, tables for studying, access to a telephone, and office supplies. An honor bar system makes snacks and drinks available.

Contact Collegia staff at 296-2809.

Counseling Center

The Counseling Center offers individual, couple, and group counseling to students who may be experiencing a variety of issues such as feelings of depression or anxiety, relationship problems, stress or life changes. Counseling is available free of charge to enrolled students. All information regarding the counseling of a student is strictly confidential and released only by written consent of the student or when required by law.

Disabilities Services

Disabilities Services is a component of the Learning Center which provides academic counseling, support, advocacy, and referrals for students with mobility, sensory, learning, health and psychological disabilities. This resource can help with aids and accommodations such as testing adaptations, notetakers, books on tape, room changes, adaptive/auxiliary aids, and interpreters. Written documentation of a student's disability from a qualified professional must be submitted before accommodations can be provided. Copies of the Seattle University Section 504/ADA Policy and Appeal Procedure are available at the Learning Center.

Information Services

In addition to managing several modern computer labs (free for student use), Information Services provides computer consulting and troubleshooting services to students, faculty, and staff. This office also provides statistical computing services, instructional media support, and computer software training.

International Student Center

The International Student Center serves 750 students from approximately 72 countries around the world. The center strives to enable international students to achieve success at Seattle University and through the contribution of their unique cultures and perspectives to enrich the entire university community. The International Student Center also serves as a focal point for activities and programs of a cultural, educational, or social nature, and as a gathering place for students and student organizations.

Leadership and Service Office

The Leadership and Service Office provides opportunities for students to engage in experiences that prepare them to be leaders well able to serve their communities. Students interested in service in the community can access a wide range of agencies, from those working with vulnerable populations to the environment. The office also supports the service-learning program, linking academic coursework to the learning laboratory of the surrounding community. In addition, the office provides a variety of leadership programming for students, including workshops to develop leadership skills and opportunities to interact with prominent leaders in the area.

Learning Center

The Learning Center provides academic support and study skill enhancement to all Seattle University students. Experienced staff explore specific academic needs with each student. The Learning Center can provide tutors, learning styles assessment and study skills instruction, as well as individual consultation to help design strategies to improve time management, reading comprehension, test preparation, test taking, and note taking.

General Information

Minority Student Affairs Office

The Minority Student Affairs Office focuses on the academic, social, and personal success of the ethnic American student through supportive counseling, leadership opportunities, and advising. To accomplish these goals the office supports, promotes, and offers programming that emphasizes understanding, respect, and appreciation of the cultural diversity within our campus community.

Public Safety

This office provides 24-hour security for university property and members of the university community. Services include first aid, escort services, crime prevention information, criminal incident reports, and investigation, and lost and found.

Residential Facilities

Housing in the residence halls is available to graduate students and is provided through this office. The three residence halls offer unique living environments. Apartments are available according to a priority status.

Student Clubs and Organizations

Student Clubs and Organizations at Seattle University offer students many opportunities to develop leadership skills, broaden their social and professional backgrounds, and contribute significantly to both the university and surrounding communities. A list of currently registered student clubs and organizations is available from the Center for Event Planning and Student Activities. Various opportunities include, but are not limited to: service clubs, scholastic honor societies, pre-professional organizations, and common interest groups.

Student Health Center

The Student Health Center offers free consultation and medical treatment for enrolled students. A physician has daily scheduled office hours. There is a nominal charge for many routinely dispensed medicines and there may be a fee for some laboratory procedures. Most immunizations are available at no charge. Flu vaccines are dispensed at cost. All services are confidential and no information is released without student permission, unless required by law. Student health insurance for accident and sickness benefits is available for students and their dependents in the university's voluntary student health insurance program.

Student Union Building

The Student Union Building (S.U.B.) is a hub of campus activity, offering all members of the Seattle University community a place to eat, relax, socialize, meet friends, and study. The S.U.B. houses the Associated Students of Seattle University, the Educational Programs Committee, the Senior Class Committee, the Spectator (student newspaper), and KSUB (student radio station); administrative offices for Student Development, Campus Life, the Center for Event Planning and Student Activities, Leadership and Service, New Student Programs, Wellness and Prevention, and the Culture and Language Bridge program. Also located in the S.U.B. are the Campus Assistance Center, the Chieftain dining area, a game room, a computer room, commuter student services, and student lounges.

University Sports/Connolly Center

The hub of athletic activity at Seattle University, the Connolly Center provides a comprehensive recreation facility with two full gymnasiums, two swimming pools, a complete fitness and weight room, an astrogym for indoor tennis and soccer, racquetball courts

and two squash courts. Seattle University sponsors 13 teams in seven different intercollegiate sports. The university is currently a member of the NAIA (National Association of Intercollegiate Athletics), but is making a transition to NCAA division II status.

Patricia Wismer Women's Center

The Patricia Wismer Women's Center is a campus office that advocates, educates, and is a resource for the entire Seattle University community about women's issues. In particular, the center focuses on the growth of women within Jesuit, Catholic, and feminist frameworks. In connection with its educational mission, the center provides forums, films, discussion groups, and speakers. Each spring quarter, it sponsors a series of events called Her Story. The center is located in Loyola 103 and houses an art gallery with monthly exhibits, and a reference and resource library. It is a comfortable drop-in place for meeting, eating, study, and networking. The center's director is available for consultation by appointment at 296-2144.

University Administration

Stephen V. Sundborg, S.J., PhD, *President*

William J. Sullivan, S.J., PhD, *Chancellor*

John D. Eshelman, PhD, *Provost*

Denis S. Ransmeier, MEd, MBA, *Vice President for Finance and Administration*

Linda N. Hanson, MA, EdD, *Vice President for University Relations*

Henry F. Durand, PhD, *Vice President for Student Development*

Susan L. Secker, PhD, *Associate Provost for Programs and Planning*

Virginia Parks, PhD, *Associate Vice President for Information Services*

Dannette Sullivan, MEd, *Assistant Provost for Enrollment Services and University Registrar*

James Adolphson, BABA, *Assistant Vice President and Budget Director*

Mark Burnett, MPA, *Assistant Vice President for University Relations and Director of Alumni Relations*

Kerry Godes, MA, *Assistant Vice President for University Relations and Director of Public Relations*

Nancy Gerou, EdD, *Associate Vice President for Student Development/Director of University Sports*

Anna Sestrich, MPA, *Assistant Vice President for Human Resources and Affirmative Action Officer*

Leonard D. Beil, MBA, EdD, *Executive Assistant to the President*

Accreditation and Membership

Seattle University is accredited by, and is a member of, the following academic and professional bodies:

Accreditations:

Accreditation Board for Engineering and Technology
 American Bar Association
 American Chemical Society
 Association of Theological Schools
 Committee on Allied Health Education and Accreditation
 International Association for Management Education (AACSB-IAME)
 National Council for Accreditation of Teacher Education
 National League for Nursing
 Northwest Association of Schools and Colleges

Approvals:

American Medical Association
 American Society of Clinical Pathologists
 Commission on Collegiate Nursing Education
 National Association of School Psychologists
 Washington State Board of Education
 Washington State Board of Nursing

Memberships:

American Association of Colleges for Teacher Education
 American Association of Colleges of Nursing
 American Assoc. of Collegiate Registrars and Admissions Officers
 American Association of Higher Education
 American Council on Education
 Association of American Colleges
 Association of American Law Schools
 Association of Catholic Colleges and Universities
 Association of Governing Boards
 Association of International Educators
 Association of Jesuit Colleges and Universities
 College Board
 Council for Advancement and Support of Education
 Independent Colleges of Washington
 International Federation of Catholic Universities
 National Association of College Admission Counselors
 National Association of Foreign Student Advisers
 National Association of Graduate Admissions Professionals
 National Association of Independent Colleges and Universities
 National Association of Intercollegiate Athletics
 National League for Nursing
 National Intramural and Recreation Sports Association
 Washington Friends for Higher Education
 Washington Council on High School-College Relations

Seattle University Graduate Programs

Degrees

Arts and Sciences, College of

- Executive Master of Not-For-Profit Leadership (MNPL)
- Master of Public Administration (MPA)
- Master of Arts in Psychology (MAP)

Business and Economics, Albers School of

- Master of Arts in Applied Economics (MAE)
- Master of Business Administration (MBA)
- Master of International Business (MIB)
- Master of Professional Accounting (MPAC)
- Master of Science in Finance (MSF)

Education, School of

- Doctor of Education (EdD)
- Educational Specialist (EdS)
- Master of Arts in Education (MA)
- Master of Education (MEd)
- Master in Teaching (MIT)

Law, School of

Refer to page 91 of this *Graduate Bulletin of Information* or the *School of Law Bulletin*.

- Juris Doctor (JD)

Nursing, School of

- Master of Science in Nursing (MSN)

Science and Engineering, School of

- Master of Software Engineering (MSE)

Theology and Ministry, School of

- Master of Arts in Pastoral Studies (MAPS)
- Master of Arts in Transforming Spirituality (MATS)
- Master of Divinity (MDiv)

Certificates

Business and Economics, Albers School of

- Post-MAE Studies
- Post-MIB Studies
- Post-MBA Studies
- Post-MSF Studies

Education, School of

- Post-Master's Community College Teaching
- Post-Master's Teaching English to Speakers of Other Languages
- Post-Master's Curriculum and Instruction
- Post-Master's Gifted Education
- Post-Master's Literacy Specialist
- Post-Master's School Counseling
- Post-Master's Special Education
- Post-Master's Staff Development

Nursing, School of

- Post-Master's Family Primary Care Nurse Practitioner

Theology and Ministry, School of

- Post-Master's Ecology and Theology
- Post-Master's Transforming Spirituality
- Post-Master's Mission Integration
- Post-Master's Religious Education

Joint Degree Programs

- JD/MBA (Juris Doctor/Master of Business Administration)
- JD/MSF (Juris Doctor/Master of Science in Finance)
- JD/MIB (Juris Doctor/Master of International Business)
- JD/MAE (Juris Doctor/Master of Arts in Applied Economics)

Meeting the Changing Needs of Students

A dynamic component of Seattle University, graduate studies were first offered at Seattle University in 1948 with a master's degree in a division of the College of Arts and Sciences. Additional graduate degree programs have been introduced over the years, primarily to meet the needs of working professionals. Today, more than 2,500 students are enrolled in full- and part-time programs. Always placing teaching first, Seattle University's graduate programs strive to meet the changing needs of working professionals, as well as those of traditional students.

Programs Offered

Master's degree programs are available in psychology; business administration; applied economics; international business; finance; professional accounting; adult education and training; counseling; curriculum and instruction; educational administration; student development administration; teaching English to speakers of other languages; leadership in community nursing; family primary care nurse practitioner; not-for-profit leadership; public administration; software engineering; pastoral studies; transforming spirituality; and divinity. An educational specialist degree is offered in either school psychology or educational administration. A doctorate in education is offered in educational leadership and a juris doctorate in law. In addition, post-master's certificates are offered in the schools of business, education, nursing, and theology and ministry.

Objectives

Graduate programs offer advanced, in-depth education to individuals seeking specialized knowledge and skills in a particular field. Graduate work encourages students to fully develop speaking and writing competencies, and to enhance high-level thinking abilities, including application and synthesis. Graduate education at Seattle University cultivates expertise in the examination of ethical and value-laden issues in various fields.

Graduate program instructors strive to stimulate participants' curiosity and provide the investigative skills needed to seek answers to challenging questions. Graduate students develop personal and professional qualifications that contribute to their field and to the betterment of those they serve.

Organization

The academic deans are responsible for administration and supervision of all programs leading to a degree. The schools and various departments provide courses of instruction for graduate students, direct their studies and conduct examinations, as well as maintain requirements and make recommendations for degree programs.

Admission to graduate study is granted through the dean of admissions in consultation with the appropriate graduate program director. Academic transactions involving registration and awarding of degrees are supervised by the university's registrar.

Admission Requirements and Procedures

Admission to a graduate program is granted to those with baccalaureate or advanced degrees from regionally accredited institutions, and whose credentials indicate ability to pursue graduate work. Some programs extend a limited number of admission offers and only accept applications for specified terms of entry. Undergraduate degrees or their equivalent in the field from which students select their graduate work, may be required. For specific program requirements and terms of entry, consult the graduate viewbook and the appropriate sections of this bulletin. Additional restrictions apply to applicants who have Prior Learning Experience credit.

Required grade point averages are calculated on course work leading to the bachelor's degree or the master's degree, to include post-bachelor's upper division undergraduate (usually numbered 300-400 or above) and graduate-level course work, as specified by each program. Course work must have been completed at regionally accredited institutions or, for applicants to the School of Theology and Ministry, from an institution accredited by the Association of Theological Schools.

Deans and program directors reserve the right to request test scores and other supplementary data. Such data will ordinarily be expected of students submitting transcripts from non-traditional institutions. Those applicants are required to submit the Graduate Management Admissions Test (GMAT), Graduate Records Exam (GRE), or Miller Analogies Test (MAT), as requested by individual programs. Applicants should contact Admissions or program chairs for further information on requirements and exceptions.

Application Process

Admission applications should be submitted as early as possible and no later than the program deadline for the term in which students wish to begin work. All applicants must submit an application form and fee, and official transcripts of academic credits from each school attended since high school. Transcripts and documents must be received by Seattle University in sealed envelopes as originally sent by each issuing institution or agency to be considered official. Failure to furnish complete records of previous school attendance renders students liable to dismissal or cancellation of course credit. Applicants must also submit all forms and documents, as requested by individual programs and Admissions for application files to be considered complete.

Students are not officially admitted graduate students until they receive letters of acceptance. Offers of acceptance are for regular, probationary, provisional, or non-matriculated admission.

Selection Criteria

Seattle University is committed to providing access to graduate educational opportunities to those indicating the academic potential to benefit from its programs. Due to the specialized nature of the graduate curriculums, the measures employed are program specific and vary accordingly. Consequently, potential students need to familiarize themselves with the individual admission requirements of the degrees or certificate programs which they are considering.

Applicants must be in good social standing as well as academically qualified. It is the university's prerogative to deny admission for records of unlawful or criminal behavior just as it does for inadequate academic preparation.

Probational and Provisional Admission

Applicants whose academic credentials are shy of the expected prerequisite course work, grade point average, and/or test scores of those typically accepted to specific programs, but who through other means convey the potential for academic success, warrant offers of provisional or probationary admission. Factors prompting such consideration may include resumes/employment history; interviews; personal statements, based upon their appropriateness to the graduate program in question.

Ordinarily, probationary or provisional admission involves a specific time limit during which the student is expected to fulfill the specific provisions or achieve a minimum grade point average. When such conditions are fulfilled, the department usually recommends advancement to regular graduate student status.

Provisional admission is granted typically to applicants who need to fulfill special requirements to qualify for formal (unqualified) admission to graduate standing.

Nonmatriculated Admission

Nonmatriculated graduate student status is granted to eligible students for post-baccalaureate study not intended to culminate in a Seattle University degree or certificate. There is a separate application and fee. See additional information under classification of students on the following page.

International Admission Requirements

International students must meet the admission requirements outlined on the international student application form, as well as those of the specific graduate programs. International students can not be admitted probationally or as nonmatriculated, and must have complete files on record, including official transcripts and TOEFL scores, before admission decisions can be made. Applicants must meet the international application deadline or specific program deadline for the quarter of intended entry, whichever is earlier. Transcripts and other academic documents must be provided in the original language and with professional English translations.

Readmission

Graduate students will continue to receive information regarding quarterly registration and will be eligible to register for four quarters after the last quarter of registration. Students attending other institutions in the interim must have official transcripts of that work sent to the Registrar's Office.

Those absent for four or more consecutive quarters must complete a readmission application. International students on an F-1 visa must apply for readmission if they are absent for one quarter (unless that quarter is summer). Official transcripts of any academic work taken in the interim must be sent to Admissions, along with the application, by the program application deadline for the intended quarter of entry. There is no fee for readmission. Applicants are responsible for clearing all financial and administrative holds. Applications are subject to the review and discretion of the academic departments and deans; therefore readmission is not guaranteed.

Academic Regulations

Students are responsible for informing themselves of the academic regulations and requirements set forth in this Bulletin of Information and for revisions as posted on campus bulletin boards or printed in other official publications of the university. Students enrolled in the Seattle University School of Law are responsible for the regulations and requirements of the School of Law, and should note that the policies set forth in this Graduate Bulletin of Information do not apply. Failure to meet the requirements or comply with regulations because of lack of knowledge does not excuse students from being subject to them.

Students' programs of study must be approved by a faculty member, usually an adviser. However, such approval does not give official sanction to any failure to meet university requirements, nor does it free students of that responsibility necessary to intelligent personal choice.

The departmental dean 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 all students, 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 students to withdraw at any time. Students are not allowed to attend class unless officially enrolled with appropriate fees paid.

Classification of Students

- **Graduate:** students admitted to Seattle University to pursue a program of study leading to a specific graduate certificate, or master's, educational specialist, or doctoral degree. In special circumstances, undergraduate seniors or post-baccalaureate students may be allowed to enroll in graduate courses with prior approval from the director of the graduate program in the area of the course in question, or the dean of the college or school in which the course is taught.
- **Post-Baccalaureate:** students with an acceptable baccalaureate degree admitted to the university to pursue a second bachelor's degree, an undergraduate certificate, or a prerequisite program of study. Eligible to enroll in courses numbered 100-499 only.
- **Non-Matriculated:** students admitted to Seattle University, by means of a special application form and fee, for the purpose of post-secondary or post-baccalaureate study which is not intended to culminate in a Seattle University degree or certificate; or those students who are recorded in the computer system via a manual registration process through the Office of the Registrar for particular programs offered by the School of Education's professional development office. (See policy 82-2)

Students admitted as graduate non-matriculants must possess a baccalaureate degree from a regionally accredited institution of higher education, are expected to be full participants in the course and are held to the same standards as matriculated students.

Beginning Fall 1998, there is no limit to the number of quarters for which a student may attend Seattle University as a non-matriculated student. Credit is awarded for successful completion of courses taken by non-matriculated students, how-

ever, those courses will not be applied toward a degree or certificate until the student has applied and been accepted to a program of study as a matriculated student and petitioned the appropriate dean requesting that said credits apply toward program requirements. Each school/college determines the maximum number of non-matriculated credits to be allowed toward program requirements. Completion of courses does not guarantee admission into a program of study.

Not all courses are open to non-matriculants. During fall, winter, and spring terms, non-matriculated students will be admitted to courses on a space available basis after all matriculated students have had the opportunity to register; i.e. two weeks prior to the start of classes. During summer term, non-matriculated students may register when registration opens for the term.

Academic Load

(Policy 77-5)

- Full-time: eight or more quarter credits
- Three-quarter time: five, six or seven credits
- Half-time: Three or four quarter credits (see policy #77-5 for more information).
- Doctoral students refer to policy #82-1 for special exception.

Attendance Requirement

Attendance is an essential and intrinsic element of the education 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 students' grades. While there is no university regulation requiring class attendance, it is the responsibility of the instructor to state the relevance of attendance at the beginning of each course.

Concurrent Enrollment at Two Colleges

University regulations require students to seek written permission to be enrolled at another institution simultaneously with enrollment at Seattle University. 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 dean of the appropriate college or school.

Course Numbering System

The course numbering system is as follows:

100 to 499 are undergraduate courses.

500 to 599 are graduate courses.*

600 to 699 are doctoral courses.*

900 to 999 are post-baccalaureate professional development courses.

*Graduate standing is required for courses numbered 500 to 699.

Undergraduate Course Work

In certain circumstances, it may be appropriate for graduate students to take courses at the 300, 400 or 900 level. There is a 15-credit maximum limit for courses that normally include both undergraduate, post-baccalaureate, and graduate students. Graduate students are expected to perform at a level consistent with receive-

Academic Policies

ing graduate credit and when enrolled in these courses will be expected to do additional work in the form of projects, papers, or other suitable assignments. Likewise, in the grading of examinations or other written work, graduate students will be expected to demonstrate higher levels of analysis and synthesis than the undergraduates in the class. In all classes in which there is a mixture of undergraduate and graduate students, graduate students must demonstrate knowledge, quality and quantity of work beyond that expected of undergraduates.

Students pursuing undergraduate course work beyond the bachelor's degree, who are not admitted to a graduate program for advanced degrees, are granted status as post-baccalaureate students. This is an undergraduate classification, and students are under the jurisdiction of the dean of the college in which they are taking courses.

Master's degree programs may, under special circumstance as outlined in the program's section of this Graduate Bulletin of Information, allow master's candidates to apply not more than six credit hours of graduate coursework taken as part of their undergraduate degree to meet credit hour requirements for the master's degree.

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. 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. Any exceptions are at the discretion of the dean of the appropriate college or school. Credits earned through correspondence are not accepted under any circumstances.

Grading System

Since fall 1996 the university has used 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 Inadequate for required graduate course
- D+ 1.3
- D 1.0 Poor performance
- D- 0.7
- F 0.0 Failing (formerly E)

The grades of CR, HW, I, LP, LU, M, N, NC, P, Q, R, W, Y, YW, or Z have no quality point value.

CR/F—Mandatory Credit/Fail

Some graduate courses, and other courses so designated by individual departments are only graded credit (CR) or fail (F). When passed with the minimum acceptable standard of C on the gradu-

ate level, the course will be graded CR and credit will be granted. There will be no effect on the grade point average. Should the student fail to satisfy the instructor's minimal expectations, the course will be graded F and will be included in the computation of the grade point average.

HW—Hardship Withdrawal

A grade assigned by the dean or the dean's designee when a student must withdraw from a course for a medical/family hardship reason as documented by a licensed professional. There is no effect on the grade point average and tuition is refunded in full. Financial Aid recipients are advised to check with the Financial Aid Office before requesting a hardship withdrawal, as this action may negatively affect financial aid.

I—Incomplete

A temporary grade indicating that work in the course was acceptable, although a critical portion of it was not completed because of illness or other serious circumstances beyond the student's control. The "I" grade may not be used for the convenience of the faculty member or student. When the instructor assigns an I grade at the end of a term, a provisional grade is also submitted which will be automatically assigned by the registrar should the deadline expire without student action. This provisional grade should be calculated to include all work completed to date of final attendance plus a failing grade for work/exams the student did not complete. An incomplete fee is posted on the student's account when the grade is submitted to the registrar.

When the specified work has been completed, the faculty member files with the registrar a change of grade form in order to have the final grade posted to the transcript. Beginning with courses taken Fall 1997, deadlines for submission of the form are:

| | |
|-------------------------|--------------------------|
| I Grade Received | Faculty submits grade by |
| Fall term | March 1 |
| Winter term | May 1 |
| Spring and Summer terms | November 15 |

Under unusual circumstances, a faculty member may request of his/her dean an extension of the time the "I" will remain on the record. Such a request for extension must be made to the registrar by the deadlines listed above.

While on the transcript, I grades will carry no penalty; i.e., they will not be counted in credit or grade point average computations.

IP—In Progress

Symbol used on the academic transcript to indicate current quarter's courses.

LP—Language Prepared

A grade used only in the Culture and Language Bridge Program to indicate satisfactory completion of an intensive, non-credit, skill-development course required as an academic support for some international students.

LU—Language Unprepared

A grade used only in the Culture and Language Bridge Program to indicate unsatisfactory performance in an intensive, non-credit, skill-development course required as an academic support for some international students.

M—Missing

Symbol used on grade reports to inform student that a 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, e.g., thesis or research courses at the graduate level. It is the responsibility of the student to arrange with the supervising instructor to remove the N within the following four consecutive academic quarters, per the schedule given below. Once the closing date has passed, re-registration and payment of regular tuition is required in order to obtain credit for the work completed. Once a degree has been posted, removal of an N grade is not permitted.

| | |
|-------------------------|--|
| N Grade Received | Faculty submits grade by |
| Summer term | August 1 of the following calendar year |
| Fall term | November 15 of the following calendar year |
| Winter term | March 1 of the following calendar year |
| Spring term | May 1 of the following calendar year |

Q—A Suspended Grade

For doctoral project/dissertation work-in-progress at the 600 level only. The Q grade must be removed within the six-year limit for all the degree coursework. Once the six-year limit has expired, the Q becomes permanent and the student must re-register for the course, paying regular tuition to obtain credit for the work completed.

R—Doctoral Research

Indicates registration in a required non-credit doctoral research course. A permanent grade which does not affect the grade point average.

W—Withdrawal

Official withdrawal

Y—Audit

A course for which no credit is given. Not available for course numbers 500-950.

YW—Audit Withdrawal

Student registered as an auditor but did not attend through end of course.

Z—Unofficial Withdrawal

Grade assigned by the registrar based upon the documented evidence that a student has registered for a course, has never attended, and has not officially withdrawn according to university policy. There is no effect on the grade point average.

Grade Point Average

(Policy 75-2)

The grade point average is computed by dividing the total number of quality points achieved by the total number of credit hours attempted in which the student earns a letter grade for a course included in the graduate record.

Graduate students must maintain a B average, which is equivalent to a cumulative 3.00 grade point average on a 4.00 scale, and must have a minimum 3.0 cumulative GPA in order to earn a master or doctoral degree.

Students who fall below the required 3.00 average are placed on academic probation. After three quarters on probation, they are subject to dismissal from the university.

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 report.

Leave of Absence

(Policy 97-4)

Matriculated students who have completed one full quarter at Seattle University, who are not international students and who have not been dismissed for academic reasons, may apply for a leave of absence when they must interrupt their education under specific circumstances. The leave will be in effect for no more than four consecutive quarters and must be approved by the student's dean in consultation with the registrar.

A leave of absence is not granted when a student is simply "stopping out" for one or more terms but will be granted for: military service, church, missionary or volunteer work through a recognized religious or volunteer organization; medical or financial hardship; family hardship; participation in a university approved study abroad program; participation in a reciprocal university program of study; or, at the recommendation of an academic department because a student must pursue required courses at another institution.

When formally approved, this procedure may grant students special consideration by financial aid and loan agencies.

Program Change Within the University

To transfer from one graduate program within the university to another, students must formally apply to the new program and be officially accepted. The procedure begins in the Office of Admissions.

Records

(Policy 76-3 and 76-9)

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 students request otherwise in writing to the Registrar's Office by the last day to register as announced in the quarterly schedule of classes. Records policy includes the right of the university to place a restriction against the transcript of students with financial obligations and to deny re-registration until all debts owed the university have been paid. The full policy statement, including right to appeal, may be obtained from the registrar.

Registration

All students must register on the dates published. No registrations are permitted after the last day to register, as published in the university calendar. Students registering after the first class day are held responsible for absences thus incurred. No person may attend any university course unless officially registered. A late tuition payment fee is assessed according to the date announced in the quarterly *Schedule of Classes*.

Registration Changes

Students are held accountable to complete every course for which they register. If it is necessary to add or drop a course, the student must complete the appropriate touchtone registration transaction by the last day such activity is allowed as published in the university calendar. Failure to officially withdraw from a course will result in a grade of F on the student's academic record.

Repeating a Course

(Policy 77-2)

A graduate student must repeat a required course graded C-

Academic Policies

or below, but may repeat a graduate course graded C+ or C only once. The grade earned the second time will be used in computing the cumulative grade point average. The original grade will remain on the record, but course credits will be counted only once toward a degree.

If a student re-registers for a class first attempted as part of a previously awarded Seattle University degree or certificate, that course is not treated as a repeat and the earlier degree or certificate grade point average will not be recalculated.

Time Restrictions

Seattle University recognizes that students progress at different rates and their time to degree completion is often dictated by individual circumstances. However, all requirements for the master's, educational specialist, or doctoral degree, including transfer courses, must be completed within six years after course work is begun. In those unusual circumstances where students cannot complete the degree requirements within the six-year statute of limitations, they must file a petition with the dean of the appropriate college or school at least one quarter prior to the expiration of the six-year statute requesting an extension of one year. When petitions are approved, students may be required to take additional credits. In most cases, only one extension will be allowed. The department and dean of the college or school alone has the authority to recommend a candidate for a master's, educational specialist, or doctoral degree.

Transcripts

(Policies 76-3 and 97-6)

Students may obtain official Seattle University transcripts of their academic record by submitting a written request to the Registrar's Office. No official transcript will be released for students with a financial obligation to the university.

A limited number of transcripts are offered without charge. They and other enrollment certifications should be requested at least one week before they are required. A fee is charged for same day service. Transcripts are generally not issued during the period of registration, examinations, or Commencement.

The university is not responsible for any error on a transcript that is not brought to the attention of the registrar within six months of the closing date of the quarter in which the error occurred.

When submitted to the university, official transcripts from other institutions must be received in a sealed envelope and must bear the seal of the issuing institution along with the date of issue and the appropriate signature. Transcripts stamped "issued to student" will be accepted as official only if they meet these criteria and are considered official by the issuing institution.

Transfer Credit

At the master's or educational specialist level a maximum of 10 credits may be transferred from another accredited institution if they are earned with a grade of 3.00 or better on a 4.00 American grading scale, were taken for graduate credit, fall within the six-year limitation, and are approved by the department. Transfer credits for the doctoral program, the Albers School of Business and for the master of divinity and master of transforming spirituality degrees are specified in those sections of this bulletin.

Withdrawal

(Policy 75-22)

The Registrar's Office must be officially notified in writing by students when they withdraw from any course. The withdrawal form is obtained from the registrar and presented to the instructor, other applicable offices, and registrar, in that order, for approval and sig-

nature. Failure to officially withdraw from a course will result in a grade of F on the student's academic record.

The official date of withdrawal will be the date the appropriate documentation and completed form are received by the registrar. A grade of W will be allowed until the end of the seventh week of any quarter.

A grade of HW may be assigned by the dean or the dean's designee when a student must withdraw from a course for medical/family hardship reason as documented by a licensed professional. There is no effect on the grade point average and tuition is refunded in full. Financial Aid recipients are advised to check with the Financial Aid Office before requesting a hardship withdrawal, as this action may negatively affect financial aid.

Degree Requirements

Admission to Candidacy

Students in selected programs must file the candidacy form after completing 15 credits in courses applicable to the graduate program of the department, with a minimum cumulative grade point average of 3.00. Doctoral students should consult the doctoral program section of this bulletin for information on doctoral candidacy.

General Requirements

Students are normally required to meet degree program requirements in effect at the time of their matriculation. However, students who are absent from the university for more than one academic year are required to meet the degree requirements in effect when they resume study.

Official commencement exercises are held once a year in June. Application for graduation must be made according to the deadlines as published in the university academic calendar. Students completing course requirements will receive diplomas approximately eight weeks following the quarter of completion. All responsibility for fulfilling requirements and for applying for graduation rests with individual students.

To graduate with the master's degree, candidates must earn a minimum of 45 credits beyond the bachelor's degree. Students must satisfy any additional requirements imposed by their major department. For those candidates who have already earned an acceptable master's degree in a related area, requirements for a second master's degree may be reduced by up to 10 credits upon 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 dean of the appropriate college or school, up to 15 credits may be earned at Seattle University in courses numbered 300 - 499 or 900 level, if the subjects are suitable to the program and approved by the academic dean (please refer to the policy on undergraduate coursework). For educational specialist and doctoral degree requirements, consult those program sections in this bulletin.

Candidates 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 dean of the appropriate college or school. A 3.00 average is required for work done toward an advanced degree. Students whose averages fall below the required 3.00 are placed on academic probation. After three quarters on probation, they are subject to dismissal from the university.

Master's students may request to complete theses on topics approved by their major departments and the dean of the appropriate college or school. For this work, no more than 10 credits are granted. A thesis is not necessarily a work of original research, but

it must demonstrate the candidate's abilities to express themselves in an original, lucid way.

- Thesis topics are to be approved by students' mentors, graduate program advisers, and the dean of the appropriate college or school, and filed with the department.
- All thesis work must be done under the direct supervision of an assigned adviser.
- Four unbound copies of an approved thesis are to be submitted to the dean four weeks before the date of graduation. Two of these copies will be bound and placed on file in the university library; one copy will go to the department chairperson and one to the student.
- An oral examination on the content of each thesis, cognate literature, and available source material may be held before a board appointed by the departmental chairperson and approved by the dean of the appropriate college or school.

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

Commencement with Deficiencies

Effective June 1999, students who have not completed their degree requirements may participate in the commencement exercises under the following conditions:

Graduate students who have six or fewer credits of degree requirements remaining to be satisfied and who meet the grade point standards for their degree programs are eligible to participate in commencement. (Note: all students enrolled in the Master's in Teaching program scheduled to complete degree requirements in the summer quarter are eligible to participate in commencement the preceding spring.)

Students completing two degrees simultaneously may participate in the commencement exercises provided they have met all requirements for the first degree and have 10 or fewer credits remaining to be completed for the second undergraduate degree or 6 or fewer credits remaining for the graduate degree.

Applications for commencement with deficiencies must be filed in the Registrar's Office on or before the closing date for regular graduation applications.

Application for a Degree

Whether students plan to participate in the once-a-year graduation ceremony in June or wish to receive their diplomas in the mail following the quarter of completion, they must apply for graduation following the steps indicated below:

1. Visit the Registrar's Office and complete the application form. For winter and spring completion, apply by November 1; for summer and fall completion, apply by February 1.
2. Take the graduation evaluation worksheet to their advisers.
3. Insure that all N and I grades are removed.

Diplomas are mailed approximately eight weeks following the quarter of completion. The graduation year ends with June commencement and students who do not complete requirements the year they apply for a degree must take the initiative to reapply for the following year. Graduate students with deficiencies do not participate in commencement; all requirements must be complete.

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 classroom teachers or department chairs, depending on the nature of the offense. For example, teachers have the discretion either to reprimand students or give failing grades for assignments, individual examinations, or entire courses. Brief reports of incidents and the penalties imposed will be filed with both instructors' and students' department chairs. In any such instance students have the right to appeal teachers' actions first to department chairs, and then to the appropriate dean.

In the case of repeated or more serious violations of academic honesty, teachers or department chairs involved may recommend to students' deans that students either be suspended or expelled from the school or college in which they are enrolled. Suspension or expulsion from a given school is within the authority of the dean of that school and may be appealed by students to the provost.

Although suspension or expulsion from a school will, in most instances, have the effect of separating students from the university, this result does not follow necessarily or automatically. In a rare instance, depending on the nature of the code violation, such students might be accepted by the dean of another school. Only the president may suspend or expel students 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 students 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 members by requiring cooperative participation in the resolution of grievances.

Scope

The ultimate responsibility for the integrity of the academic grading process belongs to the university as an institution. Individual faculty members routinely act as agents for the institution in evaluating the student's academic performance and in assigning final course grades. The following process will guide the university's response to allegations of arbitrary and capricious behavior by any member of the teaching faculty in this evaluation effort.

The burden of proof lies with a student who claims a grievance; however, every student has a right to know the criteria for performance evaluation to be applied in a course and the system of grading to be used by the instructor. This information should be included in a written syllabus and made available to all students in a class early in the quarter. The instructor has an obligation to award grades on the basis of rational, objective evaluation of a student's performance.

Questions of professional judgment concerning course content, instructional methods, and appropriateness of performance standards are not subject to review by this procedure, although they may be considered by the faculty member's program director, department chair or dean. Questions about the application of general university policies are also beyond the scope of this procedure but may be addressed to the appropriate administering department of the university.

Academic Policies

The procedure does not apply to academic dismissals from the university.

Process

To the greatest extent possible, academic grievances should be resolved at the level of authority closest to the classroom in which the alleged mistreatment occurred. The process involves a sequence of steps, at any one of which the matter may be adequately resolved and the procedure terminated. These steps are: the informal conference, the filing of a formal grievance, the appeal to an academic grievance board and a limited appeal to the provost. Each step of the process must be concluded before the next stage begins.

A. The Informal Conference

When a student feels aggrieved by a grading action of an instructor, a dialog between that student and the instructor must take place to provide an opportunity for the instructor to explain the evaluation that led to the grading action and for the student to explain the nature of the grievance. By mutual agreement of the student and the instructor, other persons may become involved in this informal conciliation process.

B. The Filing of a Formal Grievance

When the informal conference fails to resolve the matter, the student may file a formal grievance in duplicate with the chair of the department offering the disputed course. The formal grievance must be filed no later than the sixth week of the quarter following the quarter in which the challenged action occurred. Grievances arising from spring quarter courses must be filed no later than the sixth week of the following fall quarter, although they may be processed during the summer session if convenient and agreeable to all parties.

The formal grievance filed by the student will be in writing. It will describe the details of the grievance and propose a specific action to resolve the grievance. Upon receipt of the two copies of the formal grievance, the chair will notify the instructor of the student action and request in duplicate from the faculty member a written response to the allegations and a specific suggestion for resolution of the grievance. The involved instructor will receive a copy of the formal grievance and the student will receive a copy of the response by the instructor.

Within two weeks of receipt of the student's formal grievance, the chair will convene a meeting of the involved parties. Both student and instructor may be accompanied by one support person or advocate, who is also a member of the Seattle University community. In the course of this meeting, the chair will attempt to resolve the grievance. Within five working days of the meeting, the chair will issue a written statement summarizing the merits of the allegations and proposing course of action, even as far as changing a grade, in response to the formal grievance. Copies of the chair's statement will go to the student and to the instructor.

If either the student or the faculty member disagrees with the course of action proposed by the chair's report, an appeal to the appropriate academic grievance board may be made within 10 working days. If no appeal is made in that period, the action proposed by the chair becomes final.

C. The Appeal to an Academic Grievance Board

Each college, school, or institute will have an academic grievance board consisting of two full-time faculty members from that college and two students in good academic standing who are majoring in that college. Each board will have a list of designated alternates, equal in number to the board. The dean, after appropriate consultation within the college, will appoint the faculty members and the alternates; the president of the ASSU will appoint the student members and alternates. Members of the board will have

staggered terms of two years each. For each college offering a graduate degree, two additional alternate graduate students will be designated by the president of ASSU in consultation with the dean of the school/college. When a grievance under appeal involves a graduate student, at least one of the student members of the board must be a graduate student. The composition of the academic grievance board and the alternates list for each academic year will be announced by the deans no later than October 10.

A student or instructor who disagrees with the chair's report stemming from the formal grievance filing may submit a written request to the dean for an appeal hearing before the academic grievance board in the college where the disputed action took place, stating the basis for the request. The dean will have three working days to inform the student and affected faculty member of the board's membership and of the alternates list. The student and the faculty member may each challenge one member of the board. A challenged member will be replaced by the appropriate alternate serving the same term.

The board will convene within five working days of the determination of the panel's composition. At this time, it will consider only the written request of the appellant and the three written statements from the previous treatment of the formal grievance filing. Upon consideration of this record and with agreement of three members, the board may vote to sustain the recommendation of the chair's report. If this occurs, no further appeal is possible (unless a grade is being raised above the initially awarded course grade) and the process is terminated upon issuance of a written report by the board explaining its action.

If two or more of the members of the board agree that there appears to be merit to the appeal, the board will accept the matter for hearing and notify the dean. The hearing normally will be held within 10 days of the board's acceptance of the matter. At the hearing the board will receive testimony from the student, the faculty member, and any other persons deemed relevant by the board. The hearing will not be an adversary proceeding and cross-examination will not be permitted, although members of the board may ask questions of any witness. The board will make every effort to compile a complete and accurate record of testimony and other evidence. The three reports from the formal grievance filing will be a part of the board's record.

Within 10 working days of the conclusion of the hearing, the board will deliver its findings and recommendations to the dean. Within five working days of receiving the board's report, the dean's recommendation will be delivered to the student and the faculty member.

1. If the dean concurs with the board's recommendation, the grievance process is terminated and the proposed action becomes final, except in the instance where the proposed action would raise a grade above the initially awarded grade. In that instance, the faculty member has five working days to appeal to the provost.
2. If the dean's recommendation varies from the board's recommendation, either party has 10 working days to appeal to the provost. If no appeal is filed within that period, the dean's recommendation becomes final and the grievance process is terminated.

Any failure by participating faculty or administration to comply with this grievance procedure is sufficient basis to permit appeal by any aggrieved party to the provost, within 20 working days of the faculty action.

D. Limited Appeal to the Provost

Upon notice of appeal to the provost, the entire written record of prior proceedings in the matter will be forwarded by the dean.

All actions of the provost will be based upon this record. The provost may remand the matter to the dean or the academic grievance board for additional consideration, sustain the dean's recommendation, or take a specific action based upon suitable new findings and conclusions. Either of the latter two actions becomes final and the grievance process is terminated. There is no further appeal on campus.

Sexual Harassment Grievance Procedure

Seattle University recognizes its obligation to promote an environment and an attitude that encourages men and women to meet as equals in all aspects of life. Seattle University condemns any form of sexual harassment.

Sexual harassment can involve faculty, staff, or students. This statement covers men or women harassing men or women.

Students who believe they have been victims of sexual and/or gender harassment, and who wish to report or discuss incidents or receive counseling while preserving anonymity, should contact the affirmative action officer.

This statement in no way precludes students taking action outside the university.

Sexual Harassment Policy Statement

Sexual harassment by any employee is forbidden. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal/non-verbal, or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment.
2. Submission to, or rejection of, such conduct by an individual is used as a basis for their employment.
3. Such conduct has the purpose or effect of interfering with an individual's work performance, or creating an intimidating or offensive working environment.

Filing a Complaint

Seattle University is committed to providing a work environment that is free of discrimination. In keeping with this commitment, the university maintains a policy prohibiting unlawful harassment in any form. Procedures for reporting sexual harassment claims may be formal or informal and apply to faculty, staff, administration, and students.

Any member of the university who believes that he or she has been the victim of sexual harassment may bring the matter to the attention of the university's affirmative action officer.

The complainant should present the complaint as soon as possible after the alleged harassment occurs to ensure his or her complaint has been entered into the record, should he/she decide to file a formal complaint at a later date.

The first meeting with the complainant and affirmative action officer is informational and confidential. This meeting is to assure the complainant that his or her complaint will be heard; to diffuse any feelings of guilt, anger, or discomfort; and to discuss the process for filing a formal complaint. The complainant is assured that the dissemination of information relating to the case will be limited in order to safeguard the privacy of all individuals.

If the complainant decides to proceed, he/she will meet with the affirmative action officer and submit a written statement.

The affirmative action officer will inform the alleged offender and his/her manager. A written statement of the complaint will be given to both parties. The complainant will be advised that every effort will be made to protect him/her from retaliatory action by the person(s) named in the complaint.

Once a complaint is submitted, the affirmative action officer will initiate steps deemed appropriate to effect an informal resolution to the complaint acceptable to both parties.

The complainant, if unsatisfied with the resolution proposed, shall have access to the university's formal grievance procedures upon submission of a request to the affirmative action officer.

Seattle University believes that publishing these procedures will help create an atmosphere in which individuals who believe that they are victims of harassment will be assured that their complaints will be dealt with fairly.

Tuition and Fees 1999-2000

Tuition for Graduate Courses

| | |
|--|-----------------------|
| Business | \$465 per credit hour |
| Culture and Language Bridge Program | \$358 per credit hour |
| Education (master's and education specialist degrees) | \$359 per credit hour |
| Doctor of Education | \$435 per credit hour |
| EDLR 612 (0 credit) | \$750 per quarter |
| Nursing | \$359 per credit hour |
| Psychology | \$388 per credit hour |
| Institute of Public Service | \$388 per credit hour |
| School of Theology and Ministry | \$358 per credit hour |
| Software Engineering | \$465 per credit hour |

Fees

| | |
|--|-------|
| Application, graduate and non-matriculated | \$60 |
| Deposits: | |
| Doctor of Education | \$500 |
| Masters in Teaching | \$500 |
| Not-for-Profit Leadership | \$250 |
| Activity fees: | |
| COUN 527 | \$60 |
| EDLR 600 | \$60 |
| EDLR 601,602,603 | \$200 |
| School of Theology and Ministry | \$60 |
| SPSY 553 | \$75 |
| SPSY 554, 555 | \$60 |
| SPSY 559, 560 | \$25 |
| TEED 511 | \$70 |
| Incomplete fee (per course) | \$50 |
| Late payment fee | \$100 |
| Graduate Matriculation fee | \$75 |
| Doctoral dissertation fee | \$75 |
| Master's degree thesis binding fee | \$60 |

Controller's Office Services

The various student services offered by the Controller's Office include providing student account statements; receipt of student payments; answering questions about student accounts; disbursement of authorized financial aid; signing of Federal Perkins, nursing, and institutional loan documents, monitoring the repayment process and collection of Federal Perkins, nursing, and institutional loans and delinquent student accounts; receiving and processing time sheets for student payroll; and issuing student payroll checks.

Tuition Payment

Tuition and fees are due and payable on or before September 15 for fall quarter, December 15 for winter quarter, March 21 for spring quarter, and June 15 for summer quarter.

Payment of tuition and fees includes library and health service fees, student newspaper, student organization allotments, building fund, and admission to athletic events. International students will automatically be charged medical insurance. A waiver can be obtained from the International Student Center upon proof of insurance coverage.

Official Withdrawal

Until a student officially withdraws from a course with the Registrar's Office, it is the student's responsibility to pay for all fees in full whether or not the student attended class.

The date the completed withdrawal form is received in the Registrar's office is considered the effective date of withdrawal by the Registrar. After these changes, call the Controller's office at (206) 296-5880 for an updated account balance.

Payment Options

- Mail: Send your check for the total amount due to the Controller's Office, Seattle University, P.O. Box 24064, Seattle, WA 98124-0064. Please write your student ID number on your check.
- Charge (Visa or MasterCard): Complete the credit card information section on your statement and send it to the address above.
- Phone: Credit card payments can be made 24 hours a day, seven days a week, by calling (206) 296-5898—or during regular business hours between 9:00 a.m. and 4:30 p.m., Monday through Friday, at (206) 296-5880.
- Drop-Box: Place your check or credit card information in the drop-box adjacent to the Controller's Office door available 24 hours a day, seven days a week.
- In Person: Come to the Student Accounts window at the Controller's Office between 9:00 a.m. and 6 p.m., Monday and Tuesday, or between 9:00 a.m. and 4:30 p.m., Wednesday through Friday.
- Make payment arrangements with the Student Accounts Department:
 - Plan A: Annual arrangements may be made with Academic Management Service (AMS) for monthly payments. Call (800) 635-0120 for information on AMS (Deadline to apply is 9/15/99).
 - Plan B: 1/3 of tuition balance plus 1% service fee by the tuition due date; 1/3 in 30 days; remaining balance due in 60 days.
 - Plan C: 1% service fee plus balance of account in 30 days.

Interest continues to accrue on the unpaid balance on both Plan B and C until it is paid in full. Call (206) 296-5899 for information on SU Payment Plans.

Without a signed payment plan on file with the Controller's Office, tuition balances paid after the due date are subject to late payment and refund policies.

Seattle University reserves the right to change its charges at any time without previous notice.

If you have questions regarding your account, please call the Student Accounts Department at (206) 296-5880 between 9:00 a.m. and 4:30 p.m., Monday through Friday.

Late Payment

A late fee of \$100 (one time per term) and interest of 1% per month on any balance due will be applied if:

- Pending financial aid for the term is not sufficient to cover the outstanding term charges on the account, and/or
- Payment or payment arrangements for the term have not been made with the Controller's Office by the tuition due date. If a signed payment plan is on file with the Controller's Office the late fee will be waived. If the terms and conditions of the plan are not met, all applicable late fees will be applied retroactively.

A service fee of \$20 will be charged for all checks not honored by the bank and returned unpaid to Seattle University. If the returned check was for tuition and charges are still outstanding after the tuition due date, a late fee will also be assessed to the student's account.

Past Due Accounts

Failure to pay in full all tuition and other fees for any quarter (or session) will result in a "restriction" being placed on the issuance of academic transcripts or diplomas and will prevent further registration until resolved/paid in full. Delinquent accounts may be referred to a commercial collection agency for recovery and may be reported to national credit bureaus. All costs, expenses, and fees (including, but not limited to, attorney fees, court costs, and other out-of-pocket expenses) incurred by the university in collecting or attempting to collect a past-due account are the responsibility of the student and shall be charged to the student's account.

Refunds

Firm deadlines for official withdrawal (full or partial).*

| | |
|---------------------------------|-------------|
| 1 thru 8th calendar day | 100 percent |
| 9 thru 15th calendar day | 80 percent |
| 16 thru 22nd calendar day | 70 percent |
| 23 thru 29th calendar day | 60 percent |
| 30 thru 36th calendar day | 50 percent |
| 37 thru 43rd calendar day | 40 percent |
| Thereafter | No refund |

**See the quarterly schedule of classes for specific dates (Note: This schedule applies to both Institutional and Title IV funds and is subject to change without notice.)*

For graduate students, refunds are based on the number of calendar days (excluding official campus holidays) from the first class day of the term to the official withdrawal date or reduction in class load date. The official date is considered the date of any change made by touchtone registration or the date you submit your completed official withdrawal form to the registrar.

A refund to financial aid recipients is applied first to financial aid source(s) and the balance, if any, is remitted to the student.

Loan proceeds are returned directly to the lender. A check for any credit balance will be issued by the Controller's Office.

Petitions for tuition adjustment and fee waiver will be approved only to correct a university error.

Overpayment of Account (credit balance)

Credit balances created by financial aid, tuition adjustments, or overpayment will be remitted to the student. Payment will be made by check or credit card, depending on the student's original method of payment. The credit will be mailed to the student or, upon request, may be picked up at the Controller's office. In most cases, refunds are mailed the next business day.

Credit balances from financial aid are not available to students until after 3:00 p.m. on the first class day of each quarter. To receive a credit check on that day, students must request the check from the Controller's Office at least three business days before that date. (See the *Quarterly Schedule of Classes: Tuition and Fee Payments/Overpayment of Account* for the specific deadline.)

Note: Federal Regulations effective 7/1/97 require Seattle University to forward Title IV financial aid resulting in a credit balance to the student within 14 days. Therefore, if a check is not requested by the student, it will be generated and mailed to the student by the Controller's Office.

Applications for Federal Student Aid

Financial aid applications called the Free Application for Federal Student Aid (FAFSA) are available after January 1 of each year from the Financial Aid Office. A new FAFSA is required for each academic year students apply for financial aid.

While applications for financial aid are encouraged anytime, students who have all their documents submitted to the Financial Aid Office by March 1 will be given first priority for funds available for the academic year starting in September. The earlier a file is completed the more likely it is that funding will be available on the first day of class.

The FAFSA is used to determine the expected student contribution. Eligibility, or financial need, is defined as the difference between the amount it will cost to attend Seattle University for one year and the amount a student and/or family can afford to pay according to the FAFSA. The Financial Aid Office will then put together a financial aid package which may include any of the following items.

Loans

The federal government funds three major low-interest loans, which must be repaid: the Federal Perkins Loan, the Federal Direct Stafford Loan, and the Unsubsidized Direct Federal Stafford Loan. All first-time borrowers at Seattle University are required to attend an in-person loan entrance interview before receiving their funds.

Federal Perkins Loan

The Federal Perkins Loan Program (formerly NDSL) is a long-term, 5 percent interest loan based on financial need. Seattle University offers a maximum of \$1,500 a year to needy graduate students. Overall, eligible students may borrow a total of \$30,000 for their combined graduate and undergraduate education. Repayment begins nine months after students cease to attend at least half-time. The Federal Perkins Loan also includes limited deferment and forgiveness features, and payment may extend 10 years.

Federal Stafford Loan

The Federal Direct Stafford Loan (formerly GSL) is a long-term, need-based loan. Graduate students may borrow up to their maximum eligibility as determined by the FAFSA and interpreted by the Financial Aid Office. The maximum any student can borrow for one academic year is \$8,500. The aggregate limit (undergraduate and graduate combined) is \$65,500.

Stafford funds are reduced by approximately 4 percent of the amount borrowed. The amount withheld represents a loan origination and guarantee fee. There are no other charges while students are enrolled at least half-time. For financial aid purposes, Seattle University defines half-time graduate work as a minimum of three credits, full-time as a minimum of eight credits.

The interest rate for Federal Stafford Loans is variable with a maximum of 8.25 percent. The minimum repayment is \$50 per month and starts six months after students cease half-time enrollment.

Unsubsidized Federal Stafford Loan

The Unsubsidized Direct Federal Stafford Loan is a "non-need-based" loan which has the same terms and conditions as the Federal Direct Stafford Loan described above, except that students are responsible for interest that accrues while they are in school. The loan is available to students who do not qualify for the need-

based Federal Stafford Loan. Some students may have a partial Federal Stafford Loan and a partial Unsubsidized Federal Stafford Loan because they did not qualify for a full Federal Stafford Loan. The combination of these two loans cannot exceed the annual loan limit of \$18,500. Aggregate limit is \$73,000 (undergraduate and graduate combined).

Work Study

Seattle University offers two work programs: federal work study and state work study. Work study is awarded to graduate students based on request and availability of funds. Earnings under both programs are limited to eligibility as determined by the FAFSA. An authorization-to-work form is sent when students' files are complete if they are awarded work study. Please note the work study program is an opportunity to earn funds by working and is not subtracted from the bill. Students should contact the financial aid office to request work study.

Federal Work Study

The Federal Work Study Program allows students to earn funds by working part-time on campus. Under this program students may work up to 20 hours per week at positions on Seattle University's campus.

State Work Study

This is a state-funded program available to Washington state residents, in which students may work up to 19 hours per week in positions off campus. Positions are available in private businesses, non-profit organizations, or in city and county government. Students submit time sheets for hours worked and are paid directly by their employers. The employers are reimbursed a certain percentage by the state. Students should contact the Financial Aid office to request work study.

Scholarships

Diversity Scholarships

In an effort to enrich the diversity of the graduate student population, Seattle University designates awards for selected underrepresented minority students in education, nursing, and the School of Theology and Ministry. Contact departments to apply.

Executive Master of Not-For-Profit Leadership (MNPL) Program (Apply through NPL)

Nonprofit Management and Leadership Opportunity Program (NMLOP)

This program is funded by the Kellogg Foundation to increase the number of nonprofit leaders from communities of color. The NPL Program has been selected among twelve that can annually nominate a student for the award. If an SU student is selected, NMLOP pays the student directly.

