

2006

2006-2007 Bulletin of Information - Graduate

Seattle University

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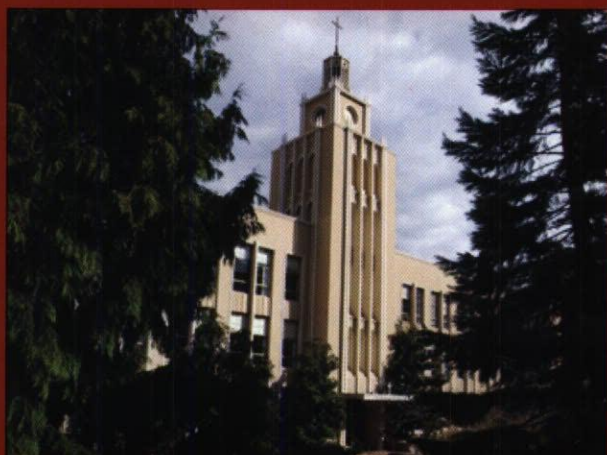
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2006 - 2007

SEATTLE UNIVERSITY

GRADUATE BULLETIN OF INFORMATION



SEATTLE UNIVERSITY
GRADUATE
BULLETIN OF INFORMATION
2006-2007

FOR MORE INFORMATION:

Toll-free, call 800-426-7123

E-mail: grad-admissions@seattleu.edu, Website: www.seattleu.edu

Admissions, Office of Graduate
(206) 296-2000, option 1

Admissions, Office of Undergraduate
(206) 296-2000, option 1

Alumni Office
(206) 296-6100

Arts and Sciences, College of
(206) 296-5300

Business and Economics,
Albers School of
(206) 296-5700

Campus Assistance Center
(206) 296-6464

Campus Ministry
(206) 296-6075

Career Development Center
(206) 296-6080

Controller's Office
(206) 296-5880

Education, College of
(206) 296-5760

International Student Center
(206) 296-6260

Law, School of
(206) 398-4300

Library, A.A. Lemieux
(206) 296-6233

Multicultural Student Affairs Office
(206) 296-6070

Nonprofit and Social Enterprise
Management, Center for
(206) 296-5440

Nursing, College of
(206) 296-5660

Public Service, Institute of
(206) 296-5440

Registrar, Office of the
(206) 296-2000, option 3

Public Safety Department
(206) 296-5990

Science and Engineering, College of
(206) 296-5500

Sport, Center for the Study of
(206) 296-6387

Student Financial Services, Office of
(206) 296-2000, option 2

Theology and Ministry, School of
(206) 296-5330

Veteran's Affairs Officer
(206) 296-5847

Information concerning undergraduate programs may be obtained in the Undergraduate Bulletin of Information.



SEATTLE UNIVERSITY

SEATTLE UNIVERSITY NONDISCRIMINATION POLICY

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual or political orientation, or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices.

All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character.

Inquiries relating to these policies may be referred to the University's Associate Vice President of Human Resources and Equal Opportunity Officer: (206) 296-5869

Consistent with the requirements of Title IX of the Education Amendments of 1972 and its implementing regulations, Seattle University has designated three individuals responsible for coordinating the University's Title IX compliance. Students or employees with concerns or complaints about discrimination on the basis of sex in employment or an education program or activity may contact any one of the following Title IX coordinators:

Philip Irwin
Associate Vice President of Human Resources and
Equal Opportunity Officer
University Services Building 107
(206) 296-5869
irwinp@seattleu.edu

Robert Kelly
Vice President for Student Development and Dean of Students
STCN 140B
(206) 296-6066
rkelly@seattleu.edu

Jacquelyn Miller
Associate Provost for Academic Affairs
Administration Building 104
(206) 296-2595
jcmiller@seattleu.edu

Individuals may also contact the Office for Civil Rights of the U.S. Department of Education.



SEATTLE UNIVERSITY

UNIVERSITY'S RESERVATION OF RIGHTS

The university reserves the right without prior notice to change the fees, rules and calendar regulating admission and registration, instruction in, and graduation from the university and its divisions and to change any other policy or regulations affecting the students. Changes go into effect whenever the proper authorities so determine and apply not only to prospective students but also to those who at that time are matriculated in the university. The university also reserves the right to discontinue courses at any time.

As a general rule, students follow the academic programs contained in the Bulletin of Information in effect at the time of their matriculation. Students who do not enroll for more than four consecutive quarters must apply for readmission and are subject to the requirements for their school and major and for university core curriculum in effect at the time they are readmitted.

At all times students are responsible for accessing on-line the most up-to-date version of this Bulletin and university policies, rules or regulations. Bulletins, policies, or regulations posted on-line are the most current versions and are intended to supersede prior on-line versions and hard copies.

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SEATTLE UNIVERSITY

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Summer Quarter 2006

June 19 (Mon)	Classes Begin: First 4-Week, 7-Week and 8-Week Terms
June 25 (Sun)	Last Day, Add/Drop or Change Grading Options: First 4-Week, 7-Week and 8-Week Terms
June 26 (Mon)	Registration Continues: Second 4-Week and Intersession Terms
July 3 (Mon)	Last Day to Withdraw: First 4-Week Term
July 4 (Tues)	Independence Day: No Classes
July 15 (Sat)	Last Class Day: First 4-Week Term
July 17 (Mon)	Classes Begin: Second 4-Week Term
July 23 (Sun)	Last Day to Withdraw: 7-Week Term Last Day to Add/Drop or Change Grading Options: Second 4-Week Term
July 24 (Mon)	Last Day to Withdraw: 8-Week Term
July 31 (Mon)	Last Day to Withdraw: Second 4-Week
August 1 (Tues)	Last Day to Remove N Grade: Summer 2005
August 5 (Sat)	Last Class Day: 7-Week Term
August 12 (Sat)	Last Class Day: 8-Week and Second 4-Week Terms
August 16 (Wed)	Grades Due: 10:00 am

Intersession 2006

August 14 (Mon)	Classes Begin
August 20 (Sun)	Last Day to Register, Add/Drop or Change Grading Options
August 28 (Mon)	Last Day to Withdraw
September 4 (Mon)	Labor Day: No Classes
September 11 (Mon)	Last Class Day
September 18 (Mon)	Grades Due: 10:00 am

Fall Quarter 2006

September 6 (Wed)	Non-Matric Registration: Fall 2006
September 13 (Wed)	University Convocation: 8:00 am-Noon – Faculty and Staff
September 14 (Thurs)	Academic Convocation 9:00 – 11:00 am
September 15-19 (Fri-Tues)	Fall Orientation: All New Freshmen are required to attend
September 20 (Wed)	Classes Begin
September 26 (Tues)	Last Day to Register, Add/Drop or Change Grading Option
September 28 (Thurs)	Mass of Holy Spirit
October 2 (Mon)	Last Day to Apply for Graduation: Winter 2007
November 1 (Wed)	Last Day to Apply for Graduation: Spring 2007
November 3 (Fri)	Last Day to Withdraw
November 6-9 (Mon-Thurs)	Advising: Winter 2007
November 10 (Fri)	Veteran's Day observed: No Classes
November 13 (Mon)	Advance Registration Begins: Winter 2007
November 15 (Wed)	Last Day to Remove I Grade: Spring and Summer 2006 Last Day to Remove N Grade: Fall 2005
November 22-25 (Wed-Sat)	Thanksgiving Recess: No Classes
December 2 (Sat)	Last Class Day
December 5-9 (Tues-Sat)	Final Examinations
December 10-January 2	Christmas Break
December 13 (Wed)	Grades Due: 10:00 am
December 20 (Wed)	Non-Matric Registration: Winter 2007

Winter Quarter 2007

January 3 (Wed)	Classes Begin
January 9 (Tues)	Last Day to Register, Add/Drop or Change Grading Options
January 15 (Mon)	Martin Luther King's Birthday: No Classes <ul style="list-style-type: none"> • Saturday, January 13 classes will meet as scheduled
February 1 (Thurs)	Last Day to Apply for Graduation: Summer and Fall 2007
February 9 (Fri)	Last Day to Withdraw
February 16 (Fri)	Friday (day) classes cancelled: all Monday classes that begin before 4:30pm meet on this day (during Monday's scheduled time) <ul style="list-style-type: none"> • Friday classes that begin 4:30pm or later will meet as scheduled • Saturday classes will meet as scheduled
February 19 (Mon)	President's Day: No classes – for all classes that meet before 4:30pm <ul style="list-style-type: none"> • All Monday classes that begin 4:30pm or later will meet as scheduled
February 20-23 (Tues-Fri)	Advising: Spring 2007
February 26 (Mon)	Advance Registration Begins: Spring 2007
March 1 (Thurs)	Last Day to Remove I Grade: Fall 2006
	Last Day to Remove N Grade: Winter 2006
March 12 (Mon)	Last Class Day
March 12 (Mon)	Non-Matric Registration: Spring 2007
March 13-17 (Tues-Sat)	Final Examinations
March 18-25	Spring Break
March 21 (Wed)	Grades due: 10:00 am

Spring Quarter 2007

March 26 (Mon)	Classes Begin
April 1 (Sun)	Last Day to Register, Add/Drop or Change Grading Options
April 6 (Fri)	Good Friday: No Classes
April 7 (Sat)	Easter Saturday: No Classes
April 26 (Thurs)	University Mission Day: 8:00 am-Noon <ul style="list-style-type: none"> • No Day Classes • Evening classes will meet as scheduled
May 1 (Tues)	Last Day to Remove I Grade: Winter 2007
	Last Day to Remove N Grade: Spring 2006
May 4 (Fri)	Last Day to Withdraw
May 14-16 (Mon-Wed)	Advising: Summer and Fall 2007
May 16 (Wed)	Advance Registration Begins: Summer 2007
May 21 (Mon)	Advance Registration Begins: Fall 2007
May 28 (Mon)	Memorial Day: No Classes <ul style="list-style-type: none"> • Saturday, May 26 classes will meet as scheduled
June 4 (Mon)	Last Class Day
June 5-9 (Tues-Sat)	Final Examinations
June 9 (Sat)	Baccalaureate
June 10 (Sun)	Commencement
June 13 (Wed)	Grades Due: 10:00 am

For questions regarding this calendar, please contact the registrar@seattleu.edu. Dates subject to change; please refer to the academic calendar: www.seattleu.edu/regis.

Mission

Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

Vision

We will be the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society.

Values

- Care – We put the good of students first.
- Academic Excellence – We value excellence in learning with great teachers who are active scholars.
- Diversity – We celebrate educational excellence achieved through diversity of students, faculty and staff.
- Faith – We treasure our Jesuit Catholic ethos and the enrichment from many faiths of our university community.
- Justice – We foster a concern for justice and the competence to promote it.
- Leadership – We seek to develop responsible leaders committed to the common good.

How We Educate

Excellent teaching, supported by high quality scholarship and personalized attention to student learning ensures that intellectually challenging education is at the heart of our mission in undergraduate, graduate, and professional programs.

As a community of faculty and colleagues, in partnership with students, we seek a total educational experience within the classroom, campus and community that develops competence, character, and leadership.

The Jesuit educational tradition promotes independent critical thinkers informed by the humanities, open to finding and serving God in all things, and challenged by the Jesuit priority of "the service of faith and promotion of justice" to address issues of poverty, injustice, discrimination, violence, and the environment in knowledgeable, committed, and effective ways.

Inspired by the Catholic intellectual tradition, we encourage and assist all students to explore their relationship with humanity, nature, and God; provide all members of the university community the means to deepen the understanding of their faith; and identify ourselves as a university that welcomes and promotes the free dialogue of persons of diverse religious and intellectual traditions.

History

Founded in 1891, Seattle University has offered a values-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 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.

In 1898, articles of incorporation were filed changing the parish school for boys into Seattle College. 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. The first three graduates were awarded bachelor of arts degrees in 1909.

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 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 Institute of Public Service, offering both undergraduate and graduate public administration degrees (1974); 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 executive nonprofit leadership, student development, adult education and training, and teaching English to speakers of other languages; 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, and international business. The School of Nursing instituted a master of science in nursing in 1992.

In 1994 Seattle University became the 14th Jesuit university to include a law school. Formerly the University of Puget Sound School of Law, the 32-year-old school has a fine reputation for excellence in teaching law. It is the largest law school in the Northwest and has the most diverse student body.

The 1995-96 academic year brought an english/creative writing major and minor, 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. The two institutes help to ensure an ongoing dialogue with sponsoring churches about theological, ministry, and formation concerns; scholarship support for students; and ministry training in the Pacific Northwest.

Two graduate programs, Organizational Design and Renewal and Pastoral Counseling, were added in 2005-2006. Recent additions include minors in Catholic studies, Global African studies and Latin American studies and a graduate degree in Sport Administration and Leadership.

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 eight major academic units: College of Arts and Sciences, including the Institute of Public Service and the Center for Nonprofit and Social Enterprise Management; Albers School of Business and Economics; College of Education; School of Law; Matteo Ricci College; College of Nursing; College of Science and Engineering; School of Theology and Ministry.

About Seattle University

Founded in 1891, Seattle University is the Northwest's largest and most diverse independent university, with a student population of more than 6,800. The 48-acre campus houses eight schools and colleges: Arts and Sciences, Science and Engineering, Nursing, Education, Theology and Ministry, Law, Business and Economics and the Matteo Ricci College.

One of 28 Jesuit Catholic universities in the United States, Seattle University draws upon the Jesuit educational philosophy to develop critical thinkers and compassionate leaders. Seattle University focuses on students' intellectual and spiritual development through a high-caliber faculty, small class sizes, challenging curriculum and emphasis on education for justice. Accordingly, Seattle University alumni are high achieving, highly engaged leaders in their communities and their professions.

Seattle University is consistently listed among the top 10 best comprehensive universities in the western United States by U.S. News and World Report. Seattle University and its law and business schools are among the select schools published in The Princeton Review's influential "Best Colleges" guides. Since 1990 Seattle University has had two Rhodes Scholars, nine Truman Scholars, five Rotary Scholars, and ten student Fulbright Scholars.

Located within steps of Seattle's downtown core, Seattle University provides distinctive learning, service, and career opportunities for students. To balance the rigorous demands of the curriculum, students take advantage of the abundant cultural and recreational opportunities afforded by our location within a dynamic, global city and the natural wonders of the Pacific Northwest.

Since 1985 the university has invested over \$164 million in facility improvements, and the campus has been designated a "Washington State Official Backyard Sanctuary" for distinctive landscaping and environmentally friendly gardening.

In February 2003, Seattle University opened Hunthausen Hall, a \$5 million dollar building renovation brings multiple faiths together in the School of Theology and Ministry. The \$6.5 million Jeanne Marie and Rhoady Lee, Jr. Center for the Arts opened in February 2006. The Center provides a showcase for the university's drama and music productions as well as visual arts.

Seattle University's most remarkable building is the Chapel of St. Ignatius, the "soul" of the campus. Dedicated in 1997, it was designed by Steven Holl, an internationally recognized architect. In addition to being a civic landmark, the chapel is a gathering place for individual and community worship.

Teaching and Service

Teaching is the first priority of Seattle University. Student-to-faculty ratios are a low 13:1, ensuring that faculty are readily available to students. The faculty have distinguished themselves through a commitment to teaching excellence. Courses are taught by highly qualified faculty rather than by graduate students. Most full-time faculty have earned doctoral degrees and are active scholars, contributing to the advancement of their fields. Many have achieved national and international recognition, but teaching remains their primary commitment.

A Seattle University education can be put to work through internships as degree completion nears. The university's graduates are well-received by corporate, institutional, and public-sector employers.

Students from all majors are encouraged to expand their understanding of other countries and cultures by studying, working, or doing community service outside U.S. borders. University academic programs are available annually in locations such as Nantes, France; Graz, Austria; Frankfurt/Oder, Germany; Puebla, Mexico; Tokyo, Japan; and Taejeon, Korea. Voluntary service opportunities are organized in India, in addition to dozens of local and regional projects. The International Development Internship program arranges quarter-long volunteer opportunities for service and leadership in developing nations.

A. A. Lemieux Library

A. A. Lemieux Library is an intellectual, educational, and cultural center integrated with and in service to a vibrant academic community. As the university's library it is dedicated to building, organizing, and maintaining superior collections of informational and scholarly resources in tangible and digital formats. The library houses a growing collection of 221,888 volumes, 2,105 current periodical and serial subscriptions, more than a half-million microforms, and 5,000 audiovisual materials. From its web site, the library provides access to 3,569 electronic books and 2,110 e-journals, and to the contents of an additional 8,285 scholarly journals via 79 general and specialized databases. These extensive resources make available citations, abstracts, and full-text articles in a wide variety of academic fields. Membership in the Orbis Cascade Alliance, a consortium of 33 academic libraries in Washington and Oregon, provides additional access to over 27 million books and other media from local and regional academic library collections and a new courier service delivers to campus within 2-3 days. Connecting members of the community to those resources through effective physical and electronic access is reinforced by flexible and personalized services. The library's Web site provides on-site and remote on-line access to an increasing volume of important academic content, including the library catalog. Physical facilities include a 24-hour reading room and seating for approximately 550 in a variety of settings: private study carrels, open study tables, small-group seminar rooms, and comfortable upholstered furniture. Scattered among these varied study sites are 22 computers with access to the library catalog and on-line information, 48 hard-wired network connections, and a wireless network accessible from all public areas. Together these capabilities allow students to plug a portable computer into the wired network or to tap the wireless network for a variety of computer-based applications.

Lemieux librarians and staff are committed to teaching information competencies to ensure the effective use of these resources in academic programs and to enable the pursuit of lifelong learning. An experienced and friendly Reference Department staff, including four full-time librarians, provides group or individual instruction in locating and using informa-

tion resources and routinely assists students with special research projects on a one-to-one basis.

From the novice to the experienced library user, from first-year to graduate students, from the humanities to the sciences to the professional schools, every student can benefit from Lemieux Library's helpful staff, growing collections, varied facilities, and supportive services.

Student Center and Student Center Pavilion

The Student Center and Student Center Pavilion are the hub of student activity on campus. The Student Center houses student government: the Graduate Student Council (GSC), the Associated Students of Seattle University (ASSU), the Student Events and Activities Council (SEAC) and student clubs and organizations. The center also provides the main food service for campus through the Cherry Street Market and the Hawk's Nest Bistro. Offices located in the Student Center include Campus Ministry, Office of Multicultural Student Affairs, and the Office of Student Development. The majority of the Student Center is meeting rooms, Collegia, a hearth/fireplace space, the LeRoux Conference Center, a games room, TV lounge and informal meeting spaces. The Student Center Pavilion includes the Career Development Center, the International Student Center, Center for Student Involvement, Counseling and Psychological Services, Commuter Student Services, and the Center for Service and Community Engagement. The garden level of the Pavilion contains Reprographic Services, Mailing Services, Bon Appetit Catering and Conference and Event Services.

Student Development and Student Services

The Division of Student Development and Student Services is committed to creating a vital and engaged campus community that challenges and supports graduate and professional students to learn and develop the knowledge, skills, and values needed to lead and serve in an interdependent, global society. Working in partnership with other areas of the campus, Student Development provides programs, services and activities to assist students in developing the competencies, skills and values needed to lead and serve in a diverse and changing world. We seek to do this by fulfilling our strategic goals.

The Office of the Vice President for Student Development, located in the Student Center, provides institutional leadership by guiding the offices that advance diversity, provide health and safety, support career and academic services, develop student leadership, coordinate campus activities, explore student ethical development, enforce community standards, and create community both on and off campus.

Visit the Web site: www.seattleu.edu/studentdevelopment

Athletics

Connolly Center, (206) 296-6441

The Department of Athletics strives to encourage the holistic development of student-athletes through creating a culture where student-athletes can realize balanced success in academics, athletics and in all their collegiate pursuits and experiences. The mission of the

department encourages and supports the development of ethical leaders, respect, teamwork, sportsmanship and provides opportunities to engage the greater community through meaningful service activity.

Seattle University sponsors 14 NCAA Division II intercollegiate teams: basketball, cross country, soccer, swimming, an indoor and outdoor track and field for men, and basketball, cross country, soccer, softball, swimming, indoor and outdoor track and field, and volleyball for women.

All sports compete in the Great Northwest Athletic Conference except for swimming, which is a member of the Pacific Collegiate Swim Conference. The most recent major honor for Seattle University came when the men's soccer team won the NCAA Division II national championship in 2004. In addition to competing at a high level athletically, Redhawk student-athletes also excel in the classroom. In the fall of 2005 alone, Seattle University had 20 academic all-conference athletes and 7 academic all-district athletes. Visit our Web site: www.seattleredhawks.com

Recreational Sports/Connolly Center

Connolly Center, (206) 296-6441

The Connolly Center is the hub of athletic and recreational activity at Seattle University and provides a comprehensive sports facility with two full-sized gymnasiums, two swimming pools, a complete fitness and weight room, an exercise room, and indoor cycling room, an astrogym for indoor tennis and soccer, racquetball and squash courts.

Recreational Sports provides opportunities for students to get connected with the SU community by participating in a club sport, intramurals, leisure education class, a pickup basketball game, or just working out at Connolly.

Students can compete in the intramural leagues, for men, women, and co-ed, throughout the academic year. There are a variety of sports leagues, including volleyball, kickball, tennis, basketball, racquetball, dodgeball, soccer, floor hockey, softball, and several single weekend contests.

Club Sports offer co-ed, recreational, and/or competitive sports opportunities for students. All clubs are student-run by elected officers, so leadership development is often a by-product of participation in a sport club. New clubs develop when there is student interest. Current clubs include baseball, cycling, equestrian, rugby, lacrosse, running, tennis, water polo, cheerleading, dance, marksmanship, crew, ultimate frisbee, golf, ski racing, hiking, karate, ice hockey and gymnastics.

The Outdoor Adventure and Recreation Program (OAR) provides students with an opportunity to explore the outdoors through diverse recreational activities. Activities, which vary quarterly, include hikes, campouts, climbing, cycling, snow and water sports.

Students can attend classes with friends or learn a new recreation activity by signing up for a Leisure Education class offered each quarter. Classes change every quarter with student interests. Past years' classes have included golf, yoga, pilates, kickboxing, conditioning, hip-hop, salsa, hula, swim lessons, karate and many more. Visit the Web site: www.seattleu.edu/student/recsports for more information about our Leisure Education Classes and all other recreational activities.

Bookstore

The Bookstore is the source of all required textbooks and course-related supplies. In addition, it offers software, electronics, and a selection of apparel and gift items with Seattle University imprinting. Other sections include artisan crafts from Nicaragua, greeting cards,

snack foods, and sundries. Any book not in stock may be special ordered, and used books may be sold back for cash throughout the year.

Campus Ministry

Student Center, (206) 296-6075

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. Campus Ministry supports the diversity and richness of faith traditions reflected in the university community.

The Chapel of Saint Ignatius provides a spiritual home for the university's Catholic faith community, with daily and Sunday liturgies. The newly renovated Campion Ecumenical Chapel provides a large worship space for denominational and ecumenical Christian worship. The Campion Multifaith Prayer Room secures a sacred place for daily personal prayer and group prayer for persons of all faith traditions, especially Muslim, Jewish and Hindi students. The Immaculate Conception Chapel, located on the second floor of the Administration Building offers a place of refuge and prayer, as well as the site of early morning Catholic weekday Mass.

Campus Ministry maintains information about local churches welcoming of the college-aged populations.

The retreat programs are designed to provide progressive opportunities for self reflection and discernment during the college years. New Student Retreat is an overnight experience to assist first year students in their adjustment to college life. SEARCH is a weekend retreat, which explores relationships with self, God, and others. AGAPE is a peer-led retreat in the Catholic tradition, for juniors and seniors, which takes a deeper look at faith commitment. Senior Retreat helps graduating students reflect upon their Seattle University experience, and look forward to their life after college. The Spiritual Exercises of St. Ignatius of Loyola provide two, three, and five-day silent retreat formats for experiencing Ignatian spirituality.

Campus Ministry invites students to engage in leadership and service informed by faith and values. Significant service and social justice opportunities with others through Campus Ministry include weekly meal preparation for families and homeless teenagers, prison visitation, daycare and family support at a shelter, and attention to residents of a skilled nursing facility. Soup With Substance engages the community in reflection upon current social issues in light of faith while sharing a simple meal of soup and bread.

The Peace and Justice Center, and its library, are located within Campus Ministry offices, serving to form skills for action on behalf of social justice, and non-violent social change. International programs to Belize, the Philippines, Ecuador, and Mexico engage students in direct action and reflection upon world citizenship, global economics and social justice. Urban Immersion and Habitat for Humanity local and spring break projects offer experiences to develop leadership skills in social action.

Faith formation processes for those seeking community, fellowship and opportunity to learn and grow in Catholic Christian faith are available. The RCIA process provides those seeking to explore a Christian faith commitment a process of inquiry that culminates in

Baptism, Confirmation and Eucharist at the Easter Vigil service. The confirmation process for baptized Catholics seeking to affirm their call to follow Jesus culminates the celebration of the sacrament of Confirmation in late spring. Assistance in the preparation for the sacrament of Marriage is also available.

Each campus minister is available for pastoral counseling upon request. Campus ministers are easy to talk to and welcome students to drop by the office, located in the Student Center. Visit the Web site: <http://www.seattleu.edu/missionministry/ministry/>.

Career Development Center

Student Center Pavilion, Room 110, (206) 296-6080

The Career Development Center assists graduate students with career decisions by offering career counseling, assessment (including testing) and job search guidance (resume review, interview skills development and job search planning). To better accommodate the needs of graduate students, the center is open until 6:00 p.m. three evenings a week. Visit the Web site: www.seattleu.edu/student/cdc. Services include:

- Individualized career counseling
- Job search assistance, including job search strategies
- Resume and cover letter preparation
- Interview preparation
- On-campus interviews with employers
- Computerized career exploration and career testing (Strong Interest Inventory, Myers-Briggs Type Indicator)
- Career resource room with career library
- Career Expo (a large career fair)
- eRecruiting.com (web-based software that hosts full-time jobs and internship listings)

Collegia

Student Center Pavilion, Room 150, (206) 296-6291

The Collegia Program provides five "home away from home" gathering places for commuter students where they study, socialize, and relax when on campus. Each collegium is a unique homelike environment including a kitchen area, tables for studying, access to a telephone, computers and office supplies. An honor bar system makes drinks and snacks available. Each collegium is staffed by students who provide a welcoming presence and serves as a campus resource for students. Commuter students are enrolled in the collegia on a "first-come, first-served" basis and there is no charge.

The Reidy Collegium serves graduate students from all programs. Access the Web site: www.seattleu.edu/student/commuters/collegia to find descriptions of the collegia, to see pictures, and to view open hours, location, and enrollment details. For more information, contact the Commuter Student Services Office at (206) 296-6291 or commuterservices@seattleu.edu.

Counseling and Psychological Services (CAPS)

Student Center Pavilion, Room 120, (206) 296-6090

Counseling and Psychological Services is committed to helping students meet the challenges of life during graduate school by encouraging healthy personal choices and balanced perspectives. Students can seek counseling and psychological services for a wide variety of reasons, such as depression and anxiety; life crises; identity issues; relationship con-

cerns; difficulty with loss or other life transitions; sexuality choices and concerns; problems related to alcohol or drug use, as well as many other issues of concern. The professional team of licensed social workers, psychologists, and graduate interns provide time-limited group, couples and individual counseling and referral services for those requiring specialized or longer term care. These services are provided free of charge to enrolled students. All clinical services are confidential: no information is released without the student's consent, unless required or authorized by law. Additionally, the staff provides consultation, crisis intervention and educational workshops to the campus. Visit the web site: www.seattleu.edu/student/counsel/.

Culture and Language Bridge Program

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 American academic culture and the 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. The program is offered during the fall, winter, and spring quarters. Courses are not offered in the summer. (See index of topics for location of Culture and Language Bridge courses.)

Disabilities Services

Loyola 100, (206) 296-5740

Disabilities Services is a component of the Loyola Learning Center, which provides academic counseling, support, advocacy, and referrals for students with disabilities. This office arranges academic adjustments such as testing adaptations, notetakers, books on tape, facilities access, adaptive/auxiliary aids, and interpreters. This office also coordinates other forms of reasonable accommodation to allow qualified students with disabilities to participate in university programs, services, and activities. Written documentation of a student's disability from a qualified professional must be submitted before reasonable accommodations and academic adjustments can be provided. Copies of the Seattle University Section 504/ADA Policy and Appeal Procedure are available at the Loyola Learning Center. Visit the web site: www.seattleu.edu/student/lc.

Information Technology, Office of

3rd Floor Engineering, (206) 296-5571

helpdesk@seattleu.edu

In addition to managing several modern computer labs (free for student use) and the campus wireless network, Information Technology 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

Student Center Pavilion, Room 160, (206) 296-6260

The International Student Center (ISC) serves over 460 students from approximately 53 countries around the world. The ISC strives to enable international students to achieve success at Seattle University and to enrich the entire university community through the contribution of their unique cultures and perspectives. The International Student Center also serves as a focal point for activities and programs of a cultural, educational, or social nature, and the

International Student Center Lounge serves as a gathering place for students and student organizations. Visit the Web site: www.seattleu.edu/student/isc, or phone 206.296.6260 or email isc@seattleu.edu for more information.

Leadership Development (see Student Involvement, Center for)

Loyola Learning Center

Loyola 100, (206) 296-5740

The Loyola Learning Center provides academic support and study skill enhancement for all Seattle University students. Experienced staff explore specific academic needs with each student. The Loyola Learning Center can provide tutors, workshops, 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. Visit the Web site: www.seattleu.edu/student/lc.

Office of Fellowships

Bellarmine Advising Center

www.seattleu.edu/SAS/BA/services.aspx?ServiceId=41

Faculty Coordinator: Theresa Earenfight, Department of History

Casey 410, (206) 296-5479, theresa@seattleu.edu

Administrative Coordinator: Luke Green, (206) 296-2517, greenl@seattleu.edu.

The Office of Fellowships supports undergraduate and graduate students in their search for fellowships, grants, and other academic opportunities. It provides a clearinghouse of information about these funding opportunities and helps students find a fellowship that fits their interests, experience and goals. This office has available information on all the grants, such as the on-campus and official application deadlines and program requirements. A dossier file is available to coordinate receipt of transcripts, letters of recommendation, and all supporting supplemental materials.

A fellowship is an academic grant funded by the government or a private interest. Oftentimes, the grant is associated with a program of study or research in a particular field, but many fellowships fund study in a wide range of subjects. The funds that are made available through fellowships are typically assigned to specific expenses, such as travel, tuition or coursework, research expenses, and living stipends. There are a wide range of fellowship opportunities that are supported through Seattle University's Office of Fellowships, from smaller, local competitions, to the well-known and highly competitive national scholarships.

While the Office of Fellowships offers guidance in choosing a fellowship, its primary mission is to support students during the application process itself. This includes the following services:

- In conjunction with Seattle University's Writing Center, proposal and autobiographical writing services.
- Connection of students to faculty representatives, who advise on specific fellowships.
- Logistical guidance and support throughout the application process.
- Practice interviewing to prepare for any interviews that are part of the selection process.
- Application review by experienced faculty members who help students revise and fine tune their applications.
- Submission of the application to ensure timely delivery.

Multicultural Student Affairs, Office of
Student Center, Room 320, (206) 296-6070

The Office of Multicultural Student Affairs is committed to supporting the academic, social, and cultural success of students of color. In doing so, a variety of services, activities, programming, and referrals are provided to complement, enhance, and support instructional learning. Staff are dedicated to the promotion of a campus community that appreciates, encourages and celebrates diversity. Visit the web site: www.seattleu.edu/student/omsa/.

Public Safety**University Services Building (206) 296-5990**

This office provides 24-hour security for the campus community and its facilities. Security personnel are available to assist students in a variety of ways, including first aid, safety escorts, crime prevention, lost and found, and assistance with vehicles with dead batteries or keys locked inside. Security persons are uniformed and easily recognizable should assistance be needed. For service or information, call (206) 296-5990 (24 hours). Emergency only, call (206) 296-5911 (24 hours).

Housing and Residence Life**Murphy Apartments, (206) 296-6305**

Graduate/professional students receive priority until mid-July to live in the Rutilio Grande building, one of five buildings in the Murphy Apartment complex. Realizing the unique demands and needs of graduate/professional students, this environment is designed for mature and responsible graduate/professional students who want a quiet living space conducive to studying. Located near the Sullivan Law School, Student Center, local restaurants and downtown businesses, this building gives residents access to both university resources and local services. Visit the web site: www.seattleu.edu/student/housing/.

Student Activities (See Student Involvement, Center for)**Student Governance**

Seattle University recognizes the importance of student involvement in the campus community. Student Government provides not only leadership opportunities, but a means to contribute to a vital and engaged campus life as well. Students have many opportunities to contribute to campus life including a variety of student run organizations.

The mission of the Graduate Student Council (GSC) is to enhance the graduate student experience at Seattle University, foster development of community, and support the Seattle University mission. The GSC functions to communicate the needs and ideas of the graduate student body to the university, advocate for services that better meet those needs, and provide funding for graduate student organized events. To get involved with GSC, please call (206) 296-6419. For more information, visit the Web site: www.seattleu.edu/student/gsc/.

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 recognized clubs can be found at www.seattleu.edu/student/activities. To find out more about clubs and organizations at Seattle University, call 206-296-2525.

The Student Events and Activities Council (SEAC) is responsible for planning and implementing campus-wide social activities such as concerts, dances, comedy shows, lectures,

and public forums. Traditional campus-wide programs include Fall Ball (fall quarter), Battle of the Bands (winter quarter), and Quadstock (spring quarter). To learn how to get involved in SEAC call (206) 296-6047. For more information, visit the web site: www.seattleu.edu/student/seac/index.htm.

Student Health Center

Bellarmine Hall, Room 107, (206) 296-6300

The Student Health Center provides primary care to all enrolled students. Nurse practitioners are available daily during scheduled office hours. Consultation for medical problems is provided at no charge. A small fee is charged for preventative services such as complete physicals and women's annual exams. Prescription medications and laboratory tests are available at a minimal cost. There are also small charges for certain minor routine office procedures. The center provides most immunizations to students at cost.

All services are confidential and no information is released without students' permission, unless required or authorized by law. The center is open Monday through Friday 7:00 a.m. to 5:00 p.m., and closed weekends and holidays. The center has reduced hours during summer session. For more information, visit the web site: www.seattleu.edu/student/health/.

Student Health Insurance

The university provides a voluntary health insurance program for part-time, graduate, and law students who do not have health insurance through another source. Information on the insurance plan can be found on the Student Health Center Web site: www.seattleu.edu/student/health/page.aspx?ID=11, in the Student Health Center, and through the vice president for Student Development's office. The insurance plan can be purchased on either an annual or quarterly basis with payments made directly to the insurance company.

International students who are required to have health insurance will be billed for this coverage by the Student Financial Services Office. Contact the International Student Center at (206) 269-6260 for more information.

Student Involvement, Center for

Pavilion, Room 180, (206) 296-2525

The Center for Student Involvement is the place for students to get connected to and engaged in Seattle University. Getting involved in campus life is a tradition at Seattle University and students are expected to find out how they can best contribute to the Seattle University experience for themselves and for others. The Center for Student Involvement brings together Leadership, Development, New Student Programs, and Student Activities to create and nurture many involvement opportunities. The Associated Students of Seattle University (ASSU) and the Student Events and Activities Council (SEAC) are advised by the center. For more information, visit the Web site: www.seattleu.edu/getinvolved.

University Food Services

Bon Appetit provides food service at five on-campus locations:

- The Cherry Street Market, on the main floor of the Student Center, offers Asian, Latin and Mediterranean cuisines, an extensive salad bar, full service deli and grill.
- The Hawks' Nest Bistro, on the Student Center third floor, offers over 50 items, including pizzas, hot sandwiches and espresso.

- The Bottom Line, in Paccar Atrium, offers hot sandwiches, soups, salads, espresso, pastries and pre-packaged items.
- The Sidebar, in the Sullivan Law Center, offers hot entrees, grilled sandwiches, hot and cold beverages and items packaged to go.
- The Cave, in the Campion Hall basement, is a fully stocked convenience store with hot sandwiches, soups, ready to eat items, snacks and sundries.

Wismer Women's Center

Loyola 106, (206) 296-2114

The Wismer Women's Center advocates, educates, and is a resource for the entire Seattle University community about women's issues. The center is the home of three distinct programs: The Center for Excellence in Teaching and Learning, The Center for Study of Justice in Society, and the Wismer Professorship.

Accreditation and Membership

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

Accreditations:

AACSB International-Association to Advance Collegiate Schools of Business
Accreditation Board for Engineering and Technology
American Bar Association
American Chemical Society
Association of Theological Schools
Commission on Accreditation of Allied Health Education Programs
Commission on Collegiate Nursing Education
Council on Social Work Education
National Association of Schools of Public Affairs and Administration
National Council for Accreditation of Teacher Education
Northwest Commission on Colleges and Universities

Approvals:

American Medical Association
American Society of Clinical Pathologists
National Association of School Psychologists
Washington State Board of Education
Washington State Nursing Care Quality Assurance Commission

Memberships:

American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Association of Higher Education
American College Personnel Association
American Council on Education
American Theological Library Association
Association for Student Judicial Affairs
Association of American Colleges
Association of American Law Schools
Association of Catholic Colleges and Universities
Association of College and University Housing Officers – International
Association of Governing Boards
Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE)
Association of Jesuit Colleges and Universities
Council for Advancement and Support of Education
Great Northwest Athletic Conference
Institute for International Education
International Federation of Catholic Universities
Jesuit Education in Business Network

Jesuit Association of Student Personnel Administrators
NAFSA: Association of International Educators
National Association of College Admission Counselors
National Association of Graduate Admissions Professionals
National Association of Independent Colleges and Universities
National Association of Student Personnel Administrators
National Collegiate Athletic Association
National League for Nursing
Nonprofit Academic Centers Council
Northwest Association of Private College and University Libraries
Orbis Cascade Alliance
Pacific Northwest Association of Collegiate Registrars and Admissions Officers (PACRAO)
Private Registrars of Washington (PROW)
The College Board
Washington Association of Independent Colleges and Universities (WAICU)
Washington Council on High School-College Relations

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.

Degrees

Arts and Sciences, College of

- Executive Master of Nonprofit Leadership (MNPL)
- Master of Public Administration (MPA)
- Master of Arts in Organizational Design and Renewal (MAODR)
- Master of Arts in Psychology (MAP)
- Master in Sports Administration and Leadership (MSAL)

Business and Economics, Albers School of

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

Education, College of

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

Law, School of

Refer to page 126 of this *Graduate Bulletin of Information* or the *School of Law Bulletin*.

- Juris Doctor (JD)

Nursing, College of

- Master of Science in Nursing (MSN)

Science and Engineering, College of

- Master of Software Engineering (MSE)

Theology and Ministry, School of

- Master of Arts in Pastoral Counseling (MAPC)
- 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-MBA Studies
- Post-MIB Studies
- Post-MPAC Studies
- Post-MSF Studies
- Post-Baccalaureate Certificate of Executive Leadership

Education, College of

- Professional Certification for Teachers
- Post-Master's Community College Teaching
- Post-Master's Department Head/Team Leader
- Post-Master's Literacy Specialist
- Post-Master's Principal
- Post-Master's Program Administrator
- Post-Master's School Counseling
- Post-Master's School Psychology
- Post-Master's Staff Development
- Post-Master's Teaching English to Speakers of Other Languages

Nursing, College of

- Post-Master's Primary Care Nurse Practitioner

Theology and Ministry, School of

- Certificate of Pastoral Leadership
- Certificate of Graduate Studies in Pastoral Administration
- Certificate of Graduate Studies in Spirituality & Health
- Post-Master's Pastoral Counseling
- Post-Master's Pastoral Theology
- Post-Master's Transforming Spirituality

Joint Degree Programs

- JD/MBA (Juris Doctor/Master of Business Administration)
- JD/MIB (Juris Doctor/Master of International Business)
- JD/MPAC (Juris Doctor/Master of Professional Accounting)
- JD/MSF (Juris Doctor/Master of Science in Finance)

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, over 2,700 graduate and professional 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.

Organization

The academic deans are responsible for administration and supervision of all programs leading to a degree. The colleges/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 director of graduate admission in consultation with the appropriate graduate program coordinator. Academic transactions involving registration and awarding of degrees are supervised by the university's registrar.

Admission Requirements and Procedures (Policy 2004-02)

Admission to a graduate program is granted to those with U.S. equivalent 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 U.S. equivalent in the field from which students select their graduate work, may be required. For specific program requirements and terms of entry, consult the appropriate graduate application instructions and the applicable academic sections of this *Graduate Bulletin of Information*.

Grade point averages for admission are calculated on course work leading to the bachelor's degree and any post-baccalaureate courses, or all graduate-level coursework for post-master's Educational Specialist or Doctor of Education programs, as specified by each program. Calculation of the grade point average for international students is performed based upon globally recognized standards and converted, when possible, into U.S. equivalencies. 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-grading institutions. Those applicants are required to submit the Graduate Management Admissions Test (GMAT), Graduate Records Exam (GRE), Miller Analogies Test (MAT), or other specified exams as requested by individual programs. Applicants should contact Graduate Admissions or program chairs for further information on requirements and exceptions.

Application Process

Admission applications should be submitted as early as possible, but no later than the program deadline for the term in which an applicant plans to begin study. All applicants must submit an application for graduate admission and fee, and official transcripts for academic credits from schools attended as required by their program of study. 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 and accurate records of previous school attendance will result in denial of admission, dismissal, or withdrawal of admission. Applicants must also submit by the program deadline 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 are issued a formal letter of acceptance. Offers of admission are for regular, probationary, provisional, or non-matriculated admission. A student's acceptance of an admission offer constitutes a commitment by the student to abide by university policies, rules, and regulations.

Students are expected to fully and truthfully complete all information requested by the university in connection with the application for admission process and to supplement the application if any information changes between submission of the application and enrollment. False or misleading information or material omissions in connection with the application process will result in denial of admission, withdrawal of admission, dismissal, cancellation of course credit, or other appropriate action in the judgment of the university.

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 academic programs which they are considering.

An individual's past conduct, particularly as it may relate to unlawful or criminal behavior, is relevant to the admission process. Accordingly, Seattle University reserves the right to deny admission or continued enrollment to individuals who have engaged in unlawful or criminal behavior. Each applicant and each student is responsible to disclose in writing the required documentation and information on any and all criminal convictions classified either as a felony or gross misdemeanor as specified in Policy # 2004-08.

Nondiscrimination in Admissions

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual or political orientation, or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs. All University policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character.

Applicants with Disabilities

It is the policy of Seattle University to comply with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act regarding students and applicants with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of the University. The University's Equal Opportunity Officer is the person designated as the ADA/Section 504 compliance officer. The EEO Officer may be reached by telephone at (206) 296-5870 or by email at irwin@seattleu.edu. For information about services on campus for students with disabilities, visit <http://www.seattleu.edu/SAS/DS>. The Office of Disability Support Services may be reached by telephone at (206) 296-5740 or by email to lc@seattleu.edu.

Applicants are not required to indicate on the admission application whether they have a disability. An applicant may choose to identify a physical, learning, psychological, or other disability and ask that it be considered a relevant factor in the admissions process. The information is intended to enhance an individual's opportunities for admission and may not be used to discriminate against the applicant. The decision to tell us about a disability is a personal one, and we respect an applicant's decision not to do so. All information supplied by an applicant to the university regarding any disability will be treated confidentially and used only for special admissions review.

Individuals who choose not to identify as having a disability at the time of application will be evaluated for admission in the regular manner. Should such individuals be offered admission, it is their responsibility to report any such condition to the university if they need special services. The information should be reported directly to the Office of Disability Support Services as soon as possible after notice of admission is received. This allows adequate time for provision of special services and aids that the student may need while in attendance.

Probationary and Provisional Admission

Applicants whose academic credentials are shy of the expected prerequisite coursework, 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.

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 specific requirements to qualify for formal (unqualified) admission to graduate standing.

Non-matriculated Admission (Policy 92-02)

Non-matriculated 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 in the Academic Regulations section.

International Admission Requirements (Policy 76-06)

International students must meet the admission requirements outlined for the specific graduate programs to be considered for admission. International students seeking a student visa must submit a Declaration of Finance form and cannot be admitted conditionally or as non-matriculants. Completed application files must be on record, including official transcripts and proof of English proficiency, when required, satisfied with the TOEFL, IELTS or the institutional MELAB, 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 (Policy 76-10)

Students who do not enroll for more than four consecutive quarters must apply for readmission and are subject to the requirements for their school, department and major in effect at the time they are readmitted. Refer to the Readmission policy found under Academic Regulations in this *Bulletin*.

Tuition for Graduate Courses 2006-2007

Business	\$622 per credit hour
Education (master and educational specialist degrees)	\$478 per credit hour
Doctor of Education	\$565 per credit hour
EDLR 612 (0 credit)	\$750 per quarter
Institute of Public Service	\$519 per credit hour
Nonprofit Leadership	\$519 per credit hour
Nursing	\$478 per credit hour
Psychology	\$519 per credit hour
School of Theology and Ministry	\$478 per credit hour
Software Engineering	\$622 per credit hour
Sports Administration & Leadership	\$478 per credit hour
Organizational Design & Renewal \$32,000 program fee for the Fall 2005 – Spring 2007 Cohort	

Fees

Application, graduate and non-matriculated	\$55
Deposits:	
Doctor of Education	\$500
Executive Master of Nonprofit Leadership	\$100
Master in Teaching	\$500
Advance Practice Nursing Immersion: MSN	\$150
Master of Arts in Psychology	\$100
Activity fees:	
COUN 527	\$75
EDLR 600	\$75
EDLR 621, 631, 641	\$285
School of Theology and Ministry	\$75
SPSY 553	\$90
SPSY 554, 555	\$75
SPSY 559, 560	\$40
TEED 511	\$85
Laboratory fees:	
NURS 501	\$175
NURSI 541, 544, 557	\$175
Doctoral dissertation and binding fee	\$100
Master's degree thesis binding fee	\$75

Other Fees (non-refundable) 2006-2007

Identification Card — Loss/Replacement	\$15
Incomplete Fee — per course	\$65
Diploma Replacement fee	\$25
Late Payment fee	\$100
Matriculation — undergraduate and graduate	\$90
Official Transcript or Enrollment Verification — Same day request	\$25

(no charge for standard 3-day service on 10 per quarter; \$5 for each transcript request thereafter; no limit on enrollment verifications)

Student Financial Services

The various student services offered by the Office of Student Financial Services 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

By registering for classes at Seattle University, the student agrees to pay all applicable tuition, fees, housing and board charges, and other university charges (e.g., late fees and library fines) in accordance with university policies or as stipulated in this *Bulletin*.

Tuition and fees are due and payable on or before September 15 for fall quarter, December 15 for winter quarter, March 15 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 in the Office of the Registrar, it is the student's responsibility to pay for all fees in full whether or not the student attended class.

The official date of a student's withdrawal is the date of the first signature by any official of the university or the last day of attendance, as verified by the instructor, whichever is earlier. After these changes are made, call the Office of Student Financial Services at (206) 296-2000 for an updated account balance.

Payment Options

- **Mail:** Send your check for the total amount due to the Office of Student Financial Services, Seattle University, 901 12th Avenue, Seattle, WA 98122-1090. Please write your student ID number on your check.
- **Web:** Students may pay by Visa/MASTERCARD or Electronic Check using SU Online. Please note if you choose to pay by credit card, you will be assessed a 2.5% service fee. There is no fee for electronic check payments.
- **Drop-Box:** Place your check in the drop-box across from, the Office of Student Financial Services Windows adjacent to the elevator in the University Services Building, Room 105. Available 24 hours a day.
- **In Person:** Come to Student Financial Services 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 Office of Student Financial Services:**
 - Plan A:** Annual arrangements may be made for 9 monthly payments. There is a \$50 non-refundable handling fee with this plan due with the application due by September 15. Payments begin October 1. Call (206) 296-2000 for information.
 - Plan B:** Is a three month payment plan available for each quarter: 1/3 of tuition balance plus a \$30 non-refundable handling fee is due by each quarter's tuition due date; 1/3 in 30 days; remaining balance due in 60 days.
 - Plan C:** Is a one month payment plan available for each quarter. A \$30 non-refundable handling fee is due by the quarter's tuition due date and the balance of account is due in 30 days.

Quarterly Payment Plan Due Dates

	Fall	Winter	Spring
Plan B			
Payment 1	09/15/06	12/15/06	03/15/07
Payment 2	10/15/06	01/15/07	04/15/07
Payment 3	11/15/06	02/15/07	05/15/07
Plan C	10/31/06	01/31/07	04/30/07

The Employer Deferred Payment Plan

This plan is available to students who are receiving company reimbursement from their employer once they have received grades. There is a \$30.00 non-refundable application fee. Students can sign up for this payment plan on a quarterly basis by completing the Application and submitting it to the Office of Student Financial Services with the fee and a copy of their employer reimbursement policy. Students have 30 days after grades are posted to remit payment.

Call the Office of Student Financial Services at (206) 296-2000 for information on Payment Plans.

Without a signed payment plan on file with the Office of Student Financial Services, tuition balances paid after the due date are subject to late fees and finance charges.

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

Questions about student accounts should be directed to the Office of Student Financial Services at (206) 296-2000 between 9:00 a.m. and 6:00 p.m., Monday and Tuesday, or between 9:00 a.m. and 4:30 p.m., Wednesday through Friday.

Late Payment/University Collection Fee

A late fee of \$50.00 per month (up to a maximum of \$100.00), will be assessed on any unpaid balance remaining after the tuition due date. Students with an outstanding balance after a final demand letter for payment has been sent will be assessed a collection fee of \$100.00 in addition to the late fees.

Exceptions to this policy will be made only if:

- 1) Payment arrangements for the charges have been made with the Office of Student Financial Services by the tuition due date for the term. (If the requirements of the plan are not met, all applicable late fees will be applied retroactively.)
- 2) There is institutional error that results in delays in the application of financial aid. Students are responsible for ensuring that all awarded financial aid is applied to their account by the first class day of the term. This includes endorsing co-payable grant/scholarship checks and signing all required loan documents.

Finance and Service Charges

By registering for or withdrawing from classes at the university, a student agrees to pay his/her account in full by the due dates the university establishes. In addition, the student agrees to pay a 1.0% per month finance charge (12% APR) that may be assessed on unpaid balances (including finance charges previously assessed) and all service fees and late fees established by the university.

A service fee of \$25 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 out-

standing after the tuition due date, a late fee will also be assessed to the student's account. Students who have two (2) or more dishonored personal checks will no longer be allowed to submit a personal check as a form of payment.

Past-Due Accounts/Collection

A student's failure to pay in full all tuition and other fees for any quarter (or session) by the specified due dates will result in a hold being placed on the student's academic transcript and the student will be barred from further registration. Delinquent accounts may be referred to a commercial collection agency and may be reported to national credit bureaus. All costs, expenses and fees (including, but not limited to, attorney fees, court costs, collection 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 will be charged to the student's account. By registering for or withdrawing from classes at the university, a student agrees to pay these charges and fees associated with account collection.

Tuition Refunds (Policy 75-9)

Refunds are based upon the official date of withdrawals. Please see the quarterly schedule of classes for specific dates. 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 Office of Student Financial Services. Petitions for tuition adjustment and fee waiver will be approved only to correct a institutional error.

Tuition Refund Policy

Official withdrawal (full or partial) Fall, Winter, or Spring terms:

Through the last day of add/drop.....	100 percent
Through Saturday of the 2nd full week of the term*	75 percent
Through Saturday of the 3rd full week of the term*	50 percent
Thereafter	No refund

*A full week of the term is defined as Monday through Sunday.

Official withdrawal (full or partial) Summer term:

4 week and Intersession:

Through the last day to add/drop.....	100 percent
Thereafter	No refund

7 and 8 week Sessions:

Through the last day to add/drop.....	100 percent
2nd week.....	50 percent
Thereafter	No refund

Short courses (any session not listed above) will be refunded at 100 percent if drop occurs on or before 11:59 on the first day the class meets. No refund thereafter.

Overpayment of Account (credit balance)

Credit balances created by financial aid, tuition adjustments, or overpayment will be remitted to the student. Credit balance checks will be mailed to the student or will be electronically deposited to a student's checking account. Students may elect to have their excess

financial aid funds transferred electronically to their checking account. Students fill out an application and submit with it a copy of a void check to the Office of Student Financial Services. Once a student signs up for EFT, all refunds will then be directly deposited to a designated checking account as of the first day of classes each quarter. There is a 14-day waiting/confirmation period before transactions may occur.

