

**Seattle University**  
 Bulletin of Information  
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**POSTMASTER:**  
**Send address changes to:**  
 Graduate Admissions  
 Seattle University  
 Broadway and Madison  
 900 Broadway  
 Seattle, Washington 98122-4340

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

Seattle University does not discriminate on the basis of religion, race, color, national or ethnic origin, gender, or the presence of any sensory, mental or physical disabilities in the administration of its admissions policies or in its scholarship, loan and work study programs. Inquiries relating to these policies may be referred to the university's assistant vice president for human resources and affirmative action officer.

The university reserves the right to change the fees, rules and calendar regulating admission and registration, instruction in and graduation from the university and its various divisions, and to change any other regulations affecting the student body. Changes may go into effect at any time and will apply to prospective students and to students who are currently enrolled. The university also reserves the right to discontinue courses and programs at any time.

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

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## For More Information

**Toll-free inside Washington state, call 1-800-542-0833 or**

**Toll-free outside Washington state, call 1-800-426-7123**

**E-mail: [grad-admissions@seattleu.edu](mailto:grad-admissions@seattleu.edu)**

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

**(area code 206)**

Addiction Studies Office	296-5350	Education, School of	296-5760
Admissions, Graduate	296-5900	Financial Aid Office	296-5840
Admissions, Undergraduate	296-5800	International Student Center	296-6260
Alumni Office	296-6100	Law, School of	591-6300
Arts and Sciences, College of	296-5300	Library, A.A. Lemieux	296-6230
Business and Economics, Albers School of	296-5700	Minority Student Affairs Office	296-6070
Campus Assistance Center	296-6464	Nursing, School of	296-5660
Campus Ministry	296-6075	Public Service, Institute of	296-5440
Career Development Center	296-6080	Registrar's Office	296-5850
Controller's Office	296-5880	Safety and Security Office	296-5990
		Science and Engineering, School of	296-5500
		Theology and Ministry, School of	296-5330
		Veteran's Affairs Office	296-5850



**Seattle  
 University**  
FOUNDED 1891

# 1997-98 ACADEMIC YEAR

## Fall Quarter 1997

September 15 (Mon): Tuition and Fees Due for Fall Quarter  
September 24 (Wed): All Classes Begin  
October 1 (Wed): Last Day to Register, Add/Drop or Change Grading Option  
November 7-14 (Fri, Mon, Wed-Fri): Advising Week for Winter 1998 Registration  
November 11 (Tues): Veteran's Day - No Classes  
November 16 (Sun): Advanced Registration - Winter, 1998 Begins  
November 17 (Mon): Last Day to Remove I Grades from Spring/Summer 1997  
November 17 (Mon): Last Day to Remove N Grades from Fall, 1996  
November 20 (Thurs): Last Day to Withdraw with W grade  
November 26-29 (Wed-Sat): Thanksgiving - No Classes  
December 1 (Mon): Closing Date for Degree Applications  
December 6 (Sat): Last Class Day  
December 8-13 (Mon- Sat): Final Examinations  
December 15 (Mon): Tuition and Fees for Winter Quarter Due  
December 17 (Wed): Grades Due, 10:00 am

## Winter Quarter 1998

January 5 (Mon): All Classes Begin  
January 12 (Mon): Last Day to Register, Add/Drop or Change Grading Options  
January 19 (Mon): Martin Luther King's Birthday - No Classes (Sat., Jan 17 classes will meet as scheduled)  
February 13 (Fri): President's Day - No Classes (Sat., Feb. 14 classes will meet as scheduled)  
February 23-26 (Mon-Thurs): Advising Week for Spring 1998 Registration  
February 27 (Fri): Advance Registration - Spring, 1998 Begins  
March 2 (Mon): Last Day to Remove I Grades from Fall, 1997  
March 2 (Mon): Last Day to Remove N Grades from Winter, 1997  
March 5 (Thurs): Last Day to Withdraw with W Grade  
March 16 (Mon): Last Class Day  
March 23 (Mon): Tuition and Fees for Spring Quarter Due  
March 17-21 (Tues-Sat): Final Examinations  
March 25 (Wed): Grades due, 10:00 am

## Spring Quarter 1998

March 30 (Mon): All Classes Begin  
April 6 (Mon): Last Day to Register, Add/Drop or Change Grading Options  
April 10 (Fri): Good Friday - No Classes  
April 11 (Sat): Easter Holiday - No Classes  
May 1 (Fri): Last Day to Remove I Grades from Winter, 1998  
May 1 (Fri) : Last Day to Remove N Grades from Spring, 1997

May 18-20 (Mon-Wed): Advising Week for Summer & Fall, 1998 Registration  
May 20-22, 24-25 (Wed-Fri, Sun-Mon): Advance Registration, by appointment - Summer, 1998  
May 25 (Mon): Memorial Day observed - No Classes (Sat., May 23 classes will meet as scheduled)  
May 26-June 5 (Daily, except Sat.): Advance Registration, by appointment - Fall, 1998  
May 28 (Thurs): Last Day to Withdraw with W Grade  
June 8 (Mon): Last Class Day  
June 9-13 (Tues-Sat): Final Examinations  
June 13 (Sat): Baccalaureate  
June 14 (Sun): Commencement  
June 17 (Wed): Grades Due, 10:00 am

## Summer Quarter 1998

June 7-29: Summer 1998 Registration Continues (touchtone)  
June 15 (Mon): Tuition and Fees for Summer Quarter Due  
June 22 (Mon): Classes Begin - First and Full Term  
June 29 (Mon): Last Day to Add/Drop or Change Grading Options - First and Full Term  
June 30 (Tues): Registration Continues (in person) - Second Term and Intersession  
July 3 (Fri): Independence Day observed - No Classes  
July 4 (Sat): Independence Day - No Classes  
July 8 (Wed): Last Day to Withdraw - First Term  
July 20 (Mon): Classes Begin - Second Term  
July 27 (Mon): Last Day to Add/Drop or Change Grading Options (in person) - Second Term  
July 31 (Fri): Last Day to Withdraw - Second and Full Term (in person)  
August 3 (Mon): Last Day to Remove N Grades from Summer, 1997  
August 8 (Sat): Last Class Day - 7 Week Session  
August 15 (Sat): Last Class Day - 8 Week Session  
August 19 (Wed): Grades Due, 10:00 am

## Intersession 1998

August 17 (Mon): Classes Begin  
August 24 (Mon): Last Day to Register, Add/Drop or Change Grading Options (in person)  
August 24 (Mon): Fall, 1998 Registration Continues (touchtone)  
August 28 (Fri): Last Day to Withdraw (in person)  
September 7 (Mon): Labor Day - No Classes  
September 14 (Mon): Last Class Day  
September 16 (Wed): Grades Due, 10:00 am



*The Seattle University Quadrangle is the site of many campus events, from small intimate prayer gatherings to campus-wide picnics.*

and General Manager, Vancouver Grizzlies; Plummer Lott, State Supreme Court Justice, State of New York; Leo Hindery, President, TCI; Donald Phelps, W. K. Kellogg Regents' Professor in Community College Leadership and Chair, Educational Administration, University of Texas; Martha Yallup, Deputy Director of Human Resources, Yakima Nation.

## Purpose and Mission

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

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

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

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

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

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

## History

Seattle University's development as one of the Northwest's leading centers of higher education is interwoven with the history of Seattle and the Puget Sound area.

In 1890, Father Aegidius Junger, bishop of the Nesqually Diocese, concerned over the lack of educational opportunity for Catholic youth in the Seattle area, urged the Jesuits of the Rocky Mountain Mission territory to establish a parish and a school in the young city.

Fathers Victor Garrand and Adrian Sweere arrived in Seattle from Yakima in the spring of 1891 and immediately set about their task. They initially leased St. Francis Hall, constructed in the previous year by Father Francis X. Prefontaine, the area's first resident priest. In these quarters, rededicated as the parish and school of the Immaculate Conception, the Jesuit co-founders began their modest educational effort.

In 1893, the cornerstone of the first building on the present campus was laid. The Garrand Building, which again housed both parish church and school, was opened for classes for the "older boys" in September 1894, and was formally dedicated the following December.

## About Seattle University

The Northwest's largest independent institution of higher learning, Seattle University offers 49 undergraduate programs, 22 graduate programs, and a juris doctor degree. Approximately 6,000 students are enrolled at the university's 46-acre campus on Seattle's First Hill and in its School of Law in Tacoma. A new home for the School of Law will be opened on the Seattle campus in the fall of 1999.

Teaching is our first priority. Student-to-faculty ratios are low, 16:1, to ensure that faculty members are readily available to students.

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

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

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

The true measure of the university's excellence is the success of its graduates. Seattle University's alumni include distinguished individuals in business, public affairs, education, performing arts, athletics, and other fields. Examples include former Washington Governor John Spellman; U.S. Senator Frank Murkowski; Gary Brinson, President Brinson Partners, Inc.; Martha Choe, Seattle City Council; Steve Hooper, President and CEO, AT&T Wireless Services; Harry Arnold, Senior Vice President for Airplane Development, Boeing; Stu Jackson, Head Coach

## Administration

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

William J. Sullivan, S.J., PhD, *President Emeritus*

John D. Eshelman, PhD, *Provost*

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

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

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

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

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

J. Paul Blake, BA, *Assistant Vice President for  
University Relations and Director of Public Relations*

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

Nancy Gerou, PhD, *Assistant Vice President for  
Student Development*

Edward J. Jennerich, PhD, *Associate Provost*

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

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

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

The years that followed the founding of the college were a time of struggle and disappointment. But in 1909, the three members of the first graduating class received bachelor of arts degrees.

Adverse circumstances during World War I led to the suspension of college classes from 1918 to 1922.

By 1933, the first women were enrolled in credit courses, making Seattle College the first Jesuit college to accept women students. The first women graduates received their degrees in 1936. In the previous year, the first professional degree program was established with the introduction of the School of Education. In 1937, the college was fully accredited by the Northwest Association of Secondary and Higher Schools. The School of Nursing was officially opened in 1940 and the School of Engineering was added in 1941.

In anticipation of the academic needs of returning veterans of World War II, the School of Commerce and Finance was established in 1945 as the fifth major academic unit of the college. By 1948, total enrollment neared 3,000 students. To recognize growth and academic development of the previous 15 years, the board of trustees approved a further amendment to the articles of incorporation, changing the institution’s name to Seattle University.

The 1950s and 1960s were marked by rapid expansion of both the physical boundaries and the educational facilities of the university. In 1950, the campus comprised three permanent buildings and three World War II surplus structures. During the next 20 years, a total of 12 major buildings were added either by construction or conversion. This devel-

opment took place for the most part under the direction of Father A.A. Lemieux, who served as university president from 1948 to 1965.

The 1970s were a period of curriculum expansion, achieved through the introduction of innovative new schools and programs. Chief among these additions were the School of Science and Engineering in 1972, the Institute of Public Service in 1974, and Matteo Ricci College in 1977. In 1976, the university instituted its first doctoral degree program, the doctorate in educational leadership. The list of recent academic innovations also includes master level programs in software engineering, teacher preparation, and therapeutic psychology, along with a baccalaureate program in computer science. The Institute for Theological Studies was initiated in 1985.

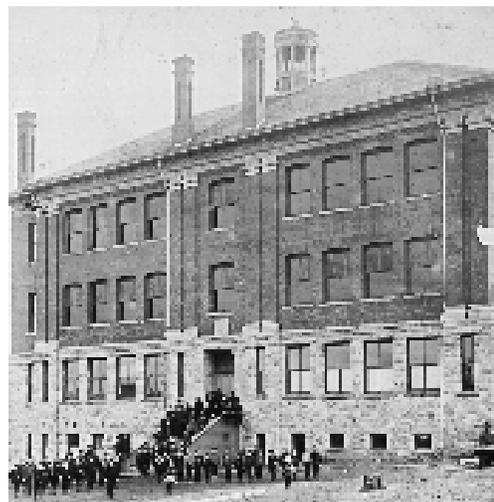
Under the leadership of William J. Sullivan, S.J., who became president in May 1976, the growing campus continues to serve the needs of students. The Marguerite M. Casey Building for arts and sciences and the Engineering Building opened in the fall of 1987. In 1989, renovations to the Bannan Building and the addition of a new underground biology wing completed the rededicated Thomas J. Bannan Center for Science and Engineering.

Located at the heart of campus, the Quadrangle, with the university’s Centennial Fountain at its center, was finished in the fall of 1989, providing a popular gathering spot for the university community and area residents. Seattle University’s 21 Century Campaign, an eight-year campaign, concluded in December 1995 with more than \$66 million raised. The amount was more than \$11 million above the original goal of \$55 million.

More than 16,000 individuals including alumni, parents, and friends; 764 corporations, and 74 foundations, contributed to the campaign, which provided funds to complete renovation or construct additions to five academic buildings. The new Chapel of St. Ignatius provides a center for ministry, contemplation, community service, and spiritual renewal; and the Campus Perimeter Project features new gateways to the campus.

In addition to the capital projects, more than \$8.5 million was raised for the Annual Fund and annually supported scholarships, and several endowment funds were established to support a variety of university initiatives. Five faculty chairs were endowed in science and engineering, business, and education. The university’s scholarship endowment fund has been increased significantly. An endowment fund to provide for the purchase of science equipment and the Jesuit Educational Trust was established. The trust will provide funds for conferences, retreats, lectures, and other programs to retain and enhance the university’s Jesuit character.

The Seattle University School of Law admitted its first class in the fall of 1994. The school was purchased from the University of Puget Sound in 1993. Seattle University became the 14th Jesuit institution to include a law school. The addition of the law school provides several



*The Garrand Building, as it appeared when it first opened in 1894, was renovated and reopened in 1994, providing a proud cornerstone to campus.*

opportunities for future cross-disciplinary offerings with the university's programs in public administration, business and economics, education, and more.

## Organization

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

The university is composed of 9 major academic units: College of Arts and Sciences; Albers School of Business and Economics; School of Theology and Ministry; Institute of Public Service; School of Education; School of Law; School of Nursing; School of Science and Engineering; and Matteo Ricci College.

## Lemieux Library

Constructed in 1966, the Lemieux Library is a spacious building that seats nearly 1,100 people in study lounges, conference rooms, and individual carrels. It has an on-line catalog running the Sirsi Unicorn system, and includes a gateway module which connects users to Internet resources. The library houses a growing collection of 200,000 books, 16,000 bound periodical volumes, 2,400 current periodical and serial subscriptions, 400,000 microforms, and a variety of media materials. Lemieux Library currently offers 11 CD-ROM databases on-site, and the Unicorn gateway provides subscription access to 18 databases including full-text services. The CD-ROM and on-line resources support both general and specialized research. These resources are strongest in subjects that correspond to university programs, especially those in which graduate studies are offered: business, economics, education, psychology, software engineering, and religious studies.

In addition to its collections, the library is a service center. The reference and information services staff assists students in ways that range from personal instruction in the use of the catalog to advising on advanced, specialized research materials or the development of bibliographies. Classroom presentations are given throughout the year. The staff also arranges interlibrary loans and executes on-line bibliographic searches in support of more specialized research needs.

Other library services include a course reserve collection, an extended-hours reading/study room, media carrels for using non-print materials, and self-service photocopiers.

## Off-Campus Courses

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

## Student Development and Services

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

### *Associated Students of Seattle University (ASSU)*

ASSU is the voice of Seattle University students. Its goal is to be representative of the student community and to communicate student concerns to other students, faculty, staff, and administrators. In addition, it coordinates and promotes a diverse program of entertaining and educational activities for the campus community.

### *Campus Assistance Center*

The center's primary goal is linking people with information and resources. Conveniently located in the Student Union Building, the center is accessible to day and evening students.

### *Campus Ministry*

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

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

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

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

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

Each campus minister is available for pastoral counseling upon request. Faith formation processes for those seeking community, fellowship, and increased opportunity to learn and grow in the Catholic Christian faith are available.

### *Career Development Center*

Career counseling, job search guidance, and informational services are available to students through this center. Vocational testing, résumé preparation, and interview skill development are also offered. In addition to normal office hours, the center is open two evenings a week to better accommodate the needs of students.

### *Center for Event Planning and Student Activities*

Located in the Student Union Building, this office includes the Associated Students of Seattle University (ASSU), the Campus Assistance Center, clubs and organizations, and event planning.

### *Counseling Center*

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

### *Disabilities Services*

Disabilities Services is a component of the Learning Center which provides academic counseling, support, advocacy, and referrals for students with physical, learning and other disabilities. This resource can help with aids and accommodations such as testing adaptations, notetakers, books on tape, room changes, adaptive/auxiliary aids, and interpreters. Written documentation of a student's disability from a qualified professional must be submitted before accommodations can be provided.

### *Information Services*

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

### *International Student Center*

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

### *Learning Center*

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

### *Minority Student Affairs Office*

Supporting the personal, academic, and social success of ethnic American students is the main responsibility of this office. In addition, the office promotes an understanding and appreciation of cultural diversity in the university community through sponsoring programs such as Dr. Martin Luther King Jr. Week, Cinco de Mayo celebrations, and a Native American Pow Wow.

### *Residential Life*

Housing in the residence halls is available to graduate students and is provided through this office. The three residence halls offer unique living environments.

### *Safety and Security Services*

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

### *Student Health Center*

The health center administers health services for enrolled students. The center is located in Bellarmine Hall. Student health insurance is available for students and their dependents in the university's voluntary student health insurance program. The program provides accident and sickness benefits. Insurance may be purchased during registration.

### *Volunteer Center*

The center provides students with meaningful, supervised volunteer opportunities in the community.

### *University Sports/Connolly Center*

The hub of athletic activity at Seattle University, the Connolly Center provides a comprehensive recreation facility with two full gymnasiums, two swimming pools, a complete fitness and weight room, an astrogyrm for indoor tennis and soccer, racquetball courts and two squash courts. Seattle University sponsors 14 teams in eight different intercollegiate sports. The university is currently a member of the NAIA (National Association of Intercollegiate Athletics), but is making a transition to NCAA division III status as part of the of the Northwest Conference of Independent Colleges. (NCIC)

### *Patricia Wismer Center for Women*

This center serves as an information clearinghouse and gathering place for activities and resources available to women.

## Accreditation and Membership

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

### **Accreditations:**

Accreditation Board for Engineering and Technology  
American Assembly of Collegiate Schools of Business  
American Bar Association (previously full, provisional during transition)  
American Chemical Society  
Association of Theological Schools  
Committee on Allied Health Education and Accreditation  
National Council for Accreditation of Teacher Education  
National League for Nursing  
Northwest Association of Schools and Colleges

### **Approvals:**

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

### **Memberships:**

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

# SEATTLE UNIVERSITY GRADUATE PROGRAMS

## Degrees

### *Arts and Sciences, College of*

- Master of Arts in Psychology (MA)

### *Business and Economics, Albers School of*

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

### *Education, School of*

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

### *Law, School of*

Refer to page 60 of this Graduate Bulletin of Information or the School of Law's *Law Bulletin*.

- Juris Doctor (J.D.)

### *Nursing, School of*

- Master of Science in Nursing (MSN)

### *Public Service, Institute of*

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

### *Science and Engineering, School of*

- Master of Software Engineering (MSE)

### *Theology and Ministry, School of*

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

## Certificates

### *Business and Economics, Albers School of*

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

### *Education, School of*

- Post-Master's Community College Teaching
- Post-Master's Teaching English to Speakers of Other Languages
- Post-Master's Curriculum and Instruction

### *Nursing, School of*

- Post-Master's Family Primary Care Nurse Practitioner

### *Theology and Ministry, School of*

- Post-Master's Transforming Spirituality
- Post-Master's Mission Integration

## Meeting the Changing Needs of Students

A dynamic component of Seattle University, graduate studies were first offered at Seattle University in 1910 with a master's degree in a division of the College of Arts and Sciences. Additional graduate degree programs have been introduced over the years, primarily to meet the needs of working professionals. Today, more than 2,500 students are enrolled in 30 programs. Always placing teaching first, Seattle University's graduate programs strive to meet the changing needs of working professionals, as well as those of traditional students.

## Programs Offered

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

## Objectives

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

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

## Organization

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

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

# ADMISSION POLICIES

## Admission Requirements and Procedures

Admission to a graduate program is granted to applicants who have bachelor's or advanced degrees from regionally accredited colleges or professional schools, and whose scholarship records and 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. An undergraduate major or its equivalent in the same field from which students select their graduate work may be required. For specific program requirements and terms of entry, consult individual program brochures and the appropriate sections of this bulletin. Additional restrictions apply to applicants who have Prior Learning Experience credit.

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

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

### *Application Process*

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

Students are not regarded as duly admitted graduate students until they receive a letter of acceptance from the academic dean. Offers of acceptance are for regular, probationary, provisional, or non-matriculated admission.

### *Selection Criteria*

Seattle University selects for admission those students who have demonstrated moral character and the scholastic ability to achieve a level of academic performance necessary to earn a degree. The academic dean reserves the right to withdraw an offer of admission for academic or personal reasons. An individual's past conduct, particularly as it may relate to unlawful or criminal behavior, may interfere with the university's ability to provide a proper learning environment. Seattle University reserves the right to deny admission or the right of continued enrollment to any individual who has engaged in unlawful or criminal behavior. It is the responsibility of all applicants and, as appropriate, admitted students to disclose in writing to the academic dean all criminal convictions classified either as a felony or gross misdemeanor.

### *Probational and Provisional Admission*

Students may be admitted on probation when the previous academic record is marginal or when there is lack of adequate prerequisite course work in the chosen field; or when the applicant has majored in another area with a satisfactory record, but there is some doubt about ability to pursue the program in question. A program to correct these deficiencies will be designed by the department, and students are expected to become qualified within a specific time limit. When all conditions are fulfilled, the department may recommend advancement to regular graduate status.

Provisional admission is granted to applicants who must fulfill a special requirement to qualify for formal admission to graduate standing.

### *Nonmatriculated Admission*

Graduate nonmatriculated student status is granted to eligible, non-matriculated students who want to take graduate-level courses for no more than two quarters. There is a separate application and fee. Not all programs necessarily allow nonmatriculated student enrollment.

### *International Admission Requirements*

International students must meet the admission requirements outlined on the international student application form, as well as those outlined in specific graduate program brochures. International students are not admitted probationally or nonmatriculated and must have complete files on record, including official transcripts and TOEFL scores, before an admission decision can be made. Applicants must meet the international application deadlines or specific program deadlines, whichever is earlier. Transcripts and academic documents must be provided in the original language and with professional English translations.