Henry M. Jackson Foundation

\$20,000 is expected to be disbursed in 1999-2000 in a series of scholarships ranging from \$1,000 to \$5,000.

School of Theology and Ministry (STM)

(apply through STM)

STM annually offers tuition-aid grants provided by Seattle University and/or the Roman Catholic Archdiocese of Seattle, and/or participating denominations in the Institute for Ecumenical Theological Studies. These grants are offered only in the form of partial tuition remission and are credited directly to a student's account on a quarterly basis. The amount of the tuition-aid grant is proportioned according to the number of registered credit hours. The deadlines for submission of all materials are April 1st for summer admissions, July 1st for fall admission.

Additional aid is available based on financial need or merit. A limited number of scholarships are available to persons of color who plan to minister to a multicultural faith community. Admitted students employed half time or more by a Catholic institution of the Archdiocese of Seattle may apply for 25% tuition reduction.

Catholic School Special Tuition Grant

(apply through Financial Aid Office)

Eligible full-time religious and lay teachers and principals of Catholic schools under the auspices of the Archdiocese of Seattle may apply for this grant. Masters in Teaching (MIT) and Doctor of Education (EDD) students are not eligible. The grant cannot be used to pay for MIT or EDD credits. Grant recipients pay half of regular tuition for eligible graduate education courses; the grant covers the other half.

Departmental Sources

Business administration, education, nursing, and theological studies students can contact the individual departments for additional scholarship information and applications.

College of Arts and Sciences

Wallace D. Loh, PhD, Dean

Degrees Offered

- Executive Master of Not-for-Profit Leadership (MNPL)
- Master of Public Administration (MPA)
- Master of Arts in Psychology (MAP)

Objectives

The graduate programs in the College of Arts and Sciences support Seattle University's mission to educate the whole person for a life of leadership and service. Central to that mission, and guided by its Jesuit heritage, the graduate programs emphasize ethical reflection as essential for the complete professional life in addition to such skills as critical thinking and effective communication. To achieve these goals and to create a community of learners, classes are kept small and active learning is practiced. The availability of faculty and students to each other is a hallmark of Seattle University's educational mission.

INSTITUTE OF PUBLIC SERVICE

John Collins, PhD, Director

Public Administration Graduate Program Coordinator:

Deanna Fryhle, MPA (206) 296-5440

Not-for-Profit Leadership Graduate Program Director:

Mary Stewart Hall, PhD, (206) 296-5440

Degrees Offered

- Executive Master of Not-for-Profit Leadership (MNPL)
- Master of Public Administration (MPA)

Mission of the Institute of Public Service

The institute of Public Service inspires and educates working professionals to lead government and not-for-profit organizations to perform with excellence, to meet high standards of trust and stewardship, and to meet the challenges of change by fostering:

- Competency in the best analytical, managerial, entrepreneurial and human relations skills;
- Commitment to the Jesuit values of Seattle University of social justice and integrity in public service;
- Compassion for the plight of the less powerful and underprivileged members of society;
- Contributions to solving community problems through applied research, collaborations, noncredit training, consultation, and providing a forum for public policy dialogue.

EXECUTIVE MASTER OF NOT-FOR-PROFIT LEADERSHIP

This is the first executive graduate degree program in the country developed specifically for those who head not-for-profit organizations. As an executive degree, the program offers opportunities to network with and learn from experienced peers while also working with a distinguished mix of instructors drawn from the IPS faculty, practitioners and training professionals.

It is now recognized that effective not-for-profit executives must have the leadership skills that inspire others to voluntary action while also possessing the management abilities expected in government and business. The program has a unique curriculum designed to teach the core competencies that empirical research has shown are expected of the best non-profit executives. While courses will teach the latest management and leadership theory, content will emphasize practical application. Course work is intended to build on the base of experience that students will bring with them to the classroom.

All courses are scheduled in the evenings or on weekends, with the exception of a two-week, full-time intensive course period each August or September during summer intersession.

Program participants have the opportunity to meet with a wide variety of the region's not-for-profit and grantmaking leaders. Personal mentoring is also provided by a diverse visiting committee. Graduates have access to job placement services and are invited to continue their association with the program through an alumni organization.

Candidates for Admission

The MNPL program is oriented toward working professionals who currently are not-for-profit executives or who expect to be in such positions within three years of completing the program. Students will be selected from:

- Those already employed in not-for-profit and philanthropic organizations who have at least two years in middle to upper management;
- Those with comparable experience in business, government and the professions who wish to prepare for a career shift to the non-profit sector;
- Individuals with eight years of experience in leadership positions on non-profit boards who now desire employment as a not-for-profit executive;
- Professionals selling services to the non-profit sector.

Admission Requirements

All applicants must have:

- a bachelor's degree from a regionally accredited institution.
- a 3.00 grade point average (GPA). In special cases those with less than a 3.00 GPA may be admitted on a probationary status.
- a recommendation from the applicant's employer.

Program Candidates

- Upon acceptance of an admission offer, students must pay a \$250 non-refundable deposit which is applied toward the first term's tuition.
- A class of 20 to 25 students is admitted each year and this cohort proceeds through the program together in order to provide more opportunities to learn from each other.
- Each admitted student will be asked to gather from an employer an assessment of the student's core competencies and leadership qualities. This profile will be used as a guide during the program and at graduation will be coupled with a plan for future professional development.

Degree Requirements — Not-for-Profit Leadership

The MNPL program requires 45 quarter credits taught through 13 courses offered over 16 months. Electives and/or transferred credits may be substituted if approved by the department. The final required course allows each student to pursue in-depth research on a subject of personal interest.

Program Schedule

| Yr | Summer | Intersession | Fall | Winter | Spring |
|----|----------------------|----------------------|----------------------------------|----------|----------------------|
| 1 | | NPLR 515 NPLR 525 | NPLR 526 NPLR 535 NPLR 541 | NPLR 536 | NPLR 537 NPLR 538 |
| 2 | NPLR 539 NPLR 542 | NPLR 543 | NPLR 544 NPLR 550 | | |

Required NPLR Courses

| | | |
|----------|---|---|
| NPLR 515 | Fundamentals of the Not-for Profit Sector | 3 |
| NPLR 525 | Leadership and Interpersonal Behavior For Not-for-Profit Executives | 6 |
| NPLR 526 | Not-for-Profit System of Managerial Leadership | 1 |
| NPLR 535 | Not-for-Profit Management I: Planning | 3 |
| NPLR 536 | Not-for-Profit Management II: Financial Planning and Evaluation | 6 |
| NPLR 537 | Not-for-Profit III: Boards and Volunteers | 3 |
| NPLR 538 | Not-for-Profit Management IV: Leading Staff | 3 |
| NPLR 539 | Not-for-Profit Management V: Service Quality Management | 2 |
| NPLR 541 | Public Policy, Advocacy and Collaboration | 3 |
| NPLR 542 | Not-for-Profit Marketing and Public Relations | 3 |
| NPLR 543 | Resource Development for Not-for-Profit Organizations | 6 |
| NPLR 544 | Persuasive Communication for Nonprofit Executives | 3 |
| NPLR 550 | Summary Project | 3 |

MINIMUM CREDITS REQUIRED FOR DEGREE 45

Not-For-Profit Leadership Courses

NPLR 515 Fundamentals of the Not-For-Profit Sector 3

The role of not-for-profit organizations, their history, traditions, values, ethics, legal, tax, and economic basis and emerging issues facing the sector. Required.

NPLR 525 Leadership and Interpersonal Behavior for Not-For-Profit Executives 6 credits

Theoretical and applied knowledge about concepts of leadership, leadership styles and situations, communication skills, techniques of inspiration, motivation, conflict resolution, negotiating and building consensus, coping with change, and fostering innovation. This class will include two weeks of full time study. Required.

NPLR 526 Not-For-Profit System of Managerial Leadership 1

Ethical structures for shaping individual and organizational behavior, systems for managing human capability through a Joy-in-Work driven organization, the many faces of managerial leadership, distributing accountability and authority, developing trust to achieve high performance. Required.

NPLR 535 Not-For-Profit Management I: Planning 3

Understanding the function of strategic, long range and tactical planning, developing the framework and tools to design a variety of planning models, motivating and managing stakeholder involvement with different planning initiatives, integrating learning organization and systems principles, creating vision, mission, values, strategic thinking. Required.

NPLR 536 Not-For-Profit Management II: Financial Planning and Evaluation 6

Planning, reporting and controlling of fiscal resources and overall management control systems, budgeting, terminology and principles of financial accounting and program evaluation, analysis of financial statements, responsibility and program structure, internal controls and audit responsibility, managerial financial controls and pricing. Required.

NPLR 537 Not-For-Profit Management III: Boards and Volunteers 3

Organizing and leading volunteers to provide governance and other assistance, board and staff relations, systems and tactics of volunteer motivation, recruitment, development, utilization and retention, strategies and best practices for creating an effective, diverse and committed organizational leadership team. Required.

NPLR 538 Not-For-Profit Management IV: Leading Staff 3

Best practices for implementing the management competencies needed to lead staff, political realities of staff operations, fostering creativity, coaching for excellence, achieving diversity, nonprofit aspects of personnel recruitment, administration, retention and evaluation policies and procedures, laws and regulations. Required.

NPLR 539 Not-For-Profit Management V: Service Quality Management 2

The role of the executive director in creating a customer/stakeholder-driven organization through the seven levels of work, service quality definitions, quality management concepts, continuous process improvement thinking and tools, the system of creative work, planning and measuring success with the quality scorecard. Required.

NPLR 541 Public Policy, Advocacy and Collaboration 3

Understanding how not-for-profit organizations can work productively with governments and businesses to develop and maintain sound public policies that serve the interests of the organization and their customers, framing public problems and developing policy proposals, building effective partnerships, constituencies and advocacy campaigns, and complying with lobbying regulations. Required.

NPLR 542 Not-For-Profit Marketing and Public Relations 3

Marketing an organization's image, mission and services, developing and implementing a public relations strategy, working with the media, and tying these functions to the ability of the organization to attract financial support. Required.

NPLR 543 Resource Development For Not-For-Profit Organizations 6

Specific skills, knowledge and understanding required of executives to lead and manage the resource development and fundraising functions, integrating fundraising and stewardship throughout the organization, organizational readiness measures, materials and tools of resource development, best practices for involving volunteers, boards and staff in researching and soliciting contributions, methodologies for creating and using an effective, diversified and comprehensive resource development plan. Required.

NPLR 544 Persuasive Communication for Nonprofit Executives 3

Principles and practices of speaking effectively to persuade an audience, methods of assessing audience communication preferences, preparing for formal and informal speaking opportunities expected of nonprofit executives including radio and television presentations, assessing your communication strengths and opportunities for improvement. This class will emphasize practice and feedback. Required.

NPLR 550 Summary Project 3

Independent research analyzing and proposing resolution to a significant nonprofit leadership issue or management problem that synthesizes, through application, a wide variety of the leadership management skills and knowledge taught throughout the program. The course requires completion of a physical product and an oral presentation. Required.

MASTER OF PUBLIC ADMINISTRATION

The Master of Public Administration (MPA) 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 the analytic capacity and the understanding of organizations and policy that are essential to effective public management. Courses are offered only in evening or weekend formats to meet the needs of working professionals.

Typical students are in their mid-30s with considerable professional experience and working full-time in a career position in the government, non-profit, or private sector. Students bring their own rich professional and life experiences to class, which provide examples of the course materials as well as learning opportunities for other students.

The faculty members have extensive public sector experience which complements their academic qualifications. They maintain regular contact with the practice of public administration through research, consulting, professional associations and community service projects. The program has an outstanding adjunct faculty, composed of professionals in the field who also have classroom experience.

The MPA prepares students with an understanding of the political, legal, and economic environments of public sector administration. Students learn the differences

between profit-seeking and public-serving missions, and the central importance of ethical and moral expectations for those serving the public. Core courses teach analytical and interpersonal skills and abilities required to manage and lead public sector organizations. Topics include organizational behavior and theories for management, financial and performance information systems, research techniques, policy making and policy analysis, public sector finance, the legal environment, and public sector ethics.

Throughout the curriculum emphasis is placed on practicing and improving oral and written communication skills and applying computer skills. The curriculum is designed in conformity with the standards established by the National Association of Schools of Public Affairs and Administration and reflects both the mission of Seattle University and the program's experience in offering the MPA degree for two decades.

Degree Requirements - Master of Public Administration

The MPA requires the completion of 54 credits. The degree includes 13 required three-credit classes. The remaining 15 credits are electives designed to enrich understanding of particular aspects of public service, and may include graduate courses taken in other departments. Electives have dealt with such topics as the non-profit sector, legislative process, local government, management of change, mediation and negotiation, labor law, strategic management, and collective bargaining.

I. MPA Program Requirements

Thirty-nine credits, including:

| | | |
|----------|---|---|
| PUBM 501 | Foundations of Public Administration | 3 |
| PUBM 511 | Organizational Analysis | 3 |
| PUBM 512 | Policy Formation and Implementation | 3 |
| PUBM 521 | Management and Human Relations Skills | 3 |
| PUBM 522 | Human Resource Management | 3 |
| PUBM 530 | Management Analysis and Control | 3 |
| PUBM 531 | Public Budgeting | 3 |
| PUBM 540 | Policy and Program Research | 3 |
| PUBM 541 | Policy Analysis | 3 |
| PUBM 570 | Economic Analysis | 3 |
| PUBM 571 | Government Finance | 3 |
| PUBM 572 | Administrative Law | 3 |
| PUBM 590 | Prospectives in Public Service | 3 |

II. Program Electives

Choose 15 credits from the following:

| | | |
|----------|--|-----|
| PUBM 562 | Oral Communication | 3 |
| PUBM 581 | Labor Law and Collective Bargaining | 3 |
| PUBM 585 | Leadership, Learning and Change Management | 3 |
| PUBM 591 | Special Topics | 1-5 |
| PUBM 592 | Special Topics | 1-5 |
| PUBM 593 | Special Topics | 1-5 |
| PUBM 595 | Internship | 1-6 |

PUBM 596 Independent Study (CR/F) 1-5
Other Graduate Program Courses (see adviser)

MINIMUM CREDITS REQUIRED FOR DEGREE 54

Public Administration Courses

| | | |
|---|--|----------|
| PUBM 501 | Foundations of Public Administration | 3 |
| Foundations of the practice of public administration, including key current and future issues, basic concepts, intellectual history, changing scope and role of governments in American society, role of the non-profit sector in policy implementation, cross-national comparisons of governmental roles and political cultures, leadership roles of administrators in government, administrative responsiveness and accountability, ethical analysis, and review of writing skills. To be taken first quarter available. Required | | |
| PUBM 511 | Organizational Analysis | 3 |
| Review of classical and emerging perspectives from organizational theory, focused on improving effectiveness in public and nonprofit organizations. Development of capacities to understand and address issues concerning organizational values, assumptions about human nature, and organizational structure, culture, politics, psychology, and learning. Required | | |
| PUBM 512 | Policy Formation and Implementation | 3 |
| How issues become public policies and public programs. Interplay of executive, legislative and judicial branches. Role of special interests. Influence of public bureaucracies upon policy during formation and implementation stages. Role of intergovernmental administration in policy implementation. Ethical issues in policy formation. Required | | |
| PUBM 521 | Management and Human Relations Skills | 3 |
| Study and practice of management/human relations skills for successful leadership in public and non-profit organizations. Topics include self-awareness, team-building, stress management, communications, empowerment, power and influence, and conflict management. Emphasis on experiential learning. Required | | |
| PUBM 522 | Human Resource Management | 3 |
| Human resource management in public and non-profit organizations, addressing topics of human resource planning, equal employment opportunity laws and programs, recruitment, selection, and compensation of personnel, performance appraisal, organizational development initiatives such as TQM and re-engineering, and selected contemporary topics. Required | | |
| PUBM 530 | Management Analysis and Control | 3 |
| 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. Required | | |

| | | |
|---|---|----------|
| PUBM 531 | Public Budgeting | 3 |
| The role of budgeting, including purpose, type and use; capital budgeting, bonding and debt management; planning, programming and performance analysis. Required. Prerequisite: PUBM 530 | | |
| PUBM 540 | Policy and Program Research | 3 |
| 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. Required | | |
| PUBM 541 | Policy Analysis | 3 |
| Systematic analysis of logical and prescriptive quantitative techniques for public policy analysis and decision making. Emphasis is on conceptualization and interpretation. Topics include modeling decisions, uncertainty and probability, conflicting objectives, and risk preferences. Required. Prerequisite: PUBM 540 | | |
| PUBM 562 | Oral Communication for Administrators | 3 |
| 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. Elective | | |
| PUBM 570 | Economic Analysis | 3 |
| 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. Required | | |
| PUBM 571 | Government Finance | 3 |
| Revenues, expenditures and debt of federal, state and local governments; economic theories; constitutional limitations; government finance as means of social reform. Required. Prerequisite: PUBM 570 or equivalent | | |
| PUBM 572 | Administrative Law | 3 |
| 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. Required | | |
| PUBM 581 | Labor Law and Collective Bargaining | 3 |
| History and analysis of legislation and court intervention in labor relations. Organization, bargaining and grievance systems. Simulations to gain experience. Elective | | |
| PUBM 585 | Leadership, Learning and Change Management | 3 |
| The practice of leadership, learning, and change management in relation to self, others, teams, and organizations. A conceptual and experiential exploration of contemporary theories of leadership, personal and organizational learning, and the related dynamics of personal and organizational change. Emphasis on application to public and non-profit organizations. Elective | | |

| | | |
|--|---|---------------|
| PUBM 590 | Prospectives in the Public Service | 3 |
| Capstone course to integrate knowledge and skills from required course work in the analysis of a policy or management problem. Students work individually or in pairs in identifying a problem, researching its background, formulating and analyzing alternative solutions, and recommending a course of action. To be taken the last or next-to-last quarter of study. Required capstone course. Prerequisite: PUBM 541. | | |
| PUBM 591 | Special Topics | 1 to 5 |
| PUBM 592 | Special Topics | 1 to 5 |
| PUBM 593 | Special Topics | 1 to 5 |
| PUBM 595 | Internship | 1 to 6 |
| PUBM 596 | Independent Study (CR/F) | 1 to 5 |

Institute of Public Service Faculty

John N. Collins; BA, University of Washington; MA, PhD, 1967, Northwestern University; director; professor of public administration, management control systems, program evaluation, non-profit finance and budgeting, and research methods; 1992.

Mary Stewart Hall; BS, MA, PhD, University of Oregon; SEP, 1985, Stanford; assistant director; professor of not-for-profit fundamentals, human resources management, research; 1995.

Leanna L. Holmer; BA, MA, PhD, 1993, The Ohio State University; assistant professor of public administration, organizational theory and behavior, human resource management, management skills; 1995.

James B. Hogan; AB, Long Beach State; MA, University of California at Los Angeles; PhD, 1970, Cornell University; chair of political science; coordinator, undergraduate public administration program; professor of political science, urban policy, and issues in affordable housing; 1976.

Edward J. Jennerich; BA, Tenton State College; MS, Drexel University; PhD, 1974, University of Pittsburgh; professor of public administration, policy formation and analysis, higher education law; 1997.

James E. Sawyer; BS, Weber State College; PhD, 1975, University of Utah; associate professor of political science and economics, management control theory, government finance and economic policy; 1977.

Barbara M. Yates; BA, College of Wooster; MA, PhD, 1969, University of Michigan; chair of economics and finance; professor of economics and government finance; 1970.

PSYCHOLOGY

Graduate Program Director: Lane Gerber, PhD
(206) 296-5400

Degree Offered

- Master of Arts in Psychology (MAP)

MASTER OF ARTS IN PSYCHOLOGY

With an emphasis on existential-phenomenological psychology, this program offers students an interdisciplinary focus on the qualitative, experiential study of psychological events in the context of life. By laying the foundations for a therapeutic attitude, the program prepares students to enter the helping professions, and/or to further study the psychological world. It is humanistic in that it intends to deepen the appreciation for the human condition by reflection on immediate psychological experiences and on the wisdom accumulated by the long tradition of the humanities. It is existential-phenomenological in that it aims to be faithful to experience by setting aside theoretical prejudgments in order to understand persons existing in their situations.

Admission Requirements

- Bachelor's degree, including an introduction to psychology, statistics, scientific research methods, growth and development, abnormal psychology, theories of personality—ordinarily the equivalent of a minor in psychology
- Minimum 3.00 GPA
- A beginning understanding of existential and phenomenological psychology
- Prior to admission, some experience in the areas of counseling or human services
- Three letters of recommendation
- An autobiography (minimum four 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, why you are interested in this program and orientation, and *especially* personal events and changes which furthered your interest in psychology and the therapeutic
- An interview, either in person or by telephone, will be asked of those applicants who have reached the final screening.

All admission requirements, except interviews, ordinarily are to be completed by January 15. Applications are accepted each year for fall quarter. For a complete application packet and instructions, contact Admissions at (206) 296-5900. For specific questions, contact the graduate program director.

NOTE: While in this program, students are not allowed to do psychotherapy as private practitioners.

Degree Requirements - Master of Arts in Psychology

This is ordinarily a full-time, two-year program; students typically carry nine credits each quarter.

Fifty-five credit hours, including:

I. MAP Program Requirements

Thirty-four credits, including:

| | | |
|----------|----------------------------------|---|
| PSYC 501 | Phenomenology of the Face | 3 |
| PSYC 503 | Assessment I | 3 |
| PSYC 505 | Desperate Styles | 3 |
| PSYC 523 | Perspectives/Psychotherapy | 3 |
| PSYC 533 | Therapeutic Comm | 3 |
| PSYC 543 | Basic Practicum I | 6 |
| PSYC 544 | Basic Practicum II | 6 |
| PSYC 545 | Basic Practicum III | 6 |
| PSYC 563 | Integration Paper | 1 |

II. Other Requirements

Approved PSYC electives

Note: A student may take up to six credits of upper-level undergraduate or graduate courses from another program as electives with approval.

MINIMUM CREDITS REQUIRED FOR DEGREE 55

Psychology Courses

| | | |
|---|----------------------------------|----------|
| PSYC 501 | Phenomenology of the Face | 3 |
| Introduction to existential-phenomenological philosophy and psychology for therapeutic practice. Existential phenomenology helps us ethically understand other people in face-to-face situations: the paradox that "the face" presented both reveals and conceals the meanings of the other person. | | |
| PSYC 503 | Assessment I | 3 |
| Introduction to 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: PSYC 505, permission of instructor. | | |
| PSYC 505 | Desperate Styles | 3 |
| The articulation of a phenomenologically and clinically based perspective for understanding disturbed behavior, with an emphasis on neurotic (anxiety) disorder. Issues in diagnosis (e.g., the DSM-IV) and therapy will also be given considerable attention. Permission of instructor. | | |
| PSYC 511 | Growing Up in Families | 3 |
| Exposure to historical, social and cultural perspectives of the family and contemporary thought on the roles and relationships within the family. A look at the challenges which face the family structure today and an introduction to some of the current therapeutic approaches. Permission of instructor. | | |
| PSYC 513 | Assessment II | 3 |
| The theory and practice of phenomenological assessment. Specific issues such as diagnosis, report writing, and the uses of psychological tests within the context of dialogue | | |

with clients will be discussed in detail. Consideration of the relationship between phenomenological research, psychotherapy and assessment. Prerequisites: PSYC 505, 503, permission of instructor.

PSYC 515 Group Therapy: Identity in Community 3

Experiencing the group situation, viewed as a social microcosm and context for therapeutic change, simultaneous with the reflection on the foundational and interdependent notions of existential separateness and identity as rooted in dialogue in community. Majors only, graded S/NC.

PSYC 523 Perspectives of Psychotherapy 3

Exploration of dream interpretation, unconscious phenomena, transference and countertransference, the healing relationship and other key issues in psychotherapy from an experiential as well as conceptual perspective. Permission of instructor.

PSYC 525 Self Psychology 3

The clinical writings of Heinz Kohut and his students, as well as our own therapy work with clients with so-called difficult narcissistic and borderline problems, will be discussed. Self-psychology prizes empathy, listening from within the experiential world of the client, and understanding and utilizing countertransference. Permission of instructor, spring.

PSYC 527 Ethics and Phenomenology 3

A search for the ethical ground for understanding pathology and therapy. A claim that Western philosophical egocentrism contributes to the narcissism of modern pathologies. A review of the philosophy of Emmanuel Levinas, which suggests that the center of the true self is not in the individual self, but in the responsible concerns for others. Permission of instructor, spring.

PSYC 533 Therapeutic Communication 3

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. Majors only, graded CR/F.

PSYC 535 Phenomenology of Therapeutic Change 3

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 CR/F.

PSYC 543 Basic Practicum in Therapeutic Psychology I 6

PSYC 544 Basic Practicum in Therapeutic Psychology II 6

PSYC 545 Basic Practicum in Therapeutic Psychology III 6

Offered as a series; each course provides a minimum of 200 hours on-site supervised practicum experience in agencies providing psychological service; weekly group case consultation with a faculty member, as well as individual consultation as needed. Ordinarily students are not allowed to get their practicum experience at agencies where they are working as staff. Majors only, graded CR/F.

PSYC 551 Hermeneutics: Interpretive Foundations of Non-Behavioral Psychology 3

Philosophical study for practical decision making in therapeutic practice. A focus on the interpretive structure of human existence whereby meaning is constituted, and the philosophical ground of the activity of understanding oneself and others, which discloses itself in conversation. Permission of instructor.

PSYC 563 Integration Paper 1

Completion of a written work on a chosen theme that integrates academic course work and practicum experience. Majors only, graded CR/F.

PSYC 591 Special Topics 1 to 3

PSYC 592 Special Topics 1 to 3

PSYC 593 Special Topics 1 to 3

PSYC 596 Independent Study 1 to 3

A student may take up to six credits of upper-level undergraduate or graduate courses as a substitute for the required courses, with approval.

Psychology Faculty

Lane Gerber, BS, Franklin and Marshall College; PhD, 1968, University of Chicago; professor; 1980.

Steen Halling, BS, York University; MA, PhD, 1976, Duquesne University; professor; 1976.

Kevin Krycka, BA, Aquinas College; PsyD, 1988, Illinois School of Professional Psychology; assistant professor; 1989.

Georg Kunz, BA, PhL, Gonzaga University; PhD, 1975, Duquesne University; associate professor; 1971.

James Risser, BA, California State University; MA, PhD, 1978, Duquesne University; professor; 1994.

Jan O. Rowe, BA, MEd, PhD, 1982, Georgia State University; associate professor; 1982.

Albers School of Business and Economics

Jan W. Duggar, PhD, Dean

Mary Carpenter, MEd, Director, Graduate Programs

Degrees Offered

- Master of Business Administration (MBA)*
- Master of Arts in Applied Economics (MAE)
- Master of International Business (MIB)*
- Master of Professional Accounting (MPAC)
- Master of Science in Finance (MSF)*
- Joint Programs in above degrees with Juris Doctor from School of Law

Certificates Offered

- Certificate of Post-MAE Studies
- Certificate of Post-MBA Studies
- Certificate of Post-MIB Studies
- Certificate of Post-MSF Studies

**Accredited by the International Association for Management Education (AACSB). AACSB is the premier accrediting agency and service for U.S. business schools.*

Objectives

The mission and educational goals of the Albers School produce a set of programs and activities designed to prepare students for an increasingly complex and challenging global business environment, to help them appreciate and develop a commitment to personal integrity and corporate responsibility, to develop an enthusiasm for lifelong learning, and to instill a service orientation.

Admission Requirements

Students seeking admission to graduate programs should contact the Albers School of Business and Economics at (206) 296-5700 or the Seattle University Graduate Admissions at (206) 296-5900 for admission materials. Documents required for admission to either the MBA, the master of arts in applied economics (MAE), the master of international business (MIB), the master of professional accounting (MPAC), or the master of science in finance (MSF) programs include the following:

- Completed application form and fee
- Official (sealed) transcripts showing a bachelor's degree from an accredited institution and information from all post-secondary educational institutions attended
- Scores from the Graduate Management Admissions Test (GMAT)

NOTE: MAE applicants may substitute scores from the Graduate Record Exam (GRE).

- A current résumé

Applicants whose first language is not English are required to submit TOEFL scores. International students should submit the international application materials specified for them.

In general, we require a minimum GMAT of 500, a 3.00 undergraduate GPA, and one continuous year of full-time work experience.

A maximum of 12 credits taken in non-matriculated status may be applied toward any master's degree in the Albers School.

Albers students may take one elective course from another Seattle University graduate program with prior approval of the program director with the exception of cross registration with the School of Law.

Math and Computer Proficiency

All graduate students in the degree programs of the Albers School of Business and Economics must establish their proficiency in basic mathematics (college algebra and introductory calculus) and in computer use (word processing, intermediate-level skills in spreadsheet analysis, communication via e-mail, and conduct research via the internet). All students must have access to a computer with a modem, or the flexibility to use campus computer labs.

Math proficiency can be established by previous credit course work or the non-credit course offered by the Albers School.

Students are encouraged to complete these proficiency requirements prior to starting their graduate degree program. These requirements must be completed by the end of the first year in each program.

Business and Law Joint Degree Program

The Seattle University business and law joint degree program allows students to obtain the JD and a graduate degree in business. Specified courses taken at the Law School may contribute to the business degree and specified courses completed in the Albers School of Business and Economics may contribute to the JD Degree. The joint degree is available to both full- and part-time students but it should be noted that the American Bar Association requires that the JD be completed within six years.

Seattle University offers four graduate degrees which may be earned in combination with the JD degree: Master of Business Administration, Master of Science in Finance, Master of International Business, and Master of Arts in Applied Economics.

Transfer Credit

Students are allowed to transfer up to nine quarter credits from AACSB accredited institutions with prior approval of the dean or director of the program. Any transfer credits from international universities are subject to prior approval of the dean. The six year limit policy applies to courses approved for transfer from other universities.

As an exception The Albers School is a party to the Memorandum of Understanding for AACSB Accredited AJCU Business Schools. The agreement allows students to transfer up to one-half of their degree requirements from their original university to the receiving university.

BUSINESS ADMINISTRATION

MBA Program Director: William L. Weis, PhD
 Phone: (206) 296-5700

Degree and Certificate Offered

- **Master of Business Administration (MBA)**
- **Certificate of Post-MBA Studies**

MASTER OF BUSINESS ADMINISTRATION

The master of business administration (MBA) program is designed to prepare graduates for leadership responsibilities in business. 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 to domestic and international organizational strategy
- To develop leadership skills within a broad business and social perspective

MBA courses are available at the main campus, as well as the Seattle University Eastside Education Center in Bellevue. Students may select classes from each site. Courses are generally scheduled late afternoons, evenings and Saturdays. Also, a weekend MBA option is available.

Degree Requirements — Master of Business Administration

I. Preparatory Course Work

- Computer Skills
- Business Calculus

(The above requirements must be completed by the end of the first year in the program)

II. Fundamental Business Courses*

Eighteen credits, including:

| | | |
|---------|---|---|
| MBA 500 | Introductory Business Statistics | 3 |
| MBA 501 | Statistical Applications and Quantitative Methods | 3 |
| MBA 502 | Analytical Tools for Managerial Decision Making | 3 |
| MBA 503 | Financial Accounting | 3 |
| MBA 504 | Managerial Accounting | 3 |
| MBA 505 | Domestic and Global Economies | 3 |

*Students with previous comparable course work with a B (3.0) or better have the option of waiving these classes based on self-assessment materials regarding their proficiency. Students without previous course work are required to take these classes.

III. Leadership and Team Building Courses

Seven required MBA credits, including:

| | | |
|---------|--------------------------------------|---|
| MBA 510 | Leadership and Team Development .. | 4 |
| MBA 511 | Integrated Enterprise Management ... | 3 |

IV. Required Core Courses

Twenty-four MBA credits, including:

| | | |
|---------|---|---|
| MBA 512 | Business Ethics and Social Responsibility | 3 |
| MBA 513 | Legal and Regulatory Environment | 3 |
| MBA 514 | Econ of Integrative Markets | 3 |
| MBA 515 | Financial Management | 3 |
| MBA 516 | Management of People | 3 |
| MBA 517 | Marketing Management | 3 |
| MBA 518 | Operations Management | 3 |
| MBA 519 | Competitive Strategy | 3 |

V. Electives

Minimum of 3 credits each from 3 separate areas and maximum of 18 credit hours from any one area

| | |
|--|----|
| | 24 |
|--|----|

MINIMUM CREDITS REQUIRED FOR DEGREE 55-73

ACCOUNTING CONCENTRATION

A formal concentration is available in accounting, is noted on official transcripts, and requires ten elective courses. Two accounting electives are "extra" courses beyond those required by the MBA.

Courses are as follows:

- Eight specified electives from the accounting area: ACCT 531, ACCT 532, ACCT 533, ACCT 534, ACCT 535, ACCT 536, ACCT 537, plus one additional accounting elective;
- Two electives outside of the accounting area

Students seeking eligibility to sit for the CPA Exam in Washington State must take six elective courses in accounting: ACCT 531, ACCT 532, ACCT 533, ACCT 534, ACCT 535, ACCT 536; plus two electives outside of the accounting area.

CERTIFICATE OF POST-MBA STUDIES

The certificate of post-MBA studies is designed to allow master of business administration graduates to develop expertise and acquire a credential beyond the MBA degree. The certificate program offers post-MBA students to:

- Specialize in new areas of business
- Update older information or degree
- Acquire added skills and credentials to increase their career opportunities

The program allows a student, with guidance of the associate dean, to choose a customized program of six graduate business classes from the graduate courses offered through the Albers School of Business and Economics. Certificates are awarded in the following areas

of specialization: accounting, economics, finance, information systems, international business, management, marketing, and operations. Course work for the certificate may be applied to other advanced graduate degrees.

Upon completion of the requirements of the program, students will have posted to their transcripts the entry, "Certificate of Post-MBA Studies in (insert discipline)" and be issued a certificate listing the discipline studied.

The program is open to graduates of MBA programs accredited by AACSB or from recognized international MBA programs with prior approval by the dean. Application requires submission of completed application, current résumé, and graduate transcripts. Seattle University MBA graduates generally will be considered eligible for the program. Contact the Albers School for information at 296-5700.

SPECIALIZED MASTER'S PROGRAMS

APPLIED ECONOMICS

MAE Program Director: Mary Jean Rivers, PhD
Phone: (206) 296-2540

Degree and Certificate Offered

- Master of Arts in Applied Economics (MAE)
- Certificate of Post-MAE Studies

MASTER OF ARTS IN APPLIED ECONOMICS

The master of arts in applied economics (MAE) degree program lays the foundation for a career as an economist in business, government, or consulting.

Students enter the MAE program with a variety of interests, including forecasting, industry and market analysis, international economics, tax policy, cost/benefit and impact analysis. The program is designed to enable students to acquire data collection and analysis tools, along with decision-making techniques for use in private businesses and public sector agencies.

The program core combines a strong foundation in basic microeconomic and macroeconomic theory with the development of key quantitative and data analysis skills. Elective courses in economics and finance allow students to apply economic theory and techniques to specific fields of business and policy, such as labor market analysis, environmental economics, health care and finance for international business.

The MAE's affiliation with the master of business administration and master of science in finance programs in the Albers School of Business and Economics provides students with an opportunity to focus on the applications of economics in a managerial context. Students are encouraged to select general electives to broaden their experience in areas such as marketing, accounting and operations.

Degree Requirements — Master of Arts in Applied Economics

I. Preparatory Course Work

Computer Skills
Business Calculus

(The above requirements must be completed by the end of the first year in the program)

II. Fundamental Business Courses (may be waived)*

Eighteen credits, including:

| | | |
|---------|--|---|
| MBA 500 | Introductory Business Statistics | 3 |
| MBA 501 | Statistical Applications and Quantitative Methods | 3 |
| MBA 502 | Analytical Tools for Managerial Decision Making | 3 |
| MBA 503 | Financial Accounting | 3 |
| MBA 505 | Domestic and Global Economies | 3 |
| MBA 514 | Economics of Integrative Markets | 3 |

*Students with previous comparable course work with a B (3.0) or better have the option of waiving these classes based on self-assessment materials regarding their proficiency. Students without previous course work are required to take these classes.

III. Required Core Courses

Eighteen credits, including:

| | | |
|---|--|---|
| ECON 561 | Business Cycles and Economic Growth | 3 |
| ECON 562 | Economics of the Market System | 3 |
| Choose one of the following two courses | | |
| ECON 563 | Survey Research Methods and Experimental Design | |
| ECON 566 | Economics and Business Forecasting | |
| ECON 564 | Quantitative Methods in Economics and Finance | 3 |
| ECON 565 | Applied Econometrics | 3 |
| MBA 515 | Financial Management | 3 |

IV. Applied Economics Electives

Choose five of the following courses: 15
(9 credits must have ECON prefix)

| | | |
|----------|---|--|
| ECON 568 | Natural Resources and Environmental Economics | |
| ECON 571 | Government Finance and Economics | |
| ECON 572 | Labor Market Analysis | |
| ECON 573 | International Economics | |
| ECON 575 | Health Care Economics | |
| ECON 577 | Industry and Competitive Analysis | |
| ECON 578 | Urban/Regional Economics | |
| ECON 581 | Theory of the Firm | |
| ECON 582 | Game Theory | |
| ECON 583 | Emerging Nations and the International Economy | |
| FINC 543 | Advanced Financial Theory | |
| FINC 544 | Financial Institutions and Markets | |

- FINC 549 Capital Budgeting
 - FINC 553 Advanced Topics in Investments
- (or other grad ECON electives with adviser approval)

V. International Elective

- Choose one of the following two courses: 3
- FINC 546 Finance for International Business
 - ECON 573 International Economics

VI. General Business or Economics Electives

Any graduate business courses, including specified electives in economics and finance selected with approval of Director of MAE 9

- Note: 1. An internship is highly recommended.
 2. Students with an MBA from an accredited program may waive six elective credits.

MINIMUM CREDITS REQUIRED FOR DEGREE 45-63

CERTIFICATE OF POST-MAE STUDIES

The certificate of post-MAE studies is designed for individuals with graduate degrees in economics who want to update and deepen their skills in economics and quantitative methods.

The program is open to individuals with graduate degrees in economics from accredited universities. The application process involves completion of application materials including submission of graduate transcripts, current resumé, and GMAT or GRE scores. Seattle University MAE graduates usually will be considered automatically eligible for the program. For non-Seattle University graduates, GMAT or GRE scores and academic performance must meet the standards for entry into the Seattle University master of arts in applied economics program.

Upon satisfactory completion of the program requirements, students will have posted to their transcript the following entry: "Certificate of Post-MAE Studies" and will be issued a certificate. Credits earned toward the certificate may be applied to other graduate degrees.

Requirements — Post-Master of Arts in Economics Certificate

The curriculum consists of a custom-designed selection of six graduate economics courses, plus prerequisites. After a review of the student's background and interests, the MAE director will designate the courses required.

INTERNATIONAL BUSINESS

MIB Program Director: C. Patrick Fleenor, PhD
 Phone: (206) 296-5700

Degree and Certificate Offered

- Master of International Business (MIB)
- Certificate of Post-MIB Studies

MASTER OF INTERNATIONAL BUSINESS

Seattle University's master of international business degree program provides an opportunity for advanced education in international business. The program prepares students through an in-depth study of the global economy and its impact on business. The key objective of the program is to prepare graduates for positions of leadership in business, government, or other international organizations.

Degree Requirements - Master of International Business

I. Preparatory Course Work

- Computer Skills
- Business Calculus

(The above requirements must be completed by the end of the first year in the program)

II. Fundamental Business Courses*

- Eighteen credits, including:
- MBA 500 Introduction to Statistics 3
 - MBA 501 Statistical Applications and Quantitative Methods 3
 - MBA 502 Analytical Tools for Managerial Decision Making 3
 - MBA 503 Financial Accounting 3
 - MBA 505 Domestic and Global Econ. 3
 - MBA 513 Legal and Regulatory Environment 3

*Students with previous comparable course work with a B (3.0) or better have the option of waiving these classes based on self-assessment materials regarding their proficiency. Students without previous course work are required to take these classes.

III. Leadership and Team Building Requirements

- Seven MBA credits, including:
- MBA 510 Leadership and Team Development .. 4
 - MBA 511 Integrated Enterprise Management ... 3

IV. Required Core Courses

- Nine MBA credits, including:
- MBA 514 Economic of Integrated Markets 3
 - MBA 515 Financial Management 3
 - MBA 517 Marketing Management 3

V. Required International Courses

- Twenty-one international credits, including:
- BUEN 521 International Ethical and Cultural Issues 3
 - BUEN 576 International Law and Business 3
 - ECON 573 International Economics 3
 - FINC 546 Finance for International Business 3
 - MGMT 573 International Management 3
 - MKTG 554 Topics in International Marketing 3
 - MGMT 589 International Business Policy 3

VI. Required Electives

- Nine credits, including:
 MIB International Elective 3
 General Electives 6

VII. Language Proficiency

MIB students must demonstrate intermediate-level oral competency in a foreign language prior to graduation.

VIII. International Experience

MIB students must gain international experience prior to graduation. This requirement can be met in a number of ways.

- Participation in an approved international study tour sponsored by another institution or Seattle University
- A term or semester studying at an approved academic institution in another country
- Working professionals who have had an overseas job assignment lasting six months or more
- International students may also satisfy this requirement by obtaining a two-quarter internship in the United States.

MINIMUM CREDITS REQUIRED FOR DEGREE 46-64

CERTIFICATE OF POST-MIB STUDIES

The certificate of post-MIB studies offers continuing graduate study in a specific business discipline to graduates of AACSB accredited master of international business programs.

The curriculum consists of six graduate courses, plus prerequisites, from the Albers School of Business and Economics. Students may choose from the list below, or custom-design a program with permission of the MIB program director.

Credits earned for the certificate may be applied to other graduate degrees. Upon successful completion of the program requirements, students will have posted to their transcripts the entry "Certificate of Post-MIB Studies in (insert discipline)" and be issued a certificate listing the discipline studied.

Application requires completed application form, current résumé, graduate transcripts showing posted graduate degree, and GMAT scores. Seattle University MIB graduates will generally be considered automatically eligible for the program. Contact the Albers School for information at 296-5700.

ACCOUNTING

MPAC Program Director: David E. Tinius, PhD, CPA
 Phone (206) 296-5690

Degree Offered

- Master of Professional Accounting (MPAC)

MASTER OF PROFESSIONAL ACCOUNTING

The master of professional accounting program is designed to prepare graduates for leadership responsibilities in professional accounting. The program is constructed with the following objectives:

- To transmit, in-depth knowledge and broaden the understanding of the fundamental disciplines, techniques and ethical dimensions involved in providing professional accounting services in the public, private, and governmental sectors of accounting. Depth of knowledge is developed in the cost, financial, tax, information systems, and auditing disciplines. Breadth of understanding is enhanced through the study of financial statement analysis, management control systems, an integrative accounting seminar and additional graduate business coursework.
- To develop leadership and management skills essential for taking direction of the accounting function across a broad range of enterprises.
- To develop student awareness of the needs of communities beyond the boundaries of their profession.
- To sharpen essential professional skills including critical thinking, effective written and oral communication, working effectively in teams, and a proficiency in the use of the computer for information search, retrieval, problem solving, and communication.

Degree Requirements — Master of Professional Accounting

The MPAC degree requires 46 graduate credit hours (14 three-credit courses and 1 four-credit course) beyond the undergraduate degree and any of the basic business and accounting prerequisites.

I. Preparatory Course Work

- Computer Skills
- Business Calculus*

(The above requirements must be completed by the end of the first year in the program)

II. Fundamental Business Courses*

- Eighteen credits, including:
- MBA 500 Introduction to Statistics 3
 - MBA 501 Statistical Applications and Quantitative Methods 3
 - MBA 502 Analytical Tools for Managerial Decision Making 3
 - MBA 503 Financial Accounting 3
 - MBA 505 Domestic and Global Econ. 3
 - MBA 513 Legal and Regulatory Environment 3

*Students with previous comparable course work with a B (3.0) or better have the option of waiving these classes based on self-assessment materials regarding their proficiency. Students without previous course work are required to take these classes.

III. Fundamental Accounting Requirements**

| | | |
|----------|--------------------------------------|---|
| ACCT 501 | Accounting Information Systems | 3 |
| ACCT 531 | Financial Accounting I | 3 |
| ACCT 532 | Financial Accounting II | 3 |
| ACCT 534 | Managerial Cost Accounting | 3 |
| ACCT 536 | Federal Taxation I | 3 |

**Students with previous comparable course work with a B (3.0) or better have the option of waiving these classes.

IV. Required Courses

| | | |
|----------|---|---|
| MBA 510 | Leadership and Team Development .. | 4 |
| MBA 512 | Business Ethics and Social Responsibility | 3 |
| MBA 515 | Financial Management | 3 |
| MBA 516 | Management of People | 3 |
| ACCT 530 | Strategic Cost Management | 3 |
| ACCT 533 | Advanced Financial Accounting | 3 |
| ACCT 535 | Auditing | 3 |
| ACCT 537 | Advanced Accounting Information Systems | 3 |
| ACCT 538 | Financial Statement Analysis | 3 |
| ACCT 539 | Advanced Federal Income Tax II | 3 |
| ACCT 568 | Management Control Systems | 3 |
| ACCT 570 | Professional Accounting Seminar | 3 |

V. General Electives

| | |
|---------------------------------|---|
| Graduate business courses | 9 |
|---------------------------------|---|

MINIMUM CREDITS REQUIRED FOR DEGREE 46-85

FINANCE

MSF Program Director: Barbara M. Yates, PhD
Phone (206) 296-2540

Degree and Certificate Offered

- Master of Science in Finance (MSF)
- Certificate of Post-MSF Studies

MASTER OF SCIENCE IN FINANCE

Seattle University's master of science in finance (MSF) degree program provides an opportunity to obtain advanced in-depth education in finance. The program is designed primarily for individuals who have completed an undergraduate or graduate degree in business. Applicants without a business degree will be required to take some preparatory business courses.

In addition to the development of appropriate quantitative and communication skills, the MSF provides detailed coverage of the following major areas of finance:

- Business finance
- Investments
- Financial institutions and markets

The program also includes the corollary fields of

accounting and economics and incorporates discussion of ethical issues in business and finance.

MSF graduates typically earn jobs as financial analysts and are often on the track toward a corporate financial officer position. Students' interests include banking, insurance, international finance, personal financial planning, portfolio management, small business finance, capital budgeting, real estate and general corporate financial management.

Degree Requirements - Master of Science in Finance

I. Preparatory Course Work

- Computer Skills
- Business Calculus

(The above requirements must be completed by the end of the first year in the program)

II. Fundamental Business Courses*

Eighteen credits, including:

| | | |
|---------|---|---|
| MBA 500 | Intro to Statistics | 3 |
| MBA 501 | Statistical Applications and Quantitative Methods | 3 |
| MBA 502 | Analytical Tools for Managerial Decision Making | 3 |
| MBA 503 | Financial Accounting | 3 |
| MBA 505 | Domestic and Global Economies | 3 |
| MBA 511 | Integrated Enterprise Management ... | 3 |

*Students with previous comparable course work with a B (3.0) or better have the option of waiving these classes based on self-assessment materials regarding their proficiency. Students without previous course work are required to take these classes.

III. Required Core Courses

Twenty-four credits, including:

| | | |
|----------|---|---|
| MBA 512 | Business Ethics and Social Responsibility | 3 |
| MBA 514 | Economics of Integrative Markets | 3 |
| MBA 515 | Financial Management | 3 |
| ECON 565 | Applied Econometrics | 3 |
| FINC 540 | Investments | 3 |
| FINC 541 | Cases in Managerial Finance | 3 |
| FINC 544 | Financial Institutions and Markets | 3 |
| FINC 546 | Finance for International Business | 3 |

IV. Specified Electives

Choose five of the following courses 15
(three courses must be in finance):

| | |
|----------|--|
| ACCT 531 | Financial Accounting Theory and Practice I |
| ACCT 538 | Financial Statement Analysis |
| ACCT 568 | Management Planning and Control Systems |
| ECON 564 | Quantitative Methods in Economics |

- ECON 566 Economics and Business Forecasting
- ECON 573 International Economics
- ECON 581 Theory of the Firm
- FINC 543 Advanced Financial Theory
- FINC 548 Financial Management of Banks
- FINC 549 Capital Budgeting
- FINC 550 Risk Management
- FINC 551 Entrepreneurial Finance
- FINC 552 Portfolio Management
- FINC 553 Advanced Topics in Investments

V. General Electives

Electives 6

Students with an MBA from an AACSB accredited program may waive these electives.

MINIMUM CREDITS REQUIRED FOR DEGREE 45-63

CERTIFICATE OF POST-MSF STUDIES

The certificate of post-MSF studies is designed to allow graduates of AACSB-accredited MSF programs to develop expertise in a specified area of concentration beyond the MSF. The curriculum consists of a custom-designed selection of six graduate courses plus prerequisites. After a review of the student's background and interests, the MSF director will designate the courses required. Credits earned for the certificate may be applied to other graduate degrees.

Upon successful completion of program requirements, students will have posted to their transcript the following entry: "Certificate of Post-MSF Studies in (insert discipline)" and will be issued a certificate listing the discipline studied.

The program is open only to graduates of MSF programs accredited by the AACSB. Application requires submission of completed application, current résumé, graduate transcripts, and GMAT scores. Seattle University MSF graduates usually will be considered automatically eligible for the program. For non-Seattle University graduates, GMAT scores, academic performance and work experience must meet or exceed the standard for entry to the master of science in finance program.

Graduate Courses

ACCT 501 Accounting Information Systems: Tools and Concepts 3

The study and application of computer software tools to solve a wider range of accounting related business problems. Problems will include those found in the areas of intermediate financial, managerial, cost, tax accounting, and auditing. Emphasis will be a hands-on application approach to computer based accounting information systems data analysis. Course material will also include current readings for both accountants and business managers. Problem solutions, while being computationally intensive, will also develop written and oral communication skills. Prerequisite: MBA 504 or equivalent.

ACCT 530 Strategic Cost Management 3
Emphasizes analysis of accounting information with explicit consideration of strategic issues and concerns. Financial analysis and management controls as tools for formulating and implementing strategies for achieving competitive advantage. Includes strategic analysis, value chain analysis, activity costing and management, quality costing, and management control. Prerequisite: ACCT 534 or equivalent.

ACCT 531 Intermediate Financial Accounting I 3
Concepts and practices underlying generally accepted accounting principles relating to the organization's operating and investing activities. Measurement and recognition of assets, revenues, and periodic income. Integration of international accounting topics. Emphasis on interpreting and applying professional accounting standards. Prerequisite: ACCT 501 or by instructor permission.

ACCT 532 Intermediate Financial Accounting II 3
Concepts and practices underlying generally accepted accounting principles relating the organization's financing and reporting activities. Measurement and recognition of liabilities, equity, earnings per share, and accounting changes. Integration of international accounting topics. Emphasis on interpreting and applying professional accounting standards. Prerequisite: ACCT 531.

ACCT 533 Advanced Financial Accounting 3
Concepts and practices underlying generally accepted accounting principles relating to business combinations and consolidations, partnerships, and governmental and not-for-profit entities. In-depth analysis of how controlling interests are reflected in accounting reports. Emphasis on interpreting and applying professional accounting standards. Prerequisite: ACCT 532.

ACCT 534 Managerial Cost Accounting 3
Intensive analysis of cost accounting in job order, process and standard cost systems, with emphasis on overhead cost determination and its relevancy to cost management and decision making. Other topics may include advanced analysis of budgeting performance evaluation and relevant cost and revenue information for management planning and control decisions. Prerequisite: MBA 504 or equivalent.

ACCT 535 Auditing 3
Purpose, scope, concepts, and methods used in examining and attesting to financial statements. Current issues concerning professionalism and role of the public accountant. Prerequisite: ACCT 532; ACCT 534 recommended.

ACCT 536 Federal Taxation I 3
Introduction to the basic concepts of federal income taxation for the various forms of business organizations. Use of tax service and research in tax problems. Prerequisite: MBA 503.

ACCT 537 Advanced Accounting Information Systems 3
Study of accounting information systems and their managerial aspects. Topics include computer technology, systems controls, systems analysis and design, as well as specific applications to accounting subsystems, such as job cost, inventory, accounts payable, payroll, billing, cash and property. Prerequisite: MBA 504, or ACCT 501, or permission of instructor.