Students who meet the following criteria will automatically have checks or EFT transactions generated for them:

- have a credit balance for the current term
- have no other balances due the University
- if a financial aid recipient, be registered for the credit hours required for the financial aid package
- not have a "Parent PLUS" loan as part of the financial aid package
- not have made a check or credit card payment within the last 10 days

Students who do not meet any of the criteria above must either:

- contact Student Financial Services for resolution, or
- have appropriate checks issued after review and approval (minimum five-day delay)

Additionally, students expecting a refund each quarter after tuition and fees have been paid may elect to transfer a partial amount of that refund to their Campus Card, which can be used to purchase books and supplies in the Bookstore, purchase parking permits, pay for copies, snacks and beverages in vending machines, laundry, stamps, and postage for packages. To take advantage of this program, student's financial aid needs to be finalized 30 days prior to the start of the quarter to enable the students to access these funds on the first day of classes for that quarter. The maximum a student can transfer is \$350.00.

The authorization form is available under Printable Forms on the Student Financial Services Web site: www.seattleu.edu/sfs. Submit the completed form to Student Financial Services. Please allow a minimum of two (2) weeks for processing to have funds available on the first day of each quarter.

Please 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 ten (10) days. Therefore, if a recipient has not established an EFT process with Student Financial Services, that office will mail the credit balance check within ten (10) days.

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. Applicants are encouraged to apply via the internet at www.fafsa.ed.gov. You first must secure a pin number at www.pin.ed.gov prior to completing the FAFSA on the web. The pin number will work as your electronic signature. A limited number of paper applications are available through the Office of Student Financial Services. 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 Office of Student Financial Services 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. Although most financial aid comes from the state and federal government, Seattle University also contributes. To be eligible for state and federal aid programs, and most of Seattle University Institutional Aid, students must be U.S. citizens or permanent residents. The Office of Student Financial Services will then put together a financial aid package that may include any of the following types of aid.

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 complete a Stafford Loan entrance interview and sign a Master Promissory Note before receiving their funds. The entrance interview can be completed online at www.dlssonline.com/entrance-counseling/main-entc.asp. Once you complete the entrance interview, to sign a Master Promissory Note, you can log onto <http://dlenote.ed.gov/emprn/index.asp>. You will need your pin number to sign the Master Promissory Note.

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 Office of Student Financial Services. 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 1.5 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 six credits.

For 2006-07, interest rates will be at a fixed rate of 6.8 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 that 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. The aggregate limit is \$73,000 (undergraduate and graduate combined).

Federal Perkins Loan

Federal Perkins Loans are long-term, low-interest loan based on financial need. No interest accrues and no payments are due until a borrower ceases to be enrolled at least half time. The interest rate is fixed at 5% and repayment occurs over 10 years. Due to limited resources, Perkins is awarded to Graduate Students based on request and availability of funds. Deferment and cancellation options are available.

Private Alternative Loans

Private Alternative Loans are "non-need-based" loans available to student borrowers. The interest rate is variable. Interest accrues while students are in school. A credit check will be performed by the lender. Some student borrowers may be required to have a co-signer for the loan. Students may borrow up to the total cost of attendance minus any financial aid.

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 Office of Student Financial Services 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 Office of Student Financial Services to request work study.

Veterans' Educational Benefits

Selected academic programs at Seattle University are approved by the Washington State Higher Education Coordinating Board's State Approving Agency for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 U.S. Code.

Scholarships

MaryLou Wyse Scholarship

The MaryLou Wyse Scholarship is awarded to students who are admitted into select programs that vary from year to year. This is a limited need-based scholarship awarded based upon the availability of funds. Award amounts are up to \$2400 a year for up to two years and are determined by the Office of Graduate Admissions upon consultation with the academic departments. Students must maintain continuous enrollment of at least half-time status, 3 credits for a minimum of 12 credits per academic year. Students must complete the FAFSA application each year in order to receive the funds.

Diversity Scholarships

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

Executive Master of Nonprofit 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 is among twelve that can annually nominate a student for the award. If a Seattle University student is selected, NMLOP pays the student directly.

Henry M. Jackson Foundation

\$20,000 is expected to be disbursed in 2005-2006 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, the Roman Catholic Archdiocese of Seattle, and 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 eligible students 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 the Office of Student Financial Services)

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. Master 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.

Student Development Graduate Assistantships

Students who have been admitted to the Student Development Administration program may apply for these assistantships. Students receive a stipend for part-time work in a related field. Award amounts vary based upon placement. Students should contact the College of Education for an application.

Master in Nursing Assistantships

Students admitted into the Master in Nursing program may apply for Teaching Assistantships. Eligibility is determined by the College of Nursing and recipients receive both a grant up to \$3500 and a stipend up to \$7800. Students are expected to supervise undergraduate lab sections.

Advance Education Nursing Traineeship Grants and National Health Services Corps Scholarship

These are federally sponsored traineeships, grants and scholarships for students enrolled in graduate Nursing programs.

Matteo Ricci Consortia Schools Tuition Remission

Full-time employees of the six Matteo Ricci College consortia schools may be eligible for grant funds up to 85 percent of tuition. Eligibility for the grant is determined by Matteo Ricci College.

Departmental Sources

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

Satisfactory Academic Progress Policy

To be eligible for financial aid at Seattle University, a student must maintain satisfactory academic progress, which includes: 1) maintaining a minimum grade point average, 2) completing a minimum number of credits, and 3) completing a degree or certificate within a reasonable period of time. This requirement applies to the student's entire period of attendance at Seattle University, even though financial aid may not have been received. Students are expected to complete one degree and one major within four academic years. Transfer students are expected to complete one degree, one major based upon their class standing assigned upon admission by the Office of the Registrar. In addition to the academic satisfactory progress requirements, students must meet the progress requirements defined by their school or program as outlined in the university's *Graduate, Law School and/or Undergraduate Bulletin of Information*.

Satisfactory academic progress is reviewed at the end of each spring quarter. Students will be notified by Student Financial Services if they have not maintained satisfactory academic progress, but, it is the student's responsibility to monitor his/her own progress.

Cost of Attendance 2006-07

Seattle University uses the following figures to determine a full-time student's Annual Cost of Attendance:

	On/Off Campus
Tuition*	\$8,604
Room	\$4,818
Board	\$2,685
Books/Supplies	\$774
Personal	\$1,995
Transportation	\$1,425
Average Loan Fee	\$208
Total	\$20,509

*Note: Tuition budgets are determined based on the per credit rate for each program. Please refer to the Tuition and Fees section in this *Bulletin*.

Refunds and Repayments

This text describes the process used to refund financial aid, including Title IV federal funding. For complete information on the refund of tuition, see the Refund section under Tuition and Fees. Seattle University's policy governing the amount of tuition refunded based on the length of time the student has attended is always more favorable to the student than the minimum requirement described in the federal aid refund policy. Neither our accrediting agency nor our state has an approved refund policy. Seattle University's financial aid refund policies follow the federal refund requirements.

Change in Academic Load

Students who drop or withdraw from some classes at Seattle University may have adjustments made to their financial aid depending upon several factors. Before taking action, students should contact the Office of Student Financial Services for information about the consequences of dropping classes.

For those students whose financial aid has been posted to their account, have dropped classes, but are still enrolled for at least half time and received a 100% tuition refund for the dropped classes, financial aid will be reduced to the amounts they are eligible to receive based on their new enrollment status. Any credit balance created as a result of the dropped class(es) will be refunded to the financial aid payment first, with the remainder going to the student. Satisfactory academic progress will be based on the number of credits for which the student received aid.

For those students whose financial aid has not been posted to their account, have dropped classes, but are still enrolled at least half-time (3 credits for graduates), financial aid will be revised based on their new enrollment status. Satisfactory academic progress will be based on the number of credits for which the student has been awarded aid.

For those students who fail to register for the number of credits for which their financial aid was awarded, aid will not be posted to their student account. The student is responsible to notify the Office of Student Financial Services that his/her enrollment status has changed and that a revision to financial aid is necessary.

Z Grades and Financial Aid

Z grades are assigned by the registrar when it can be documented that a student has registered for a course, stopped attending prior to the tenth day of the term, or never attended the class, and did not officially withdraw according to university policy 75-22. Students who have been awarded financial aid and subsequently receive a Z grade for some or all of their classes will have their aid adjusted based on their new enrollment status. This may result in students owing money to the university. Please contact the Office of Student Financial Services to determine the effect Z grade(s) will have on your financial aid.

Complete Withdrawals

If a student withdraws before finishing the quarter:

- and a student has received federal loans while he/she attended Seattle University, he/she is required to obtain loan exit counseling through Seattle University (per federal law), which will give further information on loans(s). Loan repayment will begin at the end of a grace period(s) as defined by the promissory note(s).
- Subsequent quarter aid will be cancelled unless our office is notified otherwise that you will attend.
- Students may need to make up credits for the quarter you withdrew in order to receive aid from Seattle University in the future

To receive financial aid at Seattle University, a student must be making satisfactory academic progress towards a degree. If a student has received financial aid for the quarter of withdrawal, the student is not considered to be making satisfactory progress. Please be aware that this withdrawal may affect eligibility for future financial aid should the student return to Seattle University.

The official date of a student's withdrawal is the date of the first signature by any official of the university or the last day of attendance, as verified by the instructor, whichever is earlier. Withdrawing students are required to obtain a withdrawal form from the Office of the Registrar. Students who unofficially withdraw from the university (that is, simply ceases to attend classes without notifying the university) are not eligible for a refund.

The Office of Student Financial Services will determine eligibility for a refund of charges for the quarter based on when a student withdraws. Please refer to the schedule of classes for refund timelines.

According to federal regulations, federal funds must be returned to federal programs based on the percent of the term during which a student is no longer enrolled. The Office of Student Financial Services will determine how much of a student's federal aid was "unearned" as defined by the federal regulations, and then return the unearned aid in the following order to the programs from which the student received aid:

Federal Unsubsidized Stafford Loan

Federal Subsidized Stafford Loan

Federal Perkins Loan

Other Title IV Programs

Seattle University will return Seattle University sponsored aid to its source, based on the refund that the Office of Student Financial Services determines. If a student will be refunded 40% of his tuition costs, then 60% of the Seattle University sponsored financial aid will be

applied to the account, since the student is being charged 60%. This does not apply to those students receiving a Seattle University loan or other alternative loan. Repayment of these loans is solely the responsibility of the student and/or parent once the funds have been applied to the student account.

Seattle University, on behalf of the student, will return to the federal programs the balance of unearned aid. For those students receiving federal or state grants, this amount may be equal to 50% of the original award. Work-study funding is not included in the calculation in determining the refund. Any balance owed on federal loan programs not returned must be repaid based upon the terms of the promissory note.

Seattle University scholarships may be prorated based on the refund period at the time the student dropped the classes.

For those students who have paid with cash or check, the amount refunded will be based on the refund period at the time the student dropped the classes.

Student Consumer Information and Disclosures

There are a number of reports produced annually by the university to provide information to students and parents. The information is sent to students either through university email or U.S. mail. Most of the information can be found at the following Web site: <http://www.seattleu.edu/ir/>. For inquiries about the content of the reports or to obtain printed copies of the reports, please contact the office below:

The Family Educational Rights and Privacy Act of 1974 ("FERPA")

http://www.seattleu.edu/regis/Policies/ferpa_stu_notification.htm

Office of the Registrar

206-296-2000

This is Seattle University's annual notification to students about their rights under FERPA, the federal law relating to student records.

The Student Right-to-Know Act

<http://www.seattleu.edu/ir/Retention&Graduation/GradRate.asp>

Institutional Research

206-296-6144

This report includes completion or graduation rates for the general student body as well as for student athletes receiving athletically related student aid.

The Campus Security Act of 1990

The Campus Sexual Assault Victim Bill of Rights

<http://www.seattleu.edu/safety>

Public Safety

206-296-5990

These reports disclose campus crime statistics as well as crime prevention policies and security measures on campus.

The Campus Sex Crimes Prevention Act

<http://www.seattleu.edu/safety>

Public Safety

206-296-5990

This statement advises the campus community where law enforcement agency information provided by the state concerning registered sex offenders may be obtained.

The Equity in Athletics Disclosure Act

<http://athletics.seattleu.edu>

University Athletics

206-296-5441

This report contains data on participation rates and financing of men's and women's intercollegiate athletic programs.

The Drug Free Schools and Communities Act Amendments of 1989

http://www.seattleu.edu/studentdevelopment/Substance_Abuse.pdf

Student Development

206-296-6066

The "Substance Abuse Policies and Prevention Program" describes substance abuse prevention information and resources as well as standards of conduct for students relating to drug or alcohol use.

Financial Assistance Information

<http://www.seattleu.edu/services/financialservices/>

Student Financial Services

206-296-2000

Detailed information about the financial assistance available to students at Seattle University can be found at this web site as well as in the *Bulletin of Information* and from the Student Financial Services Office..

Academic Regulations

Students are responsible for informing themselves of the academic regulations and requirements set forth in this *Graduate Bulletin of Information* and of other applicable University policies, rules, and regulations. Students are encouraged to review the most up-to-date versions, which can be found on-line. In all cases the official academic policies are considered to be the overriding authority of any rule or regulation listed in this *Graduate Bulletin of Information* or any revisions thereto. Failure to meet the requirements or comply with regulations because of lack of knowledge does not excuse students from responsibility for compliance. 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 academic policies set forth in this *Graduate Bulletin of Information* generally do not apply to the School of Law.

Except in the Albers School of Business and Economics, students' programs of study must be approved by a faculty member, usually an adviser. Such approval does not, however, excuse a student from any failure to meet university requirements.

The departmental dean has discretionary powers for all matter not covered by the rules and regulations in the university academic policies or listed in this *Bulletin*. The university reserves the right to cancel any class that 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 authority of the university. The university reserves the right to change any academic requirement or policy without notice and to require students to withdraw at any time.

Students are responsible for informing themselves of the academic regulations, requirements, and policies set forth in this *Bulletin of Information* and of other applicable university policies, rules, and regulations. Students should always consult the university website for the most recent version of policies, rules, and regulations. Students are also responsible for the satisfactory completion of their program of study. Therefore, students should not rely on oral representations of degree requirements or waivers thereof; they should obtain information from the designated level of authority and ensure that all agreements are entered in writing in their official academic file in the Office of the Registrar.

The enrollment and graduation of each student, the awarding of academic credits, and the granting of any award or degree are strictly subject to the authority of the university. The university reserves the right to cancel any class that does not meet the required minimum enrollment, as determined by the university.

Information in this *Bulletin* is often supplemented by policy memoranda that set forth policy in greater detail. References to applicable policy statements are noted parenthetically. Copies of the academic policy memoranda listed in this *Bulletin* may be obtained from the Office of the Registrar or from the Registrar's web page: www.seattleu.edu/regis (click on the 'Policies' link). In all cases the official academic policies are considered to be the overriding authority of any rule or regulation listed in this *Bulletin*.

Academic Honesty (Policy 2004-01)

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty is a serious offense and will be addressed according to this policy.

Academic Load (Policy 77-5 and 82-1)

Undergraduate Students

- Full-time: 12 or more quarter credits
- Half-time: 6, 7, or 8 quarter credits

Master's Degree and Educational Specialist Candidates

- Full-time: 6 or more quarter credits. (A minimum of 9 quarter credits is required for any graduate student attending on a student visa.)
- Half-time: 3 quarter credits

Doctoral Program Students – Educational Leadership

- Refer to policy 82-1 for special exceptions

Academic Overload (Policy 2001-02)

The normal load for full-time graduate students is 9 credits per quarter. Some programs have credit limits for registration. Students who plan to register for more than 9 credits in one quarter should check with their department to determine what the upper limit is before completing their registration.

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 the course objectives, it may be a valid consideration in determining students' grades. Although there is no university regulation requiring class attendance, each instructor and each program has the discretion to establish attendance standards. The student is responsible for becoming familiar with any attendance requirements applicable to his/her courses or program of study.

Auditing a Course

Graduate courses are not auditable.

Classification of Students (Policy 82-2)

- 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 undergraduate 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/school in which the course is taught.
- Post-Baccalaureate Graduate: students with an acceptable baccalaureate degree admitted to the university to pursue a specific graduate certificate. Eligible to enroll in 500 level courses 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 specific programs offered by the various colleges/schools.

Non-matriculated students are defined as: 1) those students admitted to Seattle University, by means of a special application form and fee, for the purpose of post-secondary or post-baccalaureate study that is not intended to culminate in a Seattle University degree or certificate; or, 2) 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 Schools or Colleges in which the student is not required to be admitted to the university.

There is no limit to the number of quarters for which a student may attend Seattle University as a non-matriculated student, but 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; and not all courses are open to non-matriculated students. During summer term, non-matriculated students may register when registration opens for the term.

Privacy of Student Records (Policy 76-9)

Seattle University's policy regarding the privacy of student records is in compliance with the Family Educational Rights and Privacy Act ("FERPA"). It is university policy to maintain as confidential all personally identifiable information in education records except information considered to be "directory information." Students have the right to request that directory information not be disclosed to third parties and may do so by submitting their request in writing to the Office of Registrar by the last day to register each term, as announced in the University Academic Calendar.

In addition, FERPA affords students certain rights with respect to their education records. These rights are:

- 1) The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.**
- 2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights.**
- 3) The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

FERPA permits disclosure without consent to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. The university may also disclose personally identifiable information from a student's education records without the student's consent if the disclosure is to parents of "dependent" children as defined by the Internal Revenue Code, Section 152; or to officials of another school in which a student seeks or intends to enroll. Furthermore, the university is required by law to provide the name and address of all students to any legitimate military recruiter who makes such a request in writing to the Office of the Registrar. Other exceptions exist that allow disclosure without a student's consent.

Complete copies of Seattle University's policy on the privacy of student records (#79-09) and the annual FERPA notification to students may be obtained on request from the Office of the Registrar or on SU Online at www.seattleu.edu/regis/policies/Policy_76-09.htm. www.seattleu.edu/regis/Policies/Policy_PDFs/Ferpa_Student_Notification.pdf

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Seattle University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue SW

Washington DC 20202-4605

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.*

800 to 899 are post secondary professional development courses.

900 to 999 are post-baccalaureate professional development courses.

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

Course Substitution

In some situations, a sponsoring degree department may approve the substitution of a previously completed graduate course for an equivalent required graduate course. The substitution, however, in no way reduces the total number of credits required for the degree.

Degree Requirements

Candidacy

Students in selected programs must file the candidacy form pursuant to the regulations of the individual colleges/schools. Doctoral students should consult the doctoral program section of this *Graduate Bulletin of Information* on doctoral candidacy. Approval of candidacy eligibility is at the discretion of the dean of the college/school to which the student belongs.

Catalog Year

Students are normally required to meet degree program requirements in effect at the time of their matriculation. Students who are absent from the university for more than one academic year, however, are required to meet the degree requirements in effect when they resume study. Students may, by petition, elect to graduate under degree requirements specified in a subsequent *Graduate Bulletin of Information*; under no circumstances will the requirements from earlier *Bulletins of Information* be applied. The academic year commences with the summer term. Therefore, students admitted or readmitted for summer 2004 will follow degree requirements as stated in the 2005-2006 *Graduate Bulletin of Information*.

All responsibility for fulfilling requirements and for applying for graduation rests with individual students.

Credits Earned

To earn a master's degree that is not an approved undergraduate/graduate program, candidates must earn a minimum of 45 credits beyond the bachelor's degree. In no case

may a master's degree be earned with less than 36 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, and with the approval of the department and the dean of the appropriate college/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.

Comprehensive Testing

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/school.

Thesis

Graduate students may request to complete theses on topics approved by their program departments and the dean of the appropriate college/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 ability to develop material and ideas in an original, lucid way.

- Thesis topics are to be approved by students' mentors, graduate program advisers, and the dean of the appropriate college/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/school.
- Doctoral thesis are required. For more information, consult the program section of this *Bulletin*.

Dual Enrollment at Two Colleges (Policy 75-61)

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/school.

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/school. Credits earned through correspondence are not accepted under any circumstances.

Fair Process Policies (*Policies 2001-01 and 2005-01*)

The Fair Process Policies apply to students enrolled in clinical, field, or contextual education experiences at Seattle University, except students in the School of Law, and set out the process by which a student may seek review of certain types of decisions affecting the student's status, standing, or continued participation in a program. Policy 2005-01 applies to students in the Colleges of Arts and Sciences, Education and Nursing. Policy 2001-01 applies to students in the Albers School of Business and Economics, College of Science & Engineering, Matteo Ricci College, and School of Theology and Ministry. Students are referred to the most current on-line versions of the Fair Process Policies for a description of decisions that may and may not be reviewed under these policies.

Grade Changes

Once a grade is duly filed with the Office of the Registrar, changes may be made by the instructor by completing a request for grade change form. Errors in grades must be reported within six months of the date of issue of grade reports. In general, changing an end-quarter grade is permitted on the basis of an actual error in computation or transcription whether discovered by the student or the instructor; however, changing a grade is not permitted by reason of revision of judgment on the part of the instructor. In the event that a student disputes an end-quarter grade, the Grading Grievance Procedure (Policy 2004-07) should be followed.

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 (A to F) 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 3.00 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 academic probation, they are subject to dismissal from the university.

Grade Reports

Student quarterly grade reports are available on-line 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.

Grading Grievance—Challenging Course Grades (*Policy 2004-07*)

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. In the event of a student's challenge to a final course grade, the burden of proof lies with a student who claims a grievance. The faculty member has an obligation to award

course grades on the basis of standards set at the beginning of the course.

The process guides the university's response to allegations that a faculty member acted arbitrarily and capriciously in assigning course grades. The procedure does not apply to mathematical errors in calculating the grade, academic dismissals from the university or a program, or questions of professional judgment concerning course content, instructional methods and appropriateness of performance standards. In addition, the policy does not apply to the Law School.

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	Minimal performance in courses applicable to graduate degree
C-	1.7	Courses graded C- or below will not count toward graduate degree or certificate
D+	1.3	
D	1.0	Poor performance
D-	0.7	
F	0.0	Failing (formerly E)

The grades of CR, HW, I, IP, LW, 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 graded only credit (CR) or fail (F). When passed with the minimum acceptable standard of C on the graduate 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 (*Policy 75-22*)

The dean (or designee) may grant a hardship withdrawal in the event of the death or catastrophic illness of a family member, an incapacitating illness and/or injury to the student or when extraordinary and unanticipated circumstances prevent the student from completing all courses. The dean or dean's designee will require that the student provide documentation to support his or her request. There is no effect on the grade point average. Any tuition refund follows the regular refund policy. Financial aid recipients are advised to check with the Office of Student Financial Services before requesting a hardship withdrawal because this action may negatively affect financial aid.

I—Incomplete (Policy 97-3)

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 is not counted in the credits earned or used in the grade point average computation. 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 that will be automatically assigned by the registrar if the deadline expires without student action. This provisional grade should be calculated to include all work completed up to the date of final attendance plus a failing grade for work/examinations the student did not complete. An incomplete fee is posted on the student's account when the grade is submitted to the registrar. Once a degree has been posted, removal of an I grade is not permitted. The deadlines for removing of the I grade appears in the University Academic Calendar.

IP—In Progress

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

LW—Late Petitioned Withdrawal (Policy 75-22)

Each student is limited to three LW grades as an undergraduate and three at the graduate level.

M—Missing

Symbol used on grade reports to inform student that a grade has not been received from instructor.

N—No Grade (Policy 75-19)

A grade used for courses in which the coursework 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 each student to arrange with the instructor to remove the N grade per the schedule outlined in the University Academic Calendar. 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.

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 or Mandatory Registration

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

W—Withdrawal (Policy 75-22)

Official withdrawal

Y—Audit

A course for which no credit is given. Not available for course numbers 500-999.

YW—Audit Withdrawal

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

Z—Unofficial Withdrawal

Grade assigned by the registrar when it can be documented that a student has registered for a course, stopped out or never attended the class, and did not officially withdraw according to university policy 75-22. There is no effect on the grade point average.

Graduation/Commencement

Official Commencement exercises are held once a year in June. All responsibility for fulfilling the requirements for graduation rests with the student.

Application for a Degree

Application for a degree must be made with the Office of the Registrar according to the deadlines published in the University Academic Calendar.

Application for a Certificate (Policy 76-11)

Application for a certificate must be made with the Office of the Registrar during the first week of the term in which certificate course work is to be completed.

Commencement with Deficiencies (Policy 83-1)

Official Commencement exercises are held every June. Students who have not completed their degree requirements may, under the following conditions, participate in Commencement:

- have ten or fewer credits for undergraduates or six or fewer credits for graduates of degree requirements remaining to be satisfied after spring quarter and meet the grade point standards for their degree programs by the end of winter quarter; or
- if completing two degrees simultaneously, have met all requirements for the first degree and have ten or fewer credits for undergraduates or six or fewer for graduates remaining to be completed for the second degree after spring quarter.

Students with deficiencies who plan to participate in the June Commencement ceremony must apply for graduation by November 1.

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 from the university, may apply for a leave of absence when they must interrupt their education under specific circumstances.

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

Probation and Dismissal for Academic Deficiencies (Policy 75-14)

A graduate student will be placed on probation if the cumulative grade point average falls below 3.0, or for other reasons as determined by the university or the school, college, or

program. Additional bases for academic probation or dismissal are detailed in the University Policy on Probation and Dismissal for Academic Deficiencies and in policies of the various schools, colleges, and programs.

Program Change Within the University

To transfer from one college/school of the university to another, or from one program to another, a student must obtain a change of program form from the Office of the Registrar, notify the former department by obtaining the chairperson's signature and present the change of program form to the new department chairperson for approval. Students must meet the minimum entry requirements of the new program. They must also satisfy any additional requirements of the new college/school in order to earn the new degree.

Readmission (*Policies 75-3, 76-10, 81-3*)

Readmission must be requested when a student has not enrolled at Seattle University for more than four consecutive quarters. Students will continue to receive registration materials and will qualify to register for four quarters after the last quarter of registration. See the policy for specific exceptions to this policy.

Re-entering students who have attended other post-secondary institutions since withdrawing from Seattle University must submit official transcripts before applications for readmission can be considered.

Students absent from the university for more than four consecutive quarters will be held to the degree requirements in effect at the time of readmission.

Registration

All students must register on the dates published. No registration is permitted after the last day to register, as published in the University Academic 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.

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 registration transaction by the last day such activity is allowed as published in the University Academic Calendar.

Repeating a Course (*Policy 77-2*)

A graduate student must repeat a required course graded C- 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.

Time Restrictions (*Policies 77-1 and 76-10*)

Seattle University recognizes that students progress at different rates and their time to degree completion is often dictated by individual circumstances. All requirements for the

master's, educational specialist, or doctoral degree, however, including transfer courses, must be completed within six years after course work is begun.

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 Office of the Registrar. No official transcript will be released for students with an unsatisfied financial or other obligation to the university.

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.

Transfer Credit (*Policy 77-1*)

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 academic department. See additional guidelines under specific programs in this *Graduate Bulletin of Information*.

Undergraduate Course Work (*Policy 87-2*)

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 receiving 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.

Master's degree programs may, under special circumstances as outlined in the program's section of this *Graduate Bulletin of Information*, allow master's candidates to apply not more than six content hours of graduate coursework taken as part of their undergraduate degree to meet credit hour requirements for the master's degree. This policy does not apply to those students in a combined undergraduate/graduate program where six or more undergraduate credits have already been applied toward the graduate degree.

Withdrawal (*Policy 75-22*)

The Office of the Registrar 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 signature.

The official date of a student's withdrawal is the date of the first signature by any official of the university or the last day of attendance, as verified by the instructor, whichever is earlier.

Nonacademic Regulations

Statement on Nondiscrimination

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual or political orientation, or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices.

All university policies, practices and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character.

Inquiries relating to these policies may be referred to the University's Associate Vice President of Human Resources and Equal Opportunity Officer: (206) 296-5869.

Consistent with the requirements of Title IX of the Education Amendments of 1972 and its implementing regulations, Seattle University has designated three individuals responsible for coordinating the university's Title IX compliance. Students or employees with concerns or complaints about discrimination on the basis of sex in employment or an education program or activity may contact any one of the following Title IX coordinators:

Philip Irwin

Associate Vice President of Human Resources and Equal Opportunity Officer
University Services Building 107
(206) 296-5869
irwinp@seattleu.edu

Robert Kelly

Vice President for Student Development and Dean of Students
STCN 140B
(206) 296-6066
rkelly@seattleu.edu

Jacquelyn Miller

Associate Provost for Academic Affairs
Administration Building 104
(206) 296-2595
jcmiller@seattleu.edu

Individuals may also contact the Office for Civil Rights of the U.S. Department of Education.

Bias-related Harassment

Seattle University values and celebrates the diverse backgrounds, cultures, experiences, and perspectives of our community. By encouraging and protecting diversity, we create an environment that promotes freedom of thought and academic excellence.

It is a violation of university policy and the Code of Student Conduct to engage in bias-related conduct that has the purpose or effect of unreasonably creating an intimidating, hostile, or offensive educational, living, or working environment. The term "bias-related" conduct refers to language or behaviors that demonstrate bias against persons or groups because of race, color, ethnicity, religion, faith, national origin, political orientation, or sexual orientation.

These categories are examples and are not an exhaustive list of attributes or characteristics protected under this policy.

A student feeling unsafe or threatened because of bias-related harassment should always seek help from a responsible member of the university community who is trained and able to assist. The university offers informal and formal procedures for processing and responding to concerns of hostile or unwelcome behavior. The following individuals are available to assist students: Nancy Gerou, Associate Vice President of Student Development, 296-6060; Scott Smith, Director of Housing and Residence Life, 296-6305; Faizi Ghodsi, Executive Director of Student Services and Director of International Student Center, 296-6260; Mary-Antoinette Smith, Associate Professor, College of Arts and Sciences, English Department, 296-5415; and Tim Wilson, Director of Student Activities, 296-2525. Students may also make formal or informal complaints using the procedures contained in the Sexual Harassment Complaint Procedure for Students, www.seattleu.edu/getinvolved/newstudent/STUDENT%20HANDBOOK%202005-2006.pdf, or in the case of allegations involving a member of faculty, staff or administration, students may also contact the Office of Human Resources at (206) 296-5870 to make a complaint or discuss a concern.

Discrimination Complaint Resolution Procedure for Students

At Seattle University we value and celebrate a diverse educational community. We are united in the common goal of teaching and learning, educating for values, preparing for service, and fostering the holistic development of persons. Consistent with our mission and the law, Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual or political orientation, or status as a Vietnam-era or special disabled veteran in the administration of any of its education and admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs and employment related policies and activities.

A student who has a concern about possible discriminatory treatment experienced in connection with university programs, services, facilities or activities is encouraged to discuss those concerns with a member of the university community who is trained and able to assist. There are formal and informal complaint resolutions procedures available to students.

It is a violation of the university's non-discrimination policy to discriminate or retaliate against any student because he or she has opposed any discriminatory practice proscribed by university policy, or because the student has filed a complaint, testified, assisted, or participated in any manner in any university procedures designed to resolve an allegation of discrimination. A copy of the Discrimination Complaint Resolution Procedure for Students is available at the Office of the Provost, the Office of the Vice President for Human Resources and Equal Opportunity Officer, or on-line at www.seattleu.edu/getinvolved/newstudent/STUDENT%20HANDBOOK%202005-2006.pdf.

Sexual Harassment Policy

Seattle University seeks to promote and maintain an environment free from harassment of any type. Sexual harassment can interfere with a student's academic performance and emotional and physical well being. Preventing and remedying sexual harassment at Seattle University is essential to ensuring a nondiscriminatory environment in which students can learn.

A complete copy of the Policy and Complaint Procedure Relating to Sexual Harassment of Students by Students is available in the Office of the Vice President for Student Development.

If a student has a concern about harassment by another student or group of students, this should be reported to the Associate Vice President for Student Development or any of the contact persons listed below. If a student has a concern about harassment by a member of the faculty, staff or administration, or by anyone in an employment or teaching situation, this should be reported to Human Resources and is governed by the Seattle University Policy on Sexual Harassment.

Definitions

Sexual harassment is defined as any unwelcome, offensive behavior of a sexual nature; unwelcome sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of employment or academic admission or advancement;
2. Submission to or rejection of such conduct is used as the basis (or threatened to be used as the basis) for employment actions or academic decisions or evaluations; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive work or learning environment.

Sexual harassment can occur between or among supervisors, managers and subordinates, faculty and staff, or students, peers, vendors, subcontractors, visitors, and employees or students, and any combination thereof. The harasser is often, but not always, in a more powerful position than the person being harassed. In such situations, sexual harassment is particularly serious because it may unfairly exploit the power inherent in a supervisor's or faculty member's position. All forms of sexual harassment are violations of the university's policy and will not be tolerated.

Contact Persons

Students may consult informally or make a complaint with one of the following designated contact persons: Nancy Gerou, Associate Vice President of Student Development, 296-6060; Scott Smith, Director of Housing and Residence Life, 296-6305; Faizi Ghodsi, Executive Director of Student Services and Director of International Student Center, 296-6260; Mary-Antoinette Smith, Associate Professor, College of Arts and Sciences, English Department, 296-5415; and Tim Wilson, Director of Student Activities, 296-2525.

Because sexual harassment is a form of sex discrimination, it can be a violation of Title IX of the Education Amendments of 1972. In addition to the sexual harassment contact persons listed above, the university has designated three individuals responsible for coordinating the university's Title IX compliance. Students with concerns or complaints about harassment on the basis of sex in an education program or activity may also contact any one of the following Title IX coordinators:

Philip Irwin

Associate Vice President of Human Resources and Equal Opportunity Officer
University Services Building 107
(206) 296-5869
irwinp@seattleu.edu

Robert Kelly

Vice President for Student Development and Dean of Students

STCN 140B

(206) 296-6066

rkelly@seattleu.edu

Jacquelyn Miller

Associate Provost for Academic Affairs

Administration Building 104

(206) 296-2595

jcmiller@seattleu.edu

Individuals may also contact the Office for Civil Rights of the U.S. Department of Education.

Confidentiality

Those persons responsible for consulting about, investigating, and resolving complaints of sexual harassment will make efforts, to the extent possible, to protect the privacy of both the complainant and the respondent.

Sexual Harassment Complaint Procedures for Students

Any student who believes that he or she has been a victim of sexual harassment by another student or group of students and wishes to report or discuss the matter may use either a formal or informal complaint procedure.

No individual shall be penalized or retaliated against in any way by a member of the university community for his or her participation in this complaint procedure.

Informal Complaint Procedure

The informal complaint procedure seeks to achieve a resolution upon which both the complainant and the alleged harasser agree. An informal complaint may be oral or in writing. It should be brought to one of the contact persons listed above.

Informal complaints may have several outcomes. The person raising the issue may only want to discuss the matter with a neutral third party to clarify whether harassment may be occurring and to determine his or her options, including the pursuit of more formal action. In such a situation, the contact person will give assistance and offer suggestions on how the issue might be resolved, without drawing a conclusion as to whether harassment has occurred.

In other cases, the contact person may be asked to act as a mediator, to talk to the other person(s) to see whether an informal resolution of the issue can be reached. If resolution is reached by this process, no further actions will be taken, and the matter will be considered closed.

The Associate Vice President for Student Development will keep a record of the complaint and its resolution, including the names of the involved parties. Issues not so resolved may require that further inquiries be made and/or that the University take a more active role in finding a solution to the problem. If a satisfactory resolution cannot be reached, the formal complaint procedure may be used at the option of the complainant, the respondent, or the university.

Formal Complaint Procedure

A complainant may make a formal complaint without first using the informal complaint procedure. A formal complaint should be in writing and submitted to the Associate Vice President for Student Development. The formal complaint should include: the alleged harasser's name; the times, dates, places, and circumstances surrounding the allegation of harassment; and the names of any witnesses to the incident(s). The complainant may request assistance from a contact person in preparing a written complaint.

A formal complaint can be initiated by any of the contact persons, including the Associate Vice President for Student Development. The President, Provost, Vice Presidents or Deans may request that the Office of the Vice President for Student Development conduct an investigation or conduct a review without a formal complaint from any one individual.

After receipt of the formal complaint, the Associate Vice President for Student Development or his/her designee will review student files and will consult with the complainant, the person against whom the complaint is made, any witnesses, and appropriate faculty, staff, and students, in an attempt to resolve the matter and/or to determine whether further investigation is warranted. A copy of the formal complaint will be provided to the individual against whom the complaint is made. A formal investigation can be terminated at any time, e.g., if a satisfactory resolution is agreed to before a written finding is made, or if an appropriate resolution is implemented.

Upon completion of the investigation, the Associate Vice President for Student Development will determine if the complaint merits adjudication and will notify the complainant and respondent, if any, in writing, of the findings and recommendations. Even where prohibited harassment is not found, the Office of the Vice President for Student Development may determine that the conduct is inappropriate or otherwise violates the Code of Student Conduct. A complainant or respondent dissatisfied with the findings or recommendations may file a rebuttal statement with the Associate Vice President for Student Development for inclusion in the investigative file. In cases warranting adjudication, the Office of the Vice President for Student Development retains the right to determine whether the review will be conducted by the faculty/student review board, the peer review board, or by an administrator designated by the Vice President for Student Development. The proceedings will be conducted in accordance with the Code of Student Conduct.

Students with Disabilities

Seattle University's policy and practice is to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements relating to students with disabilities. Under these laws, the university cannot deny a qualified individual with a disability access to or participation in the university's services, programs, and activities. Students seeking reasonable accommodation, services, adjustments, or modifications on account of a disability should contact Disabilities Services at (206) 296-5740. Further information about policies, procedures, and services for students with disabilities, is available on the Disabilities Services Web site: www.seattleu.edu/SAS/DS.

Section 504/ADA Policy and Appeal Procedure

In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, Seattle University does not discriminate on the basis of disability in administration of its education-related programs and activities, and has an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, have the right to use the university's Section 504/ADA Policy and Appeal Procedure. A copy is available at the Disabilities Service Office, the Office of the Provost, the Office of the Vice President for Student Development, or the Office of the Vice President for Human Resources and Equal Opportunity Officer; or on the Disabilities Services Web site at www.disability.gov. The Equal Opportunity Officer is the university official designated to handle inquiries regarding this policy or ADA/504 compliance. (206) 296-5870 or irwinp@seattleu.edu.

Title IX of the Education Amendments of 1972

It is the policy of Seattle University to comply with Title IX of the Education Amendments of 1972 and its regulations, which prohibit discrimination on the basis of sex. The Title IX compliance officers are:

Philip Irwin

Associate Vice President of Human Resources and Equal Opportunity Officer
University Services Building 107
(206) 296-5869
irwinp@seattleu.edu

Robert Kelly

Vice President for Student Development and Dean of Students
STCN 140B
(206) 296-6066
rkelly@seattleu.edu

Jacquelyn Miller

Associate Provost for Academic Affairs
Administration Building 104
(206) 296-2595
jcmiller@seattleu.edu

Anyone who believes that in some respect Seattle University is not in compliance with Title IX and its regulations should contact the one of the Title IX compliance officers. Grievance procedures to address complaints of discrimination on the basis of sex are set forth in the "Discrimination Complaint Resolution Procedures for Students" and in the "Sexual Harassment Complaint Procedure for Students."

Ownership and Use of Seattle University Trademarks

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COLLEGE OF ARTS AND SCIENCES

Wallace D. Loh, PhD, Dean

Degrees Offered

- Executive Master of Nonprofit Leadership (MNPL)
- Master of Arts in Organizational Design and Renewal (MAODR)
- Master of Arts in Psychology (MAP)
- Master of Public Administration (MPA)
- Master in Sport Administration and Leadership (MSAL)

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.

The Center for Nonprofit and Social Enterprise Management

Michael Bisesi, EdD, Director
Coordinator: Noreen Elbert, MPA
Phone: (206) 296-5440
Web site: www.seattleu.edu/artsci/npl

Degree Offered

- Executive Master of Nonprofit Leadership (MNPL)

The Center for Nonprofit and Social Enterprise Management leads and coordinates the university's educational, research and outreach services to the nonprofit sector and to businesses engaged in civic partnerships with their communities. Activities include the Service in Action Seminar series and annual noncredit workshops designed to improve the leadership skills of nonprofit staff and boards.

Executive Master of NonProfit Leadership

This is the first executive graduate degree program in the country developed specifically for those who head nonprofit 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 Seattle University faculty, practitioners and training professionals.

It is now recognized that effective nonprofit 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 nonprofit executives. While courses will teach the latest management and leadership theory, content will emphasize practical application. Coursework 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 Saturdays, with the exception of a full-time intensive course period each August or September during summer intersession. This full-time course meets on a number of weekdays and Saturdays within a three week span. Students are provided with all class schedules as far in advance each quarter as possible to facilitate planning.

Program participants have the opportunity to meet with a wide variety of the region's nonprofit and grantmaking leaders. Personal mentoring is also provided by a diverse visiting committee. A unique interactive Web site encourages peer mentoring and exchange of best practices between program participants, graduates, visiting committee members, and faculty. 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 nonprofit executives or who expect to be in such positions in the near future. Students will be selected from:

- Those already employed in nonprofit 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 nonprofit sector;
- Individuals with eight years of experience in leadership positions on nonprofit boards who now desire employment as a nonprofit executive;
- Professionals selling services to the nonprofit sector.

Admission Requirements

- Official transcripts reflecting a four-year equivalent bachelor's degree from a regionally accredited institution as well as any post-baccalaureate coursework
- Minimum grade point average of 3.00 (GPA) calculated with coursework from all post-secondary educational institutions attended in last 90 quarter/60 semester credits of the bachelor's degree and any post-baccalaureate coursework. In special cases, those with a GPA less than a 3.00 will be admitted on a probationary basis. Applicants earning a bachelor's degree from a non-graded institution must submit official GRE scores in lieu of GPA.
- Recommendation from applicant's employer using the MNPL recommendation form
- Current résumé reflecting at least two years management experience in a nonprofit organization or comparable work or volunteer experience

- List of five recommenders with name, title, mailing address, phone number, and e-mail address who can comment on your professional abilities and potential for leadership in a nonprofit organization
- Two-page statement describing career objectives and discussing how participation in the program will help achieve goal
- If English is not the applicant's primary language, the applicant must submit TOEFL scores which meet the university's English language proficiency requirements.

Program Candidates

- A class of 25 to 30 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 — Nonprofit 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	Interession	Fall	Winter	Spring
1		NPLR 515 NPLR 525	NPLR 535 NPLR 544	NPLR 537 NPLR 538	NPLR 536 NPLR 540
2	NPLR 542 NPLR 543	NPLR 539	NPLR 541 NPLR 590		

Required NPLR Courses

NPLR 515	Introduction to the Nonprofit Sector	3
NPLR 525	Leadership and Interpersonal Behavior For Nonprofit Executives	6
NPLR 535	Planning	3
NPLR 536	Management Analysis and Control	3
NPLR 537	Boards and Volunteers	3
NPLR 538	Leading Staff	3
NPLR 539	Service Quality Leadership	3
NPLR 540	Program Evaluation	3
NPLR 541	Public Policy, Advocacy and Collaboration	3
NPLR 542	Strategic Marketing for Nonprofit Organizations	3
NPLR 543	Resource Development for Nonprofit Organizations	6
NPLR 544	Persuasive Communication for Nonprofit Executives	3
NPLR 590	Summary Project	3

MINIMUM CREDITS REQUIRED FOR DEGREE 45

Nonprofit Leadership Courses

- NPLR 515 Introduction to the Nonprofit Sector 3**
The role of nonprofit 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 Nonprofit Executives 6**
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 meets in the first August intercession and includes a number of weekdays of full time study. Required.
- NPLR 535 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 Management Analysis and Control 3**
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 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 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 Service Quality Leadership 3**
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 540 Program Evaluation 3**
Program evaluation as a management practice that relates to strategic planning, program development and improvement, resource allocation, and marketing. Application of outcome-based evaluation and results-based accountability frameworks. Required.

- NPLR 541** **Public Policy, Advocacy and Collaboration** **3**
 Understanding how nonprofit 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** **Strategic Marketing for Nonprofit Organizations** **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. (formerly offered as Nonprofit Marketing and Public Relations)
- NPLR 543** **Resource Development For Nonprofit 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 590** **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. Graded CR/F.
- NPLR 591-593** **Special Topics** **1 to 3**

The Center for Nonprofit and Social Enterprise Management Faculty

Michael Bisesi; BS, University of Texas at Austin; MS, Indiana University; EdD, 1980, University of Houston; professor and Director; 2001

Yvonne Harrison; BS, MPA, PhD, 2005, University of Victoria, BC; assistant professor of nonprofit leadership; 2005.

Leanna L. Holmer; BA, MA, PhD, 1993, Ohio State University; associate professor of public administration; 1995.

Jim Sawyer; BS, Weber State College; PhD, 1975, University of Utah, associate professor of public administration; 1977.

**The Center for Nonprofit and Social Enterprise Management
Faculty Emerita**

Mary Stewart Hall, PhD (1995)

Center for the Study of Sport

Dan Tripps, PhD, Program Administrator

Degree Offered

Master in Sport Administration and Leadership (MSAL)

Master in Sport Administration and Leadership

Using faculty in various schools within the university and numerous local sport industry professionals as adjunct instructors, Seattle University offers a master in sport administration and leadership (MSAL). This graduate degree prepares students for positions in the sports industry through a collaborative and nurturing learning environment suited for analyzing and resolving challenges in the business and culture of sport.

Sport administration is concerned with the successful leadership and management of numerous sport organizations. Graduates with such a degree will find a myriad of entry-level positions in sales (tickets, suites, ads, sponsorship), communications, business and event operations, finance and accounting, public and community relations, promotions and marketing, and media relations (television, radio, print, web). These positions serve as the first step in a career that can lead to jobs as directors, vice presidents, general managers, and even presidents and CEOs. While the field of sport administration is evolving rapidly and opportunistically, it is accompanied by a high degree of competitiveness for available positions.

The Seattle University MSAL program familiarizes students with all aspects of the field and prepares students to be sport industry leaders in the following categories:

Professional sports (league offices, player union offices, team offices); Olympic sports (national governing bodies); Intercollegiate sports (NCAA, university athletic departments); Interscholastic sports (state associations, high schools); Youth sports (civic and private agencies); Sport support services (sponsorship, merchandising, representation); Sport venues (facility management, event management); Sport media services (broadcasting, film, halls of fame, and museums).

Admission Criteria

The MSAL program reviews applications for every quarter of enrollment. Admission to the MSAL program is highly competitive. Applicants' academic history, graduate exam performance, motivation, aptitude for graduate education, personal goals, and professional experiences will be considered.

Selected candidates will be scheduled for an on-campus interview. The interview process

includes a campus tour, a meeting with current graduate students, conversations with faculty, the program director, and possible interviews for graduate assistantships.

To be considered, applicants must submit:

- Official transcripts reflecting a four-year equivalent bachelor's degree from a regionally accredited institution as well as any post-baccalaureate coursework
- Minimum grade point average of 3.00 GPA calculated with coursework from all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree and any post-baccalaureate coursework. In special cases, those with less than a 3.00 GPA may be admitted on a probationary status
- Three letters of recommendation from individuals who have evaluated applicant's academic work or supervised practical experience and are able to assess potential for graduate study
- Admission essay describing value and/or role of competitive sport in American society
- Non-native English speakers must submit English proficiency scores sufficient to meet University entrance requirements
- Professional résumé

Degree Requirements –

Master in Sport Administration and Leadership

The MSAL curriculum will consist of 3-credit courses divided into the key areas of the domain – exploring sport as a discipline (history, sociology, science, law); fostering administrative skills (finance, marketing, media, and operations); nurturing leadership qualities (planning programs, supervising subordinates, behaving ethically, and motivating staff). Students will take 12 courses (36 credits) over a 2-year period offered as 2 fall courses, 2 winter courses, 1 spring course, 1 summer course. Students will take a 6-credit internship at their discretion. The 3-credit capstone will occur every June. The pedagogy for the 45-credit degree will be learner-centered, with an emphasis on collaborative learning in small groups.

SPORT FOUNDATION: 12 credits

SADL 501	History and Contemporary Issues of Sport.....	3
SADL 502	Social-cultural Basis for Sport.....	3
SADL 503	Sport Science and Technology.....	3
SADL 504	Legal Issues in Sport.....	3

SPORT ADMINISTRATION: 12 credits

SADL 505	Administrative Control of Sport Organizations.....	3
SADL 506	Strategic Marketing for Sport Organizations.....	3
SADL 507	Media and Sport Information.....	3
SADL 508	Sport Operations & Event Management.....	3

SPORT LEADERSHIP: 12 credits

SADL 509	Sport Facilities and Programs.....	3
SADL 510	Leading Sport Staff.....	3
SADL 511	Sport Philosophy & Ethics.....	3
SADL 512	Psychology of Leadership & Achievement.....	3

CAPSTONE INTEGRATIVE EXPERIENCE: 9 credits

SADL 590	Project and Colloquium	3
SADL 595	Internship	6

Sport Administration and Leadership Courses**SADL 501 History and Contemporary Issues of Sport 3**

The course explores the history of sport in America, showing that sport constituted an integral component of the lives of past Americans. Additionally, it addresses how the people of the past thought about sport and engaged in sport before the age of television and big-time professional and college athletics. The historical development of sport in American society from the seventeenth century to the twentieth century conveys how sport both shaped and reflected American history and provides perspective on responding to the current issues sport leaders face in a modern sport world.

SADL 502 Social-cultural Basis for Sport 3

The course provides a thematic analysis to the social-cultural study of sport. Using techniques drawn from sociology and anthropology, the course examines the interrelationships between sport and other institutions formed by and for human activity. In particular, the course presents information regarding the interaction of sport and with family, religion, race, gender, economics, and politics as well as its interaction with art, literature, theater, film, music and other elements of contemporary American culture.

SADL 503 Sport Science and Technology 3

The course presents a broad, multidisciplinary study of sport technology and why technology is becoming increasingly important in the sports environment. The course begins by examining biomechanical, physiological and psychological factors important human performance and concludes by providing insights to selection and use of new products for training, instrumentation to monitor athlete performance, broadcast technologies that deliver sport as entertainment to fans, and equipment for assessment, treatment and rehabilitation of athletic injuries.

SADL 504 Legal Issues in Sport 3

The course covers various amateur sports law issues, focusing on regulation of interscholastic, intercollegiate, and Olympic sports. Topics covered include constitutional law, tort law, contract law, Title IX gender discrimination, federal disability discrimination laws, the legal characterization of college athletes, regulatory authority of the National Collegiate Athletic Association, antitrust law, resolution of disputes affecting Olympic sports, trademark and unfair competition law, and regulation of private sports associations. This course addresses various legal issues affecting professional sports, including antitrust, labor, contracts, regulation of private associations, player representation, intellectual property and sports broadcasting issues.

- SADL 505** **Administrative Control of Sport Organizations** **3**
The course covers basic theory of administrative control of sport organizations. Included are forms of ownership, taxation, financial analysis, feasibility studies, and economic impact studies. Emphasis is placed on: financial analysis, capital structuring, capital budgeting, short and long-term financing including sales, licensing, corporate participation, grant and proposal writing, asset and debt financing.
- SADL 506** **Strategic Marketing for Sport Organizations** **3**
The course presents strategic marketing concepts with applications to sport organizations, both amateur and professional. Topics include promotions and public relations, sport consumer behavior, strategic market planning, marketing information management, marketing communications, sponsorships, media management, public relations, promotions, print and electronic advertising.
- SADL 507** **Media and Sport Information** **3**
The course presents the role of print media (newspapers and magazines), electronic (radio, network television and cable television) and new media (Internet and related digital and interactive technologies) in escalating the interest, coverage, and importance of big-time college and professional sport. The course illuminates the roles of media planners, producers, sports information directors, sports journalists, and specialized media-related companies dedicated to marketing, producing and disseminating commercialized sport.
- SADL 508** **Sport Operations and Event Management** **3**
The course provides an overview to managing sport programs and events. Topics in general operations include identifying characteristics of an effective organization, designing practical management strategies, formulating effective communication processes, and supervising personnel. Topics in event management include establishing logistical plans, site or equipment layouts, schedules and time lines, electronic communications and information systems, procedures for hospitality, housing, registration, transportation and financial disbursement, traffic flow and parking, first aid, disaster and emergency response, spectator locations, restroom and waste facilities, and liaison with reporting and broadcast media, governing bodies, vendors, concessions, planning committees, and volunteers.
- SADL 509** **Sport Facilities and Programs** **3**
The course examines the planning, designing, construction and management of sports facilities. Topics include ticketing, turf, sound, seating, access and crowd control, screens and signage, safety and security, catering, flooring and turf, in-seat services, staffing, renovation, demolition and expansion, and environmental and civic issues. The course also presents methodologies for strategic planning, organizational formulation, situational analysis, and overall assessment necessary for implementing sports programming.
- SADL 510** **Leading Sport Staff** **3**
The course covers the key elements for developing a dynamic organizational culture: recruiting, evaluating and selecting, orienting, and training sport personnel. Topics include writing job descriptions, conducting performance evaluations, interpersonal communications, managing change, maintaining positive morale, managing difficult employees, developing a system of rewards, managing stress, creating diversity, and collaborative/participative management style.

