Seattle University

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2007

2007-2008 Bulletin of Information - Graduate

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2007–2008
SEATTLE UNIVERSITY

GRADUATE BULLETIN
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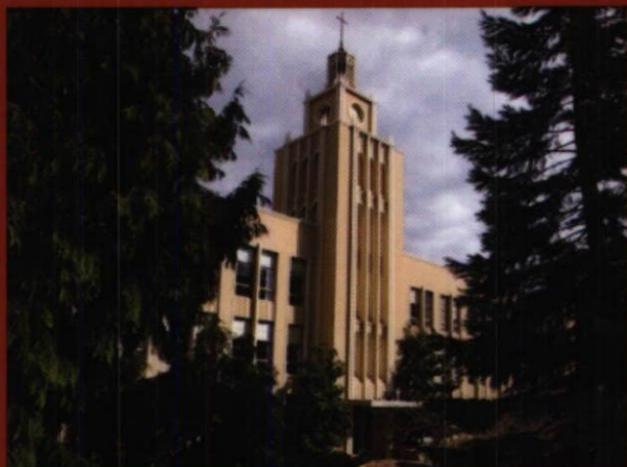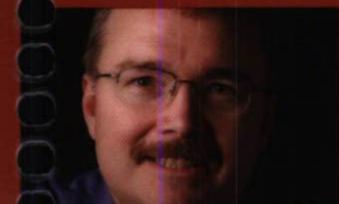
SEATTLE UNIVERSITY RESERVATION OF RIGHTS

The university reserves the right without prior notice to change the fees, rules and calendar regulating admission and registration, instruction and graduation from the university and to change any other policy or regulations affecting students. Changes go into effect whenever university officials so determine and apply not only to matriculated students but also prospective students. The university 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 reapply for admission and are subject to the requirements for their school and major and for university core curriculum in effect at that time.

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

**2007-2008 Graduate
Bulletin of Information**

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 at (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 the following Title IX coordinators:

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

Jacob Diaz
Dean of Students
Student Center 140C
(206) 296-6066
diazj@seattleu.edu

Jacquelyn Miller
Associate Provost for Academic Affairs
Hunthausen 121
(206) 296-5446
jcmiller@seattleu.edu

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

SEATTLE UNIVERSITY

For More Information

(206) 296-2000, option 1, Toll-free: (800) 426-7123
grad-admissions@seattleu.edu

Enrollment Services

Admissions (Graduate)
(206) 296-2000, option 1
Toll-free: (800) 426-7123
grad-admissions@seattleu.edu
Website: seattleu.edu

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

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

Academics

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

College of Arts and Sciences
(206) 296-5300

College of Education
(206) 296-5760

College of Nursing
(206) 296-5660

College of Science and Engineering
(206) 296-5500

Matteo Ricci College
(206) 296-5405

School of Law
(206) 398-4300

School of Theology and Ministry
(206) 296-5330

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

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

Institute of Public Service
(206) 296-5440

Resources/Services

Alumni Office
(206) 296-6127

Campus Assistance Center
(206) 296-6464

Campus Ministry
(206) 296-6075

Career Development Center
(206) 296-6080

Controller's Office
(206) 296-5880

International Student Center
(206) 296-6260

Lemieux Library
(206) 296-6233

Office of Multicultural Affairs
(206) 296-6070

Public Safety
(206) 296-5990

Residence Life and Housing
(206) 296-6305

Veteran's Affairs Officer
(206) 296-5847

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

SEATTLE UNIVERSITY

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.

SEATTLE UNIVERSITY

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Summer Quarter 2007

June 18	Classes Begin: First 4-week, 7-week and 8-week terms
June 24	Last Day, Add/Drop or Change Grading Options: First 4-week, 7-week and 8-week terms
June 25	Registration continues: Second 4-week and intersession terms
July 2	Last Day to Withdraw: First 4-week term
July 4	Independence Day: No classes
July 14	Last Class Day: First 4-week term
July 16	Classes Begin: Second 4-week term
	Last Day to Withdraw: 7-week term
July 16-17	New Student Orientation
July 19-20	New Student Orientation
July 22	Last Day to Add/Drop or Change Grading Options: Second 4-week term
July 23	Last Day to Withdraw: 8-week term
July 23-24	New Student Orientation
July 30	Last Day to Withdraw: Second 4-week term
Aug. 1	Last Day to Remove N Grade: Summer 2006
Aug. 4	Last Class Day: 7-week term
Aug. 11	Last Class Day: 8-week and Second 4-week terms
Aug. 15	Grades Due: Noon
	Grades posted on SU Online by 6 p.m.

Intersession 2007

Aug. 13	Classes Begin
Aug. 19	Last Day to Register, Add/Drop or Change Grading Options
Aug. 27	Last Day to Withdraw
Sept. 3	Labor Day: No classes
Sept. 10	Last Class Day
Sept. 17	Grades Due: Noon
	Grades posted on SU Online by 6 p.m.

Fall Quarter 2007

Sept. 12	Non-Matriculated Registration begins
Sept. 19	University Convocation for faculty and staff: 8 a.m. to noon
Sept. 21-25	Welcome Week: Required attendance for all new freshmen
Sept. 24	New Student Academic Convocation
Sept. 26	Classes Begin
Oct. 1	Last Day to Apply for Graduation: Winter 2008
Oct. 2	Last Day to Register, Add/Drop or Change Grading Options
Oct. 4	Mass of the Holy Spirit
Nov. 1	Last Day to Apply for Graduation: Spring 2008
Nov. 5-9	Advising: Winter 2008
Nov. 9	Last Day to Withdraw
Nov. 12	Veterans Day observed: No classes
Nov. 13	Advance Registration Begins: Winter 2008
Nov. 15	Last Day to Remove I Grade: Spring and summer 2007
	Last Day to Remove N Grade: Fall 2006
Nov. 21-24	Thanksgiving Break: No classes
Dec. 10	Last Class Day
Dec. 11-15	Final Examinations
Dec. 16-Jan. 6	Winter Break

Dec. 17	Non-Matriculated Registration: Winter 2008
Dec. 19	Grades Due: Noon
	Grades posted on SU Online by 6 p.m.
Dec. 24- Jan. 1	Administrative offices closed

Winter Quarter 2008

Jan. 7	Classes Begin
Jan. 13	Last Day to Register, Add/Drop or Change Grading Options
Jan. 21	Martin Luther King's Birthday: No classes;
	(Saturday, Jan. 19 classes will meet as scheduled)
Feb. 1	Last Day to Apply for Graduation: summer and fall 2008
Feb. 15	Last Day to Withdraw
Feb. 15	Friday day classes cancelled (all Monday classes that begin before 4:30 p.m. meet on Friday, during Monday's scheduled time; Friday classes that begin 4:30 p.m. or later and Saturday classes will meet as scheduled)
Feb. 18	President's Day: No classes for all classes that meet before 4:30 p.m. (all Monday classes that begin at 4:30 p.m. or later will meet as scheduled)
Feb. 19-22	Advising: Spring 2008
Feb. 25	Advance Registration begins: Spring 2008
March 3	Last Day to Remove I Grade: Fall 2007
	Last Day to Remove N Grade: Winter 2007
March 14	Last Class Day
March 15-20	Final Examinations
March 17	Non-Matriculated Registration: Spring 2008
March 21	Good Friday: No classes
March 22	Easter Saturday: No classes
March 23-30	Spring Break
March 26	Grades due: Noon
	Grades posted on SU Online by 6 p.m.

Spring Quarter 2008

March 31	Classes Begin
April 6	Last Day to Register, Add/Drop or Change Grading Options
April 24	University Mission Day: 8 a.m. to noon (no day classes; all classes that begin at 4:30 p.m. or later will meet as scheduled)
May 1	Last Day to Remove I Grade: Winter 2008
	Last Day to Remove N Grade: Spring 2007
May 9	Last Day to Withdraw
May 12-14	Advising: Summer 2008
May 12-16	Advising: Fall 2008
May 14	Advance Registration begins: Summer 2008
May 19	Advance Registration begins: Fall 2008
May 26	Memorial Day: No classes (Saturday, May 24 classes will meet as scheduled)
June 9	Last Class Day
June 10-14	Final Examinations
June 14	Baccalaureate
June 15	Commencement
June 18	Grades Due: Noon
	Grades posted on SU Online by 6 p.m.

Dates are subject to change. Refer to the academic calendar online at seattleu.edu/registrar for updated information. For general questions, e-mail: registrar@seattleu.edu.

Organization

A holistic approach to teaching and learning is the cornerstone of a Seattle University education that nurtures the intellectual, spiritual and personal growth of our students. At SU, scholarly pursuits go hand-in-hand with the Jesuit tradition of social justice and service learning. Our undergraduate and graduate students excel in the classroom and are making their mark in their communities and beyond.

History

Founded in 1891, Seattle University offers a values-based education steeped in the Jesuit tradition. The university's development into one of the Northwest's premier independent universities is closely woven with the history of Seattle and the Puget Sound region.

The early years of what would become Seattle University began to take shape in 1890, when Father Aegidius Junger, bishop of what was then called the Nisqually Diocese became concerned over the lack of educational opportunities for Catholic youth in the Seattle area. In response, he made 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 bishop's requests, Fathers Victor Garrand and Adrian Sweere arrived in town from the Yakima station in the spring of 1891.

The two Jesuits immediately leased St. Francis Hall, a building constructed the previous year at 6th and Spring in downtown Seattle by Father Francis X. Prefontaine, the area's first resident priest. The building became the parish and School of the Immaculate Conception, and with the support of two Holy Names sisters who served as full-time teachers, the fathers were underway with an ambitious educational initiative. By 1898, the parish school of young men officially became Seattle College and the progenitor of what would become Seattle University.

Forward to present-day Seattle University, a vibrant and diverse campus with more than 7,200 undergraduate and graduate students that continues the traditions of its founders through a commitment to a holistic, mission-driven education.

About Seattle University

Situated on a 48-acre campus, SU is home to eight schools and colleges: the Albers School of Business and Economics, the College of Arts and Sciences, the College of Education, the College of Nursing, the College of Science and Engineering, Matteo Ricci College, the School of Law and the School of Theology and Ministry.

Seattle University, one of 28 Jesuit Catholic universities in the country, cultivates intellectual and spiritual development with its high-caliber faculty, small class sizes, challenging curriculum and emphasis on education for justice.

The university, its colleges and programs consistently rank among the best in the nation by *U.S. News and World Report* and *Princeton Review's* "Best Colleges" guide.

Located within steps of Seattle's downtown core, SU provides distinctive learning, service and career opportunities for students. There are 61 undergraduate and 31 graduate degree programs that offer a variety of specializations, plus 35 certificate programs.

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.

Students don't need to venture off campus to enjoy the serenity of an urban oasis with the university's lush green spaces and distinctive Japanese gardens. Seattle University is designated as a "Backyard Wildlife Sanctuary" by the Washington State Department of Fish and Wildlife for its distinctive landscaping and environmentally friendly gardening.

At SU, facilities are more than simply bricks and mortar; they play an important role in how we educate our students and the programs we provide. In February 2003, the university opened Hunthausen Hall, a renovation of the building that houses the School of Theology and Ministry. The Jeanne Marie and Rhoady Lee, Jr. Center for the Arts made its debut in 2006 as a premier performing arts center to showcase the university's theater and music productions, and as a forum to exhibit the visual arts achievements of students and members of the community.

The centerpiece and spiritual center of SU is the Chapel of St. Ignatius, the vision of architect Steven Holl that marked its 10th anniversary in 2007. In addition to being a campus and civic landmark, the chapel is a popular place of worship for the campus community and its friends and neighbors.

How We Educate

At Seattle University, excellent teaching—supported by high quality scholarship and personalized attention to student learning—ensures an intellectually challenging education, which is at the heart of our mission in undergraduate, graduate and professional programs.

The university culture nurtures a total educational experience, one that promotes vision, character and leadership in students.

The Jesuit-Catholic educational tradition sows independent thinkers who are informed by the humanities and social justice as they grow into global citizens.

Our course work, programs and activities reflect the Jesuit principles of the service of faith and promotion of justice to address issues of poverty, injustice, discrimination, violence and the environment in committed and effective ways.

For the faith component of an SU education, the university encourages and assists all students in exploring their relationship with humanity, nature and God, and provides all members of the university community the means to deepen their understanding of faith.

Student Academic Services and Programs

· Meeting the needs of a diverse student body means providing a variety of programs, activities and resources to enhance the educational experience and help students achieve success from the moment they step on campus to the day they walk across the stage at commencement.

Academic Advising and Support Services

"The central element in advising excellence," as written in Seattle University's *Faculty Handbook*, "is genuine and sustained concern for students as persons and belief in their capacity for self-directed growth." Faculty and staff members who advise or provide related services in support of academic success and retention recognize the vital role an adviser plays in the overall college experience. Faculty, professional and peers serve as academic advisers in the various colleges and schools.

Student Academic Services provides support to develop and promote high-quality campus advising services. This includes ongoing skill building opportunities for faculty advisers and dissemination of the latest advising information.

Student Academic Services also coordinates a referral system that identifies students experiencing academic difficulties and extends resources and support.

INFORMATION: (206) 296-2260, seattleu.edu/sas.

Athletics

The Department of Athletics takes a holistic approach to developing student-athletes by creating a culture where they can achieve success while balancing academics and athletics. The mission of the department is the development of ethical leaders, teamwork and sportsmanship central to the Jesuit mission of educating the whole person.

Seattle University sponsors 14 NCAA Division II intercollegiate teams including basketball, cross country, soccer and swimming.

With the exception of swimming, all sports compete in the Great Northwest Athletic Conference and in recent years teams and individual players have received numerous national honors. The men's soccer team won the NCAA Division II national championship in 2004, and many of student-athletes are also high achievers in the classroom, earning All-American honors for high grade point averages.

INFORMATION: (206) 296-6441, seattleredhawks.cstv.com/.

Career Development Center

The Career Development Center offers services to assist students and recent graduates in career choices. These include internship assistance, career testing and employment guidance, plus résumé and cover letter writing and job search strategies.

INFORMATION: (206) 296-6080, seattleu.edu/student/cdc/.

Center for Student Involvement

The Center for Student Involvement is where students get connected to their peers and activities at Seattle University. Involvement in campus life and establishing traditions enrich the educational experience. The Center for Student Involvement brings together leadership development, new student programs and activities to create and nurture opportunities and experiences.

IINFORMATION: (206) 296-2525, seattleu.edu/getinvolved.

Collegia

Seattle University collegiums provide a home-away-from-home environment for students who commute to the university. The university offers five collegiums where students can gather to study, socialize and relax while on campus.

IINFORMATION: (206) 296-6297, seattleu.edu/student/commuters/collegia.

Culture and Language Bridge

The Culture and Language Bridge program is designed to prepare non-native English speakers for a productive academic career. The primary goal of the program is to provide students with an understanding of American academic culture. The courses offered in the program are highly advanced, with a specific focus on university-level reading, writing, listening and speaking. The program is offered in fall, winter and spring quarters.

INFORMATION: (206) 296-6064, seattleu.edu/academics/bridge/.

Disabilities Services

Disabilities Services is a component of the Loyola Learning Center that provides academic counseling, support, advocacy and referrals for students with disabilities. The office arranges academic adjustments, such as testing adaptations, note takers, books on tape, facilities access, adaptive/auxiliary aids and interpreters, and coordinates other forms of reasonable accommodation to allow 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 or online at seattleu.edu/student/lc/.

INFORMATION: (206) 296-5740, seattleu.edu/SAS/DS.

International Student Center

The International Student Center (ISC) serves hundreds of students from more than 50 countries. The center strives to enable international students to achieve success at Seattle University and to enrich the campus community through their cultural perspectives.

The International Student Center also serves as a focal point for activities and programs of cultural, educational or social significance.

INFORMATION: (206) 296-6260, seattleu.edu/student/isc/.

Loyola Learning Center

The Loyola Learning Center provides academic support and study skill enhancement for students. The Loyola Learning Center provides tutors, workshops, learning style assessment and study skills instruction. It also offers one-on-one consultation to design strategies for improving time management, reading comprehension, test preparation and test and note taking.

INFORMATION: (206) 296-5740, seattleu.edu/student/lc/.

Office of Fellowships

Seattle University has a proven track record when it comes to prestigious scholarships, fellowships and awards.

In 2006, 15 students received fellowships and grants, including three Fulbright awards; four Rotary scholarships; an American Marshall Fellowship, and Truman Scholar award. James Nau, '01 (history) received a Fulbright Teaching Assistantship to work in Germany during the 2006-07 academic year. Adam Ziemkowski, '05 (history), received a Fulbright to study the local roots of indigenous empowerment in Bolivia. Political science major Emily James, '07, became the ninth Truman Scholar from SU. In addition to the award for James, the university received a special honor from the Harry S. Truman Scholarship Foundation President and former Secretary of State Madeleine Albright. The Truman Foundation designated SU as an Honor Institution, a distinction given to universities that have several Truman Scholars and that promote the values of public service. SU joins American University, Emory University and the Massachusetts Institute of Technology (MIT) as 2006 Honor Institutions.

The Office of Fellowships supports undergraduate and graduate students in their search for fellowships, grants and other academic opportunities. The office provides a clearinghouse of information about various funding opportunities and assists students in locating fellowships that fit their interests, experience and goals.

A range of fellowship opportunities is supported through the Office of Fellowships, from smaller, local competitions to prominent national contests.

While the Office of Fellowships offers guidance in choosing a fellowship, its primary mission is to support students through the application process. This includes writing assistance, advising and interview preparation.

INFORMATION: (206) 296-2517, seattleu.edu/fellowships/.

Office of Multicultural Affairs

The Office of Multicultural Affairs (OMA) is committed to supporting the academic, social and cultural success of a diverse student population. In doing so, a variety of

services, activities, programs and referrals are provided to complement, enhance and support instructional learning.

INFORMATION: (206) 296-6070, seattleu.edu/student/omsa.

Premajor Studies program

The Premajor Studies program, a division of the College of Arts and Sciences, provides academic advising and support in exploring major and career choices for undecided freshmen and sophomores. Special programs offered throughout the year broaden students' experience of exploration, discernment and decision-making.

INFORMATION: (206) 296-2260, seattleu.edu/artsci/premajor/.

Student Governance

The Graduate Student Council aims to enhance the SU experience for graduate students while fostering a diverse graduate student community that supports the university's mission.

The Graduate Student Council is comprised of an Executive Cabinet and student representatives from the various colleges who volunteer their time to improve graduate student life on campus. The council gives a voice to concerns and needs of graduate students, and operates under the auspices of the Associated Students of Seattle University.

INFORMATION: (206) 296-6419, seattleu.edu/student/gsc/.

Writing Center

The Writing Center is a union of academic excellence and outreach. The center exists to support the university's core curriculum and to serve the writing needs of the greater campus community. The Writing Center is staffed with writing consultants from multiple disciplines who are trained to work on a range of writing assignments.

INFORMATION: (206) 296-6239, seattleu.edu/writingcenter.

Educating the Whole Person

A well-rounded education is about more than scholastic success—it's values- and mission-driven; it enriches and inspires. Confident, skilled student leaders are developed through our top-notch educators and service and social justice offerings. In addition to academic achievements and personal growth, Seattle University provides many opportunities for exploration of faith, and fitness and wellness.

Campus Ministry

Campus Ministry nurtures and supports the eclectic faith communities at Seattle University. In addition to outreach and education, the office promotes social justice, pastoral care and service, and personal and spiritual growth through various programs and regional and international learning experiences.

The heart of the university's Catholic faith community is the Chapel of St. Ignatius, which offers daily and Sunday liturgies and special events, such as concerts and Taize prayer. The Campion Ecumenical Chapel provides a large worship space for denominational and ecumenical Christian worship, and the Campion Multifaith Prayer Room offers a sacred place for daily personal prayer and group prayer for persons of all faiths. The Immaculate Conception Chapel, located on the second floor of the Administration Building, offers a place of refuge and prayer, and is the site of a weekday Mass.

Campus Ministry offers myriad resources and service-learning opportunities through the Maguire Center and Hunthausen Resource Center, both located on the first floor of the Student Center.

INFORMATION: (206) 296-6075, seattleu.edu/missionministry/ministry/.

Mission and Ministry

Mission and Ministry consists of several branches that extend outward to connect the Jesuit and Catholic character of Seattle University with academic and service-learning programs. The office encompasses Jesuit Identity, the chaplain for faculty and staff, Magis (for alumni) and Campus Ministry, which coordinates campus chapels and liturgical services.

INFORMATION: (206) 296-6133, seattleu.edu/missionministry.

Center for Service and Community Engagement

In keeping with the Jesuit tradition and principles of service and justice, Seattle University provides students with opportunities to serve and learn through the Center for Service and Community Engagement. The office promotes student leadership in the community, supports service-learning courses and builds partnerships with local community-based organizations through various service opportunities. Several major Center for Service and Engagement projects include the Annual Serve Seattle Day, a series of service immersion trips and the year-long Student Leaders for a Common Good Program.

INFORMATION: (206) 296-2569, seattleu.edu/csce/index.asp.

Recreational Sports

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

Connolly Center is the nucleus of athletic and recreational activity at Seattle University. The facility provides a comprehensive sports complex with two gyms, swimming pools, a complete fitness and weight room, and an exercise and indoor cycling room, among other amenities.

Throughout the year, students can compete in men's, women's or co-ed intramural leagues. There are a variety of intramural sports leagues at SU, such as volleyball, tennis, racquetball, softball and floor hockey.

Club sports are student-run and include baseball, cycling and cheerleading.

For the outdoor enthusiasts there's the Outdoor and Adventure and Recreation (OAR) program. OAR provides students with opportunities to explore the outdoors through diverse recreational happenings. Activities, which vary quarterly, include hiking and climbing, and snow and water sports.

INFORMATION: (206) 296-6441, seattleu.edu/student/recsports.

Student Development

Student Development is committed to creating a vital and engaged campus community that challenges and supports undergraduate, graduate and professional students. Working in partnership with other areas of the campus, the Student Development division provides programs, services and activities to assist students in developing the competencies, skills set and values needed to lead and serve in a diverse and changing world.

INFORMATION: (206) 296-6066, seattleu.edu/studentdevelopment/.

Teaching for the 21st Century Student

SU draws on its distinguished faculty and personalized attention to learning—the student-to-faculty ratio is 13:1—to ensure today's tech-savvy and socially conscious students receive the best education and learning experience.

Most full-time faculty have earned doctoral degrees and are active scholars, contributing to the advancement of their fields. Service and social justice underpin the SU curriculum, and help develop our students into global citizens.

Students from all majors are encouraged to expand their understanding of other countries and cultures by studying, working or doing community service abroad. Through the Education Abroad office, one- and two-quarter programs are available in locations such as France, Austria, Mexico, Japan, Belize and China. Each summer, Seattle University faculty members lead international field studies abroad. Additionally, the International Development Internship program arranges quarter-long volunteer opportunities for service and leadership in developing nations.

Campus Life and Services

Seattle University residence halls are more than a place for students to rest their heads—they are an intersection for living and learning. In addition to providing an engaging environment in residence halls, the university offers many vital services within the confines of the campus. This includes the Public Safety office where students can get parking permits and bus passes, as well as safety escorts, and the Student Health Center, which provides primary care services and more. The Lemieux Library offers a vast collection of resources and research materials and the SU Bookstore is the go-to place for course textbooks and supplies, plus snacks and other sundries. University Food Services give students options when it comes to what they eat, with a variety of healthy choices at convenient locations throughout campus.

Bookstore

The Seattle University Bookstore is a one-stop source for textbooks and course-related materials. The bookstore also offers software, electronics and a selection of apparel and gift items, plus popular works of fiction and non-fiction, self-help and spirituality books. The SU Bookstore carries unique products and gifts, including artisan crafts from Nicaragua.

INFORMATION: (206) 296-5820, seattleubookstore.com/.

Counseling and Psychological Services

Counseling and Psychological Services assists students in meeting the challenges of college life by encouraging healthy personal choices and balanced perspectives. Students can seek counseling and psychological services for a variety of reasons and concerns, such as depression or anxiety, life crises, relationship challenges, sexuality issues and drug and alcohol abuse. Licensed social workers, psychologists and graduate interns provide group, couple and individual counseling and referral services for those requiring specialized or long-term care staff the counseling center. These services are provided without charge to current students. All clinical services are confidential, and no information is released without the student's consent, unless required or allowed by law. The staff also provides consultation and crisis intervention to the greater campus community.

INFORMATION: (206) 296-6090, seattleu.edu/student/counsel/.

Lemieux Library

Lemieux Library is a hub of resources, technology and services. The library houses a growing collection of more than 234,000 volumes, 2,700 current serials subscriptions, 556,000 microforms, 1,300 online databases and electronic journals, 2,400 electronic books and 5,600 videos.

Scattered among the library's various study areas is a 24-hour reading room, plus a computer area with access to library materials and the Internet.

An experienced Reference Department staff provides group or individual instruction in locating and using resources and routinely assists students one-on-one with special research projects.

INFORMATION: (206) 296-6230, seattleu.edu/lemlib.

Public Safety

Public Safety believes that by reporting incidents of crime and addressing safety concerns, individuals can contribute to the development of a healthy and safe community. Public Safety provides 24-hour security for the campus. Security staff is available to assist students in a variety of ways, including first aid, safety escorts, crime prevention and vehicle assistance.

INFORMATION: (206) 296-5911 (emergency); (206) 296-5990, seattleu.edu/safety/.

Student Health Center

The Student Health Center provides primary care to all students. Nurse practitioners are available daily (Monday-Friday) and consultation for medical issues is provided at no charge. There is a small fee for preventative services such as physicals and annual exams for women. Prescription medications and lab tests are available at a minimal cost. There are also nominal fees for minor routine office procedures; most immunizations are provided to students at cost. Students who need a medical specialist or who experience a serious illness or injury must obtain and pay for these services at facilities other than the Student Health Center. The health center staff will assist in obtaining referrals for such services they cannot provide.

All services are confidential and no information is released without a student's permission. Students under the age of 18 must have an authorization form for treatment signed by a parent or guardian.

INFORMATION: (206) 296-6300, seattleu.edu/student/health/.

Residence Halls and Murphy Apartments

Seattle University requires full-time freshmen and sophomores under age 21 to live in university residence halls unless they are married, have children or reside with their parents. There are five residence hall communities on campus, each with its own personality and traditions. Bellarmine and Campion, our two traditional residence halls, provide a variety of learning communities. Xavier offers a global living-learning community for all undergraduates who share an interest in international studies in a friendly, caring community where cultural diversity and respect for differences is valued. Teilhard de Chardin Hall, a 140-bed suite-style residence hall, opens this fall. The Archbishop Murphy Apartments houses 325 juniors, seniors and graduate-level students. All residence halls are staffed with a hall director, resident assistants, service desk assistants and lab technicians. Additionally, a Jesuit moderator or residential ministers live on each floor.

INFORMATION: (206) 296-6305, seattleu.edu/student/housing/.

University Food Services

University Food Services, operated by Bon Appetit, meets the needs and tastes of our distinctive student body with a menu that pairs American classics with international flavors. In addition to providing foods on the go—such as snacks, prepackaged sandwiches, pastries and beverages—Bon Appétit offers rustic, wood-fired pizza, pastas, salads, desserts and more. The menu also reflects a commitment to local, organic foods and fair trade. Bon Appétit offers several varieties of coffees that support fair trade farmers.

INFORMATION: (206) 296-6310.

Graduate Programs

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

College of Arts and Sciences
Executive Master of Nonprofit Leadership (MNPL)
Master of Arts in Criminal Justice (MACJ)
Master of Arts in Organizational Design and Renewal (MAODR)
Master of Arts in Psychology (MAP)
Master of Fine Arts in Arts Leadership (MFAL)
Master of Public Administration (MPA)
Master in Sport Administration and Leadership (MSAL)

Albers School of Business and Economics
Master of Business Administration (MBA)
Master of International Business (MIB)
Master of Professional Accounting (MPAC)
Master of Science in Finance (MSF)
Leadership Executive Master of Business Administration (L-EMBA)

College of Education
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

School of Law

Refer to page 168 of this *Graduate Bulletin of Information* or the *School of Law Bulletin*.

Juris Doctor (JD)

College of Nursing
Master of Science in Nursing (MSN)

College of Science and Engineering
Master of Software Engineering (MSE)

School of Theology and Ministry
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

Albers School of Business and Economics
Post-MBA Studies
Post-MIB Studies
Post-MPAC Studies
Post-MSF Studies
Post-Baccalaureate Certificate of Executive Leadership
Graduate Studies in Leadership Formation

College of Education
Professional Certification for Teachers
Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages
Post-Baccalaureate Advanced Certificate in Teaching English to Speakers of Other Languages
Post-Master's Community College Teaching
Post-Master's Department Head/Team Leader
Post-Master's ESA Certification in School Counseling
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 Superintendent
Post-Master's Teaching English to Speakers of Other Languages

College of Nursing
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 Spiritual Direction
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/ MPA (Juris Doctor/ Master of Public Administration)
JD/MPAC (Juris Doctor/Master of Professional Accounting)
JD/ MSAL (Juris Doctor/ Master in Sport Administration and Leadership)
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, more than 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.

Degree Programs

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.

Graduate admission is granted through the director of graduate admission in consultation with the appropriate graduate program coordinator. The university's registrar supervises academic transactions involving registration and awarding of degrees.

Graduate Admission

Admission Requirements and Procedures (Policy 2004-02)

Admission to a graduate program is granted to those with U.S. equivalent bachelor 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 *Bulletin*.