- ACCT 538 Financial Statement Analysis 3**
 In-depth analysis of how financial statements and accompanying footnotes can be used in assessing organization value. Emphasis on recent developments in financial reporting and disclosure practices. Recommended after completion of MBA 515. Minimum prerequisite: MBA 502 and MBA 503.
- ACCT 539 Advanced Federal Income Tax II 3**
 Study of advanced topics in federal taxation, including formation, operation, and dissolution of the business entity. Also includes the importance of ethical considerations, multistate tax issues, and special tax subjects. Course requires participation in the Volunteer Income Tax Assistance program which includes two Saturday workshops in January. Emphasis is given to the development of communication skills in a professional-to-client environment. The taxpayer assistance component of the course is spread over parts of the winter and spring quarters. Students receive an "N" grade for winter quarter and the course grade spring quarter. Prerequisite: ACCT 536.
- ACCT 568 Management Control Systems 3**
 Development of a conceptual framework for the design, use, and evaluation of management control systems based upon discussion of readings, case analysis, and interaction with practitioners from industry and management consulting. Framework elements encompass control elements from business strategy through management compensation and addresses manufacturing and service industries, for-profit and not-for-profit organizations, large and small. Prerequisite: MBA 504.
- ACCT 570 Professional Accounting Seminar 3**
 Integration of the accounting and business courses of the master's in professional accounting. Addresses the profession's concern with the question of breadth of understanding of the relationship of the sub-disciplines of accounting to each other, to the various other business functions—finance, human resources, information systems, marketing, and operations—and to the broader strategies and ethical and cultural frameworks of the enterprise. Classic and emerging accounting interplay in the enterprise examined through reading, case materials and interaction with practitioners. Prerequisites: At least five of the eight required accounting core courses, at least two of the four required management core courses.
- BUEN 521 International Ethical and Cultural Issues 3**
 This course examines the impact of ethics and culture on international business. Students focus on culture from a world view, examining cultural/ethical patterns by reference to specific existing cultures.
- BUEN 570 Real Estate Law 3**
 Course designed to help students evaluate and understand real estate acquisitions. Topics covered include mortgages, deeds of trust, promissory notes, easements, liens, warranty deeds, special warranty deeds, quit claim deeds, encumbrances, taxes, legal descriptions, actions for specific performance, broker responsibilities, leases, community property, joint tenancy, tenancy in common, strategies for investment, negotiation techniques, types of financing and escrow. Prerequisite: MBA 513.
- BUEN 576 International Law and Business 3**
 This course examines the policy reasons for various U.S. import and export requirements, tariffs, and international business restrictions. Lectures include discussion of legal issues in international commercial transactions and host country regulations involving the European Community, the Pacific Rim, Canada, and third world countries. In addition, specific sections focus on international corporate, labor, and environmental issues. Prerequisite: MBA 513.
- ECON 561 Business Cycles and Economic Growth 3**
 A study of the factors contributing to cyclical patterns of economic growth. A critical examination of the theories of business cycles and growth and issues in current policy debate. Prerequisite: MBA 505.
- ECON 562 Economics of the Market System 3**
 The basic theory of consumer demand, the firm, and the partial equilibrium analysis of markets. Designed to provide an analytical and conceptual framework for applied microeconomics. Prerequisites: MBA 514 and ECON 564.
- ECON 563 Survey Research Methods/Experimental Design 3**
 Principles and techniques for analysis of experimental data, survey design, and planning of statistical aspects of surveys. Topics may include linear models; analysis of variance; design and analysis of surveys. Prerequisites: math and computer proficiency, MBA 500. ECON 565 or MBA 501 recommended.
- ECON 564 Quantitative Methods in Economics and Finance 3**
 Mathematical techniques used to integrate complex issues in finance and economics. Topics include graphical representation, differential and integral calculus, differential and difference equations, vectors and matrices, and applications of matrix algebra. Prerequisites: mathematics proficiency, MBA 500. MBA 502 recommended.
- ECON 565 Applied Econometrics 3**
 Fundamentals of econometrics, and use of econometric techniques in financial and economic research and decision-making. Topics include simple linear regression, residual analysis, multivariate regression, and the generalized linear model. The course will stress computer applications. Prerequisites: MBA 501, math and computer proficiency.
- ECON 566 Economics and Business Forecasting 3**
 Techniques for applied business forecasting with emphasis on time-series methods. A survey of regression-based and time-series methods, models for stationary and non-stationary time series, estimation of parameters, computations of forecasts and confidence intervals, and evaluation of forecasts. Prerequisites: MBA 501, math and computer proficiency.

ECON 568 Natural Resources and Environmental Economics 3

This course covers the economic analysis related to natural resource and environmental management. Topics include: renewable and non-renewable resources, pollution, preservation, conservation, and policy analysis. Prerequisite: MBA 514.

ECON 571 Government Finance and Economics 3

Analysis of the revenues, expenditures, and debts of federal, state and local governments. Public investment and pricing. Effects of government on the private sector. Prerequisites: MBA 514 and MBA 505.

ECON 572 Labor Market Analysis 3

Recent developments in labor market analysis and public policies related to contemporary labor issues. Determinants of labor supply and demand, the structure and stratification of labor markets, the effects of discrimination, unions, and government regulations. Prerequisites: MBA 514 and MBA 505.

ECON 573 International Economics 3

Analysis of modern trade theories and issues concerning international competitive strategy. The impact of trade patterns and commercial policy on domestic business activity. The effects of macroeconomic policies across nations. Prerequisites: MBA 514 and MBA 505.

ECON 575 Health Care Economics and Finance 3

The application of economic principles to health care policy issues. Topics include analysis of health care demand, information costs, market structure, and the provision of private and social health care insurance. Prerequisite: MBA 514.

ECON 577 Industry and Competitive Analysis 3

Analysis of the determinants of market structure. Strategic interaction among firms in imperfectly competitive markets. Considers effects of market structure on pricing, capacity choices, product differentiation, marketing, innovation, contracts with customers, etc. Prerequisite: MBA 514.

ECON 578 Urban/Regional Economics 3

Examines the distribution of economic activity over space. The study of location and land use decisions as they affect neighborhood and regional development. Analysis of urban economic problems such as poverty, housing, and transportation. Prerequisites: MBA 505 and MBA 514.

ECON 581 Theory of the Firm 3

The subject matter of theory of the firm is what decisions firms actually make, why they make them, and how they do it. The topics addressed include: efficiency, incentives, decisions under uncertainty, value-maximization, informational imperfections, and mechanism design. Prerequisite: MBA 514.

ECON 582 Game Theory 3

Game theory is the study of "small numbers" decision problems in which the fortunes of each party depend directly on what other parties do. Emphasizing theory and applications, this course covers key equilibrium concepts, applicable static games of complete information, dynamic games of complete information, and static and dynamic games of imperfect or incomplete information. Students will learn several game theoretic notions, from the meaning of a dominant strategy and the prisoners' dilemma in a game of complete information to the value of commitment and credibility in dynamic games of incomplete information. Prerequisite: MBA 514.

ECON 583 Emerging Nations and the International Economy 3

Analysis of emerging economies with an emphasis on international issues. Topics include: recent history of selected emerging nations; basic models of economic progress; natural and human resources; technology and technology transfers; domestic and international economic policy; international aid and investment; the international economy; multinational corporations; and the LDC debt crisis. Prerequisites: MBA 502, MBA 505, MBA 514.

FINC 532 Personal Financial Planning 3

Objective is to expose students to the various elements involved in formulating a comprehensive financial plan. Topics included will be personal investing, education planning, retirement planning, risk management, and consumer finance. Prerequisite: MBA 502.

FINC 540 Investments 3

Evaluation of stocks, bonds, options, and futures. Review of theory and empirical research on risk/return relationships and market efficiency. Prerequisites: MBA 502 and MBA 503, math and computer proficiency.

FINC 541 Cases in Managerial Finance 3

Cases in business finance that develop students' skills for identifying problems, acquiring relevant material, and using appropriate financial theory for making decisions in simulated business settings. Prerequisites: MBA 515. FINC 540 recommended.

FINC 543 Advanced Financial Theory 3

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. Prerequisites: MBA 500 and MBA 515.

FINC 544 Financial Institutions and Markets 3

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. Prerequisites: MBA 502 and MBA 505.

FINC 546 Finance for International Business 3

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: MBA 515.

- FINC 548 Financial Management of Banks 3**
 Analysis of problems in the financial management of commercial banks and other financial institutions. Asset/liability management; loan management; capital policies; and other selected issues. Prerequisites: FINC 540 and FINC 544.
- FINC 549 Capital Budgeting 3**
 Focus on the process of capital budgeting: the decision area of financial management that establishes criteria for investing resources in long-term projects. The decisions made regarding the acquisition, maintenance, or abandonment of capital assets plus certain financial decisions such as lease vs. buy are analyzed. Focus on the capital budgeting process under uncertainty and the connection with strategic planning. Prerequisite: MBA 515.
- FINC 550 Risk Management 3**
 The basics of riskless hedge modeling, using the binomial and Black-Sholes pricing models, modifying portfolio risk with features and options contracts, buying and writing put and call options, using futures and options in optimal asset allocation, hedging assets to reduce exposure to systematic risk, examination of the effects that lead to hedging, selecting the appropriate hedge vehicle, measuring the yield relationship, determining the proper hedge ratio, financial engineering—the creation and valuation of synthetic assets. Prerequisites: MBA 515, and FINC 540 (or instructor permission).
- FINC 551 Entrepreneurial Finance 3**
 Follows the firm from the acquisition of start-up capital through financing options including leasing, factoring, bank lending, and venture capital to the initial public offering process. A special emphasis will be placed on tax issues relevant to the small business, including disposal of the business and estate planning. Prerequisite: MBA 502.
- FINC 552 Portfolio Management 3**
 Course emphasizes portfolio construction rather than security selection. Topics include setting portfolio objectives and constraints for individual and institutional investors, efficient diversification, asset allocation, portfolio insurance, international diversification, performance measurement, and attribution. Prerequisite: FINC 540. (Credit not allowed for both FINC 552 and FINC 591C Advanced Investments.)
- FINC 553 Advanced Topics in Investments 3**
 Examination of advanced topics and issues in investments using a seminar approach. The course involves readings, discussions, applications, and case studies on selected topics. Prerequisite: FINC 540.
- HRMA 551 Selection and Assessment 3**
 A semi-seminar format; lectures, readings, debates, discussion, and role-play exercises. Active participation is expected and student meetings outside of class hours are necessary. Four overlapping topics will be covered. First, "organizational entry" will be covered, including subtopics of recruitment, matching individual and organizational needs, and initial employee socialization. Second, "legal issues in selection" will be addressed, including subtopics of testing, validation, fairness, and hiring methods. Finally, assessment methods and processes will be examined in detail.
- HRMA 552 Training and Development 3**
 The primary purpose of the course is to introduce students to the training field and to the competencies needed to perform in it. A hands on approach to evaluating tools, techniques, and training methods is emphasized. The course also examines the theory and practice of training development in organizations, but the focus is on the appropriate design and practical application of effective training programs in organizations.
- HRMA 553 Compensation and Benefits Management 3**
 Major topics of compensation and benefits management; underlying theories, concepts, skills, and issues covering these two areas. Examines different methods of job evaluation to determine internal equity, wage surveys to determine external equity, and pay structures to determine employee equity. Legal issues in compensating and appraising human performance explored. Performance measurement techniques, rater and ratee biases are discussed.
- INFO 560 Information Technology and Business Applications 3**
 Overview of current and future information technology trends, issues in the management of information technology, and an applied computing project with a voluntary service organization.
- INFO 561 Business Process Reengineering 3**
 Addresses the practice of business process reengineering (BPR), the role of information technology (IT) in enabling BPR, and the management of change issues associated with BPR implementation. Students are responsible for proposing (but not actually implementing) a redesigned business process applied to a real work setting.
- INFO 566 Database Management in Business 3**
 Introduction to database concepts for general managers. Topics include: database design and implementation, logical database modeling, relational model, database administration, query language, security, and current trends in database management systems. Prerequisite: MBA 511.
- INFO 567 Expert Systems in Management 3**
 Introductory-level course on business applications of expert systems. It is designed for end-user managers, as opposed to software engineers. Topics include knowledge acquisition and representation, system design and development, system implementation, and managerial issues. Prerequisite: MBA 511, or INFO 561.
- INFO 568 Data Communications and Networking 3**
 Introduction to concepts and terminology of data communications and network design. Emphasis on the planning and management of equipment, architectures, security, and transmission alternatives. Prerequisite: MBA 511, or INFO 561.

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| <p>MBA 500 Introductory Business Statistics 3 Descriptive and summary statistics, probability, 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. Prerequisites: math and computer proficiency.</p> | <p>MBA 511 Integrated Enterprise Management 3 This course provides an integrative framework for the analysis of organizational effectiveness and serves as a platform for the MBA program as a whole. Students develop an appreciation for the business processes that extend across traditional organizational functions, from assessment of customer needs and analysis of the environment, through delivery of goods and services. Activities include discussion of current business events and analysis of cases in an executive-style teaching format. High-level guest speakers and visits to local business organizations reinforce learning objectives related to functional integration and business process focus. Topics include competitive strategy, market orientation, processes for delivering customer satisfaction, functional integration and process feedback through information systems, measuring organizational performance, and social responsibility of the firm. This class is to be completed in the first or second quarter of the student's program. Prerequisite: computer proficiency.</p> |
| <p>MBA 501 Statistical Applications and Quantitative Methods 3 This course will develop further the basic quantitative skills of students. The topical emphasis is on: analysis of variance, regression analysis, decision trees, linear programming, and queuing theory. Major emphasis will be placed on computer applications of quantitative methods applicable to business functional areas. Prerequisites: math and computer proficiency, MBA 500.</p> | <p>MBA 512 Business Ethics and Social Responsibility 3 Provides students with an understanding of the social and natural environments within which moral issues in business arise. Within this framework it introduces students to both the ethical concepts and ethical principles, and the reasoning and analytical skills needed to resolve those moral dilemmas.</p> |
| <p>MBA 502 Analytical Tools for Managerial Decision Making 3 The concepts of the time value of money and weighted average cost of capital will be developed as background material for a full understanding of capital budgeting techniques, net present value, and internal rate of return. Additionally, the determinants of market demand and supply will be developed to further enhance the application of capital budgeting. Prerequisite: math proficiency.</p> | <p>MBA 513 The Legal and Regulatory Environment 3 This course is designed to help students analyze the legal and regulatory environment in which business operates. The course provides essential information regarding the systems, institutions, and processes which are the framework for understanding the legal environment of business. Emphasis is on critical legal analysis through case study. The course challenges students to offer solutions to management problems presented within the current legal environment.</p> |
| <p>MBA 503 Financial Accounting 3 Concepts and principles underlying financial accounting, with emphasis on interpreting the content of published financial reports. Introduction and examination of the balance sheet, income statement, statement of cash flows, basic accounting model, accounting cycle, underlying assumptions and conventions.</p> | <p>MBA 514 Economics of Integrative Markets 3 This course develops a unified framework for the economic analysis of markets—product, labor, capital, internal—in which business decisions are made. A combination of discussions, quantitative exercises, and case analyses are used to help students identify and interpret critical economic variables for the purpose of making value-maximizing decisions. Students will discover how value-maximizing decisions depend on, and can favorably influence, market characteristics. Prerequisites: math proficiency and MBA 502.</p> |
| <p>MBA 504 Managerial Accounting/ Information for Decision Making 3 Accounting information for decision making, planning, and controlling the operations of business enterprises. Introduction and examination of product costing systems, capital budgeting methods, cost-volume-profit analysis, and the structure and use of management financial control systems. Prerequisite: MBA 503. MBA 502 recommended.</p> | <p>MBA 515 Financial Management 3 This course focuses on the link between business strategy and finance. Various techniques to evaluate alternative business strategies are explored. Spreadsheets are used extensively to analyze the various strategies and to gain a richer understanding of the effects certain assumptions have on the results. Prerequisites: MBA 500-505, MBA 510-512.</p> |
| <p>MBA 505 The Domestic and Global Economies 3 The domestic and global economic environment of business and its impact on management planning and decision making. The determinants of business cycles, inflation, unemployment, interest rates, and exchange rates. The effect of economic events and policies on industries and firms. Prerequisite: math proficiency, MBA 502.</p> | |
| <p>MBA 510 Leadership Skills and Team Development 4 The main objective of this course is to develop leadership and team building skills. The course focuses on self-assessment, tools for developing leadership skills, and concepts of and practice in group dynamics. A retreat component and service project emphasize individual growth and team building. In-class activities may require active participation and will include case analyses, mini-lectures, and group work. This class is to be completed in the first or second quarter of the student's program.</p> | |

- MBA 516 Management of People 3**
The course provides broad perspectives on management and people. Covers tools and leadership skills to manage activities and processes, organization design, managing diversity, technology management, and managing work/personal life. Prerequisites: MBA 500-505, MBA 510-512.
- MBA 517 Marketing Management 3**
This course is designed to develop essential knowledge and skills for effectively planning, implementing, and controlling marketing activities of various organizations. The course focuses not only on the application of basic marketing concepts and principles for managing an organization's marketing function but also on strategic decision making for achieving and sustaining competitive advantages in market. Prerequisites: MBA 500-505, MBA 510-512.
- MBA 518 Operations Management 3**
This course is designed to provide students with an appreciation for the role of business processes as determinants of competitive advantage. Through readings, case discussions, class exercises, application assignments, and a tour of a local manufacturing or service facility, students develop an understanding of the concepts and tools that are fundamental to the operations function. Topics include service delivery, manufacturing process design, quality management, technology, productivity, inventory, supply chain management, project management, and international operations issues. Prerequisites: MBA 500-505, MBA 510-512.
- MBA 519 Competitive Strategy 3**
This course addresses general management and the tasks of strategy formulation and implementation. It builds on and integrates material from all functional areas. Course to be taken during last two quarters of enrollment. Prerequisites: At least five out of the six courses MBA 513-MBA 518, one of which may be taken concurrently with the strategy course.
- MGMT 571 Adventure-Based Leadership Seminar 3**
The Adventure Based Leadership Seminar is a leadership development program that utilizes both indoor and outdoor experiential activities to develop and practice the fundamentals of effective team building and leadership. Building trust, setting and evaluating goals, group problem solving and effective interpersonal communications are among the attributes and skills addressed in the course. Prerequisite: MBA 510.
- MGMT 573 International Management 3**
This course investigates the role of management in developing and executing international and global business strategy. Emphasis is placed upon theories of organizational roles in society, and how culture shapes both organizational and individual behaviors. How firm-specific and country-specific elements relate to competitive advantages are studied. Prerequisite: MBA 510.
- MGMT 574 Management for the 21st Century 3**
Course topics include management of growth and decline, transnationalization of business, alliances, joint ventures, manufacturing networks, and other issues and trends facing managers today. Emphasis is on the changing business environment and methods for organizations and managers to adapt. Prerequisite: MBA 510.
- MGMT 577 Managing Diversity 3**
Course examines environments in which diversity initiatives operate. Dominant work values are explored to understand how they define desired work behaviors and to understand ways in which diversity challenges some dominant work values. Course challenges students to acquire information about diversity via studies of organizational culture and subcultures. Prerequisite: MBA 510.
- MGMT 580 Organization Structure and Theory 3**
Structure and behavior in organizations. Topics include organization strategy, environment and departmentation, corporate culture, motivation, power leadership, conflict and change. Prerequisite: MBA 510.
- MGMT 581 Human Resource Management 3**
Problems and policies in personnel philosophy; ethics; implementation of personnel programs; directing, appraisal, compensation, training and development of employees. Prerequisite: MBA 510.
- MGMT 584 Labor Relations and Collective Bargaining 3**
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. Prerequisites: MBA 510 and MBA 513.
- MGMT 585 Management of Change 3**
Process of change in organizations, its impact on the individuals and organizations. Problems in technology and culture, managerial philosophy, lifestyles and attitudes toward work. Prerequisite: MBA 510.
- MGMT 586 Entrepreneurship 3**
Procedures and problems in starting and operating a successful small business enterprise. Prerequisites: MBA 504, MBA 515, MBA 516, and MBA 517.
- MGMT 588 Negotiation Skills 3**
This course introduces a range of approaches to bargaining and conflict resolution. Through interactive exercises students develop negotiation skills for use in a professional context or any interpersonal activity. Prerequisites: MBA 513 and MBA 510.
- MGMT 589 International Policy and Strategy 3**
Business policy deals with general management and the tasks of strategy formulation and implementation. International business policy must take into account the complexities of corporate operations in different cultures. Prerequisites: All required MIB courses. This course is recommended as the MIB program's capstone course.

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| <p>MKTG 551 Consumer Behavior 3</p> <p>Study and research in consumer behavior. Theoretical concepts from psychology, sociology, and economics are applied to understanding human behavior in the market place and relating it to firm strategy. Prerequisite: MBA 517.</p> | <p>OPER 562 Total Quality Management 3</p> <p>An overview and analysis of the quality improvement process, beginning with assessment of customer requirements and extending through the production and service delivery process to an evaluation of product and service reliability in the field. The course covers tools that have been effectively applied in the implementation of Total Quality Management (TQM), Continuous Quality Improvement (CQI) and other approaches to customer-focused organizational change. These include quality planning and organization, quality function deployment, benchmarking, statistical process control, process analysis tools, quality-circles, and reliability prediction. Emphasis on ethical responsibilities of goods and service producing firms in relation to their customers and other stakeholders. Cases and team projects introduce students to current industry practices. Prerequisite: MBA 518.</p> |
| <p>MKTG 552 Marketing Research 3</p> <p>Purpose, methods, and techniques of marketing research and description of marketing information systems. Prerequisites: MBA 500, and MBA 517.</p> | <p>OPER 563 Operations Planning and Control Systems 3</p> <p>An in-depth study of the interacting systems that support manufacturing and service operations. Cases, computer exercises, simulations, plant tours, class exercises, and analytical assignments will be used to demonstrate course concepts. These concepts include master planning, forecasting, inventory management, master production scheduling, material requirements planning, capacity planning, staffing, just-in-time systems, systems theories, distribution requirements planning, automation and implementation issues. Prerequisite: MBA 518.</p> |
| <p>MKTG 553 New Product Development 3</p> <p>Fits the interests of those involved in bringing new products to market. It addresses the entire new product development process within the context of a strategic framework. Topics include new product development strategy, idea generation and evaluation, organization and design, time-to-market, design and development team management, forecasting for new products, market entry decisions, and marketing launch strategy. Prerequisites: MBA 517 and MBA 518.</p> | <p>OPER 564 Supply Chain Management 3</p> <p>In this course we address supply chain management and its strategic importance to manufacturing and services. Course activities will include case discussions, guest speakers, and simulated negotiations. Topics will include an overview of the supply chain, supplier selection and development, supplier partnerships, ethics, negotiation, just-in-time methods, legal concerns, international issues, inventory management, new product development, hazardous material procurement and disposal, and transportation/logistics. Prerequisite: MBA 518.</p> |
| <p>MKTG 554 Topics in International Marketing 3</p> <p>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: MBA 517.</p> | <p>OPER 565 International Study Tour in Operations 3</p> <p>Students will spend one-to-two weeks touring factories and meeting in faculty-led seminar groups in Latin America, Europe, or Asia. Seminar sessions and extensive readings prior to the tours will provide students with relevant backgrounds regarding politics, customs, culture, language, and manufacturing practices. A strong emphasis is placed on the development of observational skills on best practices benchmarking. Group projects completed prior to the tour will allow students to learn about specific industries to be visited. At the end of the tour, each student will write a paper summarizing observations and relating them to previous course work in operations. Prerequisites: MBA 518 and instructor permission.</p> |
| <p>MKTG 555 Promotion Management 3</p> <p>This course will involve budgeting issues, matters of strategy, marketing functions of personal selling, advertising, sales promotion and publicity, and their coordination into an effective promotional mix. Prerequisite: MBA 517.</p> | |
| <p>MKTG 557 Marketing for High Technology Firms 3</p> <p>Explores application of fundamental marketing concepts to high technology products. Effective marketing strategy to manage diffusion of innovation and promote consumer adoption of new and complex products is an important focus. Includes integrating marketing strategy with organizational objectives and the high technology market environment. Prerequisites: MBA517.</p> | |
| <p>MKTG 558 Sales Management 3</p> <p>Explores management of the sales component of an organization's marketing program. Utilizes a managerial approach and emphasizes developing an understanding of basic marketing concepts, interrelationships among sales force management, and other areas of business, developing appropriate strategy for managing a sales force, and resolving often-conflicting strategic objectives. Prerequisites: MBA 517.</p> | |
| <p>OPER 561 Operations Strategy 3</p> <p>A comprehensive examination of the links between the operations function and marketing, finance, and engineering in both manufacturing and service industries. Domestic and international cases are used to illustrate the formulation and implementation of operations strategies and the role of operations in supporting business strategy. An emphasis is placed on the challenges faced by managers in finding a complementary match among strategic elements. Student teams apply a theoretical framework to analyze operations strategies in local organizations. Prerequisites: MBA 518.</p> | |

OPER 566 Project Planning and Scheduling 3

This course addresses managerial concepts and technical tools required for evaluating, planning, and scheduling projects. An emphasis is placed on the integration of social and technical concepts for effective planning. Topics include: project selection, human resource issues, project team-building, work breakdown structures, the role of creativity, project definition, budgeting, network planning models such as PERT/CPM, resource management, and time-cost trade-offs. Guest speakers from the industry highlight implementation issues. Students work in teams to develop a complete project plan. Prerequisite: MBA 518.

OPER 576 Project Management and Control 3

A continuation of OPER 566, this course extends beyond the planning phase to address topics related to the management and control of projects. Students gain hands-on experience in the entire spectrum of project management skills by planning and completing a complex community service project. Course topics will include project leadership, the role of information systems, project evaluation techniques, managing the customer interface, risk analysis, supplier relationships, cost-schedule control systems, management of project crises, project management software, contract administration, conducting review meetings and post-project evaluation. Prerequisite: OPER 566 or instructor permission.

ACCT 591, BUEN 591, ECON 591, FINC 591, HRMA 591, INBU 591, INFO 591, MGMT 591, MKTG 591, OPER 591 3

Special topics courses. See administrative office for prerequisites and course descriptions.

ACCT 595, BUEN 595, ECON 595, FINC 595, HRMA 595, INBU 595, INFO 595, MGMT 595, MKTG 595, OPER 595 3

Internship.

ACCT 596, BUEN 596, ECON 596, FINC 596, HRMA 596, INBU 596, INFO 596, MGMT 596, MKTG 596, OPER 596 3

Independent study.

ACCT 599, BUEN 599, ECON 599, FINC 599, HRMA 599, INBU 599, INFO 599, MGMT 599, MKTG 599, OPER 599 3

Research paper.

Faculty

Al Ansari, PhD, University of Nebraska; Operations.

David W. Arnesen, JD, Seattle University School of Law; Business Law.

Vidya Awasthi, PhD, CPA, University of Washington; Accounting.

Peter Brous, PhD, University of Oregon; Finance.

Karen A. Brown, PhD, University of Washington; Management.

Chauncey A. Burke, PhD, CPA, University of Washington; Communication.

Robert E. Callahan, PhD, Case Western Reserve University; Management.

John Culbertson, DBA, Harvard; Management.

Vinay Datar, PhD, University of Florida; Finance.

Ann Dawson, MBA, Golden Gate University; Accounting.

C. Frederick DeKay, PhD, Johns Hopkins University; Economics; Associate Dean.

Jan W. Duggar, PhD, Florida State University; Economics; Dean.

Suzanne M. Erickson, PhD, University of Washington; Finance.

C. Patrick Fleenor, PhD, University of Washington; Management.

Sharon Galbraith, PhD, University of Washington; Marketing.

Bridget Hiedemann, PhD, Duke University; Economics.

Sharon Lobel, PhD, Harvard University; Management.

Diane L. Lockwood, PhD, University of Nebraska; Management.

Gregory Magnan, PhD, Michigan State University; Operations.

Carl Obermiller, PhD, Ohio State University; Marketing.

Barbara Parker, PhD, University of Colorado; Management.

Russell J. Petersen, PhD, CPA, University of Washington; Accounting. Thomas F. Gleed Endowed Chair.

Dean Peterson, PhD, University of Illinois at Urbana-Champaign; Economics.

Gregory Prussia, PhD, Arizona State University; Management.

Mary Jean Rivers, PhD, University of Pittsburgh; Economics.

J. Fiona Robertson, PhD, Queen's University; Finance.

Susan Shevlin, PhD, University of Rochester; Accounting.

Timothy Sorenson, PhD, Harvard University; Economics.

Harriet B. Stephenson, PhD, University of Washington; Management.

David E. Tinius, PhD, CPA, University of Washington; Accounting.

Rex Swee-Kee Toh, PhD, University of Minnesota; Marketing and Statistics.

Ruben Trevino, PhD, University of Alabama; Finance.

Christian Weber, PhD, Duke University; Economics.

Susan Weihrich, PhD, University of Houston; Accounting.

William L. Weis, PhD, CPA, University of Washington; Accounting.

Barbara M. Yates, PhD, University of Michigan; Economics

Albers School of Business and Economics and the School of Law

Albers School of Business and Economics:

Jan W. Duggar, PhD, Dean

Mary Carpenter, MEd, Director, Graduate Programs

School of Law:

James E. Bond, JD, LL.M., SJD, Dean

Donna Claxton Deming, JD, Assoc. Dean for Internal Affairs

Annette E. Clark, MD, JD, Assoc. Dean for Academic Affairs

Business and Law Joint Degree Program

The Seattle University business and law joint degree program is designed to allow students interested in obtaining both the JD and a graduate degree in business to complete the degrees in less time than if the two degrees were obtained independently outside the program. Full-time students are able to complete the two degrees in less time because, through the program, specified courses taken at the School of Law may count toward the graduate business degree and specified courses taken in the Albers School of Business and Economics may count toward the JD degree. The joint degree program is also available to part-time students.¹

Degrees Offered

- JD/MBA (Juris Doctor/Master of Business Administration)
- JD/MSF (Juris Doctor/Master of Science in Finance)
- JD/MIB (Juris Doctor/Master of International Business)
- JD/MAE (Juris Doctor/Master of Arts in Applied Economics)

Program of Study

The Seattle University Business and Law Joint Degree Program allows students to choose either to spend their first year in the Albers School of Business and Economics or in the School of Law. Once a student chooses, the full first year must be spent in that school. The second year is spent in the other school (e.g., if the student chose law first, the second year would be in business, and vice versa). In the last two years (or more) students may take courses in both the business and law schools. The Albers School of Business and Economics operates on a quarter system and the School of Law operates on a semester system. Therefore, specific schedules must be carefully coordinated with and approved by the School of Law Associate Dean and the ASBE Director of Graduate Programs.

Admission Requirements for the Joint Degree Program

Students must be admitted separately to both the School of Law and the Albers School of Business and Economics, and should consult the Graduate Bulletin for the specific admissions requirements for each school. Students may be admitted to both schools before starting in the joint program; alternatively, students may seek admission to the other school during their first year of law or graduate business school. In any case, students will be expected to meet the respective school's admissions deadlines for the coming year. Prospective applicants should note that the admissions requirements for the MBA, MSF, and MIB programs include a current resume reflecting one continuous year of full-time work experience in business.

Length of Program

The minimum length of time required to complete the joint degree program is four years for full-time students. The length of time required for completion of the joint degree program will be longer if the student is part-time and/or if the student must complete business prerequisites for the graduate business degree.

Credit Requirements

Students in the joint program are required to complete 90 semester credits for the JD degree. The number of quarter credits required to complete the graduate business degree varies, depending upon which of the four degrees the student wishes to obtain in combination with the JD degree. In the joint degree program, students can satisfy the requirements for each degree by using a specified number of crossover credits chosen from a list of approved courses in each school. Of the 90 semester credits required for the JD degree, 12 semester credits can be satisfied by 18 quarter credits chosen from a list of specified graduate business degree courses (listed below).² Of the 55 quarter credits required for the MBA degree, 12 quarter credits can be satisfied by 8 semester credits chosen from a list of specified JD degree courses (listed below).³ Of the 45 quarter credits required for the MSF, MIB, or MAE degrees, 9 quarter credits can be satisfied by 6 semester credits chosen from the list of specified law courses. Joint degree program students must complete all required courses for both the JD degree and the graduate business degree.

JURIS DOCTOR/MASTER OF BUSINESS ADMINISTRATION JOINT DEGREE PROGRAM (JD/MBA)

The Seattle University Juris Doctor/Master of Business Administration joint degree program is designed to allow students to complete both degrees in less time than if the two degrees were obtained independently outside the program. Certain courses taken at the School of Law count toward the MBA degree and certain courses taken in the Albers School of Business and Economics count toward the JD degree. This joint degree program is available to both full- and part-time students.

MBA degree: Full-time graduate business students ordinarily complete the MBA degree in a minimum of two years. Among other requirements, applicants to the MBA program must have a current resume that reflects one continuous year of full-time work experience in business. MBA students must demonstrate computer and math proficiency and complete six prerequisite courses that provide fundamental business skills and knowledge, or they may seek to have some or all of those courses waived. In addition to the prerequisites, MBA students must complete 55 quarter credits of course work in designated areas, including ten required courses and eight elective courses. See specific MBA course requirements in this *Bulletin*.

JD degree: Full-time law students ordinarily complete the JD degree in three years; part-time students may take four years or longer. Students must complete a total of 90 semester credits of course work. In the full-time program, students complete 30 credits of required course work in their first year. In their second and third years, law students must complete 15 credits of required course work and 45 elective credits. For specific JD course requirements see the *School of Law Catalog*.

JD/MBA Joint Degree Program: Full-time students can complete the JD/MBA joint degree program in a minimum of four years, which is one year less than would be required to complete the two degrees independently. Time to completion will be longer if the student is part-time and/or if the student must complete business prerequisites for the MBA degree. Students in the JD/MBA program must complete the equivalent of 90 semester credits for the JD degree and the equivalent of 55 quarter credits plus the prerequisites (unless waived) for the MBA degree. Students can satisfy the requirements for each degree by using a specified number of crossover credits chosen from a list of approved courses in each school. Of the 90 semester credits required for the JD degree, 12 semester credits can be satisfied by 18 quarter credits chosen from a list of specified graduate business degree courses. Of the 55 quarter credits required for the MBA degree, 12 quarter credits can be satisfied by 8 semester credits chosen from a list of specified JD degree courses. Students must, however, complete the business prerequisites (unless waived) and all of the required courses for each degree.

JURIS DOCTOR/MASTER OF SCIENCE IN FINANCE JOINT DEGREE PROGRAM (JD/MSF)

The Seattle University Juris Doctor/Master of Science in Finance joint degree program is designed to allow students to complete both degrees in less time than if the two degrees were obtained independently outside the program. Certain courses taken at the School of Law count toward the MSF degree and certain courses taken in the Albers School of Business and Economics count toward the JD degree. This joint degree program is available to both full- and part-time students.

MSF degree: Full-time students ordinarily complete the Master of Science in Finance degree in a minimum of two years. Among other requirements, applicants to the MSF program must have a current resume that reflects one continuous year of full-time work experience in business. MSF students must demonstrate computer and math proficiency and complete six prerequisite courses that provide fundamental business skills and knowledge, or they may seek to have some or all of those courses waived. In addition to the prerequisites, students in the Master of Science in Finance program must complete 45 credits of course work in designated areas, including eight required courses and seven electives. Students with an MBA from an AACSB-accredited program may waive two of the free electives. See specific MFA course requirements in this *Bulletin*.

JD degree: Full-time law students ordinarily complete the JD degree in three years; part-time students may take four years or longer. Students must complete a total of 90 semester credits of course work. In the full-time program, students complete 30 credits of required course work in their first year. In their second and third years, law students must complete 15 credits of required course work and 45 elective credits. For specific JD course requirements see the *School of Law Catalog*.

JD/MSF Joint Degree Program: Full-time students can complete the JD/MSF joint degree program in a minimum of four years, which is one year less than would be required to complete the two degrees independently. Time to completion will be longer if the student is part-time and/or if the student must complete the business prerequisites for the MSF degree. Students in the JD/MSF program must complete the equivalent of 90 semester credits for the JD degree and the equivalent of 45 quarter credits plus the prerequisites (unless waived) for the MSF degree. Students can satisfy the requirements for each degree by using a specified number of crossover credits chosen from a list of approved courses in each school. Of the 90 semester credits required for the JD degree, 12 semester credits can be satisfied by 18 quarter credits chosen from a list of specified graduate business degree courses. Of the 45 quarter credits required for the MSF degree, 9 quarter credits can be satisfied by 6 semester credits chosen from a list of specified JD degree courses. [Please note that law credits may not be used to satisfy the MSF requirement of three finance courses chosen from specified electives.] Students must complete the business prerequisites (unless waived) and all of the required courses for each degree.

JURIS DOCTOR/MASTER OF INTERNATIONAL BUSINESS JOINT DEGREE PROGRAM (JD/MIB)

The Seattle University Juris Doctor/Master of International Business joint degree program is designed to allow students to complete both degrees in less time than if the two degrees were obtained independently outside the program. Certain courses taken at the School of Law count toward the MIB degree and certain courses taken in the Albers School of Business and Economics count toward the JD degree. This joint degree program is available to both full- and part-time students.

MIB degree: Full-time students ordinarily complete the Master of International Business degree in a minimum of two years. Among other requirements, applicants to the MIB program must have a current resume that reflects one continuous year of full-time work experience in business. MIB students must demonstrate computer and math proficiency and complete six prerequisite courses that provide fundamental business skills and knowledge, or they may seek to have some or all of those courses waived. In addition to the prerequisites, students in the Master of International Business Program must complete 45 credits of course work in designated areas, including twelve required courses and three electives. In addition, students must be proficient in a foreign language and complete an international experience requirement. See specific MIB course requirements in this *Bulletin*.

JD degree: Full-time law students ordinarily complete the JD degree in three years; part-time students may take four years or longer. Students must complete a total of 90 semester credits of course work. In the full-time program, students complete 30 credits of required course work in their first year. In their second and third years, law students must complete 15 credits of required course work and 45 elective credits. For specific JD course requirements see the *School of Law Catalog*.

JD/MIB Joint Degree Program: Full-time students can complete the JD/MIB joint degree program in a minimum of four years, which is one year less than would be required to complete the two degrees independently. Time to completion will be longer if the student is part-time and/or if the student must complete the business prerequisites for the MIB degree. Students in the JD/MIB program must complete the equivalent of 90 semester credits for the JD degree and the equivalent of 45 quarter credits plus the prerequisites (unless waived) for the MIB degree. Students can satisfy the requirements for each degree by using a specified number of crossover credits chosen from a list of approved courses in each school. Of the 90 semester credits required for the JD degree, 12 semester credits can be satisfied by 18 quarter credits chosen from a list of specified graduate business degree courses. Of the 45 quarter credits required for the MIB degree, 9 quarter credits can be satisfied by 6 semester credits chosen from a list of specified JD degree courses. Students must, however, complete the MIB prerequisites (unless waived), the MIB language proficiency requirement, the MIB international experience and all of the required courses for each degree.

JURIS DOCTOR/MASTER OF ARTS IN APPLIED ECONOMICS JOINT DEGREE PROGRAM (JD/MAE)

The Seattle University Juris Doctor/Master of Arts in Applied Economics joint degree program is designed to allow students to complete both degrees in less time than if the two degrees were obtained independently outside the program. Certain courses taken at the School of Law count toward the MAE degree and certain courses taken in the Albers School of Business and Economics count toward the JD degree. This joint degree program is available to both full- and part-time students.

MAE degree: Full-time students ordinarily complete the Master of Arts in Applied Economics degree in a minimum of two years. Students must first demonstrate computer and math proficiency and complete six prerequisite courses that provide fundamental business skills and knowledge, or they may seek to have some or all of those courses waived. In addition to the prerequisites, students in the Master of Arts in Applied Economics must complete 45 credits of course work, including seven required courses and eight electives. Students with an MBA from an AACSB-accredited program may waive two of the general electives. See specific MAE course requirements in this *Bulletin*.

JD degree: Full-time law students ordinarily complete the JD degree in three years; part-time students may take four years or longer. Students must complete a total of 90 semester credits of course work. In the full-time program, students complete 30 credits of required course work in their first year. In their second and third years, law students must complete 15 credits of required course work and 45 elective credits. For specific JD course requirements see the *School of Law Catalog*.

JD/MAE Joint Degree Program: Full-time students can complete the JD/MAE joint degree program in a minimum of four years, which is one year less than would be required to complete the two degrees independently. Time to completion will be longer if the student is part-time and/or if the student must complete the business prerequisites for the MAE degree. Students in the JD/MAE program must complete the equivalent of 90 semester credits for the JD degree and the equivalent of 45 quarter credits plus the prerequisites (unless waived) for the MAE degree. Students can satisfy the requirements for each degree by using a specified number of crossover credits chosen from a list of approved courses in each school. Of the 90 semester credits required for the JD degree, 12 semester credits can be satisfied by 18 quarter credits chosen from a list of specified graduate business degree courses. Of the 45 quarter credits required for the MAE degree, 9 quarter credits can be satisfied by 6 semester credits chosen from a list of specified JD degree courses. Students must, however, complete the MAE prerequisites (unless waived) and all of the required courses for each degree.

Crossover Courses for Joint Degree Program

The following courses can be used to satisfy elective credits toward the JD and graduate business degrees. Not all courses are offered each quarter, semester, or year, and some courses may require particular sequencing or have prerequisites. In addition to the courses listed below, students may, upon approval, receive crossover credit for other appropriate courses that may be offered from time to time. Crossover credit will not be granted for courses that are substantially similar to courses already taken in the other school.

School of Law

Administrative Law
Advanced Real Estate
Alternative Dispute Resolution
Antitrust
Bankruptcy
Basic Real Estate
Business Entities
Business Planning
Consumer Protection
Corporate Acquisitions
Corporate and Partnership Tax
Employment Discrimination
Employment Law
Environmental Law: Fundamentals
Environmental Law: Pollution Regulation
Environmental Law: Toxics
Health Law
Individual Income Tax
Intellectual Property
International Business Transactions
International Law
International Tax
Labor Law: Private Sector
Labor Law: Public Sector
Land Use Planning
Law and Economics
Negotiation/Mediation
Payment Law (UCC Paper)
Pensions and Employee Benefits
Products Liability
Securities Regulation
Taxation of Charitable Organizations
UCC Sales and Secured Transactions

Albers School of Business and Economics

Accounting

ACCT 531 Financial Accounting Theory and Practice I
ACCT 532 Financial Accounting Theory and Practice II
ACCT 538 Financial Statement Analysis
ACCT 568 Management Planning and Control Systems

Economics

ECON 562 Economics of the Market System
ECON 563 Survey Research Methods/Experimental Design
ECON 564 Quantitative Methods in Economics and Finance
ECON 565 Applied Econometrics
ECON 568 Natural Resources and Environmental Economics
ECON 571 Government Finance and Economics
ECON 572 Labor Market Analysis
ECON 573 International Economics

ECON 575 Health Care Economics and Finance
ECON 577 Industry and Competitive Analysis
ECON 578 Urban/Regional Economics
ECON 581 Theory of the Firm
ECON 582 Game Theory
ECON 583 Economics of Emerging Nations

Finance

FINC 540 Investments
FINC 541 Cases in Managerial Finance
FINC 543 Advanced Financial Theory
FINC 544 Financial Institutions and Markets
FINC 546 Finance for International Business
FINC 548 Financial Management of Banks
FINC 550 Risk Management
FINC 552 Portfolio Management
FINC 553 Advanced Topics in Investments

Management

HRMA 551 Selection and Assessment
HRMA 553 Compensation and Benefits Management
MBA 514 Economics of Integrative Markets
MBA 515 Financial Management
MBA 516 Management of People
MGMT 573 International Management
MGMT 581 Human Resource Management
MGMT 584 Labor Relations and Collective Bargaining
MGMT 586 Entrepreneurship
MGMT 577 Managing Diversity
MGMT 588 Negotiation Skills
MGMT 589 International Policy and Strategy

¹ The American Bar Association, one of the accrediting agencies for law schools, requires that the JD degree be completed within a maximum of six years.

² One quarter credit is the equivalent of .67 semester credits. A 3 quarter credit crossover business course could, for example, be used to satisfy 2 semester credits for the JD degree.

³ One semester credit is the equivalent of 1.5 quarter credits. A 4 semester credit crossover law course could, for example, be used to satisfy 6 quarter credits for the graduate business degree.

School of Education

Sue A. Schmitt, EdD, Dean

Dian S. Blom, EdD, Assistant Dean, Professional Development Programs

Ivan L. Hutton, PhD, Assistant to the Dean

(206) 296-5760

Degrees Offered

- **Doctor of Education/Educational Leadership (EdD)**
 - Principal specialization
 - Program Administrator specialization
 - Superintendent specialization
- **Educational Specialist (EdS)**
 - School Psychology specialization
 - Educational Administration specialization
- **Master of Arts in Education/Adult Education (MA)**
- **Master of Arts in Education/Counseling (MA)**
 - Post-Secondary Counseling specialization
 - Mental Health Counseling specialization
 - School Counseling specialization
- **Master of Arts in Education/Curriculum and Instruction (MA)**
 - Early Childhood Education specialization
 - General Curriculum and Instruction specialization
 - Gifted Education specialization
 - Individual Program specialization
 - Religious Education specialization
 - Special Education specialization
- **Master of Arts in Education/Educational Administration (MA)**
 - General Administration specialization
 - Principal specialization
 - Program Administration specialization
 - School Business Administration specialization
- **Master of Arts in Education/Student Development Administration (MA)**
- **Master of Education/Adult Education (MEd)**
- **Master of Education/Curriculum and Instruction (MEd)**
 - Early Childhood Education specialization
 - General Curriculum and Instruction specialization
 - Gifted Education specialization
 - Individual Program specialization
 - Reading specialization
 - Religious Education specialization
 - Special Education specialization
- **Master of Education/Educational Administration (MEd)**
 - General Administration specialization
 - Principal specialization
 - Program Administration specialization
 - School Business Administration specialization
- **Master of Education/Student Development Administration (MEd)**
- **Master in Teaching (MIT)**

- **Master of Arts in Teaching English to Speakers of Other Languages**
- **Master of Education in Teaching English to Speakers of Other Languages**

Post-Master's Certificates Offered

- **Community College Teaching**
- **Department Head/Team Leader**
- **Exceptionalities**
- **Gifted Education**
- **Literacy Specialist**
- **Literacy Specialist: Elementary**
- **Literacy Specialist: Secondary**
- **Principal**
- **Program Administrator**
- **School Counseling**
- **Special Education**
- **Staff Development**
- **Teaching English to Speakers of Other Languages**

Objectives

Guided by Seattle University's Jesuit tradition, the mission of the School of Education is to prepare ethical and reflective professionals for excellent service in diverse communities. These professionals will contribute positively to the values, principles and practices of their communities, workplaces and professional associations.

These five principals, integral to the Mission Statement, guide decision-making:

- 1) The School of Education strives to be a scholarly learning community of students, staff and faculty characterized by collegiality and collaboration.
- 2) The School of Education strives to lead by collaboratively serving others from a grounding in the ethics and values of the Jesuit tradition.
- 3) The School of Education strives to provide a curriculum relevant to the needs of its profession and the greater society and supported by the best practice and research.
- 4) The School of Education strives to welcome and represent the diversity of our society through its teaching, programs, students, and personnel.

- 5) The School of Education strives to produce graduates who are compassionate and effective professionals in their respective areas of preparation.

Admission Requirements

Master's degree programs each have a specified grade point average (GPA) and other admission requirements that are included in their program descriptions that follow this section.

Graduate Record Examination (GRE) information is available by calling the Graduate Admissions office at (206) 296-5900.

General School of Education requirements include:

- Bachelor's degree from a regionally accredited institution and initial certification (where applicable). Applicants from bachelor's degree programs with neither letter nor numerical grading must submit GRE or Miller Analogies Test (MAT) scores. (GRE for counseling).
- Relevant work experience, usually at least one year beyond the bachelor's degree.
- For school administration or curriculum and instruction programs, academic background equivalent to that required for a teaching certificate is necessary. This does not apply to school business administrators or students preparing for work in other than K-12 settings.

General Format of Degree Studies

Following are typical programs for each major field (except master in teaching). While details vary from program to program, all education graduate degree programs contain the following components.

- Admission as degree applicant (see general admission requirements).
- Students accepted on probation must remove all conditions of probation before completing more than 15 credits of degree work at Seattle University.
- Initial course work: 15 credits of course work to include EDUC 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.
- Candidacy: Admission to degree candidate status is based on the following criteria:
 - 3.00 (B) grade point average (GPA) in the first 15 credits; (20 credits for counseling and school psychology majors)
 - Recommendation of major program adviser
 - Submission of a planned program of studies approved by adviser
 - Counseling and school psychology majors only: successful completion of COUN 510, Fundamental Counseling Skills; COUN 511, Counseling Theories.

- Advanced course work:
 - Completion of major field course work. The amount varies from program to program and student to student.
 - Completion of core and approved electives. The amount varies by degree, from program to program, and student to student.
 - In the programs requiring a practicum or internship, 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.
- Comprehensive examination:
 - Satisfactorily complete a written comprehensive examination covering the major area of study. The student may seek an examination appointment as soon as all major area course work is completed. The examination is offered at least three times each year.

Grade Point Average

A 3.00 (B) GPA must be maintained during graduate study.

Time Limit

All degree work must be completed within six years. This limit includes transfer credit.

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.

Degree Work and Certification Combined

By careful planning some students may combine degree work with a program leading to teacher endorsement, initial principal or program administrator's certificate or counselor's certificate.

Enrollment Limits for 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, and certain independent studies and graduate projects.)

For a complete application packet and instructions contact the Graduate Admissions at (206) 296-5900.

Non-matriculation Limits

Non-matriculated students must check with program coordinator or division chair for available courses and credit limits.

ADULT EDUCATION AND TRAINING

Program Coordinator: Delight Willing, EdD
 Phone: (206) 296-6168
 E-mail: dwilling@seattleu.edu
 Program Office Phone: (206) 296-5908
 Division Chair: Carol L. Weaver, PhD
 Phone: (206) 296-5696
 E-mail: cweaver@seattleu.edu

Degrees Offered

- Master of Arts in Education (MA)
- Master of Education (MEd)

Certificate Offered

- Post-Master's Certificate in Community College Teaching

Overview

The master's degree in adult education is intended for those planning to instruct adults or manage programs designed for adult learners in post-secondary institutions or public and private organizations. Students select their area of specialization, which can include adult development or basic education, teaching English as a second language, or human resources development (training). Many students create a course of study that includes two of the specializations to more broadly prepare for job opportunities. Up to nine elective credits and the internship may be used to emphasize a particular content area.

The specializations include:

- Adult Development or Adult Basic Education prepares individuals to work in community colleges or social service agencies helping adults improve basic skills in reading, writing, math.
- Human Resources Development is designed for those who wish to administer or instruct in employer-sponsored training programs.
- English as a second language prepares individuals to work with adult learners who wish to improve their ability to speak English. See TESOL program for details.

Admission Requirements for Adult Education

Admission is selective, and candidates are evaluated on their individual merits rather than on a comparative basis.

- A bachelor's degree from a regionally accredited college or university.
- A 3.00 cumulative GPA from a regionally accredited institution or a 3.00 GPA in the last 90 quarter credits (60 semester credits) contributing to the baccalaureate degree. Applicants with less than a 3.00 GPA may apply but are required to submit by the application deadline official scores not more than five years old from the GRE or the MAT.

- Two recommendations from recent supervisors.
- A resumé indicating a minimum of one year's work experience.

Degree Requirements for Adult Education

- A maximum of 20 credits at the 400 or 900 level may be applied to the master's program.
- A 3.00 cumulative GPA must be maintained to remain in the program and to graduate from the program.
- Satisfactory completion of a three credit hour internship. The internship is selected cooperatively by the student and major adviser and is designed to provide a practical learning experience in an appropriate setting.
- Satisfactory performance on a comprehensive examination of selected areas within the program of study. The examination may be taken upon completion of Part I, Part II, and Part III of the program of study.

**MASTER OF ARTS IN EDUCATION/
ADULT EDUCATION**

Degree Requirements - Master of Arts in Education/Adult Education

I. Basic School of Education Requirements

| | | |
|----------|---|---|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| EDUC 521 | Adult Psychology/Learning | 3 |
| EDUC 530 | Philosophy of Education | 3 |

II. Adult Education and Training Requirements

Twenty-one AEDT credits, including:

| | | |
|----------|---|---|
| AEDT 510 | Course Design for Adult Learners | 3 |
| AEDT 515 | Diversity of Adult Learners | 3 |
| AEDT 562 | Foundations of Adult Education | 3 |
| AEDT 563 | Instructional Methods for Adult Learners | 3 |
| AEDT 566 | Internship in Adult Setting | 3 |
| AEDT 577 | Evaluation in Programs for Adult Learners | 3 |
| AEDT 595 | Adult Education Graduate Project | 3 |

III. Adult Education and Training Electives

Choose four courses from the following:

| | | |
|----------|---|--|
| AEDT 564 | Issues in Basic Skills for Adults | |
| AEDT 565 | Philosophy and Methods of Skill Training | |
| AEDT 567 | Internship in Adult Setting | |
| AEDT 568 | Administration in Adult Settings | |
| AEDT 569 | Teaching Methods in Basic Skills for Adults | |
| AEDT 573 | Human Resources: Training, Ed and Development | |

School of Education

- AEDT 574 Continuing Education for the Professional
- EDAD 559 The American Community College
- EPDES 930-944 Teaching English as a Second Language

- EDAD 559 The American Community College
- EPDES 930-944 Teaching English as a Second Language (3 - 12)

IV. Elective Courses

Choose one of the following six courses: 3

- CUIN 526 Reading in the Content Fields
- CUIN 538 Introduction to Mild Disabilities
- EDAD 570 Leadership in Education I
- EDAD 571 Leadership in Education II
- EDUC 561 Women as Transformational Leaders
- SPSY 554 Individual Educational Assessment

NOTE: Other electives may be substituted with approval of adviser.

MINIMUM CREDITS REQUIRED FOR DEGREE 45

MASTER OF EDUCATION/ ADULT EDUCATION

Degree Requirements - Master of Education/ Adult Education

I. Basic School of Education Requirement

- EDUC 500 Introduction to Research and Graduate Study 3
- EDUC 521 Adult Psychology/Learning 3
- EDUC 530 Philosophy of Education 3

II. Adult Education and Training Requirements

Eighteen AEDT credits, including:

- AEDT 510 Course Design for Adult Learners 3
- AEDT 515 Diversity of Adult Learners 3
- AEDT 562 Foundations of Adult Education 3
- AEDT 563 Instructional Methods for Adult Learners 3
- AEDT 566 Internship in Adult Setting 3
- AEDT 577 Evaluation in Programs for Adult Learners 3

III. Adult Education and Training Electives

Choose four courses from the following 12

- AEDT 564 Issues in Basic Skills for Adults
- AEDT 565 Philosophy and Methods of Skill Training
- AEDT 567 Internship in Adult Setting (1 - 3)
- AEDT 568 Administration in Adult Settings
- AEDT 569 Teaching Methods in Basic Skills for Adults
- AEDT 573 Human Resources: Training, Ed and Dev
- AEDT 574 Continuing Education for the Professional

IV. Elective Courses

Choose three of the following courses: 9

- CUIN 526 Reading in the Content Fields
- CUIN 538 Introduction to Mild Disabilities
- EDAD 570 Leadership in Education I
- EDAD 571 Leadership in Education II
- EDUC 561 Women as Transformational Leaders
- SPSY 554 Individual Educational Assessment

NOTE: Other electives may be substituted with approval of adviser.