- SADL 511** **Sport Philosophy and Ethics** **3**
This course enables a philosophical discussion about the nature of sport and related concepts in order to clarify its values and practices. Topics include defining play, games, sports, excellence, fair play and sportsmanship. The course also examines deontological, utilitarian, and ethical decision-making and how they affect the perception and conduct of athletes, coaches, and fans. It considers the importance of sport administrators who possess a personal philosophy which includes moral imperatives for fair play; humane treatment of others; and prudent utilization of personal and corporate resources.
- SADL 512** **Psychology of Leadership and Achievement** **3**
The course begins by presenting information regarding the recognition, development, and use of the essential attributes of personal achievement including commitment, focus, drive, balance, confidence, courage, risk-taking, and trust. The course then presents the basic concepts of socialization, visionary thinking, and moral decision-making required for leading an organization and the roles of motivation, group dynamics, team building, interpersonal communication and perception, power, and creativity required by participants to form the reciprocal relationship between leaders and those they lead. The course also addresses the notions of greatness and peak performance through discussion of both historical and contemporary models of extraordinary leadership.
- SADL 590** **Project and Colloquium** **3**
The course enables the design and/or implementation of an original product, curriculum, system or other unique addition to the professional world. Project proposals include a clear statement of outcome and benefits, defined procedures, timetable and assessment procedures. The course serves as a culminating activity via a manuscript and oral presentation to invited faculty, students and practitioners. Research and preparation for the manuscript and oral presentation are monitored by faculty advisors.
- SADL 595** **Internship** **1 to 6**
The course allows for a leadership opportunity through assigned work experience. Assignments are arranged with local, national or international organizations and include all field specializations. Position descriptions are based on the needs of the cooperating organization. Work hours, calendar, remuneration and related benefits are negotiated. A supervisor/mentor serves as the author of specific assignments and participates in a final evaluation supported by journal and portfolio.
- SADL 596** **Independent Study** **1 to 6**

Institute of Public Service

Russell M. Lidman, PhD, Program Director

Coordinator: Noreen Elbert, MPA

Phone: (206) 296-5440

Web site: www.seattleu.edu/artsci/ips

Degree Offered

Master of Public Administration (MPA)

Mission of the Institute of Public Service

Seattle University's Institute of Public Service educates working professionals for positions of responsibility and leadership in public service. The MPA program, consistent with the mission of Seattle University, "is dedicated to empowering leaders for a just and humane world."

Students and graduates are expected to meet high standards of professionalism, trust and stewardship. The Institute's academic program is responsive to the evolving character of public service and to the changing problems our public leaders confront. The Seattle University MPA offers students:

- A state-of-the-art curriculum emphasizing active learning
- A blend of management studies and public-policy analysis
- Emphases in nonprofit management and local government administration
- Small classes, offered evenings and Saturdays
- An MPA degree in two or three years while enrolled part-time
- The choice of fall, winter, spring, or summer admission
- Mentorship, internship, and independent study options

Bachelor of Public Affairs/Master of Public Administration: A Five-Year Program

A Seattle University BPA student may apply for a program that culminates in the master of public administration (MPA) degree. The graduate degree can be completed in four quarters. For joint degree students only there is a reduced, 36-credit requirement for the MPA. This program is also open to junior-year transfer students from other universities and from the community colleges. See the *Undergraduate Bulletin of Information* for details.

Master of Public Administration

The master of public administration (MPA) degree is designed for the in-service student who holds or seeks a managerial or professional position in a public or nonprofit organization. Typically, students are in their late-20s to mid-30s, with considerable professional experience and are employed full-time in a career position in the government, nonprofit, or private sectors. Students bring a wealth of professional and life experiences to the classroom, providing real world learning opportunities for other students.

The MPA program's courses blend theory and practice, providing students with the analytic capacity and the understanding of organizations and policy that are essential to effec-

tive public management. Students in the MPA program learn about the political, legal, and economic environments of public sector and nonprofit administration. Students explore 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 perspectives required to manage and lead public sector organizations. Topics include organizational behavior and theories for management, public sector finance, research techniques, policy making and policy analysis, the legal environment, and public sector ethics. The diverse offering of elective courses allows students to pursue other areas of interest, and includes emphases in nonprofit leadership or local government administration.

The faculty members have extensive public sector and nonprofit experience, a complement to 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 of public service professionals.

The curriculum and the other aspects of the program meet the standards established by the National Association of Schools of Public Affairs and Administration (NASPAA) and reflect both the mission of Seattle University and the program's experience in offering the MPA degree for three decades. Seattle University's MPA program received the honor of being accredited by NASPAA in 2004 without conditions until 2011, the only MPA program in Washington state to receive this distinction.

Students can complete the program entirely on weeknights, Saturdays, or a combination of the two. Students may enter during any academic quarter, including summer. A full complement of courses is offered each quarter. MPA students may register for up to nine credits per term without permission of the director. Although the University's limitation of 10 transfer credits will apply to most students, those who transfer from another university's MPA program may be allowed as many as 18 quarter credits in transfer.

A variety of student services are offered to MPA students to assist them in their academic and career progress, including job placement services, internships, individual career counseling, Job Club, alumni events and networking, community leadership mentor program, peer-to-peer mentor program, and MPA Student Association activities. The MPA program also participates in the Pi Alpha Alpha honor society, the national honor society for the fields of public affairs and administration. Qualified students are invited to join Pi Alpha Alpha once per year.

Admissions Requirements

While applications are accepted all four quarters, admission is competitive. Applicants are evaluated on their individual merits rather than on a comparative basis. Applicants are required to submit the following documents for consideration:

- Official transcripts reflecting a four-year equivalent bachelor's degree from a regionally accredited institution as well as any post-baccalaureate coursework.
- Minimum grade point average of 3.00 as calculated with coursework from all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree and any post-baccalaureate coursework
- Completed application for graduate admission form and \$55 application fee (waived for Seattle University alumni)

- Current résumé reflecting at least one year of work experience
- Two completed Seattle University MPA recommendation forms from current or former supervisors who can speak to qualifications
- One- to two-page letter of intent summarizing interest in the MPA program, commitment to public service, and discussing ways in which the MPA will assist in reaching career and educational goals
- If English is not applicant's native language, submit English proficiency scores which meet the university's entrance requirements

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 deal with such topics as the nonprofit sector, legislative process, local government, mediation and negotiation, labor law, social justice, oral communication, and program evaluation.

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 electives from the following:..... 15

PUBM 562	Oral Communication for Administrators
PUBM 573	Administration of Justice
PUBM 574	Social Justice and Social Policy
PUBM 575	Introduction to City Management
PUBM 576	Digital Government
PUBM 577	Comparative Public Administration
PUBM 578	Creating and Sustaining the Livable City
PUBM 580	Legislative Policy Making
PUBM 581	Labor Law and Collective Bargaining
PUBM 583	Mediation and Negotiation Skills
PUBM 586	Fundamentals of the Nonprofit Sector
PUBM 587	Nonprofit Resource Development
PUBM 588	Nonprofit Board and Volunteers
PUBM 591	Special Topics (1 to 3)

PUBM 592	Special Topics (1 to 3)
PUBM 593	Special Topics (1 to 3)
PUBM 595	Internship (CR/F) (1 to 6)
PUBM 596	Independent Study (CR/F) (1 to 6)
Other Graduate Program Courses (see adviser)	

MINIMUM CREDITS REQUIRED FOR DEGREE 54

Public Administration Courses

- PUBM 501 Foundations of Public Administration 3**
 Provides an overview of the practice of public administration, including key current and future issues, basic concepts, and intellectual history. Addresses a variety of topics such as the changing scope and role of governments in American society, cross-national comparisons of political cultures, leadership, roles of administrators in government, administrative responsiveness and accountability, and ethical analysis. Student should take this course during their first two quarters. Required.
- PUBM 511 Organizational Analysis 3**
 Reviews classical and emerging perspectives from organizational theory; focuses on improving student's effectiveness in public and nonprofit organizations. Develops 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**
 Analyzes processes by which various issues become public policies and public programs. Addresses the interplay of executive, legislative and judicial branches and the various other stakeholders in the processes of policy formation and implementation. Special consideration is paid to the impact and influence of public bureaucracies, values, and ethics. This course examines why policy may have been formulated or not on selected issues and considers barriers to the effective implementation of policy. Required.
- PUBM 521 Management and Human Relations Skills 3**
 Study and practice of management/human relations skills for successful leadership in public and nonprofit 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**
 Analyzes effective human resource management in public and nonprofit organizations. Addresses 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

Examines primary concepts and purposes of management control in public and nonprofit organizations; defines terminology and addresses principles of financial accounting. Concepts include responsibility and program structure, audit responsibility, analysis of financial statements, cost accounting, and pricing. Emphasis is upon student analysis of management systems within contemporary organizations. Required.

PUBM 531 Public Budgeting 3

Discusses the role, types, and uses of budgeting in public and nonprofit organizations. Specific topics include capital budgeting, the link between planning and budgeting, and performance budgeting. Learn key technical and political issues involved in budgeting. Course features case studies and simulation. Required. Prerequisite: PUBM 530.

PUBM 540 Policy and Program Research 3

This course provides an overview of the research methodologies used for public decision-making. Concepts include 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. Provides students with an opportunity to build skills in designing, conducting, and analyzing research. Required.

PUBM 541 Policy Analysis 3

This course addresses the systematic analysis of policies that are under consideration or, after having been implemented, are under review. Emphasizes logical and prescriptive techniques for analyzing public policies and making decisions regarding policy change. Among the approaches and issues considered in this course are modeling, decision making under risk and uncertainty, and risk preference. Emphasis is on conceptualization, interpretation, and analysis of selected policies. Required. Prerequisite: PUBM 540.

PUBM 562 Oral Communication for Administrators 3

This course addresses oral communications within the context of the contemporary organization. Discusses theories of techniques, but emphasizes performance and analysis of public speaking. Assignments are differentiated according to the needs and professional applications of individual students. Elective.

PUBM 570 Economic Analysis 3

Provides students with fundamental economic content and knowledge to understand issues of public policy and management. Focus on concepts of cost, market dynamics, inflation, demand elasticity, welfare, employment theory, and stabilization policy. Required.

PUBM 571 Government Finance 3

Analyzes the revenues, expenditures and debt of federal, state and local governments. Uses economic theories and models to understand the role of the public sector as means of social reform, economic efficiency, and distributional equity. Required. Prerequisite: PUBM 570 or equivalent.

- PUBM 578** **Creating and Sustaining the Livable City** **3**
This course is aimed particularly at those who work or might be contemplating work in local government. Working within an urban planning framework, this course focuses on observing, interpreting, and managing urban environments. Tools such as planning and zoning will be put into the context of their impact on the quality of life and the level of economic activity. There will be an emphasis on the application of qualitative research to better understand the evolution and design of ordinary cityscapes. (formerly offered as PUBM 559)
- PUBM 580** **Legislative Policy Making** **3**
Considers the play of forces that shape state policy-making within the various branches of government with specific attention to "legislative policy-making". Using current and recent campaigns for public offices and initiatives, the course examines the confluence of cultural and political issues raised there and likely to shape future policy-making. Through texts, readings, and guest speakers, the course utilizes seminar discussions to critically examine state policy-making. Major focus is on individual research paper on a current policy issue. Elective.
- PUBM 581** **Labor Law and Collective Bargaining** **3**
Examines the legal foundations and organizational and behavioral relationships in the field of labor law and collective bargaining. Explores the history, legislation, and court intervention in labor relations. Students will engage in research and undertake other practical applications of the course concepts. Elective.
- PUBM 583** **Mediation and Negotiation Skills** **3**
Discusses conflict resolution and the principles, methods, and dynamics of negotiation and mediation processes. Students develop awareness and personal skills to become more effective in negotiating and resolving conflicts, especially in public service work environments. A large portion of class time is devoted to experiential learning situations including bargaining and mediation simulations. 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 586** **Fundamentals of the Nonprofit Sector** **3**
The roles played by various types of nonprofit organizations in American communities, and the traditions, laws, regulations, and customs which influence their operations. Considers the public policy environment that influences the character and operation of nonprofits, as well as the roles of nonprofits in influencing public policy. Elective.
- PUBM 587** **Nonprofit Resource Development** **3**
Explores the principles of philanthropy and fundraising as applicable to private non-profit and governmental agencies. The key role of resource development in effective nonprofits is emphasized. Through lectures, discussion groups, guest speakers and panels, in-class exercises, and class projects, students practice resource development skills. Elective.

PUBM 588	Nonprofit Boards and Volunteers	3
Examines board and volunteer management in terms of legal responsibilities of boards, the role of boards in non-profits, and the dynamics of board and staff relations. Volunteer organization and management is addressed. Elective.		
PUBM 589	Policy Reform	3
Students create reform proposals based on data collection, ethical reasoning, and field interviews with public officials, policy advocates and affected populations. Focus on the intersection of diverse policy issues and the implications for public revenue. Requires advanced skills in writing and public speaking. Elective.		
PUBM 590	Prospectives in the Public Service	3
Capstone course integrates knowledge and skills from required coursework 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 during the last or next-to-last quarter of study. Required capstone course. Required. Prerequisite: PUBM 541.		
PUBM 591-593	Special Topics	1 to 3
PUBM 594	Integrative Seminar	3
PUBM 595	Internship (CR/F)	1 to 6
PUBM 596	Independent Study (CR/F)	1 to 6

Institute of Public Service Faculty

Michael Bisesi; BS, University of Texas at Austin; MS, Indiana University; EdD, 1980, University of Houston; professor and Director, Center for Nonprofit and Social Enterprise Management; 2001.

Yvonne Harrison; BS, MPA, PhD, 2005, University of Victoria, BC; assistant professor of nonprofit leadership; 2005.

Leanna L. Holmer; BA, MA, PhD, 1993, The Ohio State University; associate professor of public administration; 1995.

Russell M. Lidman; BS, Cornell University; MPA, Princeton University; MS, PhD, 1972, University of Wisconsin; professor and Director of the Institute of Public Service; 2000.

Kent Robinson, BA, Oregon State University; MS, Colorado State University; PhD, Portland State University, 2004; visiting assistant professor of public administration, 2005.

James E. Sawyer; BS, Weber State College; PhD, 1975, University of Utah; associate professor of public administration; 1977.

Paul E. Sommers; BA, University of California, Berkeley; PhD, 1978, Yale University; professor of public administration; 2004.

Marie Rose Wong; BS, Iowa State University; PhD, 1994, University of Washington; associate professor of public administration; 2002.

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

Institute of Public Service Faculty Emeritus

John Collins, PhD (1992)

James B. Hogan, PhD (1976)

Organization Systems Renewal (OSR)

Michael Bisesi, EdD, Program Director

Bill Koenig, MA, Program Administrator

Phone: 206-296-5898

Website: osr-nw.org

Degree Offered

Master of Arts in Organizational Design and Renewal (MAODR)

This program is delivered as a cooperative venture with the nonprofit Organization Systems Renewal-Northwest (OSR) which has been engaged in educating leaders of organizational change in the Pacific Northwest for 27 years. OSR has offered this master's program for 20 years at another university and came to Seattle University in 2005. This program brings expertise in the design and leadership of organizational and community change.

Master of Arts In Organizational Design and Renewal

The Organization Systems Renewal (OSR) program integrates the study of systems theory, as well as change, organization, design, and intercultural communication theories, with skill building and personal development. The program provides the opportunity for students to achieve excellence as designers and leaders of change within their organizations and communities. The curriculum integrates academic knowledge, consultative skill development, practical application, reflective practice, and authentic leadership. The program design operates on multiple levels, paying equal attention to process and content. When combined, the curriculum and the program design provide adult learners with opportunities to:

- Design processes and structures for leading and managing change
- Develop holistic perspectives about individuals, groups, organizations, and world communities
- Recognize the synergistic qualities and opportunities inherent in living systems
- Develop the heart (courage, love, compassion), skills and integrity to move theory to practical action
- Develop a congruence of personal development and professional practice to help others manage their own transformation and renewal

Four core faculty (lecturers) support the day-to-day operation of the program and provide hands-on student support. The program is designed within a 22-month cycle, with students typically in session once a month for three to seven days. Session days are scheduled to include weekends and there are two residential sessions during the cycle. In addition to the four core faculty, OSR enjoys long-standing relationships with a host of distinguished visiting presenters who are leading thinkers and practitioners in their field. Consistent with adult learning theory, another portion of the OSR curriculum is designed and delivered by the students themselves. Core faculty members serve as mentors for these student-led design teams.

Candidates for Admission

The primary aim of the OSR program is to help students become articulate and successful designers and leaders of change, especially within organizations and communities. The program's structure supports study while working full time.

Admission Requirements

All applicants must have:

- Four-year U.S. equivalent bachelor's degree from a regionally accredited institution
- Minimum of 3.00 grade point average (GPA) calculated with coursework from all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of your bachelor's degree and any post-baccalaureate coursework. In special cases, those with less than a 3.00 GPA may be admitted on a probationary status. Applicants with a non-graded bachelor's degree must submit official GRE or MAT scores.
- Two letters of recommendation from individuals who have evaluated their academic work or supervised their practical experience and are able to assess their potential as a graduate student
- Completed the OSR admission essay
- Current résumé
- TOEFL score of 580 (92 internet-based or 237 computer-based score) or higher for any applicant for whom English is not the native language. Equivalent MELAB and IELTS scores also accepted to determine English proficiency. Admission through Culture and Language Bridge program is not an option.

Program Candidates

- The OSR program is cohort-based with a maximum enrollment of 44 students
- Students are admitted only in the odd calendar years. The cohort remains together to deepen their learning experience. The next cohort will begin in September 2007.

Degree Requirements

The OSR program requires a total of 64 credits taught through 26 courses over 22 months. All courses are required and must be taken in sequence.

Yr	Summer	Fall	Winter	Spring
1		ODVR 501	ODVR 503	ODVR 503
		ODVR 502	ODVR 507	ODVR 511
		ODVR 503	ODVR 508	ODVR 512
		ODVR 504	ODVR 509	ODVR 513
		ODVR 505	ODVR 510	ODVR 548
		ODVR 506	ODVR 548	
2	ODVR 599	ODVR 503	ODVR 503	ODVR 503
		ODVR 514	ODVR 518	ODVR 521
		ODVR 515	ODVR 519	ODVR 522
		ODVR 516	ODVR 520	ODVR 523
		ODVR 517	ODVR 548	ODVR 548
			ODVR 549	ODVR 549

Required OSR Courses

ODVR 501	Foundations of Organizational Systems, Design, and Renewal.....	4
ODVR 502	Design – Development of the Adult Learner.....	2
ODVR 503	Learning Reflection and Synthesis.....	6
ODVR 504	Organizations – Group Dynamics	2
ODVR 505	Introduction to Research Literacy and Methods	1
ODVR 506	Systems – Introduction to Theory	2
ODVR 507	Skills – Designing and Leading Participative Meetings	3
ODVR 508	Design – Principles and Practice	2
ODVR 509	Organizations – Introduction to Theory	1
ODVR 510	Organizations – Collaboration and Team Strategies	1
ODVR 511	Change – Theory and Ethical Interventions.....	2
ODVR 512	Organizations – Inquiry and Data Collection	2
ODVR 513	Organizations – Cultural Perspectives	2
ODVR 514	Change – Transition and Renewal	2
ODVR 515	Skills – Consulting, Data Analysis and Interpretation	4
ODVR 516	Organizations – Leadership.....	2
ODVR 517	Design – Preferred Future for Organizations.....	2
ODVR 518	Skills – Consulting Praxis.....	4
ODVR 519	Systems – Living Systems Theory.....	2
ODVR 520	Change – Global Perspectives and Sustainability.....	2
ODVR 521	Systems – Dynamics of Social Systems	2
ODVR 522	Change – Individual and Professional Renewal.....	2
ODVR 523	Design – Individual Renewal and Life Long Learning.....	2
ODVR 548	Practicum – Curriculum Design and Delivery (Team I & II)	4
ODVR 549	Practicum – Consultation Project	4
ODVR 599	Independent Study – Research Paper, Consultation Project Design... 2	2

Organization Systems Renewal Courses**ODVR 501 Foundations of Organizational Systems,
Design, and Renewal**

4

The first-course in an integrated seven-quarter program, this course provides students an introduction to the conceptual foundations of theory and practice that form the OSR program. This foundation includes systems theory, design principles, change theory, adult and whole person learning theory, collaboration theory, and intercultural communications theory. Students will also have an introduction to the ethics of consultative practice. Students will apply theory and specific skills through small group and individual work. This course is conducted off-site. Required.

ODVR 502 Design – Development of the Adult Learner

2

Students identify personal values and purpose and then integrate this foundation with their personal and professional goals. They learn strategies for applying theory to understanding the self as system and the self as learner. Students explore the role of instrumentation in individual change efforts, and learn more about themselves, by completing instruments relating to learning styles and strengths. Further, students explore and identify their program focus by creating a draft Learning Contract. Required.

ODVR 503 Learning Reflection and Synthesis

1

Oral and written communication skills are essential in relating with others in personal and professional settings. Two styles of writing, academic and reflective, are practiced and developed for professional competence. Reflective inquiry and critical thinking skills are explored in OSR through dialogue methods and writing assignments. Examples of writing assignments include an Entry Statement, monthly academic and reflective learning papers, and an Exit Statement. The capacity to integrate and apply ideas is practiced and developed through quarterly synthesis papers. Students will take this course over six quarters for a total of 6 credits. Required.

ODVR 504 Organizations – Group Dynamics

2

This course lays a theoretical and practical foundation in group dynamics. Participants will gain knowledge, skills and awareness in working with task, relationship and process issues in groups, and then will participate in application exercises related to these areas. Special emphasis will be given to understanding and managing the process of intragroup conflict, including cultural influences. Required.

ODVR 505 Introduction to Research Literacy and Methods

1

Students will develop an introductory understanding of qualitative and quantitative approaches to applied research. This course also will develop preliminary research literacy for students, emphasizing the knowledge necessary to locate, read, and assess knowledge claims in information resources such as academic journal articles and books. These introductory skills will enable students to understand what they read and how the theoretical claims of authors fit into the subjects they explore. Further, it will help them to begin conceptualizing how they might conduct research related to their Design Teams, Theory Paper, and Consultation Project. Required.

ODVR 506 Systems – Introduction to Theory 2

Students develop an overview of the development and principles of systems theory that provides a foundation for further exploration and application throughout the entire program. In addition to an emphasis on living systems theory, students develop an introductory level of knowledge about other branches of systems theory such as system dynamics, chaos and complexity, and social networks. Students finish the course understanding key principles such as context, boundaries, the sum of parts being greater than the whole, and the importance of patterns, connections, and relationships. They also understand the differences between a mechanistic approach, dependent on cause and effect, and the more organic systems perspective emphasizing patterns, structures and processes in an interdependent and interconnected world. Required.

ODVR 507 Skills – Designing and Leading Participative Meetings 3

This course provides opportunities for students to develop their capacity to design and lead change actions through a participative process. From an application perspective, students will gain hands-on experience in designing and leading a variety of participative meetings. Students will learn the foundational concepts of participative meetings and connect the concepts to their actual practice. Required.

ODVR 508 Design – Principles and Practice 2

Students explore and experience design as an intentional co-creating process of being and acting in the world. The design approach invokes creative thinking and encourages innovative action. This is necessary for leading intentional change, where organizational shifts are in sync with the system's larger context. The course provides students the theoretical framework and practical skills essential for helping clients imagine, conceptualize, and implement their desired future. Creative change is explored in conjunction with the notion of "serving others" in a manner that can facilitate personal and organizational change and renewal. Required.

ODVR 509 Organizations – Introduction to Theory 1

Students explore the historical roots of contemporary organizational practices, gaining a foundation in classical theories. They become familiar with seminal theorists including Kurt Lewin, Ronald Lippitt, Chris Argyris, Douglas McGregor, and Mary Parker Follett whose philosophies, practices, and values surface in such issues as change, effectiveness, and participation. Important trends in the field will be considered. The contextual cultures and conditions within which the theories were developed will be included. Required.

ODVR 510 Organizations – Collaboration and Team Strategies 1

Organizations increasingly rely on teaming and collaboration to provide the effectiveness, efficiency and innovativeness to adapt and compete in a world of "permanent white water." This course will examine the historic roots of team theory and practice as well as current trends such as international and virtual teams. Experience tells us that simply assigning people to work together does not constitute teaming and may not result in collaboration. Therefore, students also explore structural variations of teams, when and how to use teams, characteristics of high performance teams and how to create an environment for collaboration to flourish. Required.

ODVR 511 Change – Theory and Ethical Interventions 2

Students will explore contemporary organizational change models and theories to learn more about their strengths and limitations in creating real change in organizations. Students will also examine the specific role of organizational culture as one of the major forces at play in change efforts. Particular attention will be given to the aspect of intervention. This course provides a theory base for the concept of intervention, and addresses the meaning of depth of intervention. Participants will be exposed to several models to assist them in designing and understanding the implications of intervention. Ethical issues will be explored in depth to ensure students grasp the magnitude of its importance and can effectively design interventions that address relevant ethical issues. Required.

ODVR 512 Organizations – Inquiry and Data Collection 2

Obtaining and sharing valid information is one of the cornerstones for organizational effectiveness. Organization inquiry focuses on how to obtain valid data for designing and implementing effective and ethical interventions. It differs from "problem diagnosis," in that it includes creating an environment and context for action. This course provides students an introduction to theories and models that can be used to guide the design of organization inquiry, including the formation and use of effective questions. Examples of approaches such as focus groups, surveys, and interviews assist students in bridging from theory to application. Appreciative Inquiry, both as a philosophy and method, will receive particular emphasis. Required.

ODVR 513 Organizations – Cultural Perspectives 2

Students explore and learn about cultural perspectives in two approaches. First, they will consider their own cultural perspectives and identity, based on—but not limited to—ethnicity, race, gender, religion and spirituality, socioeconomic status, and sexual orientation. Second, they learn to use an interpretive cultural perspective to understand North American, American ethnic group, and international cultures' approaches to organizational and personal issues. These cultural approaches will inform the consultative approaches students apply. While cultural themes are integrated throughout the program, it is in this course that students immerse themselves in the theory, principles, models and implications. Required.

ODVR 514 Change – Transition and Renewal 2

Students will review and deepen knowledge about organizational and individual change. Students will explore additional change theories and models to expand their capacity to design and lead change in complex organizational systems. Examples include first and second order change; force field analysis; and the four-room apartment model. Particular emphasis is placed on a transition model which focuses on the internal response individuals and organizations experience in reacting to external changes. Required.

ODVR 515 Skills – Consulting, Data Analysis and Interpretation 4

Students deepen their knowledge of the consultative process by using intervention process steps to guide discussion of real life issues students are encountering in organizations. Additionally, students explore the role of the self as consultant/helper, learning principles and models that help them understand how personal styles, orientations and behavior influence the consultative process. Separately, students learn how to analyze and interpret data for the purpose of helping clients move information into action. Required.

- ODVR 516** **Organizations – Leadership** **2**
This course explores the qualities of leadership and followership needed for a systemic and wholistic approach to designing and leading change. Leadership and followership are inherently related to learning, self-awareness and emotional intelligence. Students will explore the approaches of servant, steward, situational, and shared leadership through the lens of culture, gender, and systems. Specific attention will be paid to adaptive leadership. Students also will be able to make the distinction between leadership and authority and the ethical issues surrounding leadership and followership. Students will examine and refine their own beliefs about leadership as it relates to their personal mission and desired future. Required.
- ODVR 517** **Design – Preferred Future for Organizations** **2**
Students learn the theory, models, and methods associated with “preferred futuring” for organizations and individuals. They become familiar with factors relevant to determining appropriate models and methods, processes, and strategies for implementing change in an organizational system. Methods featuring participatory and whole systems approaches will be emphasized, with particular emphasis on Future Search. Students will have an opportunity to experience aspects of futuring models and methods, and practice application. Required.
- ODVR 518** **Skills – Consulting Praxis** **4**
Students engage with the full consulting intervention cycle, including issue exploration, contracting, data gathering and interpretation, feedback, recommendations, and closure. This course contains the final in-depth and hands-on session intended to provide opportunities for students to practice their competency to design and conduct organizational development interventions before they implement their Consultation Project. Students consult to issues and opportunities related to the renewal of the OSR program, thus grounding the experience in reality. Required.
- ODVR 519** **Systems – Living Systems Theory** **2**
This session provides a deeper exploration of living systems theory, one of the main branches of systems theory emphasized in the OSR program. Concepts such as adaptive systems, emergence, complexity, autopoiesis, dissipative structures, field theory, and structured coupling are emphasized. Living systems theory expands students' capacity to help organizations and individuals operate more intentionally and effectively from a holistic, rather than mechanistic, approach. Required.
- ODVR 520** **Change – Global Perspectives and Sustainability** **2**
Full, serious and rapid planetary change is underway. This course explores the global perspectives of this transformation. Students learn to develop a way of knowing and navigating within such broad perspectives. Core topics explored are demographic, climatic, environmental, political, cultural and economic trends. A central question of the course asks how we live, grow, and design for this future, sustaining those qualities that relate to what is most meaningful. Required.

ODVR 521 Systems – Dynamics of Social Systems 2

This course examines how systemic approaches are being applied and developed within all types of organizations. Tools of system dynamics, model building, archetypes, and simulations will be explored for their usefulness in understanding the dynamics inherent in organizational systems. The latest research in social networking will also be investigated. As the final course in systems theory, particular emphasis is placed on learning events that provide students opportunities to continue building on their capacity to apply their theoretical knowledge to design change. Further, they will integrate what they've previously learned with their enriched knowledge of systems theory. Required.

ODVR 522 Change – Individual and Professional Renewal 2

This course explores transformation and change at the level of the individual. Participants gain a heightened awareness of interpersonal and intrapersonal dynamics within social systems and have the opportunity to examine theories, models, and strategies related to these dynamics. Adult development theory will be explored as one lens through which to understand individual change and transformation. In addition, students will explore some cross-cultural (non-western) views of personal change. This session is directly linked to the personal development aspect of the students' graduate work. As such, this session will help students work toward a synthesis of their personal and professional development experience during their time in the OSR program. Required.

ODVR 523 Design – Individual Renewal and Life Long Learning 2

During this final course in an integrated seven-quarter program, participants will synthesize program learning, complete and submit Consultation Projects and remaining graduation requirements, and bring closure to the learning community. The intention of this course is for participants to learn about both the issues and design decisions of an adjournment process, including the role of ritual as part of closure, and the continuance design of life-long learning. Students will deepen their learning by identifying next steps in their own life-long learning. Required.

**ODVR 548 Practicum – Curriculum Design and Delivery
(Team I & II) 4**

Students deepen their learning about research, design, consultative skills, and team process within a learning atmosphere of curriculum design and delivery teams (Design Teams). Students participate in a Design Team during each year of the program. Design Teams provide students with opportunities to apply design principles and to engage in collaborative creation of adult learning activities. Additionally, students research a specific body of knowledge and theory vital to understanding and designing for change and renewal. Students design the learning session—which is presented to the entire cohort—to meet learning goals determined by the core faculty. They receive faculty and student feedback about the effectiveness of overall design, content, and delivery, as well as their individual performance. It is a forum for deepening practice, leadership, and team membership skills, as well providing an opportunity to experience the paradoxes of individual and team goals. Students are assigned to a particular Design Team, with preferences taken into consideration. While the required deliverables are the same for each Design Team, activities may be spread over two or three consecutive quarters. Required.

ODVR 549 Practicum – Consultation Project 4

The Consultation Project is intended to provide consultative design and delivery practice in organizational change for a client outside the OSR system. The Project is conducted under the supervision of the student's faculty advisor and the review of their Degree Committee. The Project demonstrates OSR program-related core competencies as well as individual student learning goals. In addition to supporting the student's learning, the Project is designed to contribute to the primary client's real-time organizational needs in an ethical and effective way, within the parameters agreed to by both client and student. Work on the Consultation Project generally carries over several consecutive quarters. A Consultation Project requires OSR program advisor sign-off before the student begins work. Required.

**ODVR 599 Independent Study – Theory Paper,
Consultation Project Design 2**

This course focuses on writing an academic research paper to support the student's learning as specified in their learning contract. Students are expected to research a theory base that grounds their Consultation Project to create a sound theoretical foundation before moving into practicum level application. Students also will write their Consultation Framing Document, in which they develop and demonstrate their ability to scope their project and design from a whole systems perspective. Required.

Psychology Department

Graduate Program Director: Jan O. Rowe, PhD
(206) 296-5400

Degree Offered

Master of Arts in Psychology (MAP)

Master of Arts in Psychology

Combining strong psychotherapeutic training with philosophical reflectiveness, the existential-phenomenological therapeutic psychology program offers students an interdisciplinary focus on the qualitative, experiential study of human life. By laying the foundations for a therapeutic attitude, the program prepares students to enter the helping professions, and/or pursue doctoral studies. It proposes a humanistic model of understanding and working with people in-depth, respecting the complexity of human experience and drawing upon the wisdom accumulated by the long tradition of the humanities. It is informed by the philosophical traditions of existentialism, phenomenology and hermeneutics, and aims to be faithful to experience by setting aside theoretical prejudgments in order to understand persons existing in their situations.

Admission Requirements

- Four-year equivalent bachelor's degree and the following six psychology courses: 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 calculated with coursework from all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of your bachelor's degree and any post-baccalaureate coursework
- Beginning understanding of existential and phenomenological philosophy/psychology. A suggested list of readings related to the orientation of the program is on file in the department and is available to interested persons
- Prior to admission, experience in the areas of counseling or human services (600 hours related experience) as noted in the autobiography below
- Autobiography (minimum of at least six pages) including, but not limited to, information on the applicant's present and future interests in psychology. Essay should be sufficiently specific to give concrete sense of applicant's personal, as well as vocational and intellectual development. Should include account of work or volunteer experiences, influential courses or readings, interest in this program and orientation, and especially personal events and changes that furthered the interest in psychology and the therapeutic process and relationship
- Three letters of recommendation (**not forms**)
- After an initial screening the applicants who are most qualified will be invited for an interview, either in person or by telephone.
- Writing sample, such as an undergraduate paper

For a complete application packet and instructions contact the psychology department (206) 296-5400 or graduate admissions (206) 296-2000. For specific questions, contact the department.

NOTE: We regard one's personal experience in psychotherapy, either prior to entering the program and/or before graduation, as extremely valuable. 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	Madness and Society	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 21

NOTE: A student may take up to six credits of upper-level undergraduate or graduate courses from other programs, with advisor's approval. Up to six graduate credits may be transferred in from another university. A Petition for Exception to Policy must be approved.

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. Permission of instructor, fall.

PSYC 503 Madness and Society 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, winter.

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, fall.

PSYC 511 Family 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 the current therapeutic approaches. Permission of instructor, winter.

PSYC 513 Phenomenological Assessment and Research 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 503, 505, permission of instructor, winter.

- PSYC 515** **Group: 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 CR/F, fall.
- 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, winter.
- PSYC 525** **Self Psychology** **3**
The clinical writings of Heinz Kohut and his students, as well as psychotherapy 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, 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 is 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 therapeutic settings. Majors only, graded CR/F, spring.
- 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 one's own motives, expectations and needs as therapists. Graded CR/F, fall.
- 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 543 (fall); PSYC 544 (winter); PSYC 545 (spring).

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, winter.		
PSYC 563	Integration Paper	1
Completion of a written work on a chosen theme that integrates academic coursework and practicum experience. Majors only, graded CR/F.		
PSYC 591-593	Special Topics	3
PSYC 596	Independent Study	1 to 3
A student may take up to six credits of independent study with approval.		

Psychology Faculty

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

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

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

George Kunz, BA, PhL, Gonzaga University; PhD, 1975, Duquesne University; professor.

Erica Lilleleht, BS, The College of William and Mary; PsyD, 1997, Rutgers, The State University of New Jersey; assistant professor.

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

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

ALBERS SCHOOL OF BUSINESS AND ECONOMICS

Joseph M. Phillips, PhD, Dean

Mary Carpenter, MEd, Director, Graduate Programs

Degrees Offered

Master of Business Administration (MBA)*

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-MBA Studies

Certificate of Post-MIB Studies

Certificate of Post-MPAC Studies

Certificate of Post-MSF Studies

Certificate of Executive Leadership

*Accredited by AACSB International – The Association to Advance Collegiate Schools of Business (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 Seattle University Graduate Admissions at (206) 296-2000 for admission materials. Documents required for admission to the master of business administration (MBA), 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 for Graduate Admission form and fee
- Official (sealed) transcripts showing a four-year equivalent bachelor's degree from a regionally accredited institution and transcripts from all post-secondary educational institutions attended in the last 90 credits (60 semester) of bachelor's degree and any post-baccalaureate coursework.
- Official scores from the Graduate Management Admissions Test (GMAT)

- A current résumé. Note: MBA, MSF, and MIB programs require one year of full-time work experience. Work experience is not required for the MPAC program.

Applicants for whom English is a non-native language must submit sufficient English proficiency test scores.

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, wireless connectivity, or the flexibility to use campus computer labs.

Math proficiency can be established by previous credit coursework in calculus with a grade of B (3.0) or higher, 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 and the Albers School of Business and Economics offers four graduate degrees which may be earned in combination with the JD degree: master of business administration, master of science in finance, and master of international business, and master of professional accounting.

Transfer Credit

Students are allowed to transfer up to nine quarter credits from AACSB International-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 International-accredited AJCU Business Schools. The agreement allows students in participating Jesuit AACSB accredited business schools 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 scheduled in the evenings, meeting once a week.

Degree Requirements —

Master of Business Administration

I. Preparatory Work

Computer Proficiency

Business Calculus

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

II. Leadership & Team Building

Four credits:

MBA 510	Leadership Skills and Team Development.....	4
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III. Fundamental Business Courses*

Eighteen credits, including:

MBA 500	Introductory Business Statistics.....	3
MBA 503	Financial Accounting.....	3
MBA 504	Managerial Accounting.....	3
MBA 506	Managerial Economics.....	3
MBA 507	Managerial Finance.....	3
MBA 508	Marketing Principles.....	3

Students with previous comparable coursework 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 coursework are required to take these classes.

IV. Required Core Courses

Twenty-four MBA credits, including:

MBA 512	Business Ethics and Social Responsibility or BETH 521 International Ethics/Cultural Issues	3
MBA 513	Legal and Regulatory Environment.....	3
MBA 505	Domestic and Global Economies	3
MBA 515	Corporate Financial Management.....	3
MBA 516	Management of People	3
MBA 517	Marketing Management.....	3
MBA 518	Operations Management.....	3
MBA 560	Management of Information Technology.....	3

V. Electives

Twenty-four credits**, including:

International Elective	3
General Electives.....	21

VI. Strategy & Synthesis

Three credits:

MBA 519	Competitive Strategy..... or MGMT 589 International Policy & Strategy	3
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MINIMUM CREDITS REQUIRED FOR DEGREE 55 to 73

**Students with an undergraduate business degree from an AACSB accredited school may waive 2 electives (6 credits), and thus may have 49-73 credits. Graduate students must have a minimum 3.00 cumulative GPA in order to earn a master degree.

Accounting Concentration

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

- Eight electives from accounting are: ACCT 501, ACCT 531, ACCT 532, ACCT 534, ACCT 536, plus three additional accounting courses.
- Two electives: one international elective and one additional general elective.

The educational requirement to sit for the CPA exam in Washington state includes 36 quarter hours in accounting in any combination of graduate and undergraduate accounting credit hours. Up to 13 credit hours of coursework in principles of accounting may be counted.

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 allows 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 director of graduate programs, 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, e-commerce/information systems, entrepreneurship, finance, international business, management, and marketing. Coursework 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," or "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 (206) 296-5700.

Accounting

MPAC Program Director: Susan Wehrich, PhD
Phone (206) 296-5784

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, 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 Work

Computer Proficiency
Business Calculus*

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

II. Fundamental Business Courses*

Twenty-seven credits, including:

MBA 500	Introductory Business Statistics	3
MBA 501	Statistical Applications and Quantitative Methods.....	3
MBA 503	Financial Accounting	3
MBA 504	Managerial Accounting.....	3
MBA 505	Domestic and Global Economies	3
MBA 506	Managerial Economics	3
MBA 507	Managerial Finance.....	3
MBA 512	Business Ethics and Social Responsibility	3
MBA 513	Legal and Regulatory Environment.....	3

*Students with previous comparable coursework 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 coursework are required to take these classes.

III. Fundamental Accounting Requirements**

Eighteen credits, including:

ACCT 501	Accounting Information Systems	3
ACCT 531	Intermediate Financial Accounting I	3
ACCT 532	Intermediate Financial Accounting II	3
ACCT 534	Managerial Cost Accounting	3
ACCT 535	Auditing I	3
ACCT 536	Federal Taxation I	3

**Students with previous comparable coursework completed in the past five years with a B- (2.7) or better have the option of waiving these classes.

IV. Management and Technical Core:

Sixteen credits, including:

MBA 510	Leadership Skills and Team Development.....	4
ACCT 502	Business Communications for Accountants	3
ACCT 503	Business Ethics and Law for Accountants.....	3
ACCT 580	General Systems and Process Thinking	3
MGMT 588	Negotiation Skills	3

V. Other Required Accounting Courses

Eighteen credits, including:

ACCT 540	Intermediate Financial Accounting III	3
ACCT 533	Advanced Financial Accounting	3
ACCT 538	Financial Statement Analysis	3
ACCT 539	Advanced Federal Income Tax II	3
ACCT 541	Auditing II	3
ACCT 542	Auditing III	3

VI. General Electives

Twelve credits:

Graduate business courses	12*
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* With the permission of the chair of the accounting program, students may earn up to 9 credits for an approved internship.

With the permission of the chair of the accounting program, students with an undergraduate degree from Seattle University, who have taken ACCT436/539 and/or ACCT413/540 may waive six credits for the MPAC program, and thus may have 40-91 credits. These courses will satisfy course requirements toward both the undergraduate degree in accounting and the master of professional accounting.

MINIMUM CREDITS REQUIRED FOR DEGREE 46 to 91

Graduate students must have a minimum 3.00 cumulative GPA in order to earn a master degree.

Certificate of Post-MPAC Studies

The certificate of post-MPAC studies is designed to allow graduates of master of accounting programs accredited by AACSB to develop expertise in a specified area of concentration beyond the MPAC.

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 MPAC director will work out a program of studies with the student. Certificates are awarded in the following areas of specialization: economics, e-commerce and information systems, entrepreneurship, finance, international business, management, and marketing. Credits earned for the certificate may be applied to other graduate degree programs in the school of business.

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

The program is open to graduates of master of accounting programs accredited by AACSB. Application requires submission of completed application, current resume, and graduate transcripts. Seattle University MPAC graduates usually will be considered automatically eligible for the program. For non-Seattle University graduates, academic performance and work experience must meet or exceed the standard for entry to the master of professional accounting program.

Finance

MSF Program Director: Jot K. Yau, PhD, CFA
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 work in banking, credit analysis, risk management, personal financial planning, wealth management, securities analysis and trading, portfolio analysis and management, alternative investments, business valuation, real estate finance, international finance, and general corporate financial management. Many seek CFA, CFP, CAIA, or FRM certification.

Degree Requirements - Master of Science in Finance

I. Preparatory Work

Computer Proficiency
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 503	Financial Accounting.....	3
MBA 505	Domestic and Global Economies	3
MBA 506	Managerial Economics.....	3
MBA 507	Managerial Finance.....	3

*Students with previous comparable coursework 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 coursework are required to take these classes.

III. Required Core Courses

Twenty-seven credits, including:

MBA 512	Business Ethics and Social Responsibility	3
MBA 515	Corporate Financial Management	3
ECON 565	Applied Econometrics	3
FINC 540	Investments	3
FINC 542	Valuation of Derivatives	3
FINC 544	Financial Institutions and Markets	3
FINC 549	Corporate Investment Decisions	3
FINC 552	Portfolio Management	3
FINC 580	Cases in Managerial Finance	3

IV. Specified Electives

Choose four of the following courses 12

(two courses must be in finance):

ACCT 538	Financial Statement Analysis
ACCT 568	Management Control Systems
ECON 566	Economics and Business Forecasting
ECON 573	International Economics
ECON 584	Economics of Strategy
FINC 543	Advanced Financial Theory
FINC 546	Finance for International Business
FINC 550	Financial Risk Management
FINC 551	Entrepreneurial Finance
FINC 553	Advanced Topics in Investments
FINC 554	Real Options Analysis

V. General Electives

Electives 6

Students with an MBA degree from an AACSB accredited program may waive 2 electives, (6 credits), and thus may have 39-63 credits:

MINIMUM CREDITS REQUIRED FOR DEGREE 45 to 63

Graduate students must have a minimum 3.00 cumulative GPA in order to earn a master degree.

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. Certificates are awarded in the following areas of specialization: accounting, economics, e-commerce/information systems, entrepreneurship, international business, management, and marketing. 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.

International Business

MIB Program Director: Peter Raven, PhD
Phone: (206) 296-5763

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 Work

Computer Proficiency
Business Calculus

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

II. Leadership & Team Building 4

Four credits:

MBA510 Leadership Skills and Team Development..... 4

III. Fundamental Business Courses*

Twenty-one credits, including:

MBA 500	Introductory Business Statistics	3
MBA 503	Financial Accounting	3
MBA 505	Domestic and Global Economies	3
MBA 506	Managerial Economics.....	3

MBA 507	Managerial Finance.....	3
MBA 508	Marketing Principles.....	3
MBA 513	Legal and Regulatory Environment.....	3

*Students with previous comparable coursework 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 coursework are required to take these classes.

IV. Required Core Courses

Twenty-seven credits, including:

MBA 515	Corporate Financial Management.....	3
MBA 517	Marketing Management.....	3
BETH 521	International Ethical and Cultural Issues.....	3
BLAW 576	International Law and Business.....	3
ECON 573	International Economics.....	3
FINC 546	Finance for International Business.....	3
MGMT 572	International Business Consulting.....	3
MGMT 573	International Management.....	3
MKTG 554	Topics in International Marketing.....	3

V. Specified Electives

Choose twelve credits from the following:

MGMT 588	Negotiation Skills.....	3
MBA 516	Management of People.....	3
MBA 560	Management of Information Technology.....	3
ECIS 562	Internet Marketing.....	3
OPER 564	Supply Chain Management.....	3
International Study Tours **	varies
Special Topics in International Business.....	varies
Study Abroad (at approved institution).....	varies

**Up to 12 credit hours. Study Tour courses may be used to satisfy required core course in some circumstances by permission of the MIB director. If used in this way, the credits will not count towards elective requirements.

VI. Strategy & Synthesis

Three credits

MGMT 589	International Policy and Strategy.....	3
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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 Seattle University or another institution
- 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

ACCT 530 Strategic Cost Management 3

Emphasizes analysis of accounting information with explicit consideration of strategic issues and concerns, including financial analysis and management controls as tools for formulating and implementing strategies for achieving competitive advantage. Also includes strategic analysis, value chain analysis, activity costing an management, quality costing, and management control. Prerequisite: MBA 504 or equivalent.

ACCT 531 Intermediate Financial Accounting I 3

These intermediate financial accounting courses are designed to prepare the student for a career in professional accounting. Upon conclusion of the sequence the student should: (1) understand the issues involved in accounting policy choice; (2) understand the process and the conceptual framework according to which accounting standards are set in the United States; (3) have in-depth knowledge of accounting for transactions, events and adjustments affecting assets, liabilities, shareholders' equity, revenues, expenses, gains and losses. Prerequisite: MBA 504.

ACCT 532 Intermediate Financial Accounting II 3

These intermediate financial accounting courses are designed to prepare the student for a career in professional accounting. Upon conclusion of the sequence the student should: (1) understand the issues involved in accounting policy choice; (2) understand the process and the conceptual framework according to which accounting standards are set in the United States; (3) have in-depth knowledge of accounting for transactions, events and adjustments affecting assets, liabilities, shareholders' equity, revenues, expenses, gains and losses. 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 nonprofit 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

Discussion and analysis of costing techniques, use of accounting data in planning and evaluating managerial performance, and use of accounting data in short-run and long-run decisions. Special attention directed to issues in current developments in cost allocation, planning, and performance evaluation. Prerequisite: MBA 504 or equivalent.

ACCT 535 Auditing I 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 or instructor permission.

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

This course will focus on major technology issues faced by today's financial executives and examine ways companies are addressing these issues. Major topics expected to be covered include prioritization of technology investments using ROI and other financial/economic analyses, appropriate levels of security for information applications and systems through examination of identification of key risks and controls, alignment of business and IT strategy including review of IT organizations and system development life cycles, and using XBRL to improve financial reporting processes including step by step implementation guide. Prerequisite: 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 503 and MBA 507.

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, 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 540 Intermediate Financial Accounting III 3

These intermediate financial accounting courses are designed to prepare the student for a career in professional accounting. Upon conclusion of the sequence the student should: (1) understand the issues involved in accounting policy choice; (2) understand the process and the conceptual framework according to which accounting standards are set in the United States; (3) have in-depth knowledge of accounting for transactions, events and adjustments affecting assets, liabilities, shareholders' equity, revenues, expenses, gains and losses. Prerequisite: ACCT 532 or equivalent.

ACCT 541 Auditing II 3

This auditing course extends the coverage of auditing topics to legal liability of auditors, audit sampling, fraud/forensic accounting, internal audit, and other assurance services including review, compilations, reporting on internal controls and financial forecasts. Prerequisite: ACCT 535 or equivalent.

ACCT 542 Auditing III 3

This course introduces students to the major categories of threats arising from IT-based systems. Topics include threats and controls with respect to: applications access, physical security, network security, internet security, operating systems, program change, and databases. Also addressed are user authentication, business continuity and disaster recovery planning, computer assisted audit techniques, SysTrust and WebTrust engagements. Prerequisite: ACCT 541 or equivalent.

- 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 analyses, 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 nonprofit organizations, large and small. Prerequisite: MBA 504.
- ACCT 580 General Systems and Process Thinking 3**
Understanding the voice of an organization through the environment in which it operates, identifying and clarifying mission and vision, translating mission into organizational plans, and using information flows to provide managerial practices and principles. Understand the voice of the process by exploring the principles of how structure shapes behavior, key process improvement tools, and process maturation as a basis for organizational learning. Prerequisite: MBA504 and ACCT 501 or equivalent.
- ACCT 594 International Study Tour: Accounting 3**
The study of accounting issues and environment of a foreign country. Course will include travel to the country to observe activities and conditions and to meet with representatives of businesses and other institutions. Location of tour can vary. Check with the department for details.
- BETH 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. (MBA students may not receive credit for both MBA 512 and BETH 521.)
- BETH 594 International Study Tour: Business Ethics 3**
The study of ethical issues in business in the context of a foreign country. Course will include travel to the country to observe activities and conditions and to meet with representatives of businesses and other institutions. Location of tour can vary. Check with the department for details.
- BLAW 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.