### *Re-Admission*

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

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

# ACADEMIC POLICIES

## Academic Regulations

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

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

The departmental dean has discretionary powers for all cases not covered by the rules and regulations listed in this section. The university reserves the right to cancel any class which does not meet the required minimum enrollment. The enrollment and graduation of all students, the awarding of academic credits and the granting of any award or degree are strictly subject to the disciplinary authority of the university. The university reserves the right to change any requirement and to ask students to withdraw at any time. Students are not allowed to attend class unless officially enrolled with appropriate fees paid.

## Graduate Student Definition

A graduate student is one who has been admitted to Seattle University to pursue a program of study leading to a specific graduate certificate, or master's, educational specialist, or doctoral degree.

In special circumstances, undergraduate seniors or post-baccalaureate students may be allowed to enroll in graduate courses with prior approval from the director of the graduate program in the area of the course in question, or the dean of the college or school in which the course is taught.

### *Classification of Students*

**Post-Baccalaureate:** students seeking a second degree or other program of study above the bachelor level and eligible to take courses numbered 100-499.

**Graduate:** students admitted for master's, graduate certificate, educational specialist, or doctoral degrees.

**Non-Matriculated:** students admitted to register for no more than two quarters; permission required from the departmental chair/director, and dean of the appropriate college or school. This includes visiting graduate students (students enrolled in other institutions who are registering at Seattle University for one or two quarters only).

### *Academic Load*

**Full-time:** eight or more quarter credits

**Half-time:** Three or four quarter credits (see policy #77-5 for more information).

Doctoral students refer to policy #82 for special exception.

## Undergraduate Course Work

In certain circumstances, it may be appropriate for graduate students to take courses at the 300, 400 or 900 level. There is a 15-credit maximum limit for such courses that normally include both undergraduate, post-baccalaureate, and graduate students. In such cases, graduate students will be expected to perform at a level consistent with receiving graduate credit. Therefore, graduate students enrolled in these courses will be expected to do additional work in the form of projects, papers, or other suitable assignments. Likewise, in the grading of examinations or other written work, graduate students will be expected to demonstrate higher levels of analysis and synthesis than the undergraduates in the class. In all classes in which there is a mixture of undergraduate and graduate students, graduate students must demonstrate knowledge, quality and quantity of work beyond that expected of undergraduates.

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

## Attendance Requirement

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

## Course Numbering System

The course numbering system is as follows:

100 to 499 are undergraduate courses.

500 to 599 are graduate courses.\*

600 to 699 are doctoral courses.\*

900 to 999 are post-baccalaureate professional development courses.

\*Graduate standing is required for courses numbered 500 or 600.

## Concurrent Enrollment at Two Colleges

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

## Course Substitution

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

## Extension Credit/Correspondence Credit

Graduate-level credit for extension courses is not normally allowed. Any exceptions are at the discretion of the dean of the appropriate college or school. Credits earned through correspondence are not accepted under any circumstances.

## Grading System

Since fall 1996 the university has used the following system of grading to indicate the level of individual student achievement. Each letter grade has a quality point value assigned for the grade achieved. The quality point value is assigned to each letter grade as follows:

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

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

### CR/F—Mandatory Credit/Fail

Music practice courses, some field experiences, internships, independent study in the Albers School of Business and Economics, some graduate courses, and other courses so designated by individual departments are only graded credit (CR) or fail (F). When passed with the minimum acceptable standard of D- on the undergraduate level and C on the graduate level, the course will be graded CR and credit will be granted. There will be no effect on the grade point average. Should the student fail to satisfy the instructor's minimal expectations, the course will be graded F and will be included in the computation of the grade point average.

### CR/NC—Credit/No Credit

The CR/NC grading mode is reserved for undergraduate credit by examination. Minimum achievement level for receiving credit is C. Neither CR nor NC affects the grade point average. This grade is not available for graduate courses.

### HW—Hardship Withdrawal

A grade assigned by the dean or the dean's designee when a student must withdraw from a course for a medical/family hardship reason as documented by a licensed professional. There is no effect on the grade point average and the ordinary tuition refund policies apply.

### I—Incomplete

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

did not complete. An incomplete fee is posted on the student's account when the grade is submitted to the registrar.

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

<b>I Grade Received</b>	<b>Must be Removed Before</b>
Fall term	March 1
Winter term	May 1
Spring and Summer terms	November 15

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

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

### M—Missing

Symbol used on grade reports to inform student that a grade has not been received from instructor or on the academic transcript to indicate work in progress.

### N—No Grade

A suspended grade for courses in which work is not scheduled for completion until after the quarter closes, e.g., thesis or research courses at the graduate level. It is the responsibility of the student to arrange with the supervising instructor to remove the N within one calendar year of the quarter the grade is assigned, per the schedule given below. Once the closing date has passed, re-registration and payment of regular tuition is required in order to obtain credit for the work completed. Once a degree has been posted, removal of an N grade is not permitted.

<b>N Grade Received</b>	<b>Must be Removed Before</b>
Summer term	August 1 of the following calendar year
Fall term	November 15 of the following calendar year
Winter term	March 1 of the following calendar year
Spring term	May 1 of the following calendar year

### NC—No Credit

Grade assigned when credit by examination has been attempted and student did not achieve acceptable performance level of at least C. There is no effect on the grade point average. Not available for graduate courses.

### P—Pass

P/F - The P grade is assigned when a student successfully completes an undergraduate course after electing the pass/fail grading option. Failure to achieve at the minimum D- level results in a grade of F, which will affect the grade point average. Not available for graduate courses.

### Q—A Suspended Grade

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

### R—Doctoral Research

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

### W—Withdrawal

Official withdrawal

### Y—Audit

A course for which no credit is given. Not available for course numbers 500-699.

**YW—Audit Withdrawal**

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

**Z—Unofficial Withdrawal**

Grade assigned by the registrar based upon the tenth day class rosters as returned by the faculty when a student has registered for a course, has never attended, and has not officially withdrawn according to university policy. There is no effect on the grade point average.

*Grade Point Average*

(Policy 75-2)

Seattle University requires that undergraduate students maintain a C average, which is equivalent to a cumulative 2.00 grade point average on a 4.00 scale. Requirements of professional schools may be higher and individual majors and programs may have special grade requirements.

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.

Graduate students must maintain a B average, which is equivalent to a cumulative 3.00 grade point average on a 4.00 scale.

*Grade Reports*

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

*Leave of Absence*

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

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

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

## Changing Programs Within the University

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

## Records

As required by federal legislation, Seattle University has a policy on the rights of students to privacy of their educational records and access to the information on file. This policy is published annually. Student directory information will be published by the university unless students

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

## Registration

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

*Registration Changes*

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

*Repeating a Course*

(Policy 77-2)

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

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

*Transcripts*

(Policies 76-3 and 97-6)

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

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

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

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

### *Withdrawal*

#### *(Policy 75-22)*

The Registrar's Office must be officially notified in writing by students when they withdraw from any course. The withdrawal form is obtained from the registrar and presented to the instructor, other applicable offices, and registrar, in that order, for approval and signature. Failure to officially withdraw from a course will result in a grade of F on the student's academic record.

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

A grade of HW may be assigned by the dean or the dean's designee when a student must withdraw from a course for medical/family hardship reason as documented by a licensed professional. There is no effect on the grade point average and the ordinary tuition refund policies apply.

## Degree Requirements

### *Admission to Candidacy*

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

### *General Requirements*

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

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

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

All work must be of distinctly advanced character, but with the approval of the department and the dean of the appropriate college or school, up to 15 credits may be earned at Seattle University in courses numbered 300 - 499 or 900 level, if the subjects are suitable to the program and approved by the academic dean (please refer to the policy on undergraduate coursework). For educational specialist and doctoral degree requirements, consult those program sections in this bulletin.

Candidates may be required to pass a comprehensive examination in the major field of study. This examination shall be written and/or oral at the judgment of the department and the approval of the dean of the appropriate college or school. A 3.00 average is required for work done toward an advanced degree. Students whose averages fall below the required 3.00 are placed on academic probation. After three quarters on probation, they are subject to dismissal from the university.

Master's students may request to complete theses on topics approved by their major departments and the dean of the appropriate

college or school. For this work, no more than 10 credits are granted. A thesis is not necessarily a work of original research, but it must demonstrate the candidate's abilities to express themselves in an original, lucid way.

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

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

## Time Restrictions

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

## Transfer Credit

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

## Application for a Degree

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

1. Visit the Registrar's Office and complete the application form by the deadlines as published in the university calendar.
2. Take the graduation evaluation worksheet to their advisers.
3. Insure that all N and I grades are removed.

Diplomas are mailed approximately eight weeks following the quarter of completion. The graduation year ends with June commencement

and students who do not complete requirements the year they apply for a degree must take the initiative to reapply for the following year. Students cannot graduate with deficiencies, and must complete all requirements before participating in commencement.

## Academic Honesty Code

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

### *Violations*

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

### *Penalties*

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

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

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

## Student Academic Grievance Procedure

The purpose of the grievance procedure is to provide a confidential, fair, and timely means by which students may seek redress for an academic grievance. It assures a consistent and uniform response to such grievances throughout all academic units of the university.

The grievance procedure is intended to promote a spirit of conciliation and mutual respect between students and faculty members by requiring cooperative participation in the resolution of grievances.

Copies of the grievance procedure are available from the Dean's office.

## Sexual Harassment Grievance Procedure

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

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

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

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

### *Sexual Harassment Policy Statement*

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

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

### *Filing a Complaint*

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

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

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

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

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

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

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

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

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

# TUITION AND FEES 1997-98

## Tuition for Graduate Courses

Business .....	\$427 per credit hour
Culture and Language Bridge Program .....	\$292 per credit hour
Education (master's and education specialist degrees) .....	\$329 per credit hour
Doctor of Education .....	\$400 per credit hour
EDLR 612 (0 credit) .....	\$500 per quarter
EDLR 613 (0 credit) .....	\$650 per quarter
Nursing .....	\$356 per credit hour
Psychology .....	\$356 per credit hour
Institute of Public Service .....	\$356 per credit hour
School of Theology and Ministry .....	\$329 per credit hour
Software Engineering .....	\$427 per credit hour

## Fees

Application, graduate and non-matriculated .....	\$55
Doctor of Education activity fee, EDLR 601,602,603 .....	\$150
EDUC 460, COUN 527, SPSY 553, 554, 555 .....	\$50 per course
TEED 511 .....	\$65
School of Theology and Ministry activity fee .....	\$56
Late payment fee .....	\$200
Matriculation, graduate .....	\$70
Incomplete .....	\$40 (per course)
Doctoral dissertation fee .....	\$70
Master's degree thesis binding .....	\$55

## Controller's Office Services

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

## Tuition Payment

Tuition and fees are due and payable on or before September 15 for fall quarter, December 15 for winter quarter, March 23 for spring quarter, and June 15 for summer quarter.

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

## Official Withdrawal

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

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

## Payment Methods

- **Mail:** Send your check for the total amount due to the Controller's Office, Seattle University, P.O. Box 24064, Seattle, WA 98124-0064. Please write your student ID number/social security number on your check.
- **Charge (Visa or MasterCard):** Complete the credit card information section on your statement and send it to the address above.
- **Phone:** Credit card payments can be made 24 hours a day, seven days a week, by calling (206) 296-5898—or during regular business hours between 8:30 a.m. and 4:30 p.m., Monday through Friday, at (206) 296-5880.
- **Drop-Box:** Place your check or credit card information in the drop-box adjacent to the Controller's Office door available 24 hours a day, seven days a week.
- **In Person:** Come to the Student Accounts window at the Controller's Office between 8:30 a.m. and 6 p.m., Monday and Tuesday, or between 8:30 a.m. and 4:30 p.m., Wednesday through Friday.
- **Make Payment Arrangements with the Student Accounts Department:**
  - **Plan A:** Annual arrangements may be made with Academic Management Service (AMS) for monthly payments. Call (800) 635-0120 for Information on AMS (Deadline to apply is 9/15/97).
  - **Plan B:** 1/3 of tuition balance plus 1% service fee by the tuition due date; 1/3 in 30 days; remaining balance due in 60 days.
  - **Plan C:** 1% service fee plus balance of account in 30 days.

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

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

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

If you have questions regarding your account, please call the Student Accounts Department at (206) 296-5880 between 8:30 a.m. and 4:30 p.m., Monday through Friday.

## Late Payment

A late fee of \$200 (one time per term) and interest of 1% per month on any balance due will be applied if:

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

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

## Past Due Accounts

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

## Refunds

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

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

*\*See the quarterly schedule of classes for specific dates  
(Note: This schedule applies to both Institutional and Title IV funds.)*

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

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

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

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

## Overpayment of Account (credit balance)

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

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

Note: Federal Regulations effective 7/1/96 require Seattle University to forward Title IV financial aid resulting in a credit balance to the student within 14 days. Therefore, if a check is not requested by the student, it will be generated and mailed to the student by the Controller’s office.

# FINANCIAL AID

## Applications for Federal Student Aid

Financial aid applications called the Free Application for Federal Student Aid (FAFSA) are available after January 1 of each year from the Financial Aid Office or Graduate Admissions. A new FAFSA is required for each academic year students apply for financial aid. Students must also submit financial aid transcripts (FAT) from all colleges attended, even if no financial aid was received. FATs are free and can be obtained by calling or writing the Financial Aid Office at your prior institutions. A copy of the student's IRS tax form is also required.

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

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

## Loans

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

### *Federal Perkins Loan*

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

### *Federal Stafford Loan*

The Federal Direct Stafford Loan (formerly GSL) is a long-term, need-based loan.

Graduate students may borrow up to their maximum eligibility as determined by the FAFSA and interpreted by the Financial Aid Office. The maximum any student can borrow for one academic year is \$8,500. The aggregate limit (undergraduate and graduate combined) is \$65,500.

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

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

### *Unsubsidized Federal Stafford Loan*

The Unsubsidized Direct Federal Stafford Loan is a "non-need-based" loan which has the same terms and conditions as the Federal Direct Stafford Loan described above, except that students are respon-

sible for interest that accrues while they are in school. The loan is available to students who do not qualify for the need-based Federal Stafford Loan. Some students may have a partial Federal Stafford Loan and a partial Unsubsidized Federal Stafford Loan because they did not qualify for a full Federal Stafford Loan. The combination of these two loans cannot exceed the annual loan limit of \$18,500. Aggregate limit is \$73,000 (undergraduate and graduate combined).

### *Alternative Loans*

There are alternative loan programs available, such as the Grad EXCEL, through Nellie Mae, and the Educational Line of Credit, through Manufacturers Hanover, which are committed to providing convenient, long-term financing to help students and/or families cope with the cost of education. Information on these programs can be requested and questions answered by calling toll-free 1-800-634-9308 (Nellie Mae) or 1-800-258-3640 (Manufacturers Hanover).

## Work Study

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

### *Federal Work Study*

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

### *State Work Study*

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

## Scholarships

### *Graduate Scholarships*

Seattle University offers a need-based scholarship to a number of newly admitted and continuing graduate students for one or more quarters. Recipients must be enrolled for a minimum of five quarter credits. Directions and application forms for these scholarships can be obtained in the Financial Aid Office.

Firm deadlines for receipt of completed scholarship application forms in the Financial Aid Office are:

**May 1:** summer, fall, winter, and spring quarters

**November 1:** winter and spring quarters

The application is not considered complete unless students are admitted into a graduate program prior to the deadline.

These scholarships are awarded in conjunction with financial aid. New award letters will be sent with revised packages when students are selected.

### *Diversity Scholarships*

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

### Departmental Sources

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

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# COLLEGE OF ARTS AND SCIENCES

Stephen Rowan, PhD, Dean

## Degree Offered

- Master of Arts in Psychology  
55 Credits

## Psychology

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

### An Interdisciplinary Approach

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

### Admission Requirements

- Bachelor's degree, including an introduction to psychology, statistics, scientific research methods, growth and development, abnormal psychology, theories of personality—ordinarily the equivalent of a minor in psychology
- Minimum 3.00 GPA
- A beginning understanding of existential and phenomenological psychology
- Prior to admission, some experience in the areas of counseling or human services
- Three letters of recommendation
- An autobiography (minimum four pages) including but not limited to information on the applicant's present and future interests in psychology. This essay should be sufficiently specific to give the reader a concrete sense of your personal, as well as your vocational and intellectual development. Thus, it should include an account of work or volunteer experiences, influential courses or readings, why you are interested in this program and orientation, and *especially* personal events and changes which furthered your interest in psychology and the therapeutic
- An interview, either in person or by telephone, will be asked of those applicants who have reached the final screening.

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

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

## Degree Requirements

Fifty-five credit hours, which consist of 36 credits in 14 academic courses, 18 credits for 600 hours of practicum experience, and one credit for an integration paper. This is ordinarily a full-time, two-year program; students typically carry nine credits each quarter.

## Psychology Graduate Courses

**PSYC 501 Phenomenology of the Face ..... 3 credits**  
Introduction to existential-phenomenological philosophy and psychology for therapeutic practice. Existential phenomenology helps us ethically understand other people in face-to-face situations: the paradox that "the face" presented both reveals and conceals the meanings of the other person.

**PSYC 503 Assessment I ..... 3 credits**  
Introduction to disturbances labeled schizophrenia and borderline. Focus is on understanding the lived experience of the severely disturbed, an exploration of possible developmental roots of such styles of being and the implication for psychotherapy. Prerequisite: PSYC 505, permission of instructor.

**PSYC 505 Desperate Styles ..... 3 credits**  
The articulation of a phenomenologically and clinically based perspective for understanding disturbed behavior, with an emphasis on neurotic (anxiety) disorder. Issues in diagnosis (e.g., the DSM-IV) and therapy will also be given considerable attention. Permission of instructor.

**PSYC 511 Growing Up in Families ..... 3 credits**  
Exposure to historical, social and cultural perspectives of the family and contemporary thought on the roles and relationships within the family. A look at the challenges which face the family structure today and an introduction to some of the current therapeutic approaches. Permission of instructor.

**PSYC 513 Assessment II ..... 3 credits**  
The theory and practice of phenomenological assessment. Specific issues such as diagnosis, report writing, and the uses of psychological tests within the context of dialogue with clients will be discussed in detail. Consideration of the relationship between phenomenological research, psychotherapy and assessment. Prerequisites: PSYC 505, 503, permission of instructor.

**PSYC 515 Group Therapy: Identity in Community 3 credits**  
Experiencing the group situation, viewed as a social microcosm and context for therapeutic change, simultaneous with the reflection on the foundational and interdependent notices of existential separateness and identity as rooted in dialogue in community. Majors only, graded S/NC.

**PSYC 523 Perspectives of Psychotherapy ..... 3 credits**  
Exploration of dream interpretation, unconscious phenomena, transference and countertransference, the healing relationship and other key issues in psychotherapy from an experiential as well as conceptual perspective. Permission of instructor.

**PSYC 525 Self Psychology ..... 3 credits**  
The clinical writings of Heinz Kohut and his students, as well as our own therapy work with clients with so-called difficult narcissistic and borderline problems, will be discussed. Self-psychology prizes empathy, listening from within the experiential world of the client, and understanding and utilizing counter-transference. Permission of instructor, spring.

**PSYC 527 Ethics and Phenomenology ..... 3 credits**

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

**PSYC 533 Therapeutic Communication ..... 3 credits**

Principal focus on listening to, understanding and responding to another, as well as self, in the interview process. Essentially an experiential course designed to explore the meaning of attending to relationship in a quasi-therapeutic setting. Majors only, graded CR/F.

**PSYC 535 Phenomenology of****Therapeutic Change ..... 3 credits**

Exploration of the different meanings of helping and change in a therapeutic relationship. Reflection on various models of the healer and experiential work on our own motives, expectations and needs for ourselves as therapists. Graded CR/F.

**PSYC 543 Basic Practicum in****Therapeutic Psychology I ..... 6 credits****PSYC 544 Basic Practicum in****Therapeutic Psychology II ..... 6 credits****PSYC 545 Basic Practicum in****Therapeutic Psychology III ..... 6 credits**

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

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

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

**PSYC 563 Integration Paper ..... 1 credit**

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

**PSYC 591 Special Topics ..... 1 to 3 credits****PSYC 592 Special Topics ..... 1 to 3 credits****PSYC 593 Special Topics ..... 1 to 3 credits****PSYC 596 Independent Study ..... 1 to 3 credits**

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

## Psychology Graduate Faculty

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

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

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

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

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

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

# ALBERS SCHOOL OF BUSINESS AND ECONOMICS

*C. Frederick DeKay, PhD, Acting Dean*

*Mary Carpenter, MEd, Director, Graduate Programs*

## *Degrees Offered*

- Master of Arts in Applied Economics (MAE)
- Master of Business Administration (MBA)\*
- Master of International Business (MIB)\*
- Master of Science in Finance (MSF)\*
- Certificate of Post-MAE Studies
- Certificate of Post-MBA Studies
- Certificate of Post-MIB Studies
- Certificate of Post-MSF Studies

*\*Accredited by the American Assembly of Collegiate Schools of Business (AACSB). AACSB is the premier accrediting agency and service for U.S. business schools.*

## *Admission Requirements for All Business Graduate Degree Programs*

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

- Completed application form and fee
- Official (sealed) transcripts showing a bachelor's degree from an accredited institution and information from all post-secondary educational institutions attended
- Scores from the Graduate Management Admissions Test (GMAT)  
**NOTE: MAE applicants may substitute scores from the Graduate Record Exam (GRE).**
- A current résumé reflecting one continuous year of full-time work experience

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

In general, we require a minimum GMAT of 500 with a 3.00 GPA.

## *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 (intermediate-level skills in spreadsheet analysis) and word processing, as well as access to a computer with modem, or flexibility to use campus computer labs).

Math proficiency can be established by previous credit course work or a non-credit course offered at Seattle University.

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 Administration

*Graduate Program Director: William L. Weis, PhD*

*Phone: (206) 296-5700*

## *Degrees Offered*

- Master of Business Administration (MBA)  
*55-73 Credits*
- Certificate of Post-MBA Studies  
*18 Credits*

## *Master of Business Administration*

The master of business administration (MBA) program is designed to prepare graduates for managerial responsibilities in business and organizations. The program is constructed with the following goals:

- To provide knowledge and understanding of the fundamental disciplines, techniques and ethical dimensions involved in managerial decisions
- To develop proficiency in applying concepts and analytical methods to domestic and international organizational strategy
- To develop leadership skills within a broad business and social perspective

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

## *MBA Degree Requirements*

- 18 credits of fundamental classes, which may be waived with previous comparable course work in business, including: MBA 500, MBA 501, MBA 502, MBA 503, MBA 504 and MBA 505. Math and computer proficiency must also be established.
- 31 credits of required management classes, including: MBA 510, MBA 511, MBA 512, MBA 513, MBA 514, MBA 515, MBA 516, MBA 517, MBA 518, and MBA 519
- 24 credits of elective courses. A maximum of 18 credit hours may be taken from any single area of electives, including accounting, business law, economics, finance, human resources, information systems, international business, management, marketing, operations, and quantitative and statistical methods.