MINIMUM CREDITS REQUIRED FOR DEGREE 48

Post-Master's Certificate in Community College Teaching

The post-master's certificate in community college teaching provides practical teaching preparation for individuals who seek or hold teaching positions in community colleges. Individuals seeking the certificate usually will have a master's degree in a content area taught in the community college system. The certificate is not required in Washington community colleges.

The courses and the required supervised teaching experience are designed to provide an overview of the characteristics of community college students; the history, purposes, beliefs, aims, and administrative structure of the community and technical college system in the state of Washington; program planning and course development; and instructional methods.

Admission Requirements

- Master's degree (or higher) from a regionally accredited college or university in a field other than education.
- Two recommendations, one from the master's degree major adviser and one from a current supervisor, regarding student's ability to perform as a teacher in the content field.

Post-Master's Certificate in Community College Teaching Requirements

The post-master's certificate in community college teaching requires a minimum of 15 credits be taken at Seattle University. If students have completed courses that are substantially similar to those required for the certificate, substitutions may be made from other course offerings at Seattle University.

I. Required Certificate Courses

- AEDT 510 Course Design for Adult Learners 3
- AEDT 561 Internship in Community College Setting 3

| | | |
|----------|---|---|
| AEDT 563 | Instructional Methods for Adult Learners | 3 |
| EDAD 559 | The American Community College | 3 |
| EDUC 521 | Adult Psychology and Learning | 3 |

MINIMUM CREDITS REQUIRED FOR CERTIFICATE 15

COUNSELING

Program Coordinator: Jacqueline Leibsohn, PhD
 E-mail: leibsohn@seattleu.edu
 Phone: (206) 296-5766
 Program Office Phone: (206) 296-5750
 Division Chair: Carol Weaver, PhD
 Phone: (206) 296-5696
 E-mail: cweaver@seattleu.edu

Degrees Offered

- **Master of Arts in Education (MA)**
 Mental Health Counseling specialization
 Post-Secondary Counseling specialization
 School Counseling specialization

Overview

Balance is the primary feature of the master's programs in counseling.

Flexible scheduling allows students to integrate graduate studies with full-time work commitments. Curricula incorporate theoretical perspectives with practical applications. Instructional approaches encourage an equal emphasis on direct and reflective learning experiences.

The result for the student is a humanistic learning community that respects the life experiences of the adult learner, along with an ethical sensibility that emphasizes personal responsibility and professional accountability.

Program graduates work in educational and mental health settings, institutional environments, and private practice. Public and private schools, colleges, social services, and mental health agencies, correctional facilities and youth service bureaus have all become venues for graduates of our programs.

Electives and Related Programs

Electives for all of the program options are available from other programs, including, but not limited to, addiction studies and psychology. Students should work closely with advisers to ensure selection of approved electives. A sequence in addiction studies may be incorporated into all programs.

Addiction Studies Program

Students may choose to earn a basic certification in addiction studies to supplement any degree described above by selecting electives in that program. Requirements for this certification total approximately 20 additional credits. Students electing to complete certification in this program are required to be admitted to the addiction studies program, as well as to the counseling program. Further information may be obtained by calling (206) 296-5350.

Admission Requirements

- A bachelor's degree from a regionally accredited institution in the area of psychology, sociology, human services, social work, community services or education; or in any field which includes 45 quarter credits (30 semester credits) in the above areas.
- A 3.00 cumulative GPA from a regionally accredited college or university is required. Applicants with less than a 3.00 GPA may apply but are required to submit official GRE scores by the application deadline. Test scores must be from tests taken within the last five years.
- Two recommendations from employers, administrators or supervisors who are familiar with your work and interpersonal skills. Do not choose peers, friends, professors, or therapists. NOTE: Recommendation forms and envelopes are provided in the application packet.
- One thousand hours work experience required. Five hundred hours must be supervised professional or paraprofessional work (counseling, nursing, teaching, social work, casework). The other 500 hours can be unsupervised caregiving, including parenting, caring for aging, infirmed, or dying people. Academic field experience and internships are not included in this work experience. The supervised hours including location and supervisor, and the unsupervised hours need to be documented on a separate sheet as part of the application.
- A three- to four-page professional autobiography highlighting the evolution of your career interests.
- A two- to three-page work résumé. Include the nature and amount of work completed and indicate whether it was full time or part time. If part time, for each setting, indicate the number of hours per week or month and the number of weeks or months.
- A group interview with faculty members and other candidates

NOTE: Qualified applicants will be contacted for an interview by mail or phone.

Applications are accepted for fall and spring quarters of entry.

Readmission

Students withdrawing from the program for any period are expected to discuss this with their adviser beforehand. Re-admission is not guaranteed.

**MASTER OF ARTS IN EDUCATION/
MENTAL HEALTH COUNSELING**

Preparing students to work in various mental health settings, this program includes an internship at a mental health counseling agency, e.g., youth service bureaus, mental health centers and correctional facilities.

Degree Requirements - Master of Arts in Education/Mental Health Counseling

I. Prerequisites
 Basic Statistics 3
 Psychopathology or Abnormal Psychology 3

II. Basic School of Education Requirements
 EDUC 500 Introduction to Research and Graduate Study 3
 Choose one of the following three courses: 3
 EDUC 521 Adult Psychology/Learning
 EDUC 522 Child Psychology/Learning
 EDUC 523 Adolescent Psychology/Learning

III. Counseling Requirements
 Forty-one credits, including:
 ADST 480 Introduction to Alcohol and Drug Addiction 3
 COUN 510 Fundamental Counseling Skills 3
 COUN 511 Counseling Theories 3
 COUN 512 Career Counseling and Information Services 3
 COUN 517 Group Counseling Theory and Practice 3
 COUN 518 Group Counseling Practicum 3
 COUN 527 Counseling Tests and Measurements 3
 COUN 551 Counseling Lab 4
 COUN 552 Counseling Practicum I 4
 COUN 564 Counseling Internship/Graduate Project I 4
 COUN 565 Counseling Internship/Graduate Project II 4
 COUN 566 Counseling Internship/Graduate Project III 4

III. Mental Health Counseling Requirements
 COUN 540 Diagnosis and Assessment for Mental Health 3
 COUN 558 Community Mental Health Practice ... 3
 COUN 560 Family Counseling 3

IV. Other Requirements
 Electives 9

MINIMUM CREDITS REQUIRED FOR DEGREE 65

MASTER OF ARTS IN EDUCATION/SCHOOL COUNSELING

This program prepares counselors for educational staff associate (ESA) certification in K-12 settings, public and private. Whenever possible, internships are done at schools that students choose, usually at schools where they teach, enabling them to continue working while completing the internship. Teacher certification is favored by many school districts for employment as a school

counselor, though not required by most. Teacher certification requires at least one additional year of full-time study, including student teaching.

Certification

Persons serving as education staff associates in public schools shall hold certificates authorized by the state board of education for service in these roles as required by statute or rules of the state board of education. The university recommends a student who has successfully completed an approved program to the Office of the Superintendent of Public Instruction which issues the School Counselor Educational Staff Associate (ESA) Certification. This certification program is included in the master's degree in school counseling described below.

Degree Requirements - Master of Arts in Education/School Counseling

I. Prerequisite
 Basic Statistics 3

II. Basic School of Education Requirements
 EDUC 500 Introduction to Research and Graduate Study 3
 Choose one of the following three courses: 3
 EDUC 521 Adult Psychology/Learning
 EDUC 522 Child Psychology/Learning
 EDUC 523 Adolescent Psychology/Learning

III. Counseling Requirements
 Forty-one credits, including:
 ADST 480 Introduction to Alcohol and Drug Addiction 3
 COUN 510 Fundamental Counseling Skills 3
 COUN 511 Counseling Theories 3
 COUN 512 Career Counseling and Information Services 3
 COUN 517 Group Counseling Theory and Practice 3
 COUN 527 Counseling Tests and Measurements 3
 COUN 551 Counseling Lab 4
 COUN 552 Counseling Practicum I 4
 COUN 564 Counseling Internship/Graduate Project I 4
 COUN 565 Counseling Internship/Graduate Project II 4
 COUN 566 Counseling Internship/Graduate Project III 4
 Choose one of the following two courses: 3
 COUN 518 Group Counseling Practicum
 COUN 560 Family Counseling

III. School Counseling Requirements
 Eighteen credits, including:
 COUN 508 Washington School Law for Counselors and Psychologists 3

| | | |
|----------|---|---|
| COUN 509 | Developmental School Counseling | 3 |
| CUIN 538 | Introduction to Mild Disabilities | 3 |
| EDUC 530 | Philosophy of Education | 3 |
| EDUC 515 | Multicultural Perspectives | 3 |
| SPSY 554 | Individual Educational Assessment ... | 3 |

MINIMUM CREDITS REQUIRED FOR DEGREE 65

**MASTER OF ARTS IN EDUCATION/
POST-SECONDARY COUNSELING**

This program prepares students for work in two- and four-year college counseling centers. More opportunities for vocational and career counseling are available at these sites than in mental health settings.

**Degree Requirements - Master of Arts in
Education/Post-Secondary Counseling**

I. Prerequisites

| | |
|--|---|
| Basic Statistics | 3 |
| Psychopathology or Abnormal Psychology | 3 |

II. Basic School of Education Requirements

| | | |
|--|---|---|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| Choose one of the following three courses: | | |
| EDUC 521 | Adult Psychology/Learning | |
| EDUC 522 | Child Psychology/Learning | |
| EDUC 523 | Adolescent Psychology/Learning | |

III. Counseling Requirements

| | | |
|--|--|---|
| Forty-one credits, including: | | |
| ADST 480 | Introduction to Alcohol and Drug Addiction | 3 |
| COUN 510 | Fundamental Counseling Skills | 3 |
| COUN 511 | Counseling Theories | 3 |
| COUN 512 | Career Counseling and Information Services | 3 |
| COUN 517 | Group Counseling Theory and Practice | 3 |
| COUN 527 | Counseling Tests and Measurements | 3 |
| COUN 551 | Counseling Lab | 4 |
| COUN 552 | Counseling Practicum I | 4 |
| COUN 564 | Counseling Internship/Graduate Project I | 4 |
| COUN 565 | Counseling Internship/Graduate Project II | 4 |
| COUN 566 | Counseling Internship/Graduate Project III | 4 |
| Choose one of the following two courses: | | |
| COUN 518 | Group Counseling Practicum | |
| COUN 560 | Family Counseling | |

IV. Post-Secondary Counseling Requirements

| | | |
|----------|--|---|
| COUN 540 | Diagnosis and Assessment for Mental Health | 3 |
| EDAD 559 | American Community College* | 3 |
| EDUC 515 | Multicultural Perspectives | 3 |
| EDUC 530 | Philosophy of Education | 3 |

*Students preparing for four-year college counseling track may select an additional three elective credits in lieu of this course.

V. Other Requirements

| | |
|-----------------|------|
| Electives | 6-9* |
|-----------------|------|

*Represents three additional elective credits for four-year college counseling track.

MINIMUM CREDITS REQUIRED FOR DEGREE 65

**POST-MASTER'S CERTIFICATE PROGRAM/
SCHOOL COUNSELING**

The Post-Master's Certificate Program in School Counseling is designed for individuals who already have a graduate degree in counseling or a related field, and wish to obtain a certificate in school counseling. Applicants who are interested in this program will meet with an adviser to create an individualized program of study.

CURRICULUM AND INSTRUCTION

Program Coordinator: Gary H. Zarter, PhD
 Phone: (206) 296-5888
 E-mail: gzarter@seattleu.edu
 Program Office Phone: (206) 296-2671
 Specialization Coordinators:
 John Chattin-McNichols, PhD, Early Childhood Education
 Stephanie L. Bravmann, PhD, Gifted Education
 Katherine L. Schlick Noe, PhD, Reading
 Kathleen Beaudoin, Special Education
 Division Chair: Sandra L. Barker, PhD
 Phone: (206) 296-5798
 E-mail: sbarker@seattleu.edu

Degrees Offered

- Master of Arts in Education (MA) with specialization in:
 Early Childhood Education
 General Curriculum and Instruction
 Gifted Education
 Individually Designed Specialty Area
 Reading
 Religious Education
 Special Education
- Master of Education (MEd) with specialization in:
 Early Childhood Education
 General Curriculum and Instruction

Gifted Education
Individually Designed Specialty Area
Reading
Religious Education
Special Education

Post-Master's Certificates Offered

- Department Head/Team Leader
- Exceptionalities
- Gifted Education
- Literacy Specialist
- Literacy Specialist: Elementary
- Literacy Specialist: Secondary
- Special Education
- Staff Development

Overview

The curriculum and instruction program centers on education in its most basic form: facilitating the exchange of knowledge between learner and teacher. In today's information society, as specific content knowledge becomes rapidly outdated, knowing how to learn becomes increasingly significant. This program is designed to develop educators who can articulate clearly a philosophy of education, and who have solid understanding of the learner, and the educational needs of diverse populations.

Each specialty area in the program shares a core of common study, emphasizing the social, historical, and philosophical foundations of education, as well as theories of human development and learning, and principles of research. Curriculum and instruction core classes and electives provide a background of academic methodological and clinical knowledge. Faculty members emphasize individual attention in teaching and advising.

One of the significant advantages of this program is the degree of flexibility available to students. Students may choose to specialize in areas that are pre-designed, or they may work with faculty to develop individualized programs of study, tailor-made for specific professional goals.

Program Design

The program is designed primarily for part-time students who plan to take one or two courses per quarter. Full-time residency is not required; however, students typically live within commuting distance of campus.

During the summer quarter, students often are able to take additional courses. For part-time students, the time to program completion will vary greatly.

For a full-time student, the program may require a minimum of two years for completion. Students may begin the program during any quarter. Classes are offered late afternoons and evenings during the school year, and also during daytime hours in the summer session. Most classes meet weekly in blocks of two hours and 40 minutes.

Who Should Participate?

This degree program is designed for individuals involved in all aspects of curriculum and instruction concerned with the pre-kindergarten through 12th grade schools and students. The program provides a solid background in educational theory and the foundations of teaching and curriculum development, as well as the opportunity to work in depth in specific areas of curriculum and instruction.

While most students in the program are professional educators, the degree also is appropriate for individuals employed in non-school settings who are interested in educational settings and issues, especially in the business and non-profit sectors.

Admission Requirements

- A 3.00 cumulative GPA from a regionally accredited college or a 3.00 GPA in the last 90 quarter credits (60 semester credits) contributing to the baccalaureate degree. Applicants with less than a 3.00 GPA may apply but are required to submit official scores from the GRE or the MAT by the application deadline. Test scores must be from tests taken within the last five years.
- Relevant work experience, usually at least one year beyond the bachelor's degree.
- Two recommendations including one from an immediate supervisor and one from a previous academic adviser or professor.

MASTER OF ARTS IN EDUCATION/ GENERAL CURRICULUM AND INSTRUCTION

The generalist option allows students, in consultation with their adviser, to design a degree program tailored to their individual needs.

Degree Requirements - Master of Arts in Education/General Curriculum and Instruction

I. Basic School of Education Requirements

| | | |
|--|---|---|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| EDUC 530 | Philosophy of Education | 3 |
| Choose one of the following three courses: | | 3 |
| EDUC 521 | Adult Psychology/Learning | |
| EDUC 522 | Child Psychology/Learning | |
| EDUC 523 | Adolescent Psychology/Learning | |

II. Curriculum and Instruction Requirements

| | | |
|---|---|---|
| Twenty-one CUI credits, including: | | |
| Choose one of the following four courses: | | 3 |
| CUI 515 | Survey of Exceptionalities | |
| CUI 535 | Nature and Needs of the Gifted | |
| CUI 538 | Introduction to Mild Disabilities | |
| CUI 540 | Introduction to Special Education | |
| CUI 510 | Foundations of Curriculum and Instruction | 3 |

| | | |
|----------|---|---|
| CUIN 512 | Seminar: Instructional Effectiveness .. | 3 |
| CUIN 513 | Supervision of Instruction | 3 |
| CUIN 519 | Practicum: Curriculum Design | 3 |
| CUIN 520 | Curriculum and Instruction: Theories and Contemporary Issues ... | 3 |
| CUIN 595 | Graduate Project Curriculum and Instruction | 3 |

III. Electives

Choose from additional work in curriculum and instruction, other graduate education majors, other graduate programs, and academic areas. 18

MINIMUM CREDITS REQUIRED FOR DEGREE 48

**MASTER OF EDUCATION/
GENERAL CURRICULUM AND INSTRUCTION**

**Degree Requirements - Master of Education/
General Curriculum and Instruction**

I. Basic School of Education Requirements

| | | |
|--|--|---|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| EDUC 530 | Philosophy of Education | 3 |
| Choose one of the following three courses: | | |
| EDUC 521 | Adult Psychology/Learning | |
| EDUC 522 | Child Psychology/Learning | |
| EDUC 523 | Adolescent Psychology/Learning | |

II. Curriculum and Instruction Requirements

| | | |
|---|---|---|
| Choose one of the following four courses: | | |
| CUIN 515 | Survey of Exceptionalities | |
| CUIN 535 | Nature and Needs of the Gifted | |
| CUIN 538 | Introduction to Mild Disabilities | |
| CUIN 540 | Introduction to Special Education | |
| CUIN 510 | Foundations of Curriculum and Instruction | 3 |
| CUIN 512 | Seminar: Instructional Effectiveness .. | 3 |
| CUIN 513 | Supervision of Instruction | 3 |
| CUIN 519 | Practicum: Curriculum Design | 3 |
| CUIN 520 | Curriculum and Instruction: Theories and Contemporary Issues ... | 3 |

III. Electives

Choose from additional work in curriculum and instruction, other graduate education majors, other graduate programs, and academic areas. 21

MINIMUM CREDITS REQUIRED FOR DEGREE 48

**MASTER OF ARTS IN EDUCATION/
EARLY CHILDHOOD EDUCATION**

Emphasizing curriculum and teaching methods for preschool, kindergarten and primary-grade children, this program includes studies of child development theory, research in the effectiveness of ECE programs, and current issues in the field.

**Degree Requirements - Master of Arts in
Education/Early Childhood Education**

I. Basic School of Education Requirements

| | | |
|----------|--|---|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| EDUC 522 | Child Psychology/Learning | 3 |
| EDUC 530 | Philosophy of Education | 3 |

II. Curriculum and Instruction Requirements

| | | |
|---|---|---|
| Twenty-one CUIN credits, including: | | |
| Choose one of the following four courses: | | |
| CUIN 515 | Survey of Exceptionalities | |
| CUIN 535 | Nature and Needs of the Gifted | |
| CUIN 538 | Introduction to Mild Disabilities | |
| CUIN 540 | Introduction to Special Education | |
| CUIN 510 | Foundations of Curriculum and Instruction | 3 |
| CUIN 512 | Seminar: Instructional Effectiveness .. | 3 |
| CUIN 513 | Supervision of Instruction | 3 |
| CUIN 519 | Practicum: Curriculum Design | 3 |
| CUIN 520 | Curriculum and Instruction: Theories and Contemporary Issues ... | 3 |
| CUIN 595 | Graduate Project Curriculum and Instruction | 3 |

III. Early Childhood Education Requirements

| | | |
|---------------------------------|--|---|
| Twelve CUIN credits, including: | | |
| CUIN 514 | Issues in Early Childhood Education .. | 3 |
| CUIN 525 | Seminar in Reading | 3 |
| CUIN 530 | Programs in Early Childhood Education | 3 |
| CUIN 548 | Early Education Practicum | 3 |

IV. Other Requirements

| | |
|-----------------|---|
| Electives | 6 |
|-----------------|---|

MINIMUM CREDITS REQUIRED FOR DEGREE 48

**MASTER OF EDUCATION/
EARLY CHILDHOOD EDUCATION**

**Degree Requirements - Master of Education/
Early Childhood Education**

I. Basic School of Education Requirements

| | | |
|----------|---|---|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| EDUC 522 | Child Psychology/Learning | 3 |
| EDUC 530 | Philosophy of Education | 3 |

II. Curriculum and Instruction Requirements

Eighteen CUIIN credits, including:

Choose one of the following four courses:

| | | |
|-----------|--|---|
| CUIIN 515 | Survey of Exceptionalities | |
| CUIIN 535 | Nature and Needs of the Gifted | |
| CUIIN 538 | Introduction to Mild Disabilities | |
| CUIIN 540 | Introduction to Special Education | |
| CUIIN 510 | Foundations of Curriculum and Instruction | 3 |
| CUIIN 512 | Seminar: Instructional Effectiveness .. | 3 |
| CUIIN 513 | Supervision of Instruction | 3 |
| CUIIN 519 | Practicum: Curriculum Design | 3 |
| CUIIN 520 | Curriculum and Instruction: Theories and Contemporary Issues ... | 3 |

III. Early Childhood Education Requirements

Twelve CUIIN credits, including:

| | | |
|-----------|---|---|
| CUIIN 514 | Issues in Early Childhood Education .. | 3 |
| CUIIN 525 | Seminar in the Teaching of Reading .. | 3 |
| CUIIN 530 | Programs in Early Childhood Education | 3 |
| CUIIN 548 | Early Education Practicum | 3 |

IV. Other Requirements

| | |
|-----------------|---|
| Electives | 9 |
|-----------------|---|

MINIMUM CREDITS REQUIRED FOR DEGREE 48

**MASTER OF ARTS IN EDUCATION/
GIFTED EDUCATION**

This program is designed for those professionals concerned with the needs of gifted and talented children and young people. Such professionals function in a variety of educational settings including classrooms, curriculum departments, and administrative offices.

**Degree Requirements - Master of Arts in
Education/Gifted Education**

I. Basic School of Education Requirements

| | | |
|----------|---|---|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
|----------|---|---|

| | | |
|--|--------------------------------|---|
| EDUC 530 | Philosophy of Education | 3 |
| Choose one of the following three courses: | | |
| EDUC 521 | Adult Psychology/Learning | |
| EDUC 522 | Child Psychology/Learning | |
| EDUC 523 | Adolescent Psychology/Learning | |

II. Curriculum and Instruction Requirements

Twenty-one credits including:

Choose one of the following four courses:

| | | |
|-----------|--|---|
| CUIIN 515 | Survey of Exceptionalities | |
| CUIIN 535 | Nature and Needs of the Gifted | |
| CUIIN 538 | Introduction to Mild Disabilities | |
| CUIIN 540 | Introduction to Special Education | |
| CUIIN 510 | Foundations of Curriculum and Instruction | 3 |
| CUIIN 512 | Seminar: Instructional Effectiveness .. | 3 |
| CUIIN 513 | Supervision of Instruction | 3 |
| CUIIN 519 | Practicum: Curriculum Design | 3 |
| CUIIN 520 | Curriculum and Instruction: Theories and Contemporary Issues ... | 3 |
| CUIIN 595 | Graduate Project | 3 |

III. Gifted Education Requirements

Fifteen CUIIN credits including:

| | | |
|-----------|---|---|
| CUIIN 531 | Curriculum for the Gifted: Development and Modification | 3 |
| CUIIN 532 | Psychosocial Development of Gifted Students | 3 |
| CUIIN 533 | Current Issues in Gifted Education | 3 |
| CUIIN 535 | Nature and Needs of the Gifted | 3 |
| CUIIN 536 | Gifted Education: Math and Science . | 3 |

V. Other Requirements

| | |
|-----------------|---|
| Electives | 3 |
|-----------------|---|

MINIMUM CREDITS REQUIRED FOR DEGREE 48

**MASTER OF EDUCATION/GIFTED
EDUCATION**

**Degree Requirements - Master of Education/
Gifted**

I. Basic School of Education Requirements

| | | |
|--|---|---|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| EDUC 530 | Philosophy of Education | 3 |
| Choose one of the following three courses: | | |
| EDUC 521 | Adult Psychology/Learning | |
| EDUC 522 | Child Psychology/Learning | |
| EDUC 523 | Adolescent Psychology/Learning | |

II. Curriculum and Instruction Requirements

Eighteen CUIIN credits, including:

Choose one of the following four courses: 3

| | | |
|----------|-----------------------------------|--|
| CUIN 515 | Survey of Exceptionalities | |
| CUIN 535 | Nature and Needs of the Gifted | |
| CUIN 538 | Introduction to Mild Disabilities | |
| CUIN 540 | Introduction to Special Education | |

| | | |
|----------|--|---------|
| CUIN 510 | Foundations of Curriculum and Instruction | 3 |
| CUIN 512 | Seminar: Instructional Effectiveness | .. 3 |
| CUIN 513 | Supervision of Instruction | 3 |
| CUIN 519 | Practicum: Curriculum Design | 3 |
| CUIN 520 | Curriculum and Instruction: Theories and Contemporary Issues | ... 3 |

III. Gifted Education Requirements

Fifteen CUIIN credits, including:

| | | |
|----------|---|---------|
| CUIN 531 | Curriculum for the Gifted: Development and Modification | 3 |
| CUIN 532 | Psychosocial Development of Gifted Students | 3 |
| CUIN 533 | Current Issues in Gifted Education | 3 |
| CUIN 535 | Nature and Needs of the Gifted | 3 |
| CUIN 536 | Gifted Education: Math and Science | 3 |

IV. Other requirements

| | |
|-----------|---------|
| Electives | 6 |
|-----------|---------|

MINIMUM CREDITS REQUIRED FOR DEGREE 48

MASTER OF EDUCATION/READING

This specialization prepares reading specialists, as well as other educators with responsibilities in reading, for various roles, including curriculum development, literacy assessment, instructional planning and nurturing lifelong literacy development and skill application. Courses in this area include an examination and evaluation of current literacy research and practice.

Degree Requirements - Master of Education/Reading

I. Basic School of Education Requirements

| | | |
|----------|---|---------|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| EDUC 530 | Philosophy of Education | 3 |

Choose one of the following three courses: 3

| | | |
|----------|--------------------------------|--|
| EDUC 521 | Adult Psychology/Learning | |
| EDUC 522 | Child Psychology/Learning | |
| EDUC 523 | Adolescent Psychology/Learning | |

II. Curriculum and Instruction Requirements

Fifteen CUIIN credits, including:

| | | |
|----------|--------------------------------------|---------|
| CUIN 510 | Basics of Curriculum and Instruction | 3 |
| CUIN 512 | Seminar: Instructional Effectiveness | .. 3 |
| CUIN 513 | Supervision of Instruction | 3 |

| | | |
|----------|--|---------|
| CUIN 519 | Practicum: Curriculum Design | 3 |
| CUIN 520 | Curriculum and Instruction: Theories and Contemporary Issues | ... 3 |

III. Reading Requirements

Eighteen CUIIN credits, including:

| | | |
|----------|------------------------------------|---------|
| CUIN 524 | Literacy Assessment and Evaluation | . 3 |
| CUIN 525 | Seminar in the Teaching of Reading | .. 3 |
| CUIN 526 | Reading in the Content Fields | 3 |
| CUIN 528 | Reading Practicum Workshop | 3 |
| CUIN 529 | Field Practicum in Reading | 6 |

IV. Other requirements

| | |
|----------------------|---------|
| Electives in Reading | 6 |
|----------------------|---------|

MINIMUM CREDITS REQUIRED FOR DEGREE 48

MASTER OF ARTS IN EDUCATION/RELIGIOUS EDUCATION

This specialization provides a solid background for programming and curriculum development concerning Christian scriptures, Christology, Ecclesiology, as well as study of the theories of religious education.

Degree Requirements - Master of Arts in Education/Religious Education

I. Basic School of Education Requirements

| | | |
|----------|---|---------|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| EDUC 530 | Philosophy of Education | 3 |

Choose one of the following three courses: 3

| | | |
|----------|--------------------------------|--|
| EDUC 521 | Adult Psychology/Learning | |
| EDUC 522 | Child Psychology/Learning | |
| EDUC 523 | Adolescent Psychology/Learning | |

| | | |
|----------|---|---------|
| STMM 580 | Developing Curriculum for Religious Education | 3 |
| STMM 581 | Teaching and Learning in the Faith Community | 3 |

II. Curriculum and Instruction Requirements

Twenty-one credits, including:

Choose one of the following four courses: 3

| | | |
|----------|-----------------------------------|--|
| CUIN 515 | Survey of Exceptionalities | |
| CUIN 535 | Nature and Needs of the Gifted | |
| CUIN 538 | Introduction to Mild Disabilities | |
| CUIN 540 | Introduction to Special Education | |

| | | |
|----------|--|---------|
| CUIN 510 | Foundations of Curriculum and Instruction | 3 |
| CUIN 512 | Seminar: Instructional Effectiveness | .. 3 |
| CUIN 513 | Supervision of Instruction | 3 |
| CUIN 519 | Practicum: Curriculum Design | 3 |
| CUIN 520 | Curriculum and Instruction: Theories and Contemporary Issues | ... 3 |

School of Education

CUIN 595 Graduate Project Curriculum and Instruction 3

III. Religious Education Requirements

Choose one of the following two courses: 3
 STMM 504 Christian Ethics
 STMM 505 Sacramental and Liturgical Theology

Choose one of the following two courses: 3
 STMM 578 Justice Ministry
 STMM 584 Theories of Religious Education

IV. Other Requirements

Electives 12

MINIMUM CREDITS REQUIRED FOR DEGREE 54

MASTER OF EDUCATION/RELIGIOUS EDUCATION

Degree Requirements - Master of Education/Religious Education

I. Basic School of Education Requirements

EDUC 500 Introduction to Research and Graduate Study 3
 EDUC 530 Philosophy of Education 3
 Choose one of the following three courses: 3
 EDUC 521 Adult Psychology/Learning
 EDUC 522 Child Psychology/Learning
 EDUC 523 Adolescent Psychology/Learning
 STMM 580 Developing Curriculum for Religious Education 3
 STMM 581 Teaching and Learning in the Faith Community 3

II. Curriculum and Instruction Requirements

Eighteen CUIN credits, including:
 Choose one of the following four courses: 3
 CUIN 515 Survey of Exceptionalities
 CUIN 535 Nature and Needs of the Gifted
 CUIN 538 Introduction to Mild Disabilities
 CUIN 540 Introduction to Special Education
 CUIN 510 Foundations of Curriculum and Instruction 3
 CUIN 512 Seminar: Instructional Effectiveness .. 3
 CUIN 513 Supervision of Instruction 3
 CUIN 519 Practicum: Curriculum Design 3
 CUIN 520 Curriculum and Instruction: Theories and Contemporary Issues ... 3

III. Religious Education Requirements

Six STMM credits including:
 Choose one of the following two courses: 3
 STMM 504 Christian Ethics
 STMM 505 Sacramental and Liturgical Theology

Choose one of the following two courses: 3

STMM 578 Justice Ministry
 STMM 584 Theories of Religious Education

IV. Other Requirements

Electives 9

MINIMUM CREDITS REQUIRED FOR DEGREE 48

MASTER OF ARTS IN EDUCATION/SPECIAL EDUCATION

This area involves training professionals to work within school systems, either directly or indirectly with students with disabilities, including physical, cognitive, learning and/or behavioral disabilities.

Degree Requirements - Master of Arts in Education/Special Education

I. Prerequisites

CUIN 523 Language Development: Special Education 3
 CUIN 540 Introduction to Special Education 3

II. Basic School of Education Requirements

EDUC 500 Introduction to Research and Graduate Study 3
 EDUC 530 Philosophy of Education 3
 Choose one of the following three courses: 3
 EDUC 521 Adult Psychology/Learning
 EDUC 522 Child Psychology/Learning
 EDUC 523 Adolescent Psychology/Learning

III. Curriculum and Instruction Requirements

CUIN 510 Foundations of Curriculum and Instruction 3
 CUIN 513 Supervision of Instruction 3

IV. Special Education Requirements

Fifteen CUIN credits, including:
 CUIN 534 Assessment and the I.E.P. 3
 CUIN 542 Special Education Methods 3
 CUIN 546 Class Management 3
 CUIN 550 Working With Parents and Professionals 3
 CUIN 595 Graduate Project 3

V. Other Requirements

Electives with approval of adviser 18

MINIMUM CREDITS REQUIRED FOR DEGREE 48

**MASTER OF EDUCATION/
SPECIAL EDUCATION**

**Degree Requirements - Master of Education/
Special Education**

I. Prerequisites

- CUIN 523 Language Development: Special Education 3
- CUIN 540 Introduction to Special Education 3

II. Basic School of Education Requirements

- EDUC 500 Introduction to Research and Graduate Study 3
- EDUC 530 Philosophy of Education 3
- Choose one of the following three courses: 3
 - EDUC 521 Adult Psychology/Learning
 - EDUC 522 Child Psychology/Learning
 - EDUC 523 Adolescent Psychology/Learning

III. Curriculum and Instruction Requirements

- CUIN 510 Foundations of Curriculum and Instruction 3
- CUIN 513 Supervision of Instruction 3

IV. Special Education Requirements

- Twelve CUIN credits, including:
- Choose one of the following two courses 3
- CUIN 534 Assessment and the I.E.P.
 - SPSY 544 Individual Education Assessment
 - CUIN 542 Special Education Methods 3
 - CUIN 546 Class Management 3
 - CUIN 550 Working With Parents and Professionals 3

V. Other Requirements

- Electives with approval of adviser 21

MINIMUM CREDITS REQUIRED FOR DEGREE 48

**MASTER OF ARTS IN EDUCATION/
INDIVIDUAL PROGRAM**

Some students enter the curriculum and instruction program with highly specialized needs often related to current employment responsibilities. In this option, students work closely with an adviser to develop a curriculum plan to meet their own academic and professional goals. This specialization is particularly appropriate for those in the business and non-profit sectors.

**Degree Requirements - Master of Arts in
Education/Individual Program**

I. Basic School of Education Requirements

- EDUC 500 Introduction to Research and Graduate Study 3
- EDUC 530 Philosophy of Education 3
- Choose one of the following three courses: 3
 - EDUC 521 Adult Psychology/Learning
 - EDUC 522 Child Psychology/Learning
 - EDUC 523 Adolescent Psychology/Learning

II. Curriculum and Instruction Requirements

- Twenty-one CUIN credits, including:
- Choose one of the following four courses: 3
- CUIN 515 Survey of Exceptionalities
 - CUIN 535 Nature and Needs of the Gifted
 - CUIN 538 Introduction to Mild Disabilities
 - CUIN 540 Introduction to Special Education
 - CUIN 510 Foundations of Curriculum and Instruction 3
 - CUIN 512 Seminar: Instructional Effectiveness .. 3
 - CUIN 513 Supervision of Instruction 3
 - CUIN 519 Practicum: Curriculum Design 3
 - CUIN 520 Curriculum and Instruction: Theories and Contemporary Issues ... 3
 - CUIN 595 Graduate Project Curriculum and Instruction 3

III. Other Requirements

- Electives with approval of adviser 18

MINIMUM CREDITS REQUIRED FOR DEGREE 48

**MASTER OF EDUCATION/INDIVIDUAL
PROGRAM**

**Degree Requirements - Master of Education/
Individual Program**

I. Basic School of Education Requirements

- EDUC 500 Introduction to Research and Graduate Study 3
- EDUC 530 Philosophy of Education 3

School of Education

- Choose one of the following three courses: 3
- EDUC 521 Adult Psychology/Learning
 - EDUC 522 Child Psychology/Learning
 - EDUC 523 Adolescent Psychology/Learning

II. Curriculum and Instruction Requirements

Eighteen CUIIN credits, including:

- Choose one of the following four courses: 3
- CUIIN 515 Survey of Exceptionalities
 - CUIIN 535 Nature and Needs of the Gifted
 - CUIIN 538 Introduction to Mild Disabilities
 - CUIIN 540 Introduction to Special Education
- CUIIN 510 Foundations of Curriculum and Instruction 3
- CUIIN 512 Seminar: Instructional Effectiveness .. 3
- CUIIN 513 Supervision of Instruction 3
- CUIIN 519 Practicum: Curriculum Design 3
- CUIIN 520 Curriculum and Instruction: Theories and Contemporary Issues ... 3

III. Other Requirements

Electives in consultation with adviser 21

MINIMUM CREDITS REQUIRED FOR DEGREE 48

Post-Master's Certificates

The Post-Master's Certificate Programs in curriculum and instruction are designed for individuals who already have graduate degrees in education and wish to continue graduate study in specific specialty areas. The curriculum consists of a selection of graduate courses in education and curriculum and instruction plus prerequisites, and culminates with comprehensive examinations in the certificate area. Applicants employed outside of the kindergarten through 12th grade school setting are eligible to apply.

Students will work with a designated certificate adviser and must earn a minimum of 15 credits in residence after admission to the certificate program.

Admission Requirement:

- Graduate Degree (MA, MEd, or MIT), from regionally accredited university.
- Current résumé
- Relevant work experience, usually at least one year beyond the bachelor's degree.
- Two recommendations, including one from an immediate supervisor and one from a previous academic adviser or professor. NOTE: Recommendation forms and envelopes are provided in the application packet.

General Certificate Requirements

- A cumulative GPA of 3.00 must be maintained to complete the program.

- Up to six quarter hour credits may be transferred from a regionally accredited college or university to apply to requirements for advanced certificate. Such courses must be at the 400 level or above, and the grade earned must be a B or higher. The courses must be similar to the courses listed in the EPDES 930-944 series. An official transcript from the sponsoring institution must be submitted.

Issuance of Certificates

(Policy 76-11)

- The certificates will be issued by the Seattle University registrar in accordance with established policies and procedures of the university. Candidates must make application prior to the published deadline and provide the required evidence of completion.

POST-MASTER'S CERTIFICATE/ DEPARTMENT HEAD/TEAM LEADER

This certificate is designed for those individuals who have responsibility to provide leadership in the development of curriculum in a school or district position.

Certificate Requirements - Post-Master's Certificate/Department Head/Team Leader

I. Prerequisites

- EDUC 500 Introduction to Graduate Study or equivalent 3
- EDUC 515 Multicultural Perspectives or equivalent 3
- Choose one of the following two courses: 3
- EDUC 522 Child Psychology
 - EDUC 523 Adolescent Psychology/Learning or equivalent

II. Required Certificate Courses

- Seventeen credits, including:
- CUIIN 510 Foundations of Curriculum & Instruction 3
- CUIIN 513 Supervision of Instruction 3
- CUIIN 520 Curriculum and Instruction: Theories and Contemporary Issues ... 3
- CUIIN 596 Synthesis Seminar: Leadership 2
- EDAD 570 Leadership I 3
- EDAD 571 Leadership II 3

III. Elective Courses

- Choose two of the following courses: 6
- AEDT 577 Evaluation of Educational Programs
 - CUIIN 512 Seminar in Instructional Effectiveness
- Or other adviser approved graduate level course

MINIMUM CREDITS REQUIRED FOR CERTIFICATE 23

**POST-MASTER'S CERTIFICATE/
EXCEPTIONALITIES**

This certificate program is designed for classroom teachers who are dealing with the realities of increasingly diverse student populations at any level of inclusion.

Certificate Requirements - Post-Master's Certificate/Exceptionalities

I. Prerequisites

- EDUC 500 Introduction to Graduate Study or equivalent 3
- EDUC 515 Multicultural Perspectives or equivalent 3
- Choose one of the following two courses: 3
 - EDUC 522 Child Psychology
 - EDUC 523 Adolescent Psychology/Learning or equivalent

II. Required Certificate Courses

- Twenty-three CUIIN credits, including:
- CUIN 512 Seminar: Instructional Effectiveness 3
 - CUIN 531 Curriculum for the Gifted: Development and Modification 3
 - CUIN 532 Psychosocial Needs of the Gifted 3
 - CUIN 535 Nature and Needs of the Gifted 3
 - CUIN 538 Introduction to Mild Disabilities 3
 - CUIN 542 Special Education Methods 3
 - CUIN 545 Special Education Consultation 3
 - CUIN 596 Synthesis Seminar: Exceptionalities .. 2

MINIMUM CREDITS REQUIRED FOR CERTIFICATE 23

POST-MASTER'S CERTIFICATE/GIFTED EDUCATION

This certificate is designed for those dealing with the needs of gifted and talented children and young people, within regular, self-contained, and/or pull-out classrooms, and for curriculum specialists and program administrators.

Certificate Requirements - Post-master's Certificate/Gifted Education

I. Prerequisites

- EDUC 500 Introduction to Graduate Study or equivalent 3
- EDUC 515 Multicultural Perspectives or equivalent 3
- Choose one of the following two courses: 3
 - EDUC 522 Child Psychology
 - EDUC 523 Adolescent Psychology/Learning or equivalent

II. Required Certificate Courses

- Twenty-three CUIIN courses, including:
- CUIN 512 Seminar in Instructional Effectiveness 3
 - CUIN 531 Curriculum for the Gifted: Development and Modification 3
 - CUIN 532 Psychosocial Development of Gifted Students 3
 - CUIN 533 Current Issues in Gifted Education 3
 - CUIN 534 Practicum: Curriculum for the Gifted . 3
 - CUIN 535 Nature and Needs of the Gifted 3
 - CUIN 536 Gifted Education: Math and Science . 3
 - CUIN 596 Synthesis Seminar: Gifted Education 2

MINIMUM CREDITS REQUIRED FOR CERTIFICATE 23

**POST-MASTER'S CERTIFICATE/
LITERACY SPECIALIST**

This certificate program for the Literacy Specialist can also lead to a Washington State Endorsement in Reading K-12.

Certificate Requirements - Post-Master's Certificate/Literacy Specialist

I. Prerequisites

- EDUC 500 Introduction to Graduate Study or equivalent 3
- EDUC 515 Multicultural Perspectives or equivalent 3
- Choose one of the following two courses: 3
 - EDUC 522 Child Psychology
 - EDUC 523 Adolescent Psychology/Learning or equivalent

II. Required Certificate Courses

- Twenty-three CUIIN credits, including:
- CUIN 521 Teaching with Children's Literature 3
 - CUIN 524 Literacy Assessment and Evaluation . 3
 - CUIN 525 Seminar in Teaching of Reading 3
 - CUIN 526 Reading in Content Fields 3
 - CUIN 528 Reading Practicum Workshop 3
 - CUIN 529 Field Practicum in Reading 6
 - CUIN 596 Synthesis Seminar: Literacy Education 2

III. Elective Courses

- Choose one of the following two courses: 3
- CUIN 522 Seminar in Whole Language
 - CUIN 527 Corrective Techniques in the Teaching of Reading

MINIMUM CREDITS REQUIRED FOR CERTIFICATE 26

POST-MASTER'S CERTIFICATE/LITERACY SPECIALIST: ELEMENTARY

This certificate program is designed for Seattle University MIT graduates: Elementary teachers. The Certificate Program for the Literacy Specialist: Elementary may lead to a Washington State Supporting Endorsement in Reading.

Certificate Requirements - Post-Master's Certificate/Literacy Specialist: Elementary

I. Prerequisites

- EDUC 500 Introduction to Graduate Study or equivalent 3
- EDUC 515 Multicultural Perspectives or equivalent 3
- Choose one of the following two courses: 3
 - EDUC 522 Child Psychology
 - EDUC 523 Adolescent Psychology/Learning or equivalent

II. Required Certificate Courses

- Twenty CUIIN credits, including:
- CUIIN 524 Literacy Assessment and Evaluation . 3
 - CUIIN 526 Reading in the Content Fields 3
 - CUIIN 528 Reading Practicum Workshop 3
 - CUIIN 529 Field Practicum in Reading 6
 - CUIIN 596 Synthesis Seminar: Literacy Education 2
 - TEED 521 Elementary Curriculum, Instruction, and Assessment 3

III. Elective Courses

- Choose two of the following three courses: 6
- CUIIN 521 Teaching with Children's Literature
 - CUIIN 522 Seminar in Whole Language
 - CUIIN 527 Corrective Techniques in Teaching of Reading

MINIMUM CREDITS REQUIRED FOR CERTIFICATE 26

POST-MASTER'S CERTIFICATE/LITERACY SPECIALIST: SECONDARY

This certificate program is designed for Seattle University MIT Graduates: Secondary teachers. The Certificate Program for the Literacy Specialist: Secondary may lead to a Washington State Supporting Endorsement in Reading.

Certificate Requirements - Post-Master's Certificate/Literacy Specialist: Secondary

I. Prerequisites

- EDUC 500 Introduction to Graduate Study or equivalent 3

- EDUC 515 Multicultural Perspectives or equivalent 3
- Choose one of the following two courses: 3
 - EDUC 522 Child Psychology
 - EDUC 523 Adolescent Psychology/Learning or equivalent

II. Required Certificate Courses

- Twenty-three CUIIN credits, including:
- CUIIN 521 Teaching with Children's Literature 3
 - CUIIN 524 Literacy Assessment and Evaluation . 3
 - CUIIN 525 Seminar in the Teaching of Reading .. 3
 - CUIIN 528 Reading Practicum Workshop 3
 - CUIIN 529 Field Practicum in Reading 6
 - CUIIN 596 Synthesis Seminar: Literacy Education 2
 - TEED 522 Middle and Secondary Curriculum Instruction, and Assessment 3

III. Elective Courses

- Choose one of the following two courses: 3
- CUIIN 522 Seminar in Whole Language
 - CUIIN 527 Corrective Techniques in Teaching of Reading

MINIMUM CREDITS REQUIRED FOR CERTIFICATE 26

POST-MASTER'S CERTIFICATE/SPECIAL EDUCATION

This certificate program is designed for teachers working with children and young people who have special needs. It is appropriate for professionals working directly or indirectly with students with disabilities, including physical, cognitive, learning and/or behavioral disabilities.

Certificate Requirements - Post-Master's Certificate/Special Education

I. Prerequisites

- EDUC 500 Introduction to Graduate Study 3 or equivalent
- EDUC 515 Multicultural Perspectives or equivalent 3
- Choose one of the following two courses: 3
 - EDUC 522 Child Psychology
 - EDUC 523 Adolescent Psychology/Learning or equivalent

II. Required Certificate Courses

- Twenty-four CUIIN credits, including:
- Choose one of the following two courses: 3
- CUIIN 515 Survey of Exceptionalities
 - CUIIN 538 Introduction to Mild Disabilities
- Choose one of the following two courses: 3
- CUIIN 534 Assessment and the IEP
 - SPSY 554 Individual Educational Assessment

CUIN 540 Introduction to Special Education 3
 CUIIN 542 Special Education Methods 3
 CUIIN 543 Seminar in Behavior Disorders 3
 CUIIN 545 Special Education Consultation 3
 CUIIN 546 Class Management 3
 CUIIN 550 Working with Parents and Professionals .. 3

MINIMUM CREDITS REQUIRED FOR CERTIFICATE 24

POST-MASTER'S CERTIFICATE/STAFF DEVELOPMENT

This certificate program is designed for professionals who facilitate professional and personal growth in the life-long learning processes. It is appropriate for individuals who coordinate, communicate and provide staff development opportunities and resources throughout the learning community that support personal, professional and organizational growth.

Certificate Requirements - Post-Master's Certificate/Staff Development

I. Prerequisites

EDUC 500 Introduction to Graduate Study
 or equivalent 3
 EDUC 515 Multicultural Perspectives
 or equivalent 3
 Choose one of the following two courses: 3
 EDUC 522 Child Psychology
 EDUC 523 Adolescent Psychology/Learning
 or equivalent

II. Required Certificate Courses

Twenty credits, including:
 CUIIN 510 Foundations of Curriculum and
 Instruction 3
 CUIIN 512 Seminar in Instructional Effectiveness 3
 CUIIN 513 Supervision of Instruction 3
 CUIIN 520 Curriculum and Instruction:
 Theories and Contemporary Issues ... 3
 AEDT 574 Continuing Education for the
 Professional 3
 AEDT 577 Evaluation of Educational Programs .. 3
 CUIIN 596 Curriculum and Instruction
 Independent Study 2

III. Other Requirements

Electives with adviser's prior approval 6

MINIMUM CREDITS REQUIRED FOR CERTIFICATE 26

EDUCATIONAL ADMINISTRATION

Program Coordinator: Sandra L. Barker, PhD
 Phone: (206) 296-5798
 E-mail: sbarker@seattleu.edu
 Program Office Phone: (206) 296-2671
 Division Chairperson: Sandra L. Barker, PhD

Degrees Offered

- Master of Arts in Education (MA)
- Master of Education (MEd)
- Educational Specialist (EdS)

Post-Master's Certificates Offered

- Principal
- Program Administrator

Overview

The program in educational administration offers four specializations to meet the needs of instructional leaders in K-12 and post-secondary schools, as well as other organizations. The specializations are: principalship for public, independent and Catholic school educators; program administration; school business administration; and general administration. Certification as a principal or program administrator is available post-master's or as part of a master's educational specialist, or doctoral program of study.

Field Experience

All students must complete field experience at sites selected cooperatively by the student and major adviser. Students seeking certification as principals, whether in public or in independent schools, take three one-credit practica and three two-credit internships; students in program administration take the practica and one two-credit internship.

Certification

Persons serving as principals in the public or private schools shall hold certificates authorized by the state board of education for service in the respective roles as required by statute or rules of the state board of education. The university recommends a student who has successfully completed an approved program to the Office of the Superintendent of Public Instruction, which issues the appropriate certificate.

• Initial Administrative Certification

Requirements for the administrative credentials include possession of a valid initial or continuing teaching certificate (principal only); completion of a master's degree, of which at least 30 quarter hours of graduate level work are in the approved preparation program; completion of an internship at the levels and in the role for which the certificate will be endorsed; and three years of full-time teaching experience with at least 30 days with the same employer. Acceptance to the graduate program is a prerequisite.

• Continuing Administrative Certification

Candidates for any continuing administrative credential must have the appropriate initial administrative credential, and must have completed 180 days of full-time employment in the role at the appropriate level(s), and at least 30 days with the same employer.

Admission Requirements

- Bachelor's degree from a regionally accredited college or university
- One year's successful relevant work experience
- A 2.75 GPA from a regionally accredited institution or a 2.75 GPA in the last 90 quarter credits (60 semester credits) contributing to the baccalaureate degree. Applicants with less than a 2.75 GPA may apply, but are required to submit official scores from the GRE or the MAT by the application deadline. Test scores must be from tests taken within the last five years.
- Three recommendations from supervisors within past five years
- Interview with the program coordinator

**MASTER OF ARTS IN EDUCATION/
PRINCIPAL**

**Degree Requirements - Master of Arts in
Education/Principal**

I. Prerequisites

Exceptionality Course 3

II. Basic School of Education Requirements

EDUC 500 Introduction to Research and Graduate Study 3

EDUC 521 Adult Psychology/Learning 3

EDUC 530 Philosophy of Education 3

Choose one of the following two courses: 3

EDUC 522 Child Psychology/Learning

EDUC 523 Adolescent Psychology/Learning

III. Principal Requirements

Forty-two credits, including:

| | | |
|----------|---|---|
| CUIN 510 | Foundations of Curriculum & Instruction | 3 |
| CUIN 512 | Seminar: Instructional Effectiveness .. | 3 |
| CUIN 513 | Supervision of Instruction | 3 |
| EDAD 544 | Administrative Practicum I | 1 |
| EDAD 545 | Administrative Practicum II | 1 |
| EDAD 546 | Administrative Practicum III | 1 |
| EDAD 557 | Educational Law I+ | 2 |
| EDAD 558 | Educational Law II+ | 2 |
| EDAD 560 | Educational Resources Management+2 | |
| EDAD 564 | Administrative Internship I | 2 |
| EDAD 565 | Administrative Internship II | 2 |
| EDAD 566 | Administrative Internship III | 2 |
| EDAD 567 | Leadership for Change Seminar I++ .. | 2 |
| EDAD 568 | Leadership for Change Seminar II++ .. | 2 |
| EDAD 569 | Leadership for Change Seminar III++ .. | 2 |
| EDAD 570 | Leadership in Education I+++ | 3 |
| EDAD 571 | Leadership in Education II+++ | 3 |
| EDAD 572 | The Principalship | 3 |
| EDAD 595 | Administrative Graduate Project | 3 |

+ Courses taken concurrently with Administrative Practicum

++Courses taken concurrently with Administrative Internship

+++Taken in sequence in the first 15 credits

MINIMUM CREDITS REQUIRED FOR DEGREE 54

MASTER OF EDUCATION/PRINCIPAL

**Degree Requirements - Master of Education/
Principal**

I. Prerequisites

Exceptionality course 3

II. Basic School of Education Requirement

EDUC 500 Introduction to Research and Graduate Study 3

EDUC 521 Adult Psychology/Learning 3

EDUC 530 Philosophy of Education 3

Choose one of the following two courses: 3

EDUC 522 Child Psychology/Learning

EDUC 523 Adolescent Psychology/Learning

III. Principal Requirements

Thirty-nine credits, including:

CUIN 510 Foundations of Curriculum & Instruction

CUIN 512 Seminar: Instructional Effectiveness ..