- BLAW 575** **Legal Issues for New Ventures** **3**
Designed to identify legal and regulatory challenges unique to new ventures and small-business. Students will learn to use legal information as a critical management tool by analyzing legal issues as they arise in the life cycle of a new business. We will start at the beginning and work our way to the possible IPO, merger, and ultimate liquidation. Topics will include choosing the right business form, protecting founders' interests, employee issues, intellectual property, financing, IPO process, mergers, social enterprise, and e-commerce. We will also consider lawyer-client and VC-company relationships. MBA 513 is a recommended prerequisite.
- BLAW 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.
- BLAW 594** **International Study Tour: Business Law** **3**
The study of international law in the context of a foreign country. Course will include travel to the country to observe activities and conditions and to meet with representatives of businesses and other institutions. Location of tour can vary. Check with the department for details.
- ECIS 562** **Internet Marketing** **3**
Concepts, tools, and strategies for understanding and exploiting opportunities associated with electronic commerce; focus on the strategic aspects of marketing using the Internet. The Internet is dramatically altering the way business is conducted on a local and global basis, changing the way organizations conduct business, provide customer service, interact with internal and external stakeholders, advertise, develop products, build brands, generate new prospects, monitor the marketplace, and distribute products and services. Prerequisite: MBA 517 or instructor permission.
- ECIS 564** **Object-Oriented Modeling in Business** **3**
Introduces an object-oriented way of building information systems. Application of object-orientation at various stages of development, including planning, analysis, design and implementation. Discussions include strategic/managerial issues involved in building information systems. Students are required to produce a set of design specifications and implement them using an object-oriented programming tool.
- ECIS 566** **Data Management in Business** **3**
We discuss the management and analysis of corporate data. Topics include conceptual data modeling, relational database systems, data warehouse, xml and data mining. SQL is used for implementation. (formerly Database Systems in Business)

ECIS 569 Strategies and Technologies on the Internet 3

The Internet is becoming our new habitat for daily life and business. This class introduces the fundamentals of technologies on the Internet, including communication protocols and design of Internet applications. Discuss business strategies in this new environment in various market segments.

**ECIS 594 International Study Tour:
Information Systems Management 3**

This course focuses on the management of technology in a given region of the world, and involves visiting a country in question to gain a better understanding of the issues facing managers in that environment. Location of tour can vary. Check with the department for details.

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 506.

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 505 and 506.

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 505 and MBA 506.

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 506.

- 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 505 and 506.
- ECON 584** **Economics of Strategy** **3**
Begins with a discussion of market structure, competitive opportunities and threats, and public policy. Introduces game theoretic concepts and tools of analysis, and examines interdependent decision-making in markets with just a few key players. Studies the roles of information and commitment in strategic behavior, and analyzes strategies to deter entry or otherwise effective favorable market conditions. Employs lectures, discussions, simulations, problem sets, and exams. Prerequisites: MBA 506.
- ECON 594** **International Study Tour: Economics** **3**
The study of economic and business environment of a foreign country. Course will include travel to the country to observe activities and conditions and to meet with representatives of businesses and other institutions. Location of tour can vary. Check with the department for details.
- 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 507.
- FINC 540** **Investments** **3**
Introduction to the theory of investment valuation, including expected rates of return and risk in the financial markets; review of empirical research on the risk/return relationship and the behavior of securities prices (e.g., stocks, bonds, futures and options). Prerequisites: MBA 500, 503, 506 and 507.
- FINC 542** **Valuation of Derivatives** **3**
The valuation of derivative instruments, such as forward contracts and futures, swaps, and options, used in hedging and risk management. Prerequisite: FINC 540.
- FINC 543** **Advanced Financial Theory** **3**
Examination of theories associated with five key topics of corporate finance: the efficient market hypothesis, agency theory, theories regarding the market for corporate control, capital structure and dividend policy. The course uses a seminar approach which 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 500, 503, 505, 506 and MBA 507.

- 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 globalization of trade and financial markets, exchange rates, currency exposures and hedging techniques, valuation of cross-border investments. Prerequisite: MBA 515.
- FINC 549** **Corporate Investment Decisions** **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** **Financial Risk Management** **3**
Risk management applications of derivative instruments in corporate, investments, and financial institution settings. Case analyses. Topics in financial engineering. Prerequisite: FINC 542 and MBA 515.
- FINC 551** **Entrepreneurial Finance** **3**
Course examines financing options available to an entrepreneurial venture as well as the financial management of the small business. Financing sources follow the life cycle of the business from start-up through angel investors, venture capital, bank lending, leasing, asset based lending, and franchising to the IPO. Focus is on methods of valuation used in entrepreneurial finance. Prerequisite: MBA 515.
- 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, style analysis, international diversification, performance measurement and attribution. Prerequisite: FINC 540.
- FINC 553** **Advanced Topics in Investments** **3**
Examination of advanced current topics and issues in investments using a seminar approach. The course involves readings, discussions, applications, and case studies on selected topics. Prerequisite: FINC 540.
- FINC 554** **Real Options Analysis** **3**
Extends traditional asset valuation techniques to incorporate the value of flexibility and account for the sequential and conditional nature of firm decision-making. Especially useful for new product development, R&D activity, patents, and other intangible assets and for valuing emerging, high growth, and/or high technology companies. Prerequisite: MBA 515 and FINC 542.
- FINC 580** **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. Serves as a capstone course for MSF program and should be taken during the last two quarters of the program. Prerequisites: FINC 542 and FINC 549.

- FINC 594** **International Study Tour: Finance** **3**
The study of financial, economic, and business environment of a foreign country. Course will include travel to the country to observe activities and conditions and to meet with representatives of businesses and other institutions. Location of tour can vary. Check with the department for details.
- 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.
- 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 and simple correlation. Prerequisites: math and computer proficiency.
- 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.
- 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.

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 507 recommended.

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 506.

MBA 506 Managerial Economics 3

Develops a coherent economic framework for effective managerial decision-making. Introduces fundamental economic concepts, and discusses the goals of the firm. Surveys market forces of supply and demand, examines the role of elasticity, and studies the theory of consumer behavior on which demand is based. Presents production, cost and revenue concepts, and analyzes input demand and output supply decisions in perfectly competitive markets. Discusses alternative market structures, and studies pricing practices for firms with market power. Prerequisites: math proficiency.

MBA 507 Managerial Finance 3

Theory and practice of business finance with emphasis on asset valuation, the relationship between risk and return, and capital budgeting.

MBA 508 Marketing Principles 3

Introduction to the field of marketing; a survey course covering marketing strategic planning, consumer behavior, marketing research, and management of price, promotion, distribution, and product.

MBA 510 Leadership Skills and Team Development 4

Focus 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. To be completed in the first or second quarter of the student's program.

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. (MBA students may not receive credit for both MBA 512 and BETH 521.)

MBA 513 The Legal and Regulatory Environment 3

Designed to help students analyze the legal and regulatory environment in which business operates. 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, challenging students to offer solutions to management problems presented within the current legal environment.

MBA 515 Corporate Financial Management 3

This course presents basic principles of corporate finance and develop tools for financial decisions and valuation in the presence of uncertainty, imperfect information and conflicting incentives among stakeholders. A series of spreadsheet-based valuation exercises are used to develop firm values using basic financial data for local companies. Prerequisite: MBA 500, 503, 506 and 507.

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, 503, 504, 506, 507, 508, 510, 512, and 513.

MBA 517 Marketing Management 3

Develops essential knowledge and skills for effectively planning, implementing, and controlling marketing activities of various organizations. Focus is 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, 503, 504, 506, 507, 508, 510, 512, and 513.

MBA 518 Operations Management 3

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, 503, 504, 506, 507, 508, 510, 512, and 513.

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: MBA 513, 505, 515, 516, 517, 518, and 560. With prior permission, students may take one required core class concurrently with the strategy course. (MBA students may not receive credit for both MBA 519 and MGMT 589.)

MBA 560 Management of Information Technology 3

This course provides graduate business students and managers with an understanding of issues related to the management of information technology, including the business value proposition of information technology, applications, systems acquisition process, life cycle, outsourcing, monitoring service levels, information security and risk assessment, and privacy. (formerly ACCT/ECIS 560)

MGMT 571 Adventure-Based Leadership Seminar 3

This 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 572 International Business Consulting 3

A primarily self-directed class in which student teams consult on real company projects requiring decisions, recommendations, and action. Considerable interaction is required between the student teams, participating companies, and faculty. Material covered in class will be linked to the projects being performed. Explanation and rationale for the techniques and skills that will be required to complete the projects successfully will be developed sequentially. Lectures focus on subjects directly relevant to the objectives of student projects. Prerequisites include: MBA 500, 503, 504, 506, 507, and 508, or approval of the instructor.

MGMT 573 International Management 3

Investigates the role of management in developing and executing international and global business strategy. Emphasis is on theories of organizational roles in society; how culture shapes both organizational and individual behaviors; how firm-specific and country-specific elements relate to competitive advantages. Prerequisite: MBA 510.

MGMT 574 Entrepreneurial Leadership: Social Entrepreneurship 3

Facets of entrepreneurship are examined to equip the student with the entrepreneurial applications to create social and private value in profit or nonprofit organizations. Students consult with (1) for-profit organizations desiring to use their resources to address social issues; (2) individuals starting for-profit microenterprises for a self-employment/job creation, and/or (3) nonprofit ventures desiring to create "profitable" opportunities to fund their own programs or to create employment and training opportunities as the reasons for being. Courses in core entrepreneurship concentration recommended but not required as prerequisites: MGMT 583, MKTG 561, FINC 551.

MGMT 575 Leading With Emotional Intelligence 3

Focuses on enhancing the four fundamental attributes of Emotional Intelligence (EQ): Self-Awareness; Self-Management; Social Awareness, and Relationship Management. Students will assess their competencies and behaviors within each of these four dimensions, engage in experiential exercises to enhance their EQ effectiveness, and prepare an ongoing plan for continuous improvement.

- MGMT 577** **Managing Diversity** **3**
Examines environments in which diversity initiatives operate. Dominant work values are explored to understand how they define desired work behaviors and ways in which diversity challenges some dominant work values. Challenges students to acquire information about diversity via studies of organizational culture and subcultures. 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 583** **New Venture Creation** **3**
A new venture, from idea phase to opportunity phase, is examined and evaluated. How entrepreneurs get creative ideas, how they become good ideas, and how it is known if they will be marketable ideas. Growing the new venture, maintaining it, and harvesting it; a holistic look at the entrepreneur process. Emphasis on understanding the process of the development and testing of good ideas; testing for feasibility and evaluating for potential success. Development of the "front end" of a business/marketing plan; taking good ideas from concept to marketplace.
- 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: New Venture Plan** **3**
An opportunity to (1) develop a business plan for the student's own proposed business or (2) to help an entrepreneur put together a business plan for a start-up or (3) consult with an entrepreneur in the initial stages of growing a business or (4) to consult with a nonprofit to develop a social venture plan. Formal presentations of the plans are critiqued by local entrepreneur-mentors. Students are encouraged to submit plans to business plan competition. Recommend MGMT 583 as prerequisite and MKTG 561, FINC 551 prior or concurrently. Prerequisites: MBA 515 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. (MBA students may not receive credit for both MGMT 589 and MBA 519.)

- MGMT 594 International Study Tour: Management 3**
An exploration of international management issues or other special topics related to the specific destination of the study tour. The course will include travel to a foreign country to observe business practices and examine indigenous management problems, to meet with representatives of local businesses and other institutions. Location of tour can vary. Check with the department for details.
- MKTG 552 Marketing Research 3**
Purpose, methods, and techniques of marketing research and description of marketing information systems. Prerequisites: MBA 500, and MBA 517.
- MKTG 553 New Product Development 3**
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.
- MKTG 554 Topics in International Marketing 3**
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.
- MKTG 555 Promotion Management 3**
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.
- MKTG 558 Sales Management 3**
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.
- MKTG 559 Brand Management 3**
Organized around the product and brand management decisions that must be made to build, measure, and manage brand equity. Focal objectives are 1) to increase understanding of the important issues in planning and evaluating brand strategies and 2) to provide the appropriate theories, models, and research tools to make better branding decisions. Founded on basic marketing principles with particular emphasis on psychological principles in consumer behavior. Prerequisite: MBA 517.

MKTG 560 Marketing and Social Issues**3**

A seminar in which all participants explore the variety of ways that marketing is involved with social issues. Student and faculty examine the roles of marketing in creating or exacerbating social problems as well as its role in relieving them. Topics include materialism, energy and the environment, consumer privacy, sustainable business, controversial products (tobacco, alcohol, guns, etc) and specific issues related to product, price, promotion, and distribution. Classroom activities consist of discussion, case analyses, and guest speaker presentations. Students engage in quarter-long individual socially conscious consumer behavior change projects.

MKTG 561 New Venture Marketing**3**

The special marketing challenges faced by start-up firms require focus, planning, and creativity in place of the money, experience, and people that are the strengths of established companies. The course assumes that a venture has identified an idea or a business; it will not specifically address idea generation and evaluation. The course will deal with marketing research, however, for marketing planning and growth. Includes segmentation and positioning, competitive strategy, the 4 Ps (product, pricing, distribution and promotion with special emphasis on Internet and direct marketing), and marketing planning. Prerequisite: MBA 517.

MKTG 594 International Study Tour: Marketing**3**

The study of international marketing in the context of a foreign country. Course will include travel to the country to observe activities and conditions and to meet with representatives of businesses and other institutions. Location of tour can vary. Check with the department for details.

OPER 561 Operations Strategy**3**

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.

OPER 564 Supply Chain Management**3**

The strategic importance of supply chain management to manufacturing and services. Activities will include case discussions, guest speakers, and simulated negotiations. 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.

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: MBA 518 or instructor permission.

OPER 594 International Study Tour: Operations 3

The study of international operations in the context of a foreign country. Course will include travel to the country to observe activities and conditions and to meet with representatives of businesses and other institutions. Location of tour can vary. Check with the department for details. (formerly OPER 565)

ACCT 591, BETH 591, BLAW 591, ECIS 591, ECON 591, FINC 591, HRMA 591, MGMT 591, MKTG 591, OPER 591 3

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

ACCT 595, BETH 595, BLAW 595, ECIS 595, ECON 595, FINC 595, HRMA 595, MGMT 595, MKTG 595, OPER 595 3

Internship. Mandatory CR/F.

ACCT 596, BETH 596, BLAW 596, ECIS 596, ECON 596, FINC 596, HRMA 596, MGMT 596, MKTG 596, OPER 596 1 to 3

Independent study. Individualized reading and reporting on a specific topic approved by an instructor. The program of study and conference times must total 30 hours of study and contact hours for every one-credit taken. Grading option negotiated with instructor for CR/F or letter grade (student option).

ACCT 599, BETH 599, BLAW 599, ECIS 599, ECON 599, FINC 599, HRMA 599, MGMT 599, MKTG 599, OPER 599 3

Research paper.

Albers Faculty

Al Ansari, PhD, University of Nebraska; Operations.

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

Vidya Awasthi, PhD, University of Washington; Accounting.

Sarah Bee, MBA, Seattle University; Accounting.

Peter Brous, PhD, University of Oregon; Finance.

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

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

David Carrithers, MBA, University of Washington; Finance.

Niranjan Chipalkattie, PhD, University of Massachusetts; Accounting.

John Culbertson, DBA, Harvard University; Management.

Vinay Datar, PhD, University of Florida; Finance.

- C. Frederick DeKay, PhD, Johns Hopkins University; Economics.
- John W. Dienhart, PhD, University of Illinois at Urbana; Ethics.
- C. Patrick Fleenor, PhD, University of Washington; Management.
- Terry Foster, JD, Seattle University School of Law; Business Law; Assistant Dean
- Gareth Green, PhD, University of California, Berkeley; Economics.
- Bridget Hiedemann, PhD, Duke University; Economics.
- Thomas J. Kelley, MBA, University of New Hampshire; Accounting.
- Bonn-Oh Kim, PhD, University of Minnesota; Information and Decision Science.
- Bruce Koch, PhD, Ohio State University; Accounting.
- Gail Lasprogata, JD, Villanova University LL.M., New York University School of Law; Business Law.
- Jay Lambe, PhD, University of Virginia; Marketing.
- Quan Le, PhD, Claremont Graduate School; Economics.
- Teresa Ling, PhD, University of California, Berkeley; Statistics and Quantitative Methods; Assistant Dean
- Sharon Lobel, PhD, Harvard University; Management.
- Diane L. Lockwood, PhD, University of Nebraska; Management.
- Gregory Magnan, PhD, Michigan State University; Operations.
- Jennifer Marrone, PhD, University of Maryland; Organizational Behavior.
- Carlos Mello-e-Souza, PhD, Cornell University; Accounting
- Carl Obermiller, PhD, Ohio State University; Marketing.
- Barbara Parker, PhD, University of Colorado; Management.
- Dean Peterson, PhD, University of Illinois at Urbana-Champaign; Economics.
- Joseph M. Phillips, PhD, University of Notre Dame; Economics, Dean.
- Iviliina Popova, PhD, Case Western Reserve University; Finance.
- Gregory Prussia, PhD, Arizona State University; Management.
- Madhu T. Rao, PhD, Indiana University; Information Systems.
- Peter Raven, PhD, Washington State University; Marketing.
- David Reid, PhD, University of Edinburgh; International Business
- Mary Jean Rivers, PhD, University of Pittsburgh; Economics.
- J. Fiona Robertson, PhD, Queen's University; Finance.
- Ken Shah, PhD, University of Oregon; Finance.
- Timothy Sorenson, PhD, Harvard University; Economics.
- Harriet B. Stephenson, PhD, University of Washington; Management.
- David E. Tinius, PhD, 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 Wehrich, PhD, University of Houston; Accounting.
- William L. Weis, PhD, University of Washington; Management.
- Barbara M. Yates, PhD, University of Michigan; Economics
- Jot Yau, PhD, CFA, University of Massachusetts; Finance.

ALBERS SCHOOL OF BUSINESS AND ECONOMICS AND THE SCHOOL OF LAW

Albers School of Business and Economics:

Joseph M. Phillips, PhD, Dean

Mary Carpenter, MEd, Director, Graduate Programs

School of Law:

Kellye Testy, JD, 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/MPAC (Juris Doctor/Master of Professional Accounting)

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 this *Graduate Bulletin of Information* 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. Work experience requirement will be waived for joint degree students who have completed the first year of law at Seattle University.

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 fundamental business classes 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 MPAC 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 fundamental business classes, 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 coursework in designated areas, including ten required courses and eight elective courses. See specific MBA course requirements in this *Graduate Bulletin of Information*.

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 coursework. In the full-time program, students complete 30 credits of required coursework in their first year. In their second and third years, law students must complete 15 credits of required coursework and 45 elective credits. For specific JD course requirements see the *School of Law Bulletin of Information*.

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 fundamental business classes 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 coursework in designated areas, including nine required courses and six electives. Students with an MBA from an AACSB-accredited program may waive two of the free electives. See specific MFA course requirements in this *Graduate Bulletin of Information*.

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 coursework. In the full-time program, students complete 30 credits of required coursework in their first year. In their second and third years, law students must complete 15 credits of required coursework and 45 elective credits. For specific JD course requirements see the *School of Law Bulletin of Information*.

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 seven fundamental business classes, or they may seek to have some or all of those courses waived. In addition to the prerequisite courses, students in the master of international business program must complete 46 credits of coursework in designated areas, including eleven required courses and four specified electives. In addition, students must be proficient in a foreign language and complete an international experience requirement. See specific MIB course requirements in this *Graduate Bulletin of Information*.

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 coursework. In the full-time program, students complete 30 credits of required coursework in their first year. In their second and third years, law students must complete 15 credits of required coursework and 45 elective credits. For specific JD course requirements see the *School of Law Bulletin of Information*.

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 46 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 46 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 Professional Accounting Joint Degree Program (JD/MPAC)

The Seattle University juris doctor/master of professional accounting 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 MPAC 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.

MPAC degree: Full-time students ordinarily complete the master of professional accounting degree in a minimum of two years. MPAC students must demonstrate computer and math proficiency and complete nine business and six accounting fundamental business classes, or they may seek to have some or all of those courses waived. In addition to the prerequisites, students in the master of professional accounting program must complete 46 credits of coursework in designated areas, including eleven required courses and four electives. See specific MPAC course requirements in this *Graduate Bulletin of Information*.

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 coursework. In the full-time program, students complete 30 credits of required coursework in their first year. In their second and third years, law students must complete 15 credits of required coursework and 45 elective credits. For specific JD course requirements see the *School of Law Bulletin of Information*.

JD/MPAC Joint Degree Program: Full-time students can complete the JD/MPAC 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 MPAC degree. Students in the JD/MPAC program must complete the equivalent of 90 semester credits for the JD degree and the equivalent of 46 quarter credits plus the prerequisites (unless waived) for the MPAC 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 46 quarter credits required for the MPAC 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 MPAC 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
Dispute Resolution
Antitrust
Bankruptcy
Basic Real Estate
Business Entities
Business Planning
Consumer Law
Corporate Acquisitions
Corporate and Partnership Tax
Employment Discrimination
Employment Law
Environmental Law: Fundamentals
Environmental Law-NEPA/SEPA
Hazardous Wastes & Toxic Regulations
Health Law I
Individual Income Tax
Intellectual Property
International Business Transactions
Public International Law (formerly International Law)
International Tax
Labor Law: Private Sector
Labor Law: Public Sector
Land Use Planning
Law and Economics Seminar
Negotiation/Mediation/Collaborative Law
Payment Law
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	Intermediate Financial Accounting I
ACCT 532	Intermediate Financial Accounting II
ACCT 533	Advanced Financial Accounting
ACCT 534	Managerial Cost Accounting
ACCT 535	Auditing I
ACCT 538	Financial Statement Analysis
ACCT 540	Intermediate Financial Accounting III
ACCT 541	Auditing II
ACCT 542	Auditing III
ACCT 568	Management Planning and Control Systems
ACCT 580	General Systems & Process Thinking

Economics

ECON 565	Applied Econometrics
ECON 568	Natural Resources and Environmental Economics
ECON 571	Government Finance and Economics
ECON 573	International Economics
ECON 578	Urban/Regional Economics
ECON 583	Economics of Emerging Nations
ECON 584	Economics of Strategy

Finance

FINC 540	Investments
FINC 543	Advanced Financial Theory
FINC 544	Financial Institutions and Markets
FINC 546	Finance for International Business
FINC 550	Risk Management
FINC 552	Portfolio Management
FINC 553	Advanced Topics in Investments
FINC 580	Cases in Managerial Finance

Management

HRMA 551	Selection and Assessment
HRMA 553	Compensation and Benefits Management
MBA 515	Corporate Financial Management
MBA 516	Management of People
MGMT 573	International Management
MGMT 581	Human Resource Management
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 LAW

Kellye Testy, JD, Dean

Annette Clarke, JD, Associate Dean for Academic Affairs

Eric Chiappinelli, JD, Associate Dean for Alumni and Professional Development

Donna Claxton Deming, JD, Associate Dean for Student Affairs

Phone: (206) 398-4200 or 1-800-471-1767

Internet: www.law.seattleu.edu

E-mail: lawadmis@seattleu.edu

Degrees Offered

Juris Doctor (JD)

Juris Doctor/Master of Business Administration (JD/MBA)

Juris Doctor/Master of International Business (JD/MIB)

Juris Doctor/Master of Science in Finance (JD/MSF)

Juris Doctor/Master of Professional Accounting (JD/MPAC)

Seattle University School of Law boasts the Northwest's *most diverse student body*. Over 1000 students representing more than 250 undergraduate schools and drawn from the top third of the *national law school applicant pool*. The only Washington law school with a thriving evening program geared to meet the needs of working professionals, the school offers more than 100 courses during the fall, spring and summer terms—featuring 4 joint degrees with the Albers School of Business and Economics—and allows students to focus in one of 14 areas of interest, ranging from business law and estate planning to intellectual property and criminal practice.

An especially distinctive feature of our law program is its flexible schedule. Entering students may begin legal studies in the summer or in the fall, take classes in the day or evening, and complete their first year in 9, 12, or 15 months, as described below:

Full-time Summer Entry

All entering students may choose to “start early” by completing a single class in the summer, thereby reducing their fall course loads. Three options are available: two meet in the late afternoon and the other in the evening, Monday through Thursday. Summer term is six weeks.

Full-time Fall Entry

Students that begin studies in the fall take 16 credits in the fall term and 14 credits in the spring term to complete their first-year legal studies over the traditional nine-month period. Classes convene between the hours of 8 a.m. and 6 p.m., Monday through Friday.

Part-time Summer Entry

This program of evening-only classes is designed for students with employment or personal obligations during the day. Law school commences in the summer with a single course, and the course load over the fall and spring terms is four classes each term for a total of 21 credits. The final first-year course is completed the second summer. Classes convene after 6 p.m., Monday through Thursday.

Admission Requirements

In determining those applicants who will be admitted to the School of Law, the Admissions Committee considers three primary factors:

- Performance on the Law School Admission Test (LSAT);
- Undergraduate academic record; and
- Personal accomplishments.

At least two evaluators review each application. In all cases, qualitative factors weigh heavily in the admission decision. These might include exceptional professional achievements, outstanding community service, or evidence of particular talents or backgrounds that will contribute especially and significantly to the law school community.

Seattle University embraces a wholly nondiscriminatory admission policy and philosophy. We welcome applications from all persons without regard to age, gender, race, religion, national origin, marital status, sexual or political orientation or disability.

Candidates for admission must have earned a bachelor's degree from an accredited college or university prior to enrollment. In addition, applicants must have received a competitive score on the LSAT, and have registered with the Law School Data Assembly Service. Applicants should submit required application materials at the earliest possible date after they are available, and complete their applicant file no later than April 1 of the year they wish to attend.

Seattle University law students enjoy a premier learning environment. Sullivan Hall, home of the School of Law, is a five-floor, handsomely appointed structure that features a lengthy list of amenities that, taken together, represent a prototype for law schools of the future: wireless technology; street-front law clinic; state-of-the-art classrooms and study areas; a modern and impressive law library; a cutting-edge courtroom complex; and spacious student lounges and activity centers.

Law School Career Faculty

Bryan Adamson; BS/PhB, Miami University; MA, Purdue University; JD, 1990, Case Western Reserve University Law School; assistant professor of law and director of law practice clinic; 2002.

Janet Ainsworth; BA, Brandeis University; MA, Yale University; JD, 1980, Harvard Law School; professor of law; 1988.

Joaquin Avila; BA, Yale University; JD, 1973, Harvard Law School; assistant professor of law; 2004.

Lorraine Bannai; BA, University of California, Santa Barbara; JD 1979 University of San Francisco; writing professor; 1996.

Marilyn Berger; BS, Cornell University; JD, 1970, University of California, Berkeley School of Law; professor of law; 1978.

David Boerner; BS, University of Illinois; LLB, 1963, University of Illinois School of Law; associate professor of law; 1981.

Mary Nicol Bowman; BA, Seattle University; JD, 1998 Stanford Law School; writing professor; 2001.

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.

Patrick Brown; BA, MA, Boston College; JD, University of Washington School of Law; PhD, 2000, Boston College; writing professor; 2002.

Eric A. Chiappinelli; BA, Claremont McKenna College; JD, 1978, Columbia University School of Law; associate dean and professor of law; 1985.

Mark Chinen; BA, Pomona College; MDiv, Yale Divinity School; JD, 1988, Harvard Law School; associate professor of law; 1996.

Margaret Chon; AB, Cornell University; MHSA, University of Michigan School of Public Health; JD, 1986, University of Michigan School of Law; professor of law; 1996.

Janet Chung; BA, Yale University, JD 1994, Columbia University School of Law, writing professor; 2002.

Annette Clark; BS, Washington State University; MD, University of Washington School of Medicine; JD, 1989, Seattle University School of Law; associate dean and associate professor of law; 1989.

Sidney DeLong; BA, Vanderbilt University; JD, 1974, Yale Law School; associate professor of law; 1985.

Janet Dickson; BA, University of California, Davis; JD, 1988, Seattle University School of Law; writing professor; 2001.

David Engdahl; AB, University of Kansas; LLB, University of Kansas Law School; SJD, 1969, University of Michigan Law School; professor of law; 1981.

Anne Enquist; BA, New Mexico State University; MAT, University of Washington; writing adviser; 1980.

- Sheldon Frankel; BA, University of Connecticut School of Law; JD, LL.M., 1968, Boston University; professor of law, 1974.
- Carmen Gonzalez; BA, Yale University; JD, 1988, Harvard Law School; associate professor of law; 1999.
- Christian Halliburton; BA, University of California, Berkeley; JD, 1998, Columbia University School of Law; assistant professor of law; 2002.
- Thomas Holdych; BA, Rockford College; JD; 1970, University of Illinois School of Law; 1972.
- Paul Holland; BA, Harvard University; JD, 1991, New York University School of Law; clinical professor of law; 2004.
- Betsy Hollingsworth; BA, Occidental College; JD, 1975, University of Washington School of Law; clinical professor of law; 1986.
- Lily Kahng; AB, Princeton University; JD, Columbia University School of Law; LL.M., New York University School of Law; 1991, associate professor of law; 2001.
- John Kirkwood; AB, Yale University; MPP Harvard University John F. Kennedy School of Government; JD, 1974, Harvard Law School; assistant professor of law; 2002.
- Connie Krontz; BS, University of Washington, JD, 1989, Seattle University School of Law, writing professor, 1994.
- 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; associate professor of law and director of academic resource center; 1988.
- Natasha Martin; BS, Xavier University of Louisiana; JD, 1994, University of Notre Dame Law School; assistant professor of law; 2002.
- Susan McClellan; BA, University of Washington; MEd, University of Alaska, Anchorage; JD, 1988, University of Washington School of Law; writing professor; 1992.
- Henry W. McGee, Jr; BS, Northwestern University; JD, 1957, DePaul University College of Law; LL.M. Columbia University, 1970, professor of law; 1994.
- John Mitchell; BA, University of Wisconsin; JD, 1970, Stanford Law School; associate professor of law; 1982.
- Laurel Currie Oates; BA, Western Washington University; JD; 1978, Seattle University School of Law; associate professor of law and director of legal writing program; 1980.
- William Oltman; BA, University of Wisconsin; JD, 1969, University of Michigan School of Law; professor of law; 1974.
- Catherine O'Neill; BA, University of Notre Dame; JD, 1990, University of Chicago School of Law; associate professor of law; 2001.
- Russell Powell; BA, Harvard College; JD, University of Virginia School of Law; MA, Loyola University Chicago, 2003, assistant professor of law; 2005.
- J. Christopher Rideout; BA, University of Puget Sound; MA, PhD, 1982, University of Washington; associate director of legal writing program; 1981.

Mimi Samuel; AB, Georgetown University; JD, 1990, Georgetown University Law Center; writing professor; 1999.

Julie Shapiro; BA, Wesleyan University; JD, 1982, University of Pennsylvania Law School; associate professor of law; 1991.

Gregory Silverman; AB Vassar College; MA, M.Phil, JD, Columbia University School of Law; associate professor of law; 1999.

David Skover; AB, Princeton University; JD, 1978, Yale Law School; professor of law; 1982.

Ronald Slye; BA Columbia University; MPhil, University of Cambridge; JD, 1989, Yale Law School; associate professor of law, 1999.

John Strait; BA, University of California, Davis; JD, 1969, Yale Law School; associate professor of law; 1974.

Kellye Y. Testy; BA, JD, 1991, Indiana University School of Law; dean and professor of law; 1992.

John Weaver; AB, Dartmouth College; JD, 1969, University of Michigan School of Law; professor of law; 1972.

Kenneth Wing; BA, University of California, Santa Cruz; JD, Harvard Law School; MPH, 1972, Harvard School of Public Health; professor of law; 1990.

Law School Faculty Emeritus

James E. Bond; AB, Wabash College; JD, Harvard University; LL.M., 1971; SJD, 1972, University of Virginia (1986).

Mark Reutlinger; AB, JD, 1968, University of California, Berkeley (1978).

Richard Settle; BA, JD, 1967, University of Washington (1972)

Executive Leadership Program

Phone: (206) 296-5374

E-mail: execleader@seattleu.edu

Objectives and Program Description

The Executive Leadership Program was founded in 1998 in response to the request of senior executives at several large and successful companies headquartered in the Pacific Northwest. It provides an academically rigorous, values-based program of study. Its aim is to accelerate the development of proven managers into values-based leaders capable of handling the complexities and conflicts inherent in increasingly responsible company roles.

Admissions and Program Requirements

Because of the collaborative nature and academic rigor of this program, it is important that each participant possess the following set of minimum qualifications:

- Endorsement from the company's senior management agreeing to release candidates on class days and cover program fees.
- A baccalaureate degree from an accredited college or university (under special circumstances, non-degreed applicants with outstanding work experience may be admitted).
- Ten or more years of business/professional experience, including mid- or senior-level management experience.
- Ability to complete graduate-level coursework
- Willingness and ability to commit required time and energy
- Demonstrated leadership ability

Application Procedure

To apply to the program, submit an Executive Leadership Application form and one letter of recommendation from your endorsing official. Early application is encouraged due to limited space. Mail, fax or email the application, letter of recommendation and personal essay to:

Executive Leadership Program
Seattle University
901 12th Avenue, PO Box 222000
Seattle, WA 98122-1090
Fax: (206) 296-5374
Email: execleader@seattleu.edu

An admission interview with the program director is required. Please call (206) 296-5374 to schedule an interview. Admission to each fall cohort is limited to 21 participants. Qualified applicants who are not admitted will be placed on a waiting list or offered early admission for the following year.

The director is available for advising and consultation with interested officials at corporations or organizations and may be contacted at (206) 296-5374 or via e-mail at: execleader@seattleu.edu

Program Fee: \$21,500

Covers complete program experience: tuition, books, materials, technology fees, parking, library privileges, food, beverages, hosted social events, access to campus athletic facilities, invitation to special university events and the certificate.

Certificate

Graduates of the Executive Leadership Program receive a certificate from Seattle University upon successfully completing the program. The program awards 17 credits, equivalent to master-level coursework. Credits are recognized by an official transcript and certificate issued by Seattle University.

Course Descriptions**EXLR 509 Leadership: Vision and Practice 4**

Consider the changing cultural context of managerial practice and its implications for the formation and practice of the art of leadership by addressing the issues of "vision" in unprecedented conditions and the critical dimensions of purpose and motivation. Participants explore the functions of authority, distinctions between authority and leadership and their necessary relationship; trust in the face of complexity, the development of power and efficacy, and the significance of listening and reflection.

EXLR 510 Team Building and Leadership 3

Build the individual and group capacity for learning and critically examine the role of teams and leadership in the effective organization. Participants engage in self-assessment and learn a variety of team-building skills. In an outdoor experiential laboratory, participants face personal and team challenges during a three-day off-site retreat. Activities include small group discussion, short case analyses and a service project.

EXLR 511 Effective Enterprise 3

Building on earlier modules, participants collectively forge links among the team building, ethical decision-making, leadership and general management issue that firms will encounter in the 21st century. Guest executive speakers and active discussions of recent cases and articles will provide opportunities for participants to teach and learn from each other.

EXLR 512 Ethical Leadership 3

Participants gain skills and information needed to develop ethical goals, resolve ethical problems in a global marketplace, address ethical responsibilities as leaders and maintain ethical standards with pluralistic organizations. Participants examine leadership, decision-making and personal fulfillment models and study their use in real-life settings.

EXLR 513 Leadership Practice and Synthesis 4

Integrates and applies leadership theory to the realities of the workplace. Participants review their leadership history, assess personal strengths, create a leadership development plan and implement their learning in concert with an executive coach. This course begins in the fall and continues as an integrated process throughout the program. Participants articulate and implement their vision of effective leadership, team building, future goals, ethics and values and mission. Intercultural communication skills are inter-woven.

COLLEGE OF EDUCATION

Sue A. Schmitt, EdD, Dean

Ivan L. Hutton, PhD, Associate Dean

Beth Jackson, EdD, Assistant Dean, Professional Development/
Continuing Education Programs

(206) 296-5760

Web site: www.seattleu.edu/coe

Degrees Offered

Doctor of Education/Educational Leadership (EdD)

Specializations are available in the following areas:

Adult Learning and Development

Higher Education Administration

P-12 Educational Administration for principals, Program Administrators, or
Superintendents

School Psychology

Student Development Administration

Teacher Leadership

Educational Specialist (EdS)

School Psychology Specialization

Educational Administration Specialization

Special Education Specialization

Master of Arts in Education/Adult Education and Training (MAEd)

Master of Arts in Education/Counseling (MAEd)

Mental Health Counseling Specialization

Post-Secondary Counseling Specialization

School Counseling Specialization

Master of Arts in Education/Curriculum and Instruction (MAEd)

General Curriculum and Instruction

Individually Designed Program

Master of Arts in Education/Educational Administration (MAEd)

General Administration Specialization

Principal Specialization

Program Administration Specialization

School Business Administration Specialization

Master of Arts/Student Development Administration (MA)

Master of Arts in Education/Teaching English to Speakers of Other Languages (MAEd)

Master of Education/Adult Education and Training (MEd)

Master of Education/Curriculum and Instruction (MEd)

General Curriculum and Instruction

Reading (see Literacy for Special Needs)

Individually Designed Program

- Master of Education/Educational Administration (MEd)
 - General Administration Specialization
 - Principal Specialization
 - Program Administration Specialization
 - School Business Administration Specialization
- Master of Education/Literacy for Special Needs (MEd)
- Master of Education/Special Education (MEd)
- Master of Education/Student Development Administration (MEd)
- Master in Teaching (MIT)
- Master of Education in Teaching English to Speakers of Other Languages (MEd)

Programs Leading to Certificates

Seattle University Certificates:

- Community College Teaching
- Department Head/Team Leader
- Literacy Specialist
- School Counseling
- School Psychology
- Staff Development
- Teaching English to Speakers of Other Languages

Washington State Certificates:

- Principal – Residency
- Program Administrator – Residency
- School Counseling – Residency
- School Psychologist – Residency
- Superintendent
- Teacher – Residency
- Teacher – Professional (second-level)

Courses:

- Adult Education and Training
- Counseling
- Curriculum and Instruction
- Education
- Educational Administration
- Educational Leadership
- Literacy
- Professional Certificate (second-level teacher certificate)
- Post-Baccalaureate
- School Psychology
- Special Education
- Student Development Administration
- Teacher Education
- Teaching English to Speakers of Other Languages

Mission

Guided by Seattle University's Jesuit tradition, the mission of the College 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 principles, integral to the Mission Statement, guide decision-making:

- 1) The College of Education strives to be a scholarly learning community of students, staff and faculty characterized by collegiality and collaboration.
- 2) The College of Education strives to lead by collaboratively serving others from a grounding in the ethics and values of the Jesuit tradition.
- 3) The College 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 College of Education strives to welcome and represent the diversity of our society through its teaching, programs, students, and personnel.
- 5) The College 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 found in their program descriptions that follow this section.

College of Education general requirements include:

- Four-year equivalent 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 as determined by their program.
- Relevant work experience, usually at least one year beyond the bachelor's degree.
- For school administration, curriculum and instruction, special education or literacy 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 coursework: 15 credits of coursework to include EDUC 500 Introduction to Educational Research, plus the designated first course in the major field and other courses designated at admission or by the program adviser.

- **Candidacy:** Entrance into candidacy status provides students and program faculty with an audit of student progress. Candidacy does not ensure successful program completion. 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 majors only: successful completion of COUN 510, Fundamental Counseling Skills; and COUN 511, Counseling Theories.
School psychology majors only: successful completion of EDUC 500, Introduction to Educational Research; and COUN 510, Fundamental Counseling Skills.
 - Educational leadership: successful completion of EDLR 621, 622, and 623; approval of a program of studies; and formal acceptance of a dissertation proposal.
- **Advanced coursework:**
 - Completion of major field coursework. 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 coursework 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. In addition, individual programs may have minimum grade requirements for specific courses. Please check individual program student handbooks for details.

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.

Certification Program Records and Information Release Form

All applicants to College of Education programs preparing for Washington state certification in the P-12 schools (program administrator, principal, school counselor, school psychologist, superintendent, teacher) are required to sign a Records and Information Release form. This release form allows Seattle University to share records and information with the Office of the Superintendent of Public Instruction for the purpose of OSPI's investigating a candidate's character and fitness for the role for which the candidate is preparing. Applicants are required to sign this release form prior to enrolling and attending their first class in their certification program.

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, counselor's or school psychologist'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.)

Non-matriculation Limits

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

Commencement Participation Requirements

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. All students enrolled in the master in teaching program scheduled to complete degree requirements in the summer quarter are eligible to participate in commencement the preceding spring.

Doctoral (EDLR) candidates must have completed the doctoral project/dissertation, have secured the signatures of their committee and the chair and have turned the project/dissertation in to the program director by April 10th of the year in which they wish to participate in the commencement ceremony. Doctoral students who participate in the commencement ceremony will not have their degree posted to the transcript in June unless the dissertation is signed off by the EDLR program director and the dissertation and all other grades (including removal of all I and N grades) are received by the registrar on the date final grades for the spring term are due as published in the University Academic Calendar.

Adult Education and Training

Program Director: Carol L. Weaver, PhD

Phone: (206) 296-5696

E-mail: cweaver@seattleu.edu

Program Office Phone: (206) 296-5908

Department Chairperson: TBD

Degrees Offered

Master of Arts in Education (MAEd)

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, and 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.

Admission Requirements for Adult Education

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

- Four-year equivalent bachelor's degree from a regionally accredited college or university
- Cumulative GPA of 3.00 from a regionally accredited institution or a 3.00 GPA in the last 90 quarter credits (60 semester credits) contributing to the baccalaureate degree and any post-baccalaureate coursework. Applicants with less than a 3.00 GPA may apply but are required to submit by the application deadline official GRE or MAT scores
- Two recommendations from recent supervisors using the College of Education forms provided

- Résumé indicating a minimum of one year's work experience
- Completed College of Education Self-Assessment form.

Degree Requirements for Adult Education

- 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 College of Education Requirements

Nine credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 521	Adult Psychology/Learning	3
EDUC 530	Philosophy of Education	3

II. Adult Education and Training Requirements

Twenty-one credits, including:

AEDT 510	Course Design for 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
EDUC 515	Multicultural Perspectives	3

III. Adult Education and Training Electives

Choose a total of 12 credits 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	Introduction to Administration in Adult Education
AEDT 569	Teaching Methods in Basic Skills for Adults
AEDT 573	Human Resources: Training, Education and Development
AEDT 574	Continuing Education for the Professional
AEDT 576	Building a Consulting Practice
EPDES 930-944	Teaching English as a Second Language
SDAD 559	The American Community College

IV. Elective Courses

Choose two of the following nine courses: 6

- COUN 510 Fundamental Counseling Skills
- COUN 511 Counseling Theories
- COUN 512 Lifespan Career Development
- EDAD 570 Leadership in Education I
- EDAD 571 Leadership in Education II
- LITC 526 Literacy in the Content Fields
- TSOL 531 Second Language Acquisition: Theories and Issues
- TSOL 534 Linguistics for Language Teachers I
- TSOL 535 Linguistics for Language Teachers II

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

MINIMUM CREDITS REQUIRED FOR DEGREE 48

Master of Education/Adult Education

Degree Requirements –

Master of Education/Adult Education

I. Basic College of Education Requirement

Nine credits, including:

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

II. Adult Education and Training Requirements

Eighteen credits, including:

- AEDT 510 Course Design for 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
- EDUC 515 Multicultural Perspectives 3

III. Adult Education and Training Electives

Choose a total of 12 credits 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 to 3)
- AEDT 568 Introduction to Administration in Adult Education
- AEDT 569 Teaching Methods in Basic Skills for Adults
- AEDT 573 Human Resources: Training, Education and Development
- AEDT 574 Continuing Education for the Professional
- AEDT 576 Building a Consulting Practice
- EPDES 930-944 Teaching English as a Second Language (3 to 12)
- SDAD 559 The American Community College

IV. Elective Courses

Choose three of the following nine courses: 9

COUN 510	Fundamental Counseling Skills
COUN 511	Counseling Theories
COUN 512	Lifespan Career Development
EDAD 570	Leadership in Education I
EDAD 571	Leadership in Education II
LITC 526	Literacy in the Content Fields
TSOL 531	Second Language Acquisition: Theories and Issues
TSOL 534	Linguistics for Language Teachers I
TSOL 535	Linguistics for Language Teachers II

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
EDUC 521	Adult Psychology and Learning	3
SDAD 559	The American Community College.....	3
MINIMUM CREDITS REQUIRED.....		15

Issuance of Certificate

- The certificate 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.

Counseling

Program Director: Hutch Haney, MS

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Program Office Phone: (206) 296-5750

Department Chairperson: Hutch Haney, MS

Phone: (206) 296-5751

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Degree Offered

Master of Arts in Education (MAEd)

Mental Health Counseling specialization

Post-Secondary Counseling specialization

School Counseling specialization

Certificate Offered

Post-Master's Certificate in School Counseling

Overview

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 these programs.

Electives and Related Programs

Electives for all of the program options are available from other programs. Students should work closely with advisers to ensure selection of approved electives.

Admission Criteria

- Four-year equivalent bachelor's degree from an accredited institution in the area of psychology, sociology, social work, education, nursing, women's studies, cultural studies or a related academic area

Applicants with a bachelor's degree in a non-human services discipline may apply if they have 45 quarter hour credits (or 30 semester credits) in courses related to human services or 500 supervised work/volunteer hours in human services. These applicants must submit the Counseling Programs Supplemental Application form Part 1 listing the 45 quarter credits (or 30 semester credits) in a human services discipline; or Part 2 listing the work/volunteer experience. The degree and hours must be completed at the time of application.

- Minimum GPA of 3.00 as calculated with coursework from all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree and any post-baccalaureate coursework. Applicants with less than a 3.00 GPA may apply but are required to submit recent (within the past five years) official Graduate Record Examination (GRE) scores by the application deadline. GRE information is available by calling the Graduate Admissions Office at 206-296-2000. Applicants from non-letter graded bachelor's degree programs must also submit GRE scores.
- Two recommendations from employers, administrators or supervisors who are familiar with your work and your interpersonal skills. Do not choose peers, friends, professors or therapists. College of Education – counseling specific recommendation forms are required.
- A two-page (maximum) letter of intent (including goals for the program and professional goals) and a two-page (maximum) résumé documenting education, volunteer and professional experience.

Application Procedures

- Request an application packet from Graduate Admissions or download the packet on-line at www.seattleu.edu. Applications for upcoming quarters are reviewed twice a year and decisions are made on a space available basis. The deadlines to submit all application materials for each review period are October 20 for winter and spring quarters and March 20 for summer and fall quarters.
- Complete the Application for Graduate Admission, the College of Education Self-Assessment form, the Counseling Programs Supplemental Application form, if necessary, (see Admission Criteria, above) and attach the application fee.

- Request official transcripts be sent either to the student or directly to Seattle University from every college or university attended in the last 90 credits (60 semester) of your bachelor's degree and any post-baccalaureate coursework. Confirm with each institution their policy for issuing official transcripts. If mailed to the student directly, the documents must remain in their sealed envelopes.
- Distribute the College of Education – counseling specific recommendation forms and designated envelopes. Recommenders must seal and sign the envelopes before returning them to the applicant. Return the recommendations in the sealed envelopes to Graduate Admissions by the deadline.
- Enclose the application, recommendations, letter of intent, résumé, supplemental application (if appropriate) and transcripts and submit them in one envelope to Graduate Admissions by the deadline. GRE test scores, if required, must be sent directly from Educational Testing Services to Graduate Admissions.
- Applicants will be notified of their invitation to a group interview with faculty members and other candidates. Admission decisions are sent by letter within 30 days after the group interview.

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

Psychopathology or Abnormal Psychology
Addiction Studies course

II. Basic College of Education Requirements

EDUC 500 Introduction to Educational Research 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

Thirty-eight credits, including:

COUN 510 Fundamental Counseling Skills 3
COUN 511 Counseling Theories 3
COUN 512 Lifespan Career Development 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

Fifteen credits, including:

COUN 513	Counseling Diverse Populations	3
COUN 536	Law and Ethics for Mental Health Counselors	3
COUN 540	Diagnosis and Assessment for Mental Health	3
COUN 558	Community Mental Health Practice	3
COUN 560	Family and Couples Counseling	3

IV. Other Requirements

Electives	9
MINIMUM CREDITS REQUIRED FOR DEGREE	68

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

Addiction Studies course

II. Basic College of Education Requirements

EDUC 500	Introduction to Educational Research	3
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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

Thirty-eight credits, including:

COUN 510	Fundamental Counseling Skills.....	3
COUN 511	Counseling Theories.....	3
COUN 512	Lifespan Career Development	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

*Dual certification candidates in school counseling/school psychology take SPSY 554 in lieu of COUN 527

III. School Counseling Requirements

Twenty-four credits, including:

COUN 508	Law and Ethics for School Counselors and School Psychologists.....	3
COUN 509	Comprehensive School Counseling.....	3
COUN 561	Child and Adolescent Counseling.....	3
EDUC 515	Multicultural Perspectives	3
EDUC 530	Philosophy of Education.....	3
SPED 540	Introduction to Special Education and Learning Disorders	3
SPED 543	Introduction to Behavior Disorders and Intervention.....	3
SPSY 562	Family/School Collaboration.....	3

MINIMUM CREDITS REQUIRED FOR DEGREE 68

Master of Arts in Education/Post-Secondary Counseling

This program prepares students for work in two- and four-year college counseling centers.

Degree Requirements –

Master of Arts in Education/Post-Secondary Counseling

I. Prerequisites

- Psychopathology or Abnormal Psychology
- Addiction Studies course

II. Basic College of Education Requirements

EDUC 500	Introduction to Educational Research	3
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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:

COUN 510	Fundamental Counseling Skills.....	3
COUN 511	Counseling Theories.....	3
COUN 512	Lifespan Career Development.....	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 560	Family and Couples Counseling.....	3
COUN 564	Counseling Internship/Graduate Project I.....	4
COUN 565	Counseling Internship/Graduate Project II.....	4
COUN 566	Counseling Internship/Graduate Project III.....	4

IV. Post-Secondary Counseling Requirements

Eighteen credits, including:

COUN 513	Counseling Diverse Populations.....	3
COUN 536	Law and Ethics for Mental Health Counselors.....	3
COUN 540	Diagnosis and Assessment for Mental Health.....	3
SDAD 559	American Community College*.....	3
EDUC 530	Philosophy of Education.....	3
SDAD 576	Leadership and Governance of Post-Secondary 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 3

MINIMUM CREDITS REQUIRED FOR DEGREE 68

Post-Master's Certificate Program in School Counseling/ Post-Master's ESA Certification in School Counseling

This program is designed for individuals who already have a graduate degree in counseling or a related field, and wish to obtain the courses necessary to be recommended by the Department of Counseling and School Psychology for Washington State ESA certification as a school counselor.

Individual Programs of Study

Individual programs of study are designed by the student and an adviser and must include: 1) a minimum of 15 credits; 2) all courses necessary for ESA certification that the student has not previously completed or documentation of life experience; and 3) an internship. COUN 551, Counseling Lab, is required as part of the 15 credit minimum. This course can be waived: the applicant must submit, for faculty review, an audio or video tape (30 minutes minimum) of a counseling session. Individual programs of study are completed on an advising form and signed by the student and the adviser.

Pre-application Advising

Applicants may request an advising session prior to applying to determine what courses are necessary for ESA certification. Applicants may reserve, on a probationary basis, a place in an internship course at the time of the pre-application advising. After formal admission takes place, the internship reservation is guaranteed. Only formally admitted students may take an internship. Applicants must meet the criteria and follow the procedure for admission to the counseling programs.

Current Students

Students who have received candidacy in a non-school counseling program in the Department of Counseling and School Psychology and who want certification in school counseling must submit a letter of intent to their adviser. Applicants will be notified of their admissions status by the program.

Seattle University Certificate

Students may also apply for a certificate issued by the registrar at Seattle University indicating the completion of the student's individualized course of study.

Admission Requirements

In addition to the admission requirements outlined for the master of arts in education (MAEd) with a specified counseling specialization, the individual must hold a graduate degree (MA, MAEd, MS, MSW, MEd, EdS, EdD and/or PhD) from a regionally accredited university.

School Psychology and School Counseling Dual Certification and Two Degrees

Students may pursue two degrees and/or dual certification in *both* school counseling and school psychology. Students must meet all the requirements of both programs. To meet the school counseling degree and certification requirements, school psychology students must complete 18 additional credits in school counseling (COUN 512, Lifespan Career Development; and three quarters of Counseling Internship and Graduate Project). To meet the school psychology degree and certification requirements, school counseling students must complete an additional 48 credits of coursework in the school psychology program, including a full time, year-long internship which may be taken concurrently with the school counseling internship. Total credit hours for both degrees and dual certification: 113. Students with dual degree/dual certification status will have an adviser in each respective program. The application options are:

1. Initial Seattle University application: Individuals intending to pursue the dual degree/certification option may apply for both programs when they initially apply to Seattle University. If done at this point, applicants must complete the admissions packets and meet admission requirements for both programs. Applicants will be notified of their admission status separately by the Office of Admissions. This option assures the *maximum scheduling flexibility*.
- 2) Students seeking certification in only one program must apply as a regular student in that program prior to candidacy (completion of 20 credits). Applicants will be notified of their admission status separately by the Office of Admissions. At the completion of 20 credits, students are reviewed for candidacy in their respective programs. Students in either program may apply for admission to the other program at this time by 1) completing the *Declaration of a Second Degree* form, and 2) returning this form to the program coordinator of the new program during the first week of the quarter following the completion of 20 credits. Forms are available in the program office or from advisers. Students will be notified of their admission status by the Office of the Registrar. This change will be effective the quarter following the application.
- 3) After Candidacy: Students may apply to the other program after receiving candidacy in one program by submitting a letter of intent to their adviser in lieu of the *Declaration of Second Degree* form. Applicants will be notified of their admissions status by the respective program.