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 course work for post-master's Educational Specialist or Doctor of Education programs, as specified by each program. Calculation of the GPA for international students is performed based on globally recognized standards and converted, when possible, into U.S. equivalencies. Course work must be 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 is typically 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 applicant plans to begin study. All applicants for graduate admission must submit an application 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 the Graduate Admission Office for application files to be considered complete.

Applicants are not officially admitted graduate students until a formal letter of acceptance is issued. Offers of admission are for regular, probationary, provisional or nonmatriculated status. An applicant's acceptance of an admission offer constitutes a commitment by the student to abide by university policies, rules and regulations.

Applicants are expected to fully and truthfully complete all information requested by the university in connection with the admission application, 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 as determined by the university.

Selection Criteria

Seattle University is committed to providing access to graduate-level opportunities to those who indicate the academic potential to benefit from such programs. Due to the specialized nature of the graduate curriculums, the measures employed are program-specific and vary accordingly. Prospective students need to familiarize themselves with the individual admission requirements of the academic programs 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.

Non-discrimination in Admissions

Refer to Seattle University's non-discrimination policy inside the front cover of this publication.

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 will be denied access or participation in services, programs and activities at the university. The university's Equal Opportunity Officer, who can be reached at (206) 296-5869, is the person designated as the ADA/Section 504 compliance officer. For information about services on campus for students with disabilities, visit seattleu.edu/SAD/DS/.

Applicants are not required to indicate on an 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 will not be used to discriminate against the applicant. The decision to tell us about a disability is a personal one, and the university respects 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 do not identify as having a disability at the time of applying to SU will be evaluated for admission in the regular manner. If a student is admitted and does have a disability, it is their responsibility to report any such condition as soon as possible to Disabilities Services if they require special services or accommodations.

For assistance and more information, contact Disabilities Services at (206) 296-5740.

Probationary and Provisional Admission

Applicants whose academic credentials are below the expected prerequisite course work, grade point average and/or test scores of those typically accepted to specific programs, but who through other means convey the potential for academic success, warrant offers of provisional or probationary admission.

Probationary admission involves a specific time limit during which the student is expected to achieve the minimum GPA noted at the time of admission. When this condition is fulfilled, the department usually recommends advancement to regular graduate student status.

Provisional admission is granted typically to applicants who need to fulfill specific requirements within a stated time period to qualify for formal unconditional admission to their program of study, graduate standing or, in some cases, to remain eligible to continue course work.

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. A graduate-level Non-matriculated Student Application is a separate application that must be completed and submitted along with a fee. (See the classification of students policy in the *Academic Regulations* section of this *Bulletin*.)

International Admission Requirements (Policy 76-06)

International students must meet the admission requirements outlined for their intended graduate program 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-matriculates. Completed application files must be on record, including official transcripts and proof of English proficiency, when required, before admission decisions can be made.

Applicants for whom English is not the first or native language must demonstrate English proficiency regardless of English language studies, academic history, residence in the United States or other English-speaking countries, or immigration status. Applicants who have earned baccalaureate or advanced degrees at Seattle University or at recognized colleges or universities in the United States, Canada, Great Britain, Ireland, New Zealand or Australia and who have prior to application resided in countries where English is the primary language for two years will be exempted from the English proficiency requirement. Proof of English ability can be satisfied with the TOEFL, IELTS or the institutional MELAB. 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 as necessary.

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 of readmission. (Refer to the readmission policy found under *Academic Regulations* in this *Bulletin*.)

Graduate Tuition and Fees

Tuition for Graduate Courses 2007-2008

Business	$645 per credit hour
Criminal Justice	$540 per credit hour
Doctor of Education	$588 per credit hour.
EDLR 612 (0 credit)	$750 per quarter
Education Specialist	$497 per credit hour
Institute of Public Service	$540 per credit hour
Masters in Teaching	$497 per credit hour
Masters of Nursing	$502 per credit hour
Nonprofit Leadership	$540 per credit hour
Organization Design & Renewal	$527 per credit hour
Psychology	$540 per credit hour
School of Theology and Ministry	$502 per credit hour
Software Engineering	$645 per credit hour
Sports Administration & Leadership	$540 per credit hour

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	$80
EDLR 600	$80
EDLR 621, 631, 641	$290
School of Theology and Ministry	$80
SPSY 553	$95
SPSY 554, 555	$80
SPSY 559, 560	$45
TEED 511	$90

Laboratory fees

NURS 501	$180
NURSI 541, 544, 557	$180
Doctoral dissertation and binding fee	$100
Master's degree thesis binding fee	$80

Other Fees (non-refundable) 2007-08

Identification Card (loss/replacement)	$15
Z Grade Fee (per course)	$100
Diploma Replacement fee	$25
Late Payment fee	$100
Matriculation	$90
Official Transcript or Enrollment Verification	
Same-day request	$25

(There is no charge for standard three-day service on 10 transcripts per quarter and a $5 fee for each transcript request thereafter. There is no fee and no limit on the number of enrollment verifications requested.)

Student Financial Services

Student Financial Services has four main service functions. They are:

Registration Information: The information and document intake site for the Registrar's Office as well as for Student Financial Services. Students may pick up or drop off registration forms or request transcripts from the representatives at our front windows.

Student Accounts: Student Accounts prepares and distributes bills for tuition and fees, room and board and insurance. The Office takes payments, assesses late charges, sets up payment plans and distribute aid.

Financial Aid: Financial aid counselors evaluate Free Application for Federal Student Aid (FAFSA) and determine eligibility for federal, state and institutional need-based funds.

Student Employment: At SU Online, jobs are posted that are funded through the need-based work-study programs that are included in eligible students' financial aid awards as well as those that are funded by the employer and open to any interested student—not just those with work-study awards.

Tuition Payment

By registering for classes at Seattle University, the student agrees to pay all applicable tuition, fees, room and board charges, and other university expenses (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 Sept. 15 for fall quarter, Dec. 15 for winter quarter, March 15 for spring quarter and June 15 for summer quarter.

The tuition and fees paid by students help to cover not only the direct costs of the classes in which they enroll but also the costs of providing library and health service fees, the student newspaper, allocations to student organizations, building funds and admission to athletic events.

Health Insurance

Graduate students are not required to have health insurance; however, health insurance for domestic students may be purchased through somerton-ins.com.

International students are required to purchase student health insurance. Contact the university's International Student Center for information regarding cost and coverage levels.

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 attends 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

1. **Pay by mail:** Send payment to Seattle University, Student Financial Services, 901 12th Avenue, P.O. Box 222000, Seattle, WA 98122-1090. Write student ID# on the check or money order.

2. **Online:** Pay with Visa, MasterCard or electronic check by accessing SU Online. Note that credit card payments carry a 2.5 percent service fee. There is no fee for electronic check payments.

3. **Pay by drop-box:** Deposit your payment in the "24/7 Forms Drop" box located across from the Student Financial Services windows adjacent to the elevator in the University Services Building.

4. **Pay in person:** Visit Student Financial Services in the University Services Building, Room 105, 9 a.m. to 6 p.m. Monday through Tuesday or 9 a.m. to 4:30 p.m. Wednesday through Friday. In person, make payments by cash, check, money order, travelers' check or debit card.

5. **Make payment arrangements** with Student Financial Services. The application forms for the following plans can be found at seattleu.edu/sfs under "Payment Plans" in the "Printable Forms" quick link.

   Plan A: Students registering for consecutive fall, winter and spring quarters are eligible to sign up for an annual nine-month payment plan. Payments begin Oct. 1 with the final payment due June 1. A $50 non-refundable enrollment fee must accompany the application form and be submitted no later than Sept. 15.

   Plan B: This is a three-month payment plan for which students must apply each quarter. One-third of the tuition balance plus a $30 non-refundable enrollment fee is due by the tuition due date; one-third in approximately 30 days, and the remaining balance in approximately 60 days. The $30 non-refundable enrollment fee and one-third of the tuition balance must accompany the application form and be submitted by the date shown below.

Plan C: This quarterly plan defers payment of the balance due on a student's account until the last day of the month following the scheduled tuition due date. An application must be submitted for each quarter you want to use this plan. A $30 non-refundable enrollment fee must accompany the application form and be submitted by the date shown below.

Plan E: Students who will receive tuition reimbursement through their employer after course work is completed and grades are posted can elect to sign up for this plan, which defers payment of tuition and fees until 30 days after grades are available at the end of the term. A $30 non-refundable enrollment fee must accompany the application form and be submitted by the tuition due date each quarter.

Quarterly Payment Plan Due Dates

	Fall	Winter	Spring
Plan B			
Payment 1	9/15/07	12/15/07	03/15/08
Payment 2	10/15/07	01/15/08	04/15/08
Payment 3	11/15/07	02/15/08	05/15/08
Plan C	10/31/07	01/31/08	04/30/08

Seattle University reserves the right to change its charges at any time without notice. Questions about student accounts, payment methods or the payment plans should be directed to Student Financial Services at (206) 296-2000, 9:00 a.m. to 6:00 p.m. Mondays and Tuesdays, and 9:00 a.m. to 4:30 p.m. Wednesday thorugh Friday.

Late Payment/University Collection Fee

A late fee of $50 per month (up to a maximum of $100) 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 in addition to the late fees.

Exceptions to this policy will be made only if:

1. Payment arrangements for the term's charges have been made with Student Financial Services by the term's tuition due date. If the requirements of the plan are not met, all applicable late fees will be applied retroactively, or

2. An institutional error 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 day of the term. This includes endorsing co-payable grant or 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 their account in full by the due dates established by the university. Additionally, the student agrees to pay a 1 percent per month finance charge (12 percent 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 outstanding after the tuition due date, a late fee will also be assessed to the student's account. Students with two 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 restriction being placed on the student's academic transcript and the student will be prohibited from future registration. Delinquent accounts may be referred to a commercial collection agency and 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 collection.

Tuition Refunds (Policy 75-9)

Refunds are based on the official date of withdrawal. See the quarterly schedule of classes for specific dates. A refund to financial aid recipients is applied first to the financial aid sources from which it came and the balance, if any, is remitted to the student. Loan proceeds are returned directly to the lender. Student Financial Services will issue a check for any credit balance. Petitions for tuition adjustment and fee waivers will be approved only to correct a university error.

Tuition Refund Policy

Official withdrawal (full or partial) fall, winter or spring terms
Through the last day to Add/Drop ....100 percent
Through Saturday of the second full week of the term* ....75 percent
Through Saturday of the third 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
Four-week and intersessions
Through the last day to Add/Drop ....100 percent
Thereafter ....No refund

Seven- and eight-week sessions

Through the last day to Add/Drop .... 100 percent

Second week .... 50 percent

Thereafter... No refund

Short courses (any session not listed above) will be refunded at 100 percent if withdrawal occurs on or before the second 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 either be mailed or electronically deposited to the student's checking account, at the student's direction. Students may elect to have credit balances transferred electronically to their checking account by filling out a "Direct Deposit Application for Refunds" and submitting it with a copy of a voided check to Student Financial Services. The application is available at seattleu.edu/sfs under the "Printable Forms" quick link. Once a student signs up, all refunds will be deposited directly to the designated checking account as of the first day of classes each quarter and/or as they become available after the first day of the quarter. There is a 14-day confirmation period after the student submits the application before transactions may occur.

Electronic transfers or checks will be issued automatically in the following situations:

- There is a credit balance for the current term.
- No other balances are due to the university.
- As a financial aid recipient, the student is registered for the number of credit hours required to receive the financial aid as awarded.
- No check or credit card payment has been made within the last seven days.
- Students who do not meet any of the criteria above must either:

  a) Contact Student Financial Services for resolution, or

  b) Have appropriate checks issued after review and approval (minimum five-day delay)

Additionally, students who expect a refund 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 at the SU Bookstore, parking permits, copies or snacks and beverages. To take advantage of this program, the student's financial aid needs to be finalized 30 days prior to the start of the quarter to enable access to these funds on the first day of classes for the quarter.

The "Authorization to Transfer Funds to Campus Card" form is available at *seattleu. edu/sfs* in "Printable Forms". Submit the completed form to Student Financial Services and allow a minimum of two weeks for processing to have funds available on the first day of each quarter.

NOTE: Federal regulations, effective July 1, 1997, require Seattle University to forward Title IV financial aid resulting in a credit balance to the student within 10 days. Therefore, if a recipient does not have a direct deposit authorization in place with Student Financial Services, that office will mail the credit balance check within 10 days.

Financial Aid

Applications for Federal Student Aid

You must apply for financial aid each year by completing a new FAFSA or renewal FAFSA. These forms are available in December for the next academic year and can be filed anytime on or after Jan. 1. Online filing of the form is strongly encouraged; visit *fafsa.ed.gov*. However, printed FAFSA's are available from Student Financial Services. You will need a Personal Identification Number (PIN) to sign the FAFSA electronically. If you don't yet have a PIN or have one but have forgotten, go to *pin.ed.gov* to get a new or replacement PIN.

While FAFSA's are accepted and processed year-round, graduate students are strongly encouraged to have their FAFSA's filed by Feb. 1, or as soon after that date as possible, 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.

Eligibility or "financial need" is defined as the difference between the amount it will cost you to attend Seattle University in the 2007-08 school year and your Expected Family Contribution (EFC) which is calculated from information you provided on your Free Application for Federal Student Aid (FAFSA). We prepare a financial aid "package" to meet as much of your need as possible. That package may include a combination of scholarships, grants, work-study, and/or loans. Descriptions of federal, state, and institutional aid programs for which you may be eligible follow. To be eligible for most financial aid programs students must be U.S. citizens or permanent residents.

Scholarships

Seattle University offers a limited number of scholarships to graduate students. These scholarships are provided in recognition of a student's ability to enhance our educational community. Scholarship renewal is based on scholarship specifics, satisfactory academic progress and, in some cases, continued need.

Marylou Wyse Scholarship

The Marylou Wyse Scholarship is awarded through the Graduate Admissions Office in consultation with the academic departments for select programs that vary year to year. This is a limited "need-based" scholarship that is awarded for two years. Students must maintain continuous enrollment of at least 3 credits per term but with a minimum of 12 credits per nine-month academic year. To be eligible students must complete the FAFSA form every year.

Graduate Diversity Scholarship

The Graduate Diversity Scholarship is a limited scholarship available to outstanding candidates from under-represented populations. Students must be admitted into one of the following graduate programs: Education (Curriculum and Instruction, Educational Administration, Pre-service teacher certification–MIT only), Nursing and Theology and Ministry. Contact your department to apply.

Catholic School Special Tuition Grant

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 through the Office of Student Financial Services. 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 and this grant covers the other half.

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.

Program Specific Scholarships

Several graduate departments and programs offer program specific scholarships and/or assistantships. As these change frequently, students should contact their departments to ask if scholarships or assistantships are available and how to apply.

Outside Scholarships

Outside scholarships are scholarships students bring with them to Seattle University. Students must inform the Student Financial Services if they're receiving outside scholarships because they must be included in the resources available to meet costs. These scholarships they are listed as "Private Outside Scholarships" on the Seattle University Award Letter.

Outside scholarships that have been announced for Seattle University students are posted at *seattleu.edu/go/outside_scholarships/*. Use the search features on the right side of the screen to narrow your search to scholarships that are pertinent to your interests.

Loans

At Seattle University, graduate students typically receive funding through three federal loans: the Federal Direct Subsidized Stafford Loan, the Federal Direct Unsubsidized Stafford Loan and the Federal Direct PLUS Loan for Graduate Students. These are low-interest student loans that must be repaid.

To be eligible to receive these loans, graduate students must be enrolled at least half time (at least 3 credits each term).

For Federal Direct Stafford Loans, in addition to the annual maximum loan limits discussed below, the current maximum aggregate lifetime loan limits for graduate students are $65,500 for the Federal Direct Subsidized Stafford Loan and $138,500 for the combined total of Federal Direct Subsidized and Unsubsidized Stafford Loans.

Federal Direct Subsidized Stafford Loan

This "need-based" loan currently has a fixed interest rate of 6.8 percent for the 2007-08 school year. Interest does not accrue until repayment begins. Repayment begins six months after a student leaves school or drops below half-time enrollment.

By federal regulation, graduate students may currently receive up to a maximum of $8,500 in Federal Direct Subsidized Stafford Loan funding per year.

Federal Direct Unsubsidized Stafford Loan

This non-need-based loan has the same interest rate, terms and conditions as the Federal Direct Subsidized Stafford Loan described above, except that it accrues interest while students are in school. This loan is available to students who do not qualify for need-based Federal Direct Subsidized Stafford Loans. Some students may have partial Federal Direct Subsidized Stafford Loans and partial Federal Direct Unsubsidized Stafford Loans because they did not qualify for a full Federal Direct Subsidized Stafford Loans. Currently, the combination of a graduate student's subsidized and unsubsidized loans cannot exceed an annual limit of $20,500.

Federal Direct PLUS Loan for Graduate Students (Grad PLUS)

This non-need-based loan is available to graduate students who apply for it through Seattle University by going to *seattleu.edu/sfs*, clicking on the "Printable Forms" link, then on "PLUS Loan Request Form". The interest rate is fixed at 7.9% for the 2007-08 school year. Students may borrow an amount up to their cost of attendance less any other financial aid received. The lender will charge a fee of approximately 2.5 percent that will be deducted from the awarded amount before the loan is disbursed. Repayment begins 60 days after the loan is fully disbursed for the academic year (for an academic year loan for three quarters, this means repayment would begin 60 days after the spring quarter disbursement in March); in-school deferment is available.

Private Educational Loans

Students who find that they need more financial assistance than we are able to offer may be able to secure additional funding through several private educational loan programs where they can borrow up to their total cost of education minus any financial aid. Eligibility to receive these loans is based on credit-worthiness as determined by the specific lender to which the student applies.

For more information, visit the loan page on the Student Financial Services portion of the university website at *seattleu./go/student_loans/*.

Federal Perkins Loans

Since funding is limited, Federal Perkins Loan is not included in initial awards for graduate students. Graduate students interested in this loan should contact Student Financial Services to be placed on a waiting list in the rare event that funding becomes available.

Work-study

Work-study is not included in initial awards for graduate students because funding is limited. Graduate students interested in work-study should contact Student Financial Services. If funds are available, graduate students may be considered for these programs:

On-Campus Federal Work-Study

This work program is federally funded. Students may work up to 20 hours per week at a position on campus and will receive monthly paychecks for hours worked.

Federal Work-Study (Off-campus Community Service)

The Federal Work-Study Community Service (FWSC) program provides students with off-campus employment in jobs that help them develop career related skills through community service work, offering positions in approved non-profit businesses as well as in government agencies.

Off-Campus State Work-Study

This work program is state-funded. Participating students may work up to 19 hours per week in off-campus positions. Opportunities are available in approved private businesses, non-profit organizations and in city and county government.

Student Employment

Students who are not awarded need-based work-study but who want to work while attending Seattle University can use the university's free job listing service. Available jobs are posted on SU Online at *suonline.seattleu.edu*. Select the "Access Student Menu," then "Student employment opportunities" and then enter the academic year for which you are seeking work. Some positions may indicate that they're only for work-study and are not available to students who do not have work-study as part of their financial aid.

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.

Satisfactory Academic Progress Policy

To be eligible for financial aid at Seattle University, a student must maintain satisfactory academic progress, which includes maintaining a minimum GPA, completing a minimum number of credits and 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. In addition to the academic satisfactory progress requirements for financial aid purposes, students must

meet the progress requirements defined by their school or program as outlined in the university's *Graduate Bulletin* and/or *Law School Bulletin*.

Minimum GPA

Each graduate program establishes the minimum GPA required of its students. In general, graduate students must maintain a cumulative GPA of at least 3.0.

Minimum Credit Requirement for Financial Aid Purposes

Graduate Need Based Credit Completion Requirements Enrollment Status

Full-time
Minimum per quarter...6
Minimum per year...18

Half-time
Minimum per quarter...3
Minimum per year...9

Stafford Direct Loan borrowers who drop below-half-time enrollment status at any time will have their remaining loan canceled. They will need to reapply for the following quarters if additional loan funds are desired.

Alaska State Loan borrowers must successfully complete nine credits each term.

Incomplete grades, withdrawals, failed classes and audits do not count as complete, earned credits.

School of Law students should refer to the *Law School Bulletin* for satisfactory academic progress requirements.

Maximum Time Frame

Graduate or professional students must complete their degree requirements within a reasonable period of time. Students are eligible to receive federal and state financial aid until they have attempted a maximum of 150 percent of the credits or all the course work required for a degree, whichever comes first.

Attempted credits are defined as the number of enrolled credits as of the 10th day of each term, plus the number of accepted transfer academic credits for that term. Incomplete grades, withdrawals and failed classes do count toward maximum credits attempted. Credits for a repeated course will be counted as credits attempted each time the course is taken.

Satisfactory academic progress is reviewed at the end of each spring quarter. Student Financial Services will notify students if they have not maintained satisfactory academic progress; however, students are responsible for monitoring their own progress.

Cost of Attendance 2007-08

Seattle University uses the following figures to determine a full-time student's annual cost of attendance:

On/Off Campus

Tuition*... $8,946
Room $5,010
Board $2,850
Books/Supplies.. $804
Personal $2,088
Transportation.. $1,488
Average Loan Fee.. $213
Total $21,399

*Note: The amount shown is for illustrative purposes only. Actual tuition will be based on the per credit rate for each program. Refer to the *Tuition and Fees* section in this *Bulletin*.

Refunds and Repayments

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.

(For more information on the refund of tuition, see the refund policy under *Tuition and Fees*.)

Change in Academic Load

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

Students who drop classes after their financial aid has been posted, but who are still enrolled at least half time (three credits for graduates) and have received a 100 percent tuition refund for the classes dropped, will have their financial aid reduced to the amounts they are eligible to receive based on their revised enrollment status following the dropped class(es). Any credit balance created as a result of dropped classes will be refunded first to the financial aid fund(s) from which it came and then to the student. In some cases, this may create a balance that is due from the student to the university. Satisfactory academic progress will be based on the number of credits in which the student received aid.

Students whose financial aid has not been posted to their student account, who drop classes, but are still enrolled at least half time (three credits for graduates) will have their financial aid revised based on their enrollment status following the dropped class(es).

Financial aid will not post to the student accounts of students who fail to register for the number of credits for which financial aid was awarded. These students must notify Student Financial Services that their enrollment status has changed and that a revision to their financial aid is necessary. Processing this revision can take two to four weeks.

Z Grades and Complete Withdrawals (Policy 75-22)

Z Grades are assigned by the registrar when it is documented that a student has registered for a course, stopped attending prior to the end of the scheduled add/drop period or never attended the class, and did not officially withdraw according to university policy. Students who were awarded financial aid and subsequently receive a Z grade for some or all of their classes will have their aid adjusted based on a revised enrollment status (the number of credits for which the student is enrolled excluding those for the class for which the Z grade has been assigned). This may lead to students owing money to the university. Contact Student Financial Services to determine the effect a Z grade will have on financial aid. When a continuing—not first quarter—student receives a Z grade rather than a withdrawal, a $100 fee will be charged to that student's account for each Z grade received.

Complete Withdrawal refers to withdrawal from all classes before finishing the quarter. 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.

Students who receive federal loans while attending Seattle University are required by federal law to obtain loan exit counseling through SU to receive information about their rights and responsibilities. Loan repayment will begin at the end of the grace period, as defined by the loan's promissory note.

Aid for subsequent quarters will be cancelled unless Student Financial Services is notified that the student plans to return. Credits may need to be made up in order to again be eligible to receive aid from Seattle University.

Students who unofficially withdraw from the university—that is, simply cease to attend classes without notifying the university—will be considered to have withdrawn after half of the quarter has passed, and are not eligible for a refund. However, students may owe a repayment of aid. Be aware that a withdrawal may affect the student's eligibility to receive financial aid if the student plans to return to SU in the future.

The Student Financial Services Office will determine eligibility for a refund of charges for the quarter based on the date the student is determined to have withdrawn. (Refer to the tuition refund policy in the *Tuition and Fees* section of this *Bulletin* for the university's refund schedule.)

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

- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Subsidized Stafford Loan
- Federal Perkins Loan
- Federal Direct Graduate Student PLUS Loan

Seattle University, on behalf of a student, will return the balance of unearned federal aid to the federal programs. Work-study funding is not included in the calculation determining a refund. Any balance owed on federal loan programs that is not returned must be repaid by the student in accordance with the terms of that loan's promissory note.

Grants and scholarships from Seattle University may be prorated based on the refund period during which students withdraw from their classes.

Seattle University will return university-sponsored aid to its source, based on the refund as determined by Student Financial Services. For instance, if a student will be refunded 40 percent of his or her tuition costs, 40 percent of university-sponsored financial aid will be withdrawn from that student's account. If most of the tuition costs were covered by financial aid, then the majority of the refund will be returned to those financial aid programs. This does not apply to students who receive private educational loans. Repayment of these loans is solely the responsibility of the student once the funds have been applied to the student's account.

For students who have no financial aid and paid personally (with cash, check or credit card), the amount refunded will be based on the refund period during which the student dropped their classes.

Hardship Withdrawal: Students granted a hardship withdrawal by their dean should keep in mind that this withdrawal is for academic purposes only; tuition refunds follow the standard refund policy and are based on the official date of the withdrawal. A separate petition is required to request an exception. These requests are typically approved only if there was a death in the student's immediate family or the student had an illness or injury that required hospitalization of a week or longer.

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 e-mail or U.S. mail. 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")
seattleu.edu/registrar/page.aspx?ID=186
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
seattleu.edu/ir/Retention&Graduation/GradRate.asp
Institutional Research ....(206) 296-6144
This report includes completion or graduation rates for the general student body and for student athletes receiving athletically related student aid.

The Campus Security Act of 1990
The Campus Sexual Assault Victim Bill of Rights
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
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
athletics.seattleu.edu
University Athletics ....(206) 296-5441
This report contains data on participation rates and financing of men and women's intercollegiate athletic programs.

The Drug Free Schools and Communities Act Amendments of 1989
seattleu.edu/studentdevelopment/file_category.aspx?ID=4
Student Development ....(206) 296-6066
The *Substance Abuse Policies and Prevention Handbook* describes substance abuse prevention information and resources and standards of conduct for students relating to drug or alcohol use.

Financial Assistance Information
seattleu.edu/sfs/
Student Financial Services..(206) 296-2000
Detailed information about the financial assistance available to students at Seattle University can be found online and from the Student Financial Services Office.

Academic Regulations

Students are responsible for informing themselves of the academic regulations, requirements and policies set forth in this *Bulletin* and of other applicable university policies, rules and regulations. References to applicable policy statements are noted parenthetically. Students should always consult the Office of the Registrar website at seattleu. edu/registrar for the most up-to-date version of policies, rules and regulations. In all cases, the official academic policies are considered to be the overriding authority of any rule or regulation listed in this *Bulletin*.

Students are also responsible for the satisfactory completion of their program of study. Therefore, students should not rely on verbal 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. Failure to meet the requirements or comply with regulations because of lack of knowledge does not excuse students from responsibility for compliance.

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

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. The university also reserves the right to change any academic requirement or policy without notice and to require students to withdraw at any time.

References to applicable policy statements are noted parenthetically. Copies of the academic policy memoranda listed in this publication may be obtained from the Office of the Registrar in person or online at seattleu.edu/registrar (click on the Policies link). In all cases the official academic policies are considered to be the overriding authority of any rule or regulation summarized or listed in this *Bulletin*.

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 predating registration. No person may attend any university course unless officially registered.

Add/Drop

Students are held accountable to complete every course for which they register. If it is necessary to add or drop a course or change a grading option, the student must complete the appropriate registration transaction by the last day of the add/drop period.

Classification of Students (Policy 82-2)

Graduate students are classified as those admitted to Seattle University to pursue a program of study leading to a specific graduate certificate, masters, 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 graduates are students with an acceptable baccalaureate degree admitted to the university to pursue a specific graduate certificate, and are eligible to enroll in 500-level courses only.

Non-Matriculated Status (Policy 82-2)—An admission category that includes (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. Not eligible for access to systems and services extended to students in item 1 as noted above.

There is no limit to the number of quarters 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. During summer quarter, non-matriculated students may register when registration opens for the term.

Dual Enrollment at Two Colleges (Policy 75-6)

Seattle University regulations require students to seek written permission on a Petition for Exception to Policy Form to be enrolled simultaneously at another institution. Courses completed at a second institution are transferable in limited circumstances when, prior to enrolling elsewhere, a form authorizing dual enrollment is approved by the program chair/director and the dean of the appropriate college/school.

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

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.

Returning students who have attended other post-secondary institutions since withdrawing from Seattle University must submit official transcripts before applications for readmission will 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.

Course Work

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)

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 the upper limit 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 their courses or program of study.

Course Numbering System

The course numbering system at Seattle University 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.

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 GPA. The original grade will remain on the record but course credits will be counted only once toward a degree.

Substitution of a Course

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.

Withdrawal from a Course (Policy 75-22)

Students must officially notify the Office of the Registrar in writing when they withdraw from any course. The withdrawal form is obtained from the Office of the Registrar and presented to the instructor, other applicable offices, and the Office of the 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.

Credit

Auditing a Course

Graduate courses cannot be audited.

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.

Transfer Credit (Policy 77-1)

At the masters- 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 academic programs in this *Bulletin*.

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 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 academic program's section of this *Bulletin*, allow candidates to apply not more than six content hours of graduate course work 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.

Grading

Grading System

The following system of grading is used to indicate the level of individual student achievement. Each letter grade has a quality point value assigned to the grade achieved as follows:

A	4.00	Superior performance
A-	3.70	
B+	3.30	
B	3.00	Good performance
B-	2.70	
C+	2.30	
C	2.00	Minimal performance
C-	1.70	Courses graded C- or below will not count toward graduate degree or certificate
D+	1.30	
D	1.00	
D-	0.70	
F	0.00	Failing

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, 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.