CUIN 513 Supervision of Instruction

EDAD 544 Administrative Practicum I

EDAD 545 Administrative Practicum II

EDAD 546 Administrative Practicum III

EDAD 557 Educational Law I+

| | | |
|----------|--------------------------------------|---|
| EDAD 558 | Educational Law II+ | 2 |
| EDAD 560 | Educational Resources Management+2 | |
| EDAD 564 | Administrative Internship I | 2 |
| EDAD 565 | Administrative Internship II | 2 |
| EDAD 566 | Administrative Internship III | 2 |
| EDAD 567 | Leadership for Change Seminar I++ .. | 2 |
| EDAD 568 | Leadership for Change Seminar II++ . | 2 |
| EDAD 569 | Leadership for Change Seminar III++ | 2 |
| EDAD 570 | Leadership in Education I+++ | 3 |
| EDAD 571 | Leadership in Education II+++ | 3 |
| EDAD 572 | The Principalship | 3 |

+ Courses taken concurrently with Administrative Practicum

++Courses taken concurrently with Administrative Internship

+++Taken in sequence in the first 15 credits

MINIMUM CREDITS REQUIRED FOR DEGREE 51

MASTER OF ARTS IN EDUCATION/SCHOOL BUSINESS ADMINISTRATION

Degree Requirements - Master of Arts in Education/School Business Administration

I. Basic School of Education Requirements

| | | |
|----------|---|---|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| EDUC 521 | Adult Psychology/Learning | 3 |
| EDUC 530 | Philosophy of Education | 3 |

II. School Business Administration Requirements

Twenty-eight to thirty credits, including:

| | | |
|----------|---|-----|
| CUIN 510 | Foundations of Curriculum & Instruction | 3 |
| EDAD 557 | Educational Law I | 2-3 |
| EDAD 558 | Educational Law II | 2-3 |
| EDAD 560 | Educational Resources Management | 3 |
| EDAD 564 | Administrative Internship I | 2 |
| EDAD 565 | Administrative Internship II | 2 |
| EDAD 566 | Administrative Internship III | 2 |
| EDAD 570 | Leadership in Education I+ | 3 |
| EDAD 571 | Leadership in Education II+ | 3 |
| EDAD 595 | Administrative Graduate Project | 3 |
| EDUC 515 | Multicultural Perspectives | 3 |

+Taken in sequence in first 15 credits

III. Other Requirements

Electives in personnel and finance from the Albers School of Business and Economics or the Institute for Public Service 6-8

MINIMUM CREDITS REQUIRED FOR DEGREE 45

MASTER OF EDUCATION/SCHOOL BUSINESS ADMINISTRATION

Degree Requirements - Master of Education/School Business Administration

I. Basic School of Education Requirements

| | | |
|----------|---|---|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| EDUC 521 | Adult Psychology/Learning | 3 |
| EDUC 530 | Philosophy of Education | 3 |

II. Required Courses

Twenty-five to twenty-seven credits, including:

| | | |
|----------|---|-----|
| CUIN 510 | Foundations of Curriculum & Instruction | 3 |
| EDAD 557 | Educational Law I | 2-3 |
| EDAD 558 | Educational Law II | 2-3 |
| EDAD 560 | Educational Resources Management | 3 |
| EDAD 564 | Administrative Internship I | 2 |
| EDAD 565 | Administrative Internship II | 2 |
| EDAD 566 | Administrative Internship III | 2 |
| EDAD 570 | Leadership in Education I+ | 3 |
| EDAD 571 | Leadership in Education II+ | 3 |
| EDUC 515 | Multicultural Perspectives | 3 |

+Taken in sequence in first 15 credits

III. Other Requirements

Electives in personnel and finance from the Albers School of Business and Economics or the Institute for Public Service 12-14

MINIMUM CREDITS REQUIRED FOR DEGREE 48

MASTER OF ARTS IN EDUCATION/PROGRAM ADMINISTRATION

Degree Requirements - Master of Arts in Education/Program Administration

I. Prerequisites

| | |
|-----------------------------|---|
| Exceptionality course | 3 |
|-----------------------------|---|

II. Basic School of Education Requirements

| | | |
|----------|---|---|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| EDUC 521 | Adult Psychology/Learning | 3 |
| EDUC 530 | Philosophy of Education | 3 |

Choose one of the following two courses:

| | | |
|----------|--------------------------------|---|
| EDUC 522 | Child Psychology/Learning | 3 |
| EDUC 523 | Adolescent Psychology/Learning | 3 |

III. Program Administration Requirements

Forty-one credits, including:

| | | |
|----------|---|---|
| CUIN 510 | Foundations of Curriculum & Instruction | 3 |
| CUIN 512 | Seminar: Instructional Effectiveness .. | 3 |
| CUIN 513 | Supervision of Instruction | 3 |
| CUIN 519 | Practicum: Curriculum Design | 3 |
| CUIN 520 | Curriculum & Instruction: Theories & Issues | 3 |
| EDAD 544 | Administrative Practicum I | 1 |
| EDAD 545 | Administrative Practicum II | 1 |
| EDAD 546 | Administrative Practicum III | 1 |
| EDAD 557 | Educational Law I+ | 2 |
| EDAD 558 | Educational Law II+ | 2 |
| EDAD 560 | Educational Resources Management+2 | |
| EDAD 564 | Administrative Internship I | 2 |
| EDAD 567 | Leadership for Change Seminar I++ .. | 2 |
| EDAD 568 | Leadership for Change Seminar II++ .. | 2 |
| EDAD 569 | Leadership for Change Seminar III++ | 2 |
| EDAD 570 | Leadership in Education I+++ | 3 |
| EDAD 571 | Leadership in Education II+++ | 3 |
| EDAD 595 | Administrative Graduate Project | 3 |

+ Courses taken concurrently with Administrative Practicum

++Courses taken concurrently with Administrative Internship

+++ Taken in sequence in the first 15 credits.

MINIMUM CREDITS REQUIRED FOR DEGREE 53

MASTER OF EDUCATION/PROGRAM ADMINISTRATION

Degree Requirements - Master of Education/Program Administration

I. Prerequisites

| | |
|-----------------------------|---|
| Exceptionality course | 3 |
|-----------------------------|---|

II. Basic School of Education Requirements

| | | |
|----------|---|---|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| EDUC 521 | Adult Psychology/Learning | 3 |
| EDUC 530 | Philosophy of Education | 3 |

Choose one of the following two courses:

| | | |
|----------|--------------------------------|--|
| EDUC 522 | Child Psychology/Learning | |
| EDUC 523 | Adolescent Psychology/Learning | |

III. Program Administration Requirements

Thirty-eight credits, including:

| | | |
|----------|---|---|
| CUIN 510 | Foundations of Curriculum & Instruction | 3 |
| CUIN 512 | Seminar: Instructional Effectiveness .. | 3 |
| CUIN 513 | Supervision of Instruction | 3 |
| CUIN 519 | Practicum: Curriculum Design | 3 |

| | | |
|----------|---|---|
| CUIN 520 | Curriculum & Instruction: Theories & Issues | 3 |
| EDAD 544 | Administrative Practicum I | 1 |
| EDAD 545 | Administrative Practicum II | 1 |
| EDAD 546 | Administrative Practicum III | 1 |
| EDAD 557 | Educational Law I+ | 2 |
| EDAD 558 | Educational Law II+ | 2 |
| EDAD 560 | Educational Resources Management+2 | |
| EDAD 564 | Administrative Internship I | 2 |
| EDAD 567 | Leadership for Change Seminar I++ .. | 2 |
| EDAD 568 | Leadership for Change Seminar II++ .. | 2 |
| EDAD 569 | Leadership for Change Seminar III++ | 2 |
| EDAD 570 | Leadership in Education I+++ | 3 |
| EDAD 571 | Leadership in Education II+++ | 3 |

+ Courses taken concurrently with Administrative Practicum

++Courses taken concurrently with Administrative Internships

+++Taken in sequence in the first 15 credits.

MINIMUM CREDITS REQUIRED FOR DEGREE 50

MASTER OF ARTS IN EDUCATION/GENERAL ADMINISTRATION

Degree Requirements - Master of Arts in Education/General Administration

I. Basic School of Education Requirements

| | | |
|----------|---|---|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| EDUC 521 | Adult Psychology/Learning | 3 |
| EDUC 530 | Philosophy of Education | 3 |

II. General Administration Requirements

Eighteen credits, including:

| | | |
|----------|---------------------------------------|---|
| EDAD 564 | Administrative Internship I | 2 |
| EDAD 565 | Administrative Internship II | 2 |
| EDAD 566 | Administrative Internship III | 2 |
| EDAD 570 | Leadership in Education I+ | 3 |
| EDAD 571 | Leadership in Education II+ | 3 |
| EDAD 595 | Administrative Graduate Project | 3 |
| EDUC 515 | Multicultural Perspectives | 3 |

+Taken in sequence in the first 15 credits.

III. Other Requirements

Electives in evaluation, personnel, law, and finance from the School of Education, the Albers School of Business and Economics or the Institute for Public Service

MINIMUM CREDITS REQUIRED FOR THE DEGREE 45

**MASTER OF EDUCATION/
GENERAL ADMINISTRATION**

**Degree Requirements - Master of Education/
General Administration**

I. Basic School of Education Requirements

| | | |
|----------|--|---|
| EDUC 500 | Introduction to Research and Graduate Study | 3 |
| EDUC 521 | Adult Psychology/Learning | 3 |
| EDUC 530 | Philosophy of Education | 3 |

II. General Administration Requirements

Fifteen credits, including:

| | | |
|----------|-------------------------------------|---|
| EDAD 564 | Administrative Internship I | 2 |
| EDAD 565 | Administrative Internship II | 2 |
| EDAD 566 | Administrative Internship III | 2 |
| EDAD 570 | Leadership in Education I+ | 3 |
| EDAD 571 | Leadership in Education II+ | 3 |
| EDUC 515 | Multicultural Perspectives | 3 |

+Taken in sequence in the first 15 credits.

III. Other Requirements

| | |
|--|----|
| Electives in evaluation, personnel, law, and finance from the School of Education, the Albers School of Business and Economics or the Institute for Public Service | 24 |
|--|----|

MINIMUM CREDITS REQUIRED FOR DEGREE 48

**EDUCATIONAL SPECIALIST DEGREE (EdS)
IN EDUCATIONAL ADMINISTRATION**

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. Principal and program administrator certification can be earned as part of this degree program.

Course work is in the areas of administration, organization and management; law and policy; research and evaluation; instructional leadership; values; and electives. Required courses are identified based on prior graduate coursework matched to certification requirements and/or other student interests.

Admission requirements

- Master's degree in a field of education, with the prerequisite courses from a regionally accredited college or university.
- Three letters of recommendation from supervisors within the past five years.

- A 3.25 post-baccalaureate cumulative GPA from a regionally accredited institution. Applicants with a GPA between 3.00 and 3.25 who have received a strong endorsement from their supervisory administrator(s), may apply, but are required to submit official scores from the GRE or the MAT by the application deadline, and have a personal interview. Test scores must be from tests taken within the last five years.

Contact the program coordinator for further details about the educational specialist degree in educational administration.

EDUCATIONAL LEADERSHIP

Program Director, Educational Leadership:
Daisy Arredondo, PhD
Phone: (296) 296-2105
E-mail: darredo@seattleu.edu
Program Coordinator, Superintendent Certification:
MAK Mitchell, PhD
Phone: (206) 296-6496
E-mail:makmitch@seattleu.edu
Program Office Phone: (206) 296-6170
Division Chair: Carol Weaver, PhD
Phone: (206) 296-5696
E-mail: cweaver@seattleu.edu

Degree Offered

- Doctor of Education (EdD)
with specialization in:
Educational Leadership
Principal
Program Administrator
Superintendent

Overview

This three-year, post-master's program leads to the doctor of education (EdD) degree with a major in educational leadership. It is the only doctoral program in the greater Puget Sound area specifically designed using a cohort model for a diverse student group whose current or future careers are a mix of the following areas: education, business, health care, and human resource work.

Educational leadership students may complete their degree while at the same time continuing full-time employment.

The program is designed to meet the needs of a very broad spectrum of leaders in K-12 schools, colleges, universities, businesses, health care, social agencies, and human resources.

The program includes a common core of studies in educational leadership theory and practice, as well as courses, internships, projects, and independent studies oriented toward the specific needs of each student. Individual programs of study can include earning a Washington state K-12 superintendent, principal, or program administrator certificate.

The cohort program begins once each year in July.

Admission Requirements

- Master's degree from a regionally accredited college or university
- A 3.5 GPA in master's degree program courses
- Two recommendations for doctoral study, one from a master's degree major professor and one from an immediate on-the-job supervisor
- Official test scores from either the GRE (verbal of 500 or verbal plus quantitative total of 900) or the MAT (40). Scores must be from tests taken within the last five years.
- Three years of successful educational experience (in K-12 schools, colleges, universities, service agencies, or consulting settings, or in instructional, developmental, or training roles).
- A minimum of one year in a leadership role as a leader of adult professionals
- A personal interview with Seattle University School of Education and Educational Leadership program faculty members, which is followed by each interviewee providing an on-site sample of writing skills.

For details on admission procedures please call the program office (206) 296-6170.

Residency

Full-time residency is not required; however, 32 credits must be completed in the first 13 months, including EDLR 600, EDLR 601 and EDLR 604. The program is designed for completion within three years by those continuing to work full-time in leadership positions. Doctoral students who do not complete all program requirements in three years (by the spring of the third year) must register for continuation course beginning with the fall following the conclusion of the spring of the third year and continuing during all subsequent quarters (fall, winter, spring and summer) until and including the quarter when the student completes all program requirements. As long as students are active in the program, enrollment every quarter is required. Formal leaves may be granted for cause. Credit applied to the degree may not be more than six years old when the educational leadership program is completed.

Transfer Credit

Up to 15 credits of post-master's graduate study may be transferred, if the credits meet Seattle University criteria: taken at a regionally accredited institution; completed with a minimum grade of 3.0 on a 4.0 American grading scale; taken for graduate credit; and course completion date is within six years of the date all doctoral degree work is concluded. Post-master's graduate credit taken at Seattle University prior to acceptance into the program is also eligible for consideration within the 15 credits allowed to transfer.

Credit at Seattle University

At least three-fourths of the applicable credits taken at Seattle University must be 500 level or higher. In any case, no more than 15 credits at Seattle University below the 500 level may be applied, and then only with specific advanced, written approval. (Inclusion in an approved graduate program of studies will satisfy written approval)

Formal Degree Candidacy

A student is eligible for candidacy when EDLR 604 has been completed, a program of studies has been approved and a dissertation proposal has been formally accepted.

Comprehensive Exam

An eight- to twelve-hour exam is required of all students. It consists of a four-hour examination on educational leadership studies common to all students and an individualized four- to eight-hour exam during the final quarter tailored to each student's program, cognate area and doctoral project.

Certification

Students who complete superintendent, program administrator and principal programs may earn a Washington state K-12 administration certificate as part of their doctoral program. Further details on requirements for integrating studies toward any of these certificates into a doctoral program are available from the program office at (206) 296-6170.

DOCTOR OF EDUCATION/ EDUCATIONAL LEADERSHIP

Degree Requirements - Doctor of Education/ Educational Leadership

I. Prerequisites

- Introduction to research and graduate study 3
- Child, Adolescent or Adult Psychology/Learning 3

II. Educational Leadership Requirements

- Twenty-seven EDLR credits, including:
- EDLR 600 Workshop in Educational Leadership 9
- EDLR 601 Seminar in Educational Leadership I 5
- EDLR 602 Seminar in Educational Leadership II 5
- EDLR 603 Seminar in Educational Leadership III 5
- EDLR 604 Organizational Development and Change 3

III. Cognate Study Requirement

Any field other than educational leadership (e.g., business, nursing, adult education, higher education, student development, public service, psychology, theology and ministry, or software engineering) with adviser approval 12-27

IV. Professional Studies Requirement*

Minimum of twenty-seven credits, including:
 EDUC 530 Philosophy of Education 3
 Choose one of the following three courses: 3
 AEDT 510 Course Design for Adult Learners
 AEDT 563 Instructional Methods for Adult Learners
 CUIN 510 Basics of Curriculum and Instruction
 Choose one of the following two courses: 3
 COUN 510 Fundamental Counseling Skills
 COUN 511 Counseling Theories
 Choose one of the following two courses: 3
 EDLR 617 Quantitative Research
 EDLR 618 Qualitative Research
 Finance course 3
 Human Resource course 3
 Law course 3
 Electives* 6-27

*Requirements may be waived with prior coursework but areas III and IV must total a minimum of 39 credits. Equivalent or alternative courses allowed only with adviser's approval.

V. Project Studies

Twenty-four EDLR credits, including:
 EDLR 608 Internship 0-9
 EDLR 610 Doctoral Project 11-19
 EDLR 611 Doctoral Project/Dissertation Dissemination 1
 Choose one of the following two courses not completed in Professional Studies: 3
 EDLR 617 Quantitative Research
 EDLR 618 Qualitative Research
 EDLR 619 Proposal Seminar 3
 EDLR 696 Independent Study 0-6

MINIMUM CREDITS REQUIRED FOR DEGREE 90

Degree Requirements - Doctor of Education/ Superintendent

I. Prerequisites

Introduction to Research or a course in Statistics... 3
 Adult Psychology/Learning* 3
 Completion of one of the following two courses: 3
 EDUC 522 Child Psychology/Learning*
 EDUC 523 Adolescent Psychology/Learning*

*A course that includes Adult Psychology/ Learning with Child and/ or Adolescent Psychology/Learning may meet the requirements

II. Educational Leadership Requirements

Thirty-three EDLR credits, including:
 EDLR 600 Workshop in Educational Leadership 9
 EDLR 601 Seminar in Educational Leadership I.. 5
 EDLR 602 Seminar in Educational Leadership II. 5
 EDLR 603 Seminar in Educational Leadership III 5
 EDLR 604 Organizational Development and Change 3
 EDLR 617 Quantitative Research 3
 EDLR 618 Qualitative Research 3

III. Cognate Study Requirement

Any field other than educational leadership (e.g., business, nursing, adult education, higher education, student development, public service, psychology, theology and ministry, or software engineering) with adviser approval 12

IV. Professional Education Requirements

Thirty-three credits, including:
 Exceptionality course 3
 Choose one of the following two courses: 3
 COUN 511 Counseling Theories
 COUN 517 Group Counseling Theories and Practice
 CUIN 510 Basics of Curriculum and Instruction . 3
 CUIN 513 Supervision of Instruction 3
 EDAD 557 Educational Law I 3
 EDAD 558 Educational Law II 3
 EDAD 560 Educational Resources Management 3
 EDAD 567 Leadership for Change Seminar I++ . 2
 EDAD 568 Leadership for Change Seminar II++ 2
 EDAD 569 Leadership for Change Seminar III++ 2
 EDUC 515 Multicultural Perspectives 3
 EDUC 530 Philosophy of Education 3
 ++Courses taken concurrently with Superintendency Internship

V. Independent Study/Internship/Project Requirements

Twenty-four EDLR credits, including:
 EDLR 609 Internship 9
 EDLR 610 Doctoral Project 11
 EDLR 619 Proposal Seminar 3
 EDLR 611 Doctoral Project/Dissertation Dissemination 1

MINIMUM CREDITS REQUIRED FOR DEGREE* 102

*Related prior course work and/or work experience may reduce requirement to minimum of 90 credits.

School of Education

Degree Requirements - Doctor of Education/ Program Administrator

I. Prerequisites

- Initial or continuing teacher or educational staff
associate certificate (or eligibility)
Introduction to Research or a course in Statistics ... 3
Adult Psychology/Learning* 3
Completion of one of the following two: 3
 EDUC 522 Child Psychology/Learning*
 EDUC 523 Adolescent Psychology/Learning*

*A course which includes Adult Psychology/
Learning with Child and/or Adolescent Psychol-
ogy/Learning may meet the requirements.

II. Educational Leadership Requirements

- Thirty-three credits, including:
EDLR 600 Workshop in Educational Leadership 9
EDLR 601 Seminar in Educational Leadership I.. 5
EDLR 602 Seminar in Educational Leadership II. 5
EDLR 603 Seminar in Educational Leadership III 5
EDLR 604 Organizational Development
and Change 3
EDLR 617 Quantitative Research 3
EDLR 618 Qualitative Research 3

III. Cognate Study

Any field other than educational leadership (e.g.,
business, nursing, adult education, higher education,
student development, public service, psychology,
theology and ministry, or software engineering) with
adviser approval 12

IV. Professional Education Requirements

- Thirty-six credits, including:
Counseling course 3
Exceptionality course 3
CUIN 510 Basics of Curriculum & Instruction 3
CUIN 512 Seminar: Instructional Effectiveness .. 3
CUIN 513 Supervision of Instruction 3
CUIN 519 Practicum: Curriculum Design 3
CUIN 520 Curriculum & Instruction: Theories &
Issues 3
EDAD 557 Educational Law I+ 2
EDAD 558 Educational Law II+ 2
EDAD 560 Educational Resources Management 2
EDAD 567 Leadership for Change Seminar I++ .. 2
EDAD 568 Leadership for Change Seminar II++ . 2
EDAD 569 Leadership for Change Seminar III++ 2
EDUC 530 Philosophy of Education 3

+ Courses taken concurrently with Administrative
Practicum

++Courses taken concurrently with Administrative
Internship

V. Independent Study/Internship/Practicum/Project Requirements

- Twenty credits, including:
EDAD 544 Administrative Practicum I 1
EDAD 545 Administrative Practicum II 1
EDAD 546 Administrative Practicum III 1
EDAD 564 Administrative Internship I..... 2
EDLR 619 Proposal Seminar 3
EDLR 610 Doctoral Project 11
EDLR 611 Doctoral Project/Dissertation/
Dissemination 1

MINIMUM CREDITS REQUIRED FOR DEGREE* 101

*Related prior course work and/or work experi-
ence may reduce requirement to minimum of 90
credits.

Degree Requirements - Doctor of Education/ Principal

I. Prerequisites

- Initial or continuing teacher certificate (or eligibility).
Introduction to Research and Graduate Study 3
Adult Psychology/Learning* 3
Completion of one of the following two courses: 3
 EDUC 522 Child Psychology/Learning*
 EDUC 523 Adolescent Psychology/Learning*

*A course wich includes Adult Psychology/
Learning and/or Child and/or Adolescent Psy-
chology/Learning may meet the requirements

II. Educational Leadership Requirements

- Thirty-three EDLR credits, including:
EDLR 600 Workshop in Educational Leadership 9
EDLR 601 Seminar in Educational Leadership I.. 5
EDLR 602 Seminar in Educational Leadership II. 5
EDLR 603 Seminar in Educational Leadership III 5
EDLR 604 Organizational Development
and Change 3
EDLR 617 Quantitative Research 3
EDLR 618 Qualitative Research 3

III. Cognate Study

Any field other than educational leadership (e.g.,
business, nursing, adult education, higher education,
student development, public service, psychology,
theology and ministry, or software engineering) with
adviser approval 12

IV. Professional Education Requirements

- Thirty-three credits, including:
Course in Exceptionality 3
Choose one of the following two courses: 3
 COUN 511 Counseling Theories
 COUN 517 Group Counseling Theories and
 Practice
CUIN 510 Basics of Curriculum & Instruction 3

| | | |
|----------|---|---|
| CUIN 512 | Seminar: Instructional Effectiveness .. | 3 |
| CUIN 513 | Supervision of Instruction | 3 |
| EDAD 557 | Educational Law I+ | 2 |
| EDAD 558 | Educational Law II+ | 2 |
| EDAD 560 | Educational Resources Management+2 | |
| EDAD 567 | Leadership for Change Seminar I++ .. | 2 |
| EDAD 568 | Leadership for Change Seminar II++ . | 2 |
| EDAD 569 | Leadership for Change Seminar III++ | 2 |
| EDAD 572 | The Principalship | 3 |
| EDUC 530 | Philosophy of Education | 3 |

+Courses taken concurrently with Administrative Practicum
 ++Courses taken concurrently with Administrative Internship

V. Independent Study/Internship/Project Requirements

Twenty-four credits, including:

| | | |
|----------|---|----|
| EDAD 544 | Administrative Practicum I | 1 |
| EDAD 545 | Administrative Practicum II | 1 |
| EDAD 546 | Administrative Practicum III | 1 |
| EDAD 564 | Administrative Internship I..... | 2 |
| EDAD 565 | Administrative Internship II | 2 |
| EDAD 566 | Administrative Internship III | 2 |
| EDLR 619 | Proposal Seminar | 3 |
| EDLR 610 | Doctoral Project | 11 |
| EDLR 611 | Project/Dissertation Dissemination | 1 |

MINIMUM CREDITS REQUIRED FOR DEGREE 102*

*Related prior course work and/or work experience may reduce requirement to minimum of 90 credits.

SCHOOL PSYCHOLOGY

Program Coordinator: Kristin Guest, PhD
 Phone: (206) 296-5776
 E-mail: kguest@seattleu.edu
 Program Office Phone: (206) 296-5750
 Division Chair: Sandra L Barker, PhD
 Phone: (206) 296-5798
 E-mail: sbarker@seattleu.edu

Degrees Offered

- Educational Specialist (EdS)

Overview

This National Association of School Psychologists (NASP) approved program prepares students for educational staff associate (ESA) certification as a school psychologist in K-12 settings. Dual degrees and dual certification in both counseling and school psychology are also a possibility. Students who complete this NASP approved program are automatically eligible for the National Certificate in School Psychology (NCSP) upon satisfactory completion of the NCSP exam.

The curriculum of the program is based on a best

practices orientation as defined by the National Association of School Psychologists, the National Council for the Accreditation of Teacher Education (NCATE), and Washington State Standards for Accreditation.

The school psychologist is charged with making ethical and moral decisions in his or her professional practice. The basis for leadership in this decision making is a clear dedication to child advocacy, the ability to take responsibility for the consequences of one's actions, and the moral courage to make decisions that will lead to appropriate interventions for an individual child.

The faculty of the school psychology program is committed to education that is participatory. The relationship of faculty and students is both professional and personal.

Certification

Persons serving as educational staff associates in public schools shall hold certificates authorized by the state board of education for service in the respective roles as required by statute or rules of the state board of education. The university recommends a student who has successfully completed an approved program to the Office of the Superintendent of Public Instruction which issues the appropriate certificate.

Admission Requirements for School Psychology

We seek applicants who demonstrate strong academic knowledge and skills, a commitment to equity and justice, and continued growth and learning. In addition, applicants must demonstrate potential for leadership and effective interpersonal relationships.

- An undergraduate degree from a regionally accredited college or university.
- A 3.00 GPA for students entering with a bachelor's degree; 3.25 GPA for students entering with a master's degree. Applicants are required to submit official GRE scores. Test scores must be from tests taken within the last five years. The test score requirement will be waived for students already holding a master's degree or doctorate achieved with a 3.25 cumulative GPA. Strong applicants whose GPA is below 3.00 may be admitted with probationary status.
- Two recommendations including: one from an immediate supervisor and one from an academic professor.
- One year's successful professional, educational or related experience (documented)
- A one-page autobiographical statement indicating motivation and commitment to school psychology and relevant experience with children and adolescents
- A small group interview with faculty members and other candidates. NOTE: Qualified applicants will be contacted by mail or phone to schedule an interview.

**POST-BACCALAUREATE EDUCATIONAL
SPECIALIST DEGREE (EdS)/SCHOOL
PSYCHOLOGY**

SPSY 560 School Psychology Assessment
Practicum 3

MINIMUM CREDITS REQUIRED FOR DEGREE 95

**Degree Requirements - Post-Baccalaureate
EdS/School Psychology**

I. Psychological Foundation Requirements

- ADST 480 Introduction to Alcohol and
Drug Addiction 3
- CUIN 523 Language Development:
Special Education 3
- CUIN 538 Introduction to Mild Disabilities 3
- EDUC 515 Multicultural Perspectives 3
- EDUC 522 Child Psychology/Learning 3
- EDUC 523 Adolescent Psychology/Learning 3

II. Educational Foundation Requirements

- CUIN 546 Class Management 3
- EDUC 530 Philosophy of Education 3

III. Interventions/Problem Solving Requirements

- Thirty-nine credits, including:
- COUN 509 Developmental School Counseling 3
 - COUN 510 Fundamental Counseling Skills 3
 - COUN 511 Counseling Theories 3
 - COUN 517 Group Counseling Theory
and Practice 3
 - COUN 540 Diagnosis and Assessment for Mental
Health 3
 - COUN 560 Family Counseling 3
 - COUN 561 Child and Adolescent Counseling 3
 - CUIN 527 Corrective Techniques in Teaching
Reading 3
 - CUIN 543 Seminar in Behavior Disorders 3
 - CUIN 545 Special Education Consultation 3
 - SPSY 553 Individual Intelligence Assessment 3
 - SPSY 554 Individual Educational Assessment ... 3
 - SPSY 555 Personality and Behavior Assessment 3

IV. Statistics/Research Methodologies Requirements

- EDUC 500 Introduction to Research and
Graduate Study 3
- EDUC 505 Fundamentals of Research Design 3

V. Professional School Psychology Requirements

- COUN 508 Washington School Law for
Counselors and Psychologists 3
- SPSY 556 Issues in School Psychology I 1
- SPSY 557 Issues in School Psychology II 1
- SPSY 558 Issues in School Psychology III 1

VI. Practica and Internship Requirements

- COUN 551 Counseling Lab 4
- COUN 552 Individual Counseling Practicum I 4
- SPSY 559 School Psychology Internship 9

**POST-MASTER'S EDUCATION SPECIALIST
DEGREE (EdS)/SCHOOL PSYCHOLOGY**

A minimum of 45 credits is required for this educational specialist degree. The total credits and the program of study are determined on an individual basis dependent on the master's degree course work, the degree, and the state and national certification requirements. Students entering with master's degrees other than in special education, counseling or school psychology must expect to take additional course work to meet the degree requirements outlined under post-baccalaureate EdS/School Psychology.

All students must complete a supervised internship in a school setting, either on a full-time, 1200 hour basis for three successive quarters, or on a half-time 1200 hour basis for two years.

A written comprehensive examination is required of all degree students as well as all students recommended for state education staff associate (ESA) certification in school psychology.

STUDENT DEVELOPMENT ADMINISTRATION

Program Coordinator: Jeremy Stringer, PhD
Phone: (206) 296-6061
E-mail: stringer@seattleu.edu
Program Office Phone: (206) 296-6170
Division Chair: Carol L. Weaver, PhD
Phone: (206) 296-5696
E-mail: cweaver@seattleu.edu

Degrees Offered

- Master of Arts (MA)
- Master of Education (MEd)

Objectives

This program prepares students for careers in college student development, such as administrators of student programs, college student services planners and student advisers. Themes offered across the program include understanding student clientele, fostering diversity, incorporating ethics and values, and adapting to cultures of specific educational environments.

Internship

All students are required to have a minimum of three, one-credit internships in the field, either at Seattle University or at any of several cooperating institutions in the area.

Admission Requirements

Admission is selective, and candidates are evaluated on their individual merits rather than on a comparative basis.

- A bachelor's degree in any field from a regionally accredited college or university.
- A 3.00 GPA in the last 90 quarter credits (or 60 semester credits) contributing to the baccalaureate degree. Upper-division and postgraduate grades and credits are averaged into the GPA. Students below a 3.00 GPA and those with non-letter-graded transcripts must include scores from the GRE. Scores must be from tests taken within the last five years.
- Two recommendations.
- Professional autobiography showing evolution of career interests.

**MASTER OF ARTS IN EDUCATION/
STUDENT DEVELOPMENT ADMINISTRATION**

Degree Requirements - Master of Arts in Education/Student Development

I. Basic School of Education Required Courses

| | | |
|----------|--|---|
| EDUC 500 | Introduction to Research and Graduate Study* | 3 |
| EDUC 521 | Adult Psychology/Learning* | 3 |
| EDUC 530 | Philosophy of Education | 3 |

*Recommend completion within first 18 credits.

II. Student Development Administration Requirements

Thirty-nine credits, including:

| | | |
|-------------------------|---|---|
| Counseling course | 3 | |
| ADST 480 | Introduction to Alcohol and Drug Addiction | 3 |
| EDAD 570 | Leadership in Education I | 3 |
| EDAD 571 | Leadership in Education II | 3 |
| EDAD 580 | Higher Education Law | 3 |
| EDUC 515 | Multicultural Perspectives | 3 |
| SDAD 564 | Internship in Student Development Administration I | 1 |
| SDAD 565 | Internship in Student Development Administration II | 1 |
| SDAD 566 | Internship in Student Development Administration III | 1 |
| SDAD 575 | Best Practices in Student Services | 3 |
| SDAD 576 | Leadership and Governance in Post-Secondary Education | 3 |
| SDAD 577 | Principles of Student Development Administration* | 3 |
| SDAD 578 | Student Development Theory, Research and Practice | 3 |
| SDAD 579 | Student Development Capstone Seminar | 3 |
| SDAD 595 | Student Development Graduate Project | 3 |

*Recommend completion within first 18 credits.

III. Electives

Choose one of the following courses: 3

| | | |
|----------|--|---|
| AEDT 563 | Instructional Methods for Adult Learners | 3 |
| COUN 510 | Fundamental Counseling Skills | |
| COUN 511 | Counseling Theories | |
| COUN 512 | Career Counseling/Information Services | |
| COUN 515 | Loss and Grief | |
| COUN 517 | Group Counseling-Theories and Practice | |
| CUIN 538 | Introduction to Mild Disabilities | |
| EDAD 559 | The American Community College | |
| EDAD 561 | Women as Transformational Leaders | |
| EDAD 585 | Higher Education Finance | |
| MGMT 571 | Adventure-based Leadership Seminar | |
| SDAD 591 | Special Topics in SDAD | |

Other electives may be substituted with adviser's approval.

MINIMUM CREDITS REQUIRED FOR DEGREE 51

**MASTER OF EDUCATION/
STUDENT DEVELOPMENT ADMINISTRATION**

Degree Requirements - Master of Education/Student Development Administration

I. Basic School of Education Requirements

| | | |
|----------|--|---|
| EDUC 500 | Introduction to Research and Graduate Study* | 3 |
| EDUC 521 | Adult Psychology/Learning* | 3 |
| EDUC 530 | Philosophy of Education | 3 |

*Recommend completion within first 18 credits.

II. Student Development Administration Requirements

Thirty-six credits including:

| | | |
|-------------------------|---|---|
| Counseling Course | 3 | |
| ADST 480 | Introduction to Alcohol and Drug Addiction | 3 |
| EDAD 570 | Leadership in Education I | 3 |
| EDAD 571 | Leadership in Education II | 3 |
| EDAD 580 | Higher Education Law | 3 |
| EDUC 515 | Multicultural Perspectives | 3 |
| SDAD 564 | Internship in Student Development Administration I | 1 |
| SDAD 565 | Internship in Student Development Administration II | 1 |
| SDAD 566 | Internship in Student Development Administration III | 1 |
| SDAD 575 | Best Practices in Student Services | 3 |
| SDAD 576 | Leadership and Governance in Post-Secondary Education | 3 |

| | | |
|----------|---|---|
| SDAD 577 | Principles of Student Development Administration* | 3 |
| SDAD 578 | Student Development Theory, Research and Practice | 3 |
| SDAD 579 | Student Development Capstone Seminar | 3 |

*Recommend completion within first 18 credits.

III. Elective Courses

Choose two of the following courses: 6

| | |
|----------|--|
| AEDT 563 | Instructional Methods for Adult Learners |
| COUN 510 | Fundamental Counseling Skills |
| COUN 511 | Counseling Theories |
| COUN 512 | Career Counseling/Information Services |
| COUN 515 | Loss and Grief |
| COUN 517 | Group Counseling Theories and Practice |
| CUIN 538 | Introduction to Mild Disabilities |
| EDAD 559 | The American Community College |
| EDAD 561 | Women as Transformational Leaders |
| EDAD 585 | Higher Education Finance |
| MGMT 571 | Adventure-based Leadership Seminar |
| SDAD 591 | Special Topics in SDAD |

Other electives may be substituted with adviser's approval. Observe prerequisites noted in course descriptions.

MINIMUM CREDITS REQUIRED FOR DEGREE 51

Comprehensive Examination

Students must satisfactorily complete a four-hour written comprehensive examination at the conclusion of their program. The examinations are offered on a regular schedule, in accordance with established School of Education policy.

TEACHER EDUCATION

Director: Margit E. McGuire, PhD
Phone: (206) 296-5797
E-mail: mmcguire@seattleu.edu
Program Office Phone: (206) 296-5759
Division Chair: Sandra L. Barker, PhD
Phone: (206) 296-5798
E-mail: sbarker@seattleu.edu

Degree Offered

- Master in Teaching (MIT)

Overview

"A Teacher Affects Eternity." –Henry Adams

By challenging and encouraging us, teachers make us aware of the possibilities within ourselves. Teachers who can access this realm of human possibility also touch the future.

The master in teaching degree (MIT) program at Seattle University brings the future within reach. This innovative, full-time graduate degree program enables students to earn both their master in teaching degree and their initial teaching certification, all within four academic quarters of study.

Why a Master in Teaching Degree?

Reports on the state of education note that teachers are often not adequately prepared in their academic subject areas, when undergraduate programs attempt to combine both teacher education and academic majors within the limits of four years. A significant advantage of the MIT program is that it provides prospective teachers with the opportunity to have both the in-depth preparation of a full academic major at the undergraduate level, as well as solid preparation for professional education at the graduate level.

The advantages of having a master's degree, as reflected in Washington school district pay scales, are clear. Entering teachers with master's degrees earn more than those from undergraduate programs leading to teacher certification, and continue to earn more for each year they teach.

A Program with Strong Supports

Students proceed together through the program as members of a cohort, which provides the opportunity to create and experience a learning community. MIT students are placed in a school setting within the first two weeks of the program. The program features multiple field experiences with strong supervisory support, and incorporates peer collaboration and team teaching approaches.

Earning a Teaching Certificate

Successful completion of the MIT program will enable the student to become a certificated teacher in Washington state.

To earn a certificate to teach kindergarten through eighth grade, the elementary certification candidate must have completed an undergraduate degree with a strong liberal arts foundation, including courses in language arts, sciences and math, and social sciences.

To earn a certificate to teach fourth through twelfth grade, the secondary certification candidate must have completed an undergraduate or a graduate degree in an academic major corresponding to those listed below.

Program Design

Students are expected to enter the 60-credit, daytime MIT program already strongly grounded in their academic field.

The program curriculum includes comprehensive educational theory and research following the themes of individualization, ethical responsibility, and the use of technology as an essential educational tool. Internships in community service programs put pre-service teachers in touch with the world as it is lived by their students. Through integrated course work and field experiences, prospective teachers develop the insight and skills needed to be effective educators in a complex and technological world.

Secondary Teaching Candidates

In order to be placed in a full-time student teaching experience, all secondary MIT certification candidates must be qualified in one of the areas listed. If your degree major does not exactly match the subject areas listed you must provide a written evaluation showing that your previously earned credits will qualify you for endorsement in one area. Call (206) 296-5759 for the endorsement evaluation packet for your subject area.

- Art
- Biology
- Chemistry
- English
- English as a Second Language
- English/Language Arts
- Foreign Language: French, German, Spanish, or Japanese
- History
- Mathematics
- Physics
- Science
- Social Studies
- Special Education

Admission Requirements

We seek applicants who demonstrate strong academic knowledge and skills, a commitment to equity and justice, and continued growth and learning. In addition, applicants must demonstrate potential for leadership, characterized by risk-taking, strong self concept, and interpersonal skills.

- A bachelor's degree with a 3.00 GPA from a regionally accredited institution. Strong applicants who are below a 3.00 GPA may be admitted probationally.
- Official scores from the GRE general test, or the Praxis/National Teacher Exam (NTE) core battery communication skills test. Scores must be from tests taken within the last five years.
- Two recommendations, preferably from current immediate supervisors and/or professors. The required recommendation forms and envelopes are provided in the application packet.
- Satisfactory completion of: (1) the MIT Prerequisite Form; (2) an autobiographical statement; (3) the spontaneous writing sample; and (4) an interview with faculty.

MASTER IN TEACHING

Degree Requirements - Master in Teaching

I. Prerequisites

- Competency in Mathematics
- Competency in Technology
- Fingerprint Identification/Background check which DOES NOT preclude teacher certification and placement in school setting (Washington State Law).

II. MIT Requirements

- Fifty-seven TEED credits, including:
- TEED 510 The Teacher as Reflective Decision Maker 5
- TEED 511 The Arts and Cultural Diversity 1
- TEED 512 Learners and Instruction 12
- TEED 513 Peer Coaching Field Experience 2
- TEED 520 Service Leadership 2
- Choose one of the following two courses: 12
- TEED 521 Elementary Curriculum, Instruction, and Assessment
- TEED 522 Middle and Secondary Curriculum, Instruction, and Assessment
- TEED 523 Middle School Field Experience/Seminar 2
- Choose one of the following two courses: 14
- TEED 528 Student Teaching (Elementary)
- TEED 529 Student Teaching (Secondary)
- TEED 535 Child Abuse and Related Issues 1
- TEED 540 Reflective Teaching Seminar 3
- TEED 541 MIT Research 3

III. Other Requirements

- Elective 3

MINIMUM CREDITS REQUIRED FOR DEGREE 60

Certification

Persons serving as teachers in the public or private schools or as principals or education staff associates in public schools and in vocational positions shall hold certificates authorized by the state board of education for service in the respective roles as required by statute or rules of the state board of education. The university recommends a student who has successfully completed an approved program to the Office of the Superintendent of Public Instruction which issues the appropriate certificate.

Teacher certification may be earned either through non-matriculated student status, or combined with a master's or educational specialist's degree.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Program Coordinator: Brita Butler-Wall, PhD

Phone: (206) 296-2682

E-mail: bbwall@seattleu.edu

Program Office Phone: (206) 296-5908

Division Chair: Carol L. Weaver, PhD

Phone: (206) 296-5696

E-mail: cweaver@seattleu.edu

Degrees Offered

- Master of Arts in Teaching English to Speakers of Other Languages
- Master of Education in Teaching English to Speakers of Other Languages

Certificates Offered

- Post-Master's Certificate—Teaching English to Speakers of Other Languages
- Post-Baccalaureate Initial Certificate in Teaching English to Speakers of Other Languages
- Post-Baccalaureate Advanced Certificate in Teaching English to Speakers of Other Languages

Overview

The master's degree program in teaching English to speakers of other languages (TESOL) prepares professional educators for the role of teacher or teacher administrator, primarily in adult programs, in either the United States or in other countries. In the United States, teaching opportunities exist within colleges, universities, community colleges, language institutes, and community organizations. In other countries, teachers may work with either young adults or adult learners in a variety of educational, business and community organizations.

Those wishing to work with younger students in the United States may use the master's degree program to supplement their existing teaching credential and gain an additional endorsement in teaching English as a second language. Those wishing endorsement should obtain endorsement requirements from the state agency issuing teaching certificates. Requirements vary from state to state. Outside the United States, those with a master's degree in TESOL may be able to work with younger learners; requirements and opportunities vary from country to country.

The post-master's certificate in teaching English to speakers of other languages is designed to allow individuals who hold a master's degree to develop special skills in teaching English. The certificate is not required in Washington community colleges. The courses and required supervised teaching experience provide an overview of teaching methods specific to the field of English language studies; language acquisition and linguistic theories; and English grammar.

Seattle University and the School of Teaching English as a Second Language have a cooperative agreement that

gives students many choices in electives. Students in all TESOL programs take several courses off campus at the School of Teaching English as a Second Language.

Admission Requirements

Admission is selective, and candidates are evaluated on their individual merits rather than on a comparative basis.

- An undergraduate degree from a regionally accredited college or university.
- A 3.00 GPA from a regionally accredited college or university. Applicants with less than a 3.00 GPA may apply but are required to submit official scores from the GRE or the MAT by the application deadline. Test scores must be from tests taken within the last five years.
- TOEFL score of 580 (237 computer-based score) or higher, with a minimum of 54 (20 computer-based score) on each section is required if the applicant's original language is not English. If a student has a score between 565 and 577 (223 and 233 computer-based scores), the student must take a mandatory Placement Essay Test (PET). The student's writing skills will be evaluated by university faculty and culture and language bridge staff to determine if the student will be required to take the Culture and Language Bridge Program during the first quarter at Seattle University.
- A minimum of two letters of recommendation from recent employers/supervisors

Special Requirements for Teaching English to Speakers of Other Languages

- Passage of a grammar examination, or successful completion of an approved grammar review course with a B or higher grade. If English is not the first language, an oral fluency competency examination may be required. These competency requirements must be met prior to achieving candidacy status.
- A maximum of 20 course credits at the 400 or 900 level may be applied to the master's program.
- A cumulative GPA of 3.00 must be maintained to remain in the program and to graduate from the program.
- Satisfactory completion of a three credit hour internship. The internship is selected cooperatively by the student and major adviser, and is designed to provide a practical learning experience in an appropriate setting.
- Satisfactory performance on a comprehensive examination of selected areas within the program of study. The examination may be taken upon completion of Part I and Part II of the program of study.

Degree Requirements - Master of Arts in Education/Teaching English to Speakers of Other Languages

I. School of Education Required Courses

| | | |
|----------|--|---|
| EDUC 500 | Intro to Research and Graduate Study | 3 |
| EDUC 521 | Adult Psychology and Learning | 3 |
| EDUC 530 | Philosophy of Education | 3 |

II. M-TESOL Requirements

Thirty-three credits, including

| | | |
|-----------|--|---|
| AEDT 510 | Course Design for Adult Learners | 3 |
| AEDT 563 | Instructional Methods for Adult Learners | 3 |
| EPDES 930 | TESL: Theory and Application | 3 |
| EPDES 931 | Methods of Language Teaching | 3 |
| EPDES 932 | Teaching Grammar to ESOL students | 3 |
| TSOL 531 | Second Language Acquisition: Theories and Issues | 3 |
| TSOL 535 | Linguistics for Language Teachers | 3 |
| TSOL 536 | Language in Society | 3 |
| TSOL 537 | English for Academic Purposes | 3 |
| TSOL 566 | Internship in the TESOL Setting | 3 |
| TSOL 595 | TESOL Graduate Project | 3 |

III. Elective Courses

Choose one of the following courses:

| | | |
|-----------|--|---|
| AEDT 562 | Foundation of Adult Education | 3 |
| AEDT 564 | Issues in Basic Skills for Adults | |
| AEDT 567 | Internship in the Adult Setting | |
| AEDT 568 | Introduction to Administration in Adult Settings | |
| AEDT 569 | Teaching Methods in Basic Skills for Adults | |
| AEDT 577 | Evaluation in Programs for Adult Learners | |
| CUIN 522 | Seminar in Whole Language | |
| CUIN 525 | Seminar in the Teaching of Reading | |
| EDAD 559 | The American Community College | |
| EDUC 515 | Multicultural Perspectives | |
| EPDES 933 | Materials Selection and Development* | |
| EPDES 934 | Developing ESL Literacy* | |
| EPDES 942 | Teaching English Pronunciation* | |
| TSOL 567 | Internship in the TESOL Setting | |

*EPDES credits are limited to 9 in this degree.

MINIMUM CREDITS REQUIRED FOR DEGREE 45

Degree Requirements - Master of Education/Teaching English to Speakers of Other Languages

I. School of Education Required Courses

| | | |
|----------|---|---|
| EDUC 500 | Intro to Research and Graduate Study .. | 3 |
|----------|---|---|

| | | |
|----------|-------------------------------------|---|
| EDUC 521 | Adult Psychology and Learning | 3 |
| EDUC 530 | Philosophy of Education | 3 |

II. M-TESOL Requirements

Thirty credits, including:

| | | |
|-----------|--|---|
| AEDT 510 | Course Design for Adult Learners | 3 |
| AEDT 563 | Instructional Methods for Adult Learners | 3 |
| EPDES 930 | TESL Theory and Application | 3 |
| EPDES 931 | Methods of Language Teaching | 3 |
| EPDES 932 | Teaching Grammar to ESL Students .. | 3 |
| TESOL 531 | Second Language Acquisition: Theories and Issues | 3 |
| TSOL 535 | Linguistics for Language Teachers | 3 |
| TSOL 536 | Language in Society | 3 |
| TSOL 537 | English for Academic Purposes | 3 |
| TSOL 566 | Internships in the TESOL Setting | 3 |

III. Elective Courses

Choose three of the following courses:

| | | |
|-----------|--|---|
| AEDT 562 | Foundation of Adult Education | 9 |
| AEDT 564 | Issues in Basic Skills for Adults | |
| AEDT 567 | Internship in the Adult Setting | |
| AEDT 568 | Introduction to Administration in Adult Settings | |
| AEDT 569 | Teaching Methods in Basic Skills for Adults | |
| AEDT 577 | Evaluation in Programs for Adult Learners | |
| CUIN 522 | Seminar in Whole Language | |
| CUIN 525 | Seminar in the Teaching of Reading | |
| EDAD 559 | The American Community College | |
| EDUC 515 | Multicultural Perspectives | |
| EPDES 933 | Materials Selection and Development in TESOL* | |
| EPDES 934 | Developing ESL Literacy* | |
| EPDES 935 | Cultural Variables in TESOL* | |
| EPDES 936 | Teaching Content to Students of Limited English Proficiency* | |
| EPDES 938 | Testing and Evaluating ESOL Students* | |
| EPDES 939 | Student-Centered Learning in ESOL* | |
| EPDES 942 | Teaching English Pronunciation* | |
| TSOL 567 | Internship in the TESOL Setting | |

*EPDES credits are limited to 12 in this degree.

MINIMUM CREDITS REQUIRED FOR DEGREE 48

Post-Master's Certificate in Teaching English to Speakers of Other Languages

Admission Requirements

- Master's degree (or higher) from a regionally accredited college or university in a field other than this specific area.

- Two recommendations, one from the master's degree major adviser and one from a current supervisor, regarding ability to perform as teacher in the field.

Certificate Requirements

The post-master's initial certificate in TESOL requires that all courses listed below have been completed either as a part of a master's degree or following the completion of such a degree and that at least 15 credits are taken while enrolled within the post-master's certificate program at Seattle University. If students have completed courses that are substantially similar to those required for the certificate, substitutions may be made from other course offerings at Seattle University.

In addition, the grammar competency examination must be passed with a satisfactory score, or a grammar review course must be completed.

I. Required Certificate Courses

| | | |
|-----------|---|---|
| EPDES 930 | TESL Theory and Application..... | 3 |
| EPDES 931 | Methods of Language Teaching | 3 |
| EPDES 932 | Teaching Grammar to ESL Students .. | 3 |
| TSOL 531 | Second Language Acquisition, Theories and Issues | 3 |
| TSOL 535 | Linguistics for Language Teachers..... | 3 |
| TSOL 536 | Language in Society | 3 |
| TSOL 537 | English for Academic Purposes | 3 |
| TSOL 566 | Internship in TESOL Setting | 3 |

MINIMUM CREDITS REQUIRED FOR CERTIFICATE 24

Post-Baccalaureate Certificates in Teaching English to Speakers of Other Languages

Admission Requirements

- Completion of a bachelor's or advanced degree from a regionally accredited college or professional school.
- An evaluated GPA of 2.75 or above.
- Proficiency in English listening, speaking, reading, and writing. Proficiency is demonstrated by English as the applicant's first language, by a bachelor's or advanced degree from an English language regionally accredited college or professional school, or by a TOEFL score of 580 (237 computer-based score) or higher, with no subscore below 52 (18 computer-based score). If a student has a score between 520 and 577 (190 and 233 computer-based scores), the student must take a mandatory Placement Essay Test (PET). The student's writing skills will be evaluated by university faculty and culture and language bridge staff to determine if the student will be required to take the Culture and Language Bridge Program during the first quarter at Seattle University.

General Certificate Requirements

- A cumulative GPA of 3.00 must be maintained to complete the program.
- Up to six quarter hour credits may be transferred from an accredited institution to apply to requirements for an advanced certificate. Such courses must be at the 400 level or above, and the grade earned must be a B or higher. The courses must be similar to the courses listed in the EPDES 930-944 series. An official transcript from the sponsoring institution must be submitted.

Issuance of Certificate

- The certificates will be issued by Seattle University in accordance with established policies and procedures of the university. Candidates must make application prior to the established deadline and provide the required evidence of completion.

Post-Baccalaureate Initial Certificate in Teaching English to Speakers of Other Languages

I. Required Certificate Course

| | | |
|-----------|-----------------------------------|---|
| EPDES 930 | TESL: Theory and Application..... | 3 |
|-----------|-----------------------------------|---|

II. Elective Courses

Choose three of the following courses: 9

| | |
|-----------|--|
| EPDES 931 | Methods of Language Teaching |
| EPDES 932 | Teaching Grammar to ESOL Students |
| EPDES 933 | Materials Selection and Development in TESOL |
| EPDES 934 | Developing ESOL Literacy |
| EPDES 935 | Cultural Variables in TESOL |
| EPDES 936 | Teaching Content to Students of Limited English Proficiency |
| EPDES 937 | Linguistics for the ESOL Teacher |
| EPDES 938 | Testing and Evaluating ESOL Students |
| EPDES 939 | Student-Centered Learning in ESOL |
| EPDES 940 | Self-Analysis and Improvement in TESOL |
| EPDES 941 | Classroom Speech for the Bilingual Instructor |
| EPDES 942 | Teaching English Pronunciation |
| EPDES 943 | Bilingual Education: Theory and Application |
| EPDES 944 | Curriculum and Program Design in ESOL |

MINIMUM CREDITS REQUIRED FOR CERTIFICATE 12

Post-Baccalaureate Advanced Certificate in Teaching English to Speakers of Other Languages

I. Required Course

EPDES 940 Self-Analysis and Improvement in TESOL 3

II. Initial Certificate Courses

EPDES 930 TESOL Theory and Application 3

Choose three from the following courses: 9

- EPDES 931 Methods of Language Teaching
- EPDES 932 Teaching Grammar to ESOL Students
- EPDES 933 Materials Selection and Development in TESOL
- EPDES 934 Developing ESOL Literacy
- EPDES 935 Cultural Variables in TESOL
- EPDES 936 Teaching Content to Students of Limited English Proficiency
- EPDES 937 Linguistics for the ESOL Teacher
- EPDES 938 Testing and Evaluating ESOL Students
- EPDES 939 Student-Centered Learning in ESOL
- EPDES 940 Self-Analysis and Improvement in TESOL
- EPDES 941 Classroom Speech for the Bilingual Instructor
- EPDES 942 Teaching English Pronunciation
- EPDES 943 Bilingual Education: Theory and Application
- EPDES 944 Curriculum and Program Design in ESOL

III. Elective Courses

Choose three of the following courses: 9

- EPDES 931 Methods of Language Teaching
- EPDES 932 Teaching Grammar to ESOL Students
- EPDES 933 Materials Selection and Development in TESOL
- EPDES 934 Developing ESOL Literacy
- EPDES 935 Cultural Variables in TESOL
- EPDES 936 Teaching Content to Students of Limited English Proficiency
- EPDES 937 Linguistics for the ESOL Teacher
- EPDES 938 Testing and Evaluating ESOL Students
- EPDES 939 Student-Centered Learning in ESOL
- EPDES 940 Self-Analysis and Improvement in TESOL
- EPDES 941 Classroom Speech for the Bilingual Instructor
- EPDES 942 Teaching English Pronunciation
- EPDES 943 Bilingual Education: Theory and Application
- EPDES 944 Curriculum and Program Design in ESOL

Education Graduate Courses

Eligibility to remain in courses for which students are registered will be based on the criteria listed within each course description and the program admission criteria, and will be determined by the instructor after the first day of class.