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

Courses are as follows:

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

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

### *Certificate of Post-MBA Studies*

The certificate of post-MBA studies is designed to allow master of business administration graduates to develop expertise and acquire a credential beyond the MBA degree in a specified area of concentration.

The curriculum consists of a custom-designed selection of six courses. After reviewing students' transcripts and interests, the associate dean, with the guidance of departments offering the programs, will designate required courses. Certificates are awarded in the following areas of specialization: accounting, economics, finance, information systems, international business, management, marketing, and operations. Course work for the certificate may be applied to other advanced graduate degrees.

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

The program is open only to graduates of MBA programs accredited by the American Assembly of Collegiate Schools of Business (AACSB). Application requires submission of completed application, current résumé, graduate transcripts, and GMAT scores. Seattle University MBA graduates generally will be considered automatically eligible for the program. Contact the Albers School for information at 296-5700.

### *Post-MBA Certificate Requirements (choose one area)*

#### **Accounting**

ACCT 531 Financial Accounting Theory and Practice I  
 ACCT 532 Financial Accounting Theory and Practice II  
 ACCT 534 Managerial Cost Accounting  
 ACCT 535 Auditing  
 ACCT 536 Federal Taxation  
 ACCT 537 Accounting Information Systems

#### **Economics**

ECON 561 Business Cycles and Economic Growth  
 ECON 562 Economics of the Market System  
 ECON 564 Quantitative Methods for Economics and Finance  
 Three approved economics electives

#### **Finance**

FINC 540 Investments  
 FINC 541 Cases in Managerial Finance  
 FINC 544 Financial Institutions and Markets  
 FINC 546 Finance for International Business  
 Two approved finance electives

#### **Information Systems**

INFO 561 Corporate Information Systems  
 INFO 566 Database Management  
 INFO 567 Expert Systems  
 INFO 568 Data Communications  
 ACCT 537 Accounting Information Systems  
 INFO 599 Research Paper

#### **International Business**

FINC 546 Finance for International Business  
 MKTG 554 Topics in International Marketing  
 BUEN 576 International Law and Business  
 ECON 573 International Economics  
 MGMT 573 International Management  
 One approved international elective

#### **Management**

MGMT 580 Organizational Structure and Theory  
 MGMT 581 Human Resource Management  
 MGMT 584 Labor Relations and Collective Bargaining  
 MGMT 585 Management of Change  
 MGMT 586 Entrepreneurship  
 MGMT 588 Negotiation Skills

#### **Marketing**

MKTG 551 Consumer Behavior  
 MKTG 552 Marketing Research  
 MKTG 553 Sales Management  
 MKTG 554 Topics in International Marketing  
 MKTG 555 Promotion Management  
 MKTG 599 Research Paper

#### **Operations**

OPER 561 Operations Strategy  
 OPER 562 Total Quality Management  
 OPER 563 Operations Planning and Control Systems  
 OPER 564 Supply Chain Management  
 OPER 566 Project Planning and Scheduling  
 OPER 576 Project Management and Control

*Final selection must be approved by the Associate Dean of the Albers School of Business and Economics.*

## Applied Economics

*Graduate Program Director: Mary Jean Rivers, PhD*

*Phone: (206) 296-2540*

### *Degrees Offered*

- Master of Arts in Applied Economics (MAE)  
45-63 Credits
- Certificate of Post-MAE Studies  
18 Credits

### *Master of Arts in Applied Economics*

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

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

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

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

### *MAE Degree Requirements*

- 18 credits of business preparatory courses, which may be waived based on previous course work including MBA 500, MBA 501, MBA 502, MBA 503, MBA 505 and MBA 514. Also, math and computer proficiency must also be established.
- 18 credits of required core courses, including ECON 561, ECON 562, ECON 563, ECON 564, ECON 565, ECON 566 or 563 and MBA 515.
- Three credits of an international elective either ECON 573 or FINC 546.
- 15 credits of specified electives of which 9 credits must have an "ECON" prefix selected from the following: ECON 568, ECON 571, ECON 572, ECON 573, ECON 575, ECON 577, ECON 578, ECON 581, ECON 582, ECON 583, FINC 543, FINC 545, FINC 549, and FINC 553.
- Nine credits of general electives. Any graduate business courses, including specified electives in economics and finance fulfill this requirement. An internship or paper is highly recommended. All electives should be selected with the advise and approval of the Director of the MAE. Students with an MBA from an accredited program may waive six hours of these electives.

### *Certificate of Post-MAE Studies*

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

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

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

### *Post-MAE Certificate Requirements*

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

## International Business

*Graduate Program Director: David W. Arnesen, JD*

*Phone: (206) 296-5700*

### *Degree Offered*

- Master of International Business (MIB)  
46-64 Credits

### *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.

### *MIB Degree Requirements*

- 18 credits of business preparatory courses, which may be waived by previous comparable course work, including MBA 500, MBA 501, MBA 502, MBA 503, MBA 505, and MBA 513. Also, math and computer proficiency must be established
- 16 credits of required business core courses: MBA 510, MBA 511, MBA 514, MBA 515, MBA 517
- 21 credits of required international business courses: MGMT 573, ECON 573, BUEN 576, MKTG 554, FINC 546, BUEN 521, MGMT 589
- Nine credits of international electives. This may include area electives or other special topic electives as approved by the program director

### *Language Proficiency*

MIB students must demonstrate oral competency in a foreign language prior to graduation. This competency will be based on an intermediate–mid score on the ACTFL or similar scale.

### *International Experience*

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

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

### *Certificate of Post-MIB Studies*

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

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

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

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

*Post-MIB Requirements (choose one area)***Accounting**

ACCT 531 Financial Accounting Theory and Practice I  
 ACCT 532 Financial Accounting Theory and Practice II  
 ACCT 534 Managerial Cost Accounting  
 ACCT 535 Auditing  
 ACCT 536 Taxation  
 ACCT 538 Financial Statement Analysis

**Economics**

ECON 561 Business Cycles and Economic Growth  
 ECON 562 Economics of the Market System  
 ECON 564 Quantitative Methods for Economics and Finance  
 Three approved electives

**Finance**

FINC 541 Cases in Managerial Finance  
 FINC 542 Investments  
 FINC 544 Financial Institutions and Markets  
 Three approved electives

**General Business**

Six graduate courses approved by the director of the MIB program to enhance breadth in business administration

**Information Systems**

INFO 561 Corporate Information Systems  
 INFO 566 Database Management  
 INFO 567 Expert Systems  
 INFO 568 Data Communications  
 ACCT 537 Accounting Information Systems  
 INFO 599 Research Paper

**Management**

MGMT 580 Organizational Structure and Theory  
 MGMT 581 Human Resource Management  
 MGMT 584 Labor Relations and Collective Bargaining  
 MGMT 585 Management of Change  
 MGMT 586 Entrepreneurship  
 MGMT 588 Negotiations

**Marketing**

MBA 517 Marketing Management  
 MKTG 551 Consumer Behavior  
 MKTG 552 Marketing Research  
 MKTG 553 Sales Management  
 MKTG 555 Promotion Management  
 MKTG 599 Research Paper

**Operations**

OPER 561 Operations Strategy  
 OPER 562 Total Quality Management  
 OPER 563 Operations Planning and Control Systems  
 OPER 564 Supply Chain Management  
 OPER 566 Project Planning and Scheduling  
 OPER 576 Project Management and Control

*Final selection of all classes must be approved by the director of the MIB program.*

**Finance**

*Graduate Program Director: Barbara M. Yates, PhD*

*Phone (206) 296-2540*

*Degrees Offered*

- Master of Science in Finance (MSF)  
45-63 credits
- Certificate of Post-MSF Studies  
18 credits

*Master of Science in Finance*

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

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

- Business finance
- Investments
- Financial institutions and markets

The program also includes the corollary fields of accounting and economics and incorporates discussion of ethical issues in business and finance.

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

*MSF Degree Requirements*

- 18 credits of program preparatory courses, which may be waived by comparable course work, including MBA 500, MBA 501, MBA 502, MBA 503, MBA 505, and MBA 511. Also, math and computer proficiency must be established.
- 24 credits of required courses, including MBA 514, MBA 512, ECON 565, MBA 515, FINC 540, FINC 544, FINC 546, and FINC 541.
- 15 credits of electives in accounting, economics, and finance, of which nine credits must be in finance. Choose from: ACCT 531, ACCT 538, ACCT 568, ECON 564, ECON 566, ECON 573, ECON 581, FINC 543, FINC 548, FINC 549, FINC 550, FINC 551, FINC 552, FINC 553.
- Six credits of general electives. Students with an MBA from an AACSB-accredited program may waive these electives

*Certificate of Post-MSF Studies*

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

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

The program is open only to graduates of MSF programs accredited by the American Assembly of Collegiate Schools of Business (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.

### *Post-MSF Certificate Requirements (choose one area)*

#### **Accounting**

ACCT 531 Financial Accounting Theory and Practice I  
ACCT 532 Financial Accounting Theory and Practice II  
ACCT 534 Managerial Cost Accounting  
ACCT 535 Auditing  
ACCT 536 Federal Taxation  
ACCT 538 Financial Statement Analysis

#### **Economics**

ECON 561 Business Cycles and Economic Growth  
ECON 562 Economics of the Market System  
ECON 564 Quantitative Methods for Economics and Finance  
Three approved electives

#### **General Business**

Six graduate courses approved by the director to enhance breadth in business administration

#### **International Business**

FINC 546 Finance for International Business  
MKTG 554 Topics in International Marketing  
BUEN 576 International Law and Business  
ECON 573 International Economics  
MGMT 573 International Management  
One approved international elective

#### **Management**

MBA 510 Leadership Skills and Team Development (four credits)  
MBA 516 Management of People  
MGMT 580 Organizational Structure and Theory  
MGMT 581 Human Resource Management  
MGMT 584 Labor Relations and Collective Bargaining  
MGMT 585 Management of Change

#### **Marketing**

MBA 517 Marketing Management  
MKTG 551 Consumer Behavior  
MKTG 552 Marketing Research  
MKTG 553 Sales Management  
MKTG 554 Topics in International Marketing  
MKTG 555 Promotion Management

#### **Operations**

OPER 561 Operations Strategy  
OPER 562 Total Quality Management  
OPER 563 Operations Planning and Control Systems  
OPER 564 Supply Chain Management  
OPER 566 Project Planning and Scheduling  
OPER 576 Project Management and Control

## Business Graduate Courses

### **ACCT 531 Financial Accounting Theory and Practice I... 3 credits**

Theory and development of financial accounting principles. Evolution of accounting theory and practice relating to the assets of the entity and the measurement and reporting of periodic income. Introduction to international accounting issues and accounting changes. Emphasis on interpreting professional accounting standards and on further developing communications and computer skills. A 3-hour optional review of the accounting cycle will be held prior to the first class meeting.

Prerequisite: MBA 503 (or ACCT 503).

### **ACCT 532 Financial Accounting Theory and Practice II.. 3 credits**

Evolution of accounting theory and practice relating to liabilities and owners' equities, including accounting for income taxes, leases, and pensions. Coverage of the statement of cash flows and financial disclosures. Expand knowledge of international accounting issues and accounting changes. Continued emphasis on interpreting and applying professional accounting standards and on developing communications and computer skills. Prerequisite: ACCT 531.

### **ACCT 533 Advanced Financial Accounting ..... 3 credits**

Theory and development of financial accounting practices associated with international transactions, business combinations, and non-profit organizations. Particular emphasis on the computerized preparation of consolidated financial statements. Continued development of students' oral and written communications skills. Prerequisite: ACCT 532.

### **ACCT 534 Managerial Cost Accounting..... 3 credits**

Intensive analysis of cost accounting in job order, process and standard cost systems, with emphasis on overhead cost determination and its relevancy to decision making. Advanced analysis of budgeting and relevant cost and revenue information for management planning and control decisions. Prerequisite: MBA 504 (or ACCT 513).

### **ACCT 535 Auditing ..... 3 credits**

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

### **ACCT 536 Federal Taxation I ..... 3 credits**

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 (or ACCT 503).

### **ACCT 537 Accounting Information Systems ..... 3 credits**

Study of accounting information systems and their managerial aspects. Topics include computer technology, systems controls, systems analysis and design, as well as specific applications to accounting subsystems, such as job cost, inventory, accounts payable, payroll, billing, cash and property. Prerequisite: MBA 504 (or ACCT 513).

### **ACCT 538 Financial Statement Analysis ..... 3 credits**

Course examines the use of published financial information in measuring business performance and financial position, evaluating credit risk and profitability, and a critique of the traditional models for interpreting and assessing published financial information. Prerequisites: MBA 503 (or ACCT 503) and MBA 502 (or FINC 504).

**ACCT 568 Management Planning and Control Systems ..... 3 credits**

Development of a conceptual framework for the design, use, and evaluation of management control systems based upon discussion of readings, case analysis, and interaction with guest practitioners from industry and management consulting. Framework elements encompass business strategy through executive compensation. Course address manufacturing and service industries, profit and not-for-profit organizations, large and small. Prerequisite: MBA 504 (or ACCT 513).

**BUEN 521 International Ethical and Cultural Issues ..... 3 credits**

This course will examine the impact of ethics and culture on international business. Students will focus on culture from a world view, examining cultural/ethical patterns by reference to specific existing cultures.

**BUEN 570 Real Estate Law ..... 3 credits**

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 (or BUEN 502).

**BUEN 576 International Law and Business ..... 3 credits**

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 (or BUEN 502).

**ECON 561 Business Cycles and Economic Growth ..... 3 credits**

A study of the factors contributing to cyclical patterns of economic growth. A critical examination of the theories of business cycles and growth and issues in current policy debate. Prerequisite: MBA 505 (or ECON 517).

**ECON 562 Economics of the Market System ..... 3 credits**

The basic theory of consumer demand, the firm, and the partial equilibrium analysis of markets. Designed to provide an analytical and conceptual framework for applied microeconomics. Prerequisites: MBA 514 (or ECON 527) and ECON 564.

**ECON 563 Survey Research Methods/Experimental Design ..... 3 credits**

Principles and techniques for analysis of experimental data, survey design, and planning of statistical aspects of surveys. Topics may include linear models; analysis of variance; design and analysis of surveys. Prerequisites: math and computer proficiency, MBA 500 (or ECON 501). ECON 565 or MBA 501 recommended.

**ECON 564 Quantitative Methods in Economics and Finance ..... 3 credits**

Mathematical techniques used to integrate complex issues in finance and economics. Topics include graphical representation, differential and integral calculus, differential and difference equations, vectors and matrices, and applications of matrix algebra. Prerequisites: mathematics proficiency, MBA 500 (or ECON 501). MBA 502 (or FINC 504) recommended.

**ECON 565 Applied Econometrics ..... 3 credits**

Fundamentals of econometrics, and use of econometric techniques in financial and economic research and decision-making. Topics include simple linear regression, residual analysis, multivariate regression, and the generalized linear model. The course will stress computer applications. Prerequisites: MBA 501, math and computer proficiency.

**ECON 566 Forecasting Business Conditions ..... 3 credits**

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 (or ECON 565), math and computer proficiency.

**ECON 568 Natural Resources and Environmental Economics ..... 3 credits**

This course covers the economic analysis related to natural resource and environmental management. Topics include: renewable and non-renewable resources, pollution, preservation, conservation, and policy analysis. Prerequisite: MBA 514 (or ECON 527).

**ECON 571 Government Finance and Economics . 3 credits**

Analysis of the revenues, expenditures, and debts of federal, state and local governments. Public investment and pricing. Effects of government on the private sector. Prerequisites: MBA 514 (or ECON 527) and MBA 505 (or ECON 517).

**ECON 572 Labor Market Analysis ..... 3 credits**

Recent developments in labor market analysis and public policies related to contemporary labor issues. Determinants of labor supply and demand, the structure and stratification of labor markets, the effects of discrimination, unions, and government regulations. Prerequisites: MBA 514 (or ECON 527) and MBA 505 (or ECON 517).

**ECON 573 International Economics ..... 3 credits**

Analysis of modern trade theories and issues concerning international competitive strategy. The impact of trade patterns and commercial policy on domestic business activity. The effects of macroeconomic policies across nations. Prerequisites: MBA 514 (or ECON 527) and MBA 505 (or ECON 517).

**ECON 575 Health Care Economics and Finance .... 3 credits**

The application of economic principles to health care policy issues. Topics include analysis of health care demand, information costs, market structure, and the provision of private and social health care insurance. Prerequisite: MBA 514 (or ECON 527).

**ECON 577 Industry and Competitive Analysis..... 3 credits**

Analysis of the determinants of market structure. Strategic interaction among firms in imperfectly competitive markets. Considers effects of market structure on pricing, capacity choices, product differentiation, marketing, innovation, contracts with customers, etc. Prerequisite: MBA 514 (or ECON 527).

**ECON 578 Urban/Regional Economics ..... 3 credits**

Examines the distribution of economic activity over space. The study of location and land use decisions as they affect neighborhood and regional development. Analysis of urban economic problems such as poverty, housing, and transportation. Prerequisites: MBA 505 (ECON 517) and MBA 514 (or ECON 527).

**ECON 581 Theory of the Firm ..... 3 credits**

The subject matter of theory of the firm is what decisions firms actually make, why they make them, and how they do it. The topics addressed include: efficiency, incentives, decisions under uncertainty, value-maximization, informational imperfections, and mechanism design. Prerequisite: MBA 514 (or ECON 527).

**ECON 582 Game Theory ..... 3 credits**

Game theory is the study of “small numbers” decision problems in which the fortunes of each party depend directly on what other parties do. Emphasizing theory and applications, this course covers key equilibrium concepts, applicable static games of complete information, dynamic games of complete information, and static and dynamic games of imperfect or incomplete information. Students will learn several game theoretic notions, from the meaning of a dominant strategy and the prisoners’ dilemma in a game of complete information to the value of commitment and credibility in dynamic games of incomplete information. Prerequisite: MBA 514 (or ECON 527).

**ECON 583 Emerging Nations and the International****Economy ..... 3 credits**

Analysis of emerging economies with an emphasis on international issues. Topics include: recent history of selected emerging nations; basic models of economic progress; natural and human resources; technology and technology transfers; domestic and international economic policy; international aid and investment; the international economy; multinational corporations; and the LDC debt crisis. Prerequisites: MBA 502 (or FINC 504), MBA 505 (or ECON 517), MBA 514 (or ECON 527).

**FINC 532 Personal Financial Planning ..... 3 credits**

Objective is to expose students to the various elements involved in formulating a comprehensive financial plan. Topics included will be personal investing, education planning, retirement planning, risk management, and consumer finance. Prerequisite: MBA 502 (or FINC 504).

**FINC 540 Investments ..... 3 credits**

Evaluation of stocks, bonds, options, and futures. Review of theory and empirical research on risk/return relationships and market efficiency. Prerequisites: MBA 502 (or FINC 504) and MBA 503 (or ACCT 503), math and computer proficiency.

**FINC 541 Cases in Managerial Finance ..... 3 credits**

Cases in business finance that develop students’ skills for identifying problems, acquiring relevant material, and using appropriate financial theory for making decisions in simulated business settings. Prerequisites: MBA 515 (or FINC 514). FINC 540 (or FINC 542) recommended.

**FINC 543 Advanced Financial Theory ..... 3 credits**

Examination of advanced current topics and issues in financial theory using a seminar approach. The course involves readings, discussions, and case studies on selected topics. Prerequisites: MBA 500 (or ECON 501) and MBA 515 (or FINC 514).

**FINC 544 Financial Institutions and Markets ..... 3 credits**

Structure of US money and capital markets, the impact of monetary and fiscal policies on the funds flows and interest rates in these markets, and the policies of financial institutions participating in these markets. Prerequisites: MBA 502 (or FINC 504) and MBA 505 (or ECON 517).

**FINC 546 Finance for International Business ..... 3 credits**

Reviews theoretical concepts, practical techniques, institutions, and issues related to the management of financial aspects of international business. Includes topics such as balance of payments, exchange rates, trade finance instruments, hedging, economic exposure, capital budgeting, foreign investment. Prerequisite: MBA 515 (or FINC 514).

**FINC 548 Financial Management of Banks ..... 3 credits**

Analysis of problems in the financial management of commercial banks and other financial institutions. Asset/liability management; loan management; capital policies; and other selected issues. Prerequisites: FINC 540 (or FINC 542) and FINC 544.

**FINC 549 Capital Budgeting ..... 3 credits**

This course focuses on the process of capital budgeting. Capital budgeting is 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 will be analyzed. The course will focus on the capital budgeting process under uncertainty and the connection with strategic planning. Prerequisite: MBA 515 (or FINC 514).

**FINC 550 Risk Management ..... 3 credits**

The basics of riskless hedge modeling, using the binomial and Black-Scholes pricing models, modifying portfolio risk with features and options contracts, buying and writing put and call options, using futures and options in optimal asset allocation, hedging assets to reduce exposure to systematic risk, examination of the effects that lead to hedging, selecting the appropriate hedge vehicle, measuring the yield relationship, determining the proper hedge ratio, financial engineering—the creation and valuation of synthetic assets. Prerequisites: MBA 515 (or FINC 514), and FINC 540 (or instructor permission).

**FINC 551 Entrepreneurial Finance ..... 3 credits**

Follows the firm from the acquisition of start-up capital through financing options including leasing, factoring, bank lending, and venture capital to the initial public offering process. A special emphasis will be placed on tax issues relevant to the small business, including disposal of the business and estate planning. Prerequisite: MBA 502 (or FINC 504).

**FINC 552 Portfolio Management ..... 3 credits**

Course emphasizes portfolio construction rather than security selection. Topics include setting portfolio objectives and constraints for individual and institutional investors, efficient diversification, asset allocation, portfolio insurance, international diversification, performance measurement, and attribution. Prerequisite: FINC 540 (or FINC 542). (Credit not allowed for both FINC 552 and FINC 591C Advanced Investments.)