Curriculum and Instruction

Program Director: TBD

Program Office Phone: (206) 296-5908

Department Chairperson: Katherine L. Schlick Noe, PhD

Phone: (206) 296-5768

E-mail: kschnoe@seattleu.edu

Degrees Offered

Master of Arts in Education (MAEd) with specialization in:

General Curriculum and Instruction

Individually Designed Program

Master of Education (MEd) with specialization in:

General Curriculum and Instruction

Individually Designed Program

Post-Master's Certificates Offered

Department Head/Team Leader

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.

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 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 typically requires a minimum of two years for completion. Students may begin the program during any quarter, but because all classes are not offered every quarter, students who desire full-time status should plan to begin fall 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 nonschool settings who are interested in educational settings and issues, especially in the business and nonprofit sectors.

Admission Requirements

- Four-year equivalent bachelor's degree from a regionally accredited college or university
- Minimum GPA of 3.00 in the last 90 quarter credits (60 semester credits) contributing to the baccalaureate degree and any post-baccalaureate courses. 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.
- Résumé reflecting relevant work experience, usually at least one year beyond the bachelor's degree
- Two recommendations from supervisors, professors, or professionals who are knowledgeable about the applicant's competencies
- College of Education Self-Assessment form

Master of Arts in Education/ General Curriculum and Instruction

The generalist option allows students, in consultation with their advisers, to design a degree program tailored to their own professional development. Students may, with the approval of an adviser, combine a variety of courses from other graduate programs and academic areas to meet their specific professional needs.

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

I. Basic College of Education Requirements

Nine credits, including:

EDUC 500	Introduction to Educational Research	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-four credits, including:

CUIN 510	Foundations of Curriculum and Instruction	3
CUIN 511	Assessing Student Learning	3
CUIN 512	Models of Effective Instruction	3
CUIN 513	Supervision and Leadership in Schools	3
CUIN 519	Curriculum Design: Theory and Practice	3
CUIN 520	Contemporary Issues in Curriculum and Instruction	3
EDUC 515	Multicultural Perspectives	3
SPED 540	Introduction to Special Education and Learning Disorders	3

III. Field Experience

Three credits:

CUIN 595	Curriculum Field Project: MAEd	3
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IV. Electives

Choose from additional work in curriculum and instruction, other graduate education majors, other graduate programs, and academic areas..... 12

MINIMUM CREDITS REQUIRED FOR DEGREE 48

Master of Education/General Curriculum and Instruction

Degree Requirements –

Master of Education/General Curriculum and Instruction

I. Basic College of Education Requirements

Nine credits, including:

EDUC 500	Introduction to Educational Research	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-four credits, including:

CUIN 510	Foundations of Curriculum and Instruction	3
CUIN 511	Assessing Student Learning	3
CUIN 512	Models of Effective Instruction	3
CUIN 513	Supervision and Leadership in Schools	3
CUIN 519	Curriculum Design: Theory and Practice	3
CUIN 520	Contemporary Issues in Curriculum and Instruction	3
EDUC 515	Multicultural Perspectives	3
SPED 540	Introduction to Special Education and Learning Disorders	3

III. Field Experience

Three credits:

CUIN 595 Curriculum Field Project: MED 3

IV. Electives

Choose from additional work in curriculum and instruction, other graduate education majors, other graduate programs, and academic areas..... 12

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 Requirements for Certificates

- Graduate degree in Education (MA, MAEd, MEd, or MIT), from regionally accredited university
- Current résumé
- Résumé reflecting 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
- Completed College of Education Self-Assessment form

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

- 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 Educational Research (or equivalent)	3
EDUC 515	Multicultural Perspectives or equivalent	3

Choose one of the following three courses:..... 3

EDUC 521	Adult Psychology/Learning
EDUC 522	Child Psychology/Learning
EDUC 523	Adolescent Psychology/Learning or equivalent

II. Required Certificate Courses

Seventeen credits, including:

CUIN 510	Foundations of Curriculum & Instruction.....	3
CUIN 513	Supervision and Leadership in Schools	3
CUIN 520	Contemporary Issues in Curriculum and Instruction.....	3
CUIN 596	Curriculum and Instruction Independent Study.....	2
EDAD 570	Leadership in Education I.....	3
EDAD 571	Leadership in Education II.....	3

III. Elective Courses

Choose two of the following courses:..... 6

AEDT 577	Evaluation in Programs for Adult Learners
CUIN 512	Models of Effective Instruction
Or other adviser approved graduate level courses	

MINIMUM CREDITS REQUIRED..... 23

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 Educational Research (or equivalent)	3
EDUC 515	Multicultural Perspectives or equivalent	3

Choose one of the following three courses:..... 3

- EDUC 521 : Adult Psychology/Learning
- EDUC 522 Child Psychology/Learning
- EDUC 523 Adolescent Psychology/Learning or equivalent

II. Required Certificate Courses

Twenty-one credits, including:

- CUIN 510 Foundations of Curriculum and Instruction 3
- CUIN 512 Models of Effective Instruction 3
- CUIN 513 Supervision and Leadership in Schools 3
- CUIN 520 Contemporary Issues in Curriculum and Instruction..... 3
- CUIN 596 Curriculum and Instruction/Independent Study 3
- AEDT 574 Continuing Education for the Professional 3
- AEDT 577 Evaluation in Programs for Adult Learners 3

III. Other Requirements

Electives with adviser's prior approval 6

MINIMUM CREDITS REQUIRED..... 27

Educational Administration

Program Director: Michael Silver, PhD
 E-mail: silverm@seattleu.edu
 Program Office Phone: (206) 296-6170
 Department Chairperson: TBD

Degrees Offered

Master of Arts in Education (MAEd)with specialization in:

- Principal
- School Business Administration
- Program Administration
- General Administration

Master of Education (MEd) with specialization in:

- Principal
- School Business Administration
- Program Administration
- General Administration

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 as a post-master's option or as part of an educational specialist degree or a doctoral degree.

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 three one-credit practica and one two-credit internship.

Admission Requirements for Master's Programs

- Four-year equivalent bachelor's degree from a regionally accredited college or university
- Résumé reflecting at least one year's successful relevant work experience
- Minimum 3.00 GPA in the last 90 quarter/60 semester credits contributing to the baccalaureate degree and any post-baccalaureate coursework. 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.
- Two recommendations from supervisors within past five years
- Interview with the program director
- College of Education Self-Assessment form

Admission Requirements for Principal and Program Administrator Credentials

- Master's degree from a regionally accredited university. Equivalent coursework from that degree can apply to the certification requirements. Interested applicants should contact the Educational Administration Program Director for specific requirements.
- For candidate's with a master's degree, Seattle University requires content knowledge equivalent to the master's program leading to certification. The program coordinator evaluates the applicant's transcripts and plans a program of no fewer than 15 credits (the university minimum requirement) in a range that extends to as many as 42 credits for the principal certificate and 41 credits for the program administrator certificate.

Certification

Persons serving as principals and program administrators 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 for certification a student who has successfully completed an approved program to the Office of the Superintendent of Public Instruction, which issues the appropriate certificate.

- **Residency Certificate**

State requirements for the administrative credentials include possession of a valid teacher's certificate (principal only) or valid educational staff associate certificate and documented successful school-based experience in an instructional role with students; completion of a master's degree; and completion of an approved preparation program. The residency certificate is valid for five years.

- **Professional Certificate**

State requirements for the Professional Certificate include completion of an approved professional certificate program; satisfactory evaluations while serving in an administrative role and, for principals only, three years of employment as a principal or assistant principal. The Seattle University professional certificate program for administrators is in the design process and will be submitted to the State Board of Education for approval.

Master of Arts in Education/Principal

Degree Requirements –

Master of Arts in Education/Principal

I. Prerequisites

Exceptionality course..... 3

II. Basic College of Education Requirements

Twelve credits, including:

EDUC 500	Introduction to Educational Research	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	Models of Effective Instruction	3
CUIN 513	Supervision and Leadership in Schools	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 College of Education Requirement

Twelve credits, including:

EDUC 500	Introduction to Educational Research	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. Principal Requirements

Thirty-nine credits, including:

CUIN 510	Foundations of Curriculum & Instruction	3
CUIN 512	Models of Effective Instruction	3
CUIN 513	Supervision and Leadership in Schools	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

+ 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 College Of Education Requirements

Nine credits, including:

EDUC 500	Introduction to Educational Research	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 to 3
EDAD 558	Educational Law II	2 to 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, the Center for Nonprofit and Social Enterprise Management, or the Institute for Public Service 6 to 8

MINIMUM CREDITS REQUIRED FOR DEGREE 45

Master of Education/School Business Administration

Degree Requirements –

Master of Education/School Business Administration

I. Basic College of Education Requirements

Nine credits, including:

EDUC 500	Introduction to Educational Research	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 to 3
EDAD 558	Educational Law II	2 to 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, the Center for Nonprofit and Social Enterprise Management, or the Institute for Public Service

12 to 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 College of Education Requirements

Twelve credits, including:

EDUC 500	Introduction to Educational Research	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. Program Administration Requirements

Forty-one credits, including:

CUIN 510	Foundations of Curriculum & Instruction.....	3
CUIN 512	Models of Effective Instruction	3
CUIN 513	Supervision and Leadership in Schools	3
CUIN 519	Practicum: Curriculum Design.....	3
CUIN 520	Contemporary Issues in Curriculum and 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 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 College of Education Requirements

Twelve credits, including:

EDUC 500	Introduction to Educational Research	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. Program Administration Requirements

Thirty-eight credits, including:

CUIN 510	Foundations of Curriculum & Instruction.....	3
CUIN 512	Models of Effective Instruction.....	3
CUIN 513	Supervision and Leadership in Schools.....	3
CUIN 519	Practicum: Curriculum Design.....	3
CUIN 520	Contemporary Issues in Curriculum and 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 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 College of Education Requirements**

Nine credits, including:

EDUC 500	Introduction to Educational Research.....	3
EDUC 521	Adult Psychology/Learning.....	3
EDUC 530	Philosophy of Education.....	3

II. General Administration Requirements

Twenty-four credits, including:

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 595	Administrative Graduate Project.....	3
EDUC 515	Multicultural Perspectives.....	3

+Courses taken concurrently with Administrative Internships.

++Taken in sequence in the first 15 credits.

III. Other Requirements

Electives in evaluation, personnel, law, and finance from the College of Education, the Albers School of Business and Economics or the Institute for Public Service.....	15
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MINIMUM CREDITS REQUIRED FOR DEGREE..... 48

Master of Education/General Administration

Degree Requirements –

Master of Education/General Administration

I. Basic College of Education Requirements

Nine credits, including:

EDUC 500	Introduction to Educational Research.....	3
EDUC 521	Adult Psychology/Learning.....	3
EDUC 530	Philosophy of Education.....	3

II. General Administration Requirements

Twenty-one credits, including:

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
EDUC 515	Multicultural Perspectives.....	3

+Courses taken concurrently with Administrative Internships.

++Taken in sequence in the first 15 credits.

III. Other Requirements

Electives in evaluation, personnel, law, and finance from the College of Education, the Albers School of Business and Economics or the Institute for Public Service.....	18
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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 or organizational leaders and managers. Principal and program administrator certification can be earned as part of this degree program.

Coursework 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.
- Minimum GPA of 3.25 in all graduate-level coursework from any 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.
- Completed College of Education Self-Assessment form

Contact the program director for further details about the educational specialist degree in educational administration.

Educational Leadership

Program Director, Educational Leadership: Roberto A. Peña, PhD
Phone: (206) 296-6496
E-mail: penar@seattleu.edu
Department Chairperson: TBD

Degree Offered

Doctor of Education (EdD) with specialization in:

- Adult learning and development
- Higher education administration
- P-12 educational administration for principals, program administrators, or superintendents
- School psychology
- Student development administration
- Teacher leadership

Overview

This post-master's program leads to the doctor of education (EdD) degree with a major in educational leadership. The program is designed so that it can be completed in three years but candidates have six years to meet graduation requirements. The program uses a cohort model and is designed to meet the needs of a very broad spectrum of leaders whose current or future careers include P-12 education, higher education, consulting, nonprofit organizations, business, health care, military, and human services.

Educational leadership students may complete their degree while at the same time continuing full-time employment.

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 P-12 superintendent, principal, or program administrator certificate.

The cohort program begins once each year in July.

Admission Requirements

Note: Although entry decisions are made by a faculty committee after consideration of a number of criteria, the following are desired minimum qualifications.

- Official transcripts reflecting master's degree from a regionally accredited college or university and any additional graduate-level coursework
- Minimum GPA of 3.50 in all graduate-level coursework
- Two recommendations, one from a master's degree major professor and one from an immediate on-the-job supervisor, using the College of Education forms
- Official test scores from either the GRE (combined total of 900 with at least a 500 on the verbal section) or the MAT (40/392). Scores must be from tests taken within the last five years.
- Résumé reflecting three years of successful work experience (in P-12 schools, colleges, universities, service agencies, or consulting settings, or in instructional, developmental, or training roles)
- Minimum of one year in a leadership role
- Personal interview with College of Education and educational leadership program faculty members usually followed by on-site writing skills test
- College of Education Self-Assessment form

Residency

Full-time residency is not required; however, 31 credits must be completed in the first 13 months, including EDLR 600, EDLR 621, 622 and 623. 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 and pay a continuation fee 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 3.00 on a 4.00 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.

For graduates of Seattle University who have completed the EdS degree in school psychology and are admitted into the EDLR program, up to 29 credits of the EdS degree may be used to fulfill elective and or cognate courses toward the 90 credit minimum requirement of the EDLR program.

All of the College of Education SPSY graduates who are accepted into the EDLR program will be expected to complete:

- a. all of the educational leadership (EDLR) core courses
- b. the dissertation and dissemination requirements, and
- c. the following professional education courses which were not included in the SPSY EdS degree requirements: finance, human resources, and curriculum.

If any of the three professional education courses is waived, students must substitute the equivalent number of credits by taking other graduate level courses at Seattle University. Unless otherwise approved by the dean, three will be the maximum number of school psychology students who could be admitted to the program in any one year.

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 621, 622 and 623 have been completed, a program of studies has been approved, and a dissertation proposal has been formally accepted.

Comprehensive Exam

A four-hour exam is required which covers educational leadership studies common to all students.

Certification

Students who complete superintendent, program administrator and principal programs may earn a Washington state P-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	3
Child, Adolescent or Adult Psychology/Learning	3

Note: Prerequisite credits are not included in the total credits required for the degree.

II. Education Leadership Requirements

Thirty EDLR credits, including:

EDLR 600	Workshop in Educational Leadership	9
EDLR 621	Seminar in Educational Leadership I	2
EDLR 622	Seminar in Educational Leadership I	2
EDLR 623	Seminar in Educational Leadership I	2
EDLR 631	Seminar in Educational Leadership II	3
EDLR 632	Seminar in Educational Leadership II	3
EDLR 633	Seminar in Educational Leadership II	3
EDLR 641	Seminar in Educational Leadership III	2
EDLR 642	Seminar in Educational Leadership III	2
EDLR 643	Seminar in Educational Leadership III	2

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 for a minimum of 12 credits.

IV. Professional Studies Requirements+++

Twenty-four to twenty-seven credits, including:

EDUC 530	Philosophy of Education	3
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Choose one of the following three courses

AEDT 510	Course Design for Adult Learners
AEDT 563	Instructional Methods for Adult Learners
CUIN 510	Foundations of Curriculum and Instruction

Choose one of the following two courses

COUN 510	Fundamental Counseling Skills
COUN 511	Counseling Theories
Financial course	3
Human Resource course	3
Law course	3
Electives	6 to 9

+++Requirements may be waived with prior coursework but areas III and IV must total a minimum of 36 credits. Equivalent or alternative courses allowed only with adviser's approval. Specializations in adult learning and development, higher education administration,

P-12 educational administration (for principals, program administration, and superintendents), school psychology, student development administration, and teacher leadership are achieved through combinations of cognate, elective and professional studies courses.

V. Research/Internship

Twenty-two EDLR credits, including:

EDLR 608	Internship	1 to 9
EDLR 610	Dissertation Research	11 to 19
EDLR 611	Dissertation Dissemination.....	1
EDLR 617	Quantitative Research	3
EDLR 618	Qualitative Research	3
EDLR 619	Proposal Seminar.....	3
EDLR 696	Independent Study.....	0 to 5

MINIMUM CREDITS REQUIRED FOR DEGREE 90 to 105*

*Some specializations require additional credits, up to a maximum of 105 credits.

Information about program specializations in adult learning and development, higher education administration, P-12 educational administration (for principals, program administration, and superintendents), school psychology, student development administration, and teacher leadership is available from the program office.

Literacy for Special Needs

Program Director: Katherine L. Schlick Noe, PhD

E-mail: literacy@seattleu.edu

Program Office Phone: (206) 296-5908

Department Chair: Katherine L. Schlick Noe, PhD

Phone: (206) 296-5768

E-mail: kschlnoe@seattleu.edu

Degree Offered

Master of Education (MEd)

Post Master's Certificate Offered

Literacy Specialist

Washington State Teacher Certification Endorsement Offered

Reading

Overview

The literacy for special needs master's degree program is designed to prepare general education teachers, special educators, and reading specialists to work effectively with K-12 students with a broad range of specialized learning needs. The program prepares candidates for various roles, including literacy assessment, instructional planning, and nurturing lifelong literacy development and skill application. Courses in this program include an examination and evaluation of current literacy and special education research and best practice. Completion of the master's degree in literacy for special needs leads to the Washington State endorsement in reading and provides 16 credits toward the Washington State endorsement in special education.

The post-master's certificate/literacy specialist is designed for teachers who already hold a master's degree but who want to earn the endorsement in reading. The Graduate Endorsement-only Program: Reading is designed for teachers without the master's degree who want to earn the endorsement in reading.

Program Design

The program is designed for working professionals who take one or two courses a quarter during the academic year and one or two courses during the summer. Students take a planned program of coursework in literacy and special education, culminating in the practicum working with K-6 students with special needs.

Students can begin the program during any quarter. Courses during the academic year meet in the late afternoon and evening hours; some summer courses meet during the day. Part-time students can complete the program in three to four years.

Teacher Certification

Students who wish to earn the Washington state endorsement in reading through the literacy for special needs program must already hold a Washington state teaching certificate.

Students completing the master in teaching program may apply up to 15 credits toward the post-master's certificate/literacy specialist prerequisites and required courses and the endorsement in reading by completing the following courses:

Prerequisites:

- 6 credits of TEED 512 satisfy EDUC 515 and EDUC 522/523.

Required courses:

- 4 credits of TEED 521 satisfy LITC 525 and the 1 credit elective.
- MIT elective in Literacy (3 credits) can meet a literacy course requirement.

Admission Requirements

- Official transcripts reflecting four-year equivalent bachelor's degree from a regionally accredited college/university
- Minimum grade point average of 3.00 in the last 90 quarter credits (60 semester credits) as well as any post-baccalaureate coursework. Applicants with less than a 3.00 GPA may apply but are required to submit official scores from the GRE or MAT by the application deadline. Test scores must be from tests taken within the last five years to be considered official.

- Valid Washington State Teacher certification.
- Résumé reflecting relevant work experience; usually at least two years of teaching experience at the K-12 level.
- Two recommendations, including one from an immediate supervisor and one from a professional colleague who can evaluate the candidate's teaching experience, using the College of Education forms.
- Completed College of Education Self-Assessment form

Master of Education/ Literacy for Special Needs

Degree Requirements –

Master of Education/Literacy for Special Needs

I. Basic College of Education Requirements

Nine credits, including:

EDUC 500	Introduction to Educational Research	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

II. Literacy Requirements

Twenty-three credits, including:

LITC 521	Teaching with Children's and Adolescent Literature	3
LITC 522	Seminar in Writing Instruction	3
LITC 524	Literacy Assessment and Evaluation	3
LITC 525	Seminar in Literacy Instruction	3
LITC 526	Literacy in the Content Fields	3
LITC 527	Specialized Literacy Techniques	3
LITC 528	Practicum: Literacy for Special Needs	5

III. Special Needs Requirements

Sixteen credits, including:

SPED 540	Introduction to Special Education and Learning Disorders	3
SPED 541	Multicultural/Multilingual Issues in Learning	3
SPED 542	Teaching Students with Learning Disorders	3
SPED 545	School Consultation and Intervention	3
SPSY 554	Individual Educational Assessment	4

MINIMUM CREDITS REQUIRED FOR DEGREE 48

Post-master's Certificate/Literacy Specialist

This certificate program is designed for students who already have a master's degree and a Washington state teaching certificate and wish to earn the Washington state endorsement in reading.

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

I. Prerequisites

EDUC 500	Introduction to Educational Research (or equivalent)	3
EDUC 515	Multicultural Perspectives (or equivalent)	3

Choose one of the following courses (or equivalent):..... 3

EDUC 522	Child Psychology/Learning	
EDUC 523	Adolescent Psychology/Learning	

II. Required Literacy Courses

Twenty-three credits, including:

LITC 521	Teaching with Children's and Adolescent Literature	3
LITC 522	Seminar in Writing Instruction	3
LITC 524	Literacy Assessment and Evaluation	3
LITC 525	Seminar in Literacy Instruction	3
LITC 526	Literacy in the Content Fields	3
LITC 527	Specialized Literacy Techniques	3
LITC 528	Practicum: Literacy for Special Needs	5

Elective

To be determined with adviser..... 1

MINIMUM CREDITS REQUIRED FOR CERTIFICATE 24

Graduate Endorsement-only Program: Reading

This program is designed for students with a bachelor's degree who hold a Washington state teaching certificate and wish to earn the endorsement in reading.

I. Prerequisites

EDUC 500	Introduction to Educational Research (or equivalent)	3
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II. Required Endorsement Courses

Twenty-three credits, including: -

LITC 521	Teaching with Children's and Adolescent Literature.....	3
LITC 522	Seminar in Writing Instruction.....	3
LITC 524	Literacy Assessment and Evaluation.....	3
LITC 525	Seminar in Literacy Instruction.....	3
LITC 526	Literacy in the Content Fields.....	3
LITC 527	Specialized Literacy Techniques.....	3
LITC 528	Practicum: Literacy for Special Needs.....	5

Elective

To be determined with adviser..... 1

MINIMUM CREDITS REQUIRED FOR ENDORSEMENT 24

Professional Certification for Teachers

Program Director: Margie Kates, MEd

Phone: (206) 296-6173

E-mail: katesm@seattleu.edu

Department Chairperson: Katherine L. Schlick Noe, PhD

Phone: (206) 296-5768

E-mail: kschnoe@seattleu.edu

Program Offered

Washington State Professional Certificate for Teachers
(second-level teacher certification)

Overview

The professional certification program has both a graduate-level option and a continuing education option. The program has been approved by the Washington State Board of Education. Successful completion of this program enables a Washington State Residency Certificate teacher to receive a professional certificate from the State of Washington.

Program Design

The program is designed for residency certificate teachers who are employed full-time. It is a personalized, cohort-based program, blending the best in-person and on-line learning with a focus on praxis integrating coherent and grounded reflection, understanding, and action. Program instruction is delivered almost exclusively on weekends on campus and in partner school district locations and has an on-line component using the web.

The program will provide residency certificate teachers with a suggested sequence for meeting the 3 standards and 12 criteria required by the state.

The graduate-level program is designed to articulate to several master's degree programs in the College of Education with 3-6 Professional Certification credits counting to-

ward a master's degree in the College of Education: Curriculum and Instruction (6 credits); Educational Administration (6 credits); Literacy for Special Needs, including the Reading Endorsement (3 credits); Special Education, including the Special Education Endorsement (6 credits).

Annually, there are two admission opportunities into the program: 1) by November 3 for the Preassessment Seminar (3 credits) which begins each winter quarter, or 2) in April for the remaining 12 credits of the program (this April admissions date is only for those who have taken their Preassessment Seminar elsewhere).

Admission Requirements

Requirements for admission to the Preassessment Seminar only (first course, 3 quarter credits):

1. Valid Washington State Residency teaching certificate
2. Evidence of current and continuing full-time employment as a teacher in Washington state public school or a state-approved private school
3. Completed Seattle University Application for Graduate Admission form and a non-refundable application fee
4. Official transcript from the college/university where highest degree was earned
Teachers may take the Preassessment Seminar prior to completing Provisional status.
5. Completed College of Education Self-Assessment form

Requirements to complete the 15 credit program or to enter the program for the last 12 credits (assuming that the Preassessment Seminar was completed at another college/university):

1. Preassessment Seminar admission requirements #1 and #2 above
2. Cumulative 3.00 GPA in residency teacher's undergraduate degree or an earned master's or higher graduate degree
3. Evidence of completion of provisional status in a public school district or the equivalent in state-approved private school
4. Official transcripts from every college or university attended in the last 90 quarter credits (60 semester credits) of the bachelor's degree and any post-baccalaureate coursework
5. If the Preassessment Seminar has been completed at another Washington state-approved Professional Certification program, evidence of successful completion of the Preassessment Seminar, including a copy of the teacher's approved Professional Growth Plan that was done in compliance with WAC and OSPI format and standards.

Program Completion Requirements

1. Successful completion of the Preassessment and Culminating Seminars and of 9 additional elective credits approved by the EPCT program director.
2. A Professional Growth Plan (PGP) which is produced in EPCT 520 (and is required to pass EPCT 520) which can be recommended for approval by the residency teacher's professional growth team and is approved by the professional certification program.
3. Minimum GPA of 3.00 upon completion of the program.

4. A portfolio which demonstrates that all required documents and performance-based goals and objectives in the PGP have been met
5. Approval of the performance-based portfolio by the professional certification program director.

Program Requirements

I. Required Courses

EPCT 520	Preassessment Seminar	3
EPCT 540	Culminating Seminar.....	3

II. Other Requirements

Electives with EPCT program director's prior approval	9
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TOTAL CREDITS REQUIRED FOR PROGRAM 15

School Psychology

Program Director: Kay Beisse, PhD

Phone: (206) 296-6267

E-mail: beissek@seattleu.edu

Program Office Phone: (206) 296-5750

Department Chairperson: Hutch Haney, MS

Phone: (206) 296-5751

E-mail: haney@seattleu.edu

Degree Offered

Educational Specialist (EdS)

Certificate Offered

Post-Master's Certificate in School Psychology

Overview

This Washington state approved program prepares students for educational staff associate (ESA) certification as a school psychologist in K-12 settings. Students who complete the NASP-approved Educational Specialist (EdS) degree program are automatically eligible for the National Certificate in School Psychology (NCSP) upon satisfactory completion of the NCSP exam. Dual degrees and dual certification in both counseling and school psychology are also a possibility.

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

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.

- Official transcripts reflecting four-year equivalent bachelor's degree from a regionally accredited college or university
 - For candidates without graduate coursework, minimum GPA of 3.00 from the last 90 quarter/60 semester credits of bachelor's degree; 3.25 cumulative graduate-level GPA for students entering with a master's degree. Strong applicants whose GPA is below 3.00 may be admitted with probationary status.
 - Official GRE scores. Scores must be from tests taken within the last five years to be considered official. Test score requirement waived for students already holding master's degree or doctorate achieved with a 3.25 cumulative GPA at the graduate level.
 - Two recommendations using the College of Education forms
 - Résumé reflecting at least one year's successful professional, educational or related experience (documented)
 - One- to two-page autobiographical statement indicating motivation and commitment to school psychology and relevant experience with children and adolescents
 - Small group interview with faculty members and other candidates.
- NOTE: Qualified applicants invited to interview will be contacted directly by the program.
- Completed College of Education Self-Assessment form

Application Procedures

- Request an application packet from the Office of Graduate Admissions or download the packet on-line at www.seattleu.edu. Applications for upcoming quarters are reviewed twice a year and decisions are made on a space available basis. The deadlines to submit all application materials for each review period are October 20 for winter and spring quarters and March 20 for summer and fall quarters.

Post-Baccalaureate Educational Specialist Degree/ School Psychology

Degree Requirements – Post-Baccalaureate EdS/School Psychology

I. Psychological Foundation Requirements

Nine credits, including:

EDUC 515	Multicultural Perspectives	3
EDUC 522	Child Psychology/Learning	3
EDUC 523	Adolescent Psychology/Learning	3

II. Educational Foundation Requirements

Six credits, including:

EDUC 530	Philosophy of Education	3
SPED 540	Introduction to Special Education and Learning Disorders	3

III. Interventions/Problem Solving Requirements

Forty-two credits, including:

COUN 509	Comprehensive School Counseling.....	3
COUN 510	Fundamental Counseling Skills.....	3
COUN 511	Counseling Theories.....	3
COUN 517	Group Counseling Theories and Practice	3
COUN 561	Child and Adolescent Counseling.....	3
LITC 525	Seminar in Literacy Instruction.....	3
SPED 541	Multicultural/Multilingual Issues in Learning.....	3
SPED 543	Introduction to Behavior Disorders and Intervention.....	3
SPED 545	School Consultation and Intervention	3
SPED 546	Advanced Behavioral Intervention	3
SPSY 553	Individual Intelligence Assessment.....	4
SPSY 554	Individual Educational Assessment.....	4
SPSY 555	Personality and Behavior Assessment	4

IV. Statistics/Research Methodologies Requirements

Six credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 505	Fundamentals of Research Design	3

V. Professional School Psychology Requirements

Nine credits, including:

COUN 508	Law and Ethics for School 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
SPSY 562	Family/School Collaboration	3

VI. Practica and Internship Requirements

Sixteen credits, including:

COUN 551	Counseling Lab	4
SPSY 560	School Psychology Assessment Practicum	3
SPSY 565	School Psychology Internship	9

VII. ELECTIVES..... 3

MINIMUM CREDITS REQUIRED FOR DEGREE..... 91

**Post-Master's Educational Specialist Degree/
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 coursework, 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 coursework 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 600-hour basis per year 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.

Doctoral Study for EdS Graduates

For graduates of Seattle University who have completed the EdS degree in school psychology and are admitted into the EDLR program, up to 29 credits of the EdS degree may be used to fulfill elective and/or cognate courses toward the 90 credit minimum requirement of the EDLR program. See the Educational Leadership section of this *Graduate Bulletin of Information* for details.

**School Psychology and School Counseling
Dual Certification and Two Degrees**

Students may pursue two degrees and dual certification in both school counseling and school psychology. Students must meet all the requirements of both programs. To meet the school counseling degree and certification requirements, school psychology students must complete 22 additional credits in School Counseling (COUN 512, Lifespan Career Development; COUN 518, Group Counseling Practicum; COUN 552, Individual Counseling Practicum, and three quarters of counseling Internship). To meet the school psychology degree and certification requirements, school counseling students must complete an additional 42 credits of coursework in the school psychology program, including a full time, year-long internship which may be taken concurrently with the school counseling internship. For post-baccalaureate students, total credit hours for both degrees and dual certification: 113. For post-master's students, the total credit hours for both degrees and dual certification are determined on an individual basis dependent on previous graduate coursework.

Post-Master's Certificate School Psychology

This program is designed for individuals who have a master's or doctoral degree in a related field and wish to obtain the courses necessary to be recommended by the Department of Counseling and School Psychology for Washington State ESA certification as a school psychologist. Individual programs of study are designed by the student and an adviser and must include: 1) a minimum of 15 credits; 2) all courses necessary for ESA certification that the student has not previously completed; and 3) an internship. Students seeking certification must meet admission requirements outlined for the EdS degree in school psychology.

Seattle University Certificate

Students may also apply for a certificate issued by the registrar at Seattle University indicating the completion of the student's individualized course of study. The certificate will be issued 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.

Special Education

Program Director: TBD

Phone: (206) 296-5908

E-mail: specialed@seattleu.edu

Department Chair: Katherine L. Schlick Noe, PhD

Phone: (206) 296-5768

E-mail: kschlnoe@seattleu.edu

Degrees Offered

Master of Education (MEd)

Educational Specialist (EdS)

Endorsement-Only Graduate Program Offered

Special Education

Washington State Endorsements Offered

Special Education

Overview

The special education program prepares special education teachers to provide specialized special education services to a linguistically and culturally diverse population of children and adolescents (K to 12th grade) with disabilities. The emphasis of the program is on those students with learning (e.g., learning disabilities and mental retardation) and behavioral disorders (e.g., attention-deficit, oppositional, conduct, pervasive-developmental, and emotional disorders). Students complete a series of courses designed to give a solid background in special education law, procedures, and methods; types of childhood excep-

ationalities; behavioral intervention and consultation; multicultural and multilingual issues; child/adolescent development; research methods; and educational philosophy. A program uniqueness is that students also complete a series of coursework designed to give a strong foundation in literacy development and effective reading instruction.

Program Design

The program is designed for full-time students as well as working professionals who take one or two courses a quarter during the academic year and one or two courses during the summer. Students take a planned program of coursework in special education, culminating in the practicum working with K-12 students with special needs. In consultation with the program coordinator, students can develop a flexible course of study to meet their individual program goals. Students who wish to earn an MEd in special education enroll in the MEd in special education program. Students with a master's degree enroll in the EdS in special education program. Students with a teaching certificate and who want only the special education endorsement enroll in the endorsement-only special education graduate program.

Students are admitted each quarter. Courses during the academic year meet in the late afternoon and evening hours; some summer courses meet during the day. Full time students can complete the MEd or EdS program in five quarters (two summers and full-time enrollment during one school year). Part-time students can complete the program in 9 to 12 quarters. The timeline for completion of the endorsement-only program is dependent upon prior coursework.

Special Education Endorsement

Students who wish to earn the Washington state endorsement in special education must already hold a Washington state teaching certificate. Applicants must also complete a total of 24 credits of coursework at Seattle University. Specific courses include SPED 540, SPED 541, SPED 542, SPED 543, SPED 545, SPED 547, SPED 549, and SPSY 554. These courses may be completed through the MEd, EdS, or endorsement-only programs in special education.

As of August 31, 2005, in order to obtain the special education endorsement, students must also pass the WEST-E test in special education. Students within the MEd and EdS programs may obtain their special education endorsement prior to the completion of their respective programs.

Requirements in each course specified above have been linked with competencies required by the State. Under limited circumstances, specific courses may be waived depending upon prior background and experience. In order to waive specific courses, applicants must document that requirements in each course were met. This documentation at a minimum must include official transcripts, course syllabi, and any other documentation regarding previous background or experience.

Students with extensive prior coursework in special education, who would like to know how many credits they are lacking towards a special education endorsement, may have their transcripts reviewed by the special education program director for a nominal fee. This may be done prior to or after admission to the endorsement only program. To have transcripts reviewed, students should contact the Records and Certification Office at (206) 296-5774. Students without extensive prior coursework in special education do not need to fulfill this requirement. Once students are admitted into the program, a plan of study will be set with the student's adviser in order to complete the required coursework for the special education endorsement.

Endorsement-Only Special Education Graduate Program

The endorsement-only program in special education is designed for certified teachers who wish to earn the special education endorsement but who do not desire an additional degree. Students must complete at least 15 credits of coursework at Seattle University in order to complete the total 24 credits of required special education coursework. The amount of coursework required is dependent upon previous coursework and experience. Specific coursework required will be determined by the student's adviser.

Teacher Certification

Students completing the master in teaching program may apply up to 6 credits toward the special education endorsement-only post-master's graduate program or EdS by completing the following courses:

Required Courses:

- 3 credits of TEED 521 or TEED 522 satisfy SPED 540
- MIT elective in Special Education (3 credits) can meet a special education course requirement.

Master in Teaching (MIT) with Special Education Endorsement

The MIT with special education endorsement is for those who are not currently certified teachers, but who are interested in pursuing special education as a career. Students may complete both a residency teaching certificate and the endorsement in special education through six quarters of study of which four quarters are full time. For further information, students should review the MIT with special education endorsement brochure or visit the MIT Web site at www.seattleu.edu/coe/mit. This option is only available to MIT students who enter in a spring cohort; students who enter in a fall MIT cohort are not eligible for the MIT with special education program.

For complete program requirements, see the MIT with special education endorsement information in the Teacher Education section of this *Graduate Bulletin of Information*.

Master of Education/Special Education

Admission Requirements

- Four-year equivalent bachelor's degree from a regionally accredited college/university
- Minimum GPA of 3.00 earned in the last 90 quarter /60 semester credits of the baccalaureate degree. Applicants with less than a 3.00 GPA may apply but are required to submit official GRE or MAT scores by the application deadline. Scores must be from tests taken within the last five years to be considered official.
- Résumé reflecting relevant work experience; usually at least one year of teaching experience at the K-12 level
- Copy of Washington state teaching certificate

- Two recommendations; including one from an immediate supervisor and one from a previous academic adviser or professor, using the College of Education forms
- College of Education Self-Assessment form

Degree Requirements – Master of Education/Special Education

I. Basic College of Education Requirements

Nine credits, including:

EDUC 500	Introduction to Educational Research	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

II. Special Education Requirements

Twenty-four credits, including:

SPED 540	Introduction to Special Education and Learning Disorders	3
SPED 541	Multicultural/Multilingual Issues in Learning	3
SPED 542	Teaching Students with Learning Disorders	3
SPED 543	Intro to Behavior Disorders and Intervention	3
SPED 545	School Consultation and Intervention	3
SPED 547	Teaching Students with Low Incidence Disabilities	2
SPED 549	Practicum: Special Education	3
SPSY 554	Individual Educational Assessment	4

III. Literacy Requirements

Six credits, including:

LITC 525	Seminar in Literacy Instruction	3
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Choose one of the following two courses:

LITC 524	Literacy Assessment and Evaluation	3
LITC 527	Specialized Literacy Techniques	3

IV. Electives

Choose nine credits from the following:

LITC 524	Literacy Assessment and Evaluation	3
LITC 527	Specialized Literacy Techniques	3
SPED 546	Advanced Behavioral Intervention	3
SPSY 562	Family/School Collaboration	3
Or, other elective in consultation with adviser.		

MINIMUM CREDITS REQUIRED FOR DEGREE 48

Educational Specialist/Special Education

Admission Requirements

- Master's degree in a field of education from a regionally accredited college/university
- Minimum GPA of 3.00 earned with all graduate-level coursework. Applicants with less than a 3.00 GPA may apply but are required to submit official GRE or MAT scores by the application deadline. Scores must be from tests taken within the last five years to be considered official.
- Résumé reflecting relevant work experience; usually at least one year of teaching experience at the K-12 level
- Two recommendations, including one from an immediate supervisor and one from a previous academic adviser or professor
- College of Education Self-Assessment form

Degree Requirements – Educational Specialist/Special Education

I. Basic College of Education Requirements

Six credits, including:

EDUC 500 Introduction to Educational Research 3

Choose one of the following courses: 3

EDUC 522 Child Psychology/Learning
EDUC 523 Adolescent Psychology/Learning

II. Special Education Requirements

Twenty-four credits, including:

SPED 540 Introduction to Special Education and Learning Disorders 3
 SPED 541 Multicultural/Multilingual Issues in Learning 3
 SPED 542 Teaching Students with Learning Disorders 3
 SPED 543 Intro to Behavior Disorders and Intervention 3
 SPED 545 School Consultation and Intervention 3
 SPED 547 Teaching Students with Low Incidence Disabilities 2
 SPED 549 Practicum: Special Education 3
 SPSY 554 Individual Educational Assessment 4

III. Literacy Requirements

Six credits, including:

LITC 525 Seminar in Literacy Instruction 3

Choose one of the following two courses: 3

LITC 524 Literacy Assessment and Evaluation
LITC 527 Specialized Literacy Techniques

IV. Electives

Choose nine credits from the following:

LITC 524	Literacy Assessment and Evaluation
LITC 527	Specialized Literacy Techniques
SPED 546	Advanced Behavioral Intervention
SPSY 562	Family/School Collaboration
Or, other elective in consultation with adviser.	

MINIMUM CREDITS REQUIRED FOR DEGREE 45

Student Development Administration

Program Director: Jeremy Stringer, PhD
 Phone: (206) 296-6061
 E-mail: stringer@seattleu.edu
 Program Office Phone: (206) 296-6170
 Department Chairperson: TBD

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.

- Official transcripts reflecting four-year equivalent bachelor's degree in any field from a regionally accredited college or university
- Minimum calculated GPA of 3.00 in the last 90 quarter credits (or 60 semester credits) contributing to the baccalaureate degree and any post-baccalaureate coursework. Applicants without the minimum GPA or those without letter-graded transcripts must submit official scores from the GRE. Scores must be from tests taken within the last five years to be considered official.

- Two recommendations using the College of Education forms
- Professional autobiography showing evolution of career interests
- Current résumé
- College of Education Self-Assessment form

Master of Arts/Student Development Administration

Degree Requirements – Master of Arts/Student Development Administration

I. Basic College of Education Required Courses

Nine credits, including:

EDUC 500	Introduction to Educational Research	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
EDAD 570 Leadership in Education I	3
EDAD 571 Leadership in Education II	3
EDUC 515 Multicultural Perspectives	3
SDAD-559 The American Community College	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 Foundations of the Student Affairs Profession*	3
SDAD 578 Student Development Theory, Research and Practice	3
SDAD 579 Student Development Capstone Seminar	3
SDAD 580 Higher Education Law	3
SDAD 595 Student Development Graduate Project	3

*Recommend completion within first 18 credits.

III. Electives

Choose one of the following courses:

AEDT 563	Instructional Methods for Adult Learners	3
COUN 510	Fundamental Counseling Skills	
COUN 511	Counseling Theories	
COUN 512	Lifespan Career Development	
COUN 515	Loss and Grief	
COUN 517	Group Counseling-Theories and Practice	
MBA 510	Leadership Skills and Team Development	
MGMT 571	Adventure-based Leadership Seminar	

- SDAD 585 Higher Education Finance
- SDAD 591 Special Topics
- 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 College of Education Requirements

Nine credits, including:

EDUC 500	Introduction to Educational Research	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
EDAD 570 Leadership in Education I	3
EDAD 571 Leadership in Education II	3
EDUC 515 Multicultural Perspectives	3
SDAD 559 The American Community College	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 Foundations of the Student Affairs Profession*	3
SDAD 578 Student Development Theory, Research and Practice	3
SDAD 579 Student Development Capstone Seminar	3
SDAD 580 Higher Education Law	3

*Recommend completion within first 18 credits.

III. Electives

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	Lifespan Career Development
COUN 515	Loss and Grief
COUN 517	Group Counseling Theories and Practice
MBA 510	Leadership Skills and Team Development
MGMT 571	Adventure-based Leadership Seminar

SDAD 585 Higher Education Finance
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 College of Education policy.

Teacher Education

Program Director: Margit E. McGuire, PhD
Phone: (206) 296-5797
E-mail: mmcguire@seattleu.edu
Program Office Phone: (206) 296-5759
Department Chairperson: Katherine L. Schlick Noe, PhD
Phone: (206) 296-5768
E-mail: kschlnoe@seattleu.edu

Degree Offered

Master in Teaching (MIT)

Overview

"A Teacher Affects Eternity." —Henry Adams

The words of philosopher Henry Adams are the inspiration for this innovative, full-time graduate degree program that enables students to earn both their master in teaching degree and their initial teaching certification, all within four academic quarters of study. MIT 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. Students have multiple field experiences, all of which feature supervisory support and incorporate peer collaboration and team teaching.

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.

Commitment

Individuals who want to be part of the learning and growth of young people would be interested in this program. Those who demonstrate strong academic knowledge and skills, a commitment to equity and justice, and continued growth and learning are encouraged to apply. In addition, applicants must demonstrate potential for leadership, have a strong self-concept, and appropriate interpersonal skills.

Program Design

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. Preservice teachers have the opportunity to take a leadership role in conducting service learning projects in collaboration with K-12 educators and students.

Successful completion of the MIT program will enable the student to become a certified teacher in Washington state.

The elementary certification (K-8) candidate must have completed an undergraduate degree with a strong liberal arts foundation, including courses in language arts, sciences and math, social sciences, and the arts. The secondary certification (grade 5-12) candidate must have completed an undergraduate or a graduate degree from the endorsement list below.

National Report Card for the Teacher Education Program (MIT)

Program Information

Academic Year Sept 1, 2003 to Aug 31, 2004	
Number of Program Completers.....	91
Number of Students Enrolled in Fall Quarter 2003	98
Number of Student Teachers.....	92
Total Number of Supervising Faculty (headcount).....	14
Student-to-Faculty Ratio.....	15.55:1
Number of Hours of Student Teaching.....	440 hours (minimum)
Nationally Accredited Program.....	NCATE (National Council for the Accreditation of Teacher Education)

This information is being provided as required by Federal Regulations under Title II. For those interested in more program information, the entire Title II Seattle University Institutional Report for 2002-2003 can be found on the internet in portable document format (pdf) at the following URL: <http://www.seattleu.edu/coe/pdfs/reportcard2.pdf>

Endorsements

Elementary applicants (K-8): Submit official scores from the WEST-E PRAXIS II test in Elementary Education. In addition, applicants must complete the Elementary Content Review form outlining academic preparation related to the content requirements for elementary teaching. The form may be downloaded from the web: www.seattleu.edu/coe/mit/PDF/ElemContentReviewForm.pdf or contact the College of Education Certification Office to request an Elementary Content Review form: (206) 296-5774. Applicants may be required to take additional prerequisite coursework to demonstrate their academic preparation for teaching.

Secondary Applicants (5–12): Submit official scores from the WEST-E PRAXIS II test in the subject(s) for which the applicant is planning to be endorsed and complete the Endorsement Verification form. Forms may be downloaded from the web: www.seattleu.edu/coe/mit/forms.asp. In addition, applicants must have an academic major or equivalent coursework in an endorsable area or a closely related field. If the applicant desires a “broad-based” endorsement such as social studies, applicants must have coursework in all areas identified in the endorsement. If the applicant has an academic major (e.g. international studies) that is not an endorsable area, then an endorsement area should be sought that most closely matches the academic major – provided that is the subject the applicant desires to teach. The West-E PRAXIS II test for ESL and Special Education are taken at the conclusion of the program.

Secondary endorsements: arts, theater arts, visual arts, English, English/language arts, ESL, history, social studies, mathematics, general science, biology, chemistry, earth science, physics, world languages:, French, German, Japanese, and Spanish.

The K-12 special education endorsement is offered through the MIT with special education endorsement program. Applicants applying to this program must still complete the special education endorsement form but it is recognized that students will complete the full endorsement requirements upon completion of the program and take the Special Education WEST-E PRAXIS II test upon completion of the program.

Background Check: By Washington State law, a background check is required using fingerprint identification, conducted through the Washington State Patrol and the Federal Bureau of Investigation. The results of the background check may preclude teacher certification and placement in a school setting. Information on procedures is sent to those who are admitted to the MIT program.

Admission Requirements

- Four-year equivalent bachelor's degree from a regionally accredited institution
- Minimum calculated GPA of 3.00 from coursework in the last 90 quarter credits (60 semester credits) contributing to the baccalaureate degree and any post-baccalaureate coursework. Submit official transcripts from any institution where endorsement credits were earned
- Official scores from the WEST-B and WEST-E PRAXIS II tests. Out-of-state applicants can submit official scores from PRAXIS I or CBEST to meet the WEST-B requirement. Applicants must show registration for WEST-B and WEST-E if scores are not submitted at time of application. GRE only required from those graduating from non-graded institutions but recommended from applicants with a GPA below the 3.00 minimum.
- TOEFL score of 580 (92 internet-based or 237 computer-based score) or higher for any applicant for whom English is not the native language. Equivalent MELAB and IELTS scores also accepted to determine English proficiency. Admission through Culture and Language Bridge program is not an option.
- Two recommendations, preferably from people able to address applicant's work with young people, using the College of Education forms provided in the application packet.
- Satisfactory completion of: (1) Elementary Content Review Form (elementary applicants); Secondary Endorsement Verification Form (secondary applicants); (2) autobiographical statement; (3) spontaneous writing sample; (4) College of Education Self-Assessment form and (5) interview with faculty (out of state applicants can arrange for a video by contacting the program).

Master in Teaching

Degree Requirements – Master in Teaching

I. Prerequisites

- Competency in Mathematics (elementary only)
- Competency in Technology
- Fingerprint Identification/background check

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	10
TEED 513	Peer Coaching Field Experience	2
TEED 520	Service Leadership for Social Justice.....	3

Choose one of the following two courses:

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 Teaching Internship (Elementary)	
TEED 529 Teaching Internship (Secondary)	
TEED 535 Child Abuse and Related Issues	1
TEED 540 Reflective Teaching Seminar	4

III. Other Requirements

Elective	3
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MINIMUM CREDITS REQUIRED FOR DEGREE	60
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Master in Teaching with Special Education Endorsement

The MIT with special education endorsement is for those who are not currently certified teachers, but who are interested in pursuing special education as a career. Students may complete both a residency teaching certificate and the endorsement in special education through 6 quarters of study of which 4 quarters are full time. For further information, student should review the MIT with special education endorsement brochure, visit the MIT Web site at www.seattleu.edu/coe/mit, or contact the special education program director. This option is only available to MIT students who enter in a spring cohort; students who enter in a fall MIT cohort are not eligible for the MIT with special education program.

Degree Requirements – Master in Teaching with Special Education Endorsement

I. Prerequisites

- Competency in Mathematics (elementary only)
- Competency in Technology
- Fingerprint Identification/background check

II. MIT Requirements

Fifty-one 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	10
TEED 513 Peer Coaching Field Experience	2
TEED 520 Service Leadership for Social Justice	3

Choose one of the following two courses	15
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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:	8
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TEED 526 Teaching Internship (Elementary) Special Education	
TEED 527 Teaching Internship (Secondary) Special Education	
TEED 535 Child Abuse and Related Issues	1
TEED 540 Reflective Teaching Seminar	4

III. Special Education Requirements

Twenty credits, including:

EDUC 500	Introduction to Educational Research	3
SPED 541	Multicultural/Multilingual Issues in Learning.....	3
SPED 542	Teaching Students with Disorders	3
SPED 543	Introduction to Behavior Disorders and Intervention.....	3
SPED 547	Teaching Students with Low Incidence Disabilities	2
SPED 549	Practicum: Special Education	6

IV. Other Requirements

Seven credits, including:

SPSY 554	Individual Educational Assessment.....	4
SPSY 562	Family/School Collaboration	3

MINIMUM CREDITS REQUIRED FOR DEGREE 78

Certification

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.

Special Education Endorsement

Students completing the 60 credit MIT program may apply up to 6 credits towards an educational specialist degree or the endorsement-only special education graduate program at Seattle University by completing the following courses:

- 3 credits of TEED 510/512/521/522 satisfy SPED 540
- 3-credit MIT elective in Special Education

Reading Endorsement

Students completing the master in teaching program may apply up to 15 credits toward the post-master's certificate/ literacy specialist prerequisites and required courses and the endorsement in reading by completing the following courses:

Prerequisites:

- 6 credits of TEED 512 satisfy EDUC 515 and EDUC 522/523.

Required courses:

- 4 credits of TEED 521 satisfy LITC 525 and the 1 credit elective.
- MIT elective in Literacy (3 credits) can meet a literacy course requirement.

Teaching English to Speakers of Other Languages

Program Director: Jian Yang, PhD

Phone: (206) 296-2682

E-mail: yangj@seattleu.edu

Program Office Phone: (206) 296-5908

Department Chairperson: TBD

Degrees Offered

Master of Arts in Education/Teaching English to Speakers of Other Languages (MAEd)

Master of Education in Teaching English to Speakers of Other Languages (MED)

Certificates Offered

Post-Master's Certificate—Teaching English to Speakers of Other Languages

Post-Baccalaureate 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 a supporting 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 teaching English to the speakers of other languages; second language acquisition and linguistic theories.

Since being bilingual or multilingual may help improve the effectiveness of an ESL instructor, it is highly recommended that students whose first language is English should be proficient in another language.

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 1 to 4 courses off campus at the School of Teaching English as a Second Language.