Colleges and programs may have a higher-grade standard for what constitutes a credit. Consult the appropriate school/college handbook for this information.

HW—Hardship Withdrawal (Policy 75-22)

Hardship withdrawals may be granted for 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 will require that the student provide documentation to support their request. There is no effect on 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)

An incomplete is 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, and it 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 must be submitted that will be automatically assigned by the Office of the Registrar if the deadline expires without student action. This provisional grade is calculated to include all work completed up to the date of final attendance plus a failing grade for work or examinations the student did not complete. If no provisional grade is submitted, the Office of the Registrar will assign a failing grade, or F, once the I deadline expires. Once a degree has been posted, removal of an I grade is not permitted. The deadlines for removing I grades 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.

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 course work is not scheduled for completion until after the quarter closes, e.g., thesis or research courses. 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 course work. 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. This is a permanent grade that does not affect the grade point average.

W—Withdrawal (Policy 75-22)

Official withdrawal.

Z—Administrative Withdrawal (Policy 75-22)

Grade assigned by the Office of the Registrar when it can be documented that a student has registered for a course, stopped out or never attended the class by the end of the add/drop period, and did not officially withdraw according to university policy. There is no effect on the grade point average.

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

A student will be placed on probation if their cumulative GPA falls below 3.00, or for other reasons as determined by the university or the college/school in which the student's program is located. Additional basis for academic probation or dismissal are detailed in the *University Policy on Probation and Dismissal for Academic Deficiencies* and the policies of the various schools, colleges and programs.

Grade Changes

Once a grade is filed with the Office of the Registrar, the instructor may make changes 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. 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. 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.

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. If a student challenges a final course grade, the burden of proof is with the student. The faculty member has an obligation to award course grades on the basis of standards set at the beginning of the course.

This policy guides the university's response to allegations that a faculty member acted arbitrarily and capriciously in assigning course grades. The grading grievance policy 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, or appropriateness of performance standards. In addition, this policy does not apply to the School of Law.

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's 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 online at the end of each quarter. The university does not hold itself responsible for grade report errors unless the Office of the Registrar is notified of the error within six months after the date of issue of a grade report.

Transcripts (Policies 76-3 and 97-6)

Students may obtain official Seattle University transcripts of their academic record by accessing SU Online or submitting a written request to the Office of the Registrar. No official transcript will be released to 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 Office of the Registrar within six months of the closing date of the quarter in which the error occurred.

Earning a Degree

All responsibility for fulfilling requirements and for applying for graduation rests with the student.

Academic Progress (Policy 75-1)

Seattle University recognizes that students progress at different rates and their time to complete a degree is often dictated by individual circumstances. All degree requirements for undergraduates should be completed within 10 years of the date on which the college work began.

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* 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

The academic year begins with summer term. 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*; under no circumstances will the requirements from earlier *Bulletins* be applied. The academic year commences with the summer term. Therefore, students admitted or readmitted for summer 2007 will follow degree requirements as stated in the 2007-2008 *Graduate Bulletin*.

Credits Earned

To earn a master's degree that is not an approved undergraduate or graduate program, candidates must earn a minimum of 45 credits beyond a bachelor's degree. In no case may a master's degree be earned with less than 36 credits beyond a bachelor's degree. Students must satisfy any additional requirements imposed by their major department as well. 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 at the 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. Additionally:

- 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 graduation date. Two of these copies will be bound and placed on file in the university library; one copy will go to the department chair 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 chair and approved by the dean of the appropriate college/school.

- Doctoral theses are required. For more information, consult the academic program section of this *Bulletin*.

Change of Program (Policy 2004-2005)

To transfer from one college/school 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 chair's signature, and present the change of program form to the new department chair for approval. Students must meet the minimum entry requirements of the new program, and must also satisfy any additional requirements of the new college/school in order to earn the degree.

Graduation/Commencement

Official commencement ceremonies are held annually in June. All responsibility for fulfilling the requirements and for applying 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)

Students who have not completed their degree requirements by the time of the official commencement exercises may, under the following conditions, participate in commencement:

- Have six or less credits 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 six or less credits 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 Nov. 1.

Doctor of Education/Education Leadership (EDLR) students who have not completed their dissertation and have more than six-quarter credits remaining in their program requirements are not eligible to participate in commencement.

Other Academic Policies

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 at 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 and Engineering, Matteo Ricci College and the School of Theology and Ministry. Students are referred to the most current online versions of the Fair Process Policies for a description of decisions that may and may not be reviewed under these policies.

Privacy of Student Records

Seattle University's practices regarding the privacy of student records are in compliance with the Family Educational Rights and Privacy Act (FERPA). The university maintains 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. For a definition of directory information see the FERPA annual notification on the Office of the Registrar website.

In addition, FERPA affords students certain rights with respect to their education records. They 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.

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

Complete copies of Seattle University's guidelines on the privacy of student records (Policy 76-09) and the annual FERPA notification to students are available at seattleu.edu/registrar under Academic Policies, or the Student Handbook.

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 at (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 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

Jacob Diaz
Dean of Students
Student Center 140C
(206) 296-6066
diazj@seattleu.edu

Jacquelyn Miller
Associate Provost for Academic Affairs
Hunthausen 121
(206) 296-5446
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. "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:

Jacob Diaz, dean of students, (206) 296-6066
Monica Nixon, director, Office of Multicultural Affairs, (206) 296-6070
Scott Smith, director, Housing and Residence Life, (206) 296-6305
Faizi Ghodsi, executive director, Student Services;
director, International Student Center, (206) 296-6260
Mary-Antoinette Smith, associate professor, English, (206) 296-5415
Tim Wilson, director, Student Activities, (206) 296-2525

Students may also make formal or informal complaints using the procedures contained in the Sexual Harassment Complaint Procedure for Students, available online at seattleu.edu/studentdevelopment/file_category.aspx?ID=5. In the case of allegations involving a member of the 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 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 polices 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 resolution 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 and at the Office of the Vice President for Human Resources/Equal Opportunity Officer or online at seattleu.edu/student development/file_category.aspx?ID=5.

Policies Against Sexual Harassment

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.

If a student has a concern about harassment by another student or group of students, this should be reported to the Dean of Students or any of the contact persons listed below. 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 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 sexual harassment policy.

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.

Students may consult informally or make a complaint with one of the following designated people:

Jacob Diaz, dean of students, (206) 296-6066
Monica Nixon, director, Office of Multicultural Affairs, (206) 296-6070
Scott Smith, director, Housing and Residence Life, (206) 296-6305

Faizi Ghodsi, executive director, Student Services;
director, International Student Center, (206) 296-6260
Mary-Antoinette Smith, associate professor, English, (206) 296-5415
Tim Wilson, director, Student Activities, (206) 296-2525.

As 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 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 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

Jacob Diaz
Dean of Students
Student Center 140C
(206) 296-6066
diazj@seattleu.edu

Jacquelyn Miller
Associate Provost for Academic Affairs
Huntbausen 121
(206) 296-5446
jcmiller@seattleu.edu

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

Complaint Procedures Relating to Alleged Sexual Harassment of Students by Students

Any student who believes they have 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 and should be brought to one of the contact persons as listed previously.

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 their 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 this process reaches a resolution, no further actions will be taken, and the matter will be considered closed.

The Dean of Students will keep a record of the complaint and its resolution, including the names of the involved parties. Issues not resolved may require further inquiries 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 Dean of Students. 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 Dean of Students. The President, Provost, Vice Presidents or Deans may request 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 Dean of Students or their 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 Dean of Students 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 Dean of Students for inclusion in the investigative file. In cases that warrant 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. More information about policies, procedures and services for students with disabilities is available on the Disabilities Services website at 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/Equal Opportunity Officer; or on the Disabilities Services website. Contact the Equal Opportunity Officer regarding this policy or ADA/504 compliance at (206) 296-5869, or e-mail: 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

Jacob Diaz
Dean of Students
Student Center 140C
(206) 296-6066
diazj@seattleu.edu

Jacquelyn Miller
Associate Provost for Academic Affairs
Hunthausen 121
(206) 296-5446
jcmiller@seattleu.edu

Anyone who believes that in some respect Seattle University is not in compliance with Title IX and its regulations should contact 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

Seattle University trademarks and service marks, and other names, seals, logos and symbols that are representative of Seattle University may be used only with written approval of Seattle University. The university graphic identity is copyrighted and may not be used on publications or products originating outside of Seattle University without express written permission of the Marketing and Communications Office. For more information, call (206) 296-2104.

Custom items imprinted with the university's trademarks, such as T-shirts, pens and coffee mugs are available for purchase exclusively through the Seattle University Bookstore to ensure proper treatment of the university's trademarks and to protect against the sourcing of products manufactured in sweatshops. The bookstore has approved vendor lists, price lists and samples from which to choose. For more information, contact the bookstore at (206) 296-5822.

Copyright

Copyright laws protect original works of authorship and give copyright holders the exclusive right to: (a) copy; (b) distribute; (c) publish; (d) prepare derivatives or revisions of; (e) perform; or (f) display works in public.

Each student is responsible for complying with applicable copyright laws and with the university's *Copyright Policy and Guidelines*. Violation of copyright laws may result in civil or criminal liability, and violation of the university's copyright policy may result in disciplinary action, including dismissal. To review the copyright policy and guidelines and view general copyright information, visit seattleu.edu/policies/copyright.asp.

2007-2008 Graduate
Academic Programs

COLLEGE OF ARTS AND SCIENCES

Wallace D. Loh, PhD, Dean

Degrees Offered

Executive Master of Nonprofit Leadership (MNPL)
Master of Arts in Criminal Justice (MACJ)
Master of Arts in Organizational Design and Renewal (MAODR)
Master of Arts in Psychology (MAP)
Master of Fine Arts in Arts Leadership (MFAL)
Master of Public Administration (MPA)*
Master in Sport Administration and Leadership (MSAL)*

*Joint Programs in above degrees with Juris Doctor from School of Law.

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: Kasa Tupua Pierson, MA, MPA

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 executive graduate degree program was developed specifically for those who lead, or aspire to lead 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.

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 expected of the best nonprofit executives. While courses will teach the latest management and leadership theory, content will emphasize practical application. Course work is intended to build on the base of experience that students will bring with them to the classroom.

All courses are scheduled in the evenings or on 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 four-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 website 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 management experience
- 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 offering services to the nonprofit sector

Admission Requirements

- Completed Application for Graduate Admission and a nonrefundable $55 application fee (waived for Seattle University alumni)
- Evidence of a four-year equivalent bachelor's degree from a regionally accredited institution as well as any post-baccalaureate course work
- Minimum grade point average of 3.00 (GPA) calculated from official transcripts of all post-secondary educational institutions attended in last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credit earned during this time, and any post-baccalaureate course work. 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 this goal
- If English is not the applicant's native language, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy #76-06 In Admissions Policies for exceptions.

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	Intersession	Fall	Winter	Spring
1		NPLR 515	NPLR 535	NPLR 537	NPLR 536
		NPLR 525	NPLR 544	NPLR 538	NPLR 540
2	NPLR 542	NPLR 539	NPLR 541		
	NPLR 543	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, po-
litical realities of staff operations, fostering creativity, coaching for excellence, achieving
diversity, nonprofit aspects of personnel recruitment, administration, retention and evalu-
ation 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 con-
cepts, continuous process improvement thinking and tolls, 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 out-
come-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 or-
ganization 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.

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 steward-
ship throughout the organization, organizational readiness measures, materials and tools
of resource development, best practices for involving volunteers, boards and staff in re-
searching 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 555   Strategic Planning for Public and Nonprofit Organizations 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. Open to students not in the MNPL cohort. Cross-listed with PUBM 567 and NPLR 455.

NPLR 556   Finance for the Non-Financial Manager
**   and Nonprofit Organizations..3**
This course is focused on a pragmatic application of accounting, economics, and social psychology within an organizational setting. Students gain empowerment by obtaining the specific skills and the context for nonprofit managers to develop financial literacy and basic competency. At the completion of the course, students should be able to formulate relevant management control and financial questions for organizations and then implement strategies to obtain appropriate outcomes and answers. Cross-listed with NPLR 456.

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

Center for the Study of Sport and Exercise

Dan Tripps, PhD, Program Director

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 indus-
try professionals as adjunct instructors, Seattle University offers a master in sport admin-
istration 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 man-
agers, 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 depart-
ments); Interscholastic sports (state associations, high schools); Youth sports (civic and pri-
vate 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 competitive and the file review is holistic. Applicants' academic his-
tory, graduate exam performance, motivation, aptitude for graduate education, personal
goals, and professional experiences will be considered.

To be considered, applicants must submit the following for review:

- Completed Application for Graduate Admission and a non-refundable application
  fee (waived for Seattle University alumni)
- Official transcripts reflecting a four-year equivalent bachelor's degree from a re-
  gionally accredited institution as well as any post-baccalaureate course work

- Minimum grade point average of 3.00 GPA calculated from official transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credits earned during this time and any post-baccalaureate course work. Applicants with less than a 3.00 GPA must submit official entrance exam test scores, such as GRE or MAT, for further consideration.

- 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. Please limit to one character reference.

- Admission essay describing value and/or role of competitive sport in American society

- Professional résumé

- If English is not applicant's native language, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy #76-06 in Admissions Policies for exceptions.

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

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. A total of 3 credits of capstone is required, registration in capstone is required during the final quarter of the program. 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

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 posses 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 .... 1 to 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 advisers. Prerequisite: Completed at least 30 credits.

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: Kasa Tupua Pierson, MA, MPA

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
- Emphasis 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 program director for details.

Master of Public Administration

The 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 courses blend theory and practice, providing students with the analytic capacity and the understanding of organizations and policy that are essential to effective public management. 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 emphasis 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 first 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:

- Completed application for graduate admission and non-refundable $55 application fee (waived for Seattle University alumni).
- Evidence of a four-year equivalent bachelor's degree from a regionally accredited institution as well as any post-baccalaureate course work.

- Minimum grade point average of 3.00 as calculated from official transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credits earned during this time, and any post-baccalaureate course work.
- 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, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy #76-06 in Admissions Policies for exceptions.

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

39 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 563	Communication and Advocacy
PUBM 565	Computer Skills for Public Administration
PUBM 567	Strategic Planning for Public and Nonprofit Organizations
PUBM 568	Social Marketing
PUBM 569	Community and Economic Development
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 579	Comparative Social Policy
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 the 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. Students 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. Cross-listed with NPLR 556.

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 employs case studies and simulation. Required. PUBM 530 strongly encouraged.

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 orga-
nization. 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 563 Communication and Advocacy 3
This course highlights the advocacy and motivational facets of leadership. It focuses on
what leaders—change-agent leaders and effective team leaders—do to make their ideas
and agencies "come alive" for their stakeholders, employees, regulators, donors and com-
munities. Whether the communication context is one-to-one or one-to-many, face-to-face
or media filtered, advocacy involves phases of discovery, preparation, strategic design
and dialogue. Through case studies, role-playing simulations, lecture and class discussion,
participants will experience intensive work and analysis in the dynamic process of com-
munication and advocacy. Elective.

PUBM 565 Computer Skills for Public Administration 3
Hands-on computer applications training. This course includes tips and tricks for working
more quickly and efficiently, as well as strategies and techniques that work in all Office
applications. Class sessions involve working with Word for annual reports, grant propos-
als and other long documents, Excel for budgets and forecasting as well as for statistical
tracking and policy analysis. PowerPoint designing and delivering professional presenta-
tions. The final project will display an understanding of the skills gained in all software
applications covered during the course. Elective.

**PUBM 567 Strategic Planning for Public and
Nonprofit Organizations 3**
This course uses theory and practical applications of planning to understand the reasons
for planning and the basic elements involved in creating a plan. The leadership and man-
agement skills needed for effective facilitation of a planning process are explored. Course
topics include strategic business and social enterprise planning by combining lecture dis-
cussions, in-class exercises, readings, participatory class assignments, and guest presenta-
tions. Elective. Cross-listed with NPLR 455 and NPLR 555.

PUBM 568 Social Marketing 3
Social Marketing offers a revolutionary approach to solving a range of social problems in
the areas of health, safety, environmental protection and community involvement. Stu-
dents will be exposed to the application of traditional marketing principles and techniques
to the challenges and rewards of influencing positive public behavior. Students will learn
to identify research applications in order to develop, implement and evaluate a social
marketing campaign. Elective.

PUBM 569   Community and Economic Development 3
Students will read and discuss a common core of books and articles on community and economic development topics, including material on typical economic development practices, tools of community development, and revitalizing distressed areas. In addition to the reading and discussions, students will have an opportunity to apply these perspectives through group projects focused on several significant issues in the Seattle area. This course has a service-learning aspect, since projects are being developed with local public and nonprofit organizations. 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 572   Administrative Law 3
Exposes students to the background and applications of the legal system's central components: regulatory process; rule making; investigation; and adjudication. Utilizes Constitutional framework for statutory analysis, legal research, and liability of governmental units and officials. Assists the administrator in recognizing the legal parameters of decision-making. Required.

PUBM 573   Administration of Justice 3
The local government's justice system is very costly, consuming nearly three-fourths of county government resources and as much as half of city resources. The course provides students with the background to appreciate theoretical perspectives on justice. It also considers the empirical research describing the impacts and cost-effectiveness of competing models of policing and corrections. This course equips the public manager to critically examine the justice system's approaches and resource requests. Elective.

PUBM 574   Social Justice and Social Policy 3
This course examines issues of distributive justice in the United States and compares liberal and conservative perspectives. Justice is considered in relation to policy and social topics including income distribution, globalization, taxation, regulation of business, racial discrimination, poverty, education, and campaign finance. Elective.

PUBM 575   Introduction to City Management 3
The course is designed for the student currently employed in or considering employment in a local unit of government. This course covers foundational topics, including the political and legal foundations of local government in the state, incorporation, annexation, disincorporation, alternative city organizational structures, municipal revenues, municipal service responsibility, navigating the legal ins & outs, regionalism and labor relations. Leaders from local government are often scheduled as visiting speakers. Elective.

PUBM 576   Digital Government... 3
Analyzes the impact and implications of digital government or e-government through the lenses of social justice and human development. Surveys the evolution and development of digital information technology considering security and privacy issues, civil liberties, and the international, cultural, and economic digital divide. Elective.

PUBM 577   Comparative Public Administration... 3
The outcomes and the processes of our own public agenda become clearer when one considers another country's very different public agenda. This course is a study abroad program that focuses on the host country's nonprofit and public organizations and the issues they face. Through site visits, attention is directed to issues such as economic development, metropolitan development, management of historical sites and social services. In small teams, students examine the economic base of a community and the public services available in those communities. For a richer comparative experience, participants stay with families. Also, there is a three-hour daily language instruction to enable students to more fully participate in the dialogue. Elective.

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 .Elective.

PUBM 579   Comparative Social Policy 3
The course considers different ways of organizing the state's response to social problems. The Scandinavian Social Democratic model is compared with the liberal American model. The course examines the reasons that some states become welfare states and others evidence much less interest in developing public solutions to problems in social welfare. The course further considers how the welfare model may be affected by the European Union and the future of this model over the long term. Elective.

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 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 an 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 nonprofit 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 nonprofit 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 nonprofits, 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 course work in the analysis of a policy or management problem. Students work individually or in pairs in identifying a problem, researching its background, formulating and analyzing alternative solutions, and recommending a course of action. To be taken during the last or next-to-last quarter of study. Required capstone course. 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

Criminal Justice Department

Department Chair: Jacqueline B. Helfgott, PhD

Degree/Concentrations Offered

Master of Arts in Criminal Justice (MACJ)
Master of Arts in Criminal Justice (MACJ) with concentration in:
   Criminal Justice Research and Evaluation
   Investigative Criminology
   Victimology

Master of Arts in Criminal Justice

Criminal Justice is an interdisciplinary social science involving the study of crime and societal responses to it. The MACJ program emphasizes the application of theory and research to criminal justice policy and practice. We hope to instill in students a responsibility to integrate and evaluate conceptual and empirical contributions to the field of criminal justice. The mission of the criminal justice department is to produce graduates who approach their roles in the criminal justice field with knowledge, empiricism, innovation, humanism, and with a deep concern for justice issues faced by offenders, victims, citizens, and governmental and private agents affected by and charged with responding to crime. Graduates are prepared for positions and advancement as practitioners, administrators, victim advocates, and/or research analysts in law enforcement, courts, corrections, social service, and research agencies at the private, county, state, and federal levels. The MACJ program provides foundation for understanding organizational relations in criminal justice, the ability to critically analyze and evaluate criminal justice policy and practice, and the necessary skills to conduct methodologically sound research in specialized areas in criminology and criminal justice. The program is designed to accommodate professionals in the criminal justice field who desire graduate education for advancement purposes as well as students entering upon completion of their bachelor's degree. The specific objectives of the criminal justice master's program are to:

- Develop in students the knowledge, insight, critical thinking skills, values and ethical consciousness essential to becoming responsible practitioners, researchers, and leaders in criminal justice.

- Provide comprehensive, rigorous, analytic, focused study of crime and justice issues with emphasis on the application of theory and research in criminal justice to criminal justice initiatives, policies, and practices.

- Provide a strong foundation in criminology, research methods, statistics, organizational theory, criminal justice ethics, issues of diversity in criminal justice, and broad-based analysis of the criminal justice system with focus on law enforcement, the adjudication process, and corrections.

- Prepare students for positions and advancement in law enforcement, courts, corrections, social service, and research agencies in private, county, state, and federal agencies.

Admissions Requirements

Application Requirements

Applicants will be accepted into the program fall quarter only. Applicants for other quarters will be considered as non-matriculating students. Admission to the MACJ program is competitive and the file review is holistic. Applicants' academic history, graduate exam performance, motivation, aptitude for graduate education, personal goals, and professional experiences will be considered.

Applicants are required to send the following documents for consideration:

- Completed Application for Graduate Admission and a non-refundable $55 application fee (waived for Seattle University alumni)

- Evidence of a four-year equivalent baccalaureate degree in criminal justice or related social, behavioral, or physical science from a regionally accredited academic institution. Applicants with an undergraduate degree in a field outside of these disciplines may be considered with 45 quarter (30 semester) credits of related course work or significant supervised work/volunteer experience as outlined on the MACJ Supplemental form.

- Minimum GPA of 3.00 as calculated from official transcripts of all post-secondary institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credits earned during this time, and any post-baccalaureate course work. In special cases, those with less than a 3.00 GPA may be admitted on a probationary status based upon other criteria.

- Undergraduate introductory statistics course with a grade of C or above. Applicants who do not meet this criteria may be considered on a case by case basis for provisional admission.

- Statement of purpose (maximum 3 pages) discussing background, interests, and reasons for wanting to pursue a master's degree in criminal justice

- If the GPA for the applicant's last 90 credits/60 semester credits is below 3.0, submit official scores for the Graduate Record Examination (G.R.E.). Only scores from the past five years will be accepted. No application for admission will be considered prior to receipt of official scores from Educational Testing Services.

- Three letters of recommendation from academic and/or professional references who have evaluated academic work/supervised their practical experience and is able to assess potential as a graduate student. Letters must be forwarded to graduate admissions in a sealed envelope with the recommender's signature across the flap.

- Writing sample (for example, an undergraduate paper)

- Professional résumé or curriculum vita. Special consideration will be given to applicants with prior work, internship, or volunteer experience in the criminal justice system.

- Select candidates will be scheduled for an interview.

Degree Requirements —
Master of Arts in Criminal Justice

The MACJ curriculum consists of 55 Credits: Eighteen 3-credit courses and one 1-credit course. Students will take ten foundation courses (28 credits) and nine elective courses (27 credits):

I. Foundation Courses: 28 Credits

CRJS 501	Contemporary Issues in Criminal Justice	3
CRJS 502	Advanced Criminological Theory	3
CRJS 503	Law and Social Control	3
CRJS 504	Organizational Theory and Analysis in Criminal Justice	3
CRJS 505	Criminal Justice Ethics and Decision Making	3
CRJS 506	Statistical Analysis	3
CRJS 507	Statistics Lab	1
CRJS 508	Advanced Research Methods in Criminology and Criminal Justice	3
CRJS 510	Theory and Research in Policing, Courts, Corrections	3
CRJS 590	Criminal Justice Capstone Seminar	3

II. Elective Courses

Choose 27 credits from the following:		27
CRJS 511	Criminal Justice Legislation and Policy	3
CRJS 512	Qualitative Research Methods in Criminology and Criminal Justice	
CRJS 513	Race, Ethnicity and Justice	3
CRJS 514	Investigative Criminology and Offender Profiling	3
CRJS 515	Typologies of Crime and Criminal Behavior	3
CRJS 516	Theories and Techniques of Crime Scene Investigation	3
CRJS 517	Advanced Crime Assessment	3
CRJS 518	Contemporary Issues in Victimology	3
CRJS 519	Violence and Victimization	3
CRJS 520	Restorative/Community Justice	3
CRJS 521	Feminist Criminology	3
CRJS 555	ATF Practicum	1
CRJS 556	Forensics Practicum	1
CRJS 557	Trial Skills Practicum	1
CRJS 591-593	Special Topics Seminar	3
CRJS 595	Internship	3
CRJS 596	Independent Study	3
CRJS 597	Teaching Assistantship	1 to 3
CRJS 598	Research Assistantship	1 to 3
CRJS 599	Thesis	1 to 3
COUN 510	Fundamental Counseling Skills	3
COUN 511	Counseling Theories	3
COUN 513	Counseling Diverse Populations	3

| PUBM 531 | Public Budgeting | 3 |
| PUBM 572 | Administrative Law | 3 |

With no more than two courses from the following:
The courses below are joint undergraduate/graduate courses. Students may take up to two (6 credits) to fulfill MACJ elective course requirements.

CRJS 522	Issues in Contemporary Law Enforcement	3
CRJS 523	Punishment & Social Theory	3
CRJS 550	The Psychopath	3
CRJS 560	Forensic Anthropology	3
CRJS 565	Crime Scene and Medicolegal Death Investigation	3

NOTE: Students who have previously taken CRJS 522, 523, 550, 560, or 565 at the undergraduate level as CRJS 422, 423, 450, 460, or 465 may choose to apply the course(s) as MACJ electives (6 credits maximum - 3 credits per course) but may not take additional joint courses OR may choose not to apply the course(s) and instead take up to 6 credits joint undergraduate/graduate courses not previously completed at the undergraduate level.

III. Comprehensive Examination

Students have the option of taking the comprehensive exam OR completing a Master's Thesis. The comprehensive examination may be taken as soon as the foundation courses and comprehensive exam readings are completed. The exam must be completed prior to the last quarter of the program. The exam includes questions based on the MACJ foundation curriculum and comprehensive examination reading list. A student may retake the comprehensive exam once. Students planning to take the comprehensive examination must make an appointment to do so with the criminal justice department chair. The comprehensive exam will be offered fall and spring quarters. Students retaking the examination will be required to answer questions only in areas not passed in the first exam.

IV. Thesis Option

Students planning to go on to a PhD program or who are interested in completing an independent research project may select the thesis option in lieu of completing the comprehensive exam. Students wishing to pursue this option must obtain approval from the department chair by submitting a thesis proposal and identifying a thesis chair and committee. The thesis committee must include at least two criminal justice faculty members and one external member with expertise in an area relevant to the thesis topic. The proposal must include:

1. Importance of research to the field of criminal justice

2. Literature Review

3. Method

Students completing the thesis must enroll in CRJS 599 (1-3 credits per quarter). Students may first register for thesis credit after completing the MACJ foundation courses and receiving departmental approval. A copy of the completed version of the thesis should be given to all members of the thesis committee. The thesis requires a formal defense which involves oral examination/response to questions by the thesis committee.

Minimum credits required for the degree **55**

Degree Requirements —
Master of Arts in Criminal Justice
with Concentration in Criminal Justice
Research and Evaluation

The MACJ with Concentration in Criminal Justice Research and Evaluation curriculum consists of 55 Credits: Eighteen 3-credit courses and one 1-credit course. Students will take ten foundation courses (28 credits), four concentration area courses (12 credits) and five elective courses (15 credits):

I. Foundation Courses: 28 Credits

CRJS 501	Contemporary Issues in Criminal Justice	3
CRJS 502	Advanced Criminological Theory	3
CRJS 503	Law and Social Control	3
CRJS 504	Organizational Theory and Analysis in Criminal Justice	3
CRJS 505	Criminal Justice Ethics and Decision Making	3
CRJS 506	Statistical Analysis	3
CRJS 507	Statistics Lab	1
CRJS 508	Advanced Research Methods in Criminology and Criminal Justice	3
CRJS 510	Theory and Research in Policing, Courts, Corrections	3
CRJS 590	Criminal Justice Capstone Seminar	3

II. Concentration Area Courses: 12 Credits

CRJS 511	Criminal Justice Legislation and Policy	3
CRJS 512	Qualitative Research Methods in Criminology and Criminal Justice	3
CRJS 515	Typologies of Crime and Criminal Behavior	3
CRJS 519	Violence and Victimization	3

III. Elective Courses

Choose 15 credits from the following:		15
CRJS 513	Race, Ethnicity and Justice	3
CRJS 514	Investigative Criminology and Offender Profiling	3
CRJS 516	Theories and Techniques of Crime Scene Investigation	3
CRJS 517	Advanced Crime Assessment	3
CRJS 518	Contemporary Issues in Victimology	3
CRJS 520	Restorative/Community Justice	3
CRJS 521	Feminist Criminology	3
CRJS 555	ATF Practicum	1
CRJS 556	Forensics Practicum	1
CRJS 557	Trial Skills Practicum	1
CRJS 591-593	Special Topics Seminar	3
CRJS 595	Internship	3
CRJS 596	Independent Study	3

With no more than two courses from the following:

The courses below are joint undergraduate/graduate courses. Students may take up to two (6 credits) to fulfill MACJ elective course requirements.