**FINC 553 Advanced Topics in Investments ..... 3 credits**

Examination of advanced topics and issues in investments using a seminar approach. The course involves readings, discussions, applications, and case studies on selected topics. Prerequisite: FINC 540 (or FINC 542).

**HRMA 551 Selection and Assessment ..... 3 credits**

This course will follow a semi-seminar format; there will be lectures, readings, debates, discussion, and role-play exercises. As such, active participation is expected and student meetings outside of class hours will be necessary. Four overlapping topics will be covered. First, “organizational entry” will be covered, including subtopics of recruitment, matching individual and organizational needs, and initial employee socialization. Second, “legal issues in selection” will be addressed, including subtopics of testing, validation, fairness, and hiring methods. Finally, assessment methods and processes will be examined in detail.

**HRMA 553 Compensation and Benefits Management ..... 3 credits**

This course deals with the major topics of compensation and benefits management. Students will be exposed to underlying theories, concepts, skills, and issues covering these two areas. The course will examine different methods of job evaluation to determine internal equity, wage surveys to determine external equity, and pay structures to determine employee equity. Legal issues in compensating and appraising human performance will also be explored. Additionally, performance measurement techniques, rater and ratee biases will be discussed.

**INFO 561 Corporate Information Systems Management . 3 credits**

This is a case method course. Topics include: strategic INFO planning, information resource management, technology assimilation, organizing the INFO function, INFO management control, project risk and portfolio analysis, operation management and multinational issues. Prerequisite: MBA 511 (or INFO 500).

**INFO 566 Database Management in Business ..... 3 credits**

Introduction to database concepts for general managers. Topics include: database design and implementation, logical database modeling, relational model, database administration, query language, security, and current trends in database management systems. Prerequisite: MBA 511 (or INFO 500).

**INFO 567 Expert Systems in Management ..... 3 credits**

Introductory-level course on business applications of expert systems. It is designed for end-user managers, as opposed to software engineers. Topics include knowledge acquisition and representation, system design and development, system implementation, and managerial issues. Prerequisite: MBA 511 (or INFO 500), or INFO 561.

**INFO 568 Data Communications and Networking ... 3 credits**

Introduction to concepts and terminology of data communications and network design. Emphasis on the planning and management of equipment, architectures, security, and transmission alternatives. Prerequisite: MBA 511 (or INFO 500), or INFO 561.

**MBA 500 Introductory Business Statistics ..... 3 credits**

Descriptive and summary statistics, probability, statistical sampling and sampling distributions, interval estimation, hypothesis testing on one population, Chi-square analysis, one-way analysis of variance, simple correlation, and regression analysis. Prerequisites: math and computer proficiency.

**MBA 501 Statistical Applications and Quantitative Methods ..... 3 credits**

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 (or ECON 501).

**MBA 502 Analytical Tools for Managerial Decision Making ..... 3 credits**

The concepts of the time value of money and weighted average cost of capital will be developed as background material for a full understanding of capital budgeting techniques, net present value, and internal rate of return. Additionally, the determinants of market demand and supply will be developed to further enhance the application of capital budgeting. Prerequisite: math proficiency.

**MBA 503 Financial Accounting ..... 3 credits**

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 credits**

Accounting information for decision making, planning, and controlling the operations of business enterprises. Introduction and examination of product costing systems, capital budgeting methods, cost-volume-profit analysis, and the structure and use of management financial control systems. Prerequisite: MBA 503 (or ACCT 503). MBA 502 (or FINC 504) recommended.

**MBA 505 The Domestic and Global Economies ... 3 credits**

The domestic and global economic environment of business and its impact on management planning and decision making. The determinants of business cycles, inflation, unemployment, interest rates, and exchange rates. The effect of economic events and policies on industries and firms. Prerequisite: math proficiency, MBA 502 (or FINC 504).

**MBA 510 Leadership Skills and Team Development ..... 4 credits**

The main objective of this course is to develop leadership and team building skills. The course focuses on self-assessment, tools for developing leadership skills, and concepts of and practice in group dynamics. A retreat component and service project emphasize individual growth and team building. In-class activities will require active participation and will include case analyses, mini-lectures, and group work. This class is to be completed in the first or second quarter of the student's program.

**MBA 511 Integrated Enterprise Management ..... 3 credits**

This course provides an integrative framework for the analysis of organizational effectiveness and serves as a platform for the MBA program as a whole. Students will develop an appreciation for the business processes that extend across traditional organizational functions, from assessment of customer needs and analysis of the environment, through delivery of goods and services. Class activities will include discussion of current business events and analysis of cases in an executive-style teaching format. High-level guest speakers and visits to world class organizations will reinforce learning objectives related to functional integration and business process focus. Course topics will include competitive strategy, market orientation, processes for delivering customer satisfaction, functional integration and process feedback through information systems, measuring organizational performance, and social responsibility of the firm. The course will enhance students' abilities to see the "big picture" of global business strategy as they progress through course work in the functional areas. Prerequisite: computer proficiency. This class is to be completed in the first or second quarter of the student's program.

**MBA 512 Business Ethics and****Social Responsibility ..... 3 credits**

This course provides an understanding of the social and natural environments within which moral issues in business arise, and introduces the student to both the ethical concepts and principles, and the reasoning and analytical skills needed to resolve those moral dilemmas.

**MBA 513 The Legal and Regulatory Environment .. 3 credits**

This course is designed to analyze the legal and regulatory environment in which business operates. The course provides essential information regarding the systems, institutions, and processes which are the framework for understanding the legal environment of business. Emphasis is on critical legal analysis through case study. The course challenges students to offer solutions to management problems presented within the current legal environment.

**MBA 514 Economics of Integrative Markets ..... 3 credits**

This course develops a unified framework for the economic analysis of markets—product, labor, capital, internal—in which business decisions are made. A combination of discussions, quantitative exercises, and case analyses are used to help students identify and interpret critical economic variables for the purpose of making value-maximizing decisions. Students will discover how value-maximizing decisions depend on, and can favorably influence, market characteristics. Prerequisites: math proficiency and MBA 502 (or FINC 504).

**MBA 515 Financial Management ..... 3 credits**

This course focuses on the link between business strategy and finance. Various techniques to evaluate alternative business strategies are explored. Spreadsheets are used extensively to analyze the various strategies and to gain a richer understanding of the effects certain assumptions have on the results. Prerequisites: MBA 500 (or ECON 501), MBA 501 (or BUEN 511), MBA 502 (or FINC 504), MBA 503 (or ACCT 503), MBA 504 (or ACCT 513), MBA 505 (or ECON 517), MBA 510 (or MGMT 508), MBA 511 (or MKTG 505 and INFO 500), and MBA 512 (or BUEN 520).

**MBA 516 Management of People ..... 3 credits**

The course provides broad perspectives on management and people. Covers tools and leadership skills to manage activities and processes, organization design, managing diversity, technology management, and managing work/personal life. Prerequisites: MBA 500 (or ECON 501), MBA 501 (or BUEN 511), MBA 502 (or FINC 504), MBA 503 (or ACCT 503), MBA 504 (or ACCT 513), MBA 505 (or ECON 517), MBA 510 (or MGMT 508), MBA 511 (or MKTG 505 and INFO 500), and MBA 512 (or BUEN 520).

**MBA 517 Marketing Management ..... 3 credits**

This course is designed to develop essential knowledge and skills for effectively planning, implementing, and controlling marketing activities of various organizations. The course focuses not only on the application of basic marketing concepts and principles for managing an organization's marketing function but also on strategic decision making for achieving and sustaining competitive advantages in market. Prerequisites: MBA 500 (or ECON 501), MBA 501 (or BUEN 511), MBA 502 (or FINC 504), MBA 503 (or ACCT 503), MBA 504 (or ACCT 513), MBA 505 (or ECON 517), MBA 510 (or MGMT 508), MBA 511 (or MKTG 505 and INFO 500), and MBA 512 (or BUEN 520).

**MBA 518 Operations Management ..... 3 credits**

Concerns the effective and efficient creation of goods and services such that the competitiveness of the firm is maximized. Topics include service delivery and manufacturing processes, quality management, technology and productivity, inventory and supply chain management, order fulfillment, and international operations. Prerequisites: MBA 500 (or ECON 501), MBA 501 (or BUEN 511), MBA 502 (or FINC 504), MBA 503 (or ACCT 503), MBA 504 (or ACCT 513), MBA 505 (or ECON 517), MBA 510 (or MGMT 508), MBA 511 (or MKTG 505 and INFO 500), and MBA 512 (or BUEN 520).

**MBA 519 Competitive Strategy ..... 3 credits**

General management and the tasks of strategic formulation and implementation. Builds on and integrates core curriculum. Course to be taken during last two quarters of enrollment. Prerequisites: At least five out of the six following, one of which may be taken concurrently with the strategy course: MBA 513-MBA 518 or equivalent.

**MGMT 571 Adventure-Based****Leadership Seminar ..... 3 credits**

The Adventure Based Leadership Seminar is a leadership development program that utilizes both indoor and outdoor experiential activities to develop and practice the fundamentals of effective team building and leadership. Building trust, setting and evaluating goals, group problem solving and effective interpersonal communications are among the attributes and skills addressed in the course.

**MGMT 573 International Management ..... 3 credits**

This course investigates the role of management in developing and executing international and global business strategy. Emphasis is placed upon theories of organizational roles in society, and how culture shapes both organizational and individual behaviors. How firm-specific and country-specific elements relate to competitive advantages are studied. Prerequisite: MBA 510 (or MGMT 508).

**MGMT 574 Management for the 21st Century ..... 3 credits**

Course topics include management of growth and decline, transnationalization of business, alliances, joint ventures, manufacturing networks, and other issues and trends facing managers today. Emphasis is on the changing business environment and methods for organizations and managers to adapt. Prerequisite: MBA 510 (or MGMT 508).

**MGMT 577 Managing Diversity ..... 3 credits**

Course examines environments in which diversity initiatives operate. Dominant work values are explored to understand how they define desired work behaviors and to understand ways in which diversity challenges some dominant work values. Course challenges students to acquire information about diversity via studies of organizational culture and subcultures. Prerequisite: MBA 510 (or MGMT 508).

**MGMT 578 American Manufacturing**

**in the 1990's ..... 3 credits**  
 Course covers trends in the health of American manufacturing, tracing the reasons for success of some sectors, the decline of others, and the role of general management. The course involves extensive reading of contemporary books about manufacturing and management. Prerequisite: MBA 510 (or MGMT 508).

**MGMT 580 Organization Structure and Theory .... 3 credits**

Structure and behavior in organizations. Topics include organization strategy, environment and departmentation, corporate culture, motivation, power leadership, conflict and change. Prerequisite: MBA 510 (or MGMT 508).

**MGMT 581 Human Resource Management..... 3 credits**

Problems and policies in personnel philosophy; ethics; implementation of personnel programs; directing, appraisal, compensation, training and development of employees. Prerequisite: MBA 510 (or MGMT 508).

**MGMT 584 Labor Relations and Collective Bargaining ..... 3 credits**

Historical development of labor management relations and current legal and regulatory systems, including collective bargaining and future prospects. Emphasis on developing skills in labor relations. Prerequisites: MBA 513 (or BUEN 502) and MBA 510 (or MGMT 508).

**MGMT 585 Management of Change ..... 3 credits**

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 (or MGMT 508).

**MGMT 586 Entrepreneurship ..... 3 credits**

Procedures and problems in starting and operating a successful small business enterprise. Prerequisites: MBA 504 (or ACCT 513), MBA 515 (or FINC 514), MBA 516 (or MGMT 518), and MBA 517 (or MKTG 515).

**MGMT 588 Negotiation Skills ..... 3 credits**

Traditional and modern approaches to bargaining and conflict resolution. Emphasis on developing negotiation skills for use in a professional context or any interpersonal activity. Prerequisites: MBA 513 (or BUEN 502) and MBA 510 (or MGMT 508).

**MGMT 589 International Policy and Strategy ..... 3 credits**

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.

**MKTG 551 Consumer Behavior ..... 3 credits**

Study and research in consumer behavior. Theoretical concepts from psychology, sociology, and economics are applied to understanding human behavior in the market place and relating it to firm strategy. Prerequisite: MBA 517 (or MKTG 515).

**MKTG 552 Marketing Research..... 3 credits**

Purpose, methods, and techniques of marketing research and description of marketing information systems. Prerequisites: MBA 500 (or ECON 501), and MBA 517 (or MKTG 515).

**MKTG 554 Topics in International Marketing..... 3 credits**

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 (or MKTG 515).

**MKTG 555 Promotion Management..... 3 credits**

The marketing functions of personal selling, advertising, sales promotion and publicity, and their coordination into an effective promotional mix. Prerequisite: MBA 517 (or MKTG 515).

**OPER 561 Operations Strategy ..... 3 credits**

A comprehensive examination of the links between the operations function and marketing, finance, and engineering in both manufacturing and service industries. Domestic and international cases are used to illustrate the formulation and implementation of operations strategies and the role of operations in supporting business strategy. An emphasis is placed on the challenges faced by managers in finding a complementary match among strategic elements. Student teams apply a theoretical framework to analyze operations strategies in local organizations. Prerequisites: MBA 518 (or OPER 506).

**OPER 562 Total Quality Management ..... 3 credits**

An overview and analysis of the quality improvement process, beginning with assessment of customer requirements and extending through the production and service delivery process to an evaluation of product and service reliability in the field. The course covers tools that have been effectively applied in the implementation of Total Quality Management (TQM), Continuous Quality Improvement (CQI) and other approaches to customer-focused organizational change. These include quality planning and organization, quality function deployment, benchmarking, statistical process control, process analysis tools, quality-circles, and reliability prediction. An emphasis is placed on ethical responsibilities of goods and service producing firms in relation to their customers and other stakeholders. Cases and team projects will introduce students to current industry practices. Prerequisite: MBA 518 (or OPER 506).

**OPER 563 Operations Planning and Control Systems ..... 3 credits**

An in-depth study of the interacting systems that support manufacturing and service operations. Cases, computer exercises, simulations, plant tours, class exercises, and analytical assignments will be used to demonstrate course concepts. These concepts include master planning, forecasting, inventory management, master production scheduling, material requirements planning, capacity planning, staffing, just-in-time systems, systems theories, distribution requirements planning, automation and implementation issues. Prerequisite: MBA 518 (or OPER 506).

**OPER 564 Supply Chain Management..... 3 credits**

Study of supply chain management and its strategic importance to manufacturing and services. Course activities will include case discussions, guest speakers, and simulated negotiations. Topics will include an overview of the supply chain, supplier selection and development, supplier partnerships, ethics, negotiation, just-in-time methods, legal concerns, international issues, inventory management, new product development, hazardous material procurement and disposal, and transportation/logistics. Prerequisite: MBA 518 (or OPER 506).

**OPER 565 International Study Tour****in Operations ..... 3 credits**

Students will spend one-to-two weeks touring factories and meeting in faculty-led seminar groups in Latin America, Europe, or Asia. Seminar sessions and extensive readings prior to the tours will provide students with relevant backgrounds regarding politics, customs, culture, language, and manufacturing practices. Group projects completed prior to the tour will allow students to learn about specific industries to be visited. At the end of the tour, each student will write a paper summarizing observations and relating them to previous course work in operations. Prerequisites: MBA 518 (or OPER 506) and instructor permission.

**OPER 566 Project Planning and Scheduling ..... 3 credits**

Study of the managerial concepts and technical tools required for evaluating, planning, and scheduling projects. An emphasis is placed on the integration of social and technical concepts for effective planning. Topics include: project selection, human resource issues, project team-building, work breakdown structures, the role of creativity, project definition, budgeting, network planning models such as PERT/CPM, resource management, and time-cost trade-offs. Guest speakers from the industry highlight implementation issues. Students work in teams to develop a complete project plan. Prerequisite: MBA 518 (or OPER 506).

**OPER 576 Project Management and Control ..... 3 credits**

A continuation of OPER 566, this course extends beyond the planning phase to address topics related to the management and control of projects. The class will involve cases, exercises, project site visits, guest speakers, software evaluation, personal application exercises, and a real or simulated project management experience. Course topics will include advanced project evaluation techniques, new product development, cost-schedule control systems, management of project crises, project management software, design-build team concepts, contract administration, conducting review meetings and post-project evaluation. Prerequisite: OPER 566 or instructor permission.

**ACCT 591, BUEN 591, ECON 591, FINC 591,  
INBU 591, INFO 591, MGMT 591, MKTG 591,  
OPER 591 ..... 3 credits**

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

**ACCT 595, BUEN 595, ECON 595, FINC 595,  
INBU 595, INFO 595, MGMT 595, MKTG 595,  
OPER 595 ..... 3 credits**

Internship.

**ACCT 596, BUEN 596, ECON 596, FINC 596,  
INBU 596, INFO 596, MGMT 596, MKTG 596,  
OPER 596 ..... 3 credits**

Independent study.

**ACCT 599, BUEN 599, ECON 599, FINC 599,  
INBU 599, INFO 599, MGMT 599, MKTG 599,  
OPER 599 ..... 3 credits**

Research paper.

## Faculty

Al Ansari, PhD, University of Nebraska; Operations.

David Arnesen, JD, University of Puget Sound School of Law; Business Law.

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

Peter Brous, PhD, University of Oregon; Finance.

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

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

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

John Culbertson, DBA, Harvard; Management.

Vinay Datar, PhD, University of Florida; Finance.

Ann Dawson, MBA, Golden Gate University; Accounting.

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

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

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

Sharon Galbraith, PhD, University of Washington; Marketing.

Bridgett Hiedemann, PhD, Duke University; Economics.

Thomas J. Hofferd, PhD, CPA, University of Central Florida; Accounting.

Sharon Lobel, PhD, Harvard University; Management.

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

Gregory Magnan, PhD, Michigan State University; Operations.

Leonard B. Mandelbaum, PhD, American University; Business Law.

Susan Moyer, PhD, University of Rochester; Accounting.

Peter Nickerson, PhD, University of Washington; Economics.

Carl Obermiller, PhD, Ohio State University; Marketing.

Aysegul Ozsomer, PhD, Michigan State University; Marketing.

Barbara Parker, PhD, University of Colorado; Management.

Virginia L. Parks, PhD, University of Houston; Accounting.

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

Gregory Prussia, PhD, Arizona State University; Management.

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

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

Ben Sopranzetti, PhD, University of Illinois-Urbana-Champaign; Finance.

Timothy Sorenson, PhD, Harvard University; Economics.

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

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

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

Ruben Trevino, PhD, University of Alabama; Finance.

Jerry A. Viscione, PhD, Boston University; Dean of the Albers School of Business and Economics; Finance.

Christian Weber, PhD, Duke University; Economics.

Susan Weihrich, PhD, University of Houston; Accounting.

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

James E. West, PhD, University of Michigan; Economics.

Peter Wilamoski, PhD, University of Oregon; Economics.

Geoff Willis, PhD, Texas Tech University; Operations.

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

# SCHOOL OF EDUCATION

*Sue A. Schmitt, EdD, Dean*  
*Dian S. Blom, EdD, Assistant Dean*  
 (206) 296-5760

## *Degrees Offered*

- Doctor of Education (EdD)
- Educational Specialist (EdS)  
*School Psychology specialization*  
*Education Administration specialization*
- Master of Arts in Education (MA)
- Master of Education (MEd)
- Master in Teaching (MIT)
- Post-Master's Certificate in Community College Teaching
- Post-Master's Certificate in Teaching English to Speakers of Other Languages
- Post-Master's Certificate in Curriculum and Instruction

## **Leaders in Education**

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

The adult education and training program is for those planning to specialize in the education and training of adults. This flexible program permits specialization in adult development or adult basic education; or human resources: training, education and development. It is appropriate for those who wish to work in post-secondary educational settings or in training divisions in public and private sectors.

The counseling degree and programs prepare professionals for counseling in schools, higher education and community agency settings. Successful completion of the school counseling program qualifies the candidate for initial educational staff associate certification as a school counselor in Washington state.

The curriculum and instruction program is for those continuing careers as professional educators, as instructional leaders or curriculum specialists. This flexible program permits a variety of specializations, including reading, special education, early education, gifted education and religious education. Also appropriate for educators in non-school settings.

The educational administration program prepares leaders for schools, colleges, universities, social agencies and educational functions in business. It may include principal or program administrator certification.

The educational specialist degree in school psychology prepares professionals to assess and counsel individuals for placement in educational programs, and to plan and implement curriculum interventions. Successful completion of the school psychology program qualifies the candidate for initial educational staff associate certification as a school psychologist in Washington state.

The educational leadership doctoral degree is designed for educational leaders in schools, colleges, businesses, and social service agencies. The mission of the program is to prepare effective leaders for an interdependent world. The program may include Washington state superintendent certification.

The master in teaching degree is for those planning to become teach-

ers in elementary or secondary schools. Completion of the program leads to Washington state initial teaching certification.

The student development administration program is for those planning to work in post-secondary institutions as administrators of student programs, college student service planners or student advisers.

The Teaching English to Speakers of Other Languages program prepares professional educators for the role of teacher or teacher-administrator in adult education programs either in the United States or other countries.

Several other master's degree programs are available at Seattle University outside the School of Education, including religious education, business and public service. Educators wishing to combine courses from these graduate fields with selected education courses pursue the major in curriculum and instruction, adult education and training, or educational administration, which permit such combinations. (See educational specialist and doctoral degree requirements elsewhere in this bulletin.)

## *Special Information for Degree Holders with Teacher Certification or Equivalent*

### **Continuing Certification**

May be earned either through non-matriculated student status (two quarters only), or combined with a master's or educational specialist's degree.

### **Initial Administrative Credential**

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

### **Continuing Administrative Credential**

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

### **School Counselor's Certification**

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

## *General Admission Requirements*

Master's degree programs each have a specified grade point average and other admission requirements that are included in their department descriptions that follow this section. General requirements include:

- Bachelor's degree from a regionally accredited institution and initial certification (where applicable)
- Relevant work experience, usually at least one year beyond the bachelor's degree (two years for the educational specialist in school psychology)
- For non-business school administration or curriculum and instruction majors, academic background equivalent to that required for a teaching certificate is necessary. This does not apply to students preparing for work in non-K-12 settings.