Admission Requirements

Admission is selective, and program enrollment is limited. Candidates are evaluated on their individual merits rather than on a comparative basis. Requirements include:

- Official transcripts reflecting four-year equivalent bachelor's degree from a regionally accredited college or university.
- Minimum calculated GPA of 3.00 from the last 90 quarter/60 semester credits of the bachelor's degree and any post-baccalaureate coursework. Applicants with less than a 3.00 GPA may apply but are required to submit official GRE or MAT scores by the application deadline. Scores must be from tests taken within the last five years to be considered official.
- TOEFL score of 580 (92 internet-based or 237 computer-based score) or higher for any applicant for whom English is not the native language. Equivalent MELAB and IELTS scores also accepted to determine English proficiency. Admission through Culture and Language Bridge program is not an option.
- Two recommendations from recent employers/supervisors/professors using the College of Education form
- Completed College of Education Self-Assessment form

Program and Graduation Requirements

- A maximum of 20 quarter 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.
- 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 competencies are a requirement for graduation.
- 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/ Teaching English to Speakers of Other Languages

Degree Requirements – Master of Arts in Education/ Teaching English to Speakers of Other Languages

I. College of Education Required Courses

Nine credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 521	Adult Psychology and Learning	3
EDUC 530	Philosophy of Education	3

Note: the following may be substituted for EDUC 521 with adviser permission:

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

II. TESOL Requirements

Twenty-four credits, including:

AEDT 510	Course Design for Adult Learners	3
AEDT 563	Instructional Methods for Adult Learners	3
EPDES 930	TESOL Theory and Application	3
TSOL 531	Second Language Acquisition	3
TSOL 534	Linguistics for Language Teachers I	3
TSOL 535	Linguistics for Language Teachers II	3
TSOL 566	Internship in the TESOL Setting	3
TSOL 595	TESOL Graduate Project	3

III. TESOL Elective Courses

Choose five of the following courses:

AEDT 564	Issues in Basic Skills for Adults	15
AEDT 565	Philosophy and Methods of Skills Training	
AEDT 569	Teaching Methods in Basic Skills for Adults	
EPDES 931	Methods of Language Acquisition	
EPDES 932	Teaching Grammar to ESOL Students	
EPDES 933	Materials Selection and Development in TESOL	
EPDES 938	Testing and Evaluating ESOL Students	
EPDES 942	Teaching English Pronunciation	
LITC 525	Seminar in Literacy Instruction	
TSOL 525	Second Language Writing	
TSOL 536	Language in Society	
TSOL 537	Teaching English for Academic Purposes	
TSOL 538	Structure of English	
TSOL 539	Second Language Reading and Vocabulary Acquisition	

Other electives may be substituted with approval of adviser.

All courses are 3 credits each. EPDES credits are limited to 12 in this degree.

MINIMUM CREDITS REQUIRED FOR DEGREE

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Master of Education/ Teaching English to Speakers of Other Languages

Degree Requirements – Master of Education/ Teaching English to Speakers of Other Languages

I. College of Education Required Courses

Nine credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 521	Adult Psychology and Learning	3
EDUC 530	Philosophy of Education	3

Note: the following may be substituted for EDUC 521 with adviser permission:

EDUC 522	Child Psychology/Learning
EDUC 523	Adolescent Psychology/Learning

II. TESOL Requirements

Twenty-one credits, including:

AEDT 510	Course Design for Adult Learners	3
AEDT 563	Instructional Methods for Adult Learners	3
EPDES 930	TESOL Theory and Application	3
TSOL 531	Second Language Acquisition	3
TSOL 534	Linguistics for Language Teachers I	3
TSOL 535	Linguistics for Language Teachers II	3
TSOL 566	Internship in the TESOL Setting	3

III. TESOL Elective Courses

Choose five of the following courses:

AEDT 564	Issues in Basic Skills for Adults	15
AEDT 565	Philosophy and Methods of Skills Training	
AEDT 569	Teaching Methods in Basic Skills for Adults	
LITC 525	Seminar in Literacy Instruction	
EPDES 931	Methods of Language Acquisition	
EPDES 932	Teaching Grammar to ESOL Students	
EPDES 933	Materials Selection and Development in TESOL	
EPDES 938	Testing and Evaluating ESOL Students	
EPDES 942	Teaching English Pronunciation	
TSOL 525	Second Language Writing	
TSOL 536	Language in Society	
TSOL 537	Teaching English for Academic Purposes	
TSOL 538	Structure of English	
TSOL 539	Second Language Reading and Vocabulary Acquisition	

IV. Elective Course

Choose one of the following courses:

AEDT 568	Administration in Adult Settings	3
AEDT 577	Evaluation in Programs for Adult Learners	
EDAD 559	The American Community College	
EDUC 515	Multicultural Perspectives	

EPDES 934	Developing ESOL Literacy
EPDES 935	Cultural Variables in TESOL
EPDES 936	Teaching Content to English Language Learners
EPDES 939	Student-Centered Learning in ESOL
EPDES 945	Computer-Enhanced Language Teaching
TSOL 567	Internship in the TESOL Setting
TSOL 596	Independent Study in TESOL

Other electives may be substituted with approval of adviser.

All courses are 3 credits each. 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

- Official transcripts reflecting a master's degree (or higher) from a regionally accredited college or university in a field other than this specific area
- Two recommendations using the College of Education forms, one from the master's degree major adviser and one from a current supervisor, regarding ability to perform as teacher in the field
- TOEFL score of 580 (92 internet-based or 237 computer-based score) or higher for any applicant for whom English is not the native language. MELAB and IELTS scores can also be used to determine English proficiency.

Certificate Requirements

The post-master's 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 the main campus of 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 with a grade of B or better.

I. TESOL Requirements 15

EPDES 930	TESOL Theory and Application
TSOL 531	Second Language Acquisition
TSOL 534	Linguistics for Language Teachers I
TSOL 535	Linguistics for Language Teachers II
TSOL 566	Internship in the TESOL Setting

II. TESOL Elective Courses

Choose three of the following courses:..... 9

EPDES 931	Methods of Language Acquisition
EPDES 932	Teaching Grammar to ESOL Students

EPDES 933	Materials Selection and Development in TESOL
EPDES 938	Testing and Evaluating ESOL Students
EPDES 942	Teaching English Pronunciation
TSOL 525	Second Language Writing
TSOL 536	Language in Society
TSOL 537	Teaching English for Academic Purposes
TSOL 538	Structure of English
TSOL 539	Second Language Reading & Vocabulary Acquisition

All courses are 3 credits each. EPDES credits are limited to 9.

MINIMUM CREDITS REQUIRED..... 24

Post-Baccalaureate Certificate/ Teaching English to Speakers of Other Languages

Admission Requirements

- Official transcripts reflecting four-year equivalent bachelor's or advanced degree from a regionally accredited college or professional school.
- Evaluated GPA of 3.00 or above.
- Proficiency in English listening, speaking, reading and writing. Proficiency is demonstrated by English as the applicant's first language or a TOEFL score of 580 (92 internet-based or 237 computer-based score) or higher for any applicant for whom English is not the native language. MELAB and IELTS scores can also be used to determine English proficiency

Post-Baccalaureate 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 930-945 series. An official transcript from the sponsoring institution must be submitted.

Issuance of Certificate

- 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 established deadline and provide the required evidence of completion.

Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages

I. Required Certificate Course

EPDES 930	TESOL: Theory and Application.....	3
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II. Elective Courses

Choose three of the following courses: 9

EPDES 931	Methods of Language Acquisition
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 English Language Learners
EPDES 938	Testing and Evaluating ESOL Students
EPDES 939	Student-Centered Learning in ESOL
EPDES 940	Self-Analysis and Improvement in TESOL
EPDES 942	Teaching English Pronunciation
EPDES 944	Curriculum and Program Design in TESOL
EPDES 945	Computer-Enhanced Language Teaching

MINIMUM CREDITS REQUIRED..... 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
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II. Certificate Courses

EPDES 930	TESOL Theory and Application.....	3
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Choose six from the following courses: 18

EPDES 931	Methods of Language Acquisition
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 English Language Learners
EPDES 937	Linguistics for ESOL Teachers
EPDES 938	Testing and Evaluating ESOL Students
EPDES 939	Student-Centered Learning in ESOL
EPDES 940	Self-Analysis and Improvement in TESOL
EPDES 942	Teaching English Pronunciation
EPDES 944	Curriculum and Program Design in TESOL
EPDES 945	Computer-Enhanced Language Teaching

MINIMUM CREDITS REQUIRED..... 24

Applicable Undergraduate Course

- 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.

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.

Adult Education and Training

- 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 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. Prerequisite: Satisfactory completion of 12 credits in the community college certificate program. Closed to non-matriculants. Graded CR/F.
- 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 examine issues 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.

- AEDT 565** **Philosophy and Methods of Skill Training** **3**
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.
- AEDT 566** **Internship in the Adult Setting** **3**
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. Graded CR/F.
- AEDT 567** **Internship in the Adult Setting** **1 to 3**
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. Graded CR/F.
- AEDT 568** **Introduction to Administration in Adult Education** **3**
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.
- AEDT 569** **Teaching Methods in Basic Skills for Adults** **3**
Introduces curriculum and lesson planning, teaching methods and learning styles issues for individuals who wish to teach in community colleges, community-based organizations and workplace literacy programs. Students develop and deliver a series of lesson plans.
- AEDT 573** **Human Resources: Training, Education and Development** **3**
Overview of training, education and development functions within human resource development (HRD) and human performance technology (HPT) and the relationship of these functions to organizational operation. Includes exploration of HRD and HPT professional roles and responsibilities.
- AEDT 574** **Continuing Education for the Professional** **3**
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.
- AEDT 576** **Building a Consulting Practice** **3**
Experiential workshop designed to enable participants to gain knowledge, skills, and attitudes for effective internal and external consulting. Legal, ethical, and other requirements for starting and maintaining consulting practice will be addressed. Theory related to organizational learning and organizational change also explored.
- AEDT 577** **Evaluation in Programs for Adult Learners** **3**
Reviews key concepts in program evaluation. Primary focus on development and implementation of effective program evaluation plans in a variety of settings.

AEDT 591-593 Special Topics 3

AEDT 595 Adult Education Graduate Project 3

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.

AEDT 596 Adult Education 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.

Counseling

COUN 508 Law and Ethics for School Counselors and School Psychologists 3

A review of federal and state laws guiding the practice of school counseling and school psychology. Examination of ethical guidelines and professional codes of conduct, including discussion of ethical dilemmas related to counseling in the school setting.

COUN 509 Comprehensive School Counseling 3

Emphasizes expanded role of the school counselor in curriculum, instruction, assessment, and consultation. Links functions and activities of a comprehensive school counseling program to the Washington State Learning Goals and the Essential Academic Learning Requirements. Prerequisite: Candidacy

COUN 510 Fundamental Counseling Skills 3

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-half hour counseling lab sessions.

COUN 511 Counseling Theories 3

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.

COUN 512 Lifespan Career Development 3

Studies career development throughout life. Exploration of models and theories of career development and forces that shape career decision making from preschool through retirement. Includes sources of career information relevant to educators, human resource specialists, and counselors. (formerly titled Career Counseling and Information Sources)

- COUN 513** **Counseling Diverse Populations** **3**
Explores theoretical foundations of diversity counseling. Specific attention will be given to the impact ethnicity and culture, intellectual ability, physical disability, gender, age, socioeconomic status, sexual orientation, and religion have on the counseling process. Prerequisites: COUN 510, COUN 511.
- COUN 515** **Loss and Grief** **3**
Studies loss and the grieving process as they relate to illness, disability and dying.
- 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 class time. Prerequisites: COUN 510, COUN 511.
- COUN 518** **Group Counseling Practicum** **3**
Provides 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**
Provides 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: EDUC 500. NOTE: There is a material fee for this course.
- COUN 536** **Law and Ethics for Mental Health Counselors** **3**
Facilitates the development of students' ethical behaviors and adherence to the laws pertaining to work in the mental health or post-secondary settings. Existing laws will be reviewed, with implications for counselors working in the field. Also, relevant ethical codes from various mental health professional organizations will be studied, and students will practice applying the guidelines in practice cases. Prerequisites: COUN 510, COUN 511.
- COUN 540** **Diagnosis and Assessment for Mental Health** **3**
Provides 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 counseling experience with on-campus clients. 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**
Examines 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 and Couples Counseling 3**
Provides an introduction to the theoretical and practical application of systems thinking to work with families and couples. Prerequisite: COUN 551. Closed to non-matriculants.
- COUN 561 Child and Adolescent Counseling 3**
Focuses on counseling with the preschool, elementary and adolescent students. Addresses 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. Prerequisites: COUN 510, COUN 511
- 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**
Offers 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 591-593 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.

Curriculum and Instruction

- 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 511 Assessing Student Learning 3**
Examines the theory and practice of assessment as a component of curriculum and instruction in classroom settings. Students explore a variety of assessment activities, prepare and apply methods of assessment appropriate to their own practice, and critically investigate issues in the current national and state movements toward accountability and "high-stakes" assessment.
- CUIN 512 Models of Effective Instruction 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. (formerly titled Seminar: Instructional Effectiveness)
- CUIN 513 Supervision and Leadership in Schools 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. (formerly titled Supervision of Instruction)
- 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 519 Curriculum Design: Theory and Practice 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. (formerly titled Practicum: Curriculum Design)
- CUIN 520 Contemporary Issues in Curriculum and Instruction 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. (formerly titled Curriculum and Instruction: Theories and Contemporary Issues)
- CUIN 530 Programs in Early Childhood Education 3**
Models of observation; curriculum and teaching methods for preschool, kindergarten and primary-grades children.

- 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.
- CUIN 535 Introduction to Gifted Education 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.
- 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 program adviser, CUIN 530 and CUIN 514. Closed to non-matriculants.
- CUIN 561 Technology and Active Learning:
Teaching Math & Science Grades 3 - 12 3**
This course is a participation-oriented introduction to active learning in mathematics and science in grades 3-12. Special consideration is given to the role of technology in support of active learning and the development of conceptual understanding. Use of the World Wide Web as a teaching tool is addressed and students learn to write and use their own web pages.
- CUIN 591-593 Special Topics 3**
- CUIN 594 Curriculum Field Project: MEd 3**
Scholarly action research project designed to examine some aspect of education and make data-based decisions for improvement. Prerequisites: graduate core requirements and approval of adviser. May be graded CR/F. Closed to non-matriculants.
- CUIN 595 Curriculum Field Project: MAEd 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.

Educational Administration

EDAD 544	Administrative Practicum I	1
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. Prerequisites: EDAD 571, CUIN 510. Graded CR/F. Closed to non-matriculated and audit students.		
EDAD 545	Administrative Practicum II	1
EDAD 546	Administrative Practicum III	1
EDAD 554	Independent School Internship I	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: coursework in administration and permission of program director at least one full quarter prior to beginning internship. Prerequisite for Principal certification candidates: EDAD 572. Closed to non-matriculated and audit students.		
EDAD 555	Independent School Internship II	2
EDAD 556	Independent School Internship III	2
EDAD 557	Educational Law I	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. Co-requisite: EDAD 544 for all students pursuing Principal or Program Administrator certification. Computer applications expected.		
EDAD 558	Educational Law II	2 to 3
Prerequisite: EDAD 557. Co-requisite: EDAD 545 for all students pursuing Principal or Program Administrator certification.		
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 for Educational Administration students and all others pursuing Principal or Program Administrator certification. EDAD 546 offers relevant field experience. Computer applications expected.		
EDAD 564	Administrative Internship I	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 544-546, EDAD 557-558, EDAD 560, EDAD 572 (for Principal certification candidates only), and permission of program director at least one full quarter prior to beginning internship. Graded CR/F. Closed to non-matriculated and audit students.		

EDAD 565	Administrative Internship II	2
EDAD 566	Administrative Internship III	2
EDAD 567	Leadership for Change Seminar I	2
	This year-long seminar series features theory and processes necessary to carry out three major functions of administration involving change: 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 568	Leadership for Change Seminar II	2
	Prerequisite: EDAD 567.	
EDAD 569	Leadership for Change Seminar III	2
	Prerequisite: EDAD 567 and EDAD 568.	
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.	
EDAD 572	The Principalship	3
	Leadership of faculty, student and community groups to meet school goals, development of school culture, and management of building functions and resources. Prerequisites: College of Education and administration core coursework.	
EDAD 591-593	Special Topics	3
	Closed to non-matriculants.	
EDAD 595	Administrative Graduate Project	3
	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.	
EDAD 596	Educational Administration Independent Study	1 to 3

Educational Leadership

Please note: All EDLR courses are closed to non-matriculants.

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|--|---|----------------|
| EDLR 591-593 | Special Topics | 3 |
| EDLR 600 | Workshop in Educational Leadership | 9 |
| 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 fee for this course. | | |
| EDLR 608 | Internship in Ed Leadership | 1 to 9 |
| 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. | | |
| EDLR 609 | Superintendent Internship | 1 to 9 |
| Planned internship in school superintendency under the supervision of an experienced superintendent and a Seattle University supervisor. Graded CR/F. | | |
| EDLR 610 | Dissertation Research | 1 to 19 |
| 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 nineteen credits as approved by the adviser. Graded CR/F/Q (formerly titled Doctoral Project) | | |
| EDLR 611 | Dissertation Dissemination | 1 |
| 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. Graded CR/F/Q (formerly titled Doctoral Project Dissertation) | | |
| EDLR 612 | Project Continuation | 0 |
| 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 registration fee each quarter. | | |
| EDLR 617 | Quantitative Research | 3 |
| 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. Prerequisite: EDUC 500 (or equivalent) | | |
| EDLR 618 | Qualitative Research | 3 |
| 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. Prerequisite: EDLR 617. | | |

EDLR 619	Proposal Seminar	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. Prerequisite: EDLR 617 and 618 or equivalent.		
EDLR 621	Seminar in Ed Leadership I	2
EDLR 622	Seminar in Ed Leadership I	2
Prerequisite: EDLR 621.		
EDLR 623	Seminar in Ed Leadership I	2
Prerequisite: EDLR 622		
Studies of issues and problems in educational leadership. Six credits required in Seminar I the first academic year. There is a course fee for the 621-623 series due in the fall quarter of the 621-623 series.		
EDLR 631	Seminar in Ed Leadership II	3
Prerequisite: EDLR 623.		
EDLR 632	Seminar in Ed Leadership II	3
Prerequisite: EDLR 631.		
EDLR 633	Seminar in Ed Leadership II	3
Prerequisite: EDLR 632		
Studies of issues and problems in educational leadership. Nine credits in Seminar II required the second academic year. There is a course fee for the 631-33 series due in the fall quarter of the 631-33 series.		
EDLR 641	Seminar in Ed Leadership III	2
EDLR 642	Seminar in Ed Leadership III	2
Prerequisite: EDLR 641.		
EDLR 643	Seminar in Ed Leadership III	2
Prerequisite: EDLR 642		
Studies of issues and problems in educational leadership. Six credits in Seminar III required the third academic year for cohort 24 and subsequent cohorts. There is a course fee for the 641-43 series due in the fall quarter of the 641-43 series.		
EDLR 644	Superintendent Seminar	3
Designed for EDLR students who are currently enrolled in (or have completed) EDLR 609: Superintendent Internship. Topical issues of interest to school superintendents, co-taught by a Seattle University professor and a team of practicing superintendents in the Seattle area. Offered in alternate years.		

EDLR 649 **Doctoral Enrollment** **0**
 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.

EDLR 696 **Educational Leadership Independent Study** **1 to 5**

Education

EDUC 412 **Math for K-8 Teachers** **3**
 A participation-oriented, hands-on review of the mathematics content needed to teach elementary and middle 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.

EDUC 500 **Introduction to Educational Research** **3**
 Introduction to research skills and literature in students' fields. Includes an orientation to graduate studies. Ordinarily taken as first graduate course.

EDUC 502 **Computers for Educational Leaders** **3**
 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.

EDUC 505 **Fundamentals of Research Design** **3**
 Statistical techniques, research design, measurement and evaluation. Development of skills for critical reading of educational research. Closed to non-matriculants.

EDUC 515 **Multicultural Perspectives** **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.

EDUC 521 **Adult Psychology/Learning** **3**
 Investigation of various theories of adult development and learning.

EDUC 522 **Child Psychology/Learning** **3**
 Investigation of various theories of child development and learning.

EDUC 523 **Adolescent Psychology/Learning** **3**
 Investigation studies in adolescent psychology and learning.

- EDUC 529** **Values and Leadership** **3**
 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.
- EDUC 530** **Philosophy of Education** **3**
 Philosophical foundations of education and related fields. Closed to non-matriculants.
- EDUC 546** **Student Teaching Supplement** **5 to 15**
 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 591-593** **Special Topics** **1 to 6**
- EDUC 599** **Thesis** **10**
 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.

Literacy

- LITC 521** **Teaching with Children's and Adolescent Literature** **3**
 Integrating 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, poetry, and informational books. Emphasis will be given to selecting appropriate literature, developing literature-based instruction, and understanding the multicultural contexts of literature.
- LITC 522** **Seminar in Writing Instruction** **3**
 Development of written language expression at all grade levels; examination and evaluation of instructional and assessment practices, materials, and research on writing.
- LITC 524** **Literacy Assessment and Evaluation** **3**
 Examines formal and informal assessment measures, instructional techniques and materials, and clinical programs and approaches. Prerequisite: LITC 525 or permission of instructor.
- LITC 525** **Seminar in Literacy Instruction** **3**
 Development of literacy processes and skills at all levels; examination and evaluation of current instructional and assessment practices, research, and materials.
- LITC 526** **Literacy in the Content Fields** **3**
 Instructional methods in literacy in the content fields. Emphasizes the role of literacy across the curriculum.

LITC 527	Specialized Literacy Techniques	3
Identification of components of effective corrective literacy programs. Description and application of specialized literacy techniques, assessment, and materials. Evaluation and design of literacy instructional approaches for students with specialized learning needs. Prerequisite: LITC 524 or SPSY 554 or permission of instructor.		
LITC 528	Practicum: Literacy for Special Needs	5
Supervised field experience in literacy assessment and instruction. Serves as the capstone experience of synthesis and application to the role of a reading specialist, general education teacher, or special education teacher working with students with special literacy needs. Emphasis is on comprehensive research-based curriculum, assessment, and integration of children's and young adult literature into instruction. Prerequisites LITC 522, LITC 524, LITC 525, LITC 527, and SPSY 554 or permission of program director. Closed to non-matriculated and audit students.		
LITC 591-593	Special Topics	3
LITC 596	Literacy Independent Study	1-4
Independent study of literacy issues. Approximately 30 hours of reading and allied assignments per credit. Prerequisite: Permission of adviser. Graduate students only. May be graded CR/F. Closed to non-matriculants.		

Professional Certification

EPCT 520	Preassessment Seminar	3
Outlines expectations for a Professional Growth Plan and assists each Residency Teacher in producing a Professional Growth Plan that meets the 3 standards and 12 criteria for a Professional Certificate as defined by Washington State.		
EPCT 540	Culminating Seminar	3
The Culminating Seminar provides structure and support for each Residency Teacher to prepare and demonstrate performance-based evidence of completion of the Professional Growth Plan. Prerequisite: EPCT 520.		
EPCT 549	Project Continuation	0

School Psychology

Please note: All SPSY courses are closed to non-matriculants.

SPSY 553	Individual Intelligence Assessment	4
Training in administration and interpretation of results of individual intelligence tests. Emphasis on current Wechsler Scales and other measures commonly used in school settings, including authentic measures for culturally and linguistically diverse populations. Prerequisite: permission of instructor. NOTE: There is a fee for this course. (formerly offered for 3 credits)		

- SPSY 554 Individual Educational Assessment 4**
Comparison of various methods used in the evaluation of learning problems. Selection, administration, and analysis of assessment methods. Interpretation of results linked to interventions. Prerequisite: SPED 540. NOTE: There is a fee for this course. (formerly offered for 3 credits)
- SPSY 555 Personality and Behavior Assessment 4**
Administration, scoring and interpretation of individual methods designed to analyze personality structure and behavior. Ecological approaches emphasized. Prerequisite: permission of instructor. NOTE: There is a fee for this course. (formerly offered for 3 credits)
- 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. Graded CR/F.
- 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. Graded CR/F. Note: There is a lab fee for this course.
- SPSY 562 Family/School Collaboration 3**
Focus on theory and skills to work collaboratively with families and professionals at an individual, group and systems level. Includes knowledge of diverse family influences on student learning, and introduces theoretical application of systems thinking to work with families and organizations.
- SPSY 565 School Psychology Internship 1 to 3**
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. Graded CR/F. NOTE: There is a fee for this course.
- SPSY 591-593 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.

Special Education

- SPED 540** **Introduction to Special Education and Learning Disorders** **3**
An introduction to special education including an overview of historical/legal foundations, individualized educational plans, and exceptionalities in childhood. An emphasis will be placed on understanding the nature of learning disorders (i.e., learning disabilities, speech/language disorders, and mental retardation).
- SPED 541** **Multicultural/Multilingual Issues in Learning** **3**
An introduction to learning issues for students from culturally and linguistically diverse backgrounds. Topics covered include the types of disabilities among children from various cultural and linguistic backgrounds, perception of disabilities across cultures, reasons for the overrepresentation of various racial and ethnic groups in special programs, the effects of second language acquisition on current classroom learning, and the assessment and intervention for culturally and linguistically diverse students with learning difficulties.
- SPED 542** **Teaching Students with Learning Disorders** **3**
An examination of the methods and curriculum that have been demonstrated to be effective for students with learning disorders. Prerequisite: SPED 540 or permission of instructor.
- SPED 543** **Introduction to Behavior Disorders and Intervention** **3**
Overview of the behavior and emotional disorders commonly found in general and special education settings. An introduction to effective inclusive teaching, behavior management, applied behavioral analysis, functional assessment, and intervention.
- SPED 545** **School Consultation and Intervention** **3**
Methods for the special education teachers, reading specialists, and school psychologists 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. Prerequisite: SPED 540. Open only to students in Special Education, Literacy for Special Needs, or School Psychology.
- SPED 546** **Advanced Behavioral Intervention** **3**
Advanced techniques in the teaching, management, and intervention of students with severe behavior disorders. Applied behavior analyses, cognitive behavior modification, and social skills training will be among the techniques discussed. Prerequisite: SPED 543 or permission of instructor.
- SPED 547** **Teaching Students with Low Incidence Disabilities** **2**
Examination of characteristics of students with low incidence disabilities. Emphasis on effective trends and practices in their education. Prerequisite: SPED 540 or permission of instructor.

SPED 549	Practicum: Special Education	1 to 6
Diagnostic and prescriptive teaching with children who have learning or behavior problems. Development of IEPs. Laboratory course. Prerequisite: permission of instructor. MIT students with specialization in Special Education must register for 6 credits. Closed to non-matriculated and audit students.		
SPED 591-593	Special Topics	3
SPED 596	Special Education: Independent Study	1 to 4

Student Development Administration

SDAD 559	The American Community College	3
History, role, present status, diversity of populations served, student services, ethical issues, and future directions of the American community college.		
SDAD 564	Internship in Student Development Administration I	1
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.		
SDAD 565	Internship in Student Development Administration II	1
Closed to non-matriculants.		
SDAD 566	Internship in Student Development Administration III	1
Closed to non-matriculants.		
SDAD 575	Best Practices in Student Services	3
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.		
SDAD 576	Leadership and Governance of Post-Secondary Education	3
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.		
SDAD 577	Foundations of the Student Affairs Profession	3
Critically analyzes the history, sociology and philosophy of the student affairs profession. Examines the purposes and functions of the profession through a discussion of how student affairs is practiced at various institutional types among a wide diversity of students. (formerly titled Principles of Student Development Administration)		

- 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 580** **Higher Education Law** **3**
Overview of legal issues related to post-secondary institutions, based on federal and state case law, statutes, WACs and RCWs.
- SDAD 585** **Higher Education Finance** **3**
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.
- SDAD 591-593 Special Topics** **3**
- 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 instructor. Closed to non-matriculants.

Teacher Education

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 fee for this course.

TEED 512	Learners and Instruction	10
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 for Social Justice	3
This course expands students' knowledge of diverse and complex justice issues and focuses on service-learning as a pedagogy to address these issues. The course includes in-class instruction, a field placement in a K-12 setting to implement a service-learning project, and a concluding conference. (formerly titled Service Leadership)		
TEED 521	Elementary Curriculum, Instruction, and Assessment	15
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)		
TEED 522	Middle and Secondary Curriculum, Instruction, and Assessment	15
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)		
TEED 523	Middle School Field Experience/Seminar	2
Observation, guided practice, and seminar for teaching in middle schools.		
TEED 526	Teaching Internship (Elementary) Special Education	8
TEED 527	Teaching Internship (Secondary) Special Education	8
TEED 528	Teaching Internship (Elementary)	14
TEED 529	Teaching Internship (Secondary)	14
TEED 535	Child Abuse and Related Issues	1
Examines child abuse related to the role of the schools. Includes identification, reporting, and legal responsibilities.		
TEED 540	Reflective Teaching Seminar	4
Development of skills in analysis of educational research in relation to student learning. 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.		
TEED 596	Teacher Education Independent Study	1 to 5
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.		

Teaching English to Speakers of Other Languages

- TSOL 525** **Second Language Writing** **3**
Theory and principles of teaching first and second language writing; examination and evaluation of current instructional and assessment practices, research and materials.
- TSOL 531** **Second Language Acquisition: Theories and Issues** **3**
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 534.
- TSOL 534** **Linguistics for Language Teachers I** **3**
Introduction to linguistic analysis as it applies to teaching second and foreign languages. Topics included are phonetics/phonology, morphology, syntax, semantics, and learner strengths/errors in these areas. (The continuation course is TSOL 535).
- TSOL 535** **Linguistics for Language Teachers II** **3**
This continuation of TSOL 534 introduces students to discourse analysis and pragmatics. It also includes a systematic investigation of learner strengths and errors at and beyond the intersentential level as demonstrated in natural discourse. Prerequisite: TSOL 534.
- TSOL 536** **Language in Society** **3**
Overview of ways in which language is used in society. Topics include social and regional dialects, male-female language, World Englishes, language and culture, language policy and planning, and multilingualism. Prerequisites: EPDES 930, TSOL 534, and TSOL 535.
- TSOL 537** **Teaching English for Academic Purposes** **3**
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.
- TSOL 538** **Structure of English** **3**
An in-depth analysis of the major structures of English for ESL professionals. Students will become familiar with the intricacies of English grammar, particularly those that tend to be challenging to nonnative speakers. Students will develop their skills in analyzing and explaining English words, phrases, and sentences, as well as learn the grammatical metalanguage. Prerequisites: EPDES 930, TSOL 531, TSOL 534.
- TSOL 539** **Second Language Reading and Vocabulary Acquisition** **3**
Theories and principles of second language reading and vocabulary acquisition; examination and evaluation of current instructional and assessment practices, research, and materials.
- TSOL 566** **Internship in the TESOL Setting** **3**
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 including the following prerequisites are required prior to beginning the internship: EPDES 930, TSOL 531, TSOL 534, and TSOL 535. Graded CR/F.

- TSOL 567 Internship in the TESOL Setting 1 to 3**
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. Graded CR/F.
- TSOL 591-593 Special Topics 3**
- TSOL 595 TESOL Graduate Project 3**
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.
- TSOL 596 TESOL 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.

Post-Baccalaureate

These courses are taken for the post-baccalaureate 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 College of Education at the School of Teaching English as a Second Language, 9620 Stone Ave. North, Suite 101, Seattle, WA 98103 (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. Included in Intensive I.
- EPDES 931 Methods of Language Acquisition 3**
Specific methods (traditional and contemporary) for language acquisition will be analyzed and evaluated for effectiveness with different student populations, skill areas, and proficiency levels. Upon completion of this course, participants will be better prepared to choose approaches, methods, and activities in diverse and challenging teaching situations. 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. Prerequisite or co-requisite: EPDES 930. 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.
- 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.
- EPDES 936** **Teaching Content to English Language Learners** **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. (formerly titled Teaching Content to Students of Limited English Proficiency)
- EPDES 937** **Linguistics for ESOL Teachers** **3**
A survey of general linguistics with attention to use by the ESOL classroom teacher. It provides a review of current research regarding linguistics, and provides an opportunity for course participants to develop skill in linguistic analysis. Prerequisite: none.
- 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.
- 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.
- EPDES 940** **Self-Analysis and Improvement in TESOL** **3**
An individualized course which may be taken after EPDES 930 and involving completion of a 40-hour field experience in teaching ESOL. The participants conduct a self-analysis of teaching beliefs and skills and develop personal growth plans. Prerequisite: EPDES 930.

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.

EPDES 944 Curriculum and Program Design in TESOL 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.

EPDES 945 Computer-Enhanced Language Teaching 3

This course explores the research supporting the use of computers in English language teaching, computer-based activities which enhance the acquisition of language, and the trends and issues related to the limitations and powers of computers in education. Prerequisite: EPDES 930.

EPDES 946 Professional Leadership – TESOL 1

Participants will research and discuss the history and legal issues concerning the education of ESOL learners in the United States and in Washington State. Prerequisite: EPDES 930.

Education Graduate Faculty

Jeffrey B. Anderson; BA, University of Minnesota; MA, College of St. Thomas; PhD, 1990, University of Denver; professor, teacher education; 1991.

Kay E. Beisse; BA, University of Washington; MEd, Western Washington University; PhD, 1993, University of Washington; associate professor, school psychology; 1999.

John P. Chattin-McNichols; AB, University of California at Los Angeles; PhD, 1979, Stanford University; director, curriculum and instruction; department chairperson, teaching and learning; associate professor, curriculum and instruction and teacher education; 1979.

Amy L. Eva-Wood; BA, La Sierra University; MA, La Sierra University; PhD, 2003, University of Washington; assistant professor, teacher education; 2004.

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; director, school psychology; professor, school psychology and teacher education; 1981.

J. Hutchinson Haney; BA, University of Denver; MS, University of Arizona; MTS, 1993, Seattle University; director, counseling; department chairperson, counseling/school psychology; assistant professor, counseling; 1974.

Ivan L. Hutton; BA, MA, Gonzaga University; MDiv, Jesuit School of Theology at Berkeley; PhD, 1987, Stanford University; associate dean; assistant professor; 1989.

Beth Jackson; BA, University of California, Davis; MEd, University of Washington; EdD, 1982, Seattle University; assistant dean; director of professional development/continuing education; 2001.

Christine M. Jensen; BA, Western Oregon State College; MS, Western Oregon State College; EdD, 1987, East Texas State University; associate professor, counseling; 1998.

Cinda Johnson; BS, University of Idaho; MA, Gonzaga University; EdD, 1999, University of Washington; assistant professor, special education, 2004.

Margaret H. Kates; BA, MEd, University of Washington, 1975; program director, professional certification for teachers; 2002.

Bridget Turner Kelly; BS, University of Tennessee; MA, PhD, 2001, University of Maryland, College Park; assistant professor, student development administration; 2005.

Jacqueline W. Leibsohn; BA, University of California, San Diego; MS, PhD, 1989, Colorado State University; associate professor, counseling; 1991.

Margit E. McGuire; BA, Washington State University; MEd, Central Washington State College; PhD, 1975, University of Oregon; director, teacher education; professor, teacher education; 1987.

R. Michael O'Connor; BA, MEd, University of Washington; PhD, 1974, University of Minnesota; MTS, 1993, Seattle University; professor, counseling; 1974.

Yvonne J. Owen; BS, PhD, 1978, University of Washington; associate professor, counseling; 1980.

Roberto A. Peña; BS, State University of New York at Buffalo; MA, State University of New York at Buffalo; PhD, 1993, University of Wisconsin-Madison; associate professor, educational leadership; 2001.

Mark Roddy; BS, University of California at Riverside; MS, PhD, 1992, University of Washington; associate professor, teacher education; 1992.

Daisy E. Arredondo Rucinski; BA, MA, PhD, 1983, University of Washington; director, educational leadership; associate professor, educational leadership; 1998.

Katherine L. Schlick Noe; BA, MEd, PhD, 1985, University of Washington; director, literacy for special needs; professor, literacy for special needs and teacher education; 1986.

Sue A. Schmitt; BA, Viterbo College; MEd, University of Missouri-Columbia; EdD, 1984, Mississippi State University; dean; 1996.

Michael Silver; AB, Washington University; MAEd, Washington University; PhD, 1982, Washington University; director, educational administration; assistant professor, educational administration, 2004.

Laurie Stevahn; BA, Pacific Lutheran University; MEd, Seattle Pacific University; PhD, 2000, University of Minnesota; director, curriculum and instruction; assistant professor, curriculum and instruction; 2002.

Jeremy Stringer; BA, Southern Methodist University; MA, PhD, 1973, University of Wisconsin; director, student development administration; associate professor, student development administration; 1984.

Pamela A. Taylor; BA, Chicago State University; MA, Governors State University; PhD, 1999, Mississippi State University; assistant professor, curriculum and instruction; 2003.

Nina L. Valerio; BS, Philippine Women's University, Philippines; MS, State University of Iowa; PhD, 1991, University of Washington; associate professor, curriculum and instruction; 1994.

Carol L. Weaver; BS, Washington State University; MEd, Oregon State University; PhD, 1981, Ohio State University; director, adult education and training; associate professor, adult education and training; 1989.

Jian Yang; BA (equivalent), Foreign Language University, Luoyang, China; MEd, SUNY, Buffalo; PhD, 1996, Florida State University; director, teaching English to speakers of other languages; associate professor; 2000.

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.

2001-2002, Patricia A. Bauch, OP; BA, Edgewood College; MEd, Northern Illinois University; PhD, 1982, University of California at Los Angeles.

2003-2004, Stanley Pogrow; BS, City College of New York; MBA; Bernard Baruch University; PhD, 1973, Stanford University.

Education Faculty Emeriti

Josef C. Afanador, EdD (1975)

Sandra L. Barker, PhD (1985)

Bonnie Jean Denoon, PhD (1975)

Winfield S. Fountain, EdD (1957)

John J. Gilroy, PhD (1982)

Margaret M. Haggerty, PhD (1971)

Reba Y. Lucey, MEd (1969)

David Marshak, EdD (1992)

John A. Morford, EdD (1973)

Roy P. Wahle, EdD (1977)

Delight C. Willing, EdD (1987)

Mary Lou Wyse, PhD (1965)

Gary H. Zarter, PhD (1973)

Casimir Zielinski, EdD (1979)

COLLEGE OF NURSING

Mary K. Walker, PhD, RN, FAAN, Dean

Barbara A. Anderson, DrPH, RN, CNM, CHES, Associate Dean for Academic Affairs

Sharon Parkman, PhD, RN, Assistant Dean for Undergraduate Studies

Katherine Camacho Carr, PhD, ARNP, CNM, FACNM, Interim Assistant Dean,

Graduate Program Director

Phone: (206) 296-5660

Internet: www.seattleu.edu/nurs

e-mail: nurse@seattleu.edu

Degree Offered

Master of Science in Nursing (MSN)

Primary Care Nurse Practitioner (PCNP) with specialization in:

Family Nurse Practitioner

Psychiatric Mental Health Nurse Practitioner with Addictions Focus

Advanced Practice Nursing Immersion with specialization in:

Family Nurse Practitioner

Psychiatric Mental Health Nurse Practitioner with Addictions Focus

Leadership in Community Nursing (LCN) with specialization in:

Program Development

Spirituality and Health

Advanced Practice Nursing Immersion with specialization in:

LCN – Program Development

LCN – Spirituality and Health

Post-Master's Certificates Offered

Primary Care Nurse Practitioner with specialization in:

Family Nurse Practitioner

Psychiatric Mental Health Nurse Practitioner with Addictions Focus

Seattle University College of Nursing was granted full accreditation by the Commission on Collegiate Nursing Education in 2002. The Advanced Practice Nursing Immersion Program is fully accredited.

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
- Utilize 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 traditional 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 organizations and institutions, or as primary care nurse practitioners. The advanced practice nursing (APN) immersion is an accelerated path to the MSN for non-nurses holding undergraduate degrees in other fields. The APN Immersion prepares graduates to be primary care nurse practitioners, or for leadership in health care organizations and communities.

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 and clinically experienced nurses who are also expert teachers. The curriculum focus on care of vulnerable clients actualizes the Jesuit commitment to social justice. Values-based education emphasizes 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 offers two tracks. The Leadership in Community Nursing (LCN) track prepares nurses in health promotion and prevention strategies for communities or populations. Two specialties are available. The program development specialty prepares graduates to collaborate with communities and organizations to design and implement health programs for vulnerable populations. The spirituality and health specialty is offered in collaboration with the School of Theology and Ministry and prepares graduates to meet the spiritual health needs of individuals, families, and communities. Clinical experiences in both tracks are arranged to focus on populations of special interest to students.

The Primary Care Nurse Practitioner track (PCNP) offers specialties in family and in psychiatric mental health with an addictions focus. Graduates are eligible for national certification exams in the area of specialization: family nurse practitioner, or adult or family psychiatric mental health nurse practitioner. Psychiatric nurse practitioner graduates are also eligible for advanced practice certification in addictions. Both primary care nurse practitioner specialties require more than 500 hours of supervised clinical practice for program completion.

Two-year, three-year, and post-master's certificate options are available for traditional registered nurse students in the MSN program.

The APN immersion is designed for non-nurses holding undergraduate degrees in other fields. Students first complete a four-quarter pre-licensure curriculum that confers eligibility to sit for the registered nurse licensure examination (NCLEX-RN). Upon achievement of RN licensure, students continue into specialty courses. Graduates are awarded the MSN.

Students completing the PCNP track are eligible to sit for certification examinations in their chosen specialty area (see above). It is a full-time, year-round program of study. Students in the family, program development, and spirituality and health specialties complete the program in two full calendar years, plus one additional quarter. Students in the psychiatric mental health specialty may complete the program in 2 full calendar years of full-time study, or may choose 2 years of full time and one year of part-time study.

Admission to the psychiatric mental health nurse practitioner specialty is offered every other year for traditional and immersion students. The next enrollment cycle is Spring 2006 for traditional students and Fall 2007 for immersion applicants.

Admission Requirements

MSN program for professional nurses

- 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 statement describing professional and personal goals, including reasons for choosing the MSN program and a particular specialty.
- A résumé indicating relevant nursing experiences. Two years of clinical nursing experience is preferred.
- A minimum grade point average of 3.00 calculated with coursework from all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree and any post-baccalaureate coursework. Individuals who have less than a 3.0 GPA may be considered, given evidence of other accomplishments.
- Official Graduate Record Exam (GRE) scores taken within the past 5 years. Not required for applicants holding a graduate degree from a U.S. accredited institution, including medicine and law.
- Two recommendations that speak to the applicant's clinical and academic abilities on Seattle University forms.
- TOEFL score of 580 (92 internet-based or 237 computer-based score) or higher for any applicant for whom English is not the native language. Equivalent MELAB and IELTS scores also accepted to determine English proficiency. Admission through Culture and Language Bridge program is not an option.
- A successful interview with faculty.

Applicants who do not meet all of the admission requirements will be considered on an individual basis.

Post-master's certificate option for nurses holding an MSN

- Master's degree in nursing from an accredited institution.
- A professional résumé.
- A statement describing professional and personal goals and reason for interest in the post-master's certificate program.
- Two recommendations that speak to the applicant's clinical and academic abilities.
- A successful interview with faculty.

APN Immersion for non-nurses holding undergraduate degrees

- Bachelor's degree from a regionally accredited college or university.
- A statement describing professional and personal goals, including reasons for choosing a nursing career and the immersion program at Seattle University.
- A professional résumé.
- A minimum grade point average of 3.00 calculated with coursework from all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree and any post-baccalaureate coursework. Individuals who have less than a 3.0 GPA may be considered, given evidence of other accomplishments.
- Official Graduate Record Exam (GRE) scores taken within the past 5 years.
- Two recommendations that speak to the applicant's academic abilities and personal and professional qualities indicating a fit for advanced practice nursing. These must be on Seattle University forms.
- If English is not the native language, TOEFL score of 580 (92 internet-based or 237 computer-based score) or higher for any applicant for whom English is not the native language. Equivalent MELAB and IELTS scores also accepted to determine English proficiency. Admission through Culture and Language Bridge program is not an option.
- A successful interview with faculty.

Prerequisites

MSN program for professional nurses

- Satisfactory completion with a grade of C (2.0) or better in an undergraduate statistics course (or an acceptable equivalent) that includes descriptive and inferential statistics with computer application (a 5 quarter credit minimum) and completed within the past 10 years.

Evidence of the following must be provided to the College 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. Specific requirements are published in the College of Nursing MSN Student Handbook.

Non-matriculated option

A prospective registered nurse 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 graduate program director and the course instructor. Non-matriculated students who seek admission to the MSN program must successfully complete NURS 502 prior to or during their first academic term as matriculated graduate students.

APN Immersion for non-nurses holding undergraduate degrees

Nursing major prerequisites include the following undergraduate courses:

MATH 110 or College algebra or higher math	5 qtr credits
PSYC 120 Introduction to psychology	5 qtr credits
BIOL 200-210 Anatomy and physiology I & II with lab	10 qtr credits *
BIOL 220 Microbiology with lab	5 qtr credits *
PSYC 322 Growth and development	5 qtr credits
MATH 2XX Basic Descriptive & Inferential Statistics.....	5 qtr credits

* Must be completed within the last 5 years. All other prerequisites except chemistry must be completed within 10 years prior to application.

In addition, one year of high school or one quarter of college chemistry is also a major prerequisite.

All prerequisite courses must be completed prior to enrollment in the immersion. Official transcripts showing successful prerequisite course completion should be sent to the Seattle University Office of Graduate Admissions as soon as possible following completion of course(s). Students will not be permitted to progress if transcripts are not received by the Office of Admissions before or during the first fall quarter of the immersion.

Transfer credit for the MSN program (Policy 2003-2)

In general, applicants to Seattle University must meet requirements for transfer of credit from other accredited institutions set forth in this *Graduate Bulletin of Information*. However, up to 30 quarter (20 semester) credits may be accepted for registered nurse students wishing to transfer to Seattle University from another accredited master's degree program. All courses accepted in transfer are approved by the graduate program director in accordance with Policy 2003-2, and an individualized program of study for transfer students is designed based on previous coursework and Seattle University degree requirements.

MSN Program Policies

Graduate students in the College of Nursing are subject to all Seattle University academic policies published in this *Graduate Bulletin of Information*. Policies and procedures specific to the College of Nursing include:

Clinical hours: Three contact hours are required for each credit hour for clinical courses in the MSN program. The ratio of credit to contact hours for the MSN clinical practica is consistent with University policy.

Academic policies: Graduate nursing academic policies are described in the document: Performance criteria for admission, progression, probation, and dismissal, published in the current edition of the MSN Student Handbook. Students are responsible for purchasing the Handbook and understanding its contents.

Commencement with deficiencies: MSN students scheduled to complete program requirements at the end of summer quarter, and who have completed all degree requirements except a final clinical practicum, may participate in the preceding June graduation ceremony.

Degree Requirements – Master of Science in Nursing/ Primary Care Nurse Practitioner, Specialization in Family Primary Care

The family nurse practitioner curriculum is a 6 quarter (two year) or 9 quarter (three year) program that prepares professional nurses as advanced practice nurses to provide direct primary care to individuals and families.

I. Foundation Courses

Thirty NURS credits, including:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 502	Vulnerability, Culture, and Nursing	4
NURS 504	Concepts and Theories for Advanced Practice Nursing	3
NURS 509	Advanced Nursing Practice Roles and Functions	3
NURS 510	Ethical Considerations and Health Policy in Nursing Practice	4
NURS 514	Scholarly Inquiry for Advanced Practice Nursing	3
NURS 520	Health Outcomes, Wellness and Health Promotion Across the Life Span	3
NURS 522	Advanced Pharmacological Applications for Primary Care	3
NURS 524	Advanced Pathophysiology	3

II. Specialization Area

Twenty-nine to thirty-two NURS credits, including:

NURS 521	Psychosocial Foundations for Advanced Practice Nursing	3
NURS 571	Primary Care Management: Adult and Geriatric	3
NURS 572	Primary Care Management: Reproductive Health	3
NURS 573	Primary Care Management: Pediatrics	3
NURS 581	Primary Care Management Practicum: Adult and Geriatric	3
NURS 582	Primary Care Management Practicum: Reproductive Health	3
NURS 583	Primary Care Management Practicum: Pediatrics	3
NURS 589	Transition to Advanced Practice Nursing	8
NURS 591	Special Topics Electives in Primary Care: Advanced Assessment & Differential Diagnosis	0 to 3

III. Program Synthesis

Choose option a. or b.:

- a. NURS 594 Thesis (6)
b. NURS 599 Scholarly Project (3)

MINIMUM CREDITS REQUIRED FOR DEGREE 62 to 68

Degree Requirements – Master of Science in Nursing/Primary Care Nurse Practitioner, Specialization in Psychiatric Mental Health Nurse Practitioner with Addictions Focus

The psychiatric mental health nurse practitioner with addictions focus specialty curriculum is a six quarter (two year or two year plus summer) or nine quarter (three year) program of study. Graduates are prepared as advanced practice nurses to provide psychiatric and addictions treatment in a variety of community settings.

I. Foundation Courses

Thirty NURS credits, including:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 502	Vulnerability, Culture, and Nursing	4
NURS 504	Concepts and Theories for Advanced Practice Nursing	3
NURS 509	Advanced Nursing Practice Roles and Functions	3
NURS 510	Ethical Considerations and Health Policy in Nursing Practice	4
NURS 514	Scholarly Inquiry for Advanced Practice Nursing	3
NURS 520	Health Outcomes, Wellness and Health Promotion Across the Life Span	3
NURS 522	Advanced Pharmacological Applications for Primary Care	3
NURS 524	Advanced Pathophysiology	3

II. Specialization Area

Thirty-six to thirty-nine NURS credits, including:

NURS 521	Psychosocial Foundations for Advanced Practice Nursing	3
NURS 530	Advanced Psychiatric Nursing Counseling of Individuals, Families & Groups	3
NURS 532	The Neurobiology of Psychiatric Mental Health & Addictions	3
NURS 533	Psychosocial Aspects of the Addictions	3
NURS 534	Principles of Addiction Treatment	3
NURS 535	Clinical Diagnosis and Management of Psychiatric Health Disorders and Addictions I	6
NURS 536	Clinical Diagnosis and Management of Psychiatric Health Disorders and Addictions II	6
NURS 537	Clinical Diagnosis and Management of Psychiatric Health Disorders and Addictions III	6
NURS 538	Advanced Psychiatric Mental Health Nursing	4
NURS 591	Special Topics Electives such as Psychopharmacology, Spirituality, Social Justice, or Advances in Etiology of Addictions	0 to 3

III. Program Synthesis

Choose option a. or b.:

- a. NURS 594 Thesis (6)
b. NURS 599 Scholarly Project (3)

MINIMUM CREDITS REQUIRED FOR DEGREE 70 to 73

Certificate Requirements – Post-Master's Certificate in Nursing/Primary Care Nurse Practitioner, Specialization in Family Primary Care

Individuals holding a master's degree in nursing may complete curriculum requirements to become eligible for certification as a family nurse practitioner. Credit requirements are based on previous coursework and are reviewed on an individual basis.

I. Foundation Courses

Up to sixteen NURS credits drawn from the following:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 509	Advanced Nursing Practice Roles and Functions	3

NURS 520	Health Outcomes, Wellness and Health Promotion Across the Life Span	3
NURS 522	Advanced Pharmacological Applications for Primary Care	3
NURS 524	Advanced Pathophysiology	3

II. Specialization Area

Up to twenty-nine NURS credits, including:

NURS 521	Psychosocial Foundations for Advanced Practice Nursing	3
NURS 571	Primary Care Management: Adult and Geriatric	3
NURS 572	Primary Care Management: Reproductive Health	3
NURS 573	Primary Care Management: Pediatrics	3
NURS 581	Primary Care Management Practicum: Adult and Geriatric	3
NURS 582	Primary Care Management Practicum: Reproductive Health	3
NURS 583	Primary Care Management Practicum: Pediatrics	3
NURS 589	Transition to Advanced Practice Nursing	8
NURS 591	Special Topics Electives in Primary Care: Advanced Assessment & Differential Diagnosis	0 to 3

MINIMUM CREDITS FOR CERTIFICATE 22 to 45

Certificate Requirements – Post-Master’s Certificate in Nursing/Primary Care Nurse Practitioner, Specialization in Psychiatric Mental Health with Addictions Focus

Individuals holding a master’s degree in nursing may complete curriculum requirements to become eligible for certification as a psychiatric mental health nurse practitioner. Credit requirements are based on previous coursework and are reviewed on an individual basis.