NOTE: Students who have previously taken CRJS 522, 523, 550, 560, or 565 at the undergraduate level as CRJS 422, 423, 450, 460, or 465 may choose to apply the course(s) as MACJ electives (6 credits maximum - 3 credits per course) but may not take additional joint courses OR may choose not to apply the course(s) and instead take up to 6 credits joint undergraduate/graduate courses not previously completed at the undergraduate level.

IV. Comprehensive Examination

Students have the option of taking the comprehensive exam OR completing a master's thesis. The comprehensive examination may be taken as soon as the foundation courses and comprehensive exam readings are completed. The exam must be completed prior to the last quarter of the program. The exam includes questions based on the MACJ foundation curriculum and comprehensive examination reading list. A student may retake the comprehensive exam once. Students planning to take the comprehensive examination must make an appointment to do so with the criminal justice department chair. The comprehensive exam will be offered fall and spring quarters. Students retaking the examination will be required to answer questions only in areas not passed in the first exam.

V. Thesis Option

Students planning to go on to a PhD program or who are interested in completing an independent research project may select the thesis option in lieu of completing the comprehensive exam. Students wishing to pursue this option must obtain approval from the department chair by submitting a thesis proposal and identifying a thesis chair and committee. The thesis committee must include at least two criminal justice faculty members and one external member with expertise in an area relevant to the thesis topic. The proposal must include:

1. Importance of research to the field of criminal justice

2. Literature Review

3. Method

Students completing the thesis must enroll in CRJS 599 (1-3 credits per quarter). Students may first register for thesis credit after completing the MACJ foundation courses and receiving departmental approval. A copy of the completed version of the thesis should be given to all members of the thesis committee. The thesis requires a formal defense which involves oral examination/response to questions by the thesis committee.

Minimum credits required for the degree **55**

Degree Requirements —
Master of Arts in Criminal Justice with Concentration in Investigative Criminology

The MACJ with Concentration in Investigative Criminology curriculum consists of 55 Credits: Eighteen 3-credit courses and one 1-credit course. Students will take ten foundation courses (28 credits), four concentration area courses (12 credits) and five elective courses (15 credits):

I. Foundation Courses: 28 Credits

CRJS 501	Contemporary Issues in Criminal Justice	3
CRJS 502	Advanced Criminological Theory	3
CRJS 503	Law and Social Control	3
CRJS 504	Organizational Theory and Analysis in Criminal Justice	3
CRJS 505	Criminal Justice Ethics and Decision Making	3
CRJS 506	Statistical Analysis	3
CRJS 507	Statistics Lab	1
CRJS 508	Advanced Research Methods in Criminology and Criminal Justice	3
CRJS 510	Theory and Research in Policing, Courts, Corrections	3
CRJS 590	Criminal Justice Capstone Seminar	3

II. Concentration Area Courses: 12 Credits

CRJS 514	Investigative Criminology and Offender Profiling	3
CRJS 515	Typologies of Crime and Criminal Behavior	3
CRJS 516	Theories and Techniques of Crime Scene Investigation	3
CRJS 517	Advanced Crime Assessment	3

III. Elective Courses

Choose 15 credits from the following: 15

CRJS 511	Criminal Justice Legislation and Policy	3
CRJS 512	Qualitative Research Methods in Criminology and Criminal Justice	
CRJS 513	Race, Ethnicity and Justice	3
CRJS 518	Contemporary Issues in Victimology	3
CRJS 519	Violence and Victimization	3
CRJS 520	Restorative/Community Justice	3

CRJS 521	Feminist Criminology	3
CRJS 555	ATF Practicum	1
CRJS 556	Forensics Practicum	1
CRJS 557	Trial Skills Practicum	1
CRJS 591-593	Special Topics Seminar	3
CRJS 595	Internship	3
CRJS 596	Independent Study	3
CRJS 597	Teaching Assistantship	1 to 3
CRJS 598	Research Assistantship	1 to 3
CRJS 599	Thesis	1 to 3
COUN 510	Fundamental Counseling Skills	3
COUN 511	Counseling Theories	3
COUN 513	Counseling Diverse Populations	3
PUBM 531	Public Budgeting	3
PUBM 572	Administrative Law	3

With no more than two courses from the following:

The courses below are joint undergraduate/graduate courses. Students may take up to two (6 credits) to fulfill MACJ elective course requirements.

CRJS 522	Issues in Contemporary Law Enforcement	3
CRJS 523	Punishment & Social Theory	3
CRJS 550	The Psychopath	3
CRJS 560	Forensic Anthropology	3
CRJS 565	Crime Scene and Medicolegal Death Investigation	3

NOTE: Students who have previously taken CRJS 522, 523, 550, 560, or 565 at the undergraduate level as CRJS 422, 423, 450, 460, or 465 may choose to apply the course(s) as MACJ electives (6 credits maximum - 3 credits per course) but may not take additional joint courses OR may choose not to apply the course(s) and instead take up to 6 credits joint undergraduate/graduate courses not previously completed at the undergraduate level.

IV. Comprehensive Examination

Students have the option of taking the comprehensive exam OR completing a master's thesis. The comprehensive examination may be taken as soon as the foundation courses and comprehensive exam readings are completed. The exam must be completed prior to the last quarter of the program. The exam includes questions based on the MACJ foundation curriculum and comprehensive examination reading list. A student may retake the comprehensive exam once. Students planning to take the comprehensive examination must make an appointment to do so with the criminal justice department chair. The comprehensive exam will be offered fall and spring quarters. Students retaking the examination will be required to answer questions only in areas not passed in the first exam.

V. Thesis Option

Students planning to go on to a PhD program or who are interested in completing an independent research project may select the thesis option in lieu of completing the comprehensive exam. Students wishing to pursue this option must obtain approval from the department chair by submitting a thesis proposal and identifying a thesis chair and

committee. The thesis committee must include at least two criminal justice faculty members and one external member with expertise in an area relevant to the thesis topic. The proposal must include:

1. Importance of research to the field of criminal justice
2. Literature Review
3. Method

Students completing the thesis must enroll in CRJS 599 (1-3 credits per quarter). Students may first register for thesis credit after completing the MACJ foundation courses and receiving departmental approval. A copy of the completed version of the thesis should be given to all members of the thesis committee. The thesis requires a formal defense which involves oral examination/response to questions by the thesis committee.

Minimum credits required for the degree **55**

Degree Requirements —
Master of Arts in Criminal Justice with Concentration in Victimology

The MACJ with Concentration in Victimology curriculum consists of 55 Credits: Eighteen 3-credit courses and one 1-credit course. Students will take ten foundation courses (28 credits), four concentration area courses (12 credits) and five elective courses (15 credits):

I. Foundation Courses: 28 Credits

CRJS 501	Contemporary Issues in Criminal Justice	3
CRJS 502	Advanced Criminological Theory	3
CRJS 503	Law and Social Control	3
CRJS 504	Organizational Theory and Analysis in Criminal Justice	3
CRJS 505	Criminal Justice Ethics and Decision Making	3
CRJS 506	Statistical Analysis	3
CRJS 507	Statistics Lab	1
CRJS 508	Advanced Research Methods in Criminology and Criminal Justice	3
CRJS 510	Theory and Research in Policing, Courts, Corrections	3
CRJS 590	Criminal Justice Capstone Seminar	3

II. Concentration Area Courses: 12 Credits

CRJS 518	Contemporary Issues in Victimology	3
CRJS 519	Violence and Victimization	3
CRJS 520	Restorative/Community Justice	3
CRJS 521	Feminist Criminology	3

III. Elective Courses

Choose 15 credits from the following: 15

CRJS 511	Criminal Justice Legislation and Policy	3
CRJS 512	Qualitative Research Methods in Criminology and Criminal Justice	
CRJS 513	Race, Ethnicity and Justice	3
CRJS 514	Investigative Criminology and Offender Profiling	3
CRJS 515	Typologies of Crime and Criminal Behavior	3
CRJS 516	Theories and Techniques of Crime Scene Investigation	3
CRJS 517	Advanced Crime Assessment	3
CRJS 555	ATF Practicum	1
CRJS 556	Forensics Practicum	1
CRJS 557	Trial Skills Practicum	1
CRJS 591-593	Special Topics Seminar	3
CRJS 595	Internship	3
CRJS 596	Independent Study	3
CRJS 597	Teaching Assistantship	1 to 3
CRJS 598	Research Assistantship	1 to 3
CRJS 599	Thesis	1 to 3
COUN 510	Fundamental Counseling Skills	3
COUN 511	Counseling Theories	3
COUN 513	Counseling Diverse Populations	3
PUBM 531	Public Budgeting	3
PUBM 572	Administrative Law	3

With no more than two courses from the following:

The courses below are joint undergraduate/graduate courses. Students may take up to two (6 credits) to fulfill MACJ elective course requirements.

CRJS 522	Issues in Contemporary Law Enforcement	3
CRJS 523	Punishment & Social Theory	
CRJS 550	The Psychopath	3
CRJS 560	Forensic Anthropology	3
CRJS 565	Crime Scene and Medicolegal Death Investigation	3

NOTE: Students who have previously taken CRJS 522, 523, 550, 560, or 565 at the undergraduate level as CRJS 422, 423, 450, 460, or 465 may choose to apply the course(s) as MACJ electives (6 credits maximum - 3 credits per course) but may not take additional joint courses OR may choose not to apply the course(s) and instead take up to 6 credits joint undergraduate/graduate courses not previously completed at the undergraduate level.

IV. Comprehensive Examination

Students have the option of taking the comprehensive exam OR completing a master's thesis. The comprehensive examination may be taken as soon as the foundation courses and comprehensive exam readings are completed. The exam must be completed prior to the last quarter of the program. The exam includes questions based on the MACJ foundation curriculum and comprehensive examination reading list. A student may retake the comprehensive exam once. Students planning to take the comprehensive examination must make an appointment to do so with the criminal justice department chair. The comprehensive exam will be offered fall and spring quarters. Students retaking the examination will be required to answer questions only in areas not passed in the first exam.

V. Thesis Option

Students planning to go on to a PhD program or who are interested in completing an independent research project may select the thesis option in lieu of completing the comprehensive exam. Students wishing to pursue this option must obtain approval from the department chair by submitting a thesis proposal and identifying a thesis chair and committee. The thesis committee must include at least two criminal justice faculty members and one external member with expertise in an area relevant to the thesis topic. The proposal must include:

1. Importance of research to the field of criminal justice
2. Literature Review
3. Method

Students completing the thesis must enroll in CRJS 599 (1-3 credits per quarter). Students may first register for thesis credit after completing the MACJ foundation courses and receiving departmental approval. A copy of the completed version of the thesis should be given to all members of the thesis committee. The thesis requires a formal defense which involves oral examination/response to questions by the thesis committee.

Minimum credits required for the degree **55**

Criminal Justice Courses

CRJS 501   Contemporary Issues in Criminal Justice......................................**3**
Critical analysis and comprehensive overview of contemporary practices, procedures, and problems in the processing of offenders through the juvenile, police, courts, and corrections agencies of the criminal justice system. Emphasis on the examination of interrelationships between the agencies. Special attention is focused on current and important issues in the various criminal justice agencies, research conducted in criminal justice, and the impact of policy on the criminal justice system.

CRJS 502   Advanced Criminological Theory.. 3
Examination of classic and contemporary theoretical explanations of crime from multiple criminological perspectives including classical, biological, psychological, and sociological theories. Analysis of crime patterns and crime correlates and substantive focus on the application of such theories to criminal justice agencies, community, and society.

CRJS 503   Law and Social Control... 3
Study of theory and research on the nature of law and legal institutions. Investigation into the functions and effects of informal and formal social control mechanisms, the use of law to impact social change, the relation of law to ameliorate social conflict, and an empirical investigation into the effectiveness of law.

CRJS 504   Organizational Theory and Analysis in Criminal Justice.............. 3
Application of organizational theory to micro and macro level interactions and structures in the criminal justice system. Focus on classical, neo and post-classical models of organization and how they impact the creation or subversion of roles, norms, procedures, and goals in police, courts, and corrections. Examination of the interaction of public and private institutional cultures on resource allocation. Social psychological analysis of workplace power differentials and institutional/actor goal and procedure conflict and deviance.

CRJS 505   Criminal Justice Ethics and Decision Making............................. 3
Exploration of ethical dilemmas faced by professionals in law enforcement, courts, and corrections. Examination of discretionary power in criminal justice agencies and different stages of the criminal justice process. Seminar discussion of/reflection on decision making and ethical scenarios in criminal justice contexts.

CRJS 506   Statistical Analysis.. 3
Objective of course is for students to develop statistical reasoning skills and to choose appropriate quantitative techniques for analyzing research questions in criminal justice. Topics include the examination of the basic concepts and measures in statistical analysis, probability theory, statistical inference, and bivariate and multivariate analyses, correlational relationships, t-tests, ANOVA, and regression.

CRJS 507   Statistics Lab.. 1
Objective of course is for students to learn the techniques of performing quantitative analyses with SPSS and then apply these quantitative techniques to interpret current criminal justice research.

CRJS 508   Advanced Research Methods in
Criminology and Criminal Justice.. 3
Current methods and techniques for conducting research in criminal justice including research design, sampling, survey research, field research, and program evaluation. Students will design and execute their own research projects on a topic of current need of exploration in the criminal justice field, analyze findings, and summarize their research project in a formal written paper.

CRJS 510   Theory and Research in Policing, Courts, Corrections 3
Review and seminar discussion of key research findings in policing, courts, and corrections. Students will be required to focus on/complete a project in a specific area in criminal justice.

CRJS 511   Criminal Justice Legislation and Policy 3
Examination of the institutional and societal influences on how policies are identified, prioritized and created; how and why policies become codified. Focus on the effect research has on policy creation and/or policy amendment. Special attention to/critical analysis of the impact of particular policies on the criminal justice system such as three strikes laws, amber alerts, mandatory domestic violence prosecution, felony voting legislation, minimum sentencing guidelines, sexually violent predator laws, determinate sentencing, etc.

CRJS 512   Qualitative Research Methods in
Criminology and Criminal Justice 3
Logic and techniques of qualitative research design, methods, and techniques including content analysis, focus groups, case studies, interviewing, field work observation, participant observation, and ethnography in deviance, criminology, and criminal justice. Focus on ethical considerations, access challenges, data collection design and analysis, visual documentation and application of qualitative database technology.

CRJS 513   Race, Ethnicity and Justice 3
Examination of roles of race and ethnicity in crime and justice. Focus on the differing experiences of racial/ethnic groups as they come into contact with the various agencies of the criminal justice system, racial disparity and discrimination in the criminal justice system, and the impact of criminal justice policy and practice on racial/ethnic minorities. Discussion of contemporary issues in race, ethnicity, and justice such as racial profiling, the impact of felony voting laws on racial minorities, and the ways in which cultural stereotypes about race/ethnicity shape policies and practices at the different stages of the criminal justice process (police, courts, corrections). Students will critically evaluate crime policy to identify meaningful solutions to increase social justice.

CRJS 514   Investigative Criminology and Offender Profiling 3
This course explores the use of profiles in criminological theory and criminal justice practice with focus on profiling violent crimes. Examination of the differences between the types of crimes and criminals, what criminal profiling is, who does it, and how is it done. It will expose profiling as a science, profession, art, or media myth, consider the ethical issues of profiles when they are used in police investigations and the prediction of dangerousness. The course is intended to provide students with a general understanding of the theory and purpose of criminal profiling and focused review of the scholarly literature on profiling. The course is not intended to teach students how to become "profilers," but as an introduction to the theory and practice of profiling, the scientific literature on criminal profiling, and to engage students in critical discussion of the use of profiles in the criminal justice system.

CRJS 515   Typologies of Crime and Criminal Behavior 3
Examination of research on criminal behavior and crime types. Seminar discussion of the ways in which theories of criminal behavior and typology research has been applied in the criminal justice system in criminal investigation, adjudication process, correctional management and treatment, victim services, public safety, risk assessment, and prediction of dangerousness.

CRJS 516   Theories and Techniques of Crime Scene Investigation 3
Study, process, and theory of investigation and crime scene processing. Focus on (1) investigation: the rhetoric and reality, (2) the methodologies for analysis of case files and investigative follow-up activities, (3) methods of developing leads from physical and circumstantial evidence, (4) the processes used in interviewing witnesses and suspects, and (5) differences in specialty investigations, and (6) assessment of the application of crime scene processing techniques and the theoretical constructs of critical thinking of inductive (analysis) and deductive (synthesis) reasoning necessary to develop and understand those actions taken by the offender at the scene of a crime.

CRJS 517   Advanced Crime Assessment 3
Introduction to a multidisciplinary approach to crime assessment and profiling with attention to theoretical and practical contributions of forensic pathology, forensic dentistry, forensic anthropology, criminology, criminalistics, abnormal psychology, forensic psychiatry, and law. Focus on the art and science of profiling a case with an unknown offender using data sets necessary for statistical profiling, clinical information used by psychologists and psychiatrists, and various law enforcement models, such as that employed by the FBI Behavioral Sciences Unit. Examination of the various methods of operation (modus operandi) of violent offenders with attention to theories, applications, and analysis of various crimes to identify and isolate a particular offender's method of operation and signature or trademark.

CRJS 518.   Contemporary Issues in Victimology 3
Victimology involves the scientific study of physical, emotional, and financial harm people suffer because of criminal activities and the role of the victim in the criminal justice system. This course examines research in victimology with attention to the impact of crime on victims, measuring crime through victimization, the social and psychological harm resulting from different types of crime, the victim-offender relationship, gender issues in understanding victimization and offender-victim dynamics, victim rights movement, public perception of victims and social reaction to victimization, the role of the victim in the criminal justice process, and crime prevention and personal safety.

CRJS 519   Violence and Victimization 3
Examination of theories and research on aggression, violence, and victimization with attention to the gender correlates and dynamics of violence and victimization. Seminar discussion of the ways in which conceptions of masculinity and femininity are imbedded in notions of violence and victimization and how gender constructs, law, language, policy, practice shape the nature of violence and victimization and its criminal justice response.

CRJS 520   Restorative/Community Justice 3
Review of theory and research in restorative and community justice. Focus on restorative justice initiatives that provide an alternative framework for dealing with crime in which victim needs are central, offenders are held accountable, and the government is a secondary player in the process of restoring victims, offenders, and communities to a state of wholeness. Discussion of the impact of restorative justice initiatives in the criminal justice system in the United States and around the world.

CRJS 521   Feminist Criminology 3
Examination of feminist theories and research in feminism and criminology. Historical and contemporary overview of the study of gender, victimology, and criminological theory, gender issues in criminal justice, and the application of feminist theory to the study of crime and the criminal justice system. Students will critically evaluate the role of gender in victimology and criminology, the value and effectiveness of conventional policies within the criminal justice system in the context of gender disparity, misogyny, and women's oppression.

CRJS 522   Issues in Contemporary Law Enforcement 3
Seminar on current issues in contemporary law enforcement. Topics addressed in the course include: The politics of law enforcement, police brutality, the impact of administrative interventions on police discretion, and police strategies such as problem-oriented policing, "hot spot" patrols, paramilitary units, and the criminal investigative process. Jointly offered as an undergraduate/graduate course. Maximum of 6 credits/two undergraduate-graduate courses permitted to fulfill MACJ elective requirements.

CRJS 523   Punishment and Social Theory 3
Exploration of the major social theories of punishment, historical and contemporary penological practices, and the death penalty and the modern execution process. Focus on society's justification for punishment as a response to crime and the function and meaning of punishment in modern society. Jointly offered as an undergraduate/graduate course. Maximum of 6 credits/two undergraduate-graduate courses permitted to fulfill MACJ elective requirements.

CRJS 550   The Psychopath 3
Study of psychopathy and its relevance to crime, violence, and the criminal justice system. Exploration of the origin and dynamics of psychopathy with focus on forensic assessment, prediction of dangerousness, and how scientific and popular conceptions of psychopathy shape criminal justice policy and practice. Jointly offered as an undergraduate/graduate course. Maximum of 6 credits/two undergraduate-graduate courses permitted to fulfill MACJ elective requirements.

CRJS 555   ATF Practicum 1
This is a practicum opportunity facilitated by the Bureau of Alcohol, Tobacco, Firearms, and Explosives. Students are provided with an inside look at the roles and responsibilities of ATF special agents and the range of units within the agency.

CRJS 556   Forensics Practicum **1**
This is a practicum opportunity associated with the Seattle University Law School that exposes students to the interaction between the attorney and the expert witness. Students work with/assist third-year law students enrolled in the Seattle University Law school Forensics course to prepare, research, interview, depose, and engage in cross and direct examination of expert witnesses in civil and criminal cases.

CRJS 557   Trial Skills Practicum... **1**
This is a practicum opportunity associated with the Seattle University Law Clinic. Students work with law students and faculty to prepare, play a role, and present in a mock trial.

CRJS 560   Forensic Anthropology **3**
Overview of skeletal biology and its application to medico-legal death investigation. Study of the human skeleton including the individual bones, the major anatomical landmarks, and the range of human variation. Focus on the human skeleton in a medico-legal context including locating covert burials, processing outdoor scenes, determination of biological profile, trauma analysis, cause and manner of death, postmortem interval and methods of positive identification. The course is not designed to make students forensic anthropologists but rather to impart an overall understanding of the discipline and an appreciation for its contributions to forensic science. Jointly offered as an undergraduate/graduate course. Maximum of 6 credits/two undergraduate-graduate courses permitted to fulfill MACJ elective requirements.

CRJS 565   Crime Scene and Medicolegal
**   Death Investigation** **3**
In-depth look into crime scene and medicolegal death investigation. The manners, mechanisms, causes of death, and post-mortem changes, and wound interpretation are explored. The students will learn how to apply postmortem conditions to criminal investigations to confirm or refute evidence of wrongful deaths. The course will emphasize crime scene search, recognition of physical evidence, techniques and methods for collection, preservation and transmission for laboratory analysis of evidence, and the courtroom presentation of investigators actions at the crime scene. A component of this course will involve development of/participation in a mock crime scene investigation. Jointly offered as an undergraduate/graduate course. Maximum of 6 credits/two undergraduate-graduate courses permitted to fulfill MACJ elective requirements.

CRJS 590   Criminal Justice Capstone Seminar **3**
Seminar discussion of program course content areas including major research findings and classic readings in criminal justice. Opportunity for discussion, analysis, and reflection, and synthesis of program content areas and key readings in criminal justice required for the comprehensive examination.

CRJS 591-593   Special Topics Seminar .... **1 to 3**
Courses will be offered covering a range of special topics addressing specific issues or research in the criminal justice.

CRJS 595   Internship ....**1 to 3**
Field experience in a criminal justice agency. Students are required to complete 50 hours
per credit which may include training. Internships must be approved by the agency su-
pervisor and department chair. Requirements include 50 hours per credit, reflection log,
agency and student self evaluation, and synthesis paper. CR/F grading mandatory.

CRJS 596   Independent Study ....**1 to 3**
Directed reading or student-directed project involving some aspect of research, theory, or
practice in criminal justice. Students interested in completing an independent study project
must submit written proposal to the supervising faculty member. Independent study proj-
ects are approved by the department chair on a case by case basis.

CRJS 597   Teaching Assistantship ....**1 to 3**
Students may be considered for a teaching assistantship that involves assisting a faculty
member with a specific course. To be considered for a teaching assistantship, the student
must have completed the course at an exceptional level. The teaching assistantship, de-
pending on the course, includes assistance with grading, one-one work with students,
facilitating seminar discussions, and other course-related tasks. CR/F grading mandatory.

CRJS 598   Research Assistantship ....**1 to 3**
Students may be considered for a research assistantship that involves working with faculty
on a research project and/or conducting research in the community. To be considered for a
research assistantship, the student must have completed CRJS 506-507-508. The research
assistance may involve one or more research-related tasks including literature review,
data collection, data entry, data analysis, report-writing, and presentation of findings at
professional conferences. The research assistantship may be linked to the thesis option if
the student is involved in extensive faculty-related research that requires preliminary work
prior to/or beyond the thesis project. CR/F grading mandatory.

CRJS 599   Thesis ....**1 to 3**
Students may register for the thesis after completing the MACJ foundation courses. Stu-
dents wishing to pursue this option must obtain approval from the department chair by
submitting a thesis proposal and identifying a thesis chair and committee. The thesis com-
mittee must include at least two criminal justice faculty members and one external mem-
ber with expertise in an area relevant to the thesis topic. The proposal must include: (1) Im-
portance of research to the field of criminal justice, (2) Literature Review, (3) Method. The
thesis will involve conducting original research and/or theoretical analysis of a criminal
justice issue that makes a unique contribution to the criminal justice literature. Students
may register for 1-3 credits per quarter and may complete a total of 3 thesis credits.

Department of Fine Arts

Carol Wolfe Clay, MFA, Chair
Kevin Maifeld, MFA, Director of Arts Leadership

Degree Offered

Master of Fine Arts in Arts Leadership (MFAL)

Master of Fine Arts in Arts Leadership

The Master of Fine Arts degree in Arts Leadership is a collaboration between the Department of Fine Arts and the Center for Nonprofit and Social Enterprise Management (Nonprofit Leadership). The program provides future arts leaders with an opportunity to merge the latest management practices of nonprofit organizations with the specific skills necessary to lead complex arts organizations.

MFA students work alongside arts management professionals in local performing and visual arts organizations; all MFAL students meet weekly to share and discuss their practicum experience. Course work includes strategic planning, marketing, fundraising, budgeting/finance, advocacy, program development and community relations. The blend of classroom instruction and hands-on practical experience prepares students for challenging arts leadership positions.

Classes will be taught by Fine Arts and Nonprofit Leadership faculty as well as professional guest faculty members from the leadership of Puget Sound arts organizations. Students will have the opportunity to participate in a series of scholarly and practical activities, which will result in a combination of knowledge and experience necessary to compete in today's job market.

Admission Requirements

Admission is competitive; the program is designed to accommodate six students each year. Applicants are required to submit the following documents for consideration:

- Evidence of a four-year equivalent bachelor's degree from a regionally accredited institution
- Minimum grade point average of 3.00 (GPA) calculated from official transcripts of all post-secondary educational institutions attended in last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credits earned during that time, and any post-baccalaureate course work. 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.
- Current résumé
- 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 your goal
- If English is not applicant's native language, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy #76-06 in Admissions Policies for exceptions.

Degree Requirements
Master of Fine Arts in Arts Leadership

The MFA in Arts Leadership requires 54 credits total. Students share many course requirements with students participating in two related graduate programs: Nonprofit Leadership and Public Administration. The Graduate Management Practicum experience continues each quarter allowing the student to apply their academic work in local arts organizations. This experience culminates in the Summary Project, synthesizing the work that each student has done in his/her focus area, visual or performing arts, with the work they have produced in their community practicum experiences.

I. Program Schedule:

Yr	Summer	Intersession	Fall	Winter	Spring
1		NPLR 525	PUBM 586	NPLR 537	NPLR 536
			NPLR 544	PUBM 581 or	PUBM 521 or
			ARTL 595 (1)	ARTL 580	PUBM 522
				ARTL 595 (1)	ARTL 595 (1)
2	NPLR 543		NPLR 541	ARTL 540	ARTL 599
	ARTL 595 (1)		Elective (3)	Elective (3)	ARTL 595 (3)
			ARTL 595 (1)	ARTL 595 (1)	

II. Required Courses:

48 credits, including:

PUBM 586	Fundamentals of the Non-Profit Sector	3
NPLR 525	Leadership & Interpersonal Behavior for Nonprofit Executives	6
NPLR 536	Management Analysis and Control	3
NPLR 537	Boards and Volunteers	3
NPLR 541	Public Policy, Advocacy and Collaboration	3
NPLR 543	Resource Development for Nonprofit Organizations	6
NPLR 544	Persuasive Communication for Nonprofit Executives	3
ARTL 540	Marketing the Arts	3
ARTL 595	Graduate Management Practicum	9
ARTL 599	Summary Project	3

Choose one of the following courses 3

PUBM 521	Management and Human Relations
PUBM 522	Human Resource Management

Choose one of the following courses: 3
PUBM 581   Labor Law and Collective Bargaining
ARTL 580   Law and the Arts

III. Program Electives:

6 credits, from the following: 6
ARTL 591   Special Topics
ARTL 592   Special Topics
ARTL 593   Special Topics
PUBM 583   Mediation and Negotiation Skills
PUBM 585   Leadership, Learning and Change Management

Minimum credits required for degree **54**

Arts Leadership Courses

ARTL 540   Marketing the Arts 3
Students will develop specific skills of audience development to be applied in performing
and visual arts organizations. This includes developing an organization's brand and image
and translating it into media messages that accurately communicate the organization's
mission. Topics include developing and implementing a public relations strategy, working
with the media, developing print materials, and managing marketing budgets.

ARTL 580   Law and the Arts 3
Examines the legal foundations of artistic creation including copyright, freedom of ex-
pression, ownership of ideas, and public domain laws. Students will also learn about the
fundamentals of contract negotiation and creation and develop an understanding of the
collective bargaining process. Topics include conflict resolution and the principles, meth-
ods and dynamics of negotiation and mediation processes.