### *General Format of Degree Studies*

Following are typical programs for each major field (except master in teaching, see below). 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 hours of degree work at Seattle University.
- Initial course work: 15 hours of course work to include EDUC 500, Introduction to Research and Graduate Studies, plus the designated first course in the major field and other courses designated at admission or by the program adviser
- Candidacy: Admission to degree candidate status is based on the following criteria:
  - 3.00 (B) grade point average in the first 15 hours; 20 hours for counseling and school psychology majors only
  - Recommendation of major program adviser
  - Submission of a planned program of studies approved by adviser
  - For counseling and school psychology majors only: successful completion of COUN 510
- 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. MA candidates must complete at least 45 credits, including either a three-credit project or thesis. All MEd candidates must complete at least 48 credits. All counseling candidates must complete at least 65 credits.
  - 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 examination may be taken 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) grade point average must be maintained during graduate study.

### *Time Limit*

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

### *Residency*

Students are encouraged to spend at least one quarter in full-time study, preferably the first summer quarter (except counseling). Eight hours or more per quarter constitutes full-time graduate study.

### *Combining Degree Work and Certification*

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

### *Enrollment Limits for Employed Students*

Anyone holding full-time employment is ordinarily limited to six hours per quarter. (This may be exceeded when added courses are an integrated part of the working day, e.g., internship, and certain independent studies and graduate projects.)

## Adult Education and Training/ Teaching English to Speakers of Other Languages

*Graduate Department Chair: Carol L. Weaver, PhD*

*Phone: (206) 296-5760*

*Graduate Program Coordinator: Delight C. Willing, EdD*

*Phone: (206) 296-6168*

### *Degrees Offered*

#### **Adult Education and Training**

- Master of Arts in Education (MA)  
*45 credits minimum, including a graduate project*
- Master of Education (MEd)  
*48 credits minimum*
- Post-Master's Certificate in Community College Teaching  
*15 credits minimum*

#### **Teaching English to Speakers of Other Languages**

- Master of Arts in Education (MA)  
*45 credits minimum, including a graduate project*
- Master of Education (MEd)  
*48 credits minimum*
- Post-Master's Certificate in Teaching English to Speakers of Other Languages  
*24 credits required; 15 credits minimum*

### *Degree Programs*

The Department of Adult Education offers the following degree programs:

#### **Adult Education**

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 developmental or basic education, teaching English as a second language, or human resources development (training). Many students create a course of study that includes two of the specializations to more broadly prepare for job opportunities. Up to nine elective credits and the internship may be used to emphasize a particular content area. The specializations include:

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

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 will usually 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.

### Teaching English to Speakers of Other Languages

The master's degree program in teaching English to speakers of other languages prepares professional educators for the role of teacher or teacher administrator, primarily in adult programs, in either the United States or in other countries. In the United States, teaching opportunities exist within colleges, universities, community colleges, language institutes, and community organizations. In other countries, teachers may work with either young adults or adult learners in a variety of educational, business and community organizations.

Those wishing to work with younger students in the United States may use the master's degree program to supplement their existing teaching credential and gain an additional endorsement in teaching English as a second language. Those wishing endorsement should obtain endorsement requirements from the state agency issuing teaching certificates. Requirements vary from state to state. Outside the United States, those with a master's degree in TESOL may be able to work with younger learners; requirements and opportunities vary from country to country.

The post-master's certificate in teaching English to speakers of other languages is designed to allow individuals who hold a master's degree to develop special skills in teaching English. The certificate is not required in Washington community colleges. The courses and required supervised teaching experience provide an overview of: teaching methods specific to the field of English language studies; language acquisition and linguistic theories; and English grammar.

### Adult Education Program of Study

#### Admission Requirements for Adult Education

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

- A bachelor's degree from an accredited institution
- A 2.75 cumulative or upper-division GPA. Applicants who are below a 2.75 GPA may be considered but scores from the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) are required. Test scores must be no more than five years old and be received directly from the test scoring agency.
- Two recommendations from recent supervisors
- A résumé indicating a minimum of one year's work experience

### Degree Requirements for Adult Education

- A maximum of 12 Education Professional Development (EPD) credits may be used by those seeking the Master of Education option and a maximum of nine Education Professional Development (EPD) credits may be used by those seeking the Master of Arts in Education option. A maximum of 20 course credits at the 400 or 900 level may be applied to the Master's program.

- A cumulative grade point average 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.

### Program of Study for Adult Education

#### Part I: School of Education Required Courses ..... 9 credits

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

#### Part II: Adult Education

##### and Training Requirements ..... 18 credits

AEDT 510 Planning Programs for Adult Learners .....	3 credits
AEDT 515 Diversity of Adult Learners .....	3 credits
AEDT 562 Foundations of Adult Education .....	3 credits
AEDT 563 Instructional Methods for Adult Learners .....	3 credits
AEDT 566 Internship in Adult Setting .....	3 credits
AEDT 577 Evaluation in Programs for Adult Learners .....	3 credits

#### Part III: Adult Education and Training Electives .. 12 credits

EDAD 559 The American Community College .....	3 credits
AEDT 564 Practices in Adult Basic Education .....	3 credits
AEDT 565 Philosophy and Methods of Skill Training .....	3 credits
AEDT 567 Internship in Adult Setting .....	1-3 credits
AEDT 568 Administration in Adult Settings .....	3 credits
AEDT 569 Teaching Methods in Basic Skills for Adults .....	3 credits
AEDT 573 Human Resources:	

Training, Education and Development .....	3 credits
AEDT 574 Continuing Education for the Professional .....	3 credits
AEDT 575 Computer Support for Administrators .....	3 credits
EPDES 930-944 Teaching English	
as a Second Language .....	up to 12 credits

#### Part IV: Additional Recommended Electives ... 3 to 9 credits

CUIN 538 Introduction to Mild Disabilities .....	3 credits
EDUC 561 Women as Transformational Leaders .....	3 credits
EDAD 570 Leadership in Education I .....	3 credits
EDAD 571 Leadership in Education II .....	3 credits
CUIN 526 Reading in the Content Fields .....	3 credits
SPSY 554 Individual Educational Assessment .....	3 credits

*NOTE: Alternative electives may be selected with approval of adviser.*

### Degree Options

#### MEd Option ..... 48 Credits Total

Part I: School of Education Required Courses .....	9 credits
Part II: Adult Education and Training Requirements .....	18 credits
Part III: Adult Education and Training Electives .....	12 credits
Part IV: Additional Recommended Electives .....	9 credits

#### MA Option ..... 45 Credits Total

Part I: School of Education Required Courses .....	9 credits
Part II: Adult Education and Training Requirements .....	18 credits
Part III: Adult Education and Training Electives .....	12 credits
Part IV: Additional Recommended Electives .....	3 credits
AEDT 595 Adult Education Graduate Project .....	3 credits

### *Admission Requirements for the Post-Master's Certificate in Community College Teaching*

Applicants are required to hold a masters degree (or higher) from an accredited university in a field other than education. Applicants also need to provide two recommendations, one from the master's degree major adviser and one from a current supervisor, regarding their ability to perform as teachers in the content field.

### *Degree Requirements for the Post-Master's Certificate in Community College Teaching*

The post-master's certificate in community college teaching requires a minimum of 15 credits, to 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.

### *Program of Study for the Post-Master's Certificate in Community College Teaching*

EDUC 521 Adult Psychology and Learning ..... 3 credits  
 AEDT 510 Planning Programs for Adult Learners ..... 3 credits  
 EDAD 559 The American Community College ..... 3 credits  
 AEDT 561 Internship in Community College Setting ..... 3 credits  
 AEDT 563 Instructional Methods for Adult Learners ..... 3 credits

### *Teaching English to Speakers of Other Languages Program of Study*

#### **Admission Requirements for Teaching English to Speakers of Other Languages**

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

- An undergraduate degree from an accredited institution
- A 3.00 cumulative GPA for students entering with a bachelor's degree. Students below 3.00 may apply, but must include Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores from tests taken within five years of application.
- TOEFL score of 580 or higher, with a minimum of 54 on each section is required if the applicant's original language is not English. If a student has a score between 565 and 579, the student must take a mandatory 10 credit bridge program during the first quarter at Seattle University
- A minimum of two letters of recommendation from recent employers/supervisors

### *Degree Requirements for Teaching English to Speakers of Other Languages*

- Passage of a grammar examination, or successful completion of an approved grammar review course with a B or higher grade. If English is not the first language, an oral fluency competency examination must be passed. These competency requirements must be met prior to achieving candidacy status.
- A maximum of 12 Education Professional Development (EPD) credits may be used by those seeking the master of education option and a maximum of nine Education Professional Development (EPD) credits may be used by those seeking the master of arts in Education option. A maximum of 20 course credits at the 400 or 900 level may be applied to the Master's program.

- A cumulative grade point average of 3.00 must be maintained to remain in the program and to graduate from the program.
- Satisfactory completion of a three credit hour internship. The internship is selected cooperatively by the student and major adviser, and is designed to provide a practical learning experience in an appropriate setting.
- Satisfactory performance on a comprehensive examination of selected areas within the program of study. The examination may be taken upon completion of Part I and Part II of the Program of Study.

### *Program of Study for Teaching English to Speakers of Other Languages*

#### **Part I: School of Education Required Courses ..... 9 credits**

EDUC 500 Intro to Research and Graduate Study ..... 3 credits  
 EDUC 521 Adult Psychology and Learning ..... 3 credits  
 EDUC 530 Philosophy of Education ..... 3 credits

#### **Part II: M-TESOL Required Courses ..... 30 credits**

AEDT 510 Planning Programs for Adult Learners ..... 3 credits  
 AEDT 563 Instructional Methods for Adult Learners ..... 3 credits  
 EPDES 930 Teaching English as a Second Language:  
     Theory and Application ..... 3 credits  
 EPDES 931 Methods of Language Acquisition ..... 3 credits  
 EPDES 932 Teaching Grammar to ESL students ..... 3 credits  
 TSOL 531 Language Acquisition: Theories and Issues ..... 3 credits  
 TSOL 535 Linguistics for Language Teachers ..... 3 credits  
 TSOL 536 Language in Society ..... 3 credits  
 TSOL 537 English for Academic Purposes ..... 3 credits  
 TSOL 566 Internships in the TESOL Setting ..... 3 credits

#### **Part III: Additional Recommended Electives ..... 3-9 credits**

EDUC 515 Multicultures ..... 3 credits  
 EDAD 559 The American Community College ..... 3 credits  
 AEDT 562 Foundation of Adult Education ..... 3 credits  
 AEDT 564 Issues in Basic Skills for Adults ..... 3 credits  
 AEDT 567 Internship in the Adult Setting ..... 3 credits  
 AEDT 568 Introduction to Administration in Adult Settings .. 3 credits  
 AEDT 569 Teaching Methods in Basic Skills for Adults ..... 3 credits  
 AEDT 577 Evaluation in Programs for Adult Learners ..... 3 credits  
 EPDES 933 Materials Selection and Development ..... 3 credits\*  
 EPDES 934 Developing ESL Literacy ..... 3 credits\*  
 EPDES 942 Teaching English Pronunciation ..... 3 credits\*

\*Note: Nine credit limit on EPDES courses in Master of Arts in Education option.

### *Degree Options*

#### **MA Option ..... 45 credits total**

Part I: School of Education Required Courses ..... 9 credits  
 Part II: M-TESOL Required Courses ..... 30 credits  
 Part III: Additional Recommended Electives ..... 3 credits  
 TSOL 595 TESOL Graduate Project ..... 3 credits

#### **MEd Option ..... 48 credits total**

Part I: School of Education Required courses ..... 9 credits  
 Part II: M-TESOL Required courses ..... 30 credits  
 Part III: Additional Recommended Electives ..... 9 credits

### *Admission Requirements Post-Master's Certificate in Teaching English to Speakers of Other Languages*

Applicants are required to hold a master's degree (or higher) from an accredited university in a field other than this specific area. Applicants also need to provide two recommendations, one from the master's degree major adviser and one from a current supervisor, regarding their ability to perform as teachers in the field.

### *Degree Requirements for Post-Master's Certificate in Teaching English to Speakers of Other Languages*

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 Seattle University. If students have completed courses that are substantially similar to those required for the certificate, substitutions may be made from other course offerings at Seattle University.

In addition, the grammar competency examination must be passed with a satisfactory score, or a grammar review course must be completed.

### *Program of Study for Post-Master's Certificate in Teaching English to Speakers of Other Languages*

#### **Required Courses ..... 24 credits**

EPDES 930 Teaching English as a Second Language; Theories and Applications .....	3 credits
EPDES 931 Methods of Language Acquisition .....	3 credits
EPDES 932 Teaching Grammar to ESL Students .....	3 credits
TSOL 531 Language Acquisition, Theories and Issues .....	3 credits
TSOL 535 Linguistics for Language Teachers .....	3 credits
TSOL 536 Language in Society .....	3 credits
TSOL 537 English for Academic Purposes .....	3 credits
TESOL 566 Internship in TESOL Setting .....	3 credits

### *Program of Study for Post-Baccalaureate Initial Certificate in Teaching English to Speakers of Other Languages (12 credits)*

#### **Required Courses ..... 3 credits**

EPDES 930 Teaching English as a Second Language; Theories and Applications .....	3 credits
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#### **Elective Courses ..... 9 credits**

EPDES 931 - EPDES 944 .....	9 credits
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### *Program of Study for Post-Baccalaureate Advanced Certificate in Teaching English to Speakers of Other Languages (24 credits)*

#### **Required Courses ..... 3 credits**

EPDES 940 Self-Analysis and Improvement in TESL.....	3 credits
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#### **Initial Certificate Courses ..... 12 credits**

#### **Elective Courses ..... 9 credits**

### *Post Baccalaureate Certificates in Teaching English to Speakers of Other Languages*

#### **Admission Requirements**

- Completion of a bachelor's or advanced degree from a regionally accredited college or professional school.

- An evaluated GPA of 2.75 or above.

- Proficiency in English listening, speaking, reading, and writing. Proficiency is demonstrated by English as the applicant's first language, by a bachelor's or advanced degree from an English language regionally accredited college or professional school, or by a TOEFL score of 550 or higher, with no subscore below 52 is acceptable if entering the summer or fall quarter when the Culture and Language Bridge program is available.

#### **Application Procedures**

A certificate candidate must:

- seek regular admission status at Seattle University as a post-baccalaureate student by completing an undergraduate application form and meeting standard university deadlines.
- Submit official transcripts from all post-secondary institutions attended, including verification of a bachelor's degree.
- Pay the current application fee.

Other material may be required:

- If English is not the candidate's native language, the candidate will be required to submit official TOEFL scores before the application is considered.
- Resident aliens are required to submit copies of both sides of their green cards.
- International students who wish to receive an I-20 from Seattle University for obtaining F-1 visas must submit a financial statement with their application.

Application forms are available at the School of Teaching English as a Second Language, and the completed application, official transcripts, and application fee may be submitted there for processing. A \$65 one-time matriculation fee is assessed by the university at the time of the student's first registration.

### *Certificate Requirements for Initial Post-Baccalaureate*

#### **Certificate in Teaching English as a Second or Foreign Language**

Completion of 12 credits of course work from the course sequence EPDES 930 through EPDES 944. EPDES 930: TESL; Theory and Application is required and is a prerequisite for other course work in the certificate program. Students must earn a cumulative grade point average of 3.0 for the 12 credits.

### *Certificate Requirements for Advanced Post-Baccalaureate*

#### **Certificate in Teaching English as a Second or Foreign Language**

Completion of the initial certificate and an additional 12 credits of course work from the course sequence EPDES 930 through EPDES 944. EPDES 940 is required. Students must earn a cumulative grade point average of 3.0 for the 24 credits. Up to six quarter hour credits may be transferred from an accredited institution. 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 course listed in the EPDES 930-944 series. An official transcript from the sponsoring institution must be submitted.

#### **Issuance of Certificate**

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

## Department of Counseling and School Psychology

*Graduate Department Chair: Max Hines, PhD*

*Graduate Program School Psychology*

*Coordinator: Kristin Guest, PhD*

*(206) 296-5750*

### *Degrees Offered*

#### **Mental Health Counseling**

- Master of Arts in Education (MA)  
65 credits

#### **School Counseling**

- Master of Arts in Education (MA)  
65 credits

#### **Post-Secondary Counseling**

- Master of Arts in Education (MA)  
65 credits

#### **School Psychology**

- Educational Specialist (EdS)  
95 credits, *post-bachelors or*  
45 credits *minimum, post-masters.*

### *Preparing Ethical and Skilled Helpers*

Balance is the primary feature of the master programs in the Counseling and School Psychology Department at Seattle University.

Flexible scheduling allows students to balance graduate studies with full-time work commitments. Balanced curricula incorporate theoretical perspectives with practical applications. Instructional approaches encourage the balancing of direct with 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.

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

### *Degree Programs*

The Counseling and School Psychology Department offers the following degree programs:

#### **Mental Health Counseling**

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

#### **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 where 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.

#### **Post-Secondary Counseling**

This program prepares students for work in two- and four-year college counseling centers, including an internship. More opportunities for vocational and career counseling are available at these sites than at community health centers. Students who choose a two-year college counseling track are also required to take the course EDAD 559 American Community College, or a suitable alternative, in place of three elective credits.

#### **School Psychology**

This program prepares students for educational staff associate (ESA) certification as a school psychologist in K-12 settings, public and private. Dual certification in both counseling and psychology is a very marketable combination, especially at the elementary school level. Information is available at (206) 296-5750.

### *Electives and Related Programs*

Electives for all of the program options are available from various departments, including, but not limited to, addiction studies and psychology. Students should work closely with advisers to ensure selection of approved electives. There are from zero to nine elective credits, depending on degree and focus chosen, for a total of 65 credits in each program. A sequence in addiction studies may be incorporated into all programs.

#### **Addiction Studies Program**

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

## Counseling Program of Study

### *The Five Pillars*

Five "pillars" are used to describe our vision of counselor effectiveness and shape our counseling programs.

First, effective counselors have both a sense of personal identity and an understanding of the process of identity formation that informs their work and governs their professional ethics. This sense of self is the most basic of the five pillars of our program.

Second, effective counselors are thoroughly grounded in counseling skills, transcending any theoretical orientation.

Third, counselors are knowledgeable in a variety of classical and contemporary counseling theories, and have their own evolving theoretical foundation.

Fourth, counselors develop coping skills to manage the stresses of a demanding professional life.

Finally, counselors develop a support system to nourish and sustain them, professionally and personally.

These five pillars are complementary expressions of Seattle University's mission, affirming the importance of personal development combined with service to others in diverse communities.

### *Admission Requirements for Counseling Programs*

- A bachelor's degree from a regionally accredited institution in the area of psychology, sociology, human services, social work, community services or education; or in any field which includes 45 quarter hour credits (30 semester) in the above areas.

- A 3.00 grade point average (GPA). Applicants with less than a 3.00 GPA may apply but are required to submit recent (within the past five years) official Graduate Record Examination (GRE) scores by the application deadline. GRE information is available by calling Graduate Admissions office at 296-5900. Applicants from non-letter grade bachelor's degree programs must also submit GRE scores.
- Two recommendations from employers, administrators or supervisors who are familiar with your work and interpersonal skills. Do not choose peers, friends, professors, or therapists. NOTE: Recommendation forms and envelopes are provided in the application packet.
- 1,000 hours of post bachelor's relevant work experience. 500 hours must be supervised professional or paraprofessional work (counseling, nursing, teaching, social work, casework). The other 500 hours can be unsupervised caregiving, including parenting, caring for aging, infirm, or dying people.
- A three- to four-page professional autobiography highlighting the evolution of your career interests
- A two- to three-page work résumé. Include the nature and amount of work completed and indicate whether it was full time or part time. If part time, for each setting, indicate the number of hours per week or month and the number of weeks or months.
- A group interview with faculty members and other candidates  
**NOTE:** *Qualified applicants will be contacted for an interview by mail or phone.*

Applications are accepted for fall and spring quarters of entry. For a complete application packet and instructions, contact the Graduate Admissions at (206) 296-5900.

### *Counseling Student Re-Admission*

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

### *Counseling Program of Study*

#### **Part I: School of Education Required Courses ..... 6 credits**

EDUC 500 Introduction to Research and Graduate Study ..... 3 credits

*Choose one of the following three courses* ..... 3 credits

EDUC 521 Adult Psychology/Learning

EDUC 522 Child Psychology/Learning

EDUC 523 Adolescent Psychology/Learning

#### **Part II: Counseling Program Required Courses .... 41 credits**

ADST 480 Introduction to Alcohol and Drug Addiction ..... 3 credits

COUN 510 Fundamental Counseling Skills ..... 3 credits

COUN 511 Counseling Theories ..... 3 credits

COUN 512 Career Counseling and Information Services ..... 3 credits

COUN 517 Group Counseling Theory and Practice ..... 3 credits

COUN 527 Counseling Tests and Measurements\* ..... 3 credits

COUN 551 Counseling Lab ..... 4 credits

COUN 552 Counseling Practicum I ..... 4 credits

COUN 564 Counseling Internship/Graduate Project I ..... 4 credits

COUN 565 Counseling Internship/Graduate Project II ..... 4 credits

COUN 566 Counseling Internship/Graduate Project III ..... 4 credits

*Choose one of the following two courses* ..... 3 credits

COUN 518 Group Counseling Practicum

COUN 560 Family Counseling

*\*A course in basic statistics is a prerequisite. This may be an undergraduate course.*

### **Part III: Program Options**

*NOTE: All courses listed under the respective program options are in addition to core requirements listed above. Some courses below are required in more than one of the following program options. Any of them may be taken as electives if not required in your chosen specialty area.*

#### **Mental Health Counseling (MA) ..... 18 credits**

*Choose the one course not taken in the core requirements* ..... 3 credits

COUN 518 Group Counseling or

COUN 560 Family Counseling

COUN 540 Diagnosis and Assessment for Mental Health\* ... 3 credits

COUN 558 Community Mental Health Practice ..... 3 credits

Electives ..... 9 credits

*\* A course in psychopathology or abnormal psychology is a prerequisite. This may be an undergraduate course.*

#### **School Counseling (MA) ..... 18-credits**

CUIN 538 Introduction to Mild Disabilities ..... 3 credits

EDUC 515 Multicultural Perspectives ..... 3 credits

EDUC 530 Philosophy of Education ..... 3 credits

COUN 508 Washington School law for

Counselors and Psychologists ..... 3 credits

COUN 509 Developmental School Counseling ..... 3 credits

SPSY 554 Individual Educational Assessment ..... 3 credits

#### **Post-Secondary Counseling (MA) ..... 18 credits**

EDUC 515 Multicultural Perspectives ..... 3 credits

EDUC 530 Philosophy of Education ..... 3 credits

COUN 540 Diagnosis and Assessment for Mental Health\* ... 3 credits

Electives ..... credits\*\*

*\* A course in psychopathology or abnormal psychology is a prerequisite. This may be an undergraduate course.*

*\*\*EDAD 559 American Community College is required for Community College option as three of the elective credits.*

## School Psychology Program of Study

### *Expanded School Psychologist's Role*

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.