ADST 480 Intro to Alcohol and Drug Addiction 3

History, scope, physiological, social, psychological and family aspects of alcohol problems. Impaired driving. Progression and symptoms of alcoholics. Nature of addiction disease: causality, treatment and prevention.

AEDT 510 Course Design for Adult Learners 3

Presents models and processes for course design appropriate to the adult setting, content includes scope and sequence, thematic development, competency-based models of instruction, syllabus development, and assignment of class requirements appropriate to the adult setting.

AEDT 515 Diversity of Adult Learners 3

Explores the diversity of cultures, gender, age, economics, educational background, physical and learning differences that adults bring to the educational setting.

AEDT 561 Internship in Community College Setting 3

Provides the student with the opportunity to observe, reflect and practice teaching adult learners in the community college setting. Each student develops community college practice teaching placement, works with a community college instructor in the appropriate field in the development and delivery of instruction for one course and is jointly evaluated by the community college instructor and the university faculty member. Three general meetings during the quarter address course development and relevant teaching experiences and issues. Prerequisite: Satisfactory completion of 12 credits in the community college certificate program. Closed to non-matriculants.

AEDT 562 Foundations of Adult Education 3

Presents key definitions in the study of adult education, will review the history, purposes and philosophy of the field, and examines of adult participation in learning, educational settings for adult learners and issues of diversity of student populations.

AEDT 563 Instructional Methods for Adult Learners 3

Provides an overview of established training principles and practices. Learning style theory applied in the adult setting. Evaluation tools for determining the success of instruction to adults.

AEDT 564 Issues in Basic Skills for Adults 3

Introduces the issues of adult literacy, basic skill development, and developmental education in community and technical colleges, in business and industry, and in job training programs. Terminology, funding sources, student assessment, the state's core competencies and emerging trends in the field.

School of Education

| | |
|--|--|
| <p>AEDT 565 Philosophy and Methods of Skill Training 3</p> <p>Reviews the philosophy of program delivery that focuses on skill development applied in the work setting. The instructor's role as subject-matter expert who conveys skills needed for on-the-job success is the main focus.</p> | <p>AEDT 591 Special Topics in Adult Education 3</p> |
| <p>AEDT 566 Internship in the Adult Setting 3</p> <p>Supervised field experience of 120 to 150 hours in a setting appropriate for the student's program and career goals. On-campus seminars are included. Permission of program coordinator, and 30 or more credit hours in a program of study are required prior to beginning the internship. Closed to non-matriculants.</p> | <p>AEDT 592 Special Topics in Adult Education 3</p> |
| <p>AEDT 567 Internship in the Adult Setting 1 to 3</p> <p>Additional field experience of 40 to 50 hours per credit (elective). Arranged with adviser for settings suited to the student's career interests. On-campus seminars are included. Prerequisite: AEDT 566. Closed to non-matriculants.</p> | <p>AEDT 593 Special Topics in Adult Education 3</p> <p>Contemporary problems and trends; analysis and evaluation.</p> |
| <p>AEDT 568 Introduction to Administration in Adult Education 3</p> <p>Provides an introduction to the administrative skills used in the adult education setting. Key administrative processes including program planning, marketing, budgeting, and staffing as they apply to the adult setting.</p> | <p>AEDT 595 Adult Education Graduate Project 3</p> <p>Provides an opportunity for scholarly work and application of theories to topics of interest to student and of relevance to the field of adult education. Requires intensive library research and creation of new knowledge or new application of existing knowledge. The project report includes analysis and critical appraisal of materials read, as well as inclusion of new materials and/or applications. Closed to non-matriculants.</p> |
| <p>AEDT 569 Teaching Methods in Basic Skills for Adults 3</p> <p>Introduces curriculum and lesson planning, teaching methods and learning styles issues for individuals who wish to teach in community colleges, community-based organizations and work place literacy programs. Students develop and deliver a series of lesson plans.</p> | <p>AEDT 596 Adult Education Independent Study 1 to 3</p> <p>Individualized reading and reporting on a specific topic approved by instructor. 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. Closed to non-matriculants.</p> |
| <p>AEDT 573 Human Resources: Training, Education and Development 3</p> <p>Overview of training, education and development functions within human resource development (HRD) and the relationship of those functions to organizational operation. Examples include basic skills and individual, organizational and career development programs.</p> | <p>COUN 508 Washington School Law for Counselors and School Psychologists 3</p> <p>School laws of Washington based on its constitution, statues, administrative code and court precedents. Emphasis on application to K-12 schools.</p> |
| <p>AEDT 574 Continuing Education for the Professional 3</p> <p>Overview of the unique challenges of providing quality continuing education such as staff development for professionals. Designed for administrators and staff members responsible for planning, developing, instructing, and/or evaluating educational programs. Prerequisites: EDUC 521, AEDT 573, and AEDT 510.</p> | <p>COUN 509 Developmental School Counseling 3</p> <p>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. Closed to non-matriculants.</p> |
| <p>AEDT 577 Evaluation in Programs for Adult Learners 3</p> <p>Reviews key concepts in evaluation and assessment of learners, faculty and staff performance evaluation, and program evaluations. Primary focus on development and implementation of effective evaluation plans in a variety of settings.</p> | <p>COUN 510 Fundamental Counseling Skills 3</p> <p>Focus on basic counseling skills training and counseling ethics through intensive small group practice. Designed to complement COUN 511 Counseling Theories, though they need not be taken concurrently. Includes four, one-hour counseling lab sessions on Wednesday or Thursday afternoons, evenings. (majors only)</p> |
| | <p>COUN 511 Counseling Theories 3</p> <p>Theoretical foundations of major individual counseling approaches with opportunities for in-class practice in simulated counseling interview. Complement to COUN 510, though they need not be taken concurrently. Prerequisite: majors only</p> |
| | <p>COUN 512 Career Counseling and Information Sources 3</p> <p>Study of vocational development. Exploration of educational, social, vocational and referral sources. Prerequisite: COUN 511.</p> |
| | <p>COUN 515 Loss and Grief 3</p> <p>Study of loss and the grieving process as they relate to illness, disability and dying. Closed to non-matriculants.</p> |

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| COUN 517 | Group Counseling Theories and Practice | 3 | Emphasizes group counseling theory. Provides group experiences to integrate theory and practice. Discusses possible applications in various school, college and agency settings and relevant ethical considerations. Includes weekly, two- hour group lab experience in addition to classtime. Prerequisites: COUN 510, COUN 511. |
| COUN 518 | Group Counseling Practicum | 3 | Supervised experience co-leading groups. Weekly seminar in problem solving and processing. Limited enrollment. Prerequisite: COUN 517. Closed to non-matriculants. |
| COUN 520 | Spiritual Dimensions of Counseling | 3 | An experiential and academic investigation of one's own spirituality and its manifestation in daily life—personally and professionally. Includes models of spiritual development, spiritual dimensions of common presenting problems in counseling, and ethics employed in work with diverse spiritual and religious beliefs. Closed to non-matriculants. |
| COUN 527 | Counseling Tests and Measurements | 3 | Familiarization with measurements concepts, commonly used tests and appraisal instruments, including those for persons with disabilities. 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. NOTE: There is a \$55 material fee for this course. |
| COUN 535 | Ethics in Counseling | 3 | Development of knowledge and skills in applying ethical standards to situations in mental health, school, college, and chemical dependency settings. Includes the study of basic principles, several professional ethical codes, and steps in ethical decision making. Practical experience of working through ethical dilemmas will be employed. Closed to non-matriculants. |
| COUN 540 | Diagnosis and Assessment for Mental Health | 3 | An introduction to the process of clinical assessment and diagnosis that 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: course in abnormal psychology. |
| COUN 551 | Counseling Lab | 4 | Supervised counselor candidate is responsible for actual counseling cases. Limited enrollment. Prerequisites: COUN 510, COUN 511. Graduate students only. Graded CR/F. Closed to non-matriculants. |
| COUN 552 | Individual Counseling: Practicum I | 4 | Supervised counseling experience with off-campus clients. Prerequisite: COUN 551. Graded CR/F. Closed to non-matriculants. |
| COUN 558 | Community Mental Health Practice | 3 | An examination of organization, clientele service and functions of community mental health agencies. Focus on clinical assessment, case conceptualization and management. Closed to non-matriculants. |
| COUN 560 | Family Counseling | 3 | An introduction to the theoretical and practical application of systems thinking to work with families. Prerequisite: COUN 551. Closed to non-matriculants. |
| COUN 561 | Child and Adolescent Counseling | 3 | Focus on counseling with the preschool, elementary and adolescent students. Address various counseling theories and modalities as they apply to children and adolescents, including the use of play, art and music in the delivery of counseling services. |
| COUN 564 | Counseling Internship/ Graduate Project I | 4 | Closed to non-matriculants. |
| COUN 565 | Counseling Internship/ Graduate Project II | 4 | Closed to non-matriculants. |
| COUN 566 | Counseling Internship/ Graduate Project III | 4 | Supervised field experience in a school, college or agency. Usually taken in final three quarters of graduate program with permission and application made at least two quarters earlier. Weekly on-campus supervision seminar in addition to field work. Graded CR/F. Closed to non-matriculants. |
| COUN 591 | Special Topics | 3 | Closed to non-matriculants. |
| COUN 592 | Special Topics | 3 | Closed to non-matriculants. |
| COUN 593 | Special Topics | 3 | Closed to non-matriculants. |
| COUN 596 | Counseling Independent Study | 1 to 3 | Intensive reading and field research in a topic agreed on by adviser and student. Thirty hours work per credit. Graduate students only. Prerequisite: permission of adviser. Grade option negotiated with adviser. Closed to non-matriculants. |
| CUIN 510 | Foundations of Curriculum and Instruction | 3 | 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. |
| CUIN 512 | Seminar: Instructional Effectiveness | 3 | 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. |
| CUIN 513 | Supervision of Instruction | 3 | Improvement of instruction through supervisory leadership. Considers various theories of supervision and stresses development of skills required to supervise in the classroom or other educational settings. |

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- CUIN 514 Issues in Early Childhood Education 3**
Stresses child development theory, research on the effectiveness of ECE programs, and current issues and trends for preschool, kindergarten and primary grades. Prerequisite: CUIN 530. Closed to non-matriculants.
- CUIN 515 Survey of Exceptionalities 3**
Provides a survey of different characteristics of exceptional students, effective practices for the education of these students, the impact of cultural and environmental factors, and services available prior to entering and exiting public school.
- CUIN 519 Practicum: Curriculum Design 3**
For teachers and administrators, pre-kindergarten through college, or those in alternate educational settings. Provides an opportunity for experience in planning for curriculum, program or course change and development. Prerequisite: CUIN 510. Closed to non-matriculants.
- CUIN 520 Curriculum and Instruction: Theories and Contemporary Issues 3**
Study of the work of selected curriculum theorists. Exploration and analysis of issues that influence how curriculum and instructional practice meet the challenges of diverse student populations and increasing societal demands. Prerequisite: CUIN 510 or permission of instructor. Closed to non-matriculants.
- CUIN 521 Teaching with Children's Literature 3**
Involves the integration of children's and young adult literature into instruction across the curriculum. Examines the range of literature written for children and young adults, from picture books to novels, including fiction and informational books.
- CUIN 522 Seminar in Whole Language 3**
Designed to enhance the student's ability to apply principles of whole language to the development of the literacy behaviors of individual learners and groups of learners. Literary skills and strategies, thematic teaching, integrated curricula, curriculum planning, and assessment are emphasized.
- CUIN 523 Language Development: Special Education 3**
An introduction to critical features of the developmental processes of receptive and expressive language with consideration of diagnosis, curriculum and method. Emphasis is placed on problems in language development and their remediation.
- CUIN 524 Literacy Assessment and Evaluation 3**
Assessment and evaluation of literacy, as well as instructional implications for strengthening literacy processes. Examines formal and informal assessment measures, instructional techniques and materials, and clinical programs and approaches. Prerequisite: CUIN 525 or permission of instructor.
- CUIN 525 Seminar in Teaching of Reading 3**
Development of literacy processes and skills at all levels; examination and evaluation of current instructional and assessment practices, research, and materials.
- CUIN 526 Reading in Content Fields 3**
Instructional methods in reading in the content fields. Emphasizes the role of literacy across the curriculum.
- CUIN 527 Corrective Techniques in Teaching Reading 3**
Identification of components of effective corrective reading programs. Description and application of specific methods and materials. Evaluation and design of corrective reading approaches. Prerequisite: CUIN 524 or CUIN 554 or permission of instructor. Closed to non-matriculated and audit students.
- CUIN 528 Reading Practicum Workshop 3**
Emphasis on instructional design for literacy processes, assessment, and evaluation of student learning increments, and study of role and application of materials. This course guides students to use children's and young adult literature as well as content area materials in instructional applications in a practicum setting. Concurrent enrollment with CUIN 529 Field Practicum in Reading. Prerequisites: CUIN 524 and CUIN 525 or permission of program coordinator. Closed to non-matriculated and audit students.
- CUIN 529 Field Practicum in Reading 6**
Supervised field experience in assessment and instruction in reading. This practicum serves as a capstone experience of synthesis and application to the role of a reading specialist working with students. Emphasis is on a holistic and integrative curriculum, authentic assessment, integration of children's and young adult literature into instruction. Concurrent enrollment with CUIN 528. Prerequisites: CUIN 524 and CUIN 525 or permission of program coordinator. Closed to non-matriculated and audit students.
- CUIN 530 Programs in Early Childhood Education 3**
Models of observation; curriculum and teaching methods for preschool, kindergarten and primary-grades children.
- CUIN 531 Curriculum for the Gifted: Development and Modification 3**
Different strategies for constructing curriculum for the gifted will be explored, including Bloom's Taxonomy, Guilford's Structure of the Intellect, Williams' model for implementing cognitive and affective behaviors, the Purdue three-stage enrichment model, Renzulli's enrichment triad/revolving door model. Work by Kaplan, Van Tassel-Baska, Maker, Feldhusen and Koloff will be referenced. Focus on current curriculum for the gifted in the content areas, on modifying curriculum not specifically intended for gifted students, and on developing original curriculum for the gifted. Prerequisite: CUIN 535.
- CUIN 532 Psychosocial Development of Gifted Students 3**
Focus on the specific psychological and emotional needs of gifted students. Theoretical foundations addressed; the role of the teacher in working with both gifted students and, when appropriate, their parents. Topics include special populations and their needs, the family's role, peer relationships, underachievement, psychopathology. Prerequisite: CUIN 535.

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| <p>CUIN 533 Current Issues in Gifted Education 3 Areas of specific interest to students and to the field. Topics may include gifted girls, underachieving gifted students, program evaluation, administration of gifted programs, current research. Prerequisite: CUIN 535. Closed to non-matriculants.</p> | <p>CUIN 543 Seminar in Behavior Disorders 3 Overview of practices and rationales in the education of the behavior disordered and/or emotionally disturbed child. Structuring of individualized remedial programs and techniques that use existing agencies and personnel.</p> |
| <p>CUIN 534 Assessment and the I.E.P. 3 Covers federal and state laws dealing with assessment in special education, and ethical issues relating to appropriate assessment. Students learn to use norm-referenced and curriculum-based assessment to develop appropriate individual education plans for students with disabilities. Closed to non-matriculants.</p> | <p>CUIN 545 Special Education Consultation 3 Methods for the special education teacher to work cooperatively with general educators to effectively teach students with disabilities. This course presents observational techniques, consulting skills, effective communication skills, and dealing with resistance. Applications to working in teams and committees are examined.</p> |
| <p>CUIN 535 Nature and Needs of the Gifted 3 An introductory course to gifted education, including a history of the field, theoretical foundations, administrative arrangements for program organization, definitions, assessment (identification tools, new strategies), developmental issues, special populations (gender, ethnicity, SES, urban/rural, handicapped, extremely gifted, etc.), awareness of attitudes toward the gifted, etc. Will include work on intellectually (academically) gifted as well as creatively gifted individuals.</p> | <p>CUIN 546 Class Management 3 Critical analysis of management systems for students with disabilities, such as operant discrimination learning and environmental control.</p> |
| <p>CUIN 536 Gifted Education: Math and Science 3 Current research exploring the relationship of brain development to types of giftedness will be examined, as will implications of this research and Piaget's work as they relate to curriculum design. Applications to the rationale and methods for mathematics and science instruction for gifted students will be identified and explored. Prerequisite: CUIN 535.</p> | <p>CUIN 547 Introduction to Moderate and Severe Disabilities 3 Examination of characteristics of students with moderate or severe developmental disabilities. Emphasis on effective trends and practices in their education.</p> |
| <p>CUIN 538 Introduction to Mild Disabilities 3 History and current practices in diagnosis and remediation of students who are learning disabled and mildly handicapped.</p> | <p>CUIN 548 Early Education Practicum 3 Field-based curriculum development or action research project in a preschool, kindergarten or primary grades setting. Prerequisites: permission of ECE specialization coordinator, CUIN 530 and CUIN 514. Closed to non-matriculants.</p> |
| <p>CUIN 539 Introduction to Classroom Management 3 Provides theory and strategies for managing the K-12 classroom with emphasis on students with disabilities. While a variety of theories will be studied, the systematic use of applied behavior analysis techniques will be a major emphasis of the course.</p> | <p>CUIN 549 Practicum: Special Education 3 to 6 Diagnostic and prescriptive teaching with children who have learning or behavior problems. Laboratory course. Prerequisite: permission of instructor. Closed to non-matriculated and audit students.</p> |
| <p>CUIN 540 Introduction to Special Education 3 A review of special education practices and federal and state laws guiding special education. Ethical and professional conduct and trends affecting the special educator.</p> | <p>CUIN 550 Working With Parents and Professionals 3 Focus on skills necessary for teachers who work with parents of students with disabilities and with other professionals. Included are techniques for involving parents in the educational process, counseling approaches and conferencing practices.</p> |
| <p>CUIN 541 Seminar in Mental Retardation 3 Investigation, analysis and reporting on studies and trends in education of the mentally retarded. Prerequisite: CUIN 547 or equivalent.</p> | <p>CUIN 551 Laws for Students With Disabilities 3 A study of the major principles involved in the Individuals with Disabilities Act and its interface with 504, ADA, and the Washington Administrative Code relating to the education of exceptional children.</p> |
| <p>CUIN 542 Special Education Methods 3 An examination of the methods and curriculum that have been demonstrated to be effective for students with disabilities.</p> | <p>CUIN 552 Counseling Parents of Exceptional Children 3 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. Closed to non-matriculants.</p> |
| | <p>CUIN 553 Inclusion of Exceptional Students 3 Issues surrounding inclusion; methods for working with exceptional students in the regular classroom.</p> |
| | <p>CUIN 566 Supervised Field Experience 3 Supervised field experience in an appropriate setting. Closed to non-matriculants.</p> |

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| CUIN 591 | Special Topics | 3 | | |
| CUIN 592 | Special Topics | 3 | | |
| CUIN 593 | Special Topics | 3 | | |
| CUIN 595 | Curriculum Graduate Project | 3 | | |
| | Scholarly graduate project designed to improve some aspect of education. Prerequisites: graduate core requirements and approval of adviser. May be graded CR/F. Closed to non-matriculants. | | | |
| CUIN 596 | Curriculum and Instruction Independent Study | 1 to 4 | | |
| | 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. May be graded CR/F. Closed to non-matriculants. | | | |
| EDAD 544 | Administrative Practicum I | 1 credit | | |
| EDAD 545 | Administrative Practicum II | 1 credit | | |
| EDAD 546 | Administrative Practicum III | 1 credit | | |
| | Initial level of field experience in the school, to include applications of content and assignments in the Educational Law I and II and Educational Resources Management courses. Graded CR/F. Closed to non-matriculated and audit students. | | | |
| EDAD 554 | Independent School Internship I | 2 | | |
| EDAD 555 | Independent School Internship II | 2 | | |
| EDAD 556 | Independent School Internship III | 2 | | |
| | Supervised experiences in the independent school principalship, to include attention to the Washington Administrative Code requirements for the principal certificate as well as application of the knowledge and skills in leadership and management, program development and evaluation, interpersonal and educational context required for the program. Meets each of three terms, including a monthly seminar. Prerequisites: course work in administration and permission of program coordinator at least one full quarter prior to beginning internship. Closed to non-matriculated and audit students. | | | |
| EDAD 557 | Educational Law I | 2 to 3 | | |
| EDAD 558 | Educational Law II | 2 to 3 | | |
| | Problem-focused course in federal and state laws governing student and teacher rights, tort liability, state funding formulas and program requirements, and personnel. Policy implications for students, personnel, and programs will be featured. Corequisites: EDAD 544 and EDAD 545. Computer applications expected. | | | |
| EDAD 559 | The American Community College | 3 | | |
| | History, role, present status ethical issues, and future directions of the American community college, with emphasis on diversity of populations served. | | | |
| EDAD 560 | Educational Resources Management | 2 to 3 credits | | |
| | The combined content of budget development and management, fundraising, grant writing, personnel and contract management, scheduling and assignment are the major processes and functions addressed in this course. Co-requisite EDAD 546, Administrative Practicum III offers relevant field experience. Computer applications expected. | | | |
| EDAD 561 | Women as Transformational Leaders | 3 | | |
| | Exploration of a model of leadership based on feminist values, leadership and organizational theory, systems thinking, contexts for leadership and women's wisdom. | | | |
| EDAD 564 | Administrative Internship I | 2 | | |
| EDAD 565 | Administrative Internship II | 2 | | |
| EDAD 566 | Administrative Internship III | 2 | | |
| | Supervised experiences in building, program and school business administration as well as managing educational functions in other organizations. On-site conferences and monthly group seminars. Prerequisites: EDAD 557-8 Educational Law I-II, EDAD 560 Educational Resources Management, EDAD 544-6, Administrative Practicum I-III and permission of program coordinator at least one full quarter prior to beginning internship. Graded CR/F. Closed to non-matriculated and audit students. | | | |
| EDAD 567 | Leadership for Change Seminar I | 2 | | |
| EDAD 568 | Leadership for Change Seminar II | 2 | | |
| EDAD 569 | Leadership for Change Seminar III | 2 | | |
| | This year-long seminar series features theory and processes necessary to carry out three major functions of administration: developing community relationships, developing and implementing continuous education for staff, and evaluating programs. Inherent in these functions is the understanding of diverse perspectives and needs among clients and patrons, current curriculum issues, future trends and forecasts of change, and strategic planning to accomplish educational missions. Students will design projects to implement in their administrative internships. Computer technology is expected to be applied in projects. Closed to non-matriculated and audit students. | | | |
| EDAD 570 | Leadership in Education I | 3 | | |
| | Introduction to leadership issues expressed in organizational contexts, including organizational culture and priorities, key constituencies, and management of change. Personal values and behavior assessments are integrated with leadership and value theories in developing a professional growth plan. | | | |
| EDAD 571 | Leadership in Education II | 3 | | |
| | Continuing examination of organizational contexts through discussion and practice of the skills required to effect change: communication, problem solving and decision making, negotiation and conflict management. Prerequisite: EDAD 570. | | | |

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| EDAD 572 | The Principalship | 3 | EDLR 601 | Seminar in Ed Leadership I | 5 |
| <p>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 course work.</p> | | | | | |
| EDAD 580 | Higher Education Law | 3 | EDLR 602 | Seminar in Ed Leadership II | 5 |
| <p>Overview of legal issues related to post-secondary institutions, based on federal and state case law, statutes, WACs and RCWs.</p> | | | | | |
| EDAD 585 | Higher Education Finance | 3 | EDLR 603 | Seminar in Ed Leadership III | 5 |
| <p>An examination of the financial structure of private and public higher education institutions, the impact of fiscal decision-making policies on the flow of funds, and case studies to develop students' skill in diagnosing current problems and issues.</p> | | | <p>Studies of issues and problems in educational leadership. Five credits per academic year are required in each of the first three years. Note: There is a \$200 course fee each quarter.</p> | | |
| EDAD 591 | Special Topics in School Administration | 3 | EDLR 604 | Workshop in Organizational Development and Change | 3 |
| <p>Closed to non-matriculants.</p> | | | <p>Integrated workshop on organizational development and change. Required during the second summer in the doctoral program.</p> | | |
| EDAD 592 | Special Topics in School Administration | 3 | EDLR 608 | Internship in Ed Leadership | 1 to 9 |
| <p>Closed to non-matriculants.</p> | | | <p>Planned internship in a leadership position in an actual educational setting under the supervision of an experienced leader and a Seattle University supervisor. Graded CR/F.</p> | | |
| EDAD 593 | Special Topics in School Administration | 3 | EDLR 609 | Superintendent Internship | 1 to 9 |
| <p>Contemporary problems and trends; analysis and evaluation. Closed to non-matriculants.</p> | | | <p>Planned internship in school superintendency under the supervision of an experienced superintendent and a Seattle University supervisor. Graded CR/F.</p> | | |
| EDAD 595 | Administrative Graduate Project | 3 | EDLR 610 | Doctoral Project | 11 to 19 |
| <p>Formal investigation using scholarly and/or field work to explore an administrative problem or issue, resulting in recommendations, program development, or other administrative product useful to others in the field. Approximately 90 hours of investigation and documentation in the approved format (available from adviser). Prerequisite: adviser approval of a written proposal. Closed to non-matriculated and audit students.</p> | | | <p>A doctoral-level project completed under the supervision of a project committee and a major professor. Eleven to nineteen credits are required for the doctoral degree. Quarterly registration will range from one to fourteen credits as approved by the adviser.</p> | | |
| EDAD 596 | Educational Administration Independent Study | 1 to 3 | EDLR 611 | Doctoral Project/Dissertation Dissemination | 1 credit |
| | | | <p>Sharing the doctoral project/dissertation with the broader professional community through submission of an article for publication or a major address on the topic. Register in fall of the third year.</p> | | |
| Please note: All EDLR course are closed to non-matriculants. | | | | | |
| EDLR 591 | Special Topics in Leadership | 3 | EDLR 612 | Project Continuation | 0 credit |
| | | | <p>Doctoral students who do not complete all program requirements in three years (by the spring of the third year) must register for this course beginning with the fall following the conclusion of the spring of the third year and continuing during all subsequent quarters. (fall, winter, spring and summer) until and including the quarter when the student completes all program requirements. Note: There is a \$750 registration fee each quarter.</p> | | |
| EDLR 592 | Special Topics in Leadership | 3 | EDLR 617 | Quantitative Research | 3 |
| | | | <p>Hands-on use of a statistics computer program. Provides an applied study of the analysis of quantitative data, develops knowledge and skills to appropriately use quantitative methodologies and tests, and provides a foundation and framework for quantitative research design.</p> | | |
| EDLR 593 | Special Topics in Leadership | 3 | EDLR 618 | Qualitative Research | 3 |
| | | | <p>Develops knowledge and skills to understand and use a variety of current qualitative methodologies; analyzes qualitative data, and provides a foundation and framework for qualitative research design.</p> | | |
| EDLR 600 | Workshop in Educational Leadership | 9 | | | |
| <p>An integrated four-week workshop in educational leadership. Includes theoretical and practical study of leadership in educational institutions. Required first course in the doctoral program. Note: There is a \$50 fee for this course.</p> | | | | | |

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| EDLR 619 | Proposal Seminar | 3 | | EDUC 523 | Adolescent Psychology/Learning | 3 |
| | Covers the essential elements of writing a doctoral proposal. Successful completion of the course requires each doctoral student to write a complete first draft of a doctoral proposal. | | | | Investigation studies in adolescent psychology and learning. | |
| EDLR 649 | Doctoral Enrollment | 0 | | EDUC 529 | Values and Leadership | 3 |
| | Doctoral students in years one through four who are not going to enroll for anything else in any given quarter, must register for EDLR 649. Enrollment in this course keeps the doctoral student "active" in the system so such things as library privileges will not lapse. Doctoral students in years five and six may enroll in EDLR 649 only in the summer. | | | | 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. | |
| EDLR 696 | Educational Leadership Independent Study | 1 to 5 | | EDUC 530 | Philosophy of Education | 3 |
| | | | | | Philosophical foundations of education and related fields. Closed to non-matriculants. | |
| EDUC 412 | Math for Elementary Teachers | 3 | | EDUC 546 | Student Teaching Supplement | 5 to 15 |
| | A participation-oriented, hands-on review of the mathematical content needed to teach elementary school mathematics in a manner consistent with national reform standards in mathematical education. The focus is on the acquisition of conceptual understanding in preparation for teaching. | | | | For master in teaching students who need additional student teaching and for curriculum and instruction students who need a student teaching experience. Closed to non-matriculants. | |
| EDUC 500 | Introduction to Research and Graduate Study | 3 | | EDUC 599 | Thesis | 10 |
| | Introduction to research skills and literature in students' fields. Includes an orientation to graduate studies. Ordinarily taken as first graduate course. | | | | 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. Closed to non-matriculants. | |
| EDUC 502 | Computers for Educational Leaders | 3 | | SDAD 564 | Internship in Student Development Administration I | 1 |
| | 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. | | | | Closed to non-matriculants. | |
| EDUC 505 | Fundamentals of Research Design | 3 | | SDAD 565 | Internship in Student Development Administration II | 1 |
| | Statistical techniques, research design, measurement and evaluation. Development of skills for critical reading of educational research. Closed to non-matriculants. | | | | Closed to non-matriculants. | |
| EDUC 506 | Educational Statistics | 3 | | SDAD 566 | Internship in Student Development Administration III | 1 |
| | Emphasis on utilizing the computer in solving research problems, practical and theoretical problems in conducting research. Closed to non-matriculants. | | | | Exposure to practice of student development through an on-site internship in a student development office (three, one-credit internships are required in the sequence). Closed to non-matriculants. | |
| EDUC 515 | Multicultural Perspectives | 3 | | SDAD 575 | Best Practices in Student Services | 3 |
| | An introductory course designed to clarify some of the major issues and concepts associated with living in a culturally diverse society. Consideration of the ways in which race, ethnicity, exceptionality, gender, social class, sexual orientation, and religion intersect and influence ethical beliefs and behaviors. Change strategies to promote respect and equal opportunity for all cultural groups will be explored. | | | | Highlights outstanding student services practices through analysis of model programs and on-site discussions with successful practitioners. Students will observe how student services programs adapt to the missions of their institutions and to the characteristics of their student populations. | |
| EDUC 521 | Adult Psychology/Learning | 3 | | SDAD 576 | Leadership and Governance of Post-Secondary Education | 3 |
| | Investigation of various theories of adult development and learning. Closed to non-matriculants. | | | | Examines various models for the organization and governance of institutions of higher learning in the United States. Explores many of the ways in which leadership is exercised in post-secondary education. Challenges students to reflect on current issues through case studies which place students in the roles of key decision makers in a variety of institutions. | |
| EDUC 522 | Child Psychology/Learning | 3 | | SDAD 577 | Principles of Student Development Administration | 3 |
| | Investigation of various theories of child development and learning. | | | | Survey of services and programs offered in the student development profession. Examines organizing principles in diverse areas, including support services, large systems and developmental programs for nontraditional students, exceptional students and other special populations. | |

SDAD 578 Student Development Theory, Research and Practice 3
 Critical examination of current student development theories and research and implications for practice. Includes study of attitudes and characteristics of students and their various cultures. Explores environmental assessment techniques, needs analysis and the impact of college environments on students.

SDAD 579 Student Development Capstone Seminar 3
 Culminating seminar for students completing the program. Synthesis of program components, preparation for entry into profession or change in work setting, integration of ethical considerations and professional standards. Closed to non-matriculants.

SDAD 591 Special Topics in Student Development 3
 Closed to non-matriculants.

SDAD 592 Special Topics in Student Development 3
 Closed to non-matriculants.

SDAD 593 Special Topics in Student Development 3
 Closed to non-matriculants.

SDAD 595 Student Development Graduate Project 3
 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. Closed to non-matriculants.

SDAD 596 Student Development Independent Study 1 to 3
 Individualized reading and reporting on a specific topic approved by instructor. 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. Closed to non-matriculants.

Please note: All SPSY courses are closed to non-matriculants.

SPSY 553 Individual Intelligence Assessment 3
 Practicum training in administration and interpretation of results of individual intelligence tests. Emphasis on current Weschler Scales and other measures commonly used in school settings. Prerequisite: permission of instructor. NOTE: There is a \$75 fee for this course.

SPSY 554 Individual Educational Assessment 3
 Comparison of various methods used in the diagnosis of learning problems. Selection, administration and analysis of tests plus writing educational prescription. Prerequisite: CUIN 538. NOTE: There is a \$60 fee for this course.

SPSY 555 Personality and Behavior Assessment 3
 Administration, scoring and interpretation of individual and group tests designed to analyze personality structure and behavior. Prerequisite: permission of instructor. NOTE: There is a \$60 fee for this course.

SPSY 556 Issues in School Psychology I 1

SPSY 557 Issues in School Psychology II 1

SPSY 558 Issues in School Psychology III 1
 Offered over the course of three quarters concurrently with the internship. Taken for a maximum of three quarter credits. Issues such as test interpretation, case management, collaboration and consultation, inclusion, abuse and ethics will be discussed.

SPSY 559 School Psychology Internship 3 credits
 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. May be graded CR/F. NOTE: There is a \$25 fee for this course.

SPSY 560 School Psychology Assessment Practicum 3
 Involves students in the assessment of clients with school related problems. Teaming, interview techniques, test administration, report writing, advanced test interpretation and feedback to clients. Prerequisites: SPSY 553, 554, 555. Note: There is a \$25 lab fee for this course.

SPSY 591 Special Topics 3

SPSY 592 Special Topics 3

SPSY 593 Special Topics 3

SPSY 596 School Psychology Independent Study 3
 Intensive reading and field research in a topic agreed on by adviser and student. Thirty hours work per credit. Graduate students only. Prerequisite permission of adviser. Grade option negotiated with adviser.

Please note: All TEED courses are closed to non-matriculants.

TEED 510 The Teacher as Reflective Decision Maker 5
 One-week intensive study followed by two weeks of observation in schools. Introduction to the conceptual framework and research base for the program; examines the cultural, social and political context of schools; prepares participants in observational skills.

TEED 511 The Arts and Cultural Diversity 1
 Two-day seminar focusing on the arts and their integral role in the teaching and learning process. May be graded CR/F. NOTE: There is a \$70 fee for this course.

TEED 512 Learners and Instruction 12
 Integrated course on child and adolescent development, learning theory, objectives, instructional plans, and delivering assessment. Issues related to exceptionalities and cultural differences are addressed throughout.

TEED 513 Peer Coaching Field Experience 2
 Placement, with a peer coach, in a school setting. Graded CR/F.

TEED 520 Service Leadership 2
 Field placement in a K-12 setting to implement service learning or service learning in a community agency.

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| <p>TEED 521 Elementary Curriculum, Instruction, and Assessment 12</p> <p>Thematic course in developing curriculum and instructional strategies to teach reading, language arts, social studies, mathematics and science arts and special topics in elementary school. Instructional media, computer applications and assessment techniques are integrated throughout. This course is offered at an elementary school. (Elementary program)</p> <p>TEED 522 Middle and Secondary Curriculum, Instruction, and Assessment 12</p> <p>Seminar in developing curriculum and instructional strategies for the secondary subjects. Instructional media, computer applications and assessment techniques are integrated throughout the course. (Secondary program)</p> <p>TEED 523 Middle School Field Experience/Seminar 2</p> <p>Observation, guided practice, and seminar for teaching in middle schools.</p> <p>TEED 528 Student Teaching (Elementary) 14</p> <p>TEED 529 Student Teaching (Secondary) 14</p> <p>TEED 535 Child Abuse and Related Issues 1</p> <p>Examines child abuse related to the role of the schools. Includes identification, reporting, and legal responsibilities.</p> <p>TEED 540 Reflective Teaching Seminar 3</p> <p>Self-assessment and the development of a professional improvement plan including initial articulation of a personal philosophy of teaching, based on a reflective analysis of historical and contemporary philosophies of education.</p> <p>TEED 541 MIT Research 3</p> <p>Student will develop skills in critically evaluating research in education and prepare for conducting action research as teachers.</p> <p>TEED 596 Teacher Education Independent Study 1-5</p> <p>Individualized reading and reporting on a specific topic approved by the instructor. Approximately 30 hours of reading and allied assignments for each credit. Reports will include analysis and critical appraisal of materials read. Prerequisite: permission of adviser.</p> <p>TSOL 531 Second Language Acquisition: Theories and Issues 3</p> <p>Overview of the first language acquisition process; compares and contrasts first and second language acquisition; examines factors affecting second/foreign language acquisition. Prerequisites: EPDES 930 and TSOL 535.</p> <p>TSOL 535 Linguistics for Language Teachers 3</p> <p>Introduction to linguistic analysis as it applies to teaching second and foreign languages. It includes a systematic investigation of learner strengths and errors in areas of discourse, syntax, pragmatics, semantics, morphology, phonology, and prosody.</p> | <p>TSOL 536 Language in Society 3</p> <p>Overview of ways in which language is used in society. Topics include social and regional dialects, male-female language, World Englishes, use of language in the media, language policy and planning, and multilingualism. Prerequisites: EPDES 930, TSOL 531, and TSOL 535.</p> <p>TSOL 537 English for Academic Purposes 3</p> <p>Strategies and cultural issues involved in preparing advanced level ESOL students for English competency examinations and for performance in higher education settings in English speaking countries. Prerequisite: EPDES 930.</p> <p>TSOL 566 Internship in the TESOL Setting 3</p> <p>Supervised field experience of 120 to 150 hours in a setting appropriate for the student's program and career goals. On-campus seminars included. Permission of program coordinator, and 30 or more credit hours in a program of study are required prior to beginning the internship. Closed to non-matriculants.</p> <p>TSOL 567 Internship in the TESOL Setting 1 to 3</p> <p>Additional field experience of 40 to 50 hours per credit (elective). Arranged with adviser for setting suited to the student's career interests. On-campus seminars included. Prerequisite: TSOL 566. Closed to non-matriculants.</p> <p>TSOL 591 Special Topics in TESOL 3</p> <p>TSOL 592 Special Topics in TESOL 3</p> <p>TSOL 593 Special Topics in TESOL 3</p> <p>Contemporary problems and trends; analysis and evaluation.</p> <p>TSOL 595 TESOL Graduate Project 3</p> <p>Provides an opportunity for scholarly work and application of theories to topic of interest to student and of relevance to field of TESOL. Requires intensive library research and creation of new knowledge or new applications of existing knowledge. The project report includes analysis and critical appraisal of materials read, as well as inclusion of new materials and/or applications. Closed to non-matriculants.</p> <p>TSOL 596 TESOL Independent Study 1 to 3</p> <p>Individualized reading and reporting on a specific topic approved by instructor. 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. Closed to non-matriculants.</p> |
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Post-Baccalaureate

These courses are taken for the post-baccalaureate initial/advanced certificates in teaching English to Speakers of Other Languages. In addition, these courses may be used as elective credit for the master's degree in curriculum and instruction, and the master's degree in teaching with prior approval of the student's adviser. See specific program descriptions for credit limitations, graduate credit, and other considerations. Courses are offered, in cooperation with Seattle University's School of Education at the School of Teaching English as a Second Language, 2601 NW 56th, Seattle, WA 98107 (206) 781-8607.

- EPDES 930 TESOL Theory and Application 3**
 General principles of language acquisition and guidelines for teaching English as a second language. Specific classroom application of principles and guidelines through lesson and unit plan development. Required for initial certificate. Included in Intensive I.
- EPDES 931 Methods of Language Teaching 3**
 Specific methods for teaching language acquisition are reviewed and analyzed. The methods investigated include: English through technology; English through academic content; English through drama; Total Physical Response, the Silent Way; English through games; English through music. Prerequisite or co-requisite: EPDES 930. Included in Intensive I.
- EPDES 932 Teaching Grammar to ESOL Students 3**
 Designed to provide the instructor of ESOL with tools to facilitate grammar acquisition. Participants learn grammar rules and develop strategies for instructing ESOL students in grammar. Included in Intensive I.
- EPDES 933 Materials Selection and Development in TESOL 3**
 Survey of existing ESOL materials to become familiar with resources for teaching ESOL. Participants explore guidelines regarding teacher-created and student-created materials. Creation of instructional materials is required. Included in Intensive I.
- EPDES 934 Developing ESOL Literacy 3**
 Examines the challenges of providing ESOL instruction for students who are in widely varying stages of the literacy continuum, from pre-literacy to academic success. Instructional strategies for increasing literacy levels of ESOL and the development of instructional materials that are appropriate for the literacy level of the intended ESOL student. Prerequisite: EPDES 930, if taken as component of Intensive II.
- EPDES 935 Cultural Variables in TESOL 3**
 Explores cultural diversity through readings on different cultural groups present in ESOL classrooms and classroom visits by representatives of those same groups. Emphasis on the influence of culture on language acquisition. Included in Intensive II. Prerequisite: EPDES 930, if taken as component of Intensive II.
- EPDES 936 Teaching Content to Students of Limited English Proficiency 3**
 Designed for the teacher of mainstreamed ESOL students, as well as other ESOL teachers. Emphasizes the merging of content instruction and language development, provides the ESOL teacher with text-analysis skills, and includes analysis of strategies that provide supplemental assistance to the special needs student. Prerequisite: EPDES 930, if taken as component of Intensive II.
- EPDES 937 Linguistics for the ESOL Teacher 3**
 A survey of general linguistics with attention to use by the ESOL classroom teacher. Reviews current research regarding linguistics and assists with linguistic analysis skills. Prerequisite: EPDES 930, if taken as component of Intensive II.
- EPDES 938 Testing and Evaluating ESOL Students 3**
 Reviews testing principles and provides an opportunity for ESOL instructors to design tests for all language skills and components. Standardized and instructor-developed instruments included. Prerequisite: EPDES 930, if taken as component of Intensive II.
- EPDES 939 Student-Centered Learning in ESOL 3**
 Course focuses on the importance of student-centered learning and ways to implement student-centered strategies in the ESOL classroom. An emphasis is placed on use of cooperative learning, multiple intelligences and learning styles in the ESOL classroom. Prerequisite: EPDES 930, if taken as component of Intensive II.
- EPDES 940 Self-Analysis and Improvement in TESOL 3**
 An individualized course which may be taken after EPDES 930 and completion of a supervised teaching experience. Using the supervising teacher's report, School of Teaching ESOL guidelines, and recommended reading, the participant conducts a self-analysis of teaching expertise. Personal growth plans are developed. Prerequisite: EPDES 930.
- EPDES 941 Classroom Speech for the Bilingual Instructor 3**
 This is a pronunciation and speech course for instructors whose first language is not English. Course emphasizes improved pronunciation of English sounds and intonation and provides an analysis of body language and speech delivery. Prerequisite: EPDES 930, if taken as component of Intensive II.
- EPDES 942 Teaching English Pronunciation 3**
 Course provides participants with skill in identification and analysis of speech difficulties of ESOL students. Participants will increase skill in diagnosis and development of improvement strategies for language improvement for ESOL students. Prerequisite: EPDES 930, if taken as component of Intensive II.
- EPDES 943 Bilingual Education: Theory and Application 3**
 Course provides an overview of the theoretical basis of bilingual education; its history in American education, its direction, and methods of instruction in bilingual education. State and federal legislation and resulting requirements for elementary and secondary schools are examined. Prerequisite: EPDES 930, if taken as component of Intensive II.
- EPDES 944 Curriculum and Program Design in ESOL 3**
 Students complete an independent project in curriculum or program development. The project description and requirements are negotiated between the student and the instructor. Students must have completed study in TESOL and be involved in ESOL curriculum or program development. Prerequisite: permission of instructor and EPDES 930, if taken as component of Intensive II.

Education Graduate Faculty

Josef C. Afanador; BA, Butler University; MS, Purdue University; EdD, 1971, University of Arizona; associate professor, counseling; 1975.

Jeffrey B. Anderson; BA, University of Minnesota; MA, College of St. Thomas; PhD, 1990, University of Denver; associate professor, teacher education; 1991.

Daisy E. Arredondo; BA, MA, PhD, University of Washington; associate professor, educational leadership; 1998.

Sandra L. Barker; BA, University of Oregon; MAT, Portland State University; PhD, 1983, University of Oregon; division chairperson, teaching/learning; coordinator, educational administration; associate professor, educational administration; 1985.

Kathleen Beaudoin; BA, MS, Central Washington University; PhD, 1999, University of British Columbia; assistant professor, special education; 1998.

Kay E. Beisse; BA, University of Washington; MEd, Western Washington University; PhD, University of Washington; assistant professor, school psychology, 1999.

Stephanie L. Bravmann; AB, Indiana University; PhD, 1986, University of Washington; specialization coordinator, gifted education; associate professor, curriculum and instruction; 1992.

Brita Butler-Wall; BA, University of Oregon; MA, University of Washington; PhD, 1986, University of California at Los Angeles; Coordinator, Teaching English to Speakers of Other Languages; visiting assistant professor, Teaching English to Speakers of Other Languages; 1997

John P. Chattin-McNichols; AB, University of California at Los Angeles; PhD, 1979, Stanford University; specialization coordinator, early childhood education; associate professor, curriculum and instruction and teacher education; 1979.

Henry F. Durand; BSFS, Georgetown University; MEd, PhD, 1971, University of Pittsburgh; vice president for student development; professor, education; 1993.

John J. Gardiner; BA, PhD, 1973, University of Florida; professor, educational leadership; 1991.

Kristin E. Guest; BA, BS, University of Minnesota; MA, PhD, 1970, University of Wisconsin; coordinator, school psychology; professor, school psychology and teacher education; 1981.

J. Hutchinson Haney; BA, University of Denver; MS, University of Arizona; MTS, 1993, Seattle University; assistant professor, counseling; 1974.

Christine M. Jensen; BA, Western Oregon State College; MS, Western Oregon State College; EdD, 1987, East Texas State University; visiting associate professor, counseling; 1998.

Jacqueline W. Leibsohn; BA, University of California, San Diego; MS, PhD, 1989, Colorado State University; coordinator, counseling; associate professor, counseling; 1991.

David Marshak; BA, Yale University; MAT, University of New Hampshire; EdD, 1985, Harvard University; associate professor, teacher education; 1992.

Margit E. McGuire; BA, Washington State University; MEd, Central Washington State College; PhD, 1975, University of Oregon; director, teacher education; professor, teacher education; 1987.

MAK Mitchell; BA, LeMoyné College; MA, Harvard University; EdD, 1989, Harvard University; associate professor, educational leadership and superintendent certification; 1998.

Diane S. Murphy; BS, Wheaton College; MS, Northern Illinois University; PhD, 1988, San Diego State University; associate professor, teacher education; 1992.

R. Michael O'Connor; BA, MEd, University of Washington; PhD, 1974, University of Minnesota; MTS, 1993, Seattle University; associate professor, counseling; 1974.

Yvonne J. Owen; BS, PhD, 1978, University of Washington; associate professor, counseling; 1980.

Mark Roddy; BS, University of California at Riverside; MS, PhD, 1992, University of Washington; associate professor, teacher education; 1992.

Katherine L. Schlick Noe; BA, MEd, PhD, 1985, University of Washington; specialization coordinator, reading; associate professor, curriculum and instruction, and teacher education; 1986.

Sue A. Schmitt; BA, Viterbo College; MEd, University of Missouri-Columbia; EdD, 1984, Mississippi State University; dean; 1996.

Jeremy Stringer; BA, Southern Methodist University; MA, PhD, 1973, University of Wisconsin; coordinator, student development administration; associate professor, student development administration; 1984.

Nina L. Valerio; BS, Philippine Women's University, Philippines; MS, State University of Iowa; PhD, 1991, University of Washington; assistant professor, curriculum and instruction; 1994.

Carol L. Weaver; BS, Washington State University; MEd, Oregon State University; PhD, 1981, Ohio State University; division chairperson, leadership/service; associate professor, adult education and training; 1989.

Delight C. Willing; BA, Carleton University; MA, EdD, 1980, Seattle University; coordinator, adult education and training; associate professor, adult education and training; 1987.

Gary H. Zarter; BA, St. Norbert College; MA, San Francisco State; PhD, 1973, University of Washington; associate professor, curriculum and instruction; 1973.

William Allen Endowed Chair

1994, David Purpel; AB, Tufts College; MAT, Harvard University; EdD, 1961 Harvard University.

1994-95, Monica Schmidt; BS, Marylhurst College; MA, Seattle University; PhD, 1970, University of Illinois.

1996-97, Richard Arends; BS, Eastern Oregon College; MS, University of Iowa; PhD, 1972, University of Oregon.

1997-98, John M. Willinsky; BA, Laurentian University; MEd, University of Toronto (O.I.S.E.); PhD, 1982, Dalhousie University.

1999-2000, Linda F. Cornelius; BS, MEd, Southern University; Ed Spec, PhD, 1989, Florida State University.

Education Faculty Emeriti

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|----------------------------------|-------------------------------|
| Bonnie Jean Denoon, PhD (1975) | John A. Morford, EdD (1973) |
| Winfield S. Fountain, EdD (1957) | Roy P. Wahle, EdD (1977) |
| John J. Gilroy, PhD (1982) | Mary Lou Wyse, PhD (1965) |
| Margaret M. Haggerty, PhD (1971) | Casimir Zielinski, EdD (1979) |
| Reba Y. Lucey, MEd (1969) | |

School of Law

James E. Bond, JD, LL.M., SJD, Dean

Annette Clark, MD, JD, Associate Dean for Academic Affairs

Joan Duffy Watt, Associate Dean for External Affairs

Donna Claxton Deming, JD, Associate Dean for Internal Affairs

Phone: (206) 398-4300 (after Aug. 1, 1999)

Degree Offered

- Juris Doctor (JD)

Objectives

Founded in 1972, the School of Law was acquired by Seattle University in 1994. The only private law school in the Pacific Northwest that is ranked among "America's 56 best law programs" in the Arco guidebook, *Top Law Schools: The Ultimate Guide*, the school is the largest, most diverse law school in the Northwest. It is also the only Washington law school with a thriving evening program geared to the needs of working professionals. More than 100 courses are offered throughout the year. Known nationally for a legal writing program that the American Bar Association has called "among the finest in the nation," the school also offers a comprehensive clinical law program and a law library recognized as a leader in computerized legal research. As of fall 1999, the school will be housed on the Seattle University campus in a beautiful new state-of-the-art facility for legal studies. The school is fully accredited by the American Bar Association and holds full membership in the Association of American Law Schools.

Admission Requirements

As a candidate for admission, you must have earned a bachelor's degree from an accredited college or university prior to enrollment. In addition, you must have received a competitive score on the Law School Admission Test (LSAT) and must register with the Law School Data Assembly Service. LSAT scores normally are considered valid for three years. We may consider older scores in selected cases.

In determining those applicants who will be admitted to the Law School, the Faculty Admission Committee places primary emphasis on three factors:

- Performance on the LSAT
- Undergraduate academic record
- Personal accomplishments

Each applicant file is reviewed individually by a minimum of two evaluators. In all cases, qualitative factors weigh heavily in the admission decision. Such factors may include exceptional professional achievement or community service, outstanding performance in a rigorous program of study, and/or particular talents or backgrounds that will contribute specially and significantly to the law school community.

The law school does not permit non-matriculant students to take classes.

Details are available in the *School of Law Bulletin*, which may be obtained by calling (253) 591-2252 prior to August 1, 1999 or (206) 398-4300 thereafter. You may also contact the Admission Office through the Internet at: lawadmis@seattleu.edu or visit our website: www.law.seattleu.edu.

Law School Faculty

Janet Ainsworth; BA, Brandeis University; MA, Yale University; JD, 1980, Harvard Law School; professor of law; 1988.

Lorraine K. Bannai; BA, University of California, Santa Barbara; JD, 1979, University of San Francisco School of Law; legal writing professor; 1996.

Marilyn Berger; BS, Cornell University; JD, 1970, University of California, Berkeley; professor of law; 1978.

David Boerner; BS, University of Illinois; LL.B., 1963, University of Illinois School of Law; associate professor of law; 1981.

James E. Bond; AB, Wabash College; JD, Harvard University; LL.M., SJD, 1972, University of Virginia; dean; professor of law; 1986.

Melinda J. Branscomb; BA, Vanderbilt University; JD, 1980, University of Tennessee School of Law; associate professor of law; 1989.

Lisa Brodoff; BA, University of Vermont; JD, 1980, Hofstra University School of Law; clinical professor of law; 1997.

Eric A. Chiappinelli; BA, Claremont Men's College; JD, 1978, Columbia University School of Law; professor of law; 1985.

Mark Chinen; BA, Pomona College; M.Div., Yale Divinity School; JD, 1988, Harvard Law School; assistant professor of law; 1996.

Margaret Chon; AB, Cornell University; M.H.S.A., University of Michigan School of Public Health; JD, 1986, University of Michigan School of Law; associate professor of law; 1997.

Annette Clark; BS, Washington State University; MD, University of Washington School of Medicine; JD, 1989, Seattle University School of Law; associate dean; associate professor of law; 1989.

Sidney DeLong; BA, Vanderbilt University; JD, 1974, Yale Law School; associate professor of law; 1985.

David Engdahl; AB, University of Kansas; LL.B., University of Kansas Law School; SJD, 1969, University of Michigan Law School; professor of law; 1981.