ARTL 591-593 Special Topics 3

ARTL 595   Graduate Management Practicum .... 1 to 3
Integrates and applies the arts management theories being learned in the course work
with the realities of the workplace. Participants can select to work in one organization
during the entire duration of the MFA program or they can elect to work in a variety of
arts management areas in different organizations. This practicum provides students the
opportunity to apply their knowledge in resource development, arts marketing, audience
development and general management to actual positions within Puget Sound arts orga-
nizations. Weekly meeting required.

ARTL 599   Summary Project 3
Integrates the practicum and academic experiences of the program into one comprehen-
sive project. This project recommends a solution or solutions to an existing problem in
an arts organization. Students are expected to utilize current research and publications,
advisers, academic resources, and their own experience to address the identified problem
or challenge. This project is intended to integrate a wide variety of leadership management
skills and the knowledge learned throughout the program. The course requires completion
of a written report and an oral presentation.

Organization Systems Renewal (OSR)

Michael Bisesi, EdD, Program Director
Bill Koenig, MA, Program Administrator

Degree Offered

Master of Arts in Organizational Design and Renewal (MAODR)

This program is delivered as a cooperative partnership with the nonprofit Organization Systems Renewal Northwest (OSR), which has been engaged in educating leaders of organizational change in the Pacific Northwest since 1979. OSR offered this master's program for 20 years at another local university and joined Seattle University in 2005. This program brings expertise in the design and leadership of organizational and community change, using a systemic approach.

Master of Arts
in Organizational Design and Renewal

The Organization Systems Renewal (OSR) 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 theory and application. When combined, the curriculum and the program design provide adult learners with opportunities to:

- Design processes and structures for leading and managing systemic 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

Core curriculum areas emphasized in the program include organizations, change, leadership, ethics, design, consultative skills, and intercultural communication. The curriculum is based in the work of classical and contemporary theorists and practitioners, including Malcolm Knowles, Kurt Lewin, Ron and Gordon Lippitt, Eva Schindler-Rainman, Marvin Weisbord, William Bridges, Chris Argyris, Mary Parker Follett, Donald Schön, Peter Senge, Margaret Wheatley, Fritjof Capra, Ralph Stacey, Jay Forrester, Donella Meadows, Edward Hall, Edgar Schein, Gareth Morgan, William Isaacs, David Orr, Russell Ackoff, Peter Block, Ron Heifetz, and David Cooperrider.

Core faculty (lecturers) support the day-to-day operation of the program and provide hands-on student support. The student faculty ratio is approximately 10:1, allowing for individualized coaching and mentoring. The program is designed within a 22-month cycle, with students typically in session once a month for three to six days. Session days are scheduled to include weekends and there are two residential sessions during the cycle. In addition to the 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 systemic 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 course work from all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of your bachelor's degree and any post-baccalaureate course work. 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 your academic work or supervised your recent practical experience and are able to assess your potential as a graduate student
- OSR admission essay
- Current resume
- If English is not the applicant's native language, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy #76-06 in Admissions Policies for exceptions. Admission through Culture and Language Bridge program is not an option.

Screened candidates will be invited to interview accompanied by an on-site writing skills exercise

Degree Requirements

The OSR program requires a total of 69 credits taught through 29 courses over 22 months. All courses are required and must be taken in sequence.

Yr.	Summer	Fall	Winter	Spring
1		ODVR 501	ODVR 507	ODVR 509
		ODVR 502	ODVR 508	ODVR 510
		ODVR 505	ODVR 524	ODVR 511
		ODVR 506	ODVR 572	ODVR 573
		ODVR 571		
2	ODVR 581	ODVR 512	ODVR 516	ODVR 520
	ODVR 596	ODVR 515	ODVR 518	ODVR 521
		ODVR 517	ODVR 519	ODVR 523
		ODVR 574	ODVR 575	ODVR 576
				ODVR 582
				ODVR 595

Required OSR Courses

ODVR 501	Foundations of Organizational Systems, Design, and Renewal	4
ODVR 502	Individual – Development of the Adult Learner	2
ODVR 505	Individual – Research Literacy and Methods	1
ODVR 506	Systems – An Overview of Theory and Perspectives	2
ODVR 507	Skills – Designing and Leading Participative Meetings	3
ODVR 508	Design – Principles and Practice	2
ODVR 509	Organizations – Theory and Culture as a Foundation for Inquiry	2
ODVR 510	Organizations – Intra and Inter Group Relations	2
ODVR 511	Change – Theory and Ethical Interventions	2
ODVR 512	Change – The Theory and Practice of Appreciative Inquiry	2
ODVR 515	Skills – The Consultative Approach	3
ODVR 516	Leadership – Bringing Leadership to Organizational Change	2
ODVR 517	Change – Participatory Methods for Designing the Future	2
ODVR 518	Skills – Consultative Praxis	4
ODVR 519	Systems – Living Systems Theory	2
ODVR 520	Organizations – At Work in the World	2
ODVR 521	Systems – Dynamics of Social Systems	2
ODVR 523	Change – Change – Transition, Renewal, and Life-Long Learning	2

Organization Systems Renewal Courses

ODVR 501   Foundations of Organizational Systems, Design, and Renewal **4**

As the first course in an integrated seven-quarter program, this course introduces the program design and its core competency areas of theory, skill, and personal development. Particular emphasis is given to systems theory, intercultural communication, and ethics as themes woven through the 22-month curriculum. Students will apply theory and specific skills through small group and individual work. This course is conducted off-site. Required.

ODVR 502   Individual – 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 learn about themselves and the use of self-assessments by completing instruments relating to learning styles and strengths. Further, students explore and identify their program focus by drafting a Learning Contract, beginning with their Learning Goals. This course is conducted off-site. Required.

ODVR 505   Individual – 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 – An Overview of Theory and Perspectives **2**

Students develop an overview of the development and principles of systems theory, understanding the shift from the mechanistic paradigm to one of holism and interrelatedness. Key principles such as context, boundaries, feedback, interdependence, complexity, emergence, and paradox are explored. Various branches of systems theory are introduced and examined as a way to familiarize students with the vastness of this theory base. Required.

ODVR 507   Skills – Designing and Leading Participative Meetings 3
This hands-on application course develops the capacity to design and lead change ac-
tions through a participative process. From an application perspective, students will gain
hands-on experience and real-time feedback in designing and leading a variety of par-
ticipative meetings. Students will also learn the theory base and ethics upon which
the participative meeting process rests. Course concepts are connected to professional
applications. 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 inno-
vative 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 – Theory and Culture
**   as a Foundation for Inquiry 2**
Students explore the classical theories of organizations as a way to understand the his-
torical roots of contemporary organizational practices. They become familiar with seminal
organizational theorists whose philosophies, values, and practice surface in issues such
as change, effectiveness, and participation. Special emphasis is given to organizational
culture as a key concept within organizational theory. Students learn how to use their un-
derstanding of theory and culture as a foundation for organizational inquiry, which focuses
on obtaining valid data as the basis for effective and ethical interventions. Required.

ODVR 510   Organizations – Intra and Inter Group Relations 2
This course lays a theoretical and practical foundation in group dynamics, teams, and
collaboration. Students gain knowledge, awareness, and skills in working with task, rela-
tionship and process issues in groups. The exploration of group development models and
intercultural communication theory helps to understand and inform work in small groups.
Students also explore the structure and function of teams, including, defining characteris-
tics, when and how to use teams, and characteristics of high performance teams. Success-
ful teaming within or between groups requires an ability to go beyond mere coordination
or cooperation to a level of collaboration. Students explore the qualities of this level of
engagement and the conditions necessary to bring forth such a relationship. 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 and sustainable change in organizations. Students will learn to distinguish between first and second order change and change that is planned and unplanned. Intervention is a "helping"-process to intentionally "disturb" the system in order to improve the functioning and performance of the system. The principles of designing interventions will be explored, ranging from facilitation of, or participation in, a meeting to entering an organizational system with the intent of helping it effect systemic change. Ethical issues will be explored, particularly the importance of ascertaining and working at the appropriate depth of intervention. Required.

ODVR 512   Change – The Theory and Practice of Appreciative Inquiry 2
Appreciative Inquiry is a participative and powerful method for creating change in social systems. Rooted in social constructionism and the power of image, it involves a systematic discovery and mobilizing of what gives a social system life in human, ecological, and economic terms. Students will learn the theory and practice of this approach as it represents a major shift in how organizational development practitioners work with organizations. This course is conducted off-site. Required.

ODVR 515   Skills – The Consultative Approach 3
Students deepen their knowledge of the consultative process of entry, contracting, and intervention. Students also learn how to work with clients during the feedback and action-planning phase of the consultation. This includes principles for interpreting data, planning and conducting feedback sessions, and helping the client move into action. Additionally, students explore the role of the self as consultant/helper, learning how personal values, self-awareness, and ethical principles are essential to any consultative process. This course is conducted off-site. Required.

ODVR 516   Leadership – Leadership of Systemic Organizational Change 2
This course focuses on the practice of adaptive leadership as developed by Ron Heifetz and explores the qualities of leadership and followership needed for a systemic and wholistic approach to designing and leading change. Skills focus on discernment of the adaptive challenge facing an organizational system as opposed to technical problems, advancing the purpose of the organization, orchestrating tension in service of systemic change, listening to and communicating the "song beneath the words," leveraging informal versus formal leadership, differentiating self from roles, being on the dance floor and in the balcony, thinking politically, and giving the work back to the group. Required.

**ODVR 517   ―   Change – Participatory Methods for
                    Designing the Future** 2
Students develop an understanding of "futuring" and how it differs from conventional planning. Exploration of theory, models, and methods associated with futuring helps students understand how to apply this perspective at an organizational and individual level. Emphasis is placed on methods featuring a participatory and whole systems approach. Intercultural considerations are explored. Students will have an opportunity to experience aspects of futuring models and methods as a way to strengthen their application skills. Required.

ODVR 518   Skills – Consultative 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, self-organizing, emergence, complexity, autopoiesis, dissipative structures, and structural coupling are emphasized. Implications for viewing social systems as living systems are explored, particularly in terms of the design and leadership of change. Required.

ODVR 520   Organizations – At Work in the World 2
While cultural perspectives are integrated throughout the program, it is in this course that students immerse themselves in the theory, principles, models and implications of individuals and organizations working in a multi-cultural global system. The interdependence of our belief, political, economic and natural systems demands new consciousness and mental models. This course explores the global perspectives of this transformation and the challenges associated with embracing our differences and diversity. 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 to organizational development and change are being learned and applied within all types of organizations. Tools of systems thinking, 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 of systems to the intentional design of systemic change. Required.

ODVR 523   Change – Transition, Renewal, and Life-long Learning 2
As the final course in an integrated seven-quarter program, focus is on group endings and managing transitions at the individual level. The learning is highly experiential and personal in that this course includes the adjournment of the learning community. Design considerations for group endings are examined. Engagement in renewal occurs with a continuance design for the cohort and individual next steps in life-long learning. Required.

ODVR 524   Leadership – Theory and Personal Mastery 2

Leadership development is a core skill component and the instrument of systemic organizational change. Students are introduced to the evolution of leadership theory and styles, such as situational, shared, servant, steward, feminine and adaptive leadership through the lens of culture, gender, and systems. Leadership is distinguished from authority and recognized as an action that complements followership; both require courage - following the heart in the face of fear. Thus development of leadership and followership capability is rooted in personal learning, awareness, emotional intelligence, and mastery. Coaching is foundational to the development of leadership and followership. Required.

ODVR 571   Individual – Learning Reflection and Synthesis I 2

ODVR 572   Individual – Learning Reflection and Synthesis II 2

ODVR 573   Individual – Learning Reflection and Synthesis III 2

ODVR 574   Individual – Learning Reflection and Synthesis IV 2

ODVR 575   Individual – Learning Reflection and Synthesis V 2

ODVR 576   Individual – Learning Reflection and Synthesis VI 2

Oral and written communication skills are essential in relating with others in personal and professional settings. Students practice academic and reflective writing as a means of developing professional competence and increasing self-awareness. Reflective inquiry and critical thinking are developed through dialogue methods and writing assignments. Examples of writing assignments include an Entry Statement, monthly academic and reflective learning papers, and an Exit Statement. Students reflect on their courses, the dynamics of the learning community, progress on their Learning Contract, and their design and facilitation of Degree Committee meetings. Quarterly synthesis papers develop the ability to see themes from the quarter and integrate these themes with prior learning. Large and small group discussions develop dialogue skills. Students take these courses over six quarters building up their capacity for both reflective and critical thinking. Required.

ODVR 581   Skills – Curriculum Design and Delivery I 3

ODVR 582   Skills – Curriculum Design and Delivery II 3

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 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 595   Skills – Consultation Project...4
The Consultation Project provides consultative design and delivery practice in organiza-
tional change for a client outside the OSR system. The Project is conducted under the
supervision of the student's faculty adviser and the review of their Degree Committee. The
Project demonstrates OSR program-related core competencies as well as the student's
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 adviser sign-off before the student begins work. Required.

ODVR 596   Individual – Theory Paper, Consultation Project Design..............4
This course involves a thorough literature review of a theory base related to the student's
Learning Goals and professional interests. Based on the review, students write an academ-
ic paper summarizing and contrasting the seminal contributors to the field. Understanding
their theory base deepens the student's knowledge foundation before moving into practi-
cum level application via the Consultation Project. Students also write their Consultation
Framing Document, in which they develop and demonstrate their ability to propose a type
of consultation project that is in service to client needs as well as their own Learning Goals
and professional aspirations. Required.

Psychology Department

Graduate Program Director: Steen Halling PhD

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 inter-disciplinary 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

- Completed Application for Graduate Admission form and a non-refundable $55 application fee (waived for Seattle University alumni)
- Evidence of four-year equivalent bachelor's degree from a regionally accredited institution 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 from official transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of your bachelor's degree, Including any transfer credits earned during this time, and any post-baccalaureate course work
- 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. 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)
- Writing sample, such as an undergraduate paper
- After an initial screening, applicants who are most qualified will be invited for an interview, either in person or by telephone.

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

37 credits, including:

PSYC 501	Phenomenology of the Face	3
PSYC 503	Madness and Society	3
PSYC 505	Desperate Styles	3
PSYC 523	Issues in Psychotherapy	3
PSYC 533	Therapeutic Communication	3
PSYC 541	World of the Clinic	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 18

NOTE: A student may take up to six credits of upper-level undergraduate or graduate courses from other programs, with adviser'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 523   Issues in 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 541 **World of the Clinic**.. 3
This course provides a critical examination of the American mental health system. Perspectives taken include those from history, sociology, anthropology, philosophy, and psychology. Emphasis on the evolution of mental health care from the 19th to 21st centuries, and how student practicum sites fit or not within the larger mental health system, past and present. Co-requisite PSYC 543. Permission of the Instructor, 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 course work 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.

College of Arts and Sciences and the School of Law

College of Arts and Sciences:
Wallace D. Loh, PhD, Dean

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

College of Arts and Sciences and Law Joint Degree Program

The Seattle University College of Arts and Sciences and School of Law joint degree program is designed to allow students interested in obtaining both the JD and a graduate degree 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 In the School of Law may count toward the graduate degree and specified courses taken in the College of Arts and Sciences may count toward the JD degree.

Degrees Offered
JD/MPA (Juris Doctor/Master of Public Administration)
JD/MSAL (Juris Doctor/Master in Sport Administration and Leadership)

Juris Doctor/Master of Public Administration Joint Degree Program (JD/MPA)

Institute of Public Service:
Russell M. Lidman, PhD, Program Director
Coordinator: Kasa Tupua Pierson, MA, MPA

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
Public Administration and Law Joint Degree Program

Degree Offered
JD/MPA (Juris Doctor/Master of Public Administration)

Program of Study

The Seattle University public administration and law joint degree program allows students to choose whether their first year is spent in the Institute of Public Service (IPS) or in the School of Law. Once a student chooses, he or she may not cross over into the other area during that first year. The second year is spent in the other school (e.g., if the student chose law first, the second year would be in public administration and vice versa). The last two years (or more) are mixed in that students may take courses in both the IPS and the law school. The Institute of Public Service 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 associate dean for students at the School of Law and the director of the IPS.

Admission Requirements for the
Joint Degree Program

Students are required to be admitted separately to both the School of Law and the Institute of Public Service, and should consult the *Graduate Bulletin* for the specific admissions requirements for each school. Students may be admitted to both schools before starting in the joint program; alternatively, students may seek admission to the other school during their first year of law or public administration. In any case, students will be expected to meet the respective school's admissions deadlines for the coming year.

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.

Credit Requirements

Students in the joint program are required to complete 90 semester credits for the JD degree and 54 quarter credits for the MPA degree. In the joint degree program, students can satisfy the requirements for each degree by using a specified number of crossover credits to be chosen from a list of approved courses in each school. This allows the student, whether full-time or part-time, to complete the two degrees in a shorter period of time than if the student sought to obtain the JD and MPA degrees independently. 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 courses from the Institute of Public Service. (One quarter credit is the equivalent of .67 semester credits. So, for example, a 3 quarter credit crossover IPS course could be used to satisfy 2 semester credits for the JD degree).

Of the 54 quarter credits required for the MPA degree, 39 are required credits and 15 are elective. A student enrolled in the joint program may satisfy up to 12 of the elective quarter credits (or 9 if the student completes the capstone in the Law School) with credits earned in the law school from a list of approved courses.

Crossover Courses for Joint Degree Program

The following courses can be used to satisfy elective credits toward the juris doctor and master of public administration 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 (ADMN-300)
Admiralty (ADMR-300)
Advanced Topics in Constitutional Law: Voting Rights (CNLW-400)
Advanced Topics in Health Law (HLTH-350)
American Legal History (JURS-330)
Antitrust Law (ANTI-300)
Aviation Law (CIVL-310)
Bioethics and the Law (HLTH-300)
Child Family and State (FAML-305)
Comparative Law (INTL-350)
Consumer Law (COMM-310)
Corporate Governance (BUSN-340)
Disability Law (DSBL-300)
Dispute Resolution (ALDR-300)
Education Law (EDUL-300)
Employment Discrimination (EMPL-315)
Employment Law (EMPL-300)
Environmental Justice Seminar (ENVL-380)
Environmental Law: Growth Management Act (ENVL-375)
Environmental Law: NEPA/SEPA (ENVL-315)
Family Law (FAML-300)
Federal Indian Law (INDL-300)
Gender and Justice Seminar (JURS-320)
Government Contracts (COMM-315)
Health Law I (HLTH-305)
Health Law II (HLTH-330)
Housing and Community Development (HOUS-300)
Housing Law and Policy Seminar (HOUS-375)
Immigration Law (IMMG-300)
Insurance Law (INSU-300)
International Environmental Law (ENVL-340)
International Law of Human Rights (INTL-305)
International Taxation (TAXL-330)
International Trade (INTL-340)
Labor Law Public Sector (EMPL-310)

Latinas/os and the Law (JURS-380)
Law and Economics Seminar (JURS-335)
Law and Mental Health (MENT-300)
Law, Economic Development and Social Change (INTL-320)
Law and Religion (JURS-365)
Law and Sexuality (JURS-340)
Legislation and Legal Process (GOVT-300)
Legislative Seminar (GOVT-315)
Medical Fraud (HLTH-400)
Municipal Law (GOVT-305)
Natural Resource Law (ENVL-365)
Negotiation/Mediation/Collaborative Law (ALDR-305)
Not-For-Profit Organization Clinic (TAXL-400)
Payment Law (COMM-300)
Pensions and Employee Benefits (TAXL-320)
Poverty Law (POVL-300)
Public Benefits Law (POVL-310)
Public International Law (INTL-300)
Public Health Law (HLTH-375)
Sentencing and Plea Bargaining (CRIM-350)
Special Education Law Seminar (EDUL-350)
Tax Policy Seminar (TAXL-360)
Taxation of Charitable (Non-Profit) Organizations (TAXL-325)
UCC Sales and Secured Transactions (COMM-305)
Washington State Constitutional Law Seminar (CNLW-315)
Water Law (ENVL-350)
Workplace Health and Safety (EMPL-330)

Institute of Public Service

Human Resource Management (PUBM-522)
Public Budgeting (PUBM-531)
Policy and Program Research (PUBM-540)
Policy Analysis (PUBM-541)
Economic Analysis (PUBM-570)
Government Finance (PUBM-571)
Legislative Policy Making (PUBM-580)*
*Law School credit will not be given if the student takes either Legislative Seminar or Legislation and Legal Process in the law school.

Labor Law and Collective Bargaining (PUBM-581)*
*Law school credit will not be given if the student takes Private Sector labor law in the law school.

Mediation and Negotiation Skills (PUBM-583)*
*Law school credit will not be given if the student takes Negotiation/Mediation/Collaborative Law in the law school.
Leadership Learning and Change Management (PUBM-585)

Nonprofit Leadership Sequence:
Not-for-Profit I: Fundamentals of the Nonprofit Sector (PUBM-586)*
Not-for-Profit II: Nonprofit Resource Development (PUBM-587)*
Not-for-Profit III: Nonprofit Board and Volunteers (PUBM-588)*

*Students who take Taxation of Charitable (Non-Profit) Organizations in the law school may receive law school credit only for PUBM 587.

Local Government Management Sequence:
Local Government Management I: Introduction to City Management (PUBM-575)
Local Government Management II: Creating and Sustaining the Livable City (PUBM-578)
Local Government Management III: Administration of Justice (PUBM-573)

Juris Doctor/Master in Sport Administration and Leadership Joint Degree Program (JD/MSAL)

Participants in the JD/MSAL Joint Degree Program must spend their first year in the School of Law. Once the student has completed the required first year courses in the School of Law, he or she may then take courses in both the JD and MSAL programs. Because the School of Law operates on a semester system and the rest of the University operates on a quarter system, joint program participants must carefully coordinate their schedules with the Associate Dean for Students in the School of Law and the Director of the Center for the Study of Sport and Exercise in the College of Arts and Sciences.

Admission Requirements for the Joint Degree Program

Students are required to be admitted separately to both the School of Law and the College of Arts and Sciences and should consult the *Graduate Bulletin* for the specific admissions requirements for each school. Students may be admitted to both schools before starting in the joint program; alternatively, students may seek admission to the MSAL program during their first year of law school. In any case, students will be expected to meet the respective school's admissions deadlines for the coming year.

Length of Program

The length of time required to complete the joint degree program is between 3 and 4 years for full-time students. The length of time required for completion of the joint degree program may be longer if the student is part-time.

Credit Requirements

Students in the joint program are required to complete 90 semester credits for the JD degree and 45 quarter credits for the MSAL degree. In the joint degree program, students can satisfy the requirements for each degree by using a specified number of

crossover credits to be chosen from a list of approved courses in each school. This allows the student, whether full-time or part-time, to complete the two degrees in a shorter period of time than if the student sought to obtain the JD and MSAL degrees independently. Of the 90 semester credits required for the JD degree, 10 semester credits can be satisfied by 15 quarter credits chosen from a list of specified courses from the MSAL program (listed below). Of the 45 quarter credits required for the MSAL degree, a student enrolled in the joint degree program may satisfy up to 12 of the quarter credits with 8 semester credits earned in the law school from a list of approved courses (listed below). Joint degree students will be required to take Sports Law in the School of Law. One quarter credit is the equivalent of .67 semester credits. So, for example, a 3 quarter credit crossover MSAL course could be used to satisfy 2 semester credits for the JD degree.

Joint JD/MSAL Degree Summary

- Students must be admitted to both programs under the programs' standard requirements.
- Students may be admitted to the joint degree program before beginning any studies. Alternatively, first year students in the School of Law may apply for admission to the joint degree program during the fall semester.
- Joint JD/MSAL students must complete their first year in the School of Law before taking MSAL courses.
- Candidates for the joint JD/MSAL will have to satisfy the core requirements of the MSAL degree and the requirements of the JD degree.
- The JD Degree for joint JD/MSAL students requires 90 semester credits, consisting of at least 80 semester credits earned in the law school and up to 10 semester credit equivalents (15 quarter credits) earned in the MSAL program.
- The MSAL degree for joint MPA/JD students requires 45 quarter credits, consisting of at least 33 quarter credits earned in the MSAL program and up to 12 quarter credit equivalents (8 semester credits) earned in the School of Law.
- Joint degree students will be required to take Sports Law (SPRT-310) in the School of Law in lieu of Legal Issues in Sport (SADL 504) in the MSAL curriculum.
- The MSAL degree consists of 45 required credits. The joint degree candidate may earn up to 12 of these quarter credits with credits earned in the law school from a list of courses approved for this purpose.
- The JD degree requires 90 credits. The joint degree candidate may earn up to 10 of these semester credits with credits earned in the MSAL program from a list of courses approved for this purpose.

Crossover Courses for Joint Degree Program

The following courses can be used to satisfy credit towards the juris doctor and master of sports administration and leadership degrees. Not all courses are offered each quarter, semester, or year, and some courses may require particular sequencing or have prerequisites. 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 (ADMN-300)
Antitrust Law (ANTI-300)
Business Entities (BUSN-300)
Copyright Law (INTP-320)
Dispute Resolution (ALDR-300)
Drafting Legal Documents (WRIT-325)
Employment Discrimination (EMPL-315)
Employment Law (EMPL-300)
Intellectual Property (INTP-300)
Intellectual Property Licensing Lab (INTP-301)
Intellectual Property Licensing Law (INTP-310)
Labor Law Private Section (EMPL-305)
Products Liability (TORT-300)
Sports Law (SPRT-310) (required in lieu of SADL 504)
Trademark Administration Lab (INTP-316)
Trademark Law (INTP-315)

Center for the Study of Sport and Exercise

Administrative Control of Sport Organizations (SADL-505)
Leading Sport Staff (SADL-510)
Media and Sport Information (SADL-507)
Sport Facilities and Programs (SADL-509)
Sport Operations and Event Management (SADL-508)

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)*
Leadership Executive Master of Business Administration (L-EMBA)

*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
Certificate of Graduate Studies in Leadership Formation

*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 and non-refundable application fee (waived for Seattle University alumni).

- Minimum grade point average of 3.00 calculated from official transcripts of all post-secondary education institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credits earned during this time, and any post-baccalaureate course work.
- Official scores from the Graduate Management Admissions Test (GMAT)
- 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.
- If English is not the applicant's native language, official English proficiency scores meeting the University entrance requirements are necessary. See policy #76-06 in Admissions Policies for exceptions.

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 course work in calculus with a grade of B (3.00) 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, 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

Degree and Certificates Offered

Master of Business Administration (MBA)
Certificate of Graduate Studies in Leadership Formation
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

4 credits:
MBA 510   Leadership Skills and Team Development 4

III. Fundamental Business Courses*

18 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 course work with a B (3.00) or better have the option of waiving these classes based on self-assessment materials regarding their proficiency. Students without previous course work are required to take these classes.

IV. Required Core Courses

24 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**

24 credits, including:
International Elective 3
General Electives 21

VI. Strategy & Synthesis

3 credits:
MBA 519   Competitive Strategy... 3
       or MGMT 589 International Policy & Strategy

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's degree.

Accounting Concentration

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

- 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.

Entrepreneurship Specialization

To receive the specialization in entrepreneurship a student must complete a minimum of 12 credits, including an entrepreneurship fundamentals course (MGMT 583), 6 credits from a list of specified electives, and one practicum course. A business mentor will be assigned once MGMT 583 has been completed and the student has made the formal change to their MBA program.
- Electives for specialization: BLAW 575, EDIS 562, FINC 551, MKTG 553, MKTG 561 and MGMT 574.
- Practicum course options: MGMT 586 or MGMT 568 and MGMT 569

The student is also required to participate in the Seattle University Annual Business Plan Competition by submitting a quality business plan for the screening round and qualify for the tradeshow/elevator pitch round.

Leadership Formation Certificate (GLFC)

A Certificate of Graduate Leadership Formation will be granted to students upon completion of 12 quarter credits of program requirements. Participating students must also satisfy community service requirements, and successfully lead a project involving other students. Students must complete an application process. The program is limited to 24 students per year.

Participants in the GLFC will take a minimum of 2 courses from the following list of electives, in addition to a Leadership Formation Seminar (MGMT 566 and 567), for a total of 12 credits

- MGMT 571 Adventure-Based Leadership Seminar
- MGMT 575 Leading with Emotional Intelligence
- MGMT 582 Extraordinary Leaders
- MGMT 587 CEO Leadership and Board of Directors

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. Course work for the certificate may be applied to other advanced graduate degrees.

Upon completion of the requirements of the program, students will have posted to their transcripts the entry, "Certificate of Post-MBA," 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 Weihrich, PhD

Degree and Certificate Offered
Master of Professional Accounting (MPAC)
Certificate of Post-MPAC Studies

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 course work.
- 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*

27 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 course work with a B (3.00) or better have the option of waiving these classes based on self-assessment materials regarding their proficiency. Students without previous course work are required to take these classes.

III. Fundamental Accounting Requirements**

18 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 course work completed in the past five years with a B- (2.70) or better have the option of waiving these classes.

IV. Management and Technical Core:

16 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

18 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

12 credits:

Graduate business courses 12*

* 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's 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: Fiona Robertson, PhD

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*

18 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 course work with a B (3.00) or better have the option of waiving these classes based on self-assessment materials regarding their proficiency. Students without previous course work are required to take these classes.

III. Required Core Courses

27 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
FINC 555	Fixed Income Analysis
FINC 557	Hedge Funds

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's 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

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

Four credits:

MBA510	Leadership Skills and Team Development	4

III. Fundamental Business Courses*

21 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 course work with a B (3.00) or better have the option of waiving these classes based on self-assessment materials regarding their proficiency. Students without previous course work are required to take these classes.

IV. Required Core Courses

27 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 12 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

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.
- International students may also satisfy this requirement by obtaining a two-quarter internship in the United States.