### *School Psychologist Program Design*

The curriculum of the program is based on a best practices orientation as defined by the National Association of School Psychologists and the Washington State Association of School Psychologists in their accreditation standards.

The faculty of the school psychology program are committed to education that is participatory and, because of the length of the program, the relationship of faculty and students is both personal and professional.

The post-bachelor's degree requires 95 credit hours. The post-master's degree requires a minimum of 45 credit hours. This degree program is designed for the practicing special education teacher, counselor or school psychologist who seeks continued theoretical and experiential growth. Students entering with master's degrees other than special education, counseling or school psychology must expect to take additional course work to make up the deficiencies.

At the time of initial enrollment a student will review previous course work with an adviser to plan a program meeting certificate competency

requirements. A specific program will be designed to meet the student's particular needs. On completion of the program, the educational specialist degree (EdS) will be awarded by Seattle University and a recommendation made to Washington state for the educational staff associate (ESA) certificate in school psychology.

### *Admission Requirements for School Psychology*

- A 3.00 GPA for students entering with a bachelor's degree; 3.25 GPA for students entering with a master's degree. Strong applicants whose GPA is below 3.00 may be admitted with probationary status.
- Two recommendations: one from an immediate supervisor and one from an academic professor
- Official test scores from either the Graduate Record Exam (GRE), or the Miller Analogies Test (MAT). Scores must be from tests taken within five years of the application date. This requirement will be waived for students already holding a master's degree or doctorate achieved with a 3.25 GPA or above.
- One year successful professional educational experience (documented)
- A one-page autobiographical statement indicating motivation and commitment to school psychology and relevant experience with children and adolescents
- A small group interview with a faculty members and other candidates. NOTE: Qualified applicants will be contacted for an interview by mail or phone.

### *School Psychology Program of Study*

**Knowledge of the Learner ..... 18 credits**  
 ADST 480 Introduction to Alcohol and Drug Addiction ..... 3 credits  
 EDUC 515 Multicultural Perspectives ..... 3 credits  
 EDUC 522 Child Psychology/Learning ..... 3 credits  
 EDUC 523 Adolescent Psychology/Learning ..... 3 credits  
 CUIIN 523 Language Development: Special Education ..... 3 credits  
 CUIIN 538 Introduction to Mild Disabilities ..... 3 credits

**Assessment Techniques and Interpretation ..... 12 credits**  
 COUN 540 Diagnosis and Assessment for Mental Health ..... 3 credits  
 SPSY 553 Individual Intelligence Assessment ..... 3 credits  
 SPSY 554 Individual Educational Assessment ..... 3 credits  
 SPSY 555 Personality and Behavior Assessment ..... 3 credits

**Educational Foundations ..... 6 credits**  
 EDUC 530 Philosophy of Education ..... 3 credits  
 SPSY 556 Issues in School Psychology I ..... 1 credit  
 SPSY 557 Issues in School Psychology II ..... 1 credit  
 SPSY 558 Issues in School Psychology III ..... 1 credit

**Intervention Strategies for Instruction and Management ..... 12 credits**  
 CUIIN 527 Corrective Techniques in Reading ..... 3 credits  
 CUIIN 543 Seminar in Behavior Disorders ..... 3 credits  
 CUIIN 545 Special Education Consultation ..... 3 credits  
 CUIIN 546 Class Management ..... 3 credits

**Counseling and Collaboration ..... 3 credits**  
 COUN 509 Developmental School Counseling ..... 3 credits

**Counseling Theory and Application ..... 15 credits**  
 COUN 510 Fundamental Counseling Skills ..... 3 credits

COUN 511 Counseling Theories ..... 3 credits  
 COUN 517 Group Counseling ..... 3 credits  
 COUN 560 Family Counseling ..... 3 credits  
 COUN 561 Child and Adolescent Counseling ..... 3 credits

### **Research and Evaluation Techniques:**

**Legal and Ethical Requirements ..... 9 credits**  
 EDUC 500 Introduction to Research and Graduate Study ..... 3 credits  
 EDUC 505 Fundamental of Research Design ..... 3 credits  
 COUN 508 Washington School Law for  
 Counselors and Psychologists ..... 3 credits

**Application of Theory to Practice ..... 20 credits**  
 COUN 551 Counseling Lab ..... 4 credits  
 COUN 552 Individual Counseling Practicum I ..... 4 credits  
 SPSY 559 Internship ..... 9 credits  
 SPSY 560 School Psychology Assessment Practicum ..... 3 credits

### **Comprehensive Examinations**

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.

## Curriculum and Instruction

*Graduate Department Chair: Stephanie L. Bravmann, PhD*

*Graduate Program Coordinators:*

*John Chattin-McNichols, PhD, Early Childhood Education*

*Stephanie L. Bravmann, PhD, Gifted Education*

*Katherine Schlick Noe, PhD, Reading*

*Kathleen Beaudoin, ABD, Special Education*

*Phone: (206) 296-2671*

### *Degrees Offered*

- **Master of Arts in Education (MA)**  
48 credits minimum, including a graduate project
- **Master of Education (MEd)**  
48 credits minimum
- **Post-Master's Certificates**

### *Flexible Options in Education*

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 effective educators who have solid understanding of the learner and the educational needs of diverse populations, as well as a clearly articulated philosophy of education.

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

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

### *Areas of Specialization*

- Early Childhood Education    ■ General Curriculum and Instruction
- Gifted Education                ■ Individually Designed Specialty Area
- Reading                            ■ Religious Education
- Special Education               ■ Post-Master's Certificates

### *Program Design*

Our program is designed primarily for part-time students who plan to take one or two courses per quarter. Students may begin the program during any quarter. Full-time residency is not required; however students typically live within commuting distance of campus.

Classes are offered late afternoons and evenings during the school year, and also during daytime hours in the summer session, to accommodate the professional educator. Most classes meet weekly in blocks of two hours and 40 minutes.

### *Who Should Attend?*

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

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

### *Admission Requirements*

We look for individuals who demonstrate the aptitude, interest, and ability to successfully complete a challenging academic program

- A 2.75 cumulative or upper division grade point average (GPA) in a bachelor's degree program from a regionally accredited institution. Students below 2.75 may apply, but must include Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores. In that case, test scores must be from within five years of the application date.
- Relevant work experience, usually at least one year beyond the bachelor's degree. Applicants employed outside of the kindergarten through 12 school setting are eligible to apply.
- 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.

### **Experienced Teacher Certification Option (ETCO)**

- A minimum of two years of successful teaching experience and continuing employment in an independent or parochial private school. (This substitutes for C&I one year relevant work experience.)
- Acceptance into the Curriculum & Instruction program. See Curriculum and Instruction Admission Requirements.
- Two letters of recommendation specifically addressing the candidate's teaching experience and success; one must be from an immediate supervisor or administrator and one from a teaching colleague. Candidates should use the standard Curriculum and Instruction recommendation forms and request that the references attach a letter specifying their assessment of the candidate's teaching experience and success.

- A one-page self-evaluation of the candidate's success in and commitment to teaching, prior applicable course work, (if any) experience with school-age students, and understanding of cultural differences.
- A suitable major for endorsement.

### *Application Procedures*

If you do not already have a complete application packet, request one from the Graduate Admissions. Applications are accepted for each quarter. Deadlines for receipt of application materials are: fall–August 20, winter–November 20, spring–February 20, summer–May 20. We encourage early applications. ETCO/Secondary applicants will be admitted as a cohort in the fall quarter; application deadline is May 20.

- Request one set of official transcripts from each college and university you have attended. Have them sent to you in sealed envelopes signed by the registrar. Do not open these envelopes or the transcripts will no longer be considered official. NOTE: Transcripts may be mailed directly to the Graduate Admissions from each issuing institution.
- Distribute the recommendation forms and the designated envelopes. NOTE: Recommenders are asked to seal and sign the envelopes near the flap before returning them to you. Please do not break the seals on these envelopes.
- For applicants with a GPA below 2.75, request that official test scores from the GRE or MAT be sent directly to Seattle University from the test scoring agency.
- Assemble the completed Graduate application form and supporting documents, and send them with the application fee in one large envelope to the Graduate Admissions.

### *How Long to Complete the Program?*

The majority of the students in this program are working adults, who choose to take one or two classes each quarter. During the summer quarter, students frequently are able to take additional courses. For all part-time students, the time required to complete the program will relate directly to the number of courses that their work schedule will allow.

For a full-time student, the program will require a minimum of two years for completion.

### *Program of Study*

#### **Part I: School of Education Core Requirements ..... 9 credits**

EDUC 500 Introduction to Research and Graduate Study .....	3 credits
EDUC 530 Philosophy of Education .....	3 credits
One of the following three courses .....	3 credits
EDUC 521 Adult Psychology/Learning	
EDUC 522 Child Psychology/Learning	
EDUC 523 Adolescent Psychology/Learning*	
* Required for ETCO/Secondary.	

#### **Part II: Curriculum and Instruction**

##### **Core Requirements ..... 6 to 18 credits**

CUIN 510 Basics of Curriculum and Instruction .....	3 credits
CUIN 512 Seminar: Instructional Effectiveness* .....	3 credits
CUIN 513 Supervision of Instruction .....	3 credits
CUIN 519 Practicum: Curriculum Design I* .....	3 credits
CUIN 520 Curriculum and Instruction:	
Theories and Contemporary Issues* .....	3 credits
Course in Exceptionality** .....	3 credits

\* Option for special education specialization students.

\*\* Option for special education and reading.

**Part III: Specialization Requirements****General Curriculum and Instruction ..... 15 credits**

The generalist option allows students to design a degree program tailored to their individual needs, in consultation with their adviser. Electives may be selected from additional work in curriculum and instruction, other graduate education majors, and other academic areas such as English, foreign language, history, business. Courses must be 400-level or above. Students may choose such options as:

- Additional work in curriculum and instruction, including EDUC 529 Values and Leadership; CUIIN 596 Curriculum Independent Study; and CUIIN 595 Curriculum Graduate Project.
- Courses from other graduate education majors, such as administration and counseling.
- Courses from other graduate programs, such as public administration and business administration.
- An academic area such as English, foreign language, history, and business. Courses must be 500-level or conform with undergraduate course work policy.
- Teaching English as a Second Language.

**Early Childhood Education ..... 15 credits**

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

- CUIIN 530 Programs in Early Childhood Education ..... 3 credits
- CUIIN 514 Issues in Early Childhood Education ..... 3 credits
- CUIIN 548 Early Education Practicum ..... 3 credits
- CUIIN 525 Seminar in Reading ..... 3 credits
- One elective course ..... 3 credits

**Gifted Education ..... 18 credits**

Studies focus on the theoretical and historical foundations of gifted education; assessment; identification tools and strategies; curriculum development and modification; program administration; issues and trends in the field, and current research.

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

**Reading ..... 24 credits\***

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

- CUIIN 524 Reading Diagnosis and Evaluation ..... 3 credits
- CUIIN 525 Seminar in the Teaching of Reading ..... 3 credits
- CUIIN 526 Reading in the Content Fields ..... 3 credits
- CUIIN 528 Field Practicum Workshop ..... 3 credits
- CUIIN 529 Field Practicum in Reading ..... 6 credits
- Two elective courses ..... 6 credits

\*MEd option only

**Religious Education ..... 4 to 5 credits**

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

NOTE: STMM 580 or STMM 581 may be substituted for EDUC 521, EDUC 522, or EDUC 523.

**One of the following two courses ..... 2 credits**

- STMM 503 Introduction to Christian Ethics
- STMM 505 Sacramental and Liturgical Theology

**One of the following two courses ..... 2 to 3 credits**

- STMM 576 Justice Ministry
- STMM 584 Theories of Religious Education

**Special Education\* ..... 27 to 33 credits**

This area involves training professionals to work within school systems, either directly or indirectly with students with disabilities, including physical, mental, learning and behavioral disabilities, as well as a critical analysis of management systems.

- CUIIN 550 Working With Parents and Professionals ..... 3 credits
- CUIIN 542 Special Education Methods ..... 3 credits
- CUIIN 546 Class Management ..... 3 credits
- SPSY 554 Individual Educational Assessment ..... 3 credits
- Elective courses (selected in consultation adviser) ..... 15 to 18 credits
- \*CUIIN 540 and CUIIN 523 or their equivalents are prerequisites to this program.

**Individual Program ..... 15 credits**

Some students enter the program with highly specialized needs often related to current employment responsibilities. In this option, students work closely with an adviser to develop a curriculum plan to meet their own academic and professional needs.

Students work with an adviser to develop a curriculum plan to meet specialized needs.

**Experienced Teacher Certification****Option/Secondary ..... 34 credits**

The Experienced Teachers Certification Option/Secondary Master's Degree program is for teachers currently employed in independent or parochial private schools who have demonstrated success in teaching at the secondary level and who seek Washington State initial teacher certification. Students admitted into this program will complete the MA of MEd degree program in Curriculum and Instruction and receive initial teaching certification. The program begins in Fall quarter, and student proceed through the program in a cohort.

- EDUC 515 Multicultural Perspectives ..... 3 credits
- Exceptionality Courses (choose one)
- EDUC 424 Introduction to Mild Handicaps ..... 3 credits
- CUIIN 542 Methods in Special Education ..... 3 credits
- CUIIN 546 Classroom Management ..... 3 credits
- CUIIN 450 Nature and Needs of Gifted Students ..... 3 credits
- CUIIN 526 Reading in the Content Fields ..... 3 credits
- CUIIN 580 Secondary Methods: General ..... 6 credits
- CUIIN 581 Secondary Methods: Specific ..... 3 credits
- Elective (for MEd) or CUIIN 595 Graduate Project (for MA) ... 3 credits

## Post-Master's Certificate Programs in Curriculum and Instruction

The Post-Master's Certificate Programs in Curriculum and Instruction are designed for individuals who already have graduate degrees in education and wish continuing graduate study in specific specialty areas. Specializations are offered in the following areas: Department Head/Team Leader, Exceptionalities, Gifted Education, Literacy, Special Education, and Staff Development.

These programs are open to those with graduate degrees (M.A., M.Ed., and sometimes M.I.T.) from accredited universities. Students will work with a designated Certificate Advisor and must take a minimum of fifteen (15) credits in residence after admission to the Certificate

Program. The application process involves the completion of application materials including the submission of all graduate transcripts, a current résumé, and letters of recommendation. All standards for academic performance must meet those for entry into the Seattle University Masters Degree programs in Curriculum and Instruction.

The curriculum consists of a designed selection of graduate courses in education and curriculum and instruction plus prerequisites and culminates with comprehensive examinations in the Certificate area. Upon successful completion of program requirements, students will have posted to their transcripts the following: "Certificate of Post-Master's Studies in Curriculum and Instruction/(insert specialization)" and will be issued a certificate listing the specialization completed.

## Post Master's Certificate Requirements

(choose one area)

*Pre-requisite to all Post Master's Certificate Course Work are the following:*

EDUC 500 Introduction to Graduate Study or equivalent course/experience

EDUC 515 Multicultural Perspectives or equivalent course/experience

EDUC 522/ 523 Child or Adolescent Psychology & Learning or equivalent course/experience

*Department Head/Team Leader (23 credits)*

**Required Courses ..... 17 credits**

CUIN 510 Basics of Curriculum & Instruction ..... 3 credits

CUIN 513 Supervision of Instruction ..... 3 credits

CUIN 520 C&I: Theories & Contemporary Issues ..... 3 credits

EDAD 570 Leadership I ..... 3 credits

EDAD 571 Leadership II ..... 3 credits

CUIN 596 Synthesis Seminar: Leadership ..... 2 credits

**Elective Courses ..... 6 credits**

Select two:

AEDT 577 Evaluation of Educational Programs ..... 3 credits

CUIN 512 Seminar in Instructional Effectiveness ..... 3 credits

EDAD 587 Community Relations ..... 3 credits

Elective - Other appropriate graduate level course with advisor's prior approval ..... 3 credits

*Exceptionalities (23 credits)*

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

**Required Courses ..... 23 credits**

CUIN 512 Seminar in Instructional Effectiveness ..... 3 credits

CUIN 538 Introduction to Mild Disabilities ..... 3 credits

CUIN 535 Nature and Needs of the Gifted ..... 3 credits

CUIN 542 Special Education Methods ..... 3 credits

CUIN 545 Special Education Consultation ..... 3 credits

CUIN 531 Curriculum for the Gifted ..... 3 credits

CUIN 532 Psychosocial Needs of the Gifted ..... 3 credits

CUIN 596 Synthesis Seminar: Exceptionalities ..... 2 credits

*Gifted Education (23 credits)*

**Required Courses ..... 23 credits**

CUIN 512 Seminar in Instructional Effectiveness ..... 3 credits

CUIN 535 Nature and Needs of the Gifted ..... 3 credits

CUIN 536 Gifted Education: Math and Science ..... 3 credits

CUIN 531 Curriculum for the Gifted: Development and Modification ..... 3 credits

CUIN 532 Psychosocial Development of Gifted Students ..... 3 credits

CUIN 533 Current Issues in Gifted Education ..... 3 credits

CUIN 534 Practicum: Curriculum for the Gifted ..... 3 credits

CUIN 596 Synthesis Seminar: Gifted Education ..... 2 credits

*Literacy Specialist (26 credits)*

The Certificate Program for the Literacy Specialist can also lead to a Washington State Endorsement in Reading K-12.

**Required Courses ..... 23 credits**

CUIN 524 Literacy Assessment and Evaluation ..... 3 credits

CUIN 525 Seminar in the Teaching of Reading ..... 3 credits

CUIN 526 Reading in the Content Fields ..... 3 credits

CUIN 528/529 Field Practicum and Workshop in Reading .... 9 credits

CUIN 521 Teaching with Children's Literature ..... 3 credits

CUIN 596 Synthesis Seminar: Literacy Education ..... 2 credits

**Elective Course ..... 3 credits**

Select one:

CUIN 527 Corrective Techniques in the Teaching of Reading ..... 3 credits

CUIN 522 Seminar in Whole Language ..... 3 credits

*Literacy Specialist: Elementary (23 credits)*

This Certificate Program is designed for Seattle University MIT Graduates: Elementary teachers. The Certificate Program for the Literacy Specialist: Elementary can also lead to a Washington State Endorsement in Reading.

**Prerequisite Course**

TEED 521 Elementary School Curriculum and Materials .... 12 credits

**Required Courses ..... 17 credits**

CUIN 524 Literacy Assessment and Evaluation ..... 3 credits

CUIN 526 Reading in the Content Fields ..... 3 credits

CUIN 528/529 Field Practicum and Workshop in Reading .... 9 credits

CUIN 596 Synthesis Seminar: Literacy Education ..... 2 credits

**Elective Courses ..... 6 credits**

Select two of:

CUIN 527 Corrective Techniques in the Teaching of Reading .... 3 credits

CUIN 521 Teaching with Children's Literature ..... 3 credits

CUIN 522 Seminar in Whole Language ..... 3 credits

*Literacy Specialist: Secondary (23 credits)*

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

**Prerequisite Course**

TEED 522 Middle and Secondary Curriculum and Methods ..... 12 credits

**Required Courses ..... 20 credits**

CUIN 524 Literacy Assessment and Evaluation ..... 3 credits

CUIN 525 Seminar in the Teaching of Reading ..... 3 credits

CUIN 528/529 Field Practicum and Workshop in Reading .... 9 credits

CUIN 521 Teaching with Children's Literature ..... 3 credits

CUIN 596 Synthesis Seminar: Literacy Education ..... 2 credits

**Elective Course ..... 3 credits**

Select one of:

- CUIN 527 Corrective Techniques in the  
Teaching of Reading ..... 3 credits  
CUIN 522 Seminar in Whole Language ..... 3 credits

*Special Education (24 credits)***Required Courses ..... 24 credits**

- CUIN 550 Working with Parents and Professionals ..... 3 credits  
CUIN 538 Introduction to Mild Disabilities

or

- CUIN 515 Survey of Exceptionalities ..... 3 credits  
CUIN 540 Introduction to Special Education ..... 3 credits  
CUIN 542 Special Education Methods ..... 3 credits  
CUIN 543 Seminar in Behavior Disorders ..... 3 credits  
CUIN 545 Special Education Consultation ..... 3 credits  
CUIN 546 Classroom Management ..... 3 credits  
CUIN 591 Assessment and the IEP ..... 3 credits

*Staff Development (23 credits)***Required Courses ..... 23 credits**

- CUIN 510 Basics of Curriculum and Instruction ..... 3 credits  
CUIN 512 Seminar in Instructional Effectiveness ..... 3 credits  
CUIN 513 Supervision of Instruction ..... 3 credits  
CUIN 520 C&I: Theories and Contemporary Issues ..... 3 credits  
AEDT 574 Continuing Education for the Professional ..... 3 credits  
AEDT 577 Evaluation of Educational Programs ..... 3 credits  
CUIN 596 Synthesis Seminar: Staff Development ..... 2 credits  
Elective - Other appropriate graduate level course  
with advisor's prior approval ..... 6 credits

## Educational Administration

Graduate Program Coordinator: Sandra L. Barker, PhD  
(206) 296-5798

*Degrees Offered*

- Master of Arts in Education (MA)  
45 credits minimum, including a graduate project
- Master of Education (MEd)  
48 credits minimum
- Educational Specialist (EdS)  
45 credits, post-master's degree

*Five Specializations*

The program in educational administration offers five specializations to meet the needs of instructional leaders in K-12 and post-secondary schools as well as other organizations featuring educational activities. The specializations are principalship, independent school principalship, program administration, school business administration and general administration. Certification as a principal or program administrator is available with the master's degree or as a post-master's program of study.

*Degree Options*

Students may earn a master of education in all specializations (48 to 51 credits, depending on the specialization). A master of arts in education with a specialization in school business administration or in general administration requires 45 credits, including a graduate project. Those in the principalship, program administration or independent school principalship specializations who wish to earn a master of arts in education degree must add a three-credit graduate project to their programs

(total of 53 to 54 credits). Information on earning an educational specialist degree follows the program of study below.