Anne M. Enquist; BA, BS, New Mexico State University; MAT, 1977, University of Washington; legal writing advisor; 1980.

Sheldon Frankel; BA, University of Connecticut; JD, LL.M., 1968, Boston University; professor of law; 1974.

Carmen Gonzales; BA, Yale University; JD, 1988, Harvard Law School; assistant professor of law; 1999.

Thomas Holdych; BA, Rockford College; JD, 1970, University of Illinois; professor of law; 1972.

Betsy Hollingsworth; BA, Occidental College; JD, 1975, University of Washington; clinical professor of law; 1986.

Connie Krontz; BSW, University of Washington; JD, 1989, Seattle University School of Law; legal writing professor; 1995.

John La Fond; BA, Yale University; JD, 1968, Yale Law School; professor of law; 1974.

Marc Lampson; BA, California State University, Sacramento; JD, 1984, Antioch School of Law; legal writing professor; 1990.

Raven Lidman; BA, Cornell University; JD, 1977, Seattle University School of Law; clinical professor of law; 1987.

Paula Lustbader; BS, Southern Oregon State College; JD, 1988, Seattle University School of Law; director of academic resource center; 1988.

Judith Maier; BS, Syracuse University; MBA, Pacific Lutheran University; JD, 1993, Seattle University School of Law; legal writing professor; 1996.

Susan McClellan; BA, University of Washington; MEd, University of Alaska; JD, 1988, University of Washington School of Law; legal writing professor; 1992.

Henry W. McGee, Jr; BS, Northwestern University; JD, 1957, DePaul University; professor of law; 1994.

John Mitchell; BA, University of Wisconsin, Madison; JD, 1970, Stanford Law School; clinical professor of law and director of law practice clinic; 1992.

Laurel Currie Oates; BA, Western Washington University; JD, 1978, Seattle University School of Law; director of legal writing program; 1980.

William Oltman; BA, University of Wisconsin; JD, 1969, University of Michigan School of Law; professor of law; 1974.

Mark Reutlinger; AB, JD, 1968, University of California, Berkeley; professor of law; 1978.

J. Christopher Rideout; BA, University of Puget Sound; MA, PhD, 1982, University of Washington; associate director of legal writing program; 1981.

Richard Settle; BA, JD, 1967, University of Washington; professor of law; 1972.

Julie Shapiro; BA, Wesleyan University; JD, 1982, University of Pennsylvania; associate professor of law; 1991.

Gregory Silverman; AB Vassar College; JD, Columbia University; PhD, 1999, University of Chicago; assistant professor of law; 1999.

David Skover; AB, Princeton University; JD, 1978, Yale Law School; professor of law; 1982.

Ronald Slye; BA Columbia University; MPhil, Christ's College of Cambridge; JD, 1989, Yale Law School; assistant professor of law, 1999.

Anita Steele; BA, Radcliffe College; JD, University of Virginia Law School; MLL, 1972, University of Washington; director of law library; professor of law; 1972.

John Strait; BA, University of California, Davis; JD, 1969, Yale Law School; associate professor of law; 1974.

Kellye Y. Testy; BA, Indiana University; JD, 1991, Indiana University School of Law; associate professor of law; 1992.

John Weaver; AB, Dartmouth College; JD, 1969, University of Michigan School of Law; professor of law; 1972.

Henry C. Wigglesworth; AB, Harvard University; JD, 1988, University of New Mexico School of Law; legal writing professor; 1996.

Kenneth Wing; BA, University of California, Santa Cruz; JD, Harvard Law School; MPH, 1972, Harvard School of Public Health; professor of law; 1990.

Ramona L. Writt; BA, University of Texas; JD, 1991, Seattle University School of Law; legal writing professor; 1994.

School of Nursing

Luth M. Tenorio, PhD, RN, Dean
Janet Claypool, MN, Associate Dean
Phone: (206) 296-5660

Degree and Certificate Offered

- **Master of Science in Nursing (MSN)**
Leadership in Community Nursing (LCN)
Family Primary Care Nurse Practitioner (FPCNP)
- **Post-Master's Certificate in Family
Primary Care Nurse Practitioner**

Information regarding tuition, fees, and length of program may also be obtained from: The National League for Nursing Accrediting Commission (NLNAC), 350 Hudson St. New York, NY 10014, 800-669-9659.

Objectives

Today's complex health care environment requires that nurses have advanced practice nursing knowledge and skills. Graduate study offers the opportunity to deepen knowledge of clinical phenomena, develop new perspectives on old dilemmas, and acquire new roles within the health care system. Nurses prepared at the graduate level obtain the skills needed for greater career flexibility.

- Synthesize knowledge from nursing and related disciplines for advanced nursing practice.
- Use problem solving strategies to provide care and to enable groups of clients to manage and cope with alterations in health and to attain higher levels of wellness.
- Embody values essential to advanced nursing practice.
- Evaluate one's beliefs, values and ways of knowing to foster personal growth and professional practice.
- Analyze health care systems and policies that influence health care for vulnerable populations.
- Practice advanced nursing roles in collaboration with clients, health professionals, and community organizations to ensure quality care.
- Advance the health of vulnerable populations through scholarship, leadership, and delivery of quality nursing care.

MASTER OF SCIENCE IN NURSING

The master of science in nursing degree (MSN) provides experienced professional nurses with the additional education needed to function in a rapidly changing health care environment that demands new and innovative approaches to nursing and health care delivery. Graduates are prepared for positions as leaders in community and institutional organizations, or as family primary care nurse practitioners.

The MSN program at Seattle University is grounded in the Jesuit ideals of teaching, service, education for values, and growth of persons. Graduate faculty members are

doctorally prepared, clinically experienced nurses who are also expert teachers. The curriculum focus on care of vulnerable clients actualizes the Jesuit commitment to social justice. Students may select an international setting for a clinical practicum. Value-based education empathizes the ethical, moral, and spiritual dimensions of nursing care. Attention to individual student strengths and needs produces graduates who are knowledgeable, skilled, and confident in their ability to effect change.

The MSN program, designed for working professional nurses, offers two specializations. The leadership in community nursing (LCN) is a four-quarter full-time or seven-quarter part-time track. The family primary care nurse practitioner specialization (FPCNP) offers full-time, part-time, and post-master's certificate study options. Classes are offered Fridays during the day or evenings and on Saturday. Both specializations of the MSN program must be completed within a six year period.

The MSN program:

- Provides the academic background and clinical practica for national certification examinations.
- Focuses on the health care of vulnerable populations.
- Offers weekday, weekend, and evening classes.
- Provides programs designed for the adult learner.
- Allows application of theory and research through clinical practica.
- Is fully accredited by the NLNAC and CCNE

Admission Requirements

- Bachelor's degree in nursing recognized by a national nursing accrediting agency or an associate degree in nursing with a bachelor's degree in another discipline. Professional and academic experiences will be evaluated on an individual basis.
- A résumé indicating relevant nursing experience. Two years of clinical nursing experience is preferred.
- A statement describing professional and personal goals with reasons for choosing the MSN program and a particular specialization.
- A successful interview with faculty.
- Graduate Record Exam (GRE) taken within the past five years.
- Two recommendations that speak to the applicant's clinical and academic abilities. NOTE: Recommendation forms and envelopes are provided.

School of Nursing

- A 3.0 minimum undergraduate grade point average (GPA). Individuals who have less than a 3.0 GPA may be considered, given evidence of other accomplishments.

Applicants who do not meet all of the admission requirements will be considered on an individual basis.

Prerequisites

Satisfactory completion with a grade of C (2.0) or better in the following undergraduate courses:

- Health assessment course
- Research course (2-3 credit minimum) and completed within the past ten years.
- Basic statistics course that includes descriptive and inferential statistics with computer application (2-3 credit minimum) and completed within the past ten years.

Students admitted to the MSN program must first demonstrate satisfactory writing skills by enrollment in the Reading/Writing Workshop (fee required).

Evidence of the following must be provided to the School of Nursing prior to enrollment:

- Washington State RN licensure
- Professional liability insurance
- Current immunizations required in clinical sites, and other Occupational Safety and Health Administration (OSHA) and state requirements. Students will be informed of these health requirements and will be responsible for compliance. The information is also available in the School of Nursing Graduate Student Handbook.

Note: A prospective student may take a maximum of 12 graduate nursing credits as a non-matriculated student without being admitted to the MSN program. These credits may be applied towards a master's degree once admitted to the MSN program. Clinical courses cannot be taken without formal admission to the MSN program. Enrollment in any course requires permission of the instructor and director of the MSN program.

Degree Requirements - Master of Science in Nursing/Family Primary Care Nurse Practitioner Specialization

I. Foundation Courses

Eighteen NURS credits, including:

| | | |
|----------|--|---|
| NURS 502 | Nursing Care of Vulnerable Populations | 3 |
| NURS 504 | Concepts and Theories | 3 |
| NURS 510 | Ethical Considerations in Nursing Practice | 3 |
| NURS 512 | Health Policies, Politics and Power ... | 3 |
| NURS 514 | Research in Nursing | 3 |
| NURS 520 | Patterns of Health Promotion and Disease Prevention Across the Life Span | 3 |

II. Specialization Area

Forty-one NURS credits, including:

| | | |
|----------|--|---|
| NURS 501 | Advanced Health Assessment and Health Promotion | 4 |
| NURS 521 | Psychosocial Aspects of Primary Care | 2 |
| NURS 522 | Pharmacological Applications | 3 |
| NURS 523 | Well Child Care in the Family | 2 |
| NURS 524 | Advanced Pathophysiology | 3 |
| NURS 525 | Family Primary Care Management and Practicum I | 6 |
| NURS 526 | Family Primary Care Management and Practicum II | 5 |
| NURS 527 | Family Primary Care Management and Practicum III | 6 |
| NURS 528 | Advanced Practice Professional Role | 2 |
| NURS 529 | Family Primary Care Integrated Practicum IV | 8 |

III. Program Synthesis

| | |
|-----------------------------------|-----|
| Choose option a. or b.: | 3-6 |
| a. NURS 593 Thesis (2) | |
| NURS 594 Thesis (2) | |
| NURS 595 Thesis (2) | |
| b. NURS 599 Scholarly Project (3) | |

MINIMUM CREDITS REQUIRED FOR DEGREE 62-65

Degree Requirements - Master of Science in Nursing/Leadership in Community Nursing Specialization

The LCN program is a four quarter full-time or seven quarter part-time specialization which requires successful completion of 49-53 credits of course work. Total credits include two to three credits of electives, and a scholarly project or thesis.

I. Foundation Courses

Eighteen NURS credits, including:

| | | |
|----------|--|---|
| NURS 502 | Nursing Care of Vulnerable Populations | 3 |
| NURS 504 | Concepts and Theories | 3 |
| NURS 510 | Ethical Considerations in Nursing Practice | 3 |
| NURS 512 | Health Policies, Politics and Power ... | 3 |
| NURS 514 | Research in Nursing | 3 |
| NURS 520 | Patterns of Health Promotion and Disease Prevention Across the Life Span | 3 |

II. Specialization Area

Twenty-eight NURS credits, including:

| | | |
|----------|--|---|
| NURS 506 | Theoretical Frameworks for Nursing Practice in Communities and Organizations | 3 |
| NURS 507 | Advanced Practice in Community Health I | 3 |
| NURS 509 | Roles and Functions of the Community Nurse | 2 |

| | | |
|---------------|---|-----|
| NURS 511 | Communication and Information Technologies | 2 |
| NURS 513 | Cultural Competence for Community Partnerships | 2 |
| NURS 516 | Principles of Nursing Leadership and Management | 3 |
| NURS 517 | Management Analysis in Health Care System | 3 |
| NURS 518 | Principles of Community and Organizational Health Interventions ... | 4 |
| NURS 519 | Advanced Practice in Community Health Nursing II | 4 |
| NURS Elective | | 2-3 |

| | | |
|----------|--|---|
| NURS 524 | Advanced Pathophysiology | 3 |
| NURS 525 | Family Primary Care Management and Practicum I | 6 |
| NURS 526 | Family Primary Care Management and Practicum II | 5 |
| NURS 527 | Family Primary Care Management and Practicum III | 6 |
| NURS 528 | Advanced Practice Professional Role 2 | |
| NURS 529 | Family Primary Care IV Integrated Practicum | 8 |

MINIMUM CREDITS REQUIRED FOR CERTIFICATE 20-44

II. Program Synthesis

| | | |
|-----------------------------------|-------|-----|
| Choose option a. or b.: | | 3-6 |
| a. NURS 593 Thesis (2) | | |
| NURS 594 Thesis (2) | | |
| NURS 595 Thesis (2) | | |
| b. NURS 599 Scholarly Project (3) | | |

MINIMUM CREDITS REQUIRED FOR DEGREE 49-53

POST-MASTER'S CERTIFICATE IN FAMILY PRIMARY CARE NURSE PRACTITIONER

Admission Requirements

- A master's degree in nursing recognized by a national nursing accrediting agency.
- A résumé indicating relevant nursing experience.
- A successful interview with faculty.
- A statement describing professional and personal goals and reasons for choosing the FPCNP post-master's certificate program.
- Two recommendations that speak to the applicant's clinical and academic abilities. NOTE: Recommendation forms and envelopes are provided.
- Satisfactory completion with a grade C (2.0) or better in a health assessment course.

Requirements - Post-Master's Certificate in Family Primary Care Nurse Practitioner

Forty-four NURS credits, including:

| | | |
|----------|--|---|
| NURS 501 | Advanced Health Assessment and Health Promotion | 4 |
| NURS 520 | Patterns of Health Promotion and Disease Prevention Across the Life Span | 3 |
| NURS 521 | Psychosocial Aspects of Family Primary Care | 2 |
| NURS 522 | Pharmacological Applications | 3 |
| NURS 523 | Well-Child Care in the Family | 2 |

Graduate Courses

1 credit hour=30 contact hours for clinical practica. The ratio of credit to contact hours for the MSN clinical practica is consistent with University policy.

** Open to non-matriculated students by permission of faculty and for Director of MSN Program, and on a space available basis. Admission to Seattle University required.*

| | | |
|----------|---|----------|
| NURS 501 | Advanced Health Assessment and Health Promotion* | 4 |
|----------|---|----------|

This course focuses on advanced knowledge and skills necessary for the assessment and promotion of health across the life span. Emphasis will be placed upon collection and interpretation of comprehensive biological, cultural, psychosocial, and physical data from the history and physical examination in relation to both normal and abnormal findings. Course includes one credit of clinical practicum. Prerequisites: NURS 502, NURS 514 or by permission of the instructor.

| | | |
|----------|--|----------|
| NURS 502 | Nursing Care of Vulnerable Populations* | 3 |
|----------|--|----------|

Identification of vulnerable populations and analysis of the multiple factors contributing to their health deficits. Field experience and seminar discussion focus on nursing strategies to promote wellness with families and communities/populations.

| | | |
|----------|--|----------|
| NURS 504 | Concepts and Theories in Nursing* | 3 |
|----------|--|----------|

Seminar to explain the purpose, evolution and history of concepts and theories that are central to nursing. Analysis of the role of relevant theories and concepts in guiding current and future nursing practice. Prerequisites: NURS 502, NURS 514 or by permission of the instructor.

| | | |
|----------|---|----------|
| NURS 506 | Theoretical Frameworks for Nursing Practice in Communities and Organizations | 3 |
|----------|---|----------|

Frameworks for viewing communities and organizations as the focus of practice. Theories and concepts essential to understanding and planning for the health needs of communities and organizations examined. Students apply assessment models, methods, and processes in order to identify patterns and trends in health of vulnerable populations. Emphasis on epidemiological principles and methods. Thirty hours of field work are required.

| | |
|--|---|
| <p>NURS 507 Advanced Practice in Community and Organizational Nursing I 3</p> <p>Study, analysis, and application of nursing theories, frameworks, and public health science as they apply to a community health clinical nurse specialist working among families and communities/populations. Seminar, clinical conferences, and clinical experiences will allow the integration of theory, concepts, and research. Prerequisites: NURS 501, NURS 508.</p> | <p>NURS 517 Management Analysis in Health Care Systems* 3</p> <p>Application of management and microeconomics principles for planning, control, and decision making in health care programs. Introduction of financial concepts, financial management, and cost accounting as they apply to health services. Analysis of cost, quality, and outcomes as factors in the development and evaluation of health care programs for selected populations within a community. Prerequisites: NURS 512, NURS 516, or by permission of the instructor.</p> |
| <p>NURS 509 Advanced Roles and Functions of the Community Nurse 2</p> <p>Analysis of roles of the community health clinical nurse specialist within changing health care delivery systems. Exploration of specific roles in a project proposal. Prerequisites: NURS 505, NURS 507.</p> | <p>NURS 518 Principles of Community and Organizational Health Interventions 4</p> <p>Principles and frameworks for program design, management and outcomes evaluation. Emphasis on the formulation of health education programs, development of coordinated services for at-risk groups and strengthening environmental forces that support wellness. Concepts of empowerment, collaboration and partnership building explored as strategies to facilitate program and organizational goals. Issues and trends in interventions for vulnerable populations. Students will gain experience in grant writing. Thirty hours of field work are required.</p> |
| <p>NURS 510 Ethical Considerations in Nursing Practice* 3</p> <p>Examination of ethical issues that influence advanced nursing practice. The course focus is on professional values, cultural diversity issues, and ethical decision making in clinical practice. Prerequisites: NURS 505, NURS 507, or by permission of the instructor.</p> | <p>NURS 519 Advanced Practice and Organizational Nursing II 4</p> <p>Advanced nursing practice among vulnerable families, groups, and communities/populations. Emphasis on the integration of community health clinical nurse specialist roles of clinician, consultant, collaborator, educator, and researcher. Seminar and clinical experience provide opportunities to integrate theory, concepts, and research with synthesis of role components. Prerequisites: NURS 516, NURS 517.</p> |
| <p>NURS 511 Communication and Information Technologies 2</p> <p>Frameworks for communication and teaching/learning, and their relationship to technology. Stresses advanced skills in the use of computer technology to access and manage information for communication and clinical management.</p> | <p>NURS 520 Patterns of Health Promotion and Disease Prevention Across the Life Span* 3</p> <p>This course focuses on health promotion, risk screening, and disease prevention among families across the lifespan. Clinical strategies and interventions are examined, analyzed, and critiqued using research and theoretical data for utilization within advanced nursing practice.</p> |
| <p>NURS 512 Health Policy, Politics, and Power 3</p> <p>Examination of the socioeconomic, political, legal, and ethical considerations in the development of state and national health policy. Course will consist of the discussion and evaluation of the health care policy process. Prerequisites: NURS 509, NURS 510, or by permission of the instructor.</p> | <p>NURS 521 Psychosocial Aspects of Family Primary Care* 2</p> <p>The purpose of this course is to provide the primary care practitioner with an overview of psychosocial and psychopharmacological principles of family primary care. The focus is on a holistic approach to advanced practice nursing that integrates biological processes with psychosocial dynamics.</p> |
| <p>NURS 513 Cultural Competence for Community Partnerships 2</p> <p>Conceptual models for developing cultural competence. Concepts of language, cultural identity, the continuum of cultural identification. Students analyze values, customs and beliefs of various cultural and ethnic groups to understand how these influence health behaviors. Barriers to culturally sensitive care evaluated.</p> | <p>NURS 522 Pharmacological Applications* 3</p> <p>This course is intended to familiarize students with principles of drug therapy in family practice and to develop the skills necessary to prescribe drugs to children, adults, pregnant women, and geriatric clients. The course covers drugs used in some of the basic diseases encountered in family practice.</p> |
| <p>NURS 514 Research in Nursing* 3</p> <p>Examination of the evolution of nursing research. Exploration of research methods, including qualitative and quantitative research methodologies and outcomes research. Development of questions for either a scholarly project or thesis. Prerequisites: Undergraduate research course and basic statistics course.</p> | |
| <p>NURS 516 Principles of Nursing Leadership and Management* 3</p> <p>Examination of selected management and leadership theories applicable to advanced nursing practice. Analysis of trends in nursing leadership and management. Examination of specific topics relevant to changing trends in nursing leadership and management. Prerequisites: NURS 509, NURS 510, or by permission of the instructor.</p> | |

NURS 523 Well-Child Care in the Family* 2

This course focuses on well-child care with emphasis on growth and development, parental concerns, child-rearing practices, nutrition, and family responses to pediatric health care problems. Attention is directed toward the care needed to meet the health objectives for families in Healthy People Year 2000 Health Objectives.

NURS 524 Advanced Pathophysiology* 3

In-depth analysis of selected concepts of pathophysiology using a case study approach. Focus will be on common health alterations in health as seen in primary care settings.

NURS 525 Family Primary Care Management and Practicum I 6

This course presents the theoretical and clinical basis for primary care management of women's health from childbearing women to older women. Content will include health maintenance, concerns, and problems of women in relation to reproductive health, common gynecological problems and primary care issues. Clinical experiences will occur in a variety of settings. The focus of the clinical practicum is to begin the development of collaborative relationships and to acquire further knowledge in the area of women's health. Prerequisites: NURS 501, NURS 524 and concurrent with NURS 522.

NURS 526 Family Primary Care Management and Practicum II 5

This course focuses on the primary health needs of children and adolescents including those needs related to school health strategies for identification, management, client and family education, and appropriate referrals. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice and course assignments. Prerequisite: NURS 525.

NURS 527 Family Primary Care Management and Practicum III 6

This course presents the theoretical and clinical basis for advanced nursing management of adult and older adult's health problems. Clinical learning experiences focus on the increased integration of ethical and diagnostic judgement related to the health care of adults to promote their optimal levels of being and functioning. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practicum and course assignments. Prerequisites: NURS 525, NURS 526.

NURS 528 Advanced Practice Professional Role 2

This course is designed for students preparing for the nurse practitioner role. Emphasis is on role socialization of a collaborative health care provider. The scope of nurse practitioner practice is analyzed with emphasis on role clarification, goal attainment, and professional responsibility. Prerequisites: NURS 525, NURS 526.

NURS 529 Family Primary Care IV Integrated Practicum 8

This course is an integrated clinical practicum in the development and implementation of the advanced nurse practitioner role. Focus is on the integration of the theoretical and clinical components of advanced nursing in family primary care. Dimensions of the role will be explored with particular emphasis on leadership, accountability, autonomy, professionalism, collaboration, consultation and research. Prerequisites: NURS 525, NURS 526, NURS 528.

NURS 593 Thesis 2

NURS 594 Thesis 2

NURS 595 Thesis 2

Development and implementation of a thesis proposal. The course is completed when the thesis is approved by committee. Prerequisites: NURS 516, NURS 527.

NURS 596 Independent Study 1 to 5

NURS 599 Scholarly Project 3

Refinement and execution of a scholarly project that makes a significant contribution to nursing practice or science. Project culminates in a scholarly project that meets predetermined standards established in collaboration with the scholarly project committee. Prerequisites: NURS 516, NURS 527. (Project may take more than one quarter to complete).

Graduate Faculty

Kathryn Anderson, PhD, 1993, Oregon Health Sciences University; 1992

Janine Catalano, MSN, CFNP, 1994, University of Texas Health Science Center - Houston; 1998

Christina Joy, DNSc, 1997, University of San Diego

Maureen Niland, PhD, 1986, University of Washington; 1986

Graham Patrick, PhD, 1994, University of Washington; 1998

Jane Peterson, PhD, 1981, University of Washington; 1969

Elayne Puzan, PhD, 1997, University of Massachusetts; 1997

Janet Quillian, PhD, 1982, University of Texas; 1994

Luth M. Tenorio, PhD, 1986, Texas Woman's University; 1993

Toni Vezeau, PhD, 1992, University of Colorado; 1994

School of Science and Engineering

George Simmons, PhD, Dean
Patricia D. Daniels, PE, PhD, Associate Dean

Degree Offered

- Master of Software Engineering (MSE)

Objectives

The objective of the MSE program is to provide professionals working in the software field the opportunity to broaden and hone their software development skills.

Admission Requirements

- Bachelor's degree, preferably in computer science or a related discipline, earned at a regionally accredited school.
- Two years of experience in software development or maintenance.

- Working knowledge of at least one programming language such as Fortran, COBOL, Ada, C, C++, or Java.
- Graduate Record Exam (GRE) General Test results from within the past five years. The Subject Test in Computer Science is optional.

Application Procedures

MSE students normally start in the fall quarter of each year. Applications and all supporting documents for fall admission should be received by Admissions by May 1. Late applications will be considered for fall quarter admission on a selective basis when space is available.

SOFTWARE ENGINEERING

Graduate Program Director: David A. Umphress, PhD
Phone: (206)296-5510

Degree Offered

- Master of Software Engineering (MSE)

MASTER OF SOFTWARE ENGINEERING

The MSE program at Seattle University is designed for working professionals. All classes are offered in the evenings. The program builds on the computing experience of its students by providing course work in a diversity of software engineering and computer science topics, with an emphasis on teamwork and a disciplined approach to problem solving. We offer a balanced core curriculum of technical and managerial courses, and a variety of elective streams to address areas of personal interest. The principles and techniques learned throughout the coursework are integrated into a year-long software project as the capstone experience.

Seattle University has long been a leader in software engineering education. It established its pioneering MSE program in 1979, and awarded the world's first degree in 1982.

Our graduate faculty have extensive industrial experience as well as strong academic credentials. Our curriculum has been shaped by close contacts with local industry, ensuring that courses are relevant to the workplace and that projects are tailored to the professional needs of our students.

Degree Requirements - Master of Software Engineering

Minimum requirements for the degree are 45 graduate credits. These include 27 hours of core courses, nine hours of elective courses, and nine hours of software engineering project. Core courses in computing (CSSE 500, 502, and 504) may be waived for students with appropriate background (e.g. a computer science degree) and replaced by additional electives. A maximum of 12 credits taken in non-matriculated status may be applied to this program. All degree requirements must be completed within six years after course work has begun.

I. Computing Requirements

Nine CSSE credits, including:

| | | |
|----------|---------------------------------------|---|
| CSSE 500 | Data Structures and Algorithms | 3 |
| | Required unless waived | |
| CSSE 502 | Mathematical Foundations | 3 |
| | Required unless waived | |
| CSSE 504 | System Software and Architecture | 3 |
| | Required unless waived | |

II. Management Requirements

Nine CSSE credits, including:

| | | |
|----------|-----------------------------------|---|
| CSSE 508 | Technical Communication | 3 |
| CSSE 515 | Software Project Management | 3 |
| CSSE 516 | Software Quality Assurance | 3 |

III. Technical Requirements

Nine CSSE credits, including:

| | | |
|----------|-----------------------------|---|
| CSSE 510 | Requirements Analysis | 3 |
| CSSE 512 | Software Design | 3 |
| CSSE 514 | Programming Methods | 3 |

IV. Program Electives

- Choose at least three of the following courses: 9
- CSSE 518 Software Quality Assurance
 - CSSE 533 Legal Aspects of Software
 - CSSE 541 Database Systems
 - CSSE 543 Applied Formal Methods
 - CSSE 546 Object-Oriented Programming
 - CSSE 549 Software Maintenance and Reuse
 - CSSE 550 Distributed Computing
 - CSSE 551 Real-time and Embedded Systems
 - CSSE 553 Artificial Intelligence
 - CSSE 560 Human-Computer Interaction
 - CSSE 561 User Interface Programming
 - CSSE 564 Computer Graphics

V. Required Project Courses

- Nine CSSE credits, including:
- CSSE 585 Software Engineering Project I 3
 - CSSE 586 Software Engineering Project II 3
 - CSSE 587 Software Engineering Project III 3

MINIMUM CREDITS REQUIRED FOR DEGREE 45

Elective Courses

Unless otherwise indicated at the time of offering, any regularly scheduled graduate course in software engineering other than the core courses and the project courses may be used to satisfy the elective course requirement. Students may also take Special Topics (CSSE 591, 592, 593) and/or Independent Study (CSSE 596, 597, 598) for elective credit. With departmental approval, up to six hours of graduate-level courses from other departments, especially selected courses from the MBA program at Seattle University, are acceptable for elective credit.

Software Engineering Project

Satisfactory performance in the three-quarter software engineering project sequence (CSSE 585, CSSE 586, and CSSE 587) is required of all MSE students. Students are grouped into teams which complete a significant software project. Students who are not full-time are expected to take only the project sequence in their final year. Students are encouraged not to begin the software engineering project sequence unless CSSE 587 will be their final course in the program.

Sample Program Schedules

Three-year track with CSSE 500, 502, and 504 waived:

| | Fall | Winter | Spring |
|--------|----------|----------|----------|
| Year 1 | CSSE 508 | CSSE 515 | CSSE 516 |
| | CSSE 510 | CSSE 512 | CSSE 514 |
| Year 2 | elective | elective | elective |
| | elective | elective | elective |
| Year 3 | CSSE 585 | CSSE 586 | CSSE 587 |

Three-year track with CSSE 500, 502, and 504 required:

| | Fall | Winter | Spring |
|--------|----------|----------|----------|
| Year 1 | CSSE 502 | CSSE 504 | CSSE 500 |
| | CSSE 510 | CSSE 512 | CSSE 514 |
| Year 2 | CSSE 508 | CSSE 515 | CSSE 516 |
| | elective | elective | elective |
| Year 3 | CSSE 585 | CSSE 586 | CSSE 587 |

Two-year track for full-time students:

| | Fall | Winter | Spring |
|---------|----------|----------|----------|
| Year 1 | CSSE 508 | CSSE 515 | CSSE 516 |
| | CSSE 510 | CSSE 512 | CSSE 514 |
| | CSSE 502 | CSSE 504 | CSSE 500 |
| Year 2* | CSSE 585 | CSSE 586 | CSSE 587 |
| | elective | elective | elective |

**International students may need to take an additional three credits each term to be eligible for student visa status.*

Graduate Courses

Core Courses

Nine core courses are required for the MSE degree. They are organized into three streams: computing, management, and technical. The computing stream may be waived for students with an appropriate background.

Computing

CSSE 500 Data Structures and Algorithms 3
Lists, stacks, strings, trees and graphs. Sorting and searching techniques. Algorithm implementation and complexity analysis. (spring)

CSSE 502 Mathematical Foundations 3
Mathematical logic, sets, graph theory, functions, relations, recursion, computability, and proof of correctness. (fall)

CSSE 504 System Software and Architecture 3
Software architecture, abstract hardware architecture, component approach to system development, application program interfaces. (winter)

Management

CSSE 508 Technical Communication 3
The role of communication skills in software engineering. Organizing ideas. Writing. Speaking. Structure and content of manuals and other software documentation. (fall)

CSSE 515 Software Project Management 3
Process context of software development. Task decomposition. Size and schedule estimation. Risk management. Project planning and control mechanisms. (winter)

CSSE 516 Software Quality Assurance 3
Managerial and technical aspects of verification, validation, and quality assurance. Theory of testing. Prerequisite: CSSE 515 (spring)

Technical

CSSE 510 Requirements Analysis 3
Methods, tools, and techniques for software specification. Requirements elicitation, conceptual modeling, structured and object-oriented analysis. Prerequisite or corequisite: CSSE 502. (fall)

CSSE 512 Software Design 3
Methods, tools, and techniques for software design. Software architecture, database design, structured and object-oriented design. Prerequisite: CSSE 510. Prerequisite or corequisite: CSSE 504. (winter)

CSSE 514 Programming Methods 3
Methods, tools, and techniques for software implementation. Programming paradigms and languages. Structured and object-oriented programming. Prerequisite: CSSE 512. Prerequisite or corequisite: CSSE 500. (spring)

Elective Courses

Electives are grouped into streams. Subject to prerequisites, students may take any or all courses from a given stream. Additional elective offerings will be based on student interest and faculty availability.

Software Architectures

CSSE 541 Database Systems 3
Database management techniques. Survey of database management systems: their use, architecture, design, implementation, and cost/benefit/performance trade-offs. Prerequisite: CSSE 512.

CSSE 550 Distributed Computing 3
Design and analysis of software distributed across multiple platforms. Examination of parallel computing, client-server software, distributed objects, and hardware architectures. Prerequisite: CSSE 504

CSSE 551 Real-time and Embedded Systems 3
Design and analysis of real-time systems. Examination of embedded applications. Hardware and software standards and performance. Prerequisite: CSSE 504

Modeling

CSSE 543 Applied Formal Methods 3
Foundations of symbolic systems. Programming applications which support rigor and proof. Logic synthesis, programming languages with functional, declarative, and mathematical semantics, satisfiability and proof of correctness, formal modeling. Prerequisite: CSSE 502

CSSE 546 Object-Oriented Programming 3
Tools and techniques for designing and implementing object-oriented software systems. Prerequisite or Corequisite: CSSE 514

CSSE 553 Artificial Intelligence 3
Survey of artificial intelligence as it applies to software engineering. Acquisition and representation of knowledge. Search strategies. Selected applications, such as natural language processing, image recognition, planning, neural nets, and expert systems. Prerequisite: CSSE 502

Human-Computer Interaction

CSSE 560 Human-Computer Interaction 3
History, design and implementation of user interfaces. Dialogue management, cognitive modeling, task modeling, interaction models, design analysis, measurement techniques, and virtual environments. Current interfaces and GUI toolkits.

CSSE 561 User Interface Programming 3
Design principles, tools, and techniques for implementing and evaluating user interfaces and interactivity. WIMP programming, web page design, whole body interface and GUI toolkits. Prerequisite: CSSE 560

CSSE 564 Computer Graphics 3
Construction of graphics software: curve drawing, contour filling, polygon clipping, 2-D and 3-D object transformations. Introduction to image enhancement and restoration, compression, object representation. Prerequisite: CSSE 500 and linear algebra.

Software Project Engineering

CSSE 518 Software Metrics 3
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: CSSE 515.

CSSE 533 Legal Aspects of Software 3
Software procurement, contract law, managing contracts, patents, copyrights, trade secrets. Specification and control of product and process. Prerequisite: CSSE 515.

CSSE 549 Software Maintenance and Reuse 3
Managerial and technical tools and techniques for maintaining software and reusing components. Maintenance and reuse metrics.

Required Project Courses

CSSE 585 Software Engineering Project 1 3

CSSE 586 Software Engineering Project 2 3

CSSE 587 Software Engineering Project 3 3

Three-quarter sequence in which students are grouped into teams, and each team completes a year-long software project. The sequence begins in the fall and ends spring quarter. Students wishing to take other courses concurrently with CSSE 587 must obtain departmental approval. Prerequisites to CSSE 585: completion of core courses and departmental approval.

Other Electives

CSSE 591, 592, 593 Special Topics 1 to 3
May include such topics as software engineering economics, data security and privacy, ethics of computing, programming languages, visual languages, expert systems, and machine vision.

CSSE 596, 597, 598 Independent Study 1 to 3
Independent research and in-depth study of topics under the supervision of a faculty adviser.

Note: Up to two courses from other graduate programs, may be taken as MSE electives with departmental approval. Approved MBA courses include such topics as leadership, entrepreneurship, high tech marketing, management of change, and business ethics.

Graduate Faculty

William Bricken; BA, University of California; MS, PhD, 1987, Stanford University; assistant professor of computer science and software engineering; 1996.

Adair Dingle; BS, Duke; MS, Northwestern University; PhD, University of Texas at Dallas, assistance professor of computer science and software engineering; 1995.

Garry Kampen; BA, Carleton College; MA, University of Michigan; PhD, 1973, University of Washington; associate professor of computer science and software engineering; 1985.

Everald E. Mills; BS, University of Nebraska; MS, PhD, 1972, Washington State University; associate professor of computer science and software engineering; 1983.

Ihsin Phillips; BS, MS, PhD, 1984, University of Maryland; professor of computer science and software engineering; 1985.

Mitchell Spector; BS, John Carroll University; PhD, 1976, Massachusetts Institute of Technology; associate professor of computer science and software engineering; 1986.

David Umphress; BS, Angelo State University; MCS, PhD, 1987, Texas A&M University; associate professor of computer science and software engineering; 1993

School of Theology and Ministry

Loretta K. Jancoski, Ph.D., Dean and Director, Institute for Catholic Theological Studies

Phyllis Anderson, Ph.D., Director, Institute for Ecumenical Theological Studies

Sharon Callahan, Ed.D., Director of Degrees

Degrees and Certificates Offered

- **Master of Arts in Pastoral Studies (MAPS)**
- **Master of Arts in Transforming Spirituality (MATS)**
Studies in Spirituality Specialization
Spiritual Direction Specialization
- **Master of Divinity (MDiv)**
- **Post-Master's Certificate in Transforming Spirituality**
Studies in Spirituality Specialization
Spiritual Direction Specialization
- **Post-Master's Certificate in Religious Education**
- **Post-Master's Certificate in Mission Integration**
- **Post-Master's Certificate in Ecology and Theology**

Unique Collaboration

The School of Theology and Ministry is housed in prestigious Seattle University, a premier Jesuit private college in the Northwest. The School offers people the opportunity to study for a variety of ministerial roles. This unique School houses two institutes: the Institute for Catholic Theological Studies (ICTS, a joint venture with the Archdiocese of Seattle) and the Institute for Ecumenical Theological Studies (IETS, a joint venture with numerous Seattle-area denominations.) The student body of STM is made up primarily of adult learners who are seeking to develop spiritually, to know and appreciate their tradition, and to become skilled ministers. Each of the Institutes provides students with the services and support they need to engage in disciplined, developmental, and holistic education and formation. The School of Theology and Ministry is fully accredited through the Association of Theological Schools.

Institute for Catholic Theological Studies

In service to both the Catholic Archdiocese of Seattle and Seattle University, the Institute for Catholic Theological Studies (ICTS) prepares Catholic lay ministers for leadership positions in the church. ICTS students and graduates serve as pastoral associates in parishes for faith formation, sacramental preparation, Rite of Christian Initiation of Adults; ministers to the sick and elderly; liturgical leaders; leaders of faith communities with no resident ordained pastor; chaplains to hospices, hospitals, and prisons; directors of food banks, shelters for the homeless and for battered women; and retreat directors.

Institute for Ecumenical Theological Studies

Serving the university and a number of denominations and religious agencies in the Northwest, the Institute for Ecumenical Theological Studies (IETS) prepares students for lay and ordained ministry in their specific tradition. The IETS director works closely with lay and ordained representatives of each denomination and agency who form the IETS Advisory Board. Students and graduates pastor

churches, direct Christian education programs, manage shelters and housing for the homeless, provide spiritual direction and retreats, and serve as chaplains in various ministries.

Admission Requirements

Admission is selective, and candidates are evaluated on their individual merits, rather than on a comparative basis. Applicants must provide documents attesting to:

- A bachelors degree from a regionally accredited institution with:
 - A liberal arts background which best prepares a person for the thinking and writing skills required
 - Two undergraduate courses in theology or equivalent
 - A 2.75 GPA (International students must have a 3.00 GPA)
- Two years of experience in some form of education, ministry, or service as a professional or volunteer
- Reference forms completed by two professional persons who can attest to readiness for ministry
- An autobiographical statement of approximately four to six pages that includes:
 - An account of your life, highlighting important events and relationships and what you consider the impact of these on your development.
 - Your impression of the program and your expectations of it.
 - A discussion of the professional skills and understandings you seek through participation in the STM and the areas of personal growth most important to you
 - A brief description of an incident in which you were called on to help someone.
 - A listing of formal and informal education you have engaged in over the last three years, e.g., workshops, institutes, reading, etc.
 - Your major ministry, church-related, or service experiences, noting whether they are part time or full time and the years you were engaged in them. (Applicants to ICTS need to identify their current parish commitments)

Application Procedures

Application materials are to be submitted by April 1 for summer admission or by July 1 for fall admission.

The following application materials should be sent to the Graduate Admissions Office:

- Complete graduate application form and a \$60 non-refundable application fee

- Official transcripts from each college and university attended
- Assemble the following documents and send them in a separate envelope addressed to the STM:
 - A photocopy of the application form
 - Two Seattle University recommendation forms. Note: Recommenders must seal and sign the envelopes before returning them to you.
 - An autobiographical statement

Upon review of all application materials, you will be contacted for an interview. The Seattle University Admissions Office will send a formal letter of decision.

Transfer Credit

Students with some earned credits from another regionally accredited institution or from one accredited by the Association of Theological Schools may petition to transfer credits into the School of Theology and Ministry. Ordinarily no more than 10 graduate credits in theology or ministry will be transferred into the MAPS degree; no more than 17 graduate credits for advanced standing in the MATS degree; no more than 24 credits toward the MDiv degree.

Students who have completed MAPS, MPM, MRE, MM degrees or comparable theology or ministry degrees may petition the STM admissions committee to accept the earned degree in toto or part toward the MATS or MDiv. This process is completed by the STM admissions committee.

Time Limit

All work toward a degree from the School of Theology and Ministry must be completed within six years. This limit includes transfer credit.

Learning Communities

Students are expected to participate in spiritual formation, which includes building community with their peers. Students are grouped according to degree to form peer learning communities which celebrate prayer, enter a commitment of faith sharing, and develop ways of caring for student needs. Orientations, days of reflection, community meetings and requirements for liturgy and hospitality help students practice ministerial competencies with each other while contributing to the deepening of adult learning communities. Upon admission, students are advised to join the appropriate learning community.

Flexible Scheduling

Summer: The summer schedule consists of three two-week intensives. Courses meet on campus three hours daily and are scheduled mornings, afternoons, and evenings. Occasionally a guest faculty conducts a week-end offering. Students who wish to live on campus during summer sessions must apply for housing through the Residential Life Office (206) 296-6274.

Weekday: Courses are offered on campus in weekly three hour sessions during fall, winter and spring quarters. Most courses are scheduled during mornings and afternoons with at least one course a quarter scheduled in the evening.

Weekends: At least two courses per quarter are scheduled in the weekend program. Each course consists of a total of two weekends per course.

Typically students can access only one course per quarter in this format.

Combinations of these scheduling options determine the rate of completion of the degrees. Other: Internships, practica, spiritual direction, retreats, and independent studies allow commuting students to complete some of their educational experiences in their own geographic areas.

Degree Components

Each degree is rooted in the conviction that ministers and educators serve more effectively when they combine personal and professional growth with a Gospel vision of service to the community. Each degree integrates three major components:

- Academic foundation in scripture and theology
- Development of pastoral skills
- Personal and pastoral spiritual formation

PASTORAL STUDIES

Degree offered

- Master of Arts in Pastoral Studies (MAPS)

MASTER OF ARTS IN PASTORAL STUDIES (MAPS)

This degree encourages students to discover their gifts and develop them for service. Students engage in a process of deepening self-knowledge, exploring the Christian tradition, and considering their potential to minister to the world. An integration of theology, scripture, pastoral skills, and personal formation encourages optimum growth for ministers. The structure of this degree program allows maximum flexibility within carefully designed criteria. A full complement of elective courses assists each student in designing a program of study to enhance opportunities for growth and service. In this integrated way, the MAPS degree prepares Christians to minister in the church, in life circumstances, and in the marketplace.

Degree Requirements - Master of Arts in Pastoral Studies

- I. **Systematic Theology Requirement**
Choose six courses from the following: 18
 - STMM 500 Christian Anthropology
 - STMM 501 Christology
 - STMM 502 Ecclesiology
 - STMM 504 Christian Ethics
 - STMM 505 Sacramental and Liturgical Theology
 - STMM 547 Christian Sexuality

- STMM 548 Theological Reflection in Ministry
- STMM 561 Prayer and Spirituality
- STMA 507 Canon Law

Select no more than one from:

- STMA 516 History of Ancient Christianity
- STMA 517 History of Medieval Christianity
- STMA 518 History of the Reformation
- STMA 519 History of Contemporary Christianity

II. Scripture Requirements

Six credits, including:

- STMM 526 Hebrew Scriptures 3
- STMM 527 Christian Scriptures 3

III. Pastoral Skills Requirement

Six credits, including:

- STMM 553 Pastoral Helping Skills 3
- STMM 554 Group Effectiveness Skills 3

IV. Formation Option

Choose one combination, either a. or b.: 9

- a. STMM 557, 558, 559 Ministerial and Theological Integration I, II, and III
- b. STMM 548 Theological Reflection in Ministry, STMM 555 and 556 Practicum I and II

V. Other Requirements

- STMM 599 Completion Project 3
- Electives 6

MINIMUM CREDITS REQUIRED FOR DEGREE 48

TRANSFORMING SPIRITUALITY

Degree and Certificate offered

- Master of Arts in Transforming Spirituality (MATS)
 - Studies in Spirituality Specialization
 - Spiritual Direction Specialization

MASTER OF ARTS IN TRANSFORMING SPIRITUALITY (MATS)

The Transforming Spirituality program is designed to explore the roots of the Christian spiritual tradition, psycho-spiritual development and one's own spiritual journey. This degree enables you to develop and deepen skills for service in discernment, spiritual guidance and pastoral ministry.

Within this degree there are two specializations: Studies in Spirituality and Spiritual Direction. Both specializations build on theological, scriptural, and pastoral skills foundations.

Degree Requirements - Master of Arts in Transforming Spirituality/Studies in Spirituality Specialization

People who choose this specialization are able to pursue in-depth studies in psycho-spiritual development, spirituality and elective courses that will enhance their goals in ministry.

I. Foundational Requirements

Twenty-seven STMM credits, including:

- STMM 500 Christian Anthropology 3
- STMM 501 Christology 3
- STMM 505 Sacramental and Liturgical Theology 3
- STMM 547 Christian Sexuality 3
- STMM 526 Hebrew Scriptures 3
- STMM 527 Christian Scriptures 3
- STMM 553 Pastoral Helping Skills 3
- STMM 554 Group Effectiveness Skills 3
- STMM 561 Christian Prayer and Spirituality 3

II. Area of Specialization

Twenty-seven credits, including:

- STMM 563 History of Christian Spirituality 3
- STMM 571 Introduction to Spiritual Direction 3
- STMA 561 Psycho-Spiritual Development 3
- STMA 570 Spiritual Discernment 3
- STMM/STMA Justice Related Course (see adviser) .. 3
- STMA 574 Spirituality Synthesis 3

Choose one combination, either a. or b.: 9

- a. STMM 557, 558, 559 Ministerial and Theological Integration I, II, and III
- b. STMM 548 Theological Reflection in Ministry, STMM 555, 556 Practicum I and II

IV. Other Program Requirements

- Electives 18

MINIMUM CREDITS REQUIRED FOR DEGREE 72

Degree Requirements - Master of Arts in Transforming Spirituality/Spiritual Direction Specialization

Those with a history of spiritual practice and receiving spiritual direction as well as experience in listening to the faith journeys of others may apply for the specialization in spiritual direction. Admission into this specialization is dependent on demonstrated readiness.

I. Foundational Requirements

Twenty-seven STMM credits, including:

- STMM 500 Christian Anthropology 3
- STMM 501 Christology 3
- STMM 505 Sacramental and Liturgical Theology . 3
- STMM 526 Hebrew Scripture 3
- STMM 527 Christian Scriptures 3

| | | |
|----------|---|---|
| STMM 547 | Christian Sexuality | 3 |
| STMM 553 | Pastoral Helping Skills | 3 |
| STMM 554 | Group Effectiveness Skills | 3 |
| STMM 561 | Christian Prayer and Spirituality | 3 |

II. Area of Specialization

Thirty-six credits, including:

| | | |
|-----------|---|---|
| STMM 557 | Ministerial and Theological Intergration I | 3 |
| STMM 558 | Ministerial and Theological Intergration II | 3 |
| STMM 559 | Ministerial and Theological Intergration III | 3 |
| STMM 563 | History of Christian Spirituality | 3 |
| STMM 571 | Introduction to Spiritual Direction | 3 |
| STMA 553 | Supervision in Spiritual Direction I | 3 |
| STMA 554 | Supervision in Spiritual Direction II | 3 |
| STMA 561 | Psycho-Spiritual Development | 3 |
| STMA 570 | Spiritual Discernment | 3 |
| STMA 571 | Critical Issues in Spirituality | 3 |
| STMA 574 | Spirituality Synthesis | 3 |
| STMM/STMA | Justice Related Course (see adviser) | 3 |

III. Other Program Requirements

| | |
|-----------------|---|
| Electives | 9 |
|-----------------|---|

MINIMUM CREDITS REQUIRED FOR DEGREE 72

MASTER OF DIVINITY

Degree offered

- Master of Divinity (MDiv)

MASTER OF DIVINITY

The master of divinity (MDiv) is the classic ministerial degree, preparing people to assume leadership positions in the church. It develops the pastoral minister's capacity to interpret scripture, foster theological reflection, and draw upon the theological heritage of the religious community with pastoral sensitivity.

Catholics with a master of divinity degree often assume leadership positions in parishes, dioceses, hospitals or social service agencies.

Protestants on an ordination track work closely with their churches regarding ordination requirements. Appropriate course substitutions are arranged to meet their needs in areas such as polity and denominational history.

Degree Requirements - Master of Divinity Basic Requirements

Students will direct electives toward completion of specified denominational requirements.

I. Foundational Requirements

Thirty-six STMM credits, including:

| | | |
|----------|---|---|
| STMM 500 | Christian Anthropology | 3 |
| STMM 501 | Christology | 3 |
| STMM 504 | Christian Ethics | 3 |
| STMM 547 | Christian Sexuality | 3 |
| STMM 561 | Christian Prayer and Spirituality | 3 |
| STMM 526 | Hebrew Scripture | 3 |
| STMM 527 | Christian Scriptures | 3 |
| STMM 553 | Pastoral Helping Skills | 3 |
| STMM 554 | Group Effectiveness Skills | 3 |
| STMM 557 | Ministerial and Theological Reflection I | 3 |
| STMM 558 | Ministerial and Theological Reflection II | 3 |
| STMM 559 | Ministerial and Theological Reflection III | 3 |

II. Advanced Program Requirements

Twenty-seven to thirty STMA credits, including:

| | | |
|----------|---|-----|
| STMA 500 | Hermeneutics | 3 |
| STMA 546 | Pastoral Leadership | 3 |
| STMA 549 | Organizational Dynamics | 3 |
| STMA 555 | Supervision in Pastoral Leadership I | 3 |
| STMA 556 | Supervision in Pastoral Leadership II | 3 |
| STMA 557 | MDiv Synthesis I | 3 |
| STMA 570 | Spiritual Discernment | 3 |
| STMA 585 | Social Analysis | 3 |
| STMA 599 | MDiv Completion Project | 3-6 |

III. Additional Distribution Requirements

Thirty credits, including:

| | |
|--|---|
| Two courses in Scripture | 6 |
| Two courses in Systematic Theology | 6 |
| Two courses in History | 6 |
| One course in Liturgy | 3 |
| One course in Religious Education | 3 |
| One course in Advanced Ethics | 3 |
| One course in World Religions | 3 |

IV. Other Program Requirements

| | |
|-----------------|-------|
| Electives | 19-22 |
|-----------------|-------|

MINIMUM CREDITS REQUIRED FOR DEGREE 115

Degree Requirements - Master of Divinity Roman Catholic Requirements

I. Foundational Requirements

Forty-two STMM credits, including:

| | | |
|----------|--|---|
| STMM 500 | Christian Anthropology | 3 |
| STMM 501 | Christology | 3 |
| STMM 502 | Ecclesiology | 3 |
| STMM 504 | Christian Ethics (C) | 3 |
| STMM 505 | Sacramental and Liturgical Theology | 3 |
| STMM 547 | Christian Sexuality | 3 |

| | | |
|----------|---|---|
| STMM 561 | Christian Prayer and Spirituality | 3 |
| STMM 526 | Hebrew Scripture | 3 |
| STMM 527 | Christian Scriptures | 3 |
| STMM 553 | Pastoral Helping Skills | 3 |
| STMM 554 | Group Effectiveness Skills | 3 |
| STMM 557 | Ministerial and Theological Reflection I | 3 |
| STMM 558 | Ministerial and Theological Reflection II | 3 |
| STMM 559 | Ministerial and Theological Reflection III | 3 |

II. Advanced Program Requirements

Thirty-six to thirty-nine STMA credits, including:

| | | |
|----------|--|-----|
| STMA 500 | Hermeneutics | 3 |
| STMA 505 | Ethical Issues: A Catholic Perspective | 3 |
| STMA 507 | Canon Law | 3 |
| STMA 519 | History of Modern/Contemporary Christianity | 3 |
| STMA 546 | Pastoral Leadership | 3 |
| STMA 549 | Organizational Dynamics | 3 |
| STMA 555 | Supervision in Pastoral Leadership I .. | 3 |
| STMA 556 | Supervision in Pastoral Leadership II . | 3 |
| STMA 557 | MDiv Synthesis I | 3 |
| STMA 570 | Spiritual Discernment | 3 |
| STMA 585 | Social Analysis | 3 |
| STMA 599 | MDiv Completion Project | 3-6 |

III. Additional Distribution Requirements

Twenty-seven credits, including:

| | |
|--|---|
| Two courses in Scripture | 6 |
| Two courses in Systematic Theology | 6 |
| One course in History | 3 |
| Two courses in Liturgy | 6 |
| One course in Religious Education | 3 |
| One course in World Religions | 3 |

IV. Other Program Requirements

| | |
|-----------------|------|
| Electives | 7-10 |
|-----------------|------|

MINIMUM CREDITS REQUIRED FOR DEGREE 115

**Degree Requirements - Master of Divinity
Episcopal Requirements**

I. Foundational Requirements

Thirty-nine STMM credits, including:

| | | |
|----------|---|---|
| STMM 500 | Christian Anthropology | 3 |
| STMM 501 | Christology | 3 |
| STMM 502 | Ecclesiology | 3 |
| STMM 504 | Christian Ethics | 3 |
| STMM 547 | Christian Sexuality | 3 |
| STMM 561 | Christian Prayer and Spirituality | 3 |
| STMM 526 | Hebrew Scripture | 3 |
| STMM 527 | Christian Scriptures | 3 |
| STMM 553 | Pastoral Helping Skills | 3 |

| | | |
|----------|---|---|
| STMM 554 | Group Effectiveness Skills | 3 |
| STMM 557 | Ministerial and Theological Reflection I | 3 |
| STMM 558 | Ministerial and Theological Reflection II | 3 |
| STMM 559 | Ministerial and Theological Reflection III | 3 |

II. Advanced Program Requirements

Thirty-three to thirty-six STMA credits, including:

| | | |
|----------|---|-----|
| STMA 500 | Hermeneutics | 3 |
| STMA 523 | History and Spirituality of the Episcopal Prayer Book I | 3 |
| STMA 524 | History and Spirituality of the Episcopal Prayer Book II | 3 |
| STMA 546 | Pastoral Leadership | 3 |
| STMA 549 | Organizational Dynamics | 3 |
| STMA 555 | Supervision in Pastoral Leadership I .. | 3 |
| STMA 556 | Supervision in Pastoral Leadership II . | 3 |
| STMA 557 | MDiv Synthesis I | 3 |
| STMA 570 | Spiritual Discernment | 3 |
| STMA 585 | Social Analysis | 3 |
| STMA 599 | MDiv Completion Project | 3-6 |

III. Additional Distribution Requirements

Thirty-three credits, including:

| | |
|--|---|
| Two courses in Scripture | 6 |
| Two courses in Systematic Theology | 6 |
| Two courses in History | 6 |
| Two courses in Liturgy | 6 |
| One course in Religious Education | 3 |
| One course in World Religions | 3 |
| One advanced Ethics course | 3 |

IV. Other Program Requirements

| | |
|-----------------|------|
| Electives | 7-10 |
|-----------------|------|

MINIMUM CREDITS REQUIRED FOR DEGREE 115

POST-MASTER'S CERTIFICATES

**POST-MASTER'S CERTIFICATE IN
TRANSFORMING SPIRITUALITY**

This is an advanced program specifically designed for people who have successfully completed graduate degrees in theology or religious studies (MA, MDiv, Ph.D., D.Min.) from accredited institutions, have a background in interpersonal process skills, and wish to augment their knowledge and/or skills in the area of spirituality. Courses are offered over a two-year cycle or three-year cycle.