Minimum credits required for degree .... 46 to 67

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

Certificate of Post-MIB Studies

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

A completed application will include a current résumé, graduate transcripts showing posted graduate degree, and GMAT scores. Seattle University MIB graduates will generally be considered automatically eligible for the program.

The curriculum consists of six graduate courses, plus prerequisites, from the Albers School of Business and Economics. After a review of the student's background and interests, the MIB director will designate the courses required. Certificates are awarded in the following areas of specialization: accounting, economics, e-commerce/information systems, entrepreneurship, finance, management, and marketing. Credits earned for the certificate may be applied to other graduate degrees.

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

Graduate Courses

ACCT 501   Accounting Information Systems:
                Tools and Concepts...3
The study of accounting information systems and their managerial aspects. Topics include
system processes, system controls, flowcharting, other documentation techniques, and a
comparison of computerized versus manual accounting systems. Prerequisite: MBA 504
or equivalent.

ACCT 502   Business Communications for Accountants.................................. 3
Learn professional business application of oral and written communications with technical
accounting subject matter. Focus on content and method of delivery to different business
decision makers. Gain more insight into legalities surrounding business communications
and the tools to effectively communicate a conclusion. Prerequisite: MBA 504 or equiva-
lent.

ACCT 503   Business Ethics and Law for Accountants................................... 3
This course covers ethics and professional and legal responsibilities of accountants,
and business law, including debtor-creditor relationships, government regulations, the
uniform commercial code, and real property, including insurance. Prerequisite: MBA 513
or equivalent.

ACCT 530   Strategic Cost Management... 3
Emphasizes analysis of accounting information with explicit consideration of strategic is-
sues and concerns, including financial analysis and management controls as tools for for-
mulating 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 state-
ments. Current issues concerning professionalism and role of the public accountant. Pre-
requisite: 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 implementa-
tion guide. Prerequisite: ACCT 501 or instructor permission.

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. 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 dis-
solution of the business entity. Also includes the importance of ethical considerations,
and special tax subjects. Course requires participation in the Volunteer Income Tax As-
sistance 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. Pre-
requisite: 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 da-
tabases. Also addressed are user authentication, business continuity and disaster recovery
planning, computer assisted audit techniques, SysTrust and WebTrust engagements. Pre-
requisite: ACCT 541 or equivalent.

ACCT 568   Management Control Systems 3
Development of a conceptual framework for the design, use, and evaluation of manage-
ment control systems based upon discussion of readings, case analyses, and interaction
with practitioners from industry and management consulting. Framework elements en-
compass control elements from business strategy through management compensation
and addresses manufacturing and service industries, for-profit and nonprofit organiza-
tions, 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, gener-
ate new prospects, monitor the marketplace, and distribute products and services. Prereq-
uisite: 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 in-
formation 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
This course introduces the management and analysis of corporate data. Topics include
conceptual data modeling, relational database systems, data warehousing, and data ad-
ministration as well as SQL. Students are expected to understand the managerial chal-
lenges and solutions of corporate data management.

ECIS 567   Data Mining for Business Intelligence 3
This course introduces a set of technologies to provide business intelligence by analyzing
massive amounts of complex data to find patterns that can be used to guide decision
making and predict future behavior, such as the likely buying habits of customers. The
areas where data mining can be used include marketing, finance, auditing, security, and
others. Topics include data warehousing, online analytical processing (OLAP), and data
mining. Students are expected to analyze real-world data in business for intelligent deci-
sion making.

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 fac-
ing 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 eco-
nomic 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, and 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: FINC 540

FINC 555   Fixed Income Analysis 3
This course is designed to provide the student with an understanding of the valuation and risk management concepts in the fixed income markets. A variety of fixed income securities will be discussed. These include pure discount bonds, coupon bonds, callable bonds and home mortgages. Interest rate derivatives (e.g. forwards and futures on fixed income securities, bond options, caps and floors) will also be discussed. In addition to learning the models for pricing a variety of fixed income securities, we will also study some tools that are useful in bond portfolio management, including the construction of discount function, duration and convexity measures for risk management. The course involves a mix of lectures, cases, and computer exercises. FINC 542 recommended. Prerequisite: FINC 540

FINC 557   Hedge Funds 3
The course offers an in-depth study on the theory and management of hedge funds. It covers various alternative investment strategies including relative-value, event-driven, equity hedge, tactical trading and multi-strategy funds/fund of funds. It will pay particular attention to performance evaluation as well as issues at the operational level, such as fees and compensation, leverage, and risk management. Students will be provided with both the academic and practitioner perspective of the hedge fund industry. FINC 552 recommended. Prerequisite: FINC 540.

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.

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. MBA 507 recommended. Prerequisite: MBA 503.

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. Prerequisite: MBA 503.

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. Prerequisite: MBA 510.

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.

MGMT 566 **Leadership Formation I**.. 3
Leadership Formation I is the first of a two-course sequence required for students admitted to the graduate certificate program. Admission to the program is a prerequisite for enrollment and students in the program attend as a cohort. This first course provides a forum for students to explore, process, assimilate aspects of leadership theory and behavior in the context of social justice. Participants will engage in reflection and discussion, assess leadership role models, and complete initial practicum experiences involving leadership skills such as setting direction, persuasion, and influence.

MGMT 567 **Leadership Formation II**.. 3
This is the second of a two-course sequence required for students admitted to the graduate certificate program. This second course challenges students to put learning into practice within a business and/or social justice framework. While studying advanced leadership skills in seminar activities, students conduct a leadership project in which they identify a need, set direction, align and motivate others, and achieve goals set in the course. Prerequisite: MGMT 566.

MGMT 568   Community Development & Entrepreneurship Clinic I............... 3
In this course Business students will be teamed with Law students in learning and applying interdisciplinary legal and business skills to assist in new and existing business ventures in the Central District Community. The Clinic will run 10 weeks in the fall and 10 weeks in the winter. Students must enroll for both in order to receive full credit. The winter quarter component will allow students to apply their classroom teachings by having them provide pro bono advisory services to clients selected from local micro-lenders. Students will be teamed into pairs or groups of four. Each group will be assigned up to four actual clients a quarter with needs which cross business and legal boundaries. Prerequisite: instructor permission.

MGMT 569   Community Development & Entrepreneurship Clinic II.............. 3
This is the second course in the series, where students will be teamed with Law students in learning and applying interdisciplinary legal and business skills to assist in new and existing business ventures in the Central District Community. The Clinic will run 10 weeks in the fall and 10 weeks in the winter. Students must enroll for both in order to receive full credit. The winter quarter component will allow students to apply their classroom teachings by having them provide pro bono advisory services to clients selected from local micro-lenders. Students will be teamed into pairs or groups of four. Each group will be assigned up to four actual clients a quarter with needs which cross business and legal boundaries. Prerequisite: MGMT 568.

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.

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, 505, 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   Entrepreneurship: Social Enterprise 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. Prerequisites:. MBA 515 and MBA 517.

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 582   Extraordinary Leaders 3
This course is directed at proving participants with a historical overview of the lives and accomplishments of great leaders in private, public and religious enterprises and organizations. It examines leaders in context of the principles, philosophies, and tactics they used to accomplish their objectives.

MGMT 583   Entrepreneurship Fundamentals 3
Interdisciplinary course designed to give students a solid understanding of the field and potential opportunities of entrepreneurship from micro-enterprise and family businesses to high growth ventures and corporate entrepreneurship. Guest speakers, business plans, and activities will be utilized to deepen the student's insight into values-based entrepreneurship in for profit and nonprofit endeavors and how it is relevant in their professional career.

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   Business Plan Development 3
This class is for students interested in starting their own business or launching a new venture for a nonprofit or corporation. Students will learn the critical skill of writing an effective business plan. Students may work on their own ideas or take advantage of ideas conceived by others. Prerequisites: MBA 515 and MBA 517.

MGMT 587   CEO Leadership and Board of Directors 3
This course examines the basics of board responsibility and gives students an understanding of the board's evolving role. It is designed to broaden one's knowledge of the Board of Directors and person of the Chief Executive Officer. Students will have a mock board meeting and classes will include a number of current and former CEO's as guest speakers who will share their knowledge and experience.

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 market-
ing, finance, and engineering in both manufacturing and service industries. Domestic and
international cases are used to illustrate the formulation and implementation of opera-
tions 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 experi-
ence 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 meet-
ings 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 in-
clude travel to the country to observe activities and conditions and to meet with repre-
sentatives of businesses and other institutions. Location of tour can vary. Check with the
department for details

**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. (Accounting 595 may have variable credit 3-9).

**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 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 Albers 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* 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 fundamental business courses, MBA students must complete 55 quarter credits of course work in designated areas, including ten required courses and eight elective courses. See specific MBA course requirements in this *Graduate Bulletin* .

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

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 fundamental business courses, students in the master of science in finance program must complete 45 credits of course work 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*.

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

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. Note: 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 fundamental business courses, students in the master of international business program must complete 46 credits of course work 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* .

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

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 fundamental courses, students in the master of professional accounting program must complete 46 credits of course work in designated areas, including eleven required courses and four electives. See specific MPAC course requirements in this *Graduate Bulletin* .

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

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 juris doctor 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

MBA 515	Corporate Financial Management
MBA 516	Management of People
MGMT 573	International Management
MGMT 581	Human Resource Management
MGMT 586	Business Plan Development
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.

Leadership Executive Master of Business Administration

Department Chair: Marilyn Gist, PhD

Degree Offered

Leadership Executive Master of Business Administration (L-EMBA)

The two-year, graduate program provides seasoned professionals an opportunity to earn a masters degree emphasizing executive formation for business and community impact. The program utilizes a cohort model to build cohesion and relationships across the class. Instruction is on a compressed schedule to accommodate the needs of busy managers. The first two quarters focus on executive leadership, enabling deep learning about complexities of leadership and requiring each student to reflect on his or her place at work, at home and in the larger society. This is followed by three quarters emphasizing advanced business education-principles, tools and practices. The final quarter challenges participants to explore and elevate their positions of social responsibility and impact in both their professional and personal lives.

- Each student will complete an Executive Leadership Project. This project initiates a significant endeavor in the workplace for which a student has primary business responsibility.
- Students will engage in a social justice service project and course work in strategic positioning, business analysis and integration.
- The program helps participants comprehend and plan for ongoing globalization and ensures future successes by building on qualitative and quantitative business skills.

This program operates on a concentrated schedule in which classes are offered typically every 3 to 4 weeks, for 3 full, consecutive days (e.g., Thursday through Saturday). The program is taught in a lock-step cohort fashion with all students progressing through the program at the same time and rate.

The L-EMBA provides a balanced emphasis on leadership formation and the core knowledge/skills which are required for business management. This program builds on a demonstrated competence in the Albers School of Business and Economics supporting leadership formation among executives.

Planned objectives for participants in the program are as follows:

- Become strong and capable leaders in upper management
- Have an affinity for maximizing performance through effective execution
- Focus on the big picture and strategic management
- Become more self aware of personal power and impact
- Develop strategic positioning, business and financial analysis skills and integration abilities
- Comprehend and plan for the impact of ongoing globalization

Admissions Requirements

The Admissions Committee reviews applicant's full portfolio and decisions are made based on an applicant's entire package. Applications are reviewed beginning December 1 and qualified applicants are accepted on a first-come first-served basis. These items are required for application to the Leadership Executive Master of Business Administration program:

- Complete Application for Graduate Admission, indicating the program code EMBA, and a $55 nonrefundable application fee (fee waived for Seattle University alumni, including ELP alumni)

- Evidence (degree-posted transcript or degree certificate) of a four-year baccalaureate degree from a regionally accredited institution or U.S. equivalent. Exceptions considered on an individual basis by the program director.

- Minimum grade point average of 3.00 calculated from official transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credits earned during this time, and any post-baccalaureate credits. Exceptions considered on an individual basis by the program director.

- Current résumé reflecting at least seven years of full-time continuous work experience

- Two recommendations from supervisors using forms supplied in the application packet

- Official GMAT score report taken within the last five years with a minimum score of 500. Exceptions considered on an individual basis by the program director.

- Four- to five-page, double-spaced essay to serve as a writing sample and statement of intent/interest in this academic program discussing the following:

  1. Address the ways in which your professional and educational history has led you to your current role professionally and how these elements interrelate with your career goals.

  2. Describe your ideas and expectations for the program and how you believe the Leadership-EMBA will help you attain your goals.

  3. Explain how your experience and skills prepare you for graduate work.

  4. Outline the personal and/or organizational support (both individual and financial) you have for undertaking the program at this time.

- If English is not the applicant's native language, official English proficiency scores meeting the University entrance requirements are necessary. See policy #76-06 in Admissions Policies for exceptions.

Applicants who reach the final screening will be invited to an interview with the program admissions committee.

Degree Requirements —
Executive Master of Business Administration

The L-EMBA is a 20-month cohort program encompassing 60 credits over 6 quarters. This program complements executive schedules with courses offered in compact, 3-day modules (typically three days per month). Attendance at all class sessions is required. Please refer to posted schedule for class days.

I. Executive Leadership, First and Second Quarters (Fall-Winter)

20 credits:

EXLR 509	Building Vision for a Global Commons	2
EXLR 510	Creating High Impact Teams	4
EXLR 511	Leading Organizations	3
EXLR 512	Ethical Leadership	3
EXLR 513	Leadership Synthesis, Reflection, and Development	4
EXLR 514	Leadership Assessment and Coaching	1
EXLR 515	Leadership for a Just and Humane World	3

II. Instruments for Organizational Effectiveness, Third Quarter (Spring)

10 credits:

EMBA 504	Accounting for Strategic Decision Making	4
EMBA 506	Microeconomic concepts: Strategic Decision-making Tools and Frameworks	2
EMBA 513	Law and Corporate Social Responsibility	2
EMBA 566	Quantitative Analysis for Business Leaders	2

III. Strategic Positioning for Global Success, Fourth Quarter (Fall)

10 credits:

EMBA 505	Strategic Analysis of Domestic and International Economic Environments	2
EMBA 507	Global Financial Management, Part I	2
EMBA 517	Strategic Marketing	3
EMBA 519	Global Strategy Formation	3

IV. Enhancing Business Unit Performance, Fifth Quarter (Winter)

10 credits:

EMBA 515	Global Financial Management, Part II	2
EMBA 560	Information Systems: The Role of Executives	2
EMBA 561	Strategy Implementation: Putting It All Together	6

V. Capstone: Leading for Impact and Legacy, Sixth Quarter (Spring)

10 credits:

EMBA 583	Emerging Topics in Business	1
EMBA 585	Integrating Leadership and Business Practices	4
EMBA 588	The Art of Influence and Negotiation	2
EMBA 589	Planning for Significant Legacy	3

VI. Electives

0 to 4 credits:

EMBA 596 Independent Study Course .... 0 to 4
Optional International Study Tour 0
(Study Tour occurs in summer and has additional costs)

Executive Leadership Courses

EXLR 509   Building Vision for a Global Commons 2
Considering the global and multi-cultural context of managerial practice, this course emphasizes the formation and practice of the art of adaptive leadership. We address issues of 'vision' in unprecedented conditions and the critical dimensions of purpose and motivation. Participants explore the functions of authority, trust, and power and their role in complex systems.

EXLR 510   Creating High Impact Teams 4
This course begins with an outdoor experiential laboratory in which participants face personal and team challenges during a three day off-site retreat. The experience increases cohesiveness among class members, and provides strong insight into factors that support effective teamwork. Back on campus, participants analyze their workplace teams and the nature of organizational supports for maximum team effectiveness. They also examine their values and behavior in relation to work and personal life.

EXLR 511   Leading Organizations 3
Building on earlier modules, this section of the program applies leadership models to issues facing contemporary organizations. Leadership is analyzed in the context of corporate social responsibility, leading change, strategy, innovation, and globalization, and extends to issues facing organizations represented in the program. Participants also interview local leaders and CEO's, hear guest executive speakers, and contribute to active discussions of cases and articles.

EXLR 512   Ethical Leadership 3
This course examines leadership and ethical decision making. Participants gain skills and information needed to establish ethical goals, resolve ethical problems in a global marketplace, address ethical responsibilities as a leader and maintain ethical standards within pluralistic organizations and societies.

EXLR 513   Leadership Synthesis, Reflection, and Development................... 4
This course integrates and applies leadership theory to each participant's capabilities.
Students review their leadership history, assess personal strengths, create a leadership
development plan and implement their learning in concert with an executive coach. Emphasis is placed on exploration and alignment of personal values with organizational and
societal needs in order to lead authentically for maximum impact. The course addresses
transformation and change as processes involved in both personal growth and organizational leadership.

EXLR 514   Leadership Assessment and Coaching... 1
Early in the program, this course provides comprehensive assessment of participants on
their leadership skills, and their cognitive and interpersonal styles. During confidential
feedback, we explore the implications of their tendencies for work and personal effectiveness. Participants then work one-on-one with a leadership coach to integrate this
material with other learning in the program and improve their leadership capabilities.
Graded CR/F.

EXLR 515   Leadership for a Just and Humane World..................................... 3
This course involves a project requiring participant-teams to serve a social justice (vs.
charitable) need in the community. Groups choose their domain of service, develop a sustainable model for their project, and implement their projects within the community using
executive-level skills. The project is a learning laboratory, supporting regular review participants' experiences in leadership and teamwork against a set of clear criteria. Participants
learn new methods for making decisions, working in teams, affecting and leading change,
among other topics.

Executive Leadership MBA Courses continued

EMBA 504   Accounting for Strategic Decision Making................................. 4
This course introduces principles and concepts of corporate accounting for strategic
decision making. Specifically the focus is on the use of accounting information and its
impact on capital markets as well as business efficiency and effectiveness. Other topics include management control, strategic cost management, corporate governance and
regulatory compliance.

**EMBA 505   Strategic Analysis of Domestic and
                 International Economic Environments 2**
EMBA's will use macroeconomic concepts to understand the environment within which
they are making strategic decisions. An understanding of macroeconomic concepts, such
the short run and long run impacts of government polices on national output, inflation,
exchange rates, interest rates and unemployment will improve strategic decisions such
as when to launch new products, which geographic markets (countries) to enter or leave
first where in the world are prospects for economic growth the best, and when to take
defensive positions in anticipation of recessions or inflation.

EMBA 506   Microeconomic concepts:
Strategic Decision-making Tools and Frameworks.......................... 2
L-EMBA's will use microeconomic principles for making strategic decisions, including de-
ciding when demand or cost conditions support entering (or exiting) a market segment,
deciding on pricing strategy, evaluating risks and deciding how to react to changes in
competitive conditions when buying as well as selling. The principles will prepare students
to understand the forces influencing financial markets, consumer behavior, incentives in
compensation structures, and how constraints and tradeoffs affect efficiency in operations
and in choices of production methods.

EMBA 507   Global Financial Management Part I 2

EMBA 515   Global Financial Management Part II 2
These courses present a comprehensive treatment of financial theory that provides a
foundation for making value-enhancing strategic decisions. Topics include value-based
management (valuation, performance-based compensation, capital structure, M&A and
divestiture), financial risk management (i.e., commodity price, equity, interest rate, and
currency risk management), financing and investment alternatives (long-term and short-
term; domestic and international), and treasury management.

EMBA 513   Law and Corporate Social Responsibility.................................... 2
The course examines domestic and international issues in law, focusing on the relation-
ship between the social impetus for laws, the laws themselves, and the outcomes laws
are intended to promote. Understanding the social impetus for laws and their intended
outcomes creates unique opportunities for corporate social responsibility and leadership.
Topics include but are not limited to, employment law, intellectual property, contractual
relationships, and regulatory law.

EMBA 517   Strategic Marketing 3
Firm strategy is based on the principle of satisfying consumer wants and needs better
than competitors. Required tools include an understanding of buyer behavior, methods for
conducting consumer research, understanding of the roles of environmental factors, and
general strategic planning principles. Knowledge of the estimated wants and needs of cus-
tomers, actions of competitors, and the resources and objectives of the firm are combined
to identify the best strategic position. The task of marketing management is to maintain
competitive advantage by putting the positioning plan into effect.

EMBA 519   Global Strategy Formation 3
Focusing on the long-term vision of the firm in relation to capabilities, competition, tech-
nology, and market forces, and this course presents the tools by which an organization
determines its strategic direction. Emphasis is placed on the economic principles of com-
petition and how they apply in the context of unique company strengths, competencies,
and alliances to formulate business strategy.

EMBA 560   Information Systems: The Role of Executives............................... 2
This course discusses how information and communications technology enables new ways
of doing business and changes organizational structures in a global business environment.
Topics include alignment of information systems (IS) with business strategies, measuring
the value of investment in IS, IS-enabled virtual organizations, global e-commerce (B2C
and B2B), outsourcing, and security.

EMBA 561   Strategy Implementation: Putting It All Together 6

Effective strategy implementation requires an integrated consideration of finance, marketing, operations, R&D, human resources, and quality control activities, within the context of the general industry environment. This course integrates prior learning by focusing on business unit performance in a dynamic context. Additional topics may include managing global alliances and outsourcing engagements, project management, and the management of change from a leadership perspective.

EMBA 566   Quantitative Analysis for Business Leaders 2

Providing an overview of statistical techniques, Quantitative Analysis demonstrates methods by which managers can make decisions throughout the organization. Specifically, this course provides an overview of descriptive statistics, common probability distributions, sampling distributions, hypothesis testing, simple linear regression, multiple regressions, and forecasting with an emphasis on their interpretive application.

EMBA 583   Emerging Topics in Business 1

By examining current and emerging issues facing business leaders, this course provides up-to-date information and understanding to apply in their organization. Topics evolve based on current trends and could include such topics as corporate governance, integration of business strategy and information technology, sustainability, new product innovation and creativity, diversity, and joint venturing in China, among others.

EMBA 585   Integrating Leadership and Business Practices 4

Weaving theories and best practices learned from course work with personal experiences, participants generate and conduct an executive-leadership project, under the direction of the faculty. Projects may relate to significant endeavors at work for which students have primary business responsibility, or pertain to the intersection of business and social justice. Important requirements are that the participant be responsible for generating vision, aligning others, and guiding people through change to achieve the outcomes desired.

EMBA 588   The Art of Influence and Negotiation 2

This course will address the influence skills necessary for advanced leadership. It will provide an overview of persuasion, collaborative influence, negotiation, and public relations.

EMBA 589   Planning for Significant Legacy 3

This course integrates the conceptual and personal development of leadership (Quarters 1 and 2) with the business knowledge and skills learned in the program (Quarters 3-5). Reflecting on what they have learned, participants engage in structured, topical reflection that guides development of plans for the greatest leadership legacy they can leave over the next 5-10 years. Topics may include: leadership and the new commons; exemplars of significant legacy; truth, reconciliation, and reconstitution; leadership as artistry; and the development of wisdom.

EMBA 596   Independent Study .... 1 to 4

This course allows flexibility to adapt the curriculum for special and unforeseen needs. Examples may include: an optional global study tour, bringing prior ELP alums who return for the EMBA degree to the current credit hour standard (20 hours vs. 17), and/or potentially exempting a student from a course if she/he has advanced training in that area (e.g., a CPA might merit exemption from the Accounting course at the determination of that area's professor).

Executive Leadership Program

Department Chair: Marilyn Gist, PhD

Objectives and Program Description

The Executive Leadership Program (ELP) is a highly-respected, graduate-level certificate program. The curriculum is carefully integrated to provide an intensive exploration of leadership and its personal meaning in each participant's life. The outcome of the program is a deeper knowledge of leadership, greater confidence, and a keen awareness of the values that guide executive decisions so managers serve their organizations and the greater good. ELP is known for developing high-impact leaders of strong character. It broadens leaders' perspective through multi-disciplinary and multi-industry exposure, as well as from course work, reflection, and rigorous application. The ELP program is particularly well-suited for individuals who already hold an MBA or other degree or those who may not be able to pursue one at this time.

The ELP is an 8-month cohort program encompassing 20 credits over 2 quarters. This program will complement executive schedules with courses offered in compact, 3-day modules.

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.
- Evidence of 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 course work
- Willingness and ability to commit required time and energy
- Demonstrated leadership ability

Application Procedure

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

Center for Leadership Formation
Seattle University.
901 12th Avenue, PO Box 222000
Seattle, WA 98122-1090
Phone: (206) 296-5374
Fax: (206) 296-2374
Email: execleader@seattleu.edu

An admission interview with the program director is required. Once we have received your application you will be contacted by program staff to coordinate your 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.

Program Fee: $22,500

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 20 credits, equivalent to master-level course work. Credits are recognized by an official transcript and certificate issued by Seattle University.

Executive Leadership Courses

EXLR 509   Building Vision for a Global Commons 2
Considering the global and multi-cultural context of managerial practice this course emphasizes the formation and practice of the art of adaptive leadership. We address issues of "vision" in unprecedented conditions and the critical dimensions of purpose and motivation. Participants explore the functions of authority, trust and power and their role in complex systems

EXLR 510   Creating High Impact Teams 4
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Building on earlier modules, this section of the program applies leadership models to issues facing contemporary organizations. Leadership is analyzed in the context of corporate social responsibility, leading change, strategy, innovation and globalization, and extends to issues facing organizations represented in the program. Participants also interview local leaders and CEO's, hear executive guest speakers, and contribute to active discussions of cases and articles.   –

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EXLR 513   Leadership Synthesis, Reflection
                and Development 4
This course integrates and applies leadership theory to each participant's capabilities. Students review their leadership history, assess personal strengths, create a leadership development plan and implement their learning in concert with an executive coach. Emphasis is placed on exploration and alignment of personal values with organizational and societal needs in order to lead authentically for maximum impact. The course addresses transformation and change as processes involved in both personal growth and organizational leadership.

EXLR 514   **Leadership Assessment and Coaching**...1
Early in the program, this course provides comprehensive assessment of participants on their leadership skills, and their cognitive and interpersonal styles. During confidential feedback, we explore the implications of their tendencies for work and personal effectiveness. Participants then work one-on-one with a leadership coach to integrate this material with other learning in the program and improve their leadership capabilities. Graded CR/F

EXLR 515   **Leadership for a Just and Humane World**.....................................3
This course involves a project requiring participants-teams to serve a social justice (vs. charitable) need in the community. Groups choose their domain of service, develop a sustainable model for their project, and implement their projects within the community using executive-level skills. The project is a learning laboratory, supporting regular review of participants' experiences in leadership and teamwork against a set of clear criteria. Participants learn new methods fro making decisions, working in teams, affecting and leading change, among other topics.

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

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)
Juris Doctor/Master of Public Administration (JD/MPA)
Juris Doctor/Master in Sport Administration (JD/MSAL)

Seattle University School of Law boasts the Northwest's most diverse student body: More than 1,000 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 2 joint degrees with the College of Arts and Sciences—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 who 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.

COLLEGE OF EDUCATION

Sue A. Schmitt, EdD, Dean
Ivan L. Hutton, PhD, Associate Dean
Michael Horn, PhD, Assistant Dean
Beth Jackson, EdD, Assistant Dean, Professional Development/
Continuing Education Programs

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

    Superintendent 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/Educational Administration (MAEd)

    General Administration Specialization

    Principal Specialization

    Program 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

    Individually Designed Program

Master of Education/Educational Administration (MEd)

    General Administration Specialization

    Principal Specialization

    Program 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 - Residency
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.

- Completion of the College of Education Self-Assessment Form

- If English is not the applicant's native language, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy #76-06 under Admission Policies for exceptions.

General Format of Degree Studies

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

- Admission as degree applicant (see general admission requirements)

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

- Initial course work: 15 credits of course work to include EDUC 500 Introduction to 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 EDUC 500, Introduction to Educational Research; 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 course work:

  - Completion of major field course work. The amount varies from program to program and student to student.

  - Completion of core and approved electives. The amount varies by degree, from program to program, and student to student.

  - In the programs requiring a practicum or internship, there are two evaluation points beyond initial admission—at candidacy and just prior to the practicum or internship—to further determine the candidate's capabilities to function effectively in the practicum or internship role.

- Comprehensive examination:

  - Satisfactorily complete a written comprehensive examination covering the major area of study. The student may seek an examination appointment as soon as all major area course work is completed. The examination is offered at least three times each year.

Grade Point Average

A 3.00 (B) GPA must be maintained during graduate study. 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 (OSPI) for the purpose of OSPI's investigation of 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 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 Office of 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 and Department Chair: Carol L. Weaver, PhD

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 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:

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for SU alumni.)
- Four-year equivalent bachelor's degree from a regionally accredited college or university
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. 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 College of Education forms
- Résumé indicating a minimum of one year's work experience
- 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

9 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 521	Adult Psychology/Learning	3

II. Adult Education and Training Requirements

21 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 ten 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
EDUC 530	Philosophy of Education
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 501	Social Justice in Professional Practice	3
EDUC 521	Adult Psychology/Learning	3

II. Adult Education and Training Requirements

18 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 ten 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
EDUC 530	Philosophy of Education
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

- Application for Graduate Admission form with non-refundable $55 application fee. (Application fee waived for Seattle University alumni.)
- 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 and Department Chair: Hutch Haney, MS

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

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for Seattle University alumni.) 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.

- Evidence of four-year equivalent bachelor's degree from a regionally 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: a) completed 45 quarter hour credits (or 30 semester credits) in courses related to human services or b) 500 supervised work/volunteer hours in human services. 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 volunteer/work experience. The baccalaureate degree and volunteer/work hours must be completed at the time of application.

- Minimum GPA of 3.00 as calculated from official transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credits earned during this time, and any post-baccalaureate course work. 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. Applicants from non-letter graded bachelor's degree programs must also submit GRE scores.

- Using only College of Education forms, two recommendations are required from employers, administrators or supervisors who are familiar with your work and your interpersonal skills. Do not choose peers, friends, professors or therapists.