*Field Experience*

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

*Admission Requirements*

- Bachelor's degree
- One year successful relevant work experience
- 2.75 cumulative or upper division GPA. Students below 2.75 may apply, but must include Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores from tests which have been taken within five years of application.
- Three recommendations from supervisors within past five years
- Interview with the program coordinator

*Program of Study***Part I: School of Education Required Courses .. 9 to 12 credits**

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

*Program administration, principal and independent school principal specialization require one of the following courses..... 3 credits*

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

**Part II: Specialization Requirements****Public School Principal ..... 39 credits\***

- EDAD 544 Administrative Practicum I ..... 1 credit  
EDAD 545 Administrative Practicum II ..... 1 credit  
EDAD 546 Administrative Practicum III ..... 1 credit  
EDAD 557 Educational Law I ..... 2 credits  
EDAD 558 Educational Law II ..... 2 credits  
EDAD 560 Educational Resources Management ..... 2 credits  
EDAD 564 Administrative Internship I ..... 2 credits  
EDAD 565 Administrative Internship II ..... 2 credits  
EDAD 566 Administrative Internship III ..... 2 credits  
EDAD 567 Leadership for Change Seminar I+ ..... 2 credits  
EDAD 568 Leadership for Change Seminar II+ ..... 2 credits  
EDAD 569 Leadership for Change Seminar III+ ..... 2 credits  
EDAD 570 Leadership in Education I\*\* ..... 3 credits  
EDAD 571 Leadership in Education II\*\* ..... 3 credits  
EDAD 572 The Principalship ..... 3 credits  
CUIN 510 Basics of Curriculum & Instruction ..... 3 credits  
CUIN 512 Seminar: Instructional Effectiveness ..... 3 credits  
CUIN 513 Supervision of Instruction ..... 3 credits  
+ Courses taken concurrently with Administrative Practicum

\* Students must have a course in exceptionality by program completion.

\*\*Taken in sequence in the first 15 credits

**MA Option, Public School Principal ..... 54 credits**

- Part I: School of Education Required Courses ..... 12 credits  
Part II: Specialization Requirements ..... 39 credits  
EDAD 595 Educational Administration Graduate Project ..... 3 credits

**MEd Option, Public School Principal ..... 51 credits**

Part I: School of Education Required Courses ..... 12 credits

Part II: Specialization Requirements ..... 39 credits

**Independent School Principal ..... 39 credits\***

EDAD 544 Administrative Practicum I ..... 1 credit

EDAD 545 Administrative Practicum II ..... 1 credit

EDAD 546 Administrative Practicum III ..... 1 credit

EDAD 554 Independent School Administrative Internship I .. 2 credits

EDAD 555 Independent School Administrative Internship II. 2 credits

EDAD 556 Independent School Administrative Internship III 2 credits

EDAD 557 Educational Law I ..... 2 credits

EDAD 558 Educational Law II ..... 2 credits

EDAD 560 Educational Resources Management ..... 2 credits

EDAD 567 Leadership for Change Seminar I+ ..... 2 credits

EDAD 568 Leadership for Change Seminar II+ ..... 2 credits

EDAD 569 Leadership for Change Seminar III+ ..... 2 credits

EDAD 570 Leadership in Education I\*\* ..... 3 credits

EDAD 571 Leadership in Education II\*\* ..... 3 credits

EDAD 572 The Principalship ..... 3 credits

CUIN 510 Basics of Curriculum &amp; Instruction ..... 3 credits

CUIN 512 Seminar: Instructional Effectiveness ..... 3 credits

CUIN 513 Supervision of Instruction ..... 3 credits

+ Courses taken concurrently with Administrative Practicum

\* *Students must have a course in exceptionality by program completion.*\*\* *Taken in sequence in the first 15 credits.***MA Option, Independent School Principal ..... 54 credits**

Part I: School of Education Required Courses ..... 12 credits

Part II: Specialization Requirements ..... 39 credits

EDAD 595 Educational Administration Graduate Project ..... 3 credits

**MEd Option, Independent School Principal ..... 51 credits**

Part I: School of Education Required Courses ..... 12 credits

Part II: Specialization Requirements ..... 39 credits

**School Business Administration ..... 36-38 credits**

EDUC 515 Multicultural Perspectives ..... 3 credits

EDAD 557 Educational Law I ..... 2-3 credits

EDAD 558 Educational Law II ..... 2-3 credits

EDAD 560 Educational Resources Management ..... 3 credits

EDAD 570 Leadership in Education I\* ..... 3 credits

EDAD 571 Leadership in Education II\* ..... 3 credits

EDAD 564 Admin. Internship I ..... 2 credits

EDAD 565 Admin. Internship II ..... 2 credits

EDAD 566 Admin. Internship III ..... 2 credits

CUIN 510 Basics of Curriculum &amp; Instruction ..... 3 credits

*In addition, elective credits should be chosen in personnel and finance from the Albers School of Business and Economics or the Institute for Public Service.***MA Option, School Business Administration ..... 45 credits**

Part I: School of Education Required Courses ..... 9 credits

Part II: Specialization Requirements ..... 33 credits

EDAD 595 Educational Administration Graduate Project ..... 3 credits

**MEd Option, Public School Principal ..... 48 credits**

Part I: School of Education Required Courses ..... 9 credits

Part II: Specialization Requirements ..... 33 credits

**Program Administration ..... 38 credits\***

EDAD 544 Administrative Practicum I ..... 1 credit

EDAD 545 Administrative Practicum II ..... 1 credit

EDAD 546 Administrative Practicum III ..... 1 credit

EDAD 557 Educational Law I ..... 2 credits

EDAD 558 Educational Law II ..... 2 credits

EDAD 560 Educational Resources Management ..... 2 credits

EDAD 564 Administrative Internship I ..... 2 credits

EDAD 567 Leadership for Change Seminar I+ ..... 2 credits

EDAD 568 Leadership for Change Seminar II+ ..... 2 credits

EDAD 569 Leadership for Change Seminar III+ ..... 2 credits

EDAD 570 Leadership in Education I\*\* ..... 3 credits

EDAD 571 Leadership in Education II\*\* ..... 3 credits

CUIN 510 Basics of Curriculum &amp; Instruction ..... 3 credits

CUIN 512 Seminar: Instructional Effectiveness ..... 3 credits

CUIN 513 Supervision of Instruction ..... 3 credits

CUIN 519 Practicum: Curriculum Design I ..... 3 credits

CUIN 520 Curriculum &amp; Instruction: Theories &amp; Issues ..... 3 credits

+ *Courses taken concurrently with Administrative Practicum*\* *Students must have a course in exceptionality by program completion.*\*\* *Taken in sequence in the first 15 credits.***MA Option, Program Administration ..... 53 credits**

Part I: School of Education Required Courses ..... 12 credits

Part II: Specialization Requirements ..... 38 credits

EDAD 595 Educational Administration Graduate Project ..... 3 credits

**MEd Option, Program Administration ..... 50 credits**

Part I: School of Education Required Courses ..... 12 credits

**General Administration ..... 36-38 credits**

EDUC 515 Multicultural Perspectives ..... 3 credits

EDAD 564 Admin. Internship I ..... 2 credits

EDAD 565 Admin. Internship II ..... 2 credits

EDAD 566 Admin. Internship III ..... 2 credits

EDAD 570 Leadership in Education I\* ..... 3 credits

EDAD 571 Leadership in Education II\* ..... 3 credits

\* *Taken in sequence in the first 15 credits.**In addition, elective credits should be chosen in personnel, law and finance from the School of Education, the Albers School of Business and Economics or the Institute for Public Service.***MA Option, General Administration ..... 45 credits**

Part I: School of Education Required Courses ..... 9 credits

Part II: Specialization Requirements ..... 32 credits

EDAD 595 Educational Administration Graduate Project ..... 3 credits

**MEd Option, General Administration ..... 48 credits**

Part I: School of Education Required Courses ..... 9 credits

Part II: Specialization Requirements ..... 39 credits

**Educational Specialist Degree (EdS) in Educational Administration**

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

Course work is in the areas of administration, organization and management; law and policy; research and evaluation; instructional leadership; values; and electives. Admission requirements are:

- Master's degree in a field of education, with the prerequisite courses from an accredited institution
- Three letters of recommendation from supervisors within the past five years

- Minimum of 3.25 GPA in post-baccalaureate studies. Students may be accepted conditionally if GPA is between 3.00 and 3.25 and they receive strong endorsement from their supervisory administrators, submit a GRE or MAT score, and have a personal interview.

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

## Educational Leadership

*Graduate Department Chair: Jeremy Stringer, PhD*  
*Graduate Program Coordinator: Van Hutton, PhD*  
*Graduate Program Coordinator, Superintendent Certification: Carol F. Fillenberg, PhD*

(206) 296-6170

### Degree Offered

- Doctor of Education (EdD)  
 90 Credits Minimum

### Designed for Leaders

This three-year post-master's program leads to the doctor of education (EdD) degree with a major in educational leadership. It is designed for practicing leaders in education who may complete it while continuing employment. Designed to meet the needs of a broad spectrum of leaders in schools, colleges, businesses and social agencies, 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 may include earning a state principal, program administrator or superintendent certificate. The program begins each year in July.

### Admission Requirements

- Master's degree from an accredited university
- Two recommendations for doctoral study, one from a master's degree major professor and one from an immediate on-the-job supervisor
- Official test scores from either the GRE or the MAT. Scores must be from tests taken within the last five years.
- A 3.5 GPA in master's degree program courses
- Three years of successful educational experience (in schools or other agencies)
- A minimum of one year in a leadership role as a leader of adult professionals

- A personal interview with Seattle University departmental faculty members, including an on-site sample of writing skills

For details on admission procedures please call (206) 296-6170.

### Program of Study

<b>Educational Leadership Major .....</b>	<b>27 credits</b>
EDLR 600 Workshop in Educational Leadership .....	9 credits
EDLR 601 Seminar in Educational Leadership I.....	5 credits
EDLR 602 Seminar in Educational Leadership II .....	5 credits
EDLR 603 Seminar in Educational Leadership III .....	5 credits
EDLR 604 Organizational Development and Change.....	3 credits

### Cognate Study/Professional Education .....

**39 credits**  
 Credits required in these two categories will vary greatly with student background and need. Normally a minimum of 12 credits each will be required in cognate and professional education. Cognate studies may be in any field other than education (e.g., business, political science, public service, history, philosophy, psychology, religion or software engineering). Unless already completed at the graduate level, the following courses or equivalents must be included: philosophy of education, counseling, testing or research design, employee supervision, curriculum, finance and law. For professionals from non-school agencies, equivalent courses from other fields may be substituted for finance and law (with approval).

### Independent Study, Internship, Project .....

<b>24 credits</b>	
EDLR 608 or 609 Internship .....	1-9 credits
EDLR 610 Doctoral Project .....	11-19 credits
EDLR 611 Doctoral Project/Dissertation Dissemination .....	1 credit
EDLR 696 Independent Study .....	1-5 credits

**Doctor of Education..... 90 credits total**

EDLR ENROLLMENT 4th, 5th and 6th Year Students For EDLR 612, EDLR 613, EDLR 614, and EDLR 649				
Year	Fall	Winter	Spring	Summer
4th	EDLR 612	EDLR 649	EDLR 649	EDLR 649
	EDLR 614			
5th	EDLR 613	EDLR 613	EDLR 613	EDLR 649
	EDLR 614			
6th	EDLR 613	EDLR 613	EDLR 613	EDLR 649
	EDLR 614			

## Typical Sequence for a Three-Year Educational Leadership Program

	1st Summer	1st Year	2nd Summer	2nd Year	3rd Summer	3rd Year	Subtotal	Total
Prerequisites*		EDUC 500 EDUC 521, 522 or 523						6 credits*
Educational Leadership	9 credits (EDLR 600)	5 credits (EDLR 601)	3 credits (EDLR 604)	5 credits (EDLR 602)		5 credits (EDLR 603)		27 credits
Cognate Study		3 credits	3 credits	3 credits	6 credits	3 credits	18 credits	39 credits
Professional Education		6 credits	3 credits	6 credits	3 credits	3 credits	21 credits	
Independent Study			←	4-12 credits		→	4-12 credits	24 credits
Doctoral Project			←	12-20 credits		→	12-20 credits	

\* May be waived. These are in addition to the 90 credits required for the doctoral degree.

### Residency

Full-time residency is not required; however, 32 credits must be completed in the first 13 months, including EDLR 600, EDLR 601 and EDLR 604. The program is designed for completion within three years by those continuing in leadership positions. Students going beyond three years will continue to register for the EDLR 614 Seminar as long as actively seeking the degree. Also, students who exceed three years are required to register for project continuation through the quarter in which all degree requirements have been completed. As long as students are active in the program, enrollment every quarter is required either in regular courses or EDLR 649 Doctoral Enrollment. Formal leaves may be granted for cause. Credit applied to the degree may not be more than six years old when the program is completed.

### Prerequisites

Graduate study and demonstrated competence in research, plus child, adolescent or adult psychology are required before beginning the doctoral program. If not completed prior to enrollment, these could be completed within the first academic year, but are in addition to the 90 doctoral degree credits.

### Transfer Credit

Up to 15 credits of post-master's graduate study may be transferred, if it meets our criteria, including completion within six years of the date all degree work is concluded. Transfer credit must be A or B grades. Post-master's graduate credit taken at Seattle University prior to acceptance into the program is also included in the 15 credits allowed to transfer.

### Credit at Seattle University

At least three-fourths of the applicable credits taken at Seattle University must be 500 level or higher. In any case, no more than 15 credits at Seattle University below the 500 level may be applied, and then only with specific advanced, written approval. (Inclusion in an approved program of studies will satisfy this requirement.) All credit applied to the EdD must have been completed within six years prior to the date on which all requirements for the degree are satisfied.

### Formal Degree Candidacy

A student is eligible for candidacy when EDLR 604 has been completed, a program of studies has been approved and a project proposal has been accepted.

### Comprehensive Exam

An eight- to 12-hour exam is required of all students. It consists of a four-hour examination on educational leadership common to all students and an individualized four- to eight-hour exam during the final quarter tailored to each student's program, cognate area and project.

### Superintendent, Program Administrator and Principal Certification

Students may earn a Washington state 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 department.

**Superintendent Certification Option..... 90 to 99 Credits**  
Endorsement for superintendent or an administration certificate may be earned as a part of the doctoral program. A student must hold or be eligible for an initial or continuing teacher or educational staff associate (ESA) certificate.

### Doctoral Program Required Courses

(graduate study in the following courses or their equivalent not included in 90-minimum credits)

EDUC 500 Introduction to Research and Graduate Study ..... 3 credits

*One of the following two courses* ..... 3 credits

EDUC 522 Child Psychology/Learning

EDUC 523 Adolescent Psychology/Learning

### Educational Leadership Required Courses

(see EdD program of study) ..... 27 credits

### Independent Study, Internship, Dissertation Project, Project Dissemination

(see EdD program of study) ..... 24 credits

### Cognate Study and

Professional Education ..... 39 to 48 credits

Cognate Study in Business Administration and/or

Public Administration ..... 12 to 27 credits

Professional Education (the following courses or their equivalent

must have been completed at the graduate level) .... 12 to 36 credits

*One of the following three courses* ..... 3 credits

CUIN 538 Introduction to Mild Disabilities

CUIN 540 Introduction to Special Education

CUIN 553 Inclusion of Exceptional Students

EDUC 530 Philosophy of Education ..... 3 credits

EDUC 515 Multicultural Perspectives ..... 3 credits

*One of the following three courses* ..... 3 credits

COUN 509 Developmental School Counseling

COUN 510 Fundamental Counseling Skills

COUN 511 Counseling Theories

*One of the following two courses* ..... 3 credits

COUN 527 Counseling Tests and Measurements

SPSY 554 Individual Educational Assessment

CUIN 510 Basics of Curriculum and Instruction ..... 3 credits

CUIN 513 Supervision of Instruction ..... 3 credits

EDAD 557 Educational Law I ..... 2 - 3 credits

EDAD 558 Educational Law II ..... 2 - 3 credits

EDAD 560 Educational Resources Management ..... 2 - 3 credits

EDAD 567 Leadership for Change Seminar I ..... 2 - 3 credits

EDAD 568 Leadership for Change Seminar II ..... 2 - 3 credits

EDAD 569 Leadership for Change Seminar III ..... 2 - 3 credits

*One of the following two courses* ..... 3 credits

EDUC 502 Computers for Educational Leaders

AEDT 575 Computer Support for Administrators

## Student Development Administration

Graduate Program Coordinator: Jeremy Stringer, PhD

Phone: (206) 296-6061

### Degrees Offered

■ Master of Arts (MA)

51 credits minimum, including a graduate project

■ Master of Education (MEd)

51 credits minimum

### Careers in College Student Services

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.

### Degree Options

Students may earn a master of arts with 51 credits or a master of education with 51 credits.

### Internship

All students are required to have a minimum of three one-credit internships in the field, either at Seattle University or at any of several cooperating institutions in the area.

### Admission Requirements

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

- A bachelor's degree in any field from an accredited institution
- A 3.00 GPA in the last 90 quarter credits (or 60 semester credits) contributing to your baccalaureate degree. Upper-division postgraduate grades and credits are averaged into the GPA. Students below a 3.00 GPA and those with non-letter-graded transcripts must include scores from the GRE. Scores must be from tests taken within the last five years.
- Two recommendations
- Professional autobiography showing evolution of career interests

### Program of Study

#### Part I: School of Education Required Courses ..... 9 credits

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

#### Part II: Student Development Requirements ..... 36 credits

ADST 480 Introduction to Alcohol and Drug Addiction ..... 3 credits  
 EDUC 515 Multicultural Perspectives ..... 3 credits  
 EDAD 570 Leadership in Education I ..... 3 credits  
 EDAD 571 Leadership in Education II ..... 3 credits  
 EDAD 580 Higher Education Law ..... 3 credits  
 SDAD 564 Internship in  
 Student Development Administration I ..... 1 credit  
 SDAD 565 Internship in  
 Student Development Administration II ..... 1 credit  
 SDAD 566 Internship in  
 Student Development Administration III ..... 1 credit  
 SDAD 575 Best Practices in Student Services ..... 3 credits  
 SDAD 576 Leadership and  
 Governance in Post-Secondary Education ..... 3 credits  
 SDAD 577 Principles of  
 Student Development Administration ..... 3 credits  
 SDAD 578 Student Development  
 Theory, Research and Practice ..... 3 credits  
 SDAD 579 Student Development Capstone Seminar ..... 3 credits  
 COUN A course in counseling ..... 3 credits

#### Part III: Student Development Electives ..... 3-6 credits

CUIN 538 Introduction to Mild Disabilities ..... 3 credits  
 EDAD 559 The American Community College ..... 3 credits  
 EDAD 561 Women as Transformational Leaders ..... 3 credits  
 EDAD 585 Higher Education Finance ..... 3 credits  
 AEDT 563 Instructional Methods for Adult Learners ..... 3 credits

AEDT 575 Computer Support for Administrators ..... 3 credits  
 COUN 510 Fundamental Counseling Skills ..... 3 credits  
 COUN 511 Counseling Theories ..... 3 credits  
 COUN 512 Career Counseling/Information Services\* ..... 3 credits  
 COUN 515 Loss and Grief ..... 3 credits  
 COUN 517 Group Counseling-Theories and Practice\* ..... 3 credits  
 SDAD 591 Special Topics in SDAD ..... 1 - 3 credits  
 MGMT 571 Adventure-based Leadership Seminar ..... 3 credits  
 \* NOTE: Some electives may require prerequisites. See education course descriptions for details.

#### MEd Option ..... 51 credits

Part I: School of Education Required Courses ..... 9 credits  
 Part II: Student Development Required Courses ..... 36 credits  
 Part III: Approved Electives ..... 6 credits

#### MA Option ..... 51 credits

Part I: School of Education Required Courses ..... 9 credits  
 Part II: Student Development Required Courses ..... 36 credits  
 Part III: Approved Electives ..... 3 credits  
 SDAD 595 Student Development Graduate Project ..... 3 credits

### Comprehensive Examination

Students must satisfactorily complete a four-hour written comprehensive examination at the conclusion of their program. The examinations are offered on a regular schedule, in accordance with established School of Education policy.

### Recommended Sequence of Courses

The following courses are *recommended* to be taken among a student's first eighteen credits:

EDUC 500 Introduction to Research and Graduate Study ..... 3 credits  
 EDUC 521 Adult Psychology and Learning ..... 3 credits  
 SDAD 576 Leadership & Governance in  
 Postsecondary Education ..... 3 credits  
 SDAD 577 Principles of Student Development  
 Administration ..... 3 credits

## Teacher Education

Graduate Department Chair: Margit E. McGuire, PhD  
 (206) 296-5759

### Degree Offered

- Master in Teaching (MIT)  
 60 credits minimum

*"A Teacher Affects Eternity."* –Henry Adams

By challenging and encouraging us, teachers make us aware of the possibilities within ourselves. Teachers who can access this realm of human possibility also touch the future.

The master in teaching (MIT) program at Seattle University brings the future within reach. This innovative, full-time graduate degree program enables students to earn both their master's in teaching degree and their initial teaching certification, all within four academic quarters of study.

### Why a Master's Degree in Teaching?

Reports on the state of education note that teachers are often not adequately prepared in their academic subject areas, when undergraduate programs attempt to combine both teacher education and academic majors within the limits of four years. A significant advantage of the MIT

program is that it provides prospective teachers with the opportunity to have both the in-depth preparation of a full academic major at the undergraduate level, as well as solid preparation for professional education at the graduate level.

The advantages of having a master's degree, as reflected in Washington school district pay scales, are clear. Entering teachers with master's degrees earn as much as 20 to 27 percent\* more than those from undergraduate programs leading to teacher certification, and continue to earn more for each year they teach.

\* 1995-96 K-12 Certificated Regular Salary Schedule Report, Washington Education Association.

### *A Program with Strong Supports*

Students proceed together through the program as a member of a cohort, which provides the opportunity to create and experience a learning community. MIT students are placed in a school setting within the first two weeks of the program. The program features multiple field experiences with strong supervisory support, and incorporates peer collaboration and team teaching approaches.

### *Earn a Teaching Certificate*

Successful completion of the MIT program will enable the student to become a certificated teacher in Washington state.

To earn a certificate to teach kindergarten through eighth grade, the elementary certification candidate must have completed an undergraduate degree with a strong liberal arts foundation, including courses in language arts, sciences and math, and social sciences.

To earn a certificate to teach fourth through twelfth grade, the secondary certification candidate must have completed an undergraduate or a graduate degree in an academic major corresponding to those listed on the following page.

### *Program Design*

Students are expected to enter the 60-credit daytime MIT program already strongly grounded in their academic field.

The program curriculum includes comprehensive educational theory and research following the themes of individualization, ethical responsibility, and the use of technology as an essential educational tool. Internships in community service programs put pre-service teachers in touch with the world as it is lived by their students. Through integrated course work and field experiences, prospective teachers develop the insight and skills needed to be effective educators in a complex and technological world.

### *Secondary Teaching Candidates*

In order to place MIT students in a full-time student teaching experience, all secondary certification candidates must be qualified in one of the areas listed below. If your degree major does not exactly match the subject areas listed below, you must provide a written evaluation showing that your previously earned credits will qualify you for endorsement in one area. Call (206) 296-5759 for the endorsement evaluation packet for your subject area:

- |                                |                  |
|--------------------------------|------------------|
| ■ Art                          | ■ History        |
| ■ Biology                      | ■ Mathematics    |
| ■ Chemistry                    | ■ Physics        |
| ■ English                      | ■ Science        |
| ■ English as a Second Language | ■ Social Studies |

- English/Language Arts
- Special Education
- Foreign Language: French, German, Spanish, or Japanese

### *Program Prerequisites*

Certain prerequisites must be completed prior to beginning the MIT program, and these are described in detail on the MIT Prerequisite Form in the application packet. All students seeking elementary certification must demonstrate competency in mathematics through course work or successful completion of a math competency exam. Also, all MIT students must demonstrate competency in technology by being able to operate a computer and to load and use software, including a word processing program.

By Washington state law, a background check is required using fingerprint identification, conducted through the Washington State Patrol and the Federal Bureau of Investigation. The results of the background check may preclude teacher certification and placement in a school setting. Information on procedures is sent to those admitted to the MIT program.

### *Admission Requirements*

We seek applicants who demonstrate strong academic knowledge and skills, a commitment to equity and justice, and continued growth and learning. In addition, applicants must demonstrate potential for leadership, characterized by risk-taking, strong self concept, and interpersonal skills. Admission requirements include:

- A bachelor's degree with a 3.0 grade point average (GPA) from a regionally accredited institution. Strong applicants who are below a 3.0 GPA may be admitted probationally.
- Official scores from the Graduate Record Exam (GRE) general test, or the Praxis/National Teacher Exam (NTE) core battery communication skills test. Scores must be from tests taken within the last five years.
- Two recommendations, preferably from current immediate supervisors and/or professors. The required recommendation forms and envelopes are provided in the application packet.
- Satisfactory completion of: 1) the MIT Prerequisite Form, 2) an autobiographical statement, 3) the spontaneous writing sample, and 4) an interview with faculty. (See the Application Procedures section for detailed information.)

### *Application Procedures*

If you do not already have a complete application packet, request one from the Graduate Admissions. Deadlines for receipt of all application materials: October 1 for March entry or February 1 for August entry. We encourage early applications.

- Request two sets of official transcripts from each college and university you have attended, regardless of whether courses appear on another school's transcript. Have them sent to you in sealed envelopes signed by the registrar. Do not open these envelopes or the transcripts will no longer be considered official. NOTE: Transcripts may also be mailed directly to the Seattle University Graduate Admissions from each issuing institution.
- Request that official GRE or NTE scores be sent from Educational Testing Services (ETS) to Seattle University Graduate Admissions. **We must know your scores by the deadline.**
- Distribute the recommendation forms and designated envelopes. NOTE: Recommenders are asked to seal and sign the envelopes near the flap before returning them to you.

- Complete the MIT Prerequisite Form located in the application packet.
- Compose a one-page, double-spaced autobiographical statement. Outline your motivation and commitment to teaching, prior applicable course work, experience with school-age students and understanding of cultural differences. Describe your experience with young people or exceptional individuals, demonstrated by paid or volunteer work in classrooms, social service agencies, or other youth-associated activities.
- Complete a spontaneous writing sample at the Seattle University Learning Center. Call (206) 296-2300 to schedule an appointment.
- Complete the graduate student application form and assemble it with the supporting documents and application fee. Send them in one large envelope to the Graduate Admissions, Seattle University, 900 Broadway, Seattle, WA 98122-4460. **We must receive materials by the deadline.**
- Based on faculty reviews, selected applicants will be contacted approximately one month after the deadline date for a small-group interview.
- Applicants from outside Washington state, or those who will not be in the state for the interview process, must also arrange, by the deadline, to submit a video or audio tape to the MIT Program Office. For specifications on tape content, format, and length, contact the MIT program secretary at (206) 296-5759. Note: the autobiographical statement will be analyzed in place of the writing sample if a tape has been submitted.
- On acceptance, a \$100 nonrefundable deposit is required. Six weeks before the program begins, an additional \$400 nonrefundable deposit is required. Applicants who do not submit their deposits by the deadlines forfeit their space.

A limited number of diversity scholarships are available for selected underrepresented groups. For criteria and application materials call the School of Education (206) 296-5760.

*Program of Study*

<b>MIT Program Requirements</b> .....	<b>60 credits</b>
TEED 510 The Teacher as Reflective Decision Maker .....	5 credits
TEED 511 The Arts and Cultural Diversity .....	1 credit
TEED 512 Learners and Instruction .....	12 credits
TEED 513 Field Experience I .....	2 credits
TEED 520 Service Leadership .....	2 credits
<i>One of the following two courses</i> .....	12 credits
TEED 521 Elementary Methods and Curriculum	
TEED 522 Middle/Secondary Methods and Curriculum	
TEED 523 Field Experience II .....	2 credits
<i>One of the following two courses</i> .....	14 credits
TEED 528 Student Teaching (Elementary)	
TEED 529 Student Teaching (Secondary)	
TEED 535 Child Abuse and Related Issues .....	1 credit
TEED 540 Reflective Teaching Seminar .....	3 credits
TEED 541 MIT Research Project .....	3 credits
One elective course .....	3 credits

**MIT Schedule of Course Offerings**

Students may begin the four-block program in March or late August. The course distribution with respective credits and starting times are as follows:

<i>March Entry</i>		<i>August Entry</i>	
<b>Block I (spring)</b>		<b>Block I (fall)</b>	
TEED 510* .....	5	TEED 510 .....	5
TEED 511 .....	1	TEED 511 .....	1
TEED 512 .....	12	TEED 512 .....	12
TEED 513 .....	2	TEED 513 .....	2
TEED 542 .....	1	TEED 542 .....	1
Total credits .....	21	Total credits .....	21
<i>* Course overlaps winter quarter course and exam weeks.</i>			
<b>Block II (fall)</b>		<b>Block II (winter)</b>	
TEED 520 .....	2	TEED 520 .....	2
TEED 521 or 522 .....	12	TEED 521 or 522 .....	12
TEED 523 .....	2	TEED 523 .....	2
TEED 543 .....	1	TEED 543 .....	1
Total credits .....	15	Total credits .....	17
Total credits .....		17	
<b>Block III (winter)</b>		<b>Block III (spring)</b>	
TEED 528 or 529 .....	14	TEED 528 or 529 .....	14
Total credits .....	14	Total credits .....	14
Total credits .....		14	
<b>Block IV (spring)</b>		<b>Block IV (summer)**</b>	
TEED 535 .....	1	TEED 535 .....	1
TEED 540 .....	3	TEED 540 .....	3
TEED 544 .....	1	TEED 544 .....	1
TEED 544 .....	1	Elective .....	3
Elective .....	3	Total credits .....	8
Total credits .....	8		
<i>** Summer tuition discounts do not apply.</i>			

**Education Graduate Courses**

- EDUC 412 Math for Elementary Teachers ..... 3 credits**  
 A participation-oriented, hands-on review of the mathematical content needed to teach elementary school mathematics in a manner consistent with national reform standards in mathematical education. The focus is on the acquisition of conceptual understanding in preparation for teaching.
- EDUC 446 Student Teaching-Supplementary ..... 5 to 15 credits**
- EDUC 500 Introduction to Research and Graduate Study ..... 3 credits**  
 Introduction to research skills and literature in students' fields. Includes an orientation to graduate studies. Ordinarily taken as first graduate course.
- EDUC 502 Computers for Educational Leaders ... 3 credits**  
 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 503 Comparative Education ..... 3 credits**  
Investigation and comparison of the leading national and cultural systems of education of the world.

**EDUC 505 Fundamentals of Research Design ..... 3 credits**  
Statistical techniques, research design, measurement and evaluation. Development of skills for critical reading of educational research.

**EDUC 506 Educational Statistics ..... 3 credits**  
Emphasis on utilizing the computer in solving research problems, practical and theoretical problems in conducting research.

**EDUC 514 History and Philosophy of Catholic Education ..... 3 credits**  
An overview of fundamental assumptions regarding the nature of person, learning and values basic to Catholic education. History and purposes of Catholic schooling in the United States.

**EDUC 515 Multicultural Perspectives ..... 3 credits**  
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 credits**  
Investigation of various theories of adult development and learning.

**EDUC 522 Child Psychology/Learning ..... 3 credits**  
Investigation of various theories of child development and learning.

**EDUC 523 Adolescent Psychology/Learning..... 3 credits**  
Investigation studies in adolescent psychology and learning.

**EDUC 529 Values and Leadership ..... 3 credits**  
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 credits**  
Philosophical foundations of education and related fields.

**EDUC 599 Thesis ..... 10 credits**  
Contribution to the body of knowledge in the fields of teaching and specialized education. For master of arts in education candidates. Prerequisites: Graduate core requirements and approval of preliminary application by the graduate adviser and graduate dean

*Adult Education and Training and Teaching English to Speakers of Other Languages*

**AEDT 510 Planning Programs for Adult Learners ..... 3 credits**  
This course presents models and processes for course design appropriate to the adult setting, content includes scope and sequence, thematic development, competency-based models of instruction, syllabus development, and assignment of class requirements appropriate to the adult setting.

**AEDT 515 Diversity of Adult Learners..... 3 credits**  
This course explores the diversity of cultures, gender, age, economics, educational background, physical and learning differences that adults bring to the educational setting.

**AEDT 561 Internship in Community College Setting..... 3 credits**  
The practicum provides the student with the opportunity to observe, reflect and practice teaching adult learners in the community college setting. Each student will develop community college practice teaching placement, and will work with a community college instructor in the appropriate field in the development and delivery of instruction of one course. The student will be jointly evaluated by the community college instructor and the university faculty member. The seminar will have three general meetings throughout the quarter. Seminars will address courses development and relevant teaching experiences and issues. Prerequisite: Satisfactory completion of 12 credits on the community college certificate program

**AEDT 562 Foundations of Adult Education ..... 3 credits**  
This course will present key definitions in the study of adult education, will review the history, purposes and philosophy of the field, and will study 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 credits**  
This course provides an overview of established training principles and practices. Learning style theory applied in the adult setting is discussed. Evaluation tools for determining the success of instruction to adults are also covered.

**AEDT 564 Issues in Basic Skills for Adults ..... 3 credits**  
This course 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 are discussed.

**AEDT 565 Philosophy and Methods of Skill Training..... 3 credits**  
This course 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 credits**  
Supervised field experience of 120 to 150 hours in a setting appropriate for the student's program and career goals. On-campus seminars included. Permission of program coordinator, and 30 or more credit hours in a program of study are required prior to beginning the internship.

**AEDT 567 Internship in the Adult Setting .... 1 to 3 credits**  
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 included. Prerequisite: AEDT 566

**AEDT 568 Introduction to Administration in Adult Education ..... 3 credits**  
This course provides and 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 are investigated.

**AEDT 569 Teaching Methods****in Basic Skills for Adults ..... 3 credits**

This course introduces curriculum and lesson planning, teaching methods and learning styles issues for individuals who wish to teach in community colleges, community-based organizations and work place literacy programs. Students will develop and deliver a series of lesson plans in the course.

**AEDT 573 Human Resources:****Training, Education and Development ..... 3 credits**

Overview of training, education and development functions within human resource development (HRD) and the relationship of those functions to organizational operation. This course will look at examples including basic skills and individual, organizational and career development programs.

**AEDT 574 Continuing Education for the****Professional ..... 3 credits**

Overview of the unique challenges of providing quality continuing education for professionals, such as staff development. The course is designed for administrators and staff members who are responsible for planning, developing, instructing, and/or evaluating educational programs. Prerequisites: EDUC 521, AEDT 573, and AEDT 510

**AEDT 575 Computer Support for****Administrators ..... 3 credits**

Introduction to support software applications for administrators, as well as hardware and software decision making in organizations. Emphasis on integrated software packages and study of administrative decision making across organizational settings, addressing such topics as system-level evaluation, purchase, upgrade, switch and reconfiguration of software and/or hardware. Prerequisite: basic computer competency

**AEDT 577 Evaluation in Programs for****Adult Learners ..... 3 credits**

This course will review key concepts in evaluation and assessment of learners; faculty and staff performance evaluation; and program evaluations. Primary focus will be on development and implementation of effective evaluation plans in a variety of settings.

**AEDT 591 Special Topics in Adult Education ..... 3 credits****AEDT 592 Special Topics in Adult Education ..... 3 credits****AEDT 593 Special Topics in Adult Education ..... 3 credits**

Contemporary problems and trends; analysis and evaluation.

**AEDT 595 Adult Education Graduate Project ..... 3 credits**

The graduate project 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. The graduate project 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.

**AEDT 596 Adult Education****Independent Study ..... 1 to 3 credits**

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

**TSOL 531 Language Acquisition:****Theories and Issues ..... 3 credits**

This course presents an overview of the first language acquisition process, compares and contrasts first and second language acquisition, examines factors affecting second/foreign language acquisition and surveys principles, methods and processes appropriate for assessing language proficiency.

**TSOL 535 Linguistics for Language Teachers ..... 3 credits**

This course provides an introduction to linguistic analysis as it applies to teaching second and foreign languages. It includes a systematic investigation of learner strengths and errors on areas of discourse, syntax, pragmatics, semantics, morphology, and phonology, with special attention to prosody.

**TSOL 536 Language in Society ..... 3 credits**

This course provides an overview of ways in which language is used in society. Topics include social and regional dialects, male-female language, World Englishes, British vs. American English, use of language in the media. Foreigner talk, caretaker speech, language policy and planning, multilingualism are also included.

**TSOL 537 English for Academic Purposes ..... 3 credits**

This course offers an overview of strategies, languages and cultural issues involved in preparing advanced level ESL students for English competency examinations and for performance in higher education settings in English speaking countries. Prerequisite: TSOL 531, TSOL 535, or TSOL 536

**TSOL 566 Internship in the TESOL Setting ..... 3 credits**

Supervised field experience of 120 to 150 hours in a setting appropriate for the student's program and career goals. On-campus seminars included. Permission of program coordinator, and 30 or more credit hours in a program of study are required prior to beginning the internship.

**TSOL 567 Internship in the****TESOL Setting ..... 1 to 3 credits**

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

**TSOL 591 Special Topics in TESOL..... 3 credits****TSOL 592 Special Topics in TESOL..... 3 credits****TSOL 593 Special Topics in TESOL..... 3 credits**

Contemporary problems and trends; analysis and evaluation

**TSOL 595 TESOL Graduate Project..... 3 credits**

The graduate project provides an opportunity for scholarly work and application of theories to topic of interest to student and of relevance to field of TESOL. The graduate project 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.

**TSOL 596 TESOL Independent Study ..... 1 to 3 credits**

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

*Counseling and School Psychology*

**ADST 480 Intro to Alcohol and Drug Addiction ... 3 credits**  
History, scope, physiological, social, psychological and family aspects of alcohol problems. Drunk driving. Progression and symptoms of alcoholics. Nature of addiction disease: causality, treatment and prevention. Core interdisciplinary option.

**COUN 508 Washington School Law or Counselors and Psychologists ..... 3 credits**  
School laws of Washington based on its constitution, statutes, administrative code and court precedents. Emphasis on application to K-12 schools.

**COUN 509 Developmental School Counseling ..... 3 credits**  
Emphasizes expanded role of the school counselor as psychological educator, consultant and systems change agent. Studies models of these functions and promotes application to student's school setting.

**COUN 510 Fundamental Counseling Skills ..... 3 credits**  
Focus on basic counseling skills training and counseling ethics through intensive small group practice. Designed to complement COUN 511 Counseling Theories, though they need not be taken concurrently. Includes four one-hour counseling lab sessions on Thursday afternoons, evenings. (majors only, fall quarter)

**COUN 511 Counseling Theories ..... 3 credits**  
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. (majors only, fall quarter)

**COUN 512 Career Counseling and Information Sources ..... 3 credits**  
Study of vocational development. Exploration of educational, social, vocational and referral sources. Prerequisite: COUN 511

**COUN 515 Loss and Grief..... 3 credits**  
Loss and the grieving process as they relate to illness, disability and dying.

**COUN 517 Group Counseling Theories and Practice ..... 3 credits**  
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. Prerequisites: COUN 510, COUN 511

**COUN 518 Group Counseling Practicum ..... 3 credits**  
Supervised experience co-leading groups. Weekly seminar in problem solving and processing. Limited enrollment. Prerequisite: COUN 517

**COUN 527 Counseling Tests and Measurements .3 credits**  
Familiarization with measurements concepts, commonly used tests and appraisal instruments, including those for persons with disabilities. Introduction to test interpretation and score analysis to assist clients with vocational and career objectives. Consideration of ethics in testing. Prerequisite: any beginning statistics course. NOTE: There is a \$50 fee for this course.

**COUN 540 Diagnosis and Assessment or Mental Health ..... 3 credits**  
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 credits**  
Supervised counseling experience wherein the counselor candidate is responsible for actual counseling cases with supervision. Limited enrollment. Prerequisite: COUN 510, COUN 511. Graduate students only. Graded CR/F

**COUN 552 Individual Counseling: Practicum I ... 4 credits**  
Supervised counseling experience with off-campus clients. Prerequisite: COUN 551. Graded CR/F

**COUN 553 Individual Counseling: Practicum II .. 3 credits**  
Supervised counseling experience with off-campus clients. Prerequisite: COUN 552

**COUN 558 Community Mental Health Practice ..... 3 credits**  
An examination of organization, clientele service and functions of community mental health agencies. Focus on clinical assessment, case conceptualization and management.

**COUN 560 Family Counseling ..... 3 credits**  
An introduction to the theoretical and practical application of systems thinking to work with families. Prerequisite: COUN 551

**COUN 561 Child and Adolescent Counseling ..... 3 credits**  
Course will focus on counseling with the preschool, elementary and adolescent students. It will address various counseling theories and modalities as they apply to children and adolescents, including the use of play, art and music in the delivery of counseling services.

**COUN 564 Counseling Internship I..... 4 credits**

**COUN 565 Counseling Internship II ..... 4 credits**

**COUN 566 Counseling Internship III ..... 4 credits**  
Supervised field experiences in a school, college or agency. Usually taken in final three quarters of graduate program with permission and application made two quarters earlier. Weekly on-campus supervision seminar in addition to field work. Graded CR/F

**COUN 591 Special Topics ..... 3 credits**

**COUN 592 Special Topics ..... 3 credits**

**COUN 593 Special Topics ..... 3 credits**

**COUN 596 Counseling Independent Study .... 1 to 3 credits**  
Intensive reading and field research in a topic agreed on by adviser and student. 30 hours work per credit. Graduate students only. Prerequisite: permission of adviser. Grade option negotiated with adviser

**SPSY 553 Individual Intelligence Assessment ..... 3 credits**  
Practicum training in administration and interpretation of results of individual intelligence tests. Emphasis on current Weschler Scales and other measures commonly used in school settings. Prerequisite: permission of instructor. NOTE: There is a \$50 fee for this course.

**SPSY 554 Individual Educational Assessment..... 3 credits**  
Comparison of various methods used in the diagnosis of learning problems. Selection, administration and analysis of tests plus writing educational prescription. Prerequisite: CUIIN 538. NOTE: There is a \$50 fee for this course.

**SPSY 555 Personality and Behavior Assessment ... 3 credits**  
Administration, scoring and interpretation of individual and group tests designed to analyze personality structure and behavior. Prerequisite: permission of instructor. NOTE: There is a \$50 fee for this course.

**SPSY 556 Issues in School Psychology I ..... 1 credit**

**SPSY 557 Issues in School Psychology II ..... 1 credit**

**SPSY 558 Issues in School Psychology III ..... 1 credit**  
Offered over the course of three quarters concurrently with the internship. Taken for a maximum of three quarter credits. Issues such as test interpretation, case management, collaboration and consultation, inclusion, abuse and ethics will be discussed.

**SPSY 559 School Psychology Internship ..... 3 credits**  
Supervised experiences in a school setting. Must be taken three times for three successive quarters. Taken in final three quarters of the graduate program with permission. May be graded CR/F

**SPSY 560 School Psychology Assessment Practicum ..... 3 credits**  
Course 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 are included. Prerequisites: SPSY 553, 554, 555. Note: There is a \$50 lab fee for this course.

**SPSY 591 Special Topics ..... 3 credits**

**SPSY 592 Special Topics ..... 3 credits**

**SPSY 593 Special Topics ..... 3 credits**

**SPSY 596 School Psychology Independent Study 3 credits**  
Intensive reading and field research in a topic agreed on by adviser and student. 30 hours work per credit. Graduate students only. Prerequisite permission of adviser. Grade option negotiated with adviser.

### *Curriculum and Instruction*

**CUIIN 510 Basics of Curriculum and Instruction .3 credits**  
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.

**CUIIN 512 Seminar: Instructional Effectiveness ... 3 credits**  
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.

**CUIIN 513 Supervision of Instruction ..... 3 credits**  
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.

**CUIIN 514 Issues in Early Childhood Education .. 3 credits**  
Stresses child development theory, research on the effectiveness of ECE programs, and current issues and trends for preschool, kindergarten and primary grades. Prerequisite: CUIIN 530

**CUIIN 515 Survey of Exceptionalities ..... 3 credits**  
This course provides a survey of different characteristics of exceptional students, effective practices for the education of these students, the impact of cultural and environmental factors, and services available prior to entering and exiting public school.

**CUIIN 519 Practicum: Curriculum Design ..... 3 credits**  
For teachers and administrators, pre-kindergarten through college, or those in alternate educational settings. Provides an opportunity for experience in planning for curriculum, program or course change and development.. Prerequisite: CUIIN 510.

**CUIIN 520 Curriculum and Instruction: Theories and Contemporary Issues ..... 3 credits**  
Study of the work of selected curriculum theorists. Exploration and analysis of issues that influence how curriculum and instructional practice