In addition to meeting the above requirements for admissions, applicants must also meet admissions requirements and procedures for STM programs as listed previously.

Studies in Spirituality Specialization

People who choose this specialization are able to pursue in depth studies in psycho-spiritual development, spirituality, and elective courses that will enhance their goals in ministry.

Requirements - Post-Master's Certificate in Transforming Spirituality/Studies in Spirituality Specialization

I. Specified Certificate Requirements

| | | |
|-----------|---|---|
| STMM 561 | Christian Prayer and Spirituality | 3 |
| STMM 563 | History of Spirituality | 3 |
| STMM 571 | Introduction to Spiritual Direction | 3 |
| STMA 570 | Spiritual Discernment | 3 |
| STMA 561 | Psycho-Spiritual Development..... | 3 |
| STMA 574 | Spirituality Synthesis | 3 |
| Electives | | 9 |

MINIMUM CREDITS REQUIRED 27

Spiritual Direction Specialization

Those with a history of spiritual practice and receiving spiritual direction, as well as experience in listening to the faith journeys of others, may apply for the specialization in spiritual direction. Admission into this specialization is dependent on demonstrated readiness.

Requirements - Post-Master's Certificate in Transforming Spirituality/Spiritual Direction Specialization

I. Specified Certificate Requirements

| | | |
|----------|---|---|
| STMM 561 | Christian Prayer and Spirituality | 3 |
| STMM 563 | History of Spirituality | 3 |
| STMM 571 | Introduction to Spiritual Direction | 3 |
| STMA 570 | Spiritual Discernment | 3 |
| STMA 561 | Psycho-Spiritual Development..... | 3 |
| STMA 574 | Spirituality Synthesis | 3 |

II. Specified Spiritual Direction Requirements

| | | |
|--------------------|---|---|
| STMA 553, STMA 554 | Supervision in Spiritual Direction I and II | 6 |
| STMA 571 | Critical Issues in Spirituality | 3 |

MINIMUM CREDITS REQUIRED 27

POST-MASTER'S CERTIFICATE IN RELIGIOUS EDUCATION

Many who have completed a degree in theology (MA, MDiv, PhD, DMin) from accredited institutions, seek to teach and direct programs for religious education in their parishes and congregations. This certificate program is specifically designed to build on prior learning and it is

possible for a candidate to complete the program in three years. The PMC in Religious Education equips people to be directors or coordinators of youth and/or family ministry. People who choose this specialization are able to pursue education and administration theories, methodologies and practica. This specialization builds upon previously earned graduate degrees in theology and helps students acquire the theoretical base and practical experience that prepare them to serve the church in a variety of educational ministries.

In addition to meeting the above requirements for admission, applicants must also meet admission requirements and procedures for STM programs as previously listed.

Requirements - Post-Master's Certificate in Religious Education

I. Specified Certificate Requirements

| | | |
|----------|---|---|
| STMA 580 | Religious Education Administration ... | 3 |
| STMA 559 | Internship in Religious Education I | 3 |
| STMA 560 | Internship in Religious Education II | 3 |
| STMM 584 | Theories of Religious Education | 3 |
| STMM 580 | Developing Curriculum for Religious Education | 3 |
| STMM 581 | Teaching and Learning in the Faith Community | 3 |

II. Specified Electives

Choose 3 courses from the following:

| | | |
|----------------------------|---|---|
| EDUC 515 | Multicultural Perspectives | 9 |
| STMA 511 | Theology/Catechesis/Rites of Christian Initiation | |
| STMA 514 | Liturgical Preparation and Presiding | |
| STMA 516, 517, 518, or 519 | History | |
| STMA 581 | Family Systems in Ministry | |
| STMA 582 | Community, Service and Justice: Communal Learning and Care of the Earth | |
| STMM 582 | Catechism and Resources for Educational Ministry | |

One of the following may be included in electives:

| | |
|----------|--|
| AEDT 510 | Course Design |
| AEDT 563 | Instructional Methods for Adult Learners |
| EDUC 521 | Adult Psychology/Learning |
| EDUC 522 | Child Psychology and Learning |
| EDUC 523 | Adolescent Psychology/Learning |

MINIMUM CREDITS REQUIRED 27

POST-MASTER'S CERTIFICATE IN MISSION INTEGRATION

This certificate program prepares persons to assume responsibility for mission integration in religiously affiliated service organizations. The program is designed for persons who have successfully completed a graduate degree in

theology, religious studies, nursing, education, social science, or another related area, and who demonstrate appropriate competencies. Directors of Mission Integration are expected to oversee the integration of the institution's or community's mission with all dimensions and levels of work. Hence, the program focuses on providing knowledge and leadership skills in theological reflection, social and community analysis, organizational dynamics, adult education, and health care systems.

- PUBM 562 Oral Communication for Administrators
- STMA 549 Organizational Dynamics
- STMM 553 Pastoral Helping Skills
- STMM 554 Group Effectiveness Skills

MINIMUM CREDITS REQUIRED

30

Special admission requirements

In addition to, or in lieu of, those required for admission to other STM programs, the Post-Master's Certificate in Mission Integration requires:

- a minimum of a graduate degree in theology, religious studies, nursing, education, social science, or another related area;
- two recommendations, one from an employer/supervisor, and the second from a person who can speak to the student's qualifications for the program;
- a one- or two-page statement describing professional and personal goals and reasons for choosing this program;
- three years experience in a leadership position;
- employment and education resumé;
- a personal interview with one or more members of the School of Theology and Ministry Admissions Committee

Requirements - Post-Master's Certificate in Mission Integration

Prerequisites will be required as indicated in course descriptions when the candidate lacks adequate preparation. Up to ten quarter credits may be accepted in transfer toward the required certificate courses.

I. Theological Foundations Requirements

- STMM 502 Ecclesiology 3
- STMM 504 Christian Ethics 3
- STMA 505 Ethical Issues: A Catholic Perspective 3

II. Ministry Development Requirements

- Choose one of the following two courses: 3
- NURS 502 Nursing Care of Vulnerable Populations
 - STMA 585 Social Analysis
 - STMA 546 Pastoral Leadership 3
 - STMA 588 Mission Integration Practicum 3

III. Leadership Skills Requirements

- Choose four of the following seven courses: 12
- AEDT 510 Planning Programs for Adult Learners
 - AEDT 562 Foundations of Adult Education
 - EDUC 515 Multicultures

POST-MASTER'S CERTIFICATE IN ECOLOGY AND THEOLOGY

Consciousness among Christians that the future of our Earth is in question because of harmful human interventions is growing steadily. Abundant literature in theology, science, philosophy, and ethics now addresses earth's peril and the responsibility of Christians to care for all of creation. In this certificate program, students will study ecological issues and engage in theological reflection upon them. Further, students will develop leadership capacities for promoting the health and well being of all creation as they become familiar with spiritualities that include reverence for all creation. Student's study is rooted in Christian theology, scripture, knowledge of earth's ecological systems, and ethical principles for relation to God's creation.

This post-master's certificate program builds on a master's degree in such fields as theology, physical sciences, education, social sciences, or nursing. In addition, the certificate presumes a basic knowledge of earth science. In addition to meeting these requirements, applicants must also meet admission requirements and procedures for STM programs.

Requirements - Post-Master's Certificate in Ecology and Theology

I. Specified Certificate Requirements

- Choose five of the following six courses: 15
- STMA 569 Eco-Spirituality
 - STMA 582 Community, Justice and Mission: Communal Learning and Care of the Earth
 - STMM 506 Earth Community, Earth Ethics
 - STMM 574 Christian Theology and Science
 - STMM 575 Ministry and Care of the Earth
 - STMM 596 Independent Study (1-3)

MINIMUM CREDITS REQUIRED

15

Graduate Courses

- STMM 500 Christian Anthropology 3**
 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.
- STMM 501 Christology 3**
 A survey of theological reflection on Jesus of Nazareth, his life, his teaching, his death, and resurrection. The course examines the New Testament, early Christian theologians, the important conciliar definitions, the scholastic synthesis, and contemporary discussion. It covers three main questions: Who is Jesus? How does Jesus save us? How do we relate to Jesus?
- STMM 502 Ecclesiology 3**
 The doctrine of the church, examination of understanding 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. Prerequisite: STMM 500 or STMM 501
- STMM 503 Introduction to Theology in an Ecumenical Context 3**
 Prepares participants to approach theology from an ecumenical perspective; to understand the nature of the church, the diversity within the church, how that diversity became divisions; and movements toward ecumenical convergence. Participants gain a basic sense of the denominations involved in STM as well as the ecumenical spirit of the school. Team taught.
- STMM 504 Christian Ethics 3**
 Study of the dynamics of moral decision making, moral development, and principles of Christian moral action; development of methodology for addressing social moral issues.
- STMM 505 Sacramental and Liturgical Theology 3**
 The Christian community is brought into being and is nurtured through an encounter with God, through Christ, in the Holy Spirit, by means of Word and Sacrament. This course examines the behavioral and theological dynamics at work in this encounter, the relationship between ritual action and theological reality. A balance of readings, lecture and discussion will introduce the students to the historical and theological and behavioral foundations of liturgy, as well as help them develop a critical "liturgical sense." Prerequisite: STMM 501 or STMM 527
- STMM 506 Earth Community, Earth Ethics 3**
 The view of earth from space is changing our collective consciousness. Part of this change affects our sense of citizenship and responsibility. The course will explore models for faith-based environmental action. Students will explore the faith tradition's foundations for congregational and personal activism.

- STMM 526 Hebrew Scriptures 3**
 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 will be developed.
- STMM 527 Christian Scriptures 3**
 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. Prerequisite: STMM 526
- STMM 529 Biblical Spirituality 3**
 Through careful study of selected texts from Hebrew and Christian Scriptures, students will construct the underlying spiritualities. Exploring this variety of where and how biblical generations expected God to appear and act will lead to tools and methods for integrating belief, attitude, affection, prayer, and action in the students' own lives.
- STMM 547 Christian Sexuality 3**
 An exploration of the biblical and psychological dimensions of embodiment and relationality, as they relate to the contemporary issues which surround human sexuality. With psychosexual development as a context, the course will discuss the call to authentic intimacy in our contemporary culture, invite students to clarify and claim their own vision and experience, and address contemporary issues of sexual ethics.
- STMM 548 Theological Reflection in Ministry 3**
 An introduction for newer students and a synthesis for completing students. Through presentation and small group process that joins more advanced students with those just beginning their studies, participants explore feelings, images and insights from particular experiences, then connect these with the resources of Christian tradition. This model of correlation is explored as the axis for theological reflection and for theological method itself. Using this model, students explore the correlation of their gifts for and experience in service with the variety of church traditions about charism and office in ministry. This reflection process will work toward different images of oneself as minister. On the tradition side, theological understandings of the trinity and the role of the Spirit ground this inquiry.
- STMM 550 Conflict Resolution 2**
 This course enables participants to become more effective in negotiating the conflicts in their personal and professional lives. The format includes theory, input, interpersonal sharing, skill building and awareness exercises. Topics include concepts of conflicts, personal attitudes and beliefs, types of conflicts, the role of emotions, communication skills, how to avoid no-win situations, resolution styles, co-dependency and addictions, and negotiating to achieve mutual interest.

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| <p>STMM 553 Pastoral Helping Skills 3 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 interview.</p> <p>STMM 554 Group Effectiveness Skills 3 Theory and practice in the skills of group interaction, participation, and empowerment in 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: STMM 553</p> <p>STMM 555 Practicum I 3 This course assists students in identifying a ministerial call, their gifts and limitations in the response to that call, and opportunities for growth in answering the call. Groups of students offer peer evaluation, on-site mentors provide periodic review and challenge, and faculty guide the students in articulating appropriate goals and objectives to frame the year long process. Goals and objectives name weekly activities that help the student form a ministerial identity. Progress is monitored through an extensive paper, mentor evaluation and peer review. Prerequisite: STMM 553</p> <p>STMM 556 Practicum II 3 This course consists of peer evaluation, faculty input, and on-site field education in a ministerial setting. Students are encouraged to try new ministries or to develop new skills in their existing ministries. They develop goals and objectives with their faculty and peer group. Then, over the course of a year, students work with an on-site mentor. They debrief the experience through an extensive paper and peer group and faculty feedback. Prerequisite: STMM 555.</p> <p>STMM 557 Ministerial and Theological Integration I 3</p> <p>STMM 558 Ministerial and Theological Integration II 3</p> <p>STMM 559 Ministerial and Theological Integration III 3 A supervised internship focusing on the development of intra- and interpersonal skills for ministry with particular emphasis on one-to-one and small group interaction. Theological reflection on ministerial experience is an integral component. Prerequisite: STMM 553 and STMM 554.</p> <p>STMM 561 Christian Prayer and Spirituality 3 This course is designed to introduce the student to the most important themes in contemporary spirituality and to a variety of approaches to prayer. Students will be invited to apply these themes to reflect upon and articulate their personal spirituality and to evaluate the theological and pastoral implications of these different approaches to prayer and spirituality. Keeping a prayer journal is strongly recommended for this course. The sessions will include lecture, prayer experiences, reflective times, and discussion.</p> | <p>STMM 562 Spirituality and Theology of Aging 2 This course explores the spiritual gifts and challenges found in our common experience of aging, especially in life's later years. Themes will include religious images of aging, contemplation and a changing sense of time, memories and life review, love and sexuality, dependence and independence, loss and Christian hope, and the spiritual concerns of the aging family. Class sessions combine presentations, personal reflection, guided exercises, and discussion. Focus will be on our own aging, our relationships with older family members and friends, and on ministry with the aging.</p> <p>STMM 563 History of Christian Spirituality 3 This course is designed to introduce students to the rich variety within Christian spirituality through the study of selected texts and visual images. Special attention will be paid to themes such as silence, poverty, imagination, friendship, etc., understood in the tradition to be central to personal and communal spiritual transformation. Emphasis will be given to theological reflection in which students and instructor will collaboratively integrate, re-interpret or revitalize these themes in light of their own ministry and prayer.</p> <p>STMM 571 Introduction to Spiritual Direction 3 This basic course is designed for those involved in or moving toward giving spiritual direction. It includes topics such as: what spiritual direction is and is not; its relation to psychological counseling; assumptions of the director regarding human/spiritual growth and prayer; blockages and criteria for authentic prayer; discernment; sexuality and spirituality; universal call to mysticism and prophecy; challenge at mid-life.</p> <p>STMM 574 Christian World Views and Science 3 An exploration of Christian traditions relative to the spiritual nature of the universe and the place and purpose of humans and other living things in it; the science of the universe, cosmology, and its impact on the understanding of human existence. The inter-relationship of Christianity and cosmology, especially in light of the current ecological crises. Participants will also discern their own understanding of their personal relationship to creation. (formerly Christianity and Cosmology)</p> <p>STMM 575 Ecology and Pastoral Ministry 3 New models of ministry, service, and leadership relative to a more global and universal perspective; practical ways that transformative ministry might invite healing action and deepened ecological awareness, sensitivity and accountability in the church and the community. Participants will present projects that articulate a ministerial response to the sacred nature of the universe and creation. (formerly Ministry in a Sacred Universe)</p> <p>STMM 579 Convivial Global Community 3 Examination of social change, including conditions, causes, and consequences; analysis of organizational behavior, decision making, social, economic, and political change in international arenas; emphasis on human rights.</p> |
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| STMM 580 | Developing Curriculum for Religious Education | 3 |
| <p>This course examines various philosophers of education and reflects on the implications of their theories for developing curriculum in religious education.</p> | | |
| STMM 581 | Teaching and Learning in the Faith Community | 3 |
| <p>This course will be organized around four significant dimensions of the teaching/learning process: context, learner, content, teacher. Participants will first be given an opportunity to reflect on their present practice or experience of teaching, then explore and evaluate a variety of teaching models for educating in faith, with the aim of becoming more creative and intentional teachers/ministers.</p> | | |
| STMM 582 | The Catechism and other Resources for Catechetical Ministry | 3 |
| <p>In the words of Pope John Paul II, the Catechism of the Catholic Church is a "precious, splendid, profound, and timely gift for all." Ministers, particularly, need to know and appreciate this gift. This course studies the Catechism's history, purpose, authority, theological foundations, structure, and context. It prepares ministers to use the catechism to enhance their ministry and the life of the faith community they serve. Students will read and understand the major catechetical texts published by the Bishops of the United States and others.</p> | | |
| STMM 583 | Adult Religious Learning | 3 |
| <p>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> | | |
| STMM 584 | Theories of Religious Education | 3 |
| <p>This course examines the nature and purpose of religious education in today's world. Through a survey of contemporary theories, and drawing upon the insights gained in our own educational settings, participants consider how the education process can encourage personal, social and environmental transformation. The course concludes by outlining an integrative method for teaching religious education.</p> | | |
| STMM 587 | Educational Ministry of the Church | 3 |
| <p>Every dimension of pastoral ministry involves dynamics and skills of religious education. The course explores the educational ministry of the church by attending to various models and contexts of faith formation and how such formation is nurtured through the various aspects of pastoral and educational ministry. Designed as a broad and basic introduction to the church's multidimensional teaching ministry.</p> | | |
| STMM 590 | Seminar | 2 to 4 |
| STMM 591 | Special Topics | 1 to 6 |
| STMM 592 | Special Topics | 1 to 6 |
| STMM 593 | Special Topics | 1 to 6 |
| STMM 596 | Independent Study | 1 to 6 |
| STMM 599 | Completion Project | 3 |

Advanced Courses

NOTE: Admission to STMA courses requires advanced standing (successful completion of a least 20 credits of theology at the graduate level) or permission from the director of degrees.

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| STMA 500 | Hermeneutics and Theological Method in Pastoral Ministry | 3 |
| <p>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. Prerequisite: STMM 500</p> | | |
| STMA 501 | Religion and Culture | 3 |
| <p>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.</p> | | |
| STMA 504 | God and Trinity | 3 |
| <p>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: STMM 500 and STMM 501</p> | | |
| STMA 505 | Ethical Issues: A Catholic Perspective | 3 |
| <p>Analysis and discussion of selected topics in the areas of morality and ethics in the light of Christian perspective. Special attention will be paid to how the interpretation of Christian believing and historical contexts shape Christian ethics and how past resolutions of problems continue to shape our ethics today. Prerequisite: STMM 504</p> | | |
| STMA 506 | Sin and Grace | 3 |
| <p>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: STMM 500</p> | | |
| STMA 507 | Canon Law | 3 |
| <p>An overview of the contents of the canon law governing the Roman Catholic Church; the development of a fundamental way of approaching canon law in general, and how to interpret and use it pastorally.</p> | | |
| STMA 509 | Theology of Ministry | 3 |
| <p>Exploration of various elements of theology of ministry in light of the mission of the church and one's own ministerial identity.</p> | | |
| STMA 510 | Theology of Liturgy: The Eucharist | 3 |
| <p>A systematic inquiry into the theological data on Christian worship gained from scripture and tradition. The latter part of the course examines the structure and content of the Eucharist liturgy in particular. Prerequisite: STMM 505</p> | | |
| STMA 511 | Theology/Catechesis/Rites of Christian Initiation | 3 |
| <p>The history, theology, liturgical structures, and pastoral praxis of baptism, confirmation, and Eucharist for adults and infants in the Christian community. Prerequisite: STMM 505</p> | | |

School of Theology and Ministry

- STMA 512 Theology of Marriage** 3
The theology, liturgical structure, and practice of the sacrament of marriage in the Catholic Church; canon law governing marriage; and factors influencing family life. Prerequisite: STMM 505
- STMA 513 Sacraments of Healing** 3
The theology, liturgical structure, and practice of the sacraments of reconciliation and anointing of the sick. Prerequisite: STMM 505
- STMA 514 Liturgical Preparation and Presiding** 3
Introduction to liturgical books, documents, and laws pertaining to liturgical celebrations and to the process of preparing for liturgical and paraliturgical services; a pastoral examination of the role and responsibilities of the presider and of the minister of the word, with particular application to the lay minister. Prerequisite: STMM 505
- STMA 516 History of Ancient Christianity** 3
An overview of the history of Christianity from the post-apostolic period to the early forms of medieval Christianity. Emphasis on the theological side of the Christian community's life, with attention to the social context of the early church and its institutional developments. The church as it emerges from its Jewish background, struggles with classical culture and begins to define its beliefs and its basic structures. (formerly Patristic and Early Medieval Period)
- STMA 517 History of Medieval Christianity** 3
An overview of the history of Christianity from the Merovingian period to the dawn of the Reformation. Emphasis on the theological development within the life of the Christian community, with attention to other developments in the life of the Church and their social context. (formerly Late Medieval Period to the Reformation)
- STMA 518 History of the Reformation** 3
The sixteenth century was one of the most exciting and conflicted periods in the history of Christianity. Medieval Christianity as it had been known collapsed. Reformers from both Catholic and Protestant perspectives set the tone for the modern church; Theological, social and cultural differences arose. The vision of unity was gone.
- STMA 519 History of Modern/Contemporary Christianity** 3
Historical investigations of various periods in Christian tradition. Emphasis on how elements of the Christian community such as social teaching, sacramental practice, moral teaching, and spirituality have been shaped by the various historical contexts in which the Christian faith has been expressed.
- STMA 520 Religious Experience: East and West** 3
A study of the unique spiritualities developed by world religions such as Christianity, Hinduism, Buddhism, Judaism and Islam. Students will explore the possible relationships among these spiritual paths (with a concentration on Western forms of spirituality.)
- STMA 521 Theologies of Liberation** 3
This course emphasizes critical reflection on the Gospel in the light of the experience of men and women committed to liberation. Liberation theologies around the world (e.g., black, feminist, Chicano, Asian, etc.) seek to articulate the meaning of the Christian faith from the perspective of the powerless in society and in the church.
- STMA 522 World Religions** 3
This course is designed to introduce students to the central teachings of the major religious faiths. Readings will be in both primary and secondary sources. Though the instructor will be identified with a particular faith, an attitude of openness to and reverence for all faiths will be evident in the learning environment.
- STMA 523 History and Spirituality of the Episcopal Prayer Book I** 3
This two quarter course will examine the development of the book of Common Prayer and the liturgical practices it establishes. Emphasis will be given to its historical evolution, its liturgical presuppositions from grammar, and the polity implied by them. Particular attention will be given to the varieties of liturgies included and the theology and spiritualities it conveys.
- STMA 524 History and Spirituality of the Episcopal Prayer Book II** 3
Continuation of STMA 523.
- STMA 526 Pentateuch** 3
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: STMM 526
- STMA 527 Prophets** 3
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: STMM 526
- STMA 528 Writings** 3
A focused look at the art and various genres of biblical poetry within the third division of the Hebrew Bible known as Kethuvim (Writings). Prerequisite: STMM 526
- STMA 536 The Synoptic Gospels** 3
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 literary analysis and appreciation. Prerequisite: STMM 527
- STMA 537 Gospel of John** 3
The basic themes of the Fourth Gospel; the community it addresses; how its historical setting influenced the message of the Gospel; and how that message can be interpreted for our historical situation. Prerequisite: STMM 527

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| STMA 538 | Letters of Paul | 3 | STMA 555 | Supervision in Pastoral Leadership I | 3 |
| <p>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: STMM 527</p> | | | | | |
| STMA 546 | Pastoral Leadership | 3 | STMA 556 | Supervision in Pastoral Leadership II | 3 |
| <p>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 STMA 555. Prerequisite: STMM 554</p> | | | <p>A supervised practicum building on instruments of social analysis and leadership, addresses both systemic and personal issues to enable critical analysis and pastoral care in the ministry setting. Prerequisite: STMA 546 and STMA 585</p> | | |
| STMA 547 | Pastoral Administration | 3 | STMA 557 | MDiv Synthesis | 3 |
| <p>Focus on practical methods essential to the administration of a congregation. Includes ways to grow a church, reading and preparing budgets, personnel issues, integrating mission throughout the day to day activities of congregational life, and acknowledging the differences in urban, suburban and rural congregations.</p> | | | <p>Designed to assist students in the integration and articulation of their gifts and limits in relation to their ministry as leaders in the church. It stresses the synthesis of theological study, ministerial experience, and personal and spiritual growth. To be taken during final year of coursework. Prerequisite: STMA 555 and 556</p> | | |
| STMA 548 | Pastoral Leader as Change Agent | 3 | STMA 559 | Internship in Religious Education I | 3 |
| <p>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.</p> | | | <p>This first internship requires 90 hours on-site field experience with a pre-approved religious educator. The student will learn from a mentor what is involved in being the leader of education ministry in a church or school. Reading and weekly theological reflection help integrate the field experience.</p> | | |
| STMA 549 | Organizational Dynamics | 3 | STMA 560 | Internship in Religious Education II | 3 |
| <p>The Church's future is shaped at the point where lived experience (praxis) and sound reflection (theoria) intersect. The course will draw on the life experiences of participants from the various religious and civic settings in which they have played a part, as leaders or as members. Using constructs derived from the whole field of organizational development, the facilitator will engage the members in guided reflection, leading to personal decisions concerning ways they might intervene more effectively in these systems in the future.</p> | | | <p>This internship either continues with the mentor from the first internship or reassigns to a different mentor for another perspective. It requires 90 hours on-site field experience with a pre-approved religious educator. The student will deepen and broaden understanding of what is involved in being the leader of education ministry in a church or school. Reading and weekly theological reflection help integrate the field experience.</p> | | |
| STMA 550 | Preaching the Word: Homiletics | 3 | STMA 561 | Psycho-Spiritual Development | 3 |
| <p>Introduces the student to the theological context and practical dynamics of preaching. This beginning course centers on preparation methods, presentation skills and critical review tested in actual preaching by students in the class sessions. Competencies include public speaking/proclamation, coherent organization and convincing presentation, theological understanding and vocational readiness.</p> | | | <p>An integrated model of human growth and service, based on developmental theory in spirituality and psychology. Prerequisite: STMM 500</p> | | |
| STMA 551 | Preaching the Word: Advanced | 3 | STMA 569 | Eco-Spirituality | 3 |
| <p>An advanced course in homiletics, specifically designed for those students for whom the preaching event is sacred. Lectures focus on such topics as theology of preaching, types of sermons, and the vocation of preaching. Opportunity for preaching and critique within the class setting, on-site preaching, and developing an appreciation for past and current practitioners of the art of preaching. Prerequisite: STMA 550</p> | | | <p>This course draws upon the timeless wisdom of nature and the insights of scientists, native people, theologians and mystics. Students attempt to articulate a theology/spirituality of creation that emphasizes the Christian's responsibility to listen to and live in harmony with the earth and to be co-creators with God in shaping the future. Meister Eckhart's four paths of spirituality, biblical insights, Christology, wisdom of native people and mystics, as well as the role and task of humans, will be explored during this course from the creation spiritual tradition. Prerequisite: STMM 561</p> | | |
| STMA 553 | Supervision in Spiritual Direction I | 3 | STMA 570 | Spiritual Discernment | 3 |
| | | | <p>A knowledge of spiritual discernment and its place in the spiritual life, as well as discernment of spirits in the traditional sense, and the specific process of discernment regarding decision making. A variety of perspectives involving contemporary psychological insights. Prerequisites: STMM 500, STMM 561</p> | | |
| STMA 554 | Supervision in Spiritual Direction II | 3 | STMA 571 | Critical Issues in Spirituality | 3 |
| <p>A practicum involving both peer supervision/evaluation and consultation, as well as individual advisement, in the process of spiritually directing at least two persons. Verbatims, role playing, and supervisory processes are utilized. Prerequisite: STMA 561 and STMA 570</p> | | | <p>An exploration of typical human or cultural problems and issues that emerge as blockages for psycho-spiritual growth and in the development of one's relationship with God, self, and others. Prerequisite: STMM 561</p> | | |

STMA 574 Spirituality Synthesis 3

Designed to assist students in the integration and articulation of their own spirituality. This course stresses the synthesis of course work, theological study, ministerial experience and personal-spiritual practices. To be taken during the final year of coursework. Prerequisite: STMA 561

STMA 576 Myth, Symbol, and Sacrament 3

An exploration of the symbolic, sacramental dimension of human life; its expression and celebration by the Christian community; and its interaction with and use of predominant cultural themes. Prerequisite: STMM 505

STMA 580 Religious Education Administration 3

Learn to plan for religious education in your parish, school, or congregation. This practical course considers the necessary ministry of planning, decision making, budget management, volunteer recruitment and retention, organizing parents and volunteers to meet the educational needs of children, youth, young adults, and adults. It is the "nuts and bolts" of parish education ministry.

STMA 581 Family Systems in Ministry 3

The field of family systems has been exploring exciting ideas about how individuals and families change. Several of these ideas from models of both family systems therapy and family development will be applied to ministering to families of varied forms. Applications will include such dimensions of ministry as teaching, preaching, counseling, pastoral visitation, and development of rituals.

STMA 582 Community, Justice and Mission: Communal Learning and Care of the Earth 3

Christian education calls learners to action. This course engages learners in a community of prayer, celebration, and response. The community learns by experience, reflection, and action. Methodologies emerge from the experience and students are equipped to introduce holistic process into their faith communities. Students are required to address real contextual situations, address justice issues, and create a design for implementing a response.

STMA 585 Social Analysis 3

An analysis of conditions and concerns of contemporary American men and women who make up the church. The course will introduce and utilize a hermeneutical/sociological methodology to explore the impact and implications of the changing roles in social and ecclesial life in the United States.

STMA 590 Seminar 2 to 4

STMA 591 Special Topics 1 to 6

STMA 592 Special Topics 1 to 6

STMA 593 Special Topics 1 to 6

STMA 596 Independent Study 1 to 6

STMA 599 MDiv Completion Project 3 to 6

Graduate Faculty

Phyllis Anderson: BA, Sacramento State College; MDiv, Wartburg Theological Seminary; PhD, 1984, Aquinas Institute of Theology; 1998.

Karen Barta: BS, Marian College of Fond du Lac; MA, Ph.D., 1979, Marquette University; Christian scripture; 1983.

Sharon Callahan: BFA, Fort Wright College; MA, Ball State University; MA, Regis College; Ed.D. 1996, Seattle University; Pastoral leadership; 1990.

Gary L. Chamberlain: BA, St. Louis University; MA, University of Chicago; Ph.D., 1973 Graduate Theological Union; Christian ethics; 1979.

Stephen T. Chan: BD, Chinese University of Hong Kong; MA, 1990, University of Chicago; PhD, 1998, University of Chicago; Systematic Theology; 1998.

Richard Cunningham: BS, Northwest Christian College; MRec. Ed, Pacific School of Religion; MDiv, Pacific School of Religion; D.Min., 1981, Drew University Theological School; Pastoral theology; 1995.

Katherine Dyckman, SNJM: BS, Marylhurst College; BS, University of Oklahoma; BS, Western Washington University; MA, University of San Francisco; MA, Gonzaga University; MA, 1988, Weston School of Theology; Christian spirituality; 1987.

James E. Eblen: AB, St. Thomas Seminary; STL, Pontifical Gregorian University; Ph.D., 1987, Claremont Graduate School; Hebrew scripture; 1988.

Patrick J. Howell, SJ: BS, Gonzaga University; MA, Boston College; DMin, 1985, The Catholic University of America; Pastoral theology and Christian spirituality; 1986.

Loretta Jancoski: BA, College of St. Mary; MA, University of Notre Dame; MA, Ph.D., 1976, University of Chicago Divinity School; Religion and psychology; 1988.

Paul Janowiak, SJ: BA, Loyola University; MA, Gonzaga University; MDiv, Jesuit School of Theology at Berkeley; Ph.D., 1995, Graduate Theological Union; Liturgical theology, 1996

Marianne LaBarre: BA, Marylhurst College; CSL, Jesuit School of Theology at Chicago; MA, St. Mary's College; Ed.D., 1996, Seattle University; Spirituality and leadership; 1986.

Michael Raschko: BA, St. Thomas Seminary College; MTS, Harvard Divinity School; Ordination, St. Thomas Theologate; Ph.D., 1982, University of Chicago Divinity School; Systematic theology; 1984.

Jeanette Rodriguez-Holguin: BA, Queens College; MA, Fordham University; MA, University of Guam; Ph.D., 1990, Graduate Theological Union; Systematic theology; 1990.

Judith Sanderson: BA, Covenant College; MDiv, Covenant Theological Seminary; MA, Institute of Holy Land Studies; Ph.D., 1981, University of Notre Dame; Hebrew scripture; 1991.

Donna Teevan; BA, MA University of Notre Dame; PhD, St. Michael's College, Toronto School of Theology, 1994.

John Topel, SJ: BA, MA, Gonzaga University; STM, Santa Clara University; SSL, Pontifical Biblical Institute; Ph.D., 1973, Marquette University; Christian scripture; 1971.

Special Programs

CULTURE AND LANGUAGE BRIDGE PROGRAM

Eli Hinkel, Ph.D., Director

Objectives

The Culture and Language Bridge Program is designed to prepare non-native speakers of English for a productive academic career at Seattle University. The primary goal of the program is to provide admitted Seattle University students with the background in the American academic culture and language skills essential for success in their studies. The courses offered in the program are highly advanced, with a specific focus on university-level reading, writing, listening, and speaking skills.

Description of Courses

During their first quarter at Seattle University, students at the beginning of their academic careers are usually expected to take courses in English Syntax for Writing (CLBR 086), Academic Reading and Writing (CLBR 087), Classroom Communication (CLBR 088), and one additional class based on the recommendation of their adviser. In their second quarter, first-year students are usually required to take Basic Writing (ENGL 101) and two additional courses.

Students who transfer to Seattle University during their subsequent years of study, as well as graduate students, are expected to take courses that advance their strategic reading and writing (CLBR 090), and academic speaking skills (CLBR 091) essential for success in their disciplines. In addition, the coursework for transfer and graduate students concentrates on the American academic culture and the specific preparation for requirements at Seattle University. Undergraduate business majors and graduate students enrolled in the Albers School of Business attend a supplemental course in conjunction with a five-credit-hour class, Management 280. These students are required to take Advanced Academic Discourse (CLBR 091) during their first quarter at Seattle University and have the option of taking Advanced Academic Writing (CLBR 090) in the same or the subsequent quarter.

The Program Schedule

The program is offered during the fall, winter, and spring quarters. Courses for undergraduate students are not offered in the summer, and classes for graduate students are taught when there is sufficient need.

Admission Requirements

All non-native speakers of English whose TOEFL (Test of English as a Foreign Language) score is between 520 and 577 (190 and 233 computer-based scores) are required to take the Placement Essay Test upon their arrival at Seattle University. Students are supported by the Culture and Language Bridge Program when their writing skills as demonstrated on the Placement Essay Test, combined with their TOEFL scores at admission, indicate that their academic success at Seattle University requires it.

Placement Essay Test

The purpose of the Placement Essay Test is to allow students an opportunity to demonstrate the quality of their writing. Placement Essay Tests are evaluated by the university faculty and the staff of the Culture and Language Bridge Program based on such considerations as language fluency, rhetorical development, logical organization, and sentence structure. Students whose writing skills require additional improvement need to take courses in the Culture and Language Bridge Program. If students' writing in English appears to be in need of substantial work, they may be required to enroll in Academic Reading and Writing (CLBR 087) and the CLBR section of Basic Writing (English 101). Moderate writing skills, as determined by the essay evaluators, require students to take the Basic Writing course (English 101 CLBR section). On the other hand, students whose writing abilities are deemed sufficient for success in their academic studies do not need to enroll in the program. Students whose TOEFL scores are 580 or above are not expected to take the Placement Essay Test or enroll in the Culture and Language Bridge Program. However, they have the option of taking classes in the program if they choose to.

Program Requirements

In the Culture and Language Bridge Program, a student's work is evaluated with the goal of preparing non-native speakers for success in their studies at Seattle University. In keeping with this objective, the grading of English 101 follows the University grading system. All other CLBR courses carry an indication of "Language Prepared" (LP) for further university work or "Language Unprepared" (LU) designation. Successful completion of English 101 allows undergraduate students to earn five elective credits toward their graduation. Credits for all other CLBR courses are not applicable toward graduation requirements. However, CLBR courses and their evaluative designations are shown on students' transcripts.

Culture and Language Bridge Program Courses

Courses for students at the beginning of their academic careers

CLBR 086 English Syntax for Writing 2
The class meets twice a week and concentrates on syntactic structures, such as sentence constructions and phrase-level grammar, essential in the production of English academic writing. The course is specifically geared toward lexical and grammatical regularities in English syntax that can facilitate writing clarity and cohesion. Grading scale: LP/LU.

CLBR 087 Academic Reading and Writing 3
The class meets daily and focuses on the interaction between reading, writing, and critical thinking. Paraphrasing, summary writing, library research, and the writing process as it pertains to American academic writing, as well as effective reading are examined. Issues of sentence structure and style are also addressed. Grading scale: LP/LU.

Special Programs

CLBR 088 Classroom Communication 3

The class meets three times a week and concentrates on the interaction of culture and language in the classroom. Informal and formal speech varieties, lecture comprehension, classroom participation, intelligibility, and oral presentations are examined. Grading scale: LP/LU.

CLBR 090 Advanced Academic Writing 3

The class meets three times a week and presents various concepts fundamental in academic writing in English (reasoned and objective argumentation, information synthesis, writing from sources, and the essential elements of the essay structure). Paraphrasing and vocabulary development represent ongoing supplementary course goals. Grading scale: LP/LU. (formerly Advanced Language and Communication)

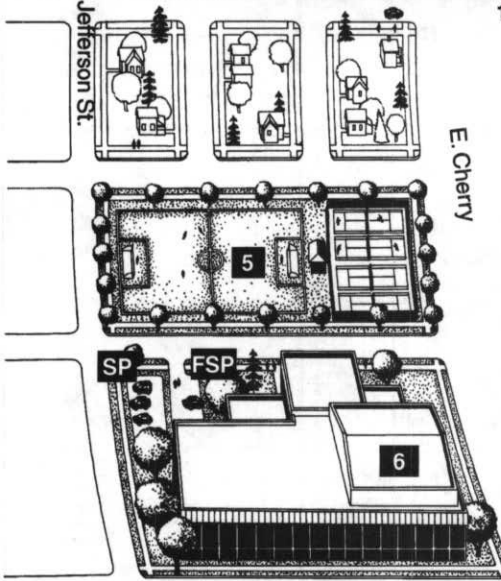
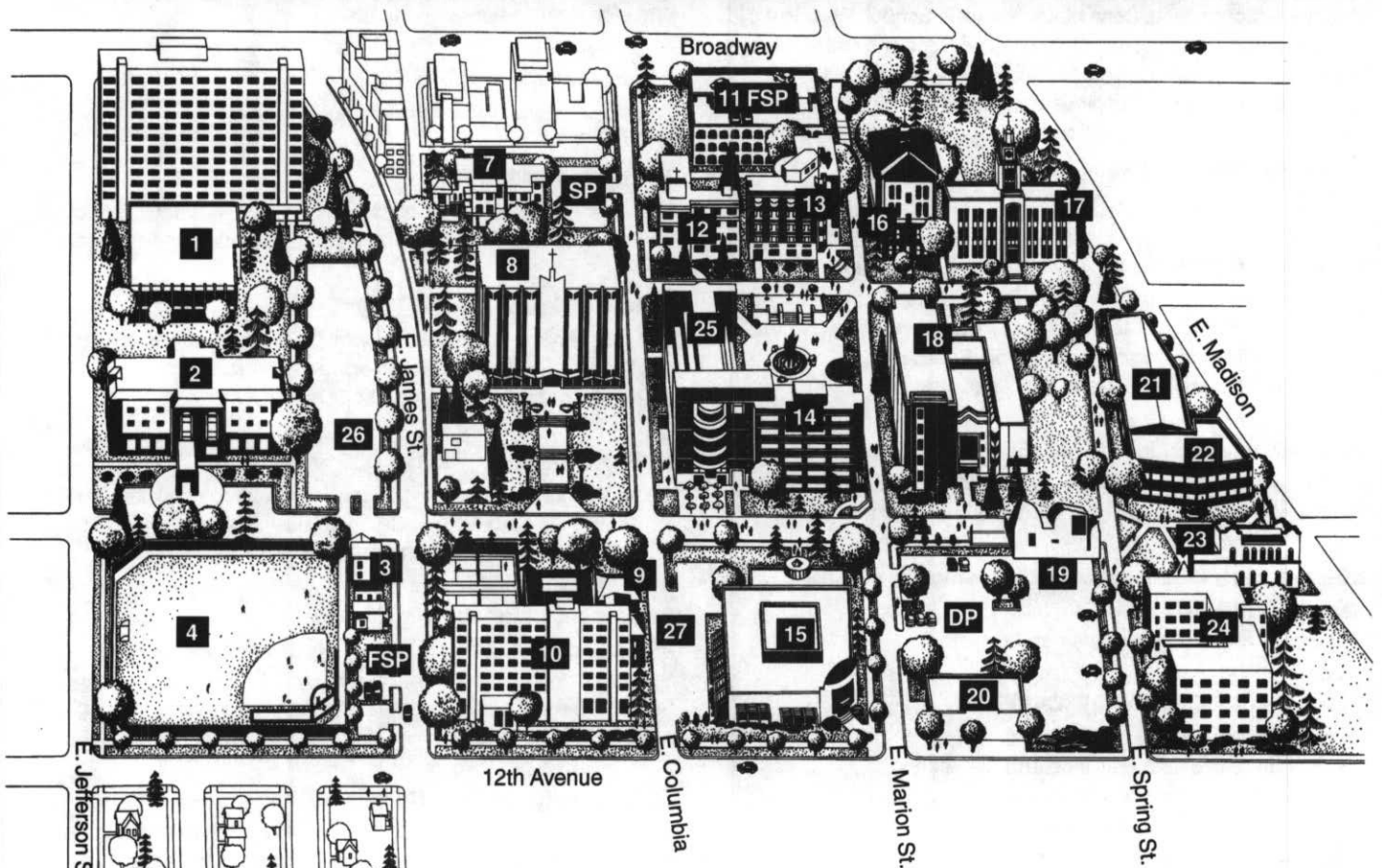
CLBR 091 Advanced Academic Discourse 3

Focuses on American cultural values and assumptions as an intrinsic part of the discourse in American academic settings. Provides an avenue for improving students' global speaking and listening skills, discourse-level construction of presentations, as well as academic discussion and participatory skills. Grading scale: LP/LU.

CLBR 093 Supplemental CLBR 0

Required for business majors and graduate students in the Albers School of Business. This student-centered workshop includes lecture and discussion in support of an academic course (Management 280). Mandatory CR/F grading with minimum achievement level equal to LP/LU.

Campus Map



Campus Buildings

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|----|---|--|----|---|---|
| 1 | ↻ | Campion Residence Hall | 19 | ↻ | Chapel of St. Ignatius |
| 2 | ↻ | Bessie Burton Sullivan Skilled Nursing Residence | 20 | ↻ | Campus Services Building |
| 3 | ↻ | International Student Center | 21 | ↻ | Fine Arts Building |
| 4 | ↻ | Logan Field | 22 | ↻ | Student Union Building |
| 5 | ↻ | East Sports Field | 23 | ↻ | Lynn Building |
| 6 | ↻ | Connolly Center | 24 | ↻ | Xavier Residence Hall |
| 7 | ↻ | Arrupe Jesuit Residence | 25 | ↻ | Engineering Building |
| 8 | ↻ | Lemieux Library | 26 | | Archbishop Murphy Apartments (under construction—opens mid June 1999) |
| 9 | ↻ | McGoldrick Center | 27 | | School of Law (under construction—opens August 1999) |
| 10 | ↻ | Bellarmino Residence Hall | | | |
| 11 | ↻ | Broadway Garage (FSP) | | | |
| 12 | ↻ | Loyola Hall | | | |
| 13 | ↻ | Casey Building | | | |
| 14 | ↻ | Bannan Center for Science and Engineering | | | |
| 15 | ↻ | University Services Building | | | |
| 16 | ↻ | Garrand Building | | | |
| 17 | ↻ | Administration Building | | | |
| 18 | ↻ | Pigott Building | | | |

Parking

- | | |
|-----|-----------------------|
| SP | Student Parking |
| FSP | Faculty/Staff Parking |
| VP | Visitor Parking |
| DP | Disabled Parking |

Disabled Access Key

- | | |
|---|----------------------------------|
| ↻ | Accessible entrance and elevator |
| ↻ | Accessible entrance to one floor |

Meeting Rooms and Auditoriums

- | | |
|-----------------------------------|---------------------------------|
| 1891 Room | Bellarmino Hall |
| Campion Ballroom | Campion Hall |
| Casey Atrium | Casey Building |
| Chardin Collegium | Xavier Hall |
| Lynn Collegium | Lynn Building |
| McNulty Collegium | Lemieux Library |
| Paccar Atrium | Pigott Building |
| Puget Power Conference Room | Pigott Building |
| Schafer Auditorium | Library (first floor) |
| Stimson Room | Library (first floor) |
| Vachon Room | Fine Arts Bldg |
| Wyckoff Auditorium | Engineering Bldg (second floor) |

Note:

Disabled parking spaces located in the visitor parking area with entrance from 12th Avenue at Marion Street provides access to the 11th Avenue and 10th Avenue malls. There is no accessible route of travel to the 10th Avenue mall from the Broadway Parking Garage.; however, two spaces are located in the Library west lot, with an entrance from Broadway at Columbia Street, which provide access to the 10th Avenue mall.

Eastside Education Center

Bellefield Office Park, Conifer Bldg. #130, 1450 114th Ave SE, Bellevue, WA 98004, (206) 451-0200

17 Administration Building (ADMN)

Alumni Relations Office, Dean of the Graduate School, President's Office, Provost, Publications Office, Public Relations Office, Vice President of Finance, University Relations.
Wheelchair accessible entrance and elevator.

7 Arrupe Jesuit Residence (ARRP)

Wheelchair accessible to main floor.

14 Bannan Center for Science and Engineering (BANN)

Biology, Chemistry, Environmental Engineering, Computer and Information Services, Mathematics, Physics, Writing Center, Wyckoff Auditorium, Instructional Media Services.
Wheelchair accessible entrance and elevator.

10 Bellarmine Residence Hall (BELL)

Health Center, Marketplace, Residence Hall Association, Residential Life. Wheelchair accessible entrance and elevator.

2 Bessie Burton Sullivan Skilled Nursing Care

Residence (BBSN)
Wheelchair accessible entrance and elevator.

1 Campion Residence Hall (CAMP)

Campion Ballroom, The Cave.
Wheelchair accessible entrance and elevator.

20 Campus Services Building (CSVC)

Mailing Services, Plant Services, Reprographic Services.
Wheelchair accessible to one floor.

13 Casey Building (CASY)

Addiction Studies, Commons, Communications/Journalism, Criminal Justice, Dean of the College of Arts and Sciences, English, Foreign Language, History, Honors Program, Institute for Theological Studies, Institute of Public Service, International Studies, Kinsey Gallery, Liberal Studies, Matteo Ricci College, Philosophy, Political Science, Psychology, Sociology.
Wheelchair accessible entrance and elevator.

6 Connolly Center (CONN)

Club Sports, Intramural Sports, Military Science, University Sports. Wheelchair accessible entrance and elevator.

25 Engineering Building (EGRN)

Civil and Electrical Engineering, Computer Science and Software Engineering, Dean of the School of Science and Engineering, and Mechanical Engineering. Wheelchair accessible entrance and elevator.

21 Fine Arts Building (FINR)

Fine Arts. Wheelchair accessible entrance and elevator.

16 Garrand Building (GARR)

School of Nursing. Wheelchair accessible entrance and elevator.

3 International Student Center (INSC)

Wheelchair accessible to one floor.

23 Lynn Building (LYNN)

Wheelchair accessible to one floor.

8 Lemieux Library (LEML)

Wheelchair accessible entrance and elevator.

12 Loyola Hall (LOYA)

School of Education, Learning Center, Children's Literacy Project, Women's Center. Wheelchair accessible entrance and elevator.

9 McGoldrick Center (MCGC)

Campus Ministry, Career Development Center, Counseling Center, Minority Student Affairs, Peace and Justice Center.
Wheelchair accessible to one floor.

18 Pigott Building (PIGT)

Albers School of Business and Economics, Entrepreneurship Center/Small Business Institute, Graduate Business Programs Office.
Wheelchair accessible entrance and elevator.

22 Student Union Building (STUN)

ASSU, Campus Assistance Center, Center for Event Planning and Student Activities, Chieftain, New Student Programs, Spectator, Student Development, Volunteer Center. Wheelchair accessible entrance and elevator.

15 University Services Building (USVC)

Book Store, Controller's Office, Financial Aid Office, Admissions, Human Resources Office, Registrar's Office, Safety and Security Office, Testing Service. Wheelchair accessible entrance and elevator.

24 Xavier Residence Hall (XAVR)

Wheelchair accessible entrance.

Parking

All parking on campus requires the display of a valid Seattle University parking permit. Permits may be purchased at the Controller's Office in the University Services Building at the beginning of summer advance registration. Take the receipt to the Public Safety Office (USVC 102) to obtain the actual permit decal.

All parking areas are restricted, reserved or otherwise regulated. Parking maps, parking information and security related information are available at the Public Safety Office, University Services Building, Room 102, (206) 296-5990.

Disabled Parking

Parking spaces for the disabled are available in most parking areas. A Seattle University disabled parking permit must be displayed when parking in these designated areas.

Metro Bus Passes

Bus passes for Seattle University students are available at a 30 percent discount and may be purchased at the Public Safety Office, University Services Building, Room 102. For transportation or related information, call (206) 296-5995.

Discipline Codes

(Includes undergraduate programs; excludes Law School)

| | |
|-------|---|
| ACCT | Accounting |
| ADST | Addiction Studies |
| AEDT | Adult Education and Training |
| ANTH | Anthropology |
| ART | Art |
| BIOL | Biology |
| BUEN | Business Environment |
| CEEGR | Civil and Environmental Engineering |
| CHEM | Chemistry |
| CLBR | Culture and Language Bridge |
| CMJR | Communication/Journalism |
| COUN | Education — Counseling |
| CRJS | Criminal Justice |
| CSSE | Computer Science/Software Engr |
| CSSE | Software Engineering |
| CUIN | Education — Curriculum and Inst. |
| DIUS | Diagnostic Ultrasound |
| DRMA | Drama |
| ECON | Economics |
| ECST | Ecological Studies |
| EDAD | Educational Administration |
| EDLR | Educational Leadership |
| EPDXX | Professional Dev.—Post Baccalaureate |
| EDUC | Education |
| EEGR | Electrical Engineering |
| ENGL | English |
| FINC | Finance |
| FINR | Fine Arts |
| FREN | French |
| FRLG | Foreign Language |
| GERM | German |
| GREK | Greek |
| HIST | History |
| HONR | Humanities (Honors) |
| HRMA | Human Resources Management |
| HUMT | Humanities (Matteo Ricci College) |
| INBU | International Business |
| ISSC | Interdisciplinary Science (See Gen.Sci.) |
| ISSS | Interdisciplinary Social Science |
| JPAN | Japanese |
| LATN | Latin |
| LBST | Liberal Studies |
| MATH | Mathematics |
| MBA | Master in Business Administration |
| MGMT | Management |
| MKTG | Marketing |
| MLSC | Military Science |
| MMEGR | Mechanical/Manufacturing Engr |
| MUSC | Music |
| MVST | Medieval Studies Minor |
| NPLR | Not-for-Profit Leadership |
| NURS | Nursing |
| OPER | Operations |
| PHIL | Philosophy |
| PHYS | Physics |
| PLSC | Political Science |
| PSYC | Psychology |
| PUBM | Public Administration — Graduate |
| SDAD | Student Development Administration |
| SOCL | Sociology |
| SOCW | Sociology /Social Work |
| SPAN | Spanish |
| SPSY | Education — School Psychology |
| SABD | Study Abroad |
| STMA | Institute for Theological Studies - Advanced |
| STMM | Institute for Theological Studies |
| TEED | Teacher Education |
| TRST | Theology and Religious Studies - Undergraduate |
| TSOL | Teaching English to Speakers of Other Languages — Graduate Level |
| WMST | Women's Studies |

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