- A two-page (maximum) letter of intent (including goals for the program and professional goals).

- Two-page (maximum) résumé documenting education, volunteer and professional experience.

- 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
EDUC 501	Social Justice in Professional Practice	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

38 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 564	Counseling Internship/Graduate Project I	4
COUN 565	Counseling Internship/Graduate Project II	4
COUN 566	Counseling Internship/Graduate Project III	4
COUN 567	Counseling Internship/Graduate Project IV	4

III. Mental Health Counseling Requirements

15 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 6

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 Professional Educator Standards Board (PESB) for service in these roles as required by statute or rules of the PESB. 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
EDUC 501	Social Justice in Professional Practice	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
38 credits, including:
COUN 510	Fundamental Counseling Skills	3
COUN 511	Counseling Theories	3
COUN 516	Career Guidance for K-12 Schools	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

IV. School Counseling Requirements

21 credits, including:

COUN 508	Law and Ethics for School Counselors and School Psychologists	3
COUN 509	Comprehensive School Counseling	3
COUN 513	Counseling Diverse Populations	3
COUN 561	Child and Adolescent Counseling	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 |
| EDUC 501 | Social Justice in Professional Practice | 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

41 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 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
COUN 567	Counseling Internship/Graduate Project IV	4

IV. Post-Secondary Counseling Requirements

12 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 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 6

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 course work 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
Department Chair: Katherine L. Schlick Noe, PhD

Degrees Offered

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 a well as the opportunity to work in depth in specific areas of curriculum and instruction.

Students who want to earn a Washington state teaching certificate as a part of their master's degree should apply to the Master in Teaching (MIT) program.

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

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for SU alumni.)

- Four-year equivalent bachelor's degree from a regionally accredited college or university

- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. 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 knowledgeable about the applicant's competencies using College of Education Recommendation forms

- College of Education Self-Assessment form

Master of 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.

Students will be assessed for admission to candidacy in the program upon successful completion of 15 credits, which must include EDUC 500 and CUIN 510.

Degree Requirements – Master of Education/General Curriculum and Instruction

I. Basic College of Education Requirements

9 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	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

24 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

3 credits:

CUIN 594	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

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for SU alumni.)
- Graduate degree in Education (MA, MAEd, MEd, or MIT), from regionally accredited university
- Current 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
- 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

17 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

21 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
Department Chair: Carol L. Weaver, PhD

Degrees Offered
Master of Arts in Education (MAEd) with specialization in:
    Principal
    Program Administration
    General Administration
Master of Education (MEd) with specialization in:
    Principal
    Program Administration
    General Administration
Educational Specialist (EdS)

Post-Master's Certificates Offered
Principal
Program Administrator
Superintendent

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: superintendent, principalship for public, independent and Catholic school educators; program administration; and general administration. Certification as a superintendent, 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

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for SU alumni.)
- Four-year equivalent bachelor's degree from a regionally accredited college or university
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. 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 at least one year's successful relevant work experience
- Two recommendations from supervisors within past five years using College of Education Recommendation forms
- Interview with the program director
- College of Education Self-Assessment form
- Writing sample

Admission Requirements for Principal, Program Administrator, and Superintendent Credentials

- Master's degree from a regionally accredited university. Equivalent course work from that degree can apply to the certification requirements. Interested applicants should contact the Educational Administration Program Director for specific requirements.

- For candidates 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) for the principal and program administrator programs and no fewer than 30 credits for the superintendent certificate, in a range that extends to as many as 42 credits for the principal certificate and 41 credits for the program administrator certificate and 45 credits for the superintendent certificate.

Certification

Persons serving as principals' and program administrators in the public or private schools shall hold certificates authorized by the Professional Educator Standards Board (PESB) for service in the respective roles as required by statute or rules of the PESB. 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 Professional Educator Standards Board 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
12 credits, including:
EDUC 500   Introduction to Educational Research 3
EDUC 501   Social Justice in Professional Practice 3

EDUC 521	Adult Psychology/Learning	3

Choose one of the following two courses: 3

CUIN 511	Assessing Student Learning
LITC 524	Literacy Assessment and Evaluation

III. Principal Requirements

42 credits, including:

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
EDUC 515	Multicultural Perspectives	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

12 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 521	Adult Psychology/Learning	3

Choose one of the following two courses: 3
CUIN 511   Assessing Student Learning
LITC 524   Literacy Assessment and Evaluation

III. Principal Requirements

39 credits, including:

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
EDUC 515	Multicultural Perspectives	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/ Program Administration

Degree Requirements – Master of Arts in Education/Program Administration

I. Prerequisites

Exceptionality course 3

II. Basic College of Education Requirements

12 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 521	Adult Psychology/Learning	3

Choose one of the following two courses: 3

| CUIN 511 | Assessing Student Learning |
| LITC 524 | Literacy Assessment and Evaluation |

III. Program Administration Requirements

41 credits, including:

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
EDUC 515	Multicultural Perspectives	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

12 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 521	Adult Psychology/Learning	3

Choose one of the following two courses: 3

CUIN 511	Assessing Student Learning	
LITC 524	Literacy Assessment and Evaluation	

III. Program Administration Requirements

38 credits, including:

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
EDUC 515	Multicultural Perspectives	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

9 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 521	Adult Psychology/Learning	3

II. General Administration Requirements

24 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

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 501	Social Justice in Professional Practice	3
EDUC 521	Adult Psychology/Learning	3

II. General Administration Requirements

21 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

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, program administrator, and superintendent certification can be earned as part of this degree program.

Course work is in the areas of administration, organization and management; law and policy; research and evaluation; instructional leadership; values; and electives. Required courses are identified based on prior graduate course work matched to certification requirements and/or other student interests.

Admission Requirements

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for SU alumni.)
- Evidence of master's degree in a field of education, with the prerequisite courses from a regionally accredited college or university.
- Three recommendation from supervisors within the past five years using the College of Education Recommendation forms.
- Minimum GPA of 3.25 in all graduate-level course work calculated from transcripts submitted for 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.
- College of Education Self-Assessment form
- Writing sample

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

Educational Leadership

Program Director and Department Chair: Roberto A. Peña, PhD

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, non-profit 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:

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for SU alumni.)
- Evidence of a master's degree from a regionally accredited college or university and any additional graduate-level course work
- Minimum GPA of 3.50 in all graduate-level course work calculated from transcripts submitted for any regionally accredited institution
- 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.

d)

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
30 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+++

24 to 27 credits, including:

| EDUC 501 | Social Justice in Professional Practice | 3 |

Choose one of the following three courses 3

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

Choose one of the following two courses 3

| 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 course work 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

22 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 and Department Chair: Katherine L. Schlick Noe, PhD

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 course work 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

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for SU alumni.)

- Evidence of four-year equivalent bachelor's degree from a regionally accredited college/university.

- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. 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.

- Copy of valid Washington State Teacher certification.

- Résumé reflecting at least two years of full-time 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.

- A two-page (maximum) statement of purpose (including goals for the program and professional goals).
- Interview with the LITC Program Director.
- College of Education Self-Assessment form
- Select candidates will be invited for an interview with the program director. Admission decisions are sent by letter within 30 days after the interview.

Master of Education/Literacy for Special Needs

Degree Requirements –
Master of Education/Literacy for Special Needs

I. Basic College of Education Requirements

9 credits, including;

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3

Choose one of the following two courses: 3

EDUC 522	Child Psychology/Learning
EDUC 523	Adolescent Psychology/Learning

II. Literacy Requirements

23 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

16 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

23 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

II. Required Endorsement Courses

23 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

Professional Certification for Teachers

Program Director: Margie Kates, MEd
Department Chair: Katherine L. Schlick Noe, PhD

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 Professional Educator Standards Board (PESB). 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 online 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 online component using the web. Teachers may take the Preassessment Seminar prior to completing Provisional status.

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 toward 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):

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for Seattle University alumni.)
- Official transcript from the college/university where highest degree was earned
- Copy of valid Washington State Residency teaching certificate
- Evidence of current and continuing full-time employment as a teacher in Washington state public school or a state-approved private school by submitting OSPI form, Provisional Status/Employer Support Verification (WAC 180-78A-505)
- 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):

- If the Preassessment Seminar was completed elsewhere, submit Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for SU alumni.)
- Copy of valid Washington State Residency teaching certificate
- Evidence of current and continuing full-time employment as a teacher in a Washington state public school or a state-approved private school by submitting OSPI form, Provisional Status/Employer Support Verification (WAC 180-78A-505)
- Minimum GPA of 3.00 or a graduate degree determined from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work.
- Evidence of completion of provisional status in a public school district or the equivalent in state-approved private school
- 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
Total credits required for program... 15

School Psychology

Program Director: Kay Beisse, PhD
Department Chair: Hutch Haney, MS

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 Professional Educator Standards Board (PESB) for service in the respective roles as required by statute or rules of the PESB. 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.

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for SU alumni.) 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.
- Evidence of four-year equivalent bachelor's degree from a regionally accredited college or university
- For candidates without graduate course work, 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, relevant experience with children and adolescents, and understanding of the school psychologist's role in K-12 schools.
- Small group interview with faculty members and other candidates. NOTE: Qualified applicants invited to interview will be contacted directly by the program.
- College of Education Self-Assessment form

Post-Baccalaureate Educational Specialist Degree/School Psychology

Degree Requirements –
Post-Baccalaureate EdS/School Psychology

I. Psychological Foundation Requirements

9 credits, including:

EDUC 515	Multicultural Perspectives	3
EDUC 522	Child Psychology/Learning	3
EDUC 523	Adolescent Psychology/Learning	3

II. Educational Foundation Requirements

6 credits, including:

EDUC 501	Social Justice in Professional Practice	3
SPED 540	Introduction to Special Education and Learning Disorders	3

III. Interventions/Problem Solving Requirements

42 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

6 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 505	Fundamentals of Research Design	3

V. Professional School Psychology Requirements

9 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

16 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 course work, the degree, and the state and national certification requirements. Students entering with master's degrees other than in special education, counseling or school psychology must expect to take additional course work to meet the degree requirements outlined under post-baccalaureate EdS/school psychology.

All students must complete a supervised internship in a school setting, either on a full-time, 1200-hour basis for three successive quarters, or on a half-time 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* 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 course work 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 course work.

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: Cinda Johnson, EdD
Department Chair: Katherine L. Schlick Noe, PhD

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 exceptionalities; behavioral intervention and consultation; multicultural and multilingual issues; child/adolescent development; research methods; and educational philosophy. The course work is designed to give students a strong foundation in literacy development, effective reading instruction and transition services.

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 course work in special education, culminating in the practicum working with K-12 students with special needs. In consultation with the program director, students can develop a flexible course of study to meet their individual program goals. Students who wish to earn the master's degree 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 course work.

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 complete a total of 24 credits of course work 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 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 Washington 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 course work 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 course work 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 course work 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 course work at Seattle University in order to complete the total 24 credits of required special education course work. The amount of course work required is dependent upon previous course work and experience. Specific course work 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 website at 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*.

Master of Education/Special Education

Admission Requirements

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for SU alumni.)
- Four-year equivalent bachelor's degree from a regionally accredited college/university
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. 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 valid Washington State teaching certificate

- Two recommendations, including one from an immediate supervisor (preferably from teaching experience) 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

9 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3

Choose one of the following two courses: 3

EDUC 522	Child Psychology/Learning
EDUC 523	Adolescent Psychology/Learning

II. Special Education Requirements

24 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

6 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 **48**

Educational Specialist/Special Education

Admission Requirements

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for SU alumni.)
- Master's degree in a field of education from a regionally accredited college/ university
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. 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.
- Copy of valid Washington State teaching certificate
- 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 (preferably from teaching experience) and one from a previous academic adviser or professor, using College of Education forms
- College of Education Self-Assessment form

Degree Requirements – Educational Specialist/Special Education

I. Basic College of Education Requirements

6 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

24 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

6 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
Department Chair: Carol L. Weaver, PhD

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.

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for SU alumni.)
- Official transcripts reflecting four-year equivalent bachelor's degree in any field from a regionally accredited college or university
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. 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 501	Social Justice in Professional Practice	3
EDUC 521	Adult Psychology/Learning*	3

*Recommend completion within first 18 credits.

II. Student Development Administration Requirements

39 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: 3

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
EDUC 530	Philosophy of Education
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

9 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 521	Adult Psychology/Learning*	3

*Recommend completion within first 18 credits.

II. Student Development Administration Requirements

36 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
EDUC 530	Philosophy of Education
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
Department Chair: Katherine L. Schlick Noe, PhD

Degree Offered

Master in Teaching (MIT)

Overview

"A Teacher Affects Eternity." —Henry Adams

The MIT Program at Seattle University is an innovative, full-time master's degree program in teacher education, offering both a master's in teaching and a Residency Teaching Certificate in four academic quarters. Those who want to be part of the learning and growth of young people, demonstrate strong academic knowledge and skills, and a commitment to equity and justice are encouraged to apply.

Master in Teaching (MIT)

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. MIT students are placed in classrooms in their first two weeks. As part of a cohort, or "learning community," they take leadership roles in K-12 service learning projects with supervisory support. Washington State teachers with master's degrees earn more than those with undergraduate degrees, and continue to for each year they teach. Successful applicants demonstrate leadership potential, a strong self-concept, and excellent interpersonal skills.

National Report Card for the Teacher Education Program (MIT)

Program Information
Academic Year Sept 1, 2004 to Aug 31, 2005
Number of Program Completers 86
Number of Students Enrolled in Fall Quarter 2004 99
Number of Student Teachers 102
Total Number of Supervising Faculty (headcount) 11
Student-to-Faculty Ratio 15.37:1
Number of Hours of Student Teaching .... 440 hours (minimum)
Program is accredited (with conditions) by 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 2004-2005 can be found on the internet in portable document format (pdf) at the following URL: seattleu.edu/coe/pdfs/reportcard.pdf

Certification and Endorsement Requirements

Elementary Applicants (K-8):

- Official scores from the WEST-E PRAXIS II test in Elementary Education
- Elementary Content Review form, outlining academic preparation related to content requirements: seattleu.edu/coe/mit/PDF/ElemContentReviewForm.pdf or call 206.296.5774
- Additional possible prerequisite course work based on the Content Review form requirements

Secondary Certification

- Official scores from the WEST-E PRAXIS II test in the subject(s) for which the applicant is planning to be endorsed
- Endorsement Verification form:
- seattleu.edu/coe/mit/forms.asp. or call 206.296.5774
- Documentation of academic major or equivalent course work in an endorsable or closely related field (For a broad-based endorsement such as social studies, applicants must have course work in all identified areas in the endorsement. If the applicant's major is not an endorsable area, one should be sought that closely matches the subject the applicant desires to teach.)
- The West-E PRAXIS II test for ESL and Special Education, taken at the conclusion of the MIT program

Secondary endorsements include arts, theater arts, visual arts, English/language arts, ESL, history, social studies, mathematics, general science, biology, chemistry, earth science, physics, French, Japanese, and Spanish.

Admission Requirements

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for SU alumni.)
- Four-year equivalent bachelor's degree from a regionally accredited institution
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. 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. See policy #76-06 in Admission Policies for exceptions. 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) a one-page, double-spaced autobiographical statement outlining commitment to teaching, applicable course work, experiences with school-age students (Including exceptional Individuals), and understanding of cultural differences; (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 or audio interview 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
57 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
| 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

Minimum credits required for degree 60

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 website at 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

51 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

III. Special Education Requirements

IV. Other Requirements

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.

ESL Endorsement

Students completing the 25-credit ESL endorsement program at the School of Teaching English as a Second Language (S-TESL) may earn an ESL endorsement. The website for S-TESL is schooloftesl.com.

Three credits from the School of Teaching English as a Second Language (S-TESL), if taken for graduate status, may be counted for the 3-credit MIT elective. In addition, six credits from the MIT program (3 credits of TEED 512 and 3 credits of TEED 521/522) may be transferred into the ESL endorsement program. Contact the S-TESL Director for further information regarding the ESL endorsement program.

Teaching English to Speakers of Other Languages

Program Director: Jian Yang, PhD
Department Chair: Carol L. Weaver, PhD

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.

K-12 teachers with a valid Washington state teaching certificate wishing to gain an added endorsement in teaching English as a second language (ESL) are encouraged to work through the School of Teaching English as a Second Language (S-TESL) which is a partner with the College of Education in preparing ESL teachers of K-12 students as well as adults. The S-TESL website is schooloftesl.com.

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:

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for Seattle University alumni.)
- Official transcripts reflecting four-year equivalent bachelor's degree from a regionally accredited college or university.
- Minimum GPA of 3.00 calculated from transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including transfer credit earned during this time, and any post-baccalaureate course work. 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. See policy #76-06 in Admission Policies for exceptions. Admission through Culture and Language Bridge program is not an option.
- Two recommendations from recent employers/supervisors/professors using the College of Education form
- 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.
- 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

9 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 521	Adult Psychology and Learning	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

27 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 538	Structure of English	3
TSOL 566	Internship in the TESOL Setting	3
TSOL 595	TESOL Graduate Project	3

III. TESOL Elective Courses

Choose four of the following courses: 12

AEDT 564	Issues in Basic Skills for Adults
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 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 **48**

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

9 credits, including:

EDUC 500	Introduction to Educational Research	3
EDUC 501	Social Justice in Professional Practice	3
EDUC 521	Adult Psychology and Learning	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

24 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 538	Structure of English	3
TSOL 566	Internship in the TESOL Setting	3

III. TESOL Elective Courses

Choose four of the following courses:..12

AEDT 564	Issues in Basic Skills for Adults
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 539	Second Language Reading and Vocabulary Acquisition

IV. Elective Course

Choose one of the following courses: 3

AEDT 568	Administration in Adult Settings
AEDT 577	Evaluation in Programs for Adult Learners
EDAD 559	The American Community College
EDUC 515	Multicultural Perspectives
EDUC 530	Philosophy of Education
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

- Application for Graduate Admission with non-refundable $55 application fee. (Application fee waived for SU alumni.)
- 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. See policy #76-06 in Admission Policies for exceptions.

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.

I. TESOL Requirements **18**

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 538	Structure of English
TSOL 566	Internship in the TESOL Setting

II. TESOL Elective Courses

Choose two of the following courses: 6

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 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

- 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 Office of the 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

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 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 **12**

Post-Baccalaureate Advanced Certificate in Teaching English to Speakers of Other Languages

I. Required Course

EPDES 940   Self-Analysis and Improvement in TESOL 3

II. Certificate Courses

EPDES 930   TESOL Theory and Application 3

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. Closed to non-matriculants. Graded CR/F. Prerequisite: Satisfactory completion of 12 credits in the community college certificate program.

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. Closed to non-matriculants. Graded CR/F. Prerequisite: AEDT 566.

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 imple-
mentation 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. Approxi-
mately 30 hours of reading and allied assignments for each credit. Completion reports
will include analysis and critical appraisal of materials read. Closed to non-matriculants.
Prerequisite: permission of adviser.

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 re-
tirement. Includes sources of career information relevant to educators, human resource
specialists, and counselors.

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 516   Career Guidance for K-12 Schools 3
This course emphasizes the critical role school counselors have in meeting the career development needs of K-12 students. Using a national framework, participants will develop instructional, leadership and advocacy skills to ensure every K-12 student has opportunities to plan for school and career transitions, has access to rigorous academic programs, and possesses knowledge of the changing nature of the workplace.

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 519   Addictions Counseling 3
This course provides an overview of addiction counseling. The focus is on providing the mental health therapist, school counselor, and other professionals the background and tools needed to recognize and begin the treatment of addiction. Etiology, assessment, diagnosis, drug classification and treatment models will be explored. Special topics, such as gambling, love, sex, and food addictions will be addressed.

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. Closed to non-matriculants. Graded CR/F. Prerequisites: COUN 510, COUN 511. Graduate students only.

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. Closed to non-matriculants. Prerequisite: COUN 551.

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
Offers supervised field experience in a school, college or agency. Usually taken in final four 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. Mental Health and Post-Secondary majors only.

COUN 565   Counseling Internship/Graduate Project II 4
Graded CR/F. Closed to non-matriculants.

COUN 566   Counseling Internship/Graduate Project III................................4
Closed to non-matriculants.

COUN 567   Counseling Internship/Graduate Project IV................................4
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.

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.

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. Closed to non-matriculants. Prerequisite: CUIN 510.

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. Closed to non-matriculants. Prerequisite: CUIN 510 or instructor permission.

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 graduate project or action research project designed to examine an 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 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 533 Superintendent Seminar 3
Designed for students who are currently enrolled in the Superintendent credential program. 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.

EDAD 534 Superintendent Internship 2
Planned internship in school superintendency under the supervision of an experienced superintendent and a Seattle University supervisor. Graded CR/F.

EDAD 535 Superintendent Internship 2
Prerequisite: EDAD 534

EDAD 536 Superintendent Internship 2
Prerequisite: EDAD 535

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: course work 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. Computer applications expected. Co-requisite: EDAD 546 for Educational Administration students and all others pursuing Principal or Program Administrator certification. EDAD 546 offers relevant field experience.

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 course work.

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 prob-
lem or issue, resulting in recommendations, program development, or other administrative
product useful to others in the field. Approximately 90 hours of investigation and docu-
mentation 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

NOTE: All EDLR courses are closed to non-matriculants.

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 doc-
toral 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 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. Quar-
terly registration will range from one to nineteen credits as approved by the adviser.
Graded CR/F/Q.

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.

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 com-
pletes 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 analy-
sis of quantitative data, develops knowledge and skills to appropriately use quantitative
methodologies and tests, and provides a foundation and framework for quantitative re-
search 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 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 early in one's program of study.

EDUC 501   Social Justice in Professional Practice 3
Provides orientation to theoretical, personal, social and professional components of social justice issues through exploration of literature, investigation of social justice issue, and development of personal philosophical statement.

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 596 Independent Study ....1 to 5

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 to 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

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. 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 instructor permission.

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 instructor permission.

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 instructor permission

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.

SDAD 578 Student Development Theory, Research and Practice 3
Critical examination of current student development theories, 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

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.

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. Prerequisite: 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, schooloftesl.com.

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. Included in Intensive II.

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. Included in Intensive II.

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: instructor permission 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.

COLLEGE OF NURSING

Mary K. Walker, PhD, RN, FAAN, Dean
Barbara A. Anderson, DrPH, ARNP, CNM, CHES, Associate Dean for Academic Affairs
Sharon Parkman, PhD, RN, Assistant Dean for Undergraduate Studies
Katherine Camacho Carr, PhD, ARNP, CNM, FACNM, Assistant Dean for Graduate Studies

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
Leadership in Community Nursing (LCN) with specialization in:
 Program Development
 Spirituality and Health
Master of Science in Nursing (MSN) Advanced Practice Nursing Immersion (APNI)
Primary Care Nurse Practitioner (PCNP) 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

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. After completing the graduate program of study, advanced practice nurses will be able to:

- 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 (API) 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 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.

The application deadline for the APN Immersion is December 1 for entry the following June. The application deadline for the traditional MSN (RN applicants) is April 1 for entry in the fall.

Admission Requirements

MSN Program for Professional Nurses

- Completed Application for Graduate Admission and the non-refundable application fee (waived for Seattle University alumni)

- Evidence of a four-year equivalent 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.

- Copy of current RN license and ability to obtain an RN license in the state of Washington

- Statement describing professional and personal goals, including reasons for choosing the MSN program and a particular specialty, as well as the fit with the Seattle University and College of Nursing mission and values

- Résumé indicating relevant nursing experiences. Two years of clinical nursing experience is preferred.

- Minimum grade point average of 3.00 calculated from official transcripts of all course work from all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credits earned during this time, and any post-baccalaureate course work. Individuals who have less than a 3.00 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.

- Using College of Nursing forms, two recommendations that speak to the applicant's clinical and academic abilities

- A successful interview with faculty
- If English is not applicant's native language, official English proficiency scores meeting the University's entrance requirements must be submitted. See policy #76-06 in Admission Policies for exceptions.

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

- Completed Application for Graduate Admission and the non-refundable application fee (waived for Seattle University alumni)
- Evidence of Master's degree from an accredited institution
- Copy of current RN license and ability to obtain an RN license in the state of Washington
- Professional résumé
- Statement describing professional and personal goals and reason for interest in the post-master's certificate program
- Using College of Nursing forms, two recommendations that speak to the applicant's clinical and academic abilities
- Successful interview with faculty

APN Immersion for Non-nurses Holding Undergraduate Degrees

- Completed Application for Graduate Admission and the non-refundable application fee (waived for Seattle University alumni)
- Evidence of four-year equivalent bachelor's degree from a regionally accredited college or university
- Minimum grade point average of 3.00 calculated from official transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree, including any transfer credits earned during this time, and any post-baccalaureate course work. Individuals who have less than a 3.0 GPA may be considered, given evidence of other accomplishments.
- Statement describing professional and personal goals, including reasons for choosing a nursing career and the immersion program at Seattle University, as well as the fit with the Seattle University and College of Nursing mission and values
- Professional résumé
- 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.
- Using College of Nursing forms, two recommendations that speak to the applicant's academic abilities and personal and professional qualities indicating a fit for advanced practice nursing

- Successful interview with program faculty
- If English is not applicant's native language, official English proficiency scores meeting the university's entrance requirements must be submitted. See policy #76-06 in Admission Policies for exceptions. Admission through Culture and Language Bridge program is not an option.

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 Assistant Dean for Graduate Studies 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

APN Immersion 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
STAT 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*. 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 Assistant Dean for Graduate Studies in accordance with Policy 2003-2, and an individualized program of study for transfer students is designed based on previous course work 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*. 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 for the Psychiatric Mental Health Nurse Practitioner option and the Leadership in Community Nursing option. Five contact hours are required for each credit hour for clinical courses in the MSN program for the Family Nurse Practitioner option as of the 2007-8 admission cycle. 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 an 8 quarter (two year) program that prepares professional nurses as advanced practice nurses to provide direct primary care to individuals and families.

I. Foundation Courses

31 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	Critical Inquiry I	3
NURS 520	Statistical Analysis of Populations at Risk	4
NURS 522	Advanced Pharmacological Applications for Primary Care	3
NURS 524	Advanced Pathophysiology	3

II. Specialization Area

34 credits, including:

NURS 521	Psychosocial Foundations for Advanced Practice Nursing	3
NURS 572	Primary Care Management: Reproductive Health	3
NURS 574	Introduction to Primary Care	2
NURS 575	Advanced Health Assessment & Differential Diagnosis	2
NURS 576	Primary Care Management I: Common Acute Problems Across the Lifespan	3
NURS 577	Primary Care Management II: Chronic Problems Across the Lifespan	3
NURS 578	Primary Care Management III: Complex Problems Across the Lifespan	3
NURS 586	Primary Care Management Practicum I: Common Acute Problems Across the Lifespan	3
NURS 587	Primary Care Management Practicum II: Chronic Problems Across the Lifespan	3
NURS 588	Primary Care Management Practicum III: Complex Problems Across the Lifespan	3
NURS 589	Transition to Advanced Practice Nursing	6

III. Program Synthesis

Minimum credits required for degree **68-71**

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 10 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

II. Specialization Area

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.: ....3 to 6
a. NURS 594   Thesis (6)
b. NURS 599   Scholarly Project (3)

Minimum credits required for degree.................................. **71 to 74**

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 course work and are reviewed on an individual basis.

I. Foundation Courses

Up to 17 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	Statistical Analysis of Populations at Risk	4
NURS 522	Advanced Pharmacological Applications for Primary Care	3
NURS 524	Advanced Pathophysiology	3

II. Specialization Area

Up to 34 credits, including:

NURS 521	Psychosocial Foundations for Advanced Practice Nursing	3
NURS 572	Primary Care Management: Reproductive Health	3
NURS 574	Introduction to Primary Care	2
NURS 575	Advanced Health Assessment & Differential Diagnosis	2
NURS 576	Primary Care Management I: Common Acute Problems Across the Lifespan	3
NURS 577	Primary Care Management II: Chronic Problems Across the Lifespan	3
NURS 578	Primary Care Management III: Complex Problems Across the Lifespan	3
NURS 586	Primary Care Management Practicum I: Common Acute Problems Across the Lifespan	3

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 course work and are reviewed on an individual basis.