I. Foundation Courses

Up to sixteen NURS credits, including:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 509	Advanced Nursing Practice Roles and Functions	3
NURS 520	Health Outcomes, Wellness and Health Promotion Across the Life Span	3
NURS 522	Advanced Pharmacological Applications for Primary Care	3
NURS 524	Advanced Pathophysiology	3

II. Specialization Area

Up to thirty-six NURS credits, including:

NURS 521	Psychosocial Foundations for Advanced Practice Nursing	3
NURS 530	Advanced Psychiatric Nursing: Counseling of Individuals, Families, & Groups	3
NURS 532	The Neurobiology of Psychiatric Mental Health & Addictions	3
NURS 533	Psychosocial Aspects of Addictions	3
NURS 534	Principles of Addiction Treatment	3
NURS 535	Clinical Diagnosis & Management of Psychiatric Health Disorders and Addictions I	6
NURS 536	Clinical Diagnosis & Management of Psychiatric Health Disorders and Addictions II	6
NURS 537	Clinical Diagnosis & Management of Psychiatric Health Disorders and Addictions III	6

NURS 538	Advanced Psychiatric Mental Health Nursing.....	4
NURS 591	Special Topics Electives such as Psychopharmacology, Spirituality, Social Justice, or Advances in Etiology of Addictions	0 to 3

MINIMUM CREDITS FOR CERTIFICATE..... 53

Degree Requirements – Master of Science in Nursing/ Advanced Practice Nursing Immersion, Family Primary Care Nurse Practitioner Specialization

The APN immersion prepares non-nurses with undergraduate degrees as primary care nurse practitioners. Students are prepared to sit for the registered nurse licensure examination after 4 quarters of study. The family PCNP specialty requires 9 consecutive quarters of full-time study. The family nurse practitioner provides direct primary care to individuals and families.

I. Nursing major requirements

Thirty-seven credits, including:

NURS 305	Introduction to Pharmacology.....	3
NURS1 541	Foundational Concepts and Skills in Nursing	6
NURS1 543	Nursing Care in the Community.....	10
NURS1 544	Nursing Care of the Well Family.....	5
NURS1 545	Leadership, Delegation and Coordination of Care	1
NURS1 547	Nursing Care During Altered Health	5
NURS1 557	Clinical Practice in Nursing Care During Altered Health.....	7

II. Foundation courses

Thirty-three credits, including:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 502	Vulnerability, Culture, and Nursing	4
NURS 504	Concepts and Theories for Advanced Practice Nursing	3
NURS 509	Advanced Nursing Practice Roles and Functions	3
NURS 510	Ethical Considerations and Health Policy in Nursing Practice	4
NURS 514	Scholarly Inquiry for Advanced Practice Nursing.....	3
NURS 516	Health Care System Leadership & Management.....	3
NURS 520	Health Outcomes, Wellness, and Health Promotion Across the Life Span	3
NURS 522	Advanced Pharmacological Applications in Primary Care.....	3
NURS 524	Advanced Pathophysiology.....	3

III. Specialization area: Family

Twenty-nine credits, including:

NURS 521	Psychosocial Foundations for Advanced Practice Nursing.....	3
NURS 571	Primary Care Management: Adult and Geriatric	3
NURS 572	Primary Care Management: Reproductive Health.....	3
NURS 573	Primary Care Management: Pediatrics.....	3
NURS 581	Primary Care Management Practicum: Adult and Geriatric.....	3
NURS 582	Primary Care Management Practicum: Reproductive Health	3
NURS 583	Primary Care Management Practicum: Pediatrics	3
NURS 589	Transition to Advanced Practice Nursing.....	8
NURS 591	Special Topics Electives in Primary Care: Advanced Assessment & Differential Diagnosis.....	0 to 3

IV. Program synthesis

Choose option a. or b. 3 to 6

- a. NURS 594 Thesis (6)
- b. NURS 599 Scholarly Project (3)

MINIMUM CREDITS REQUIRED FOR DEGREE 102 to 105

**Degree Requirements – Master of Science in Nursing/
Advanced Practice Nursing Immersion, Primary Care
Nurse Practitioner, Specialization in Psychiatric Mental
Health Nurse Practitioner with Addictions Focus**

The APN immersion prepares non-nurses with undergraduate degrees as primary care nurse practitioners. Students are prepared to sit for the registered nurse licensure examination after 4 quarters of study. Completion of the psychiatric mental health specialization requires 9 full-time quarters of study, or two years of full-time study and a third year of part-time study.

I. Nursing major requirements

Thirty-seven credits, including:

NURS 305	Introduction to Pharmacology.....	3
NURSI 541	Foundational Concepts and Skills in Nursing	6
NURSI 543	Nursing Care in the Community.....	10
NURSI 544	Nursing Care of the Well Family.....	5
NURSI 545	Leadership, Delegation and Coordination of Care	1
NURSI 547	Nursing Care During Altered Health	5
NURSI 557	Clinical Practice in Nursing Care during Altered Health	7

II. Foundation courses

Thirty-three credits, including:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 502	Vulnerability, Culture, and Nursing	4
NURS 504	Concepts and Theories for Advanced Practice Nursing	3
NURS 509	Advanced Nursing Practice Roles and Functions	3
NURS 510	Ethical Considerations and Health Policy in Nursing Practice	4
NURS 514	Scholarly Inquiry for Advanced Practice Nursing.....	3
NURS 516	Health Care System Leadership & Management.....	3
NURS 520	Health Outcomes, Wellness, and Health Promotion Across the Life Span	3
NURS 522	Advanced Pharmacological Applications in Primary Care.....	3
NURS 524	Advanced Pathophysiology.....	3

**III. Specialization area: Psychiatric Mental Health Nursing with
Addictions Focus**

Thirty-six NURS credits, including:

NURS 521	Psychosocial Foundations for Advanced Practice Nursing.....	3
NURS 530	Advanced Psychiatric Nursing: Counseling of Individuals, Families & Groups.....	3
NURS 532	The Neurobiology of Psychiatric Mental Health & Addictions.....	3

NURS 533	Psychosocial Aspects of Addictions	3
NURS 534	Principles of Addiction Treatment	3
NURS 535	Clinical Diagnosis and Management of Psychiatric Health Disorders and Addictions I	6
NURS 536	Clinical Diagnosis and Management of Psychiatric Health Disorders and Addictions II	6
NURS 537	Clinical Diagnosis and Management of Psychiatric Health Disorders and Addictions III.....	6
NURS 538	Advanced Psychiatric Mental Health Nursing	4
NURS 591	Special Topics Electives such as Psychopharmacology, Spirituality, Social Justice, or Advances in Etiology of Addictions	0 to 3

VI. Program synthesis

Choose option a. or b.:..... 3 to 6

- a. NURS 594 Thesis (6 required)
- b. NURS 599 Scholarly Project (3)

MINIMUM CREDITS REQUIRED FOR DEGREE..... 110 to 113

Degree Requirements – Master of Science in Nursing/ Leadership in Community Nursing, Specialization in Program Development

The program development specialization in the LCN track requires 6 quarters (two years) or 9 quarters (three years) of study. Graduates are prepared as advanced practice nurses who collaborate with communities and organizations to design and implement health programs for populations.

I. Foundation Courses

Thirty NURS credits, including:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 502	Vulnerability, Culture, and Nursing	4
NURS 504	Concepts and Theories for Advanced Practice Nursing	3
NURS 509	Advanced Nursing Practice Roles and Functions	3
NURS 510	Ethical Considerations and Health Policy in Nursing Practice	4
NURS 514	Scholarly Inquiry for Advanced Practice Nursing.....	3
NURS 520	Health Outcomes, Wellness and Health Promotion Across the Life Span	3
NURS 522	Advanced Pharmacological Applications for Primary Care	3
NURS 524	Advanced Pathophysiology.....	3

II. Specialization Area

Twenty-six NURS credits, including:

NURS 506	Theoretical Frameworks for Nursing Practice in Communities and Organizations	3
NURS 507	Advanced Practice in Community and Organizational Nursing I.....	5
NURS 511	Introduction to Nursing Informatics	2
NURS 516	Health Care System Leadership and Management.....	3
NURS 517	Health Care System Economic and Financial Analysis.....	3
NURS 518	Health Care Systems Design, Implementation and Evaluation.....	4
NURS 519	Advanced Practice in Community and Organizational Nursing II.....	6

III. Program Synthesis

Choose option a. or b.: 3 to 6

- a. NURS 594 Thesis (6 required)
- b. NURS 599 Scholarly Project (3)

MINIMUM CREDITS REQUIRED FOR DEGREE 59 to 62

**Degree Requirements – Master of Science in Nursing/
Leadership in Community Nursing, Specialization in
Spirituality and Health**

The spirituality and health specialization of the LCN track is a 6 quarter (two year) or 9 quarter (three year) program that prepares advanced practice nurses to develop and support community-based initiatives or work with individuals, families, and organizations regarding matters of spiritual health and well being. Graduates work with individuals, families, and communities to address life transitions, palliative care, or end-of-life issues.

I. Foundation Courses

Thirty NURS credits, including:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 502	Culture, Vulnerability, and Nursing	4
NURS 504	Concepts and Theories for Advanced Practice Nursing	3
NURS 509	Advanced Nursing Practice Roles and Functions	3
NURS 510	Ethical Considerations and Health Policy in Nursing Practice	4
NURS 514	Scholarly Inquiry for Advanced Practice Nursing.....	3
NURS 520	Health Outcomes, Wellness and Health Promotion Across the Life Span	3
NURS 522	Advanced Pharmacological Applications for Primary Care	3
NURS 524	Advanced Pathophysiology.....	3

II. Specialization Area

Eighteen NURS credits, including:

NURS 515	Spirituality and Nursing Management in Populations	5
NURS 516	Health Care System Leadership and Management.....	3
NURS 518	Health Care Systems Design, Implementation, and Evaluation	4
NURS 519	Advanced Practice in Community and Organizational Nursing II.....	6

III. Theology and Ministry Courses

Twelve STMM or STMA credits, including:

STMM 500	Christian Anthropology	3
STMM 553	Pastoral Helping Skills.....	3
STMM 561	Christian Prayer and Spirituality	3

After completing STMM requirements, choose one of the following:

STMM 562	Spirituality and Theology of Aging	3
STMA 572	Spirituality in Loss and Grief.....	3
STMA 561	Psycho-Spiritual Development	3

IV. Program Synthesis

NURS 590	Capstone Synthesis.....	3
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MINIMUM CREDITS REQUIRED FOR DEGREE.....	63
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Degree Requirements – Master of Science in Nursing/Advanced Practice Nursing Immersion, Leadership in Community Nursing, Specialization in Program Development

The APN immersion prepares non-nurses with undergraduate degrees to collaborate with communities and organizations to design and implement health programs for populations. Students are prepared to sit for the registered nurse licensure examination after 4 quarters of study. Completion of the program development specialty requires 9 consecutive full-time quarters of study.

I. Nursing major requirements

Thirty-seven credits, including:

NURS 305	Introduction to Pharmacology.....	3
NURSI 541	Foundational Concepts and Skills in Nursing	6
NURSI 543	Nursing Care in the Community.....	10
NURSI 544	Nursing Care of the Well Family.....	5
NURSI 545	Leadership, Delegation and Coordination of Care	1
NURSI 547	Nursing Care During Altered Health.....	5
NURSI 557	Clinical Practice in Nursing Care during Altered Health	7

II. Foundation courses

Thirty-three credits, including:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 502	Vulnerability, Culture, and Nursing.....	4
NURS 504	Concepts and Theories for Advanced Practice Nursing	3
NURS 509	Advanced Nursing Practice Roles and Functions	3
NURS 510	Ethical Considerations and Health Policy in Nursing Practice	4
NURS 514	Scholarly Inquiry for Advanced Practice Nursing.....	3
NURS 516	Health Care System Leadership and Management.....	3
NURS 520	Health Outcomes, Wellness, and Health Promotion Across the Life Span	3
NURS 522	Advanced Pharmacological Applications in Primary Care.....	3
NURS 524	Advanced Pathophysiology.....	3

III. Specialization Area

Twenty-three NURS credits, including:

NURS 506	Theoretical Frameworks for Nursing Practice in Communities and Organizations.....	3
NURS 507	Advanced Practice in Community and Organizational Nursing I.....	5
NURS 511	Introduction to Nursing Informatics	2
NURS 517	Health Care System Economic and Financial Analysis.....	3
NURS 518	Health Care Systems Design, Implementation and Evaluation.....	4
NURS 519	Advanced Practice in Community and Organizational Nursing II.....	6

III. Program Synthesis

Choose option a. or b.: 3 to 6

- a. NURS 594 Thesis (6 required)
 b. NURS 599 Scholarly Project (3)

MINIMUM CREDITS REQUIRED FOR DEGREE 98 to 101**IV. Specialization Area: Spirituality and Health**

Degree Requirements – Master of Science in Nursing/Advanced Practice Nursing Immersion, Leadership in Community Nursing, Specialization in Spirituality and Health

The APN immersion prepares non-nurses with undergraduate degrees prepares advanced practice nurses to develop and support community-based initiatives or work with individuals, families, and organizations regarding matters of spiritual health and well being. Students are prepared to sit for the registered nurse licensure examination after 4 quarters of study. Graduates work with individuals, families, and communities to address life transitions, palliative care, or end-of-life issues. Completion of the spirituality and health specialty requires 9 consecutive full-time quarters of study.

I. Nursing major requirements

Thirty-seven credits, including:

NURS 305	Introduction to Pharmacology.....	3
NURSI 541	Foundational Concepts and Skills in Nursing	6
NURSI 543	Nursing Care in the Community.....	10
NURSI 544	Nursing Care of the Well Family.....	5
NURSI 545	Leadership, Delegation and Coordination of Care	1
NURSI 547	Nursing Care During Altered Health.....	5
NURSI 557	Clinical Practice in Nursing Care during Altered Health	7

II. Foundation courses

Thirty-three credits, including:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 502	Vulnerability, Culture, and Nursing	4
NURS 504	Concepts and Theories for Advanced Practice Nursing	3
NURS 509	Advanced Nursing Practice Roles and Functions	3
NURS 510	Ethical Considerations and Health Policy in Nursing Practice	4
NURS 514	Scholarly Inquiry for Advanced Practice Nursing.....	3
NURS 516	Health Care System Leadership and Management.....	3
NURS 520	Health Outcomes, Wellness, and Health Promotion Across the Life Span	3
NURS 522	Advanced Pharmacological Applications in Primary Care.....	3
NURS 524	Advanced Pathophysiology.....	3

III. Specialization Area

Fifteen NURS credits, including:

NURS 515	Spirituality and Nursing Management in Populations	5
NURS 518	Health Care Systems Design, Implementation, and Evaluation	4
NURS 519	Advanced Practice in Community and Organizational Nursing II.....	6

IV. Theology and Ministry Courses

Twelve STMM or STMA credits, including:

STMM 500	Christian Anthropology	3
STMM 553	Pastoral Helping Skills.....	3
STMM 561	Christian Prayer and Spirituality	3

After completing STMM requirements, choose one of the following:

STMM 562	Spirituality and Theology of Aging	3
STMA 572	Spirituality in Loss and Grief.....	3
STMA 561	Psycho-Spiritual Development	3

V. Program Synthesis

NURS 590	Capstone Synthesis.....	3
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MINIMUM CREDITS REQUIRED FOR DEGREE 103 to 106**Graduate Courses**

1 credit hour=30 contact hours for clinical practica and laboratory experiences. 1 credit hour of field experience=20 or 30 contact hours as specified in individual course descriptions.

** Open to non-matriculated students by permission of the MSN program director, and on a space available basis. Admission to Seattle University required.*

Foundation Courses**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. By permission.

NURS 502 Vulnerability, Culture, and Nursing* 4

Theory course related to vulnerability, culture, and the discipline of nursing. Identification of vulnerable populations and analysis of the multiple factors contributing to vulnerability and health issues. Exploration of health and illness worldviews, diverse cultural identities, and nursing care to decrease vulnerability and provide culturally sensitive care. Application of course concepts in 20 hours of field experience. By permission. (Theory 3 cr, field 1 cr).

- NURS 504** **Concepts and Theories for Advanced Nursing Practice *** **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. By permission.
- NURS 509** **Advanced Nursing Practice Roles and Functions** **3**
Analysis and exploration of professional nursing role development. Focus is on the varying roles and evolving issues of advanced practice nursing within current health care systems. Prerequisites: for LCN track, NURS 507 or NURS 515.
- NURS 510** **Ethical Considerations and Health Policy in Nursing Practice*** **4**
Examination of ethical issues that influence advanced nursing practice. Examination of the ethical, socioeconomic, political, legal, and power considerations in the development of state and national health policy. Focus is on professional values, advocacy, cultural diversity issues, and ethical decision-making in clinical practice as well as discussion and evaluation of the health care policy process. By permission.
- NURS 514** **Scholarly Inquiry for Advanced Practice Nursing*** **3**
Examination of the research process with applicability to advanced practice nursing. Particular attention is given to critical research literature analysis and ethical aspects of scholarly inquiry. Prerequisite: Undergraduate statistics course. By permission.
- NURS 520** **Health Outcomes, Wellness and Health Promotion Across the Life Span*** **3**
This course focuses on outcome measures including: advanced statistical and epidemiological measurement as well as health promotion, risk screening, and disease prevention among families and populations across the life span. Clinical strategies and interventions are examined, analyzed, and critiqued using research methods and theoretical data for utilization within advanced nursing practice. By permission.
- NURS 522** **Advanced Pharmacological Applications for Primary Care*** **3**
This course is intended to familiarize students with principles of drug therapy in primary care 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 primary care. By permission.
- NURS 524** **Advanced Pathophysiology*** **3**
In-depth analysis of advanced pathophysiology study. Focus is on disease states and health alterations as seen in primary care settings. By permission. (formerly Primary Care Management: Women's Health).

Leadership in Community Nursing Courses

- 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. By permission. (Theory, 2 cr., clinical, 1 cr.)
- NURS 507** **Advanced Practice in Community and
Organizational Nursing I** **5**
Study, analysis, and application of nursing theories, frameworks, and public health science as they apply to a community health nurse working among families and communities/populations. Seminar, clinical conferences, and sixty hours of clinical experiences will allow the integration of theory, concepts, and research. (Theory, 3 cr., clinical, 2 cr.) Prerequisites: NURS 502.
- NURS 511** **Introduction to Nursing Informatics*** **2**
An introductory graduate-level course that examines terminology and tools of the nursing informatics field for application to clinical practice, administration, education, community, and research. Instructor permission required.
- NURS 515** **Spirituality and Nursing Management
in Populations** **5**
Addresses the concept of spiritual well-being in individuals and groups. Examines the notion of nursing as vocation, and allows students to explore the spiritual dimensions of the nursing profession. Application of spiritual concepts in nursing management in populations of special interest to students. Sixty clinical hours required. (Theory 3 cr, clinical, 2 cr)
- NURS 516** **Health Care System Leadership and Management*** **3**
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. By permission.
- NURS 517** **Health Care System Economic
and Financial Analysis*** **3**
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. By permission.

NURS 518 Health Care Systems Design, Implementation and Evaluation* 4
 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. By permission.

NURS 519 Advanced Practice in Community and Organizational Nursing II 6
 Advanced nursing practice among vulnerable families, groups, and communities/populations. Emphasis on the integration of advanced practice role of clinician, consultant, collaborator, educator, and researcher. Seminar and ninety clinical experience hours provide opportunities to integrate theory, concepts, and research with synthesis of role components. Prerequisites: NURS 507, 516.

Primary Care Nurse Practitioner Courses: Family Focus

NURS 521 Psychosocial Foundations for Advanced Practice Nursing* 3
 Examination of psychosocial and psycho-pharmacological concepts that are foundational for advanced practice nursing. The focus is on a holistic approach that integrates biological processes with psychosocial dynamics. By permission.

NURS 571 Primary Care Management: Adult and Geriatric 3
 Health promotion, health maintenance, and disease prevention for adults and older adults. Assessment and management of episodic and chronic illnesses for adults in primary care settings, including culturally diverse and vulnerable populations. Prerequisites: NURS 501, 521, 522, 524. Corequisite NURS 581.

NURS 572 Primary Care Management: Reproductive Health 3
 Health promotion, health maintenance, and disease prevention for women from adolescence through old age. Developmental, prenatal and postpartum assessment, and assessment and management of episodic and chronic illnesses of women and families in primary care settings, including culturally diverse and vulnerable populations. Prerequisites NURS 501, 521, 522, 524. Corequisite NURS 582. (formerly Primary Care Management: Women's Health)

NURS 573 Primary Care Management: Pediatrics 3
 Health promotion, health maintenance, and disease prevention for patients from infancy to late adolescence. Assessment of growth and development, family functioning, and management of episodic and chronic illnesses for children and families in primary care settings, including culturally diverse and vulnerable populations. Prerequisites NURS 501, 521, 522, 524. Corequisite NURS 583.

- NURS 581** **Primary Care Management Practicum:
Adult and Geriatric** **3**
Clinical experience in primary care management of adults and older adults. Health screening and management of commonly presenting episodic and chronic health problems. Theory and research from nursing and other disciplines are applied and integrated in scheduled seminars and 90 hours of clinical practice. Prerequisites NURS 501, 521, 522, 524. Corequisite NURS 571.
- NURS 582** **Primary Care Management Practicum:
Reproductive Health** **3**
Clinical experience in primary care management of women from adolescence to old age. Developmental, prenatal, and postpartum assessment, health screening and management of commonly presenting episodic and chronic health problems of women. Theory and research from nursing and other disciplines are applied and integrated in scheduled seminars and 90 hours of clinical practice. Prerequisites NURS 501, 521, 522, 524. Corequisite NURS 572. (formerly Primary Care Management Practicum: Women's Health)
- NURS 583** **Primary Care Management Practicum: Pediatrics** **3**
Clinical experience in primary care management of patients from birth to late adolescence. Assessment of growth and development, family functioning, health screening and management of commonly presenting episodic and chronic health problems. Theory and research from nursing and other disciplines are applied and integrated in scheduled seminars and 90 hours of clinical practice. Prerequisites NURS 501, 521, 522, 524. Corequisite NURS 573.
- NURS 589** **Transition to Advanced Practice Nursing** **8**
Integration of theoretical and clinical components of the advanced nurse practitioner role in an intensive, capstone clinical experience. Two hundred and forty hours of clinical practice in primary care settings with patients across the life span. Scheduled seminars to integrate the leadership, accountability, autonomy, professionalism, collaboration, consultation, and research dimensions of the role. Prerequisites NURS 571, 572, 573, 581, 582, 583.
- NURS 591** **Special Topics in Primary Care:
Advanced Assessment & Differential Diagnosis** **3**
Development of critical thinking and clinical decision making skills used in health assessment. Approaches to diagnosis, utilization and interpretation of diagnostic tests, developing differential diagnoses, documentation skills and use of computerized documentation programs are included. Prerequisites: 501, 520, 521 Concurrent: 504, 522 (other topics in Primary Care may also be offered)
- NURS 591-593** **Special Topics** **1 to 3**

NURS 536 **Clinical Diagnosis and Management of Psychiatric Health Disorders and Addictions II** **6**

Continued development of clinical knowledge about primary care management of selected physical, emotional, cognitive, and addictive health problems. Foci are assessment, diagnosis, treatment, and establishing and maintaining collaborative relationships with other providers. Theory and research from nursing and other disciplines are applied and integrated in scheduled seminars and 180 hours of clinical practice. (Clinical, 6 cr) Prerequisite: NURS 535

NURS 537 **Clinical Diagnosis and Management of Psychiatric Mental Health Disorders and Addictions III** **6**

Capstone clinical course integrating and applying theoretical and clinical knowledge for primary care management of selected physical, emotional, cognitive, and addictive health problems. Foci are assessment, diagnosis, treatment, and establishing and maintaining collaborative relationships with other providers. Theory and research from nursing and other disciplines are applied and integrated in scheduled seminars and 180 hours of clinical practice. (Clinical, 6 cr) Prerequisites: NURS 534, 535, 536

NURS 538 **Advanced Psychiatric Mental Health Nursing** **4**

Examination of theoretical perspectives on psychiatric, cognitive, and emotional health problems as they relate to advanced practice psychiatric mental health nursing. Development of a systematic approach to assessment, diagnosis, and treatment of mental health disorders from a holistic perspective. Analysis of scholarship, cultural considerations, ethical and social dilemmas, public policy concerns related to client care by advanced practice psychiatric mental health nurses.

Advanced Practice Nursing Immersion Courses

These courses are open only to graduate students enrolled in the APN Immersion program.

NURSI 541 **Foundational Concepts and Skills for Nursing** **6**

Examination of the nature and context of professional nursing using systems theory as a framework. Introduction to concepts of health, health promotion and protection for individuals, families, and communities. Beginning practice of foundational nursing skills, including individual, family, and community assessment, basic nursing care, and communication. Includes lab and clinical practice in long term care or other community setting. (Theory 3 cr, lab/clinical 3 cr.)

NURSI 543 **Nursing Care in the Community** **10**

Essential elements of theoretical and practical community health nursing, including application of psychiatric mental health principles in community settings. Application of multi-disciplinary theories to individuals, families, and populations to promote healthy communities. Clinical experiences take place in a variety of community agencies serving multicultural communities and clients across the life span. (Theory 4 cr, clinical 6 cr.) Prerequisites: NURSI 541, 547, 557.

NURSI 544 **Nursing Care of the Well Family** **5**
 Theory focuses on nursing strategies to promote health and reduce risk of illness related to family development, reproduction, and childbearing. Clinical experiences will take place in workshop and inpatient obstetrical settings involving childbearing families. (Theory 3 cr, clinical 2 cr.) Prerequisites: NURSI 541, 547, 557.

NURSI 545 **Leadership, Delegation, and Coordination in Nursing Practice** **1**
 Critically examine basic leadership concepts. Concepts will be applied to nursing delegation and coordination of care in the delivery of health care. Corequisite: NURSI 547, 557.

NURSI 547 **Nursing Care During Altered Health** **5**
 Examination of factors contributing to and resulting in acute and chronic alterations in health across the lifespan. Examination and analysis of nursing process, risk reduction, health promotion, disease prevention, and nursing therapies in managing complex care of ill children and adults. Prerequisite: NURSI 541.

NURSI 557 **Clinical Practice in Nursing Care During Altered Health** **7**
 Intensive clinical practicum to apply nursing process, risk reduction, health promotion, disease prevention, and nursing therapies in managing complex care of ill children and adults in acute medical-surgical care settings. Includes laboratory practice of nursing skills required in professional nursing practice. Corequisite: NURSI 547.

Program Synthesis

NURS 590 **Capstone Synthesis** **3**
 Conjoint offering between faculty of the College of Nursing and the School of Theology and Ministry. Synthesis and integration between nursing and spirituality content areas are the expected course activities. A major scholarly paper is the culminating learning experience. For Spirituality and Health specialization only.

NURS 594 **Thesis** **6**
 Development and implementation of a thesis proposal. The course is completed when the final thesis is approved by committee. Prerequisites: NURS 514. (Thesis may take more than one quarter to complete. The six required credit hours are taken two per quarter for three quarters, to be completed prior to the last quarter in the program.) Graded CR/F.

NURS 596 **Independent Study** **1 to 5**

NURS 599 **Scholarly Project** **1 to 3**
 Required refinement and execution of a scholarly project making a significant contribution to nursing practice or science. Project meets predetermined standards established in collaboration with the scholarly project committee. Prerequisites: NURS 514. (Project may take more than one quarter to complete. The three required credit hours are taken one per quarter for three quarters, to be completed prior to the last quarter in the program.) Graded CR/F.

Nursing Graduate Faculty

- Barbara Anderson, DrPH, 1989, Loma Linda University, 2005
Katherine Camacho Carr, PhD, 1989, University of Washington, 2003
Mary Davis, MSN, 1997, Seattle Pacific University, 2003
Mary DeChesnay, DSN, 1982, University of Alabama, Birmingham, 2002
Kathleen Errico, PhD, Oregon Health Sciences University, 2004
Betsy Gilbert, PhD, 2005, University of Washington, 2005
Catherine Grupp, PhD, 2000, University of Washington, 2002
Verna Harms, PhD, 1974, University of Washington, 2001
Beverly Johnson, PhD, 1983, University of Texas, Austin, 2000
Lynette Jones, PhD, 1997, University of Washington, 2005
Sharon Parkman, PhD, 1999, University of Washington, 2001
Graham Patrick, PhD, 1994, University of Washington, 1998
Jane Peterson, PhD, 1981, University of Washington, 1969
Deborah Phillips, PhD, 2000, University of Washington, 2000
Anna Scott, PhD, 2002, University of Washington, 2004
Mo-Kyung Sin, DSN, 2001 University of Alabama, Birmingham, 2004
Toni Vezeau, PhD, 1992, University of Colorado, 1994
Mary Walker, PhD, 1980, University of Illinois, 2000
Laura Witter, MSN, 1997, University of Central Florida, 2004

COLLEGE OF SCIENCE AND ENGINEERING

George Simmons, PhD, Dean
Patricia D. Daniels, PE, PhD, Associate Dean
Mara Rempe, PhD, Assistant Dean

Degree Offered

Master of Software Engineering (MSE)

Objectives

The objective of the MSE program is to provide software development professionals with a sound educational basis for their work, and the opportunity to broaden and hone their software development skills.

Admission Requirements

- Four-year equivalent bachelor's degree in computer science or a related discipline from a regionally accredited institution
- Minimum GPA of 3.00 calculated with coursework from all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of your bachelor's degree and any post-baccalaureate coursework.
- Résumé reflecting two years of experience in software development or maintenance
- Completed Software Engineering Applicant Information form noting working knowledge of at least one programming language, such as C++, Java or C#
- Professional autobiography
- Two professional recommendations using MSE recommendation forms
- Official Graduate Record Exam (GRE) General Test results from within the past five years. The Subject Test in Computer Science is optional
- If English is not applicant's native language, official TOEFL paper-based score of 580 (92 internet-based or 237 computer-based) required. Equivalent MELAB and IELTS scores also accepted to determine English proficiency.

Application Procedures

Applications for Software Engineering are considered for every quarter. All application materials should be sent to Graduate Admissions by the stated deadline for that quarter. Late applicants can only be considered as non-matriculating students and on a space available basis.

Software Engineering

Graduate Program Director: William G. Poole, 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 coursework 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 MSE 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. The courses are aligned with the Guide to the Software Engineering Body of Knowledge, a project of the IEEE Computer Society Professional Practices Committee.

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 501, 503, 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 coursework has begun.

I. Computing Requirements

Nine CSSE credits, including:

CSSE 501	Object-Oriented Development	3
	Required unless waived	
CSSE 503	Foundations, Structures & Algorithms.....	3
	Required unless waived	
CSSE 504	System Software & Architecture.....	3
	Required unless waived	

II. Business of Software

Three CSSE credits, including:

CSSE 520	Software Requirements.....	3
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III. Software & System Design

Nine CSSE credits, including:

CSSE 522	Software Design	3
CSSE 523	User Interface Design & Development	3
CSSE 525	Database Modeling	3

IV. Software Construction

Three CSSE credits, including:

CSSE 524	Software Construction	3
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V. Software Engineering Management

Three CSSE credits, including:

CSSE 526	Software Project Planning	3
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VI. Program Electives

Choose at least three of the following courses

		9
CSSE 530	Software Economics	
CSSE 532	Service-Oriented Architecture	
CSSE 534	Software Testing	
CSSE 535	Software Refactoring & Maintenance	
CSSE 536	Software Project Management & Control	
CSSE 537	Software Engineering Process & Quality Improvement	
CSSE 538	Software Configuration Management	
CSSE 543	Applied Formal Methods	
CSSE 550	Distributed Computing	
CSSE 551	Real-time & Embedded Systems	
CSSE 553	Artificial Intelligence	
CSSE 564	Computer Graphics	
CSSE 572	Writing Secure Code	

VII. 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 that 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. All participants in the Project sequence will be required to sign a Seattle University intellectual property (IP) and computer project room agreement, and may be required to sign an IP agreement with the Project Sponsor.

Sample Program Schedules

Three-year track with CSSE 501, 503, and 504 waived:

	Fall	Winter	Spring
Year 1	CSSE 520	CSSE 522	CSSE 524
	CSSE 526	CSSE 523	CSSE 525
Year 2	elective	elective	elective
	elective	elective	elective
Year 3	CSSE 585	CSSE 586	CSSE 587

Three-year track with CSSE 501, 503 and 504 required:

	Fall	Winter	Spring
Year 1	CSSE 501	CSSE 503	CSSE 504
	CSSE 520	CSSE 522	CSSE 524
Year 2	CSSE 526	CSSE 523	CSSE 525
	elective	elective	elective
Year 3	CSSE 585	CSSE 586	CSSE 587

Two-year track for full-time students:

	Fall	Winter	Spring
Year 1	CSSE 501	CSSE 503	CSSE 504
	CSSE 520	CSSE 522	CSSE 524
	CSSE 526	CSSE 523	CSSE 525
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**I. Computing Fundamentals**

- CSSE 501 Object-Oriented Development 3**
Principles, tools and techniques of object-oriented development including classes, inheritance and polymorphism. Object-oriented analysis, design and programming.
- CSSE 503 Foundations, Structures & Algorithms 3**
Logic, truth tables and proofs. Sets, graph theory and networks. Functions, relations, enumeration and proof of correctness. Computational and asymptotic complexity, big-O notation. Linked lists, stacks and queues. Recursion, trees, heaps, Polish notation. Sorting, hashing, and searching. Prerequisite: CSSE 501.
- CSSE 504 System Software & Architecture 3**
Software architecture, abstract hardware architecture, component approach to system development, application program interfaces, operating systems.

II. Business of Software

- CSSE 520 Software Requirements 3**
Definition of types of requirements; elicitation processes; analysis techniques; documentation methods; validation methods and security issues.
- CSSE 530 Software Economics 3**
Business decision-making process; time value of money; comparing proposals; for-profit decisions; not-for-profit decisions; estimation; risk and uncertainty; buy vs. build decisions, outsourcing costs and return. Prerequisite: CSSE 520 and CSSE 526.

III. Software and System Design

- CSSE 522 Software Design 3**
Design principles; design approaches; use of architectures and frameworks; applying design patterns; documentation standards; quality analysis and security issues. Prerequisite: CSSE 501 and 520.
- CSSE 523 User Interface Design & Development 3**
Relationship of user interface design to human-computer interaction. Interface quality and methods of evaluation; dimensions of interface variability; dialogue genre, tools and techniques; user-centered design, task analysis and implementation.
- CSSE 525 Database Modeling 3**
Database design and modeling for transactional and analytical systems; the use of relational and object databases; database security issues; database performance issues; and data access. Prerequisite: CSSE 503 and CSSE 522.

CSSE 532 **Service-oriented Architecture** **3**
Examination of current service-oriented architectures; constraints; performance, scalability, reliability; distributed program issues: idempotent requests, coupling, stateful and stateless services; distributed transaction issues; dynamic discovery; current implementations and issues. Prerequisite: CSSE 504 and CSSE 522.

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.

IV. Software Construction

CSSE 524 **Software Construction** **3**
High-quality life cycle practices; key programming decisions; design practices; classes; defensive programming; using variables and types; collaborative work; developer testing; re-factoring, code-tuning and system considerations; layout; style and documentation. Prerequisite: CSSE 522.

CSSE 534 **Software Testing** **3**
Test levels (unit, integration and system); objectives (acceptance, installation, alpha and beta, functional, regression, performance, stress); techniques of testing, measures and process (planning, test case generation and defect tracking). Prerequisite CSSE 524.

CSSE 535 **Software Refactoring & Maintenance** **3**
Key issues in maintenance (refactoring, technical, management, cost estimation and measure); process (activities, planning, configuration and quality); techniques in maintenance (program comprehension, refactoring, re-engineering and reverse engineering); software configuration management (process, control, status accounting, auditing and delivery). Prerequisite CSSE 522.

CSSE 572 **Writing Secure Code** **3**
Coding practices that mitigate threats of cyber attack. Secure coding techniques that will make the software engineer a better developer. Security principles, threat modeling, buffer overflow, least privilege, appropriate techniques, data protection issues and database and web input issues. Prerequisite: CSSE 524.

V. Software Engineering Management

CSSE 526 **Software Project Planning** **3**
Initiation and scope definition; software project planning process; deliverables; effort, schedule and cost estimation; resource allocation; risk management; quality management; and management; project planning and estimating tools.

CSSE 536 **Software Project Management & Control** **3**
Management of software projects (implementation of plans, supplier and subcontractor contract management, implementation of measurement process, monitoring and controlling process, and reporting); review and evaluation (determining satisfaction of requirements, reviewing and evaluating performance); project closure; software engineering measurement; process improvement. Prerequisite: CSSE 526.

CSSE 537 **Software Process & Quality Improvement** **3**
Software engineering process (implementation and change, definition, and measurement); software quality (fundamentals, process and practical considerations); Capability Maturity Model (CMM) for software. Evaluate current projects. Prerequisite: CSSE 520 and CSSE 526.

CSSE 538 **Software Configuration Management** **3**
Primary topics include management of the software configuration management process; software configuration identification; configuration control; status accounting, configuration auditing, and release and delivery. Prerequisite: CSSE 522.

VI. Other Elective Courses

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 503.

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.

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 503.

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 503 and linear algebra.

CSSE 591, 592, 593 Special Topics **1 to 3**
May include such topics as artificial intelligence, data privacy, embedded systems, ethics of computing, programming languages, real-time systems, software metrics, and other software engineering topics. Prerequisite: instructor permission.

CSSE 596, 597, 598 Independent Study**1 to 3**

Independent research and in-depth study of topics under the supervision of a faculty advisor.
Prerequisite: Instructor permission.

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.

VII. 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. Prerequisites to CSSE 586: successful completion of CSSE 585 and departmental approval. Prerequisites to CSSE 587: successful completion of CSSE 586 and departmental approval. All participants in the Project sequence will be required to sign a Seattle University intellectual property (IP) and computer project room agreement, and may be required to sign an IP agreement with the Project Sponsor.

Science and Engineering Graduate Faculty

Lirong (Annie) Dai; BS, Sichuan University; MS, University of Texas at Dallas; PhD, University of Texas at Dallas, assistant professor of computer science and software engineering; 2006

Adair Dingle; BS, Duke; MS, Northwestern University; PhD, University of Texas at Dallas, associate professor of computer science and software engineering; 1995.

Jeff Gilles; BA, University of Iowa; BS, University of Iowa; MS, University of Iowa; instructor, computer science and software engineering; 2001

David Joslin; BS, MS Virginia Tech; Ph.D, University of Pittsburgh; assistant professor of computer science and software engineering; 2002

Eric Larson; BS, University of Wisconsin; MS, University of Michigan; Ph.D, University of Michigan, assistant professor of computer science and software engineering; 2004

William G. Poole; BS, MS University of Texas, Austin; PhD, University of California, Berkeley, professor of computer science and software engineering; 2002

Roshanak Roshandel; BS, Eastern Michigan University; MS, University of Southern California, PhD, University of Southern California, assistant professor of computer science and software engineering; 2005

Yingwu (Jason) Zhu; BS, Huazhong University of Science and Technology; MS, Huazhong University of Science and Technology; PhD, University of Cincinnati, assistant professor of computer science and software engineering; 2005

SCHOOL OF THEOLOGY AND MINISTRY

Mark Lloyd Taylor, PhD, Acting Dean

Degrees Offered

- Master of Arts in Pastoral Studies (MAPS)
- Master of Arts in Transforming Spirituality (MATS)
 - Studies in Spirituality Specialization
 - Spiritual Direction Specialization
- Master of Arts in Pastoral Counseling (MAPC)
- Master of Divinity (MDiv)
- Master of Divinity/Post-Master's Certificate (MDiv/PMC)
 - Certificate in Spirituality
 - Certificate in Spiritual Direction

Certificates Offered

- Certificate of Graduate Studies in Spirituality and Health
- Certificate of Graduate Studies in Pastoral Administration
- Post-Master's Certificate in Transforming Spirituality
 - Studies in Spirituality Specialization
 - Spiritual Direction Specialization
- Post-Master's Certificate in Pastoral Counseling
- Post-Master's Certificate in Pastoral Theology
- Certificate of Pastoral Leadership

Unique Collaboration

The School of Theology and Ministry is housed in prestigious Seattle University, a premier Jesuit private university 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 collaborative venture with the Archdiocese of Seattle and other sponsoring Catholic organizations) 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. 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 and spiritual 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 associate dean for ecumenical relations 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 the following:

- Official transcripts reflecting a four-year equivalent bachelor's degree from a regionally accredited institution and any post-baccalaureate coursework with:
 - Liberal arts background which best prepares a person for the thinking and writing skills required;
 - Two undergraduate courses in theology or equivalent;
 - Minimum grade point average of 2.75 GPA calculated with coursework from all post-secondary education institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree and any post-baccalaureate courses. International students must have a 3.00 GPA. A 3.00 GPA required for admission to the pastoral counseling program;
- Résumé reflecting two years of experience in some form of education, ministry, or service as a professional or volunteer (including experience in social service for admission to the Pastoral Counseling program);
- STM Recommendation forms completed by two professional individuals who can attest to readiness for ministry (specifically counseling ministry for admission to the pastoral counseling program);
- An autobiographical statement (5-8 pages) that includes:
 - 1) An account of your life and important events and relationships, highlighting what you consider to be the impact of these on your development (3-5 pages).
 - 2) Several paragraphs (2-5 each) that address the following:
 - Your impression of this program and your expectations of it.
 - A discussion of the professional skills and understandings you seek through participation in STM and the areas of personal growth most important to you.
 - 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 or church-related experiences, noting whether they are part-time or full-time and the years you were engaged in them.
 - Interview with an STM admissions committee faculty.

Application Procedures

The following application materials should be sent to the Graduate Admissions Office by the program deadline.

- Complete graduate application form and a \$55 non-refundable application fee.
- Official transcripts from each college and university attended in the last 90 quarter/60 semester credits of the bachelor's degree as well as any post-baccalaureate credits earned.
- Two recommendations using School of Theology and Ministry forms. Note: Recommenders must seal and sign the envelopes before returning them to you.
- Autobiographical statement.

Upon review of all application materials, you will be contacted for an interview. The Seattle University Graduate Admissions Office will send a formal letter of decision.

Transfer Credit

Students may petition to transfer graduate credits earned from another regionally accredited institution or a program accredited by the Association of Theological Schools (ATS) into the School of Theology and Ministry (STM).

Graduate course credits earned with a letter grade of B or above in academic work comparable to core course requirements at the STM may be transferred upon evaluation and approval of the associate dean for academic programs, the dean and the registrar. Courses that do not meet core requirement standards may be accepted as electives. All requirements, including transfer courses, must be completed within six years after coursework is begun.

Up to 10 credits may be transferred toward the master of arts in pastoral studies (MAPS) degree, up to 24 for advanced standing in the master of arts in transforming spirituality (MATS) degree, and up to 57 credits may be transferred toward the master of divinity (MDiv) degree. All non-credit formation requirements and related formation courses must normally be taken at Seattle University for work toward any degree.

Students who have completed the MAPS degree from Seattle University may petition the STM admissions committee to accept the earned degree in total or in part toward the MATS or MDiv degrees.

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.

Reflection Groups

Students are expected to participate in spiritual formation, which includes building community with their peers. Students are assigned according to degree program or evening/weekend status to one of four reflection groups which celebrate prayer, enter a commitment of faith sharing, and develop ways of caring for student needs. Orientation, days or evenings of reflection, leadership experiences 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 reflection group appropriate to their course of study.

Flexible Scheduling

Summer: The summer schedule offers one-week, two-week, and weekend intensives. Courses meet on campus daily and are scheduled all day long and/or mornings, afternoons, and evenings. Students who wish to live on campus during summer sessions must apply for housing through the Residential Life Office (206) 296-6305.

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 quarter. Students can access only one course per quarter in this format.

Combinations of these scheduling options determine the rate of completion of the degrees. 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 degree prepares lay people to engage in theological reflection and to articulate a faith that does justice in the church, in life circumstances, and in the marketplace.

A cohort within the MAPS degree completes courses at the main campus, as well as in Anchorage, Alaska.

Degree Requirements – Master of Arts in Pastoral Studies

I. Scripture

Six credits:

STMM 526	Hebrew Scriptures	3
STMM 527	Christian Scriptures.....	3

II. Systematic and Historical Theology

Twelve credits:

STMM 500	Christian Anthropology	3
STMM 501	Christology.....	3
STMM 503	Theology in an Ecumenical Context.....	3
STMA 516	History of Ancient Christianity.....	3

III. Spirituality, Ethics and Justice

Nine credits:

STMM 504	Christian Ethics.....	3
STMM 561	Contemporary Christian Spirituality and Prayer.....	3
STMM 560	Ministry in a Multicultural Context.....	3

IV. Pastoral Skills and Ministerial Formation

Fifteen credits:

STMM 553	Pastoral Care Skills	3
STMM 554	Fostering Communities of Faith.....	3

Choose option 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 Personal Identity and Pastoral Call
and
STMM 556 Professional Identity and Pastoral Call

V. Worship and Liturgy

Choose one of the following two courses..... 3

STMM 505	Sacramental and Liturgical Theology
STMM 510	Theology and Practice of Worship

VI. Electives..... 9

MINIMUM CREDITS REQUIRED FOR DEGREE..... 54

Transforming Spirituality

Degree offered

- Master of Arts in Transforming Spirituality (MATS)
- Studies in Spirituality Specialization
- Spiritual Direction Specialization

Master of Arts in Transforming Spirituality (MATS)

This degree educates and forms men and women in the area of spirituality. The degree balances a rootedness in the Christian tradition with an openness to the wisdom of the world's spiritual beliefs and practices and to the spiritual hunger of those who may not identify with any religious tradition. It seeks to explore both the mystical and prophetic dimensions of spirituality. The degree is holistic and interdisciplinary in method, ecumenical and multicultural in scope, and recognizes the interfaith context of contemporary spirituality. It seeks to address the human and spiritual questions that arise within our 21st century pluralistic society; pays special attention to the distinctive sensibilities that inform spirituality in the Pacific Northwest (a hunger for the Sacred, an appreciation for creation, openness to informal ways of belonging to spiritual communities and the pioneering spirit, which seeks a more just and peaceful world), while at the same time taking seriously communal and ecclesial realities that question and challenge the cultural value of individualism. The MATS degree emphasizes:

- Experiential dimensions of prayer.
- Dynamics of personal and communal transformation.
- Faith that works for justice.
- Ecological awareness and responsibility.
- Interplay of the arts, creativity and spirituality.
- Engagement with contemporary culture.
- Leadership skills for effective work and ministry.

The MATS degree offers two specializations, studies in spirituality and spiritual direction.

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. Scripture

Six credits:

STMM 526	Hebrew Scriptures	3
STMM 527	Christian Scriptures.....	3

II. Systematic and Historical Theology

Nine credits:

STMM 500	Christian Anthropology	3
STMM 563	History of Christian Spirituality	3

Choose one of the following courses..... 3

STMM 501	Christology	
STMM 503	Theology in an Ecumenical Context	
STMA 504	God, Creation and Trinity	
STMA 575	Images of God	

III. Spirituality, Ethics and Justice

Eighteen credits:

STMM 547	Christian Sexuality	3
STMM 560	Ministry in a Multicultural Context	3
STMM 561	Contemporary Christian Spirituality and Prayer	3
STMA 561	Psycho-Spiritual Development	3
STMA 570	Spiritual Discernment	3
	Elective in Ethics or Justice	3

IV. Pastoral Skills and Ministerial Formation

Twelve credits:

STMM 548	Theological Reflection in Ministry	3
STMM 553	Pastoral Care Skills	3
STMM 554	Fostering Communities of Faith	3
STMA 574	Spirituality Synthesis	3

V. Electives..... 27

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 and is discerned with faculty during the course STMM 571 The Art of Spiritual Direction.

I. Scripture

Six credits:

STMM 526	Hebrew Scriptures	3
STMM 527	Christian Scriptures	3

II. Systematic and Historical Theology

Nine credits:

STMM 500	Christian Anthropology	3
STMM 563	History of Christian Spirituality	3

Choose one of the following courses 3

- STMM 501 Christology
- STMM 503 Theology in an Ecumenical Context
- STMM 505 Sacramental and Liturgical Theology
- STMM 510 Theology and Practice of Worship
- STMA 504 God, Creation and Trinity
- STMA 575 Images of God

III. Spirituality, Ethics and Justice

Twenty-one credits:

- STMM 547. Christian Sexuality 3
- STMM 560 Ministry in a Multicultural Context 3
- STMM 561 Contemporary Christian Spirituality and Prayer 3
- STMA 561 Psycho-Spiritual Development 3
- STMA 570 Spiritual Discernment 3
- STMA 571 Critical Issues in Spirituality 3
- Elective in Justice 3

IV. Pastoral Skills and Ministerial Formation

Twenty-seven credits:

- STMM 553 Pastoral Care Skills 3
- STMM 554 Fostering Communities of Faith 3
- STMA 574 Spirituality Synthesis 3
- STMM 557 Ministerial/Theological Integration I 3
- STMM 558 Ministerial/Theological Integration II 3
- STMM 559 Ministerial/Theological Integration III 3
- STMM 571 The Art of Spiritual Direction 3
- STMA 553 Art of Spiritual Direction Practicum I 3
- STMA 554 Art of Spiritual Direction Practicum II 3

V. Electives 9

MINIMUM CREDITS REQUIRED FOR DEGREE 72

Pastoral Counseling

Degree Offered

Master of Arts in Pastoral Counseling (MAPC)

Master of Arts in Pastoral Counseling (MAPC)

This degree prepares students for work as pastoral counselors in multiple settings (agency, clinic, parish, or private practice) by providing solid theological, psychological, and clinical training. Pastoral counseling represents a holistic psychotherapeutic approach to human healing that integrates theological/spiritual and psychological/behavioral insights and principles. A diverse group of clients seek pastoral counseling, with needs that range from chaotic or trying personal issues to clinically defined mental illness (marital or occupational difficulties, financial distress, drug and alcohol abuse, depression, and other situations

requiring everything from help with basic coping skills to hospitalization for treatment of severe trauma). Reflecting the university's mission of a faith that does justice, the program calls upon students to work in a diverse multicultural context and with underserved and vulnerable populations, including persons with chronic mental illness.

The curriculum for the degree assists students in fulfilling most of the academic coursework required for Washington State mental health licensure and/or certification by the American Association of Pastoral Counselors.

A collaborative program, this pastoral counseling degree brings together the School of Theology and Ministry's commitment to academic excellence, spiritual formation, and ministerial skill with Presbyterian Counseling Service's (a Samaritan Center) integration of faith and clinical, psychotherapeutic practice.

I. Theological Foundations

Twenty-one credits:

STMM 500	Christian Anthropology	3
STMM 504	Christian Ethics	3
STMM 526	Hebrew Scriptures	3
STMM 527	Christian Scriptures	3
STMM 561	Contemporary Christian Spirituality and Prayer	3
STMA 570	Spiritual Discernment	3
Choose one of the following courses:		3
STMM 501	Christology	
STMM 503	Theology in an Ecumenical Context	
STMM 505	Sacramental and Liturgical Theology	
STMM 510	Theology and Practice of Worship	
STMA 504	God, Creation and Trinity	
STMA 521	Theologies of Liberation	
STMA 522	World Religions	

II. Clinical Theory

Twenty-seven credits:

STMM 553	Pastoral Care Skills	3
STMA 561	Psycho-Spiritual Development	3
STMA 581	Family Systems in Ministry	3
STMC 552	Individual Counseling Theory/Techniques	3
STMC 553	Integrating Systemic and Spiritual Approaches to Couples Therapy ..	3
STMC 554	Group Counseling Theory/Techniques	3
STMC 570	Addiction and Abuse	3
STMC 571	Psychopathology	3
STMC 572	Pastoral Diagnosis	3

III. Pastoral Counseling Integration

Twenty-four credits:

STMC 516	History of Pastoral Care and Counseling	3
STMC 521	Pastoral Counseling in a Multicultural Context	3
STMC 555	Pastoral Counseling Practicum I	3
STMC 556	Pastoral Counseling Practicum II	3
STMC 557	Pastoral Counseling Practicum III	3
STMC 558	Pastoral Counseling Practicum IV	3
STMC 559	Pastoral Counseling Practicum IV	3

STMC 560	Integrating Psychotherapy and Spirituality in a Pastoral Counseling Framework	3
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MINIMUM CREDITS REQUIRED FOR DEGREE	72
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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 adaptations of the MDiv program have been developed for the following denominations: Episcopal, Unitarian Universalist Association, United Church of Christ, United Methodist, Presbyterian (USA), Evangelical Lutheran Church in America, American Baptist, Disciples of Christ, and Church of the Brethren.