I. Foundation Courses

Up to 17 NURS credits, including:

NURS 501	Advanced Health Assessment and Health Promotion	4
NURS 509	Advanced Nursing Practice Roles and Functions	3
NURS 520	Statistical Analysis of Populations at Risk	4
NURS 522	Advanced Pharmacological Applications for Primary Care	3
NURS 524	Advanced Pathophysiology	3

II. Specialization Area

Up to 37 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 ....37 to 53

Degree Requirements – Master of Science in Nursing/ Advanced Practice Nursing Immersion (APNI), 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

37 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

31 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	Critical Inquiry I 3
NURS 520	Statistical Analysis for Populations at Risk 4
NURS 522	Advanced Pharmacological Applications in Primary Care.. 3
NURS 524	Advanced Pathophysiology...3

III. Specialization Area: Family

34 credits, including:

NURS 521	Psychosocial Foundations for Advanced Practice Nursing . 3
NURS 572	Primary Care Management: Reproductive Health 3
NURS 574	Introduction to Primary Care..2

NURS 575	Advanced Health Assessment & Differential Diagnosis 2
NURS 576	Primary Care Management I:
	Common Acute Problems Across the Lifespan....................... 3
NURS 577	Primary Care Management II:
	Chronic Problems Across the Lifespan............................... 3
NURS 578	Primary Care Management III:
	Complex Problems Across the Lifespan 3
NURS 586	Primary Care Management Practicum I:
	Common Acute Problems Across the Lifespan...................... 3
NURS 587	Primary Care Management Practicum II:
	Chronic Problems Across the Lifespan................................ 3
NURS 588	Primary Care Management Practicum III:
	Complex Problems Across the Lifespan 3
NURS 589	Transition to Advanced Practice Nursing............................ 6

IV. Program Synthesis

Choose option a. or b.:...3 to 6
a. NURS 594   Thesis (6)
b. NURS 599   Scholarly Project (3)

Minimum credits for degree.. 105 to 108

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

37 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

34 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	Critical Inquiry I	3
NURS 516	Health Care System Leadership & Management	3
NURS 520	Statistical Analysis of Populations at Risk	4
NURS 522	Advanced Pharmacological Applications in Primary Care	3
NURS 524	Advanced Pathophysiology	3

III. Specialization Area:
Psychiatric Mental Health Nursing with Addictions Focus

37 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 .... 111 to 114

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

34 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	Critical Inquiry I	3
NURS 516	Health Care System Leadership and Management	3
NURS 520	Statistical Analysis of Populations at Risk	4
NURS 522	Advanced Pharmacological Applications for Primary Care	3
NURS 524	Advanced Pathophysiology	3

II. Specialization Area - Current Students

24 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	Nursing Informatics	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 .... 61 to 64

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 - Current Students

31 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	Critical Inquiry I	3
NURS 520	Statistical Analysis of Populations at Risk	4
NURS 522	Advanced Pharmacological Applications for Primary Care	3
NURS 524	Advanced Pathophysiology	3

II. Specialization Area

18 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

12 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

Minimum credits required for degree 64

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

37 credits, including:

II. Foundation Courses

34 credits, including:

III. Specialization Area

24 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	Nursing Informatics	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

IV. 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

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

37 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

34 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	Critical Inquiry I	3
NURS 516	Health Care System Leadership and Management	3
NURS 520	Statistical Analysis of Populations at Risk	4
NURS 522	Advanced Pharmacological Applications in Primary Care	3
NURS 524	Advanced Pathophysiology	3

III. Specialization Area

15 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

12 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

Minimum credits required for degree .... 103 to 106

Graduate Courses

1 credit hour = 30 or 50 contact hours for clinical practica and laboratory experiences as specified in individual program options. 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 Assistant Dean for Graduate Studies, 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 (1 credit practica = 30 contact hours). Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: by permission.

NURS 514   Critical Inquiry I * 3
Examination of the research process with applicability to advanced practice nursing. Particular attention is given to critical research analysis and ethical aspects of scholarly inquiry. Prerequisite: undergraduate statistics course. Prerequisite: by permission.

NURS 520   **Statistical Analysis of Populations at Risk*** 4
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. Prerequisite: 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. Prerequisite: 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. Prerequisite: by permission.

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. Prerequisite: 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, frame-works, 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   **Nursing Informatics*** 3
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. Prerequisite: 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. Prerequisite: 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 pro-grams. 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Co-requisite: NURS 581. (For students currently enrolled: This course will be deleted in AY 08-09)

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. Co-requisite: NURS 582. This course will be revised for AY 08-09

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. Co-requisite: NURS 583. (For students currently enrolled: This course will be deleted in AY 08-09)

NURS 574   **Introduction to Primary Care**...2
This course focuses on the context of primary care within the family and community. The definition, value, and nature of primary care are examined. Students will engage in clinical decision making for primary care that addresses health promotion, exams including new born assessment, screening, immunizations, and evidence based approach to differential diagnosis. The continuous improvement model will be used as a model for outcome evaluation in primary care. Prerequisites: NURS 501, 520, 521. Co-requisite: NURS 522.

NURS 575   **Advanced Health Assessment & Differential Diagnosis** 2
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: NURS 501, 520, 521. Co-requisite: NURS 522.

NURS 576   **Primary Care Management I:**
                 Common Acute Problems Across the Lifespan 3
This course focuses on management of common acute health problems in primary care across the lifespan. Diagnostic reasoning is used to differentiate the basis of common acute problems. An evidenced based approach to primary care drawing upon theories, research, clinical knowledge and national standards is used to develop therapeutic plans for common acute health problems across the lifespan. Prerequisites: NURS 501, 521, 522, 524. Co-requisite: NURS 586.

NURS 577   **Primary Care Management II:**
                 Chronic Problems Across the Lifespan 3
This course focuses on management of chronic health problems in primary care across the lifespan. Diagnostic reasoning is used to differentiate the basis of chronic health problems. An evidenced based approach to primary care drawing upon theories, research, clinical knowledge and national standards is used to develop therapeutic plans for chronic health problems across the lifespan. Prerequisites: NURS 501, 521, 522, 524, 576, 586. Co-requisites: NURS 587.

NURS 578   Primary Care Management III:
Complex Problems Across the Lifespan.. 3

This course focuses on management of complex health problems in primary care across the lifespan. Diagnostic reasoning is used to differentiate the basis of complex problems. Clinical decision making processes are examined in relation to the management of these problems. An evidenced based approach to primary care drawing upon theories, research, clinical knowledge and national standards is used to develop therapeutic plans for complex health problems across the lifespan. Prerequisites: NURS 501, 521, 522, 524, 577, 587. Co-requisite: NURS 588.

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. Co-requisite: NURS 571. (For students currently enrolled: This course will be deleted in AY 08-09)

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. Co-requisite: NURS 572. (For students currently enrolled: This course will be deleted in AY 08-09)

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. Co-requisite: NURS 573. (For students currently enrolled: This course will be deleted in AY 08-09)

NURS 586   Primary Care Management Practicum I
(3 credit clinical practicum, 150 contact hours) 3

The course focuses on the primary health needs of patients including those needs related to health promotion and disease prevention, strategies for identification, management, client and family education, and appropriate referrals. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, and clinical practice. Prerequisites: NURS 501, 521, 522, 524. Co-requisite: NURS 576.

NURS 587   Primary Care Management Practicum II
(3 credit clinical practicum, 150 contact hours) 3

The course focuses on the primary health needs of patients including those needs related to health promotion and disease prevention, strategies for identification, management, client and family education, and appropriate referrals. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, and clinical practice. Prerequisites: NURS 501, 521, 522, 524, 576, 586. Co-requisites: NURS 577.

NURS 588   Primary Care Management Practicum III
(3 credit clinical practicum, 150 contact hours) 3

The course focuses on the primary health needs of patients including those needs related to health promotion and disease prevention, strategies for identification, management, client and family education, and appropriate referrals. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, and clinical practice. Prerequisites: NURS 501, 521, 522, 524, 577, 587. Co-requisite: NURS 578.

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. (For students currently enrolled 1 credit hour = 3 contact hours; this course is revised for students entering in AY 07-08.)

NURS 591-593   Special Topics Electives In Primary Care .... 1 to 3

Primary Care Nurse Practitioner Courses:
Psychiatric Nursing with Addictions 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. Prerequisite: by permission.

NURS 530   Advanced Psychiatric Nursing:
Counseling of the Individuals, Families and Groups 3

Examination of theories of individual, family, and group counseling. Development of diagnostic reasoning for use in individual, family, or group counseling. Analysis of ethical and social dilemmas, public policy concerns, and issues and trends in psychiatric nursing in relation to psychotherapy treatment.

NURS 532   The Neurobiology of Psychiatric
Mental Health & Addictions 3
The application of neurobiological principles to providing care of clients with psychiatric and substance abuse problems. The focus is on a holistic approach to advanced practice nursing and integrating knowledge of biological processes with somatic and other treatment.

NURS 533   Psychosocial Aspects of Addictions 3
Psychosocial aspects of addictions are examined as they affect the health of individuals, families, and communities. This advanced practice course emphasizes personal values, inequities in health care, and the social and economic consequences of addictions. Prerequisite: NURS 532.

NURS 534   Principles of Addiction Treatment 3
Assessment, screening, diagnosis, treatment, and referral of drug- or alcohol-impaired clients for the psychiatric mental health nurse practitioner. Students will choose a population of special interest to them, and focus course work on treatment of that client population. Sixty hours of clinical practice are required. (Theory, 1 cr, clinical, 2 cr.) Prerequisite: NURS 533.

NURS 535   Clinical Diagnosis and Management of Psychiatric
Health Disorders and Addictions I 6
Advanced practice nursing clinical course 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 501, 522, 524, 530, 538.

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. Co-requisite: 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. Co-requisite: 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. Prerequisite: 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.

COLLEGE OF SCIENCE AND ENGINEERING

Michael J. Quinn, PhD, Dean
Mara Rempe, PhD, Associate 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

Applications for the Master of Software Engineering program 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. The following documents are required for consideration:

- Completed Application for Graduate Admission and non-refundable application fee (waived for Seattle University alumni)
- Evidence of four-year equivalent bachelor's degree in computer science or a related discipline from a regionally accredited institution.
- Minimum GPA of 3.00 calculated from official transcripts of all post-secondary educational institutions attended in the last 90 quarter/60 semester credits of your bachelor's degree, Including any transfer credits earned during this time, and any post-baccalaureate course work.
- Résumé reflecting two years of experience in software development or maintenance
- Completed Master of 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 the applicant's native language, official English proficiency scores meeting the university's entrance requirements are necessary. See policy #76-06 in Admissions Policies for exceptions.

Software Engineering

Graduate Program Director: William G. Poole, PhD

Degree Offered
Master of Software Engineering (MSE)

Master of Software Engineering

The MSE program at Seattle University is designed for working professionals. Our classes are typically offered in the evenings. The program builds on the computing experience of its students by providing course work in a variety of software engineering and computer science topics, with an emphasis on teamwork and a disciplined approach to software development. We offer a balanced curriculum of technical and managerial courses, with a choice of elective streams to address areas of personal interest. The principles and techniques learned throughout the course work 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 has extensive industrial experience as well as strong academic credentials. Our curriculum has been shaped by close contacts with local industry, ensuring that courses are relevant to the workplace and that projects are tailored to the professional needs of our students.

Degree Requirements - Master of Software Engineering

Minimum requirements for the degree are 45 graduate credits. These include 27 credits of required courses, 9 credits of elective courses, and 9 credits of software engineering project. Core courses in computing (CSSE 501 and 503) may be waived for students passing a waiver exam, and replaced by additional electives. A maximum of 12 credits taken in non-matriculated status may be applied to this program. Transfer credit regulations are described earlier in this *Bulletin*. All degree requirements must be completed within six years after course work has begun.

I. Computing Concepts

6 CSSE credits (required unless waived):
CSSE 501   Object-Oriented Concepts 3
CSSE 503   Data Structures and Algorithms 3

II. Software Design and Development

15 CSSE credits required:
CSSE 522   Software Modeling 3
CSSE 523   Human-Computer Interaction 3
CSSE 524   Software Construction 3

| CSSE 525 | Data Modeling | 3 |
| CSSE 532 | Software Architecture | 3 |

III. Project Management

6 CSSE credits required:

| CSSE 520 | Software Requirements | 3 |
| CSSE 526 | Software Project Planning | 3 |

IV. Required Project Courses

9 CSSE credits, including:

CSSE 585 Software Engineering Project I	3
CSSE 586 Software Engineering Project II	3
CSSE 587 Software Engineering Project III	3

V. Program Electives

9 Elective credits 9

Can be chosen from the following categories or from any other graduate courses in software engineering. Students may take up to 6 credits of graduate courses from other programs with department approval.

Computing Concepts

| CSSE 543 | Applied Formal Methods |
| CSSE 553 | Artificial Intelligence |

Software Design and Development

CSSE 534	Software Testing
CSSE 550	Distributed Computing
CSSE 551	Embedded Systems
CSSE 572	Software Security

Project Management

CSSE 530	Software Economics
CSSE 536	Software Project Management
CSSE 537	Software Quality Assurance

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 graduate courses from the Albers School of Business 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 and 503 required:

	Fall	Winter	Spring
Year 1	CSSE 501	CSSE 503	CSSE 523
	CSSE 520	CSSE 522	elective
Year 2	CSSE 526	CSSE 525	CSSE 524
	CSSE 532	elective	elective
Year 3	CSSE 585	CSSE 586	CSSE 587

Three-year track with CSSE 501 and 503 waived:

	Fall	Winter	Spring
Year 1	CSSE 520	CSSE 522	CSSE 523
	CSSE 526	CSSE 525	CSSE 524
Year 2	CSSE 532	elective	elective
	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 523
	CSSE 520	CSSE 522	elective
	CSSE 526	CSSE 525	CSSE 524
Year 2*	CSSE 585	CSSE 586	CSSE 587
	CSSE 532	elective	elective

*International students may need to take an additional three credits each term to be eligible for student visa status.

Graduate Courses

CSSE 501   Object-Oriented Concepts 3
Introduction to principles and techniques of object-oriented development. In-depth understanding of object-oriented concepts, including abstraction, encapsulation, inheritance, subtypes, subclasses, polymorphism and support for re-use.

CSSE 503   Data Structures and Algorithms 3
Basic strategies of algorithm design: top-down design, divide and conquer, average and worst-case complexity, asymptotic costs, simple recurrence relations. Choice of appropriate data structures such as arrays, stacks, queues, trees, heaps, graphs, hash tables, etc. Applications to sorting and searching. Introduction to discrete optimization algorithm: dynamic programming, greedy algorithms. Prerequisite: CSSE 501.

CSSE 520   Software Requirements 3
Definition of types of requirements; elicitation processes; analysis techniques; documentation methods; validation methods, quality and security issues.

CSSE 522   Software Modeling 3
Design principles; design approaches; use of architectures and frameworks; applying design patterns; documentation standards; graphical design techniques; quality analysis and security issues. Prerequisite: CSSE 501.

CSSE 523   Human-Computer Interaction 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 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. Prerequisites: CSSE 522 and 525.

CSSE 525   Data Modeling 3
Data design and modeling for transactional and analytical systems; the use of relational and object databases; database security issues; database performance issues; and data access: Pre or Co-requisite: CSSE 503.

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 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. Prerequisites: CSSE 520 and CSSE 526.

CSSE 532   Software Architecture **3**
Concepts and methodologies for state-of-the-art methods in software architectures, including domain-specific software architectures (DSSA), architectural styles, architecture description languages (ADL), component-based software development, software connectors, dynamism in architectures. Evaluation of software architectures and design alternatives based on the non-functional properties, architecture-based testing and analysis, and current trends in software architecture. Prerequisite: CSSE 522.

CSSE 534   Software Testing **3**
Test levels (unit, integration and system); test objectives testing techniques, measures and process (planning, test case generation and defect tracking). Prerequisite: CSSE 524.

CSSE 536   Software Project Management **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 Quality Assurance **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. Prerequisites: CSSE 520 and CSSE 526.

CSSE 543   Applied Formal Methods **3**
Formal techniques for building reliable systems. Use of abstractions for concisely and precisely defining system behavior. Formal logic and proof techniques for verifying the correctness of programs. Hierarchies of abstractions, state transition models, Petri Nets, communicating processes. Operational and definitional specification languages. Prerequisite: CSSE 503.

CSSE 550   Distributed Computing **3**
Design and analysis of distributed systems, distributed objects, middleware, quality of service in distributed systems and emerging topics in distributed computing. Prerequisite: CSSE 522.

CSSE 551   Embedded Systems **3**
Methods, techniques, and tools for design, analysis, and development of embedded systems; real-time concerns; performance, distribution, dynamism, and mobility concerns. Prerequisite: CSSE 522.

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 572   Software Security **3**
Introduction to software dependability, software security vs. security systems, security concerns in various phases of software development life cycle, risk management framework and threat modeling, security analysis (worms, viruses, physical leaks, root kits, Trojans, etc.), common exploits, legal and ethical issues and emerging topics in software security. Prerequisite: CSSE 522.

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 594   Software Engineering Seminar .... **1 to 3**
Examination of advanced current topics and issues in software engineering using a seminar approach. Course may be taken up to three times. 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 adviser. 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.

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.

SCHOOL OF THEOLOGY AND MINISTRY

Mark S. Markuly, PhD, Dean
Sharon Callahan, EdD, Associate Dean for Academic Programs
and Student Life
Jack Olive, MDiv, Interim Associate Dean for Ecumenical Relations

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 course work with:
  1) Liberal arts background which best prepares a person for the thinking and writing skills required;
  2) Two undergraduate courses in theology or equivalent.
  3) Minimum grade point average of 2.75 GPA calculated from official transcripts of all post-secondary education institutions attended in the last 90 quarter/60 semester credits of the bachelor's degree and any post-baccalaureate courses. Pastoral Counseling and international applicants must have a 3.00 GPA.
- 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 ministry-related 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:
     a. Your impression of this program and your expectations of it.
     b. A discussion of the professional skills and understandings you seek through participation in STM and the areas of personal growth most important to you.

    c. A listing of formal and informal education you have engaged in over the last three years, e.g., workshops, institutes, reading, etc.

    d. Your major ministry or church-related experiences, noting whether they are part-time or full-time and the years you were engaged in them.

    e. Interview with an STM admissions committee faculty.

- If English is not the applicant's native language, official English proficiency scores meeting the university's entrance requirements are necessary. See policy #76-06 in Admissions Policies for exceptions.

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 course work 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

6 credits:
STMM 526   Hebrew Scriptures 3
STMM 527   Christian Scriptures 3

II. Systematic and Historical Theology

12 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

9 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

15 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 psychospiritual development, spirituality and elective courses that will enhance their goals in ministry.

I. Scripture
6 credits:

STMM 526	Hebrew Scriptures	3
STMM 527	Christian Scriptures	3

II. Systematic and Historical Theology

9 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

18 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

12 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

6 credits:
STMM 526   Hebrew Scriptures 3
STMM 527   Christian Scriptures 3

II. Systematic and Historical Theology

9 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

21 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

27 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 the academic course work required for Washington State mental health licensure and/or certification by the American Association of Pastoral Counselors.

A collaboration with the Samaritan Center and others, the pastoral counseling degree integrates the School of Theology and Ministry's commitment to academic excellence, spiritual formation, and ministerial skill with clinical, psychotherapeutic practice.

I. Theological Foundations
21 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

27 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

24 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	Pastoral Counseling Practicum VI	3

Minimum credits required for degree 72

Master of Divinity

Degree Offered
Master of Divinity (MDiv).

Degree/Certificate Offered
Master of Divinity/Post-Master's Certificate (MDiv/PMC)
   Certificate in Spirituality
   Certificate in Spiritual Direction

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

15 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

24 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

18 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

27 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

6 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 Certificates

The combined master of divinity and post-master certificate in spirituality or spiritual direction 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

15 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

24 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
Elective in Systematic Theology		3
Choose one of the following:		3
STMA 516	History of Ancient Christianity	
STMA 517	History of Medieval Christianity	

III. Spirituality, Ethics and Justice

18 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

27 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

6 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

15 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

Degree Requirements – Master of Divinity/ Post-Master's Certificate in Spiritual Direction

I. Scripture
15 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
24 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
Elective in Systematic Theology		3
Choose one of the following:		3
STMA 516	History of Ancient Christianity	
STMA 517	History of Medieval Christianity	

III. Spirituality, Ethics and Justice
18 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
27 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

6 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

15 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: 3

STMM 560	Ministry in a Multicultural Context	
STMM 562	Spirituality and Theology of Aging	
STMA 572	Spirituality in Loss and Grief	
STMA 515	Ritual Prayer and Healing	

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. The certificate program engages a person in reflection and prayer methods, helps a person identify a personal spirituality, and engages practices of spiritual discipline. It teaches 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 a 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 course work 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	Pastoral Counseling Practicum VI	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 526	Hebrew Scriptures	3
STMM 527	Christian Scriptures	3
STMM 561	Contemporary Christian Spirituality and Prayer	3
STMC 516	History of Pastoral Care and Counseling	3
STMC 521	Pastoral Counseling in a Multicultural Context	3
STMC 560	Pastoral Counseling Practicum VI	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, nine-month 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 weekdays during one week each month over the course of nine months. Courses include classes, small peer group experiences, and individual reflection supported by a relationship with a spiritual coach provided by the program. The program draws together Catholic priests, Protestant pastors, and lay ecclesial ministers.

Admission Requirements

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.

Application Procedure

To apply to the program, submit the following items to the Pastoral Leadership Office:

1. A completed application form

2. One letter of recommendation from your endorsing official

3. A brief essay providing the following information about your personal goals in completing the program:

   - What motivates you to participate in the Pastoral Leadership Program at this time?

   - How do you see your experience benefiting other participants?

   - What experience do you bring to share with other pastoral leaders?

   - What are the most challenging short and long-term issues you face?

   - How do you describe your present leadership style?

   - What is your vision of ministry for the future?

4. Admissions Interview: Upon review of the application material, you will be contacted for an interview with the Director of the Pastoral Leadership Program.

5. A formal letter of decision will be sent no later than one month after the interview.

6. Mail or email the application, letter of recommendation, and personal essay to:

   Program Administrator
   Pastoral Leadership Program
   Seattle University
   901 12th Ave, PO Box 222000
   Seattle, WA 98122-1090
   Fax: (206) 296-6977
   Email: PastoralLeader@seattleu.edu

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	Healthy Systems in Ministry	3
STML 512	Leading from Spiritual Depth	2
STML 513	Sustaining Pastoral Excellence	4
STML 514	Forging Diversity with Integrity	1
STML 591	Special Topic	1 to 3
STML 592	Special Topic	1 to 3

Minimum credits required 15

Graduate Courses

STMM 500   Christian Anthropology 3
Exploration from a Christian perspective of the mystery of human existence. Examination of the structures of human 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, Cathechesis, 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 psychosexual development as a context, the course will discuss the call to authentic intimacy in our contemporary culture, invite students to clarify and claim their own vision and experience, and address contemporary issues of sexual ethics.

STMM 548   Theological Reflection in Ministry.................................... 3
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. Prerequisites: 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. Prerequisites: 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 course work 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. Prerequisites 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.

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.

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 at 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 526   Pentateuch 3
Through close reading of selected passages from the five books of Torah, this course explores the spiritualities of the source traditions. Students consider: historical settings behind the text; literary themes within the text; and present day implications from the text. Prerequisite: STMM 526.

STMA 527   Prophets 3
Students engage in close readings of selected passages from the prophetic books (Nevi'im). This involves study of the basic themes and functions of the prophetic movement with special emphasis on how the prophets' call for justice reshaped the faith of Israel in a new historical situation. Prerequisite: STMM 526.

STMA 528   Writings 3
Students focus on biblical poetry, its art and distinctive genres within the third division of the Hebrew Bible known as Kethuvim (Writings). The course also considers historical, catechetical, and liturgical factors in this collection. Prerequisite: STMM 526.

STMA 536   Synoptic Gospels 3
Students gain expertise in interpreting the Gospels of Matthew, Mark, and Luke by considering: their major themes, composition and points of view in proclaiming Jesus, the historical communities for which they were written, and the challenges they present us. Special emphasis is placed on the Gospels as stories, requiring literary analysis and appreciation. Prerequisite: STMM 527.

STMA 537   Gospel of John 3
Students encounter the distinctive character of the Fourth Gospel and its presentation of Jesus the Christ. This course explores the literary devices and themes within the text, while attending to the profound influence of this Gospel on forming Christian faith and life. Prerequisite: STMM 527.

STMA 538   Letters of Paul 3
This course takes a fresh look at Paul as a pastoral theologian whose letters envision life transformed by faith. The primary texts for critical investigation are the undisputed letters (Rom, 1 Cor, 2 Cor, Gal, 1 Thess, Phi, Phlm) and their enduring influence on church life and policy. Prerequisite: STMM 527.

STMA 546   Theology of Pastoral Leadership I 3
This course begins a Fall/Winter internship-related sequence that concludes with STMA 555. Students focus on: 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 student participates in classroom activity, shared theological reflection, and a leadership internship. Entrance into the Fall course of the sequence requires that students: attend an orientation the previous Spring, select a field placement, identify an on-site supervisor, define a job description, and set goals and objectives. Prerequisites: STMM 557, STMM 558 and STMM 559.

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. Prerequisites: 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 course work. 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. Clinical courses STMC 555 through STMC 560, STMC 571, and 572 can only be taken by counseling majors or with permission of the Director.

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. Implicationsof 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 will examine basic principles of group therapy; including therapeutic factors, client selection, formation, and conducting of groups. The course will also explore common themes arising in groups, and experiential practice. Prerequisites: STMA 561, STMC 552, STMC 571.

STMC 555   Pastoral Counseling Practicum I.. 3
The practicum provides basic experience and training in individual mental health counseling, and marriage and family counseling. Students carry a caseload of 10-15 hours per week as they advance through the six quarters of training. Intense individual and group supervisory experiences in counseling services are an integral part of the course. Also includes didactic seminars on specific clinical and theological topics related to legal concerns, professional ethics. Prerequisites: STMM 553, STMA 581, STMC 552, STMC 570, STMC 571, STMC 572. Students must apply for admission to practice through the Director of Pastoral Counseling.

STMC 556   Pastoral Counseling Practicum II..3
The practicum provides basic experience and training in individual mental health counseling, and marriage and family counseling. Students carry a caseload of 10-15 hours per week as they advance through the six quarters of training. Intense individual and group supervisory experiences in counseling services are an integral part of the course. Also includes didactic seminars on specific clinical and theological topics related to psychopharmacology, testing instruments. Prerequisite: STMC 555.

STMC 557   Pastoral Counseling Practicum III.. 3
The practicum provides basic experience and training in individual mental health counseling, and marriage and family counseling. Students carry a caseload of 10-15 hours per week as they advance through the six quarters of training. Intense individual and group supervisory experiences in counseling services are an integral part of the course. Also includes didactic seminars on specific clinical and theological topics related to human sexuality and sex therapy. Prerequisite: STMC 556.

STMC 558   Pastoral Counseling Practicum IV.. 3
The practicum provides basic experience and training in individual mental health counseling, and marriage and family counseling. Students carry a caseload of 10-15 hours per week as they advance through the six quarters of training. Intense individual and group supervisory experiences in counseling services are an integral part of the course. Also includes didactic seminars on specific clinical and theological topics related to special topics in pastoral counseling/behavioral science (may include discussions on: healing prayer, multicultural understanding, spiritual direction, mental health considerations and pastoral counseling, passion and transcendence, mystical notions of development). Prerequisite: STMC 557.

STMC 559   Pastoral Counseling Practicum V.. 3
The practicum provides basic experience and training in individual mental health counseling, and marriage and family counseling. Students carry a caseload of 10-15 hours per week as they advance through the six quarters of training. Intense individual and group supervisory experiences in counseling services are an integral part of the course. Also includes didactic seminars on specific clinical and theological topics related to professional and career development, referral networks, marketing, practice development, and options. Prerequisite: STMC 558.

STMC 560   Pastoral Counseling Practicum VI.. 3
The practicum provides basic experience and training in individual mental health counseling, and marriage and family counseling. Students carry a caseload of 10-15 hours per week as they advance through the six quarters of training. Intense individual and group supervisory experiences in counseling services are an integral part of the course. Also includes didactic seminars on specific clinical and theological topics related to psychotherapy and spirituality in pastoral counseling framework. This course will provide an in-depth examination of the interface between psychotherapeutic practice and established religious tradition. It will explore the integration of spiritual values/resources and psychological understanding for healing and growth of persons in the practice of pastoral counseling and mental health counseling. Prerequisite: STMC 559.

STMC 570   Addiction and Abuse 3
This course provides an overview of addiction counseling. The focus is on providing the mental health therapist, pastoral counselor, and other professionals the background and tools needed to recognize and begin the treatment of addiction and abuse. Etiology, assessment, diagnosis, drug classification and treatment models will be explored. Special topics, such as gambling, love, sex, and food addictions will be addressed.

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 Courses

NOTE: Admission to STML courses requires acceptance into the Pastoral Leadership Program. The Pastoral Leadership curriculum reflects a commitment to Sustaining Pastoral Excellence. The curriculum is composed of courses which enhance leadership competencies, ministerial skills, theological reflection, and spiritual growth. Twenty-two class days are scheduled over nine months. All classes are fully accredited and culminate in a Certificate in Pastoral Leadership.

STML 509   Envisioning Leadership 2
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
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   Healthy Systems In Ministry 3

This course for clergy and Pastoral leaders offers an introduction to Family Systems Theory. It also seeks to show how systems concepts apply to the organizational life of the church and its ministry. Furthermore, it provides an opportunity for practical "hands on" use of the theory and is a time for reflection on the implications of systems concepts for pastoral leadership, personal faith, and theological understanding. Through this course pastoral leaders will learn how family systems concepts can inform preaching, teaching, caring and administration functions in the church. Learning will occur through reading, lecture, discussion, and the sharing of family of origin and case study presentations.

STML 512   Leading from Spiritual Depth 2

This course reflects on the rich tradition within 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 course work 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

STML 592   Special Topic .... 1 to 3

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 action and improvement within the campus and 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

Refer to the website for more details.

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 (inclusive) are required to take the Academic Vocabulary and Grammar course (CLBR 080) before they can enroll in Advanced Academic Writing (CLBR 090). The course work 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 227/567/87 and 233/577/91 (inclusive) 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, inclusive)

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: 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. Applicants to both Seattle University and non-Seattle University 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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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 (with conditions)
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

Includes undergraduate programs; excludes School of Law

ACCT	Accounting
ADST	Addiction Studies
AEDT	Adult Education and Training
AIST	Asian Studies
ANTH	Anthropology
ARAB	Arabic
ART	Art
ARTL	Art Leadership
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
EMBA	Executive Leadership MBA
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
GERM	German
HIST	History
HONR	Humanities (Honors)
HRMA	Human Resources Management
HUMT	Humanities (Matteo Ricci College)
INBU	International Business