Degree Requirements – Master of Divinity

Students pursuing ordination will direct electives toward completion of specified denominational requirements.

I. Scripture

Fifteen credits:

STMM 526	Hebrew Scripture	3
STMM 527	Christian Scriptures	3
	Elective in Hebrew Scripture	3
	Elective in Christian Scripture	3
	Elective in Scripture	3

II. Systematic and Historical Theology

Twenty-four credits:

STMM 500	Christian Anthropology	3
STMM 501	Christology	3
STMM 503	Theology in an Ecumenical Context	3
STMA 500	Hermeneutics and Theological Method in Pastoral Ministry	3
STMA 504	God, Creation, and Trinity	3
	Elective in Systematic Theology	3
STMA 516	History of Ancient Christianity, or	
STMA 517	History of Medieval Christianity	3
	Elective in Historical Theology	3

III. Spirituality, Ethics, and Justice

Eighteen credits:

STMM 504	Christian Ethics	3
STMM 547	Christian Sexuality	3
STMM 560	Ministry in a Multicultural Context	3
STMM 561	Contemporary Christian Spirituality and Prayer	3
STMA 570	Spiritual Discernment	3
	Elective in Ethics or Justice	3

IV. Pastoral Skills and Ministerial Formation

Twenty-seven credits:

STMM 553	Pastoral Care Skills	3
STMM 554	Fostering Communities of Faith	3
STMM 557	Ministerial and Theological Integration I	3
STMM 558	Ministerial and Theological Integration II	3
STMM 559	Ministerial and Theological Integration III	3
STMA 546	Theology of Pastoral Leadership I	3
STMA 555	Theology of Pastoral Leadership II	3
STMA 557	MDiv Synthesis I	3
	Elective in Religious Education	3

V. Worship and Liturgy

Six credits:

STMM 505	Sacramental and Liturgical Theology	3
	or	
STMM 510	Theology and Practice of Worship	3
	Elective in Worship/Liturgy	3

VI. Electives 27

MINIMUM CREDITS REQUIRED FOR DEGREE 117

Master of Divinity/ Post-Master's Certificate in Spirituality

Degrees Offered

Master of Divinity/Post-Master's Certificate in Spirituality (MDiv/PMC)

Master of Divinity/Post-Master's Certificate in Spiritual Direction (MDiv/PMC)

The combined master of divinity and post-master certificate in spirituality offers people the opportunity to prepare for leadership ministry more completely grounded in spiritual discipline and practice. The combination allows the student to recognize shared requirements in both the degree and certificate, thus freeing them to maximize their ministerial preparation.

Degree Requirements – Master of Divinity/Post-Master's Certificate in Spirituality

I. Scripture

Fifteen credits:

STMM 526	Hebrew Scriptures	3
STMM 527	Christian Scriptures.....	3
	Elective in Hebrew Scriptures.....	3
	Elective in Christian Scriptures.....	3
	Elective of Choice in Scriptures	3

II. Systematic and Historical Theology

Twenty-four credits:

STMM 500	Christian Anthropology	3
STMM 501	Christology.....	3
STMM 503	Theology in an Ecumenical Context.....	3
STMM 563	History of Christian Spirituality	3
STMA 500	Hermeneutics and Theological Method in Pastoral Ministry	3
STMA 504	God, Creation and Trinity	3

Choose one of the following:..... 3

STMA 516	History of Ancient Christianity	
STMA 517	History of Medieval Christianity	
	Elective in Systematic Theology.....	3

III. Spirituality, Ethics and Justice

Eighteen credits:

STMM 504	Christian Ethics	3
STMM 547	Christian Sexuality	3
STMM 560	Ministry in a Multicultural Context.....	3
STMM 561	Contemporary Christian Spirituality and Prayer.....	3
STMA 570	Spiritual Discernment.....	3
	Elective in Ethics or Justice.....	3

IV. Pastoral Skills and Ministerial Formation

Twenty-seven credits:

STMM 553	Pastoral Care Skills	3
STMM 554	Fostering Communities of Faith.....	3
STMM 557	Ministerial and Theological Integration I	3
STMM 558	Ministerial and Theological Integration II.....	3
STMM 559	Ministerial and Theological Integration III.....	3
STMA 546	Theology of Pastoral Leadership I.....	3
STMA 555	Theology of Pastoral Leadership II.....	3
STMA 557	MDIV Synthesis.....	3
	Elective in Religious Education	3

V. Worship and Liturgy

Six credits:

Choose one of the following: 3

STMM 505 Sacramental and Liturgical Theology

STMM 510 Theology and Practice of Worship

Elective in Worship or Liturgy 3

VI. Spirituality

Fifteen credits:

STMM 571 The Art of Spiritual Direction 3

STMA 561 Psycho-Spiritual Development 3

Elective in Spirituality 3

Elective in Spirituality 3

Elective in Spirituality 3

VII. Electives 27

MINIMUM CREDITS REQUIRED FOR DEGREE 132

**Degree Requirements – Master of Divinity/
Post-Master's Certificate in Spiritual Direction**

I. Scripture

Fifteen credits:

STMM 526 Hebrew Scriptures 3

STMM 527 Christian Scriptures 3

Elective in Hebrew Scriptures 3

Elective in Christian Scriptures 3

Elective of Choice in Scriptures 3

II. Systematic and Historical Theology

Twenty-four credits:

STMM 500 Christian Anthropology 3

STMM 501 Christology 3

STMM 503 Theology in an Ecumenical Context 3

STMM 563 History of Christian Spirituality 3

STMA 500 Hermeneutics and Theological Method in Pastoral Ministry 3

STMA 504 God, Creation, and Trinity 3

Choose one of the following: 3

STMA 516 History of Ancient Christianity

STMA 517 History of Medieval Christianity

Elective in Systematic Theology 3

III. Spirituality, Ethics and Justice

Eighteen credits:

STMM 504 Christian Ethics 3

STMM 547 Christian Sexuality 3

STMM 560	Ministry in a Multicultural Context.....	3
STMM 561	Contemporary Christian Spirituality and Prayer.....	3
STMA 570	Spiritual Discernment.....	3
	Elective in Ethics or Justice.....	3

IV. Pastoral Skills and Ministerial Formation

Twenty-seven credits:

STMM 553	Pastoral Care Skills.....	3
STMM 554	Fostering Communities of Faith.....	3
STMM 557	Ministerial and Theological Integration I.....	3
STMM 558	Ministerial and Theological Integration II.....	3
STMM 559	Ministerial and Theological Integration III.....	3
STMA 546	Theology of Pastoral Leadership I.....	3
STMA 555	Theology of Pastoral Leadership II.....	3
STMA 557	MDIV Synthesis.....	3
	Elective in Religious Education.....	3

V. Worship and Liturgy

Six credits:

	Choose one of the following:.....	3
STMM 505	Sacramental and Liturgical Theology	
STMM 510	Theology and Practice of Worship	
	Elective in Worship or Liturgy.....	3

VI. Spirituality

Fifteen credits:

STMM 571	The Art of Spiritual Direction.....	3
STMA 553	Art of Spiritual Direction Practicum I.....	3
STMA 554	Art of Spiritual Direction Practicum II.....	3
STMA 561	Psycho-Spiritual Development.....	3
STMA 571	Critical Issues in Spirituality.....	3

VII. Electives..... 27

MINIMUM CREDITS REQUIRED FOR DEGREE..... 132

Certificates of Graduate Studies

Certificate of Graduate Studies in Spirituality and Health

This program of study will equip nurses, para-professionals in healthcare, and other volunteers trained in pastoral care to assist the sick, aging, and confined in our communities. The emphasis of the certificate is located in theology and spirituality while the internship, synthesis and discussion among the participants concerns the connection between spirituality and healing.

Requirements – Certificate of Graduate Studies in Spirituality and Health

STMM 500	Christian Anthropology.....	3
STMM 553	Pastoral Care Skills.....	3
STMM 561	Contemporary Christian Spirituality and Prayer.....	3
STMM 564	Internship in Spirituality and Health.....	3
STMA 561	Psycho-Spiritual Development.....	3
STMM 565	Spirituality and Health Synthesis.....	3

Choose one of the following:

STMM 560	Ministry in a Multicultural Context.....	3
STMM 562	Spirituality and Theology of Aging.....	3
STMA 572	Spirituality in Loss and Grief.....	3
STMA 515	Ritual Prayer and Healing.....	3

MINIMUM CREDITS REQUIRED..... 21

Certificate of Graduate Studies in Pastoral Administration

This program offers a basic understanding of what it is to be human from a Christian perspective and the theological issues of sin and grace. Engages a person in reflection, knowing about ways of prayer, helps a person identify a personal spirituality, and practices of spiritual discipline. Encourages administrators to adopt behaviors of listening, collaborating, conflict resolution, speaking, organizing, and inviting others (particularly staff and volunteers) into decision making processes. Addresses practical issues of finance, building oversight, personnel law and justice, and concepts of building a budget that reflect the theology and mission of the congregation. Requires one year practicum that links the participant with peers and a mentor on a specific area of personal or professional growth in context of administration and leadership in a congregational or church-related, non-profit setting.

STMM 500	Christian Anthropology.....	3
STMM 561	Contemporary Christian Spirituality and Prayer.....	3
STMM 553	Pastoral Care Skills.....	3
STMM 554	Fostering Communities of Faith.....	3
STMA 546	Theology of Pastoral Leadership I.....	3
STMA 547	Pastoral Administration.....	3
STMM 555	Personal Identity and Pastoral Call.....	3
	Selective in Finance, Human Resources, Church Related Law, or a Polity Course.....	3

MINIMUM CREDITS REQUIRED..... 24

For Students from Business/Other Background – Need Theological Grounding:

STMM 500	Christian Anthropology.....	3
STMM 561	Contemporary Christian Spirituality and Prayer.....	3
STMM 553	Pastoral Care Skills.....	3
STMM 554	Fostering Communities of Faith.....	3

STMA 546	Theology of Pastoral Leadership I.....	3
STMM 556	Professional Identity and Pastoral Call.....	3

2 elective courses: STMA 547 Pastoral Administration, or a polity course from STM; or finance, human resources, church related law from other departments in the university

MINIMUM CREDITS REQUIRED..... 24

For Students who have earned Master's in Theology – Need Administration/Leadership Grounding

STMM 500	Can be waived if completed in previous degree	
STMM 561	Can be waived if completed in previous degree	
STMM 553	Can be waived if completed in previous degree	
STMM 554	Can be waived if completed in previous degree	
STMA 546	Theology of Pastoral Leadership I.....	3
STMM 556	Professional Identity and Pastoral Call.....	3

Up to 3 elective courses: STMA 547 Pastoral Administration, or a polity course from STM; or finance, human resources, church related law from other departments in the university

MINIMUM CREDITS REQUIRED..... 15

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	Contemporary Christian Spirituality and Prayer.....	3
STMM 563	History of Spirituality.....	3
STMM 571	The Art of 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	Contemporary Christian Spirituality and Prayer.....	3
STMM 563	History of Spirituality	3
STMM 571	The Art of 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	Art of Spiritual Direction Practicum I and II.....	6
STMA 571	Critical Issues in Spirituality	3

MINIMUM CREDITS REQUIRED..... 27

Post-Master's Certificate in Pastoral Counseling

This program is designed for people who have successfully completed graduate degrees in theology/ministry and seek to add coursework in counseling theory and clinical practice as part of the process of becoming licensed mental health counselors or certified pastoral counselors. Students entering this certificate program must have on the transcript of their previous master's level theology degree, the equivalent of the following courses: 1) STMM 553 Pastoral Care Skills; 2) STMM 554 Fostering Communities of Faith or STMC 554 Group Counseling Theory and Techniques; and 3) STMA 561 Psycho-Spiritual Development. Students must have completed one unit of Clinical Pastoral Education (CPE), approved by the program director, before entering the practicum sequence. (STMC 555-559). Students must also master the content of STMC 570 Addiction and Abuse through didactic work in their practicum sequence or by completion of a workshop taken outside of the STM program.

In addition to meeting the above requirements for admissions, applicants must also meet admissions requirements and procedures for STM programs as listed previously.

Requirements – Post-Master's Certificate in Pastoral Counseling

I. Specified Certificate Requirements

STMA 581	Family Systems in Ministry	3
STMC 552	Individual Counseling Theory/Techniques	3
STMC 553	Integrating Systemic and Spiritual Approaches to Couples Therapy ..	3
STMC 571	Psychopathology	3
STMC 572	Pastoral Diagnosis	3
STMC 521	Pastoral Counseling in a Multicultural Context	3
STMC 555	Pastoral Counseling Practicum I	3
STMC 556	Pastoral Counseling Practicum II	3
STMC 557	Pastoral Counseling Practicum III	3
STMC 558	Pastoral Counseling Practicum IV	3
STMC 559	Pastoral Counseling Practicum V	3
STMC 560	Integrating Psychotherapy and Spirituality in a Pastoral Counseling Framework	3

MINIMUM CREDITS REQUIRED..... 36

Post-Master's Certificate in Pastoral Theology

This program offers theological grounding and pastoral integration for people already possessing graduate degrees in mental health counseling who desire additional training and formation as pastoral counselors. Students entering this certificate must meet the prerequisite for STMM 527 Christian Scriptures: the equivalent of STMM 526 Hebrew Scriptures.

In addition to meeting the above requirements for admissions, applicants must also meet admissions requirements and procedures for STM programs as listed previously.

Requirements – Post-Master's Certificate in Pastoral Theology

I. Specified Certificate Requirements

STMM 500	Christian Anthropology	3
STMM 504	Christian Ethics	3
STMM 527	Christian Scriptures.....	3
STMM 561	Contemporary Christian Spirituality and Prayer.....	3
STMA 561	Psycho-Spiritual Development	3
STMC 516	History of Pastoral Care and Counseling	3
STMC 521	Pastoral Counseling in a Multicultural Context	3
STMC 560	Integrating Psychotherapy and Spirituality in a Pastoral Counseling Framework	3
STMC 572	Pastoral Diagnosis	3

MINIMUM CREDITS REQUIRED..... 27

Pastoral Leadership Program: Sustaining Pastoral Excellence Certificate of Pastoral Leadership

The aim of this holistic, one-year program is to revitalize a diverse cohort of twenty-four proven and promising pastoral leaders for a long-term effective ministry by enhancing their spiritual depth, personal integrity, and leadership skills. Beginning with a retreat in September and culminating in May, participants gather for two or three days monthly, over the course of nine months. Courses include classes, small group experiences, and individual reflection supported by a relationship with a spiritual director or leadership coach provided by the program.

The program draws together Catholic priests, Protestant pastors, and lay ecclesial ministers. Qualifications for participation include: a Master of Divinity (or equivalent); demonstrated commitment to ministry in a local congregation; five years of pastoral leadership experience; and demonstrated competence in preaching, worship, teaching, and pastoral care. Under special circumstances, non-degree applicants with outstanding ministry experience and demonstrated ability to do graduate academic work will be admitted.

Upon completion of the program, participants earn a Certificate of Pastoral Leadership and fifteen hours of graduate credit which may be transferred to partnered Doctor of Ministry programs or other advanced degree programs.

Requirements – Certificate of Pastoral Leadership

I. Specified Certificate Requirements

STML 509	Envisioning Leadership	2
STML 510	Effective Teams in Ministry.....	1
STML 511	Transforming Congregational Culture	2
STML 512	Leading from Spiritual Depth.....	2
STML 513	Sustaining Pastoral Excellence	4
STML 514	Forging Diversity with Integrity.....	1
STML 591	Special Topic.....	2
STML 592	Special-Topic: Surveying the Religious Landscape	1

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 beings: 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? Prerequisite: STMM 500.
- 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** **Theology in an Ecumenical Context** **3**
 This course invites students to approach theology from an ecumenical perspective. It includes an overview of the major denominational traditions within the Christian Church and an introduction to interfaith dialogue. The course explores the work of the modern ecumenical movement to overcome divisions among and within the churches and to make more visible the God given unity of the Church through dialogue, advocacy, and action for the common good. Students learn through readings, lectures, discussion, papers, and interaction with one another, faculty, and guests from a variety of faith traditions.
- 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**
 This course examines Christian worship and sacramental life in light of its historical and theological development. Although ecumenical in scope, special attention is given to Anglican and Roman Catholic sacramental life and its corporate celebrations, particularly the Eucharist. Course content and practice introduce students to ecclesial, pastoral, and ethical contexts of liturgy, encouraging the development of 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 507** **Deacon Studies I** **3**
Orientation, 10 weekends which include prayer, lecture, discussion, and liturgy. Topics covered: Hebrew Scriptures, Christian Scriptures, Theological Anthropology, God Creator and Redeemer, Discernment, Vatican II, Church Councils, Principles of Public Prayer, Leading Public Prayer, Listening Skills, Public Speaking, and Social Analysis. In addition to completing regular monthly assignments, students submit a 10-page synthesis of the year. Prerequisite: Acceptance into Archdiocesan Deacon Preparation program.
- STMM 508** **Deacon Studies II** **3**
Orientation, 10 weekends which include prayer, lecture, discussion, and liturgy. Topics covered: Hebrew and Christian Scriptures, Christology, Ecclesiology, Sacraments, Stages of Faith, Moral Decision Making, Vatican II, Reformation History, Celebrating Sacraments, Homiletics, Catechesis, Deacon as Minister in the Church. In addition to completing regular monthly assignments, students submit a 10-page synthesis of the year. Prerequisite: STMM 507.
- STMM 509** **Deacon Studies III** **3**
Orientation, 10 weekends which include prayer, lecture, discussion, and liturgy. Topics covered: Hebrew and Christian Scriptures, Holy Spirit, Trinity, Spirituality of the Deacon, Catholic Social Teaching, Vatican II, Modern World and US Church History, Homiletics, Liturgical Service of Deacons, Records, Conflict Resolution, Management Skills, The Ecclesial Ministry of the Deacon, Baptism, Marriage, and Funerals. In addition to completing regular monthly assignments, students submit a 10-page synthesis of the year. Prerequisite: STMM 508.
- STMM 510** **Theology and Practice of Worship** **3**
This course examines Christian worship and sacramental life in light of its historical and theological development. Although ecumenical in scope, special attention is given to the worship life of Protestant, Free Church, and other ecclesial traditions, particularly their corporate celebrations, with an emphasis on Baptism and Communion. Course content and practice introduce students to ecclesial, pastoral, and ethical contexts of liturgy, encouraging the development of a critical worship sense. Prerequisite: STMM 501 or STMM 527.
- STMM 526** **Hebrew Scriptures** **3**
Through working with a variety of Old Testament texts, students are exposed to the formation of the Hebrew Bible as Pentateuch, Prophets and Writings. The course examines tensions, strengths, and limits in the pluralism of viewpoints that come to expression in the biblical texts. Practical consequences for belief and practice will be developed.
- STMM 527** **Christian Scriptures** **3**
Drawing on contemporary biblical scholarship, this course engages students in considering: the Jewish roots of Christian Scripture; the Christian faith experience of Jesus; the historical development of the New Testament canon; methods of criticism and principles of interpretation aimed at personal appropriation of text, meanings and tradition. Prerequisite: STMM 526.

- 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 psycho-sexual 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**
Through presentation and small group process, 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 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 Management** **3**
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.
- STMM 553** **Pastoral Care Skills** **3**
This course examines historic traditions of healing, guiding, sustaining and reconciling persons in a variety of pastoral contexts. Students integrate basic helping skills with the biblical, theological, and theoretical foundations of pastoral care. The class process dedicates significant time to simulated pastoral listening sessions in triads.
- STMM 554** **Fostering Communities of Faith** **3**
Grounded in theological understanding of the nature of Christian community, students learn and apply theories of group dynamics. Class sessions dedicate significant time to group processes that engage students in practicing skills of: facilitation, participation, observation and diagnosis of major forces affecting a group's functioning. Students identify their leadership styles and develop skills to include diverse participants. Prerequisite: STMM 553, STMM 560.
- STMM 555** **Personal Identity and Pastoral Call** **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. Adult learning processes guide students in discerning and developing a focus goal for the course. This yearlong course begins with a Fall retreat-like experience, continues as students implement learning contracts in their locations, and concludes in the Spring with a final peer evaluation. Progress is monitored through email updates, final paper and presentation to peers. Prerequisite: STMM 553, STMM 554 and STMM 560.

STMM 556 Professional Identity and Pastoral Call 3
 Employing the same methodology as STMM 555, this course addresses the question of professional identity within ministerial settings. After discerning and naming a new area of growth in their professional identity, students develop a learning contract that identifies strategies for achieving their goal. This yearlong course begins with a Fall retreat-like experience, continues as students implement learning contracts in their locations, and concludes in the Spring with a final peer evaluation. Progress is monitored through email updates, final paper and presentation to peers. Prerequisite: STMM 555.

STMM 557 Ministerial and Theological Integration I 3
 This course sequence (STMM 557, 558, 559) combines two critical elements: 1) a supervised field experience or internship in ministry and 2) a weekly class. The internship provides the student with the opportunity to apply academic understanding in a ministerial setting. The course sequence provides students an opportunity to reflect on their ministry and enhance their intra- and inter-personal skills. The coursework focuses on each student's ability to integrate core competencies as well as create personal professional goals. In the class setting, students will use various theological reflection models as well as group and one-to-one interaction to reflect on ministerial experiences. In STMM 557, students explore ministry as vocation, their "call" to ministry as private, public (community of faith) and divine. Students develop a sense of individual identity and professional integrity as they engage in the practice of ministry. Prerequisite for the sequence: STMM 553, STMM 554 and STMM 560.

STMM 558 Ministerial and Theological Integration II 3
 Students in STMM 558 explore the impact of cultural history and myths of personal identity and how these affect professional ministry. Students explore their unique cultural identity and examine how family of origin and community influence values, beliefs, prejudices and view of justice. Students investigate how personal or cultural myths enhance or impede their ability to minister. Students have the opportunity to examine the process of emotional influences and identify how they are affected by the stories of others. In the context of this analysis students have several occasions to deepen awareness of healthy boundaries. Prerequisite: STMM 557.

STMM 559 Ministerial and Theological Integration III 3
 In STMM 559, students explore the comprehensive framework for applying the tools of theological reflection in the practice of ministry. Students focus on their intentions and the impact of desired actions. There is the opportunity to evaluate personal power – the effectiveness of the approach and the acknowledged impact on others. Students will be able to name elements of their personal power and how it is integrated into pastoral ministry. The student will design, develop, and apply their own model and method of theological reflection. Prerequisite: STMM 558.

STMM 560 Ministry in a Multicultural Context 3

This course explores the dimensions of culture and the relationship between culture and ministry. Participants will identify their own cultural and co-cultural lenses, gain an understanding of power differences as they are expressed culturally, begin to explore communication differences, and enter a mini-cultural immersion. They will reflect on how culture impacts theology and spiritual expression. They will begin to develop a ministerial identity and practice that embraces cultural diversity within a ministerial context. Prerequisite: STMM 553.

STMM 561 Contemporary Christian Spirituality and Prayer 3

This course introduces the student to the most important themes in contemporary Christian spirituality and to a variety of approaches to prayer. Applying these themes (ecological awareness, embodiment, contemplation and action dialectic, etc.), students reflect upon and articulate their personal spirituality and evaluate theological and pastoral implications of different approaches to spirituality and prayer. Class sessions will include lecture, prayer experiences, reflective times, and discussion.

STMM 562 Spirituality and Theology of Aging 3

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.

STMM 563 History of Christian Spirituality 3

Through the study of selected texts and visual images, this course introduces students to the rich variety within Christian spirituality. In addition to a general overview of the major movements, concerns, and personalities, students examine experiences of conversion and spiritual growth, mysticism and prayer, community and compassion. This course focuses on the wisdom of the ancient, medieval, and reformation traditions as resources for contemporary spirituality.

STMM 564 Internship in Spirituality and Health 3

The student will intern in a site that invites actual ministry to people suffering from illness, dying, and loss under the supervision of a mentor in the field. Through theological reflection on the experience, the student will identify ministerial call, develop skills in pastoral response, and deepen a spirituality that is itself healing and whole. Groups of students will provide peer evaluation, on-site mentors provide review and challenge, and faculty guide the students in articulating appropriate goals and objectives and reflecting theologically upon their experience. Prerequisite: STMM 500, STMM 553, STMM 561.

STMM 565 Spirituality and Health Synthesis 3

Designed to assist students in the articulation of their own spirituality and its connection to health and the ministry of healing. This course stresses the synthesis of the student's theological, spiritual, ministerial and personal-spiritual practices. Prerequisite: All other courses in the Post Bachelor Certificate in Spirituality and Health. Prerequisite: STMM 564.

STMM 571 The Art of Spiritual Direction 3

In this course, students gain experience and theoretical understanding in the art and practice of spiritual direction. Particular attention will be paid to the development of evocative and contemplative listening skills. This required course must be completed before students are admitted into the spiritual direction track. Students will engage in discernment processes throughout the quarter regarding their gifts and readiness for entering a supervised practicum. An interview with instructor at the conclusion of the course affirms the discernment process. Prerequisite: STMM 553 and STMM 561.

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 titled Christianity and Cosmology)

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 titled Ministry in a Sacred Universe)

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.

STMM 580 Developing Curriculum for Religious Education 3

This course examines various philosophers of education and reflects on the implications of their theories for developing curriculum in religious education.

STMM 581 Teaching and Learning in the Faith Community 3

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.

**STMM 582 The Catechism and other Resources
for Catechetical Ministry 3**

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.

STMM 583	Adult Religious Learning	3
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.		
STMM 584	Theories of Religious Education	3
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.		
STMM 587	Educational Ministry of the Church	3
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.		
STMM 590	Seminar	2 to 4
STMM 591-593	Special Topics	1 to 6
STMM 596	Independent Study	1 to 6

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 Associate Dean for Academic Programs and Student Life.

STMA 500	Hermeneutics and Theological Method in Pastoral Ministry	3
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.		
STMA 501	Religion and Culture	3
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.		
STMA 504	God, Creation, and Trinity	3
Examines Christian understandings of God and God's relationship to the world, including the doctrine of the Trinity. Specific topics of discussion may include: the nature of God, God as mystery, God's love and God's power, divine transcendence and immanence; God as creator, liberator, and sustainer of all, models of God's relationship to the world, God and evil, sources and opportunities, and limits of Trinitarian language. Culturally and theologically diverse materials will be considered. Prerequisite: STMM 500.		

- STMA 505** **Ethical Issues: A Catholic Perspective** **3**
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.
- STMA 506** **Sin and Grace** **3**
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.
- STMA 507** **Canon Law** **3**
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.
- STMA 510** **Theology of Eucharist** **3**
In this course, students reflect on Eucharist as the heart of Christian worship and as God's gracious gift enabling and preparing the Christian assembly for life in a world hungry for justice, peace, and gladness of heart. The following receive particular attention: roots of Eucharist in Judaism and the New Testament; development of Eucharistic theology and practice in Christian church history; the Great Eucharistic Prayer as theological summary and pattern for living. Students also consider how different images and words for the Church's Table Meal are expressed in their own ecclesial traditions. Prerequisite: STMM 505 or STMM 510.
- 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 515** **Ritual Prayer and Healing** **3**
This course explores the specifically ritual character of prayer for and with the sick, their families, and congregations that support and sustain them. Elements include a theology of prayer in which healing and wholeness are the lens through which the community encounters the grace of God, enfleshed in the presence of Christ to those who suffer, and the Spirit's action in leading a sick person and their loved ones through a time of serious illness and diminishment. The Sacrament of Anointing of the Sick and related denominational rites of healing, along with their appropriate place within communities, will be discussed and practiced as moments of encounter with the risen Lord.
- 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.

- 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.
- 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 547** **Pastoral Administration** **3**
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. Prerequisite: STMM 554.
- STMA 550** **Preaching the Word: Homiletics** **3**
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. Prerequisite: STMM 505 or STMM 510.
- STMA 551** **Preaching the Word: Advanced** **3**
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.
- STMA 553** **Art of Spiritual Direction Practicum I** **3**
Students must be accepted into the Spiritual Direction specialization and attend an orientation prior to the course. This course begins a two quarter practicum in the art of spiritual direction. The sequence (STMA 553 and 554) combines two components: 1) an internship in the practice of spiritual direction and 2) a weekly class. Each participant offers direction for at least two people. Students present verbatim in the context of a specific supervisory process. They also engage in discussion of readings, peer evaluation, and role playing. Prerequisite: STMM 557, STMM 558, STMM 559, STMM 561, STMM 571 and STMA 561, STMA 570.
- STMA 554** **Art of Spiritual Direction Practicum II** **3**
This course completes a two quarter practicum in the art of spiritual direction. In this course, participants continue to see at least two people for direction, present verbatim within a specific supervisory process, discuss pertinent readings, and offer peer evaluation. This course will also focus on particular and common issues that arise in the practice of spiritual direction such as use of the imagination, responses to loss and grief, ethical dilemmas, and others. Prerequisite: STMA 553.
- STMA 555** **Theology of Pastoral Leadership II** **3**
This course is a continuation of STMA 546 and completes a two quarter internship-related experience. Students examine: leadership styles and metaphors; theologies of the local church; skills for effecting change and nurturing staff and volunteers; and processes for social analysis within congregational settings. The course culminates with an integrative process that results in the students formally written and orally presented theology of pastoral leadership. The continued supervised internship builds 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.

- STMA 557** **MDiv Synthesis** **3**
 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 546 and 555.
- STMA 559** **Internship in Religious Education I** **3**
 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.
- STMA 560** **Internship in Religious Education II** **3**
 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.
- STMA 561** **Psycho-Spiritual Development** **3**
 Students explore and engage their psychological and spiritual growth in relationship to: developmental theories, social and cultural influences, specific literary narratives, the experience of other class participants, and implications for ministry. Prerequisite: STMM 500.
- STMA 569** **Ecological Spirituality** **3**
 This introductory course invites students to explore and articulate a spirituality of creation. The course draws upon the timeless wisdom of nature, the insights of scientists, native people, scripture, theologians and mystics, emphasizing the Christian responsibility to listen to and live in harmony with Earth and to be co-creators with God in shaping the future. Prerequisite: STMM 561.
- STMA 570** **Spiritual Discernment** **3**
 This experiential course focuses on a variety of discernment processes in order that students might live a discerning way of life. Among these are: the Ignatian approach, focusing, and Quaker clearness committee. Students practice discernment in relation to life choices and ministry. Prerequisites: STMM 500, STMM 561.
- STMA 571** **Critical Issues in Spirituality** **3**
 Students explore typical human and cultural dynamics that emerge as supports and hindrances in the development of one's relationship with God, self, others, and all creation. This course is oriented towards critical issues that arise in the practice of spiritual direction. Prerequisite: STMM 561, STMM 571.
- STMA 572** **Spirituality in Loss and Grief** **3**
 This course is a multi-disciplinary exploration of the experiences of grief, loss, and death. It draws upon psychological, sociological, theological, and spirituality studies and gives special attention to issues involved in ministry to the dying, the bereaved, the sick, the mentally and emotionally stressed. Prerequisite: STMM 500, STMM 553, STMM 561.

- STMA 574** **Spirituality Synthesis** **3**
 During this capstone course, MATS students synthesize, articulate, and integrate their own spirituality, and move forward in their ministry. This interdisciplinary approach includes reflection on ministerial experience, spiritual practices, and theological groundings. Students lead prayers and rituals, exercise pastoral skills, facilitate group process and dialogue, and present a synthesis of their personal and pastoral spirituality. This is the final course for the MATS degree.
- STMA 575** **Images of God** **3**
 This course exposes the student to the "faces of god" expressed over time and in various religious traditions. Students will work toward an understanding of the historical development of concepts and image of God and their effect on the people of God. Students will also trace the development of their own personal God image and will become aware of how selected images of God enhance and/or limit personal empowerment.
- 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 processes 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 591-593** **Special Topics** **1 to 6**
- STMA 596** **Independent Study** **1 to 6**

Pastoral Counseling Courses

NOTE: Admission to STMC courses requires advanced standing (successful completion of a least 20 credits of theology at the graduate level) and acceptance into the Pastoral Counseling program (or permission from the Associate Dean for Academic Programs and Student Life).

- STMC 516** **History of Pastoral Care and Counseling** **3**
This course assists pastoral counselors in understanding their contemporary ministry within the historical context of care for the human person practiced by religious traditions. Students focus on the history of "care of the soul" within Christianity, but also consider spiritual care in other religions. Special attention is given to the pastoral counseling movement as it emerged in the 20th century.
- STMC 521** **Pastoral Counseling in a Multicultural Context** **3**
This course explores the cultural relativity of individual, family, and social life. Students will critique their own ethnocentrism and pursue multicultural perspectives that encourage respect for diversity in various human systems. Implications of cultural differences for pastoral care and counseling will be considered.
- STMC 552** **Individual Counseling Theory and Techniques** **3**
This course provides a basic foundation for counseling individuals from an integrated psychotherapeutic and pastoral perspective. A variety of counseling theories will be considered enabling students to conceptualize client behaviors and make appropriate choices for assessment and intervention. Foundational skills for counselors are practiced. Students learn how to develop, maintain, and terminate clinical relationships, establish goals, design intervention strategies, and evaluate therapeutic outcomes.
- STMC 553** **Integrating Systemic and Spiritual Approaches to Couples Therapy** **3**
In this course, students examine relationships between couples as a crucible of human spiritual development. Basic theories of, and skills for, marriage counseling are introduced, with special attention to the integration of systemic and spiritual dimensions of care.
- STMC 554** **Group Counseling Theory and Techniques** **3**
This course offers both theoretical foundations for, and practical experience in, the processes of group counseling. Students consider theological principles of community, the psychodynamics of groups, systemic approaches to understanding human problems, and specific techniques of group psychotherapy.
- STMC 555** **Pastoral Counseling Practicum I** **3**
- STMC 556** **Pastoral Counseling Practicum II** **3**

- STMC 557** **Pastoral Counseling Practicum III** **3**
This course sequence (STMC 555, 556, 557), extending over three academic quarters, combines a supervised clinical placement or internship and a weekly class. The internship enables students to apply theoretical understandings in a clinical setting. Classroom time provides professional and peer supervision, evaluation, and consultation. Issues of diagnosis/assessment, treatment planning, evaluating outcomes, termination, transference/counter-transference, and theological integration are discussed over both years of practicum learning. Attention is given during the first year to legal requirements, professional ethics, psychopharmacology, testing instruments, and human sexuality. Prerequisite for the sequence: STMM 553, STMA 561, STMA 581, STMC 552, STMC 570, STMC 571, and STMC 572.
- STMC 558** **Pastoral Counseling Practicum IV** **3**
- STMC 559** **Pastoral Counseling Practicum V** **3**
This sequence (STMC 558 and 559) represents a second year of professional and peer supervision, evaluation, and consultation offered concurrently with a clinical placement over the course of two quarters. Issues of diagnosis/assessment, treatment planning, evaluating outcomes, termination, transference/counter-transference, and theological integration continue to be discussed. Classes during this second year also give attention to referral networks, marketing, the development of a practice, and special topics in pastoral counseling. Prerequisite for the sequence: STMC 555, STMC 556 and STMC 557.
- STMC 560** **Integrating Psychotherapy and Spirituality in a
Pastoral Counseling Framework** **3**
The capstone of the pastoral counseling program, this course assists students in synthesizing theological foundations, clinical practice, and spiritual and professional growth through a critical examination of their theoretical commitments and personal experience. To be taken during a student's final year of coursework and after completion of the five quarters of pastoral counseling practicum. Prerequisite: STMC 558, STMC 559.
- STMC 570** **Addiction and Abuse** **3**
This course offers theological, theoretical, and clinical foundations for the assessment and treatment of chemical dependencies. Students explore addiction and abuse in historical perspective and examine various assessment tools. Within a family systems framework and in dialogue with a theological understanding of the human person, students also investigate treatment approaches and issues in modern dependency care.
- STMC 571** **Psychopathology** **3**
This course provides an overview of psychosocial difficulties that disrupt personal and family life, as well as work and other human relationships and activities. Student explore: psychodynamic and cognitive-behavioral descriptions of psychopathology; the contributions of individual and systemic theories of development; and cultural differences in defining normalcy and health. Diagnostic categories and treatment options are introduced.
- STMC 572** **Pastoral Diagnosis** **3**
In this course, students become familiar with basic principles and methods for conceptualizing, assessing, and diagnosing the mental and emotional status of clients through the use of the DSM-IV. Current categories of psychotherapeutic diagnosis and related treatment strategies are placed in a context of theological understandings of the human person and pastoral roles and tasks of the counselor.

STMC 591-593	Special Topics	3
STMC 596	Independent Study	3

Pastoral Leadership Program Curriculum

NOTE: Admission to STML courses requires acceptance into the Pastoral Leadership Program.

STML 509	Envisioning Leadership	2
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This course provides a forum in which to explore the changing context for pastoral leaders and the implications for the practice of the art of leadership; within and beyond one's organizational role. It addresses issues of "vocation" and "vision" in the face of unprecedented conditions and examines the formation of leadership in relationship to the growing complexity, diversity, and moral ambiguity in our cultural life. Among the issues explored are: the dynamics of formal and informal authority, the nature of "adaptive leadership," and distinguishing self from role.

STML 510	Effective Teams in Ministry	1
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In an outdoor experiential laboratory, participants face personal and team challenges during a two and half day off-site retreat. Both the individual and group capacity for learning are developed along with a critical examination of the role and effective use of teams. Participants engage in self-assessment, learn a variety of team-building skills, explore the formation of trust in the face of complexity, and enhance their listening, feedback, and reflection skills.

STML 511	Transforming Congregational Cultures	2
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Building on earlier courses, participants collectively forge links for team-building, decision-making, leadership, and general ministerial issues that congregations encounter in the 21st century. Using the concept of "adaptive challenge" participants also explore the challenges facing the church in North America. Active discussions reflect upon the variety of ways congregational culture can be changed and revitalized. Case studies are utilized as well as small and large group discussions. The course incorporates systems theory as applied to the organizational life of the church and its ministers and applications to preaching, teaching, caring, and administration functions in the church.

STML 512	Leading from Spiritual Depth	2
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This course reflects on the rich tradition with in Christian spirituality through the study of selected texts. Special attention is given to themes such as: discernment, psycho-spiritual development, our universal call to mysticism and prophecy, and the spiritual journey of the leader. Participants experience a variety of learning approaches, including lectures, experiential exercises, the practice of various spiritual disciplines, and small group discussions. With congregations looking to clergy for authenticity, integrity, and spiritual depth, this course provides the safety and confidentiality for the pastoral leader to wrestle with his or her own spiritual questions, explore what spiritual disciplines and rituals are nourishing, and consider how they can foster prayerful, discerning communities of faith.

STML 513 Sustaining Pastoral Excellence 4

Sustaining Pastoral Excellence integrates and applies contemporary pastoral leadership theory and spirituality with the reality of the ministerial life. The primary emphasis is growth as a pastoral leader and competence in creating an effective empowering ministry which deepens leadership skills and develops the leadership ability of others. Key questions are raised in order to expand awareness as pastoral leaders draw from the best of today's leadership practices. Participants reflect on their leadership history, assess their pastoral strengths and limits, create and implement a learning contract in concert with a spiritual director or leadership coach, and complete the program with a leadership development plan for ongoing growth. This course begins in the fall and continues as an integrating and synthesizing process throughout the program. It incorporates theological reflection, ministerial integration, and personal spiritual growth.

STML 514 Forging Diversity with Integrity 1

Reflecting on pastoral experience, this experiential course integrates concepts from previous coursework with strategies for leading congregations with balance, health, and perspective. In the context of small peer groups each participant develops the ability to: create a trust-based faith community, drawing the best out of each person and developing mentoring skills; sharpen skills in observation, assessment and feedback; gain a greater sense of personal strengths and limits; and broaden an understanding of pastoral leadership by inquiring into contemporary issues and questions.

STML 591 Special Topic 1 to 3

Participants choose among electives for further in-depth work in theology and scripture

STML 592 Special Topic: Surveying the Religious Landscape 1

This course provides the opportunity to understand the unique religious configuration of the Pacific Northwest and identify the challenges and opportunities that this region's religious character presents to all dimensions of pastoral leadership. It challenges pastoral leaders to think about context in relation to the faith heritage they represent, the people among whom they minister, the needs of their local world, the movement of God's spirit in history, and their calling as pastoral leaders.

STM Graduate Faculty

Karen Barta: BS, Marian College of Fond du Lac; MA, Ph.D., 1979, Marquette University; Christian Scripture, 1983.

Mary Rose Bumpus: BA, Edgecliff College; MEd, Vanderbilt University; MA, Graduate Theological Union; PhD, 2000, Graduate Theological Union; Christian Spirituality, 2004.

Sharon Callahan: BFA, Fort Wright College; MA, Ball State University; MA, Regis University; EdD, 1996, Seattle University; Pastoral Leadership, 1990.

Gary L. Chamberlain: BA, St. Louis University; MA, University of Chicago; PhD, 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: BA, Northwest Christian College; MRE, Pacific School of Religion; MDiv, Pacific School of Religion; DMin, 1981, Drew University Theological School; Pastoral Theology, 1995.

James E. Eblen: AB, St. Thomas Seminary; STL, Pontifical Gregorian University; PhD, 1987, Claremont Graduate School; Hebrew Scripture, 1985.

Patrick J. Howell, SJ: BS, Gonzaga University; MA, Boston College; DMin, 1985, The Catholic University of America; Pastoral Theology and Christian Spirituality, 1986.

Paul Janowiak, SJ: BA, Loyola University; MA, Gonzaga University; MDiv, Jesuit School of Theology at Berkeley; ThM, Jesuit School of Theology at Berkeley; ThD, 1995, Graduate Theological Union; Liturgical Theology, 1996. (on leave)

Marianne LaBarre: BA, Marylhurst College; CSL, Jesuit School of Theology at Chicago; MA, St. Mary's College; EdD, 1996, Seattle University; Spirituality and Leadership, 1986.

Valerie Lesniak: BA, Carlow College; MA, Graduate Theological Union; PhD, 1992, Graduate Theological Union; Christian Spirituality, 1999

Clinton McNair: BA, Virginia Union University; MDiv, Crozer Theological Seminary; PhD, 1978, Northwestern University; Pastoral Counseling, 2006.

Michael Raschko: BA, St. Thomas Seminary College; MTS, Harvard Divinity School; Ordination, St. Thomas Theologate; PhD, 1982, University of Chicago Divinity School; Systematic Theology, 1984.

Jeanette Rodriguez: BA, Queens College; MA, Fordham University; MA, University of Guam; PhD, 1990, Graduate Theological Union; Systematic Theology, 1990.

Judith Sanderson: BA, Covenant College; MDiv, Covenant Theological Seminary; MA, Institute of Holy Land Studies; PhD, 1981, University of Notre Dame; Hebrew Scripture, 1991.

Sharon A. Suh: BA, Trinity College; MTS, Harvard Divinity School; PhD, 2000, Harvard University; World Religion, 2000.

Mark Lloyd Taylor: BA, Eastern Nazarene College; MTS, Emory University; PhD, 1982, Southern Methodist University; Systematic Theology, 1998.

Donna Teevan: BA, MA University of Notre Dame; PhD, 1994, St. Michael's College, Toronto School of Theology; Systematic Theology, 1994.

Gláucia Vasconcelos Wilkey: BEd, Colegio Batista Brasileiro; MEd, Colegio Batista Brasileiro; MTh, South Brazil Theological Seminary; MCM, Southern Baptist Theological Seminary; DMin., 1985, Louisville Presbyterian Theological Seminary; Liturgical Theology, 1999.

Flora Wilson Bridges: BS, University of Illinois; MAR, Yale Divinity School; PhD, 1999, Vanderbilt; Pastoral Theology, 2002.

STM Faculty Emerita

Loretta Jancoski, PhD (1988)

Distinguished Retired Faculty

Katherine Dyckman, SNJM (1987)

John Topel, SJ (1971)

CENTER FOR SERVICE AND COMMUNITY ENGAGEMENT

Kent Koth, Director

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About the Center

The work of the Center for Service and Community Engagement revolves around fulfilling the mission of Seattle University: empowering leaders for a just and humane world. With the belief that successful leaders are those who serve others, the Center supports students engaged in service and justice activities.

Created through a presidential initiative in 2004, the Center for Service and Community Engagement is a dynamic outgrowth of Seattle University's Jesuit tradition and mission. The Center has two main goals: (1) to foster positive social change in the wider community and (2) to develop reflective, creative, compassionate and just students. The Center works collaboratively with campus and community partners to implement programs in the following areas:

- Academic Service-Learning
- Community Partnerships
- Campus Collaboration
- Student Leadership

Service-Learning Courses

Academic service-learning is the connection of concepts in the classroom to service experiences in the community. Service-learning encourages you to begin or to continue service, in preparation for a lifetime of civic engagement and leadership. In addition, service-learning is an important learning tool. Through service, you have the opportunity to apply the concepts, theories and other material that you cover in class. The community becomes a text for the class, and is as critical to "read" as other textbooks.

Seattle University offers three types of service-learning courses:

- Placement-based
- Project-based
- Research-based

Refer to the Center for Service and Community Engagement Web site for more details: <http://www.seattleu.edu/csce/>

CULTURE AND LANGUAGE BRIDGE PROGRAM

Eli Hinkel, PhD, Director

Objectives

The Culture and Language Bridge program prepares 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. The program is offered during the fall, winter, and spring quarters. Courses are not offered in the summer.

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 vocabulary, grammar, and reading (CLBR 080), reading and writing (CLBR 090), and academic speaking skills (CLBR 091) essential for success in their disciplines. Transfer and graduate students with TOEFL scores ranging from 190/520/68 to 210/547/77 are required to take the Academic Vocabulary and Grammar course (CLBR 080) before they can enroll in Advanced Academic Writing (CLBR 090). The coursework for transfer and graduate students concentrates on the American academic culture and 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 are not offered in the summer.

Admission Requirements (Policy 76-10)

All non-native speakers of English whose TOEFL (Test of English as a Foreign Language) score (or a MELAB/IELTS equivalent) is between 227/567/86 and 237/577/90 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 English proficiency 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 CLB 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 CLB 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 237/580/92 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, students' 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 the CLB section of English 101 follows the university grading system. All other courses required in the CLB program are graded on a pass/fail basis, although a letter grade will appear on the student's permanent record. A grade of C or above is considered to be passing. Grades below C are considered to be failing and demand a repetition of the course. Successful completion of English 101 allows undergraduate students to earn five elective credits toward their graduation. All other required CLB courses, however, are not applicable toward graduation requirements.

Courses for Transfer and Graduate Students**CLBR 080 Academic Vocabulary and Grammar 5**

(Required of students with TOEFL scores ranging from 190/520/68 to 210/547/78)

The class meets five times a week and concentrates on essential academic vocabulary and grammar features fundamental in formal academic reading and writing English. The course specifically focuses on essential academic lexis and syntax in English academic prose that can enhance reading fluency and comprehension, as well as writing clarity and cohesion.

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.

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.

CLBR 092 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 C.

Education Abroad

Robin Craggs, Director
Bellarmine Hall, Room 111A
Phone: (206) 296-2260
Website: www.seattleu.edu/studyabroad

Objectives

The Seattle University Education Abroad Office seeks to facilitate intellectual and intercultural experiences that contribute to students' lives of leadership and service in the Jesuit tradition.

While participation in any particular study abroad program is neither a requirement nor an entitlement of a Seattle University degree, several choices of major or scholarship programs require some kind of international experience.

For a list of eligible programs and current policy governing study abroad participation during any quarter at Seattle University, please consult with the Education Abroad Office or website www.seattleu.edu/studyabroad. Applicants to both SU and non-SU study abroad programs must seek University approval and file required paperwork. Eligibility includes good academic standing, a clear conduct record and permission of the major department chair. The university will not approve participation in off-campus study in countries for which the United States Department of State has issued a Travel Warning.

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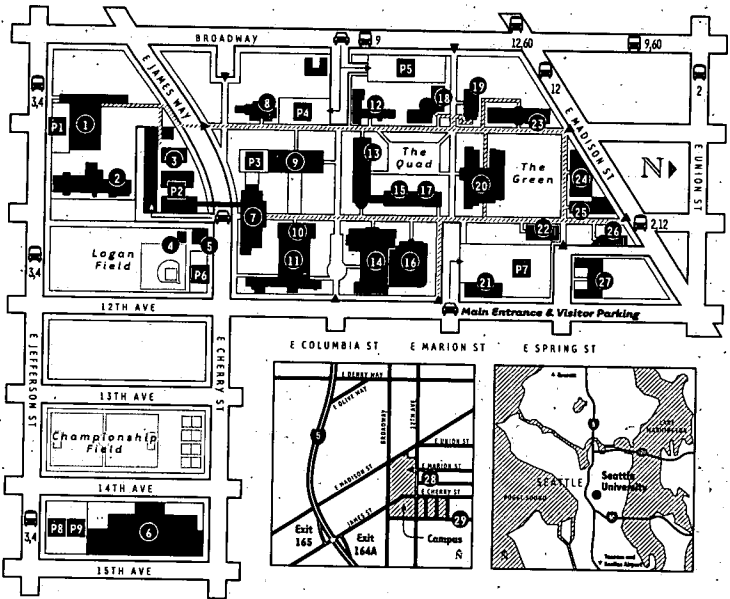
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ACCT	Accounting
ADST	Addiction Studies
AEDT	Adult Education and Training
AIST	Asian Studies
ANTH	Anthropology
ART	Art
BETH	Business Ethics
BIOL	Biology
BLAW	Business Law
CEEGR	Civil and Environmental Engineering
CHEM	Chemistry
CHIN	Chinese Language
CISS	Contemporary Issues in Social Science
CLBR	Culture and Language Bridge
CMJR	Communication/Journalism
COUN	Education — Counseling
CRJS	Criminal Justice
CSSE	Computer Science/Software Engr
CUIN	Education — Curriculum and Instruction
DIUS	Diagnostic Ultrasound
DRMA	Drama
ECEGR	Electrical and Computer Engineering
ECIS	E-Commerce and Information Systems
ECON	Economics
EDAD	Educational Administration
EDLR	Educational Leadership
EDUC	Education
ENGL	English
EPCT	Professional Certification for Teachers
EPDXX	Professional Development—Post Baccalaureate
EVST	Environmental Studies
EXLR	Executive Leadership
FINC	Finance
FINR	Fine Arts
FREN	French
GAST	Global African Studies Minor
GERM	German
GREK	Greek
HIST	History
HONR	Humanities (Honors)
HRMA	Human Resources Management
HUMT	Humanities (Matteo Ricci College)
INBU	International Business
INIP	International Development Internship Program
INST	International Studies
ISSC	Interdisciplinary Science (See Gen.Sci.)
JPAN	Japanese
LAST	Latin American Studies Minor
LATN	Latin
LBST	Liberal Studies
LITC	Literacy for Special Needs
MATH	Mathematics

MBA	Master in Business Administration
MDLG	Modern Languages
MEGR	Mechanical Engineering
MGMT	Management
MKTG	Marketing
MLSC	Military Science
MUSC	Music
MVST	Medieval Studies Minor
NPLR	Nonprofit Leadership
NURS	Nursing
NURSI	Nursing — Immersion
ODVR	Organizational Design & Renewal
OPER	Operations
PHIL	Philosophy
PHYS	Physics
PLSC	Political Science
PSYC	Psychology
PUBA	Public Affairs
PUBM	Public Administration — Graduate
SABD	Study Abroad
SDAD	Student Development Administration
SADL	Sport Administration and Leadership
SOCL	Sociology
SOCW	Social Work
SPAN	Spanish
SPED	Special Education
SPSY	Education — School Psychology
STMA	Institute for Theological Studies — Advanced
STMC	Institute for Theological Studies — Counseling
STML	Institute for Theological Studies — Leadership
STMM	Institute for Theological Studies
TEED	Teacher Education
THRS	Theology and Religious Studies — Undergraduate
TSOL	Teaching English to Speakers of Other Languages — Graduate Level
WMST	Women Studies Minor



▲ Campus Entry ♿ Accessible Route 🚏 King County Metro 🚗 Parking P9 Parking

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| <ul style="list-style-type: none"> P1 10th and E. Jefferson Lot F, S P2 11th and E. Cherry Garage D, F, S, V P3 10th and E. James Lot S | <ul style="list-style-type: none"> P4 10th and E. Columbia Lot D, J, S P5 Broadway and E. Columbia Garage C, F P6 12th and E. Cherry Lot S | <ul style="list-style-type: none"> P7 12th and E. Marion Lot C, D, S, V P8 14th and E. Jefferson South Lot S P9 14th and E. Jefferson North Lot F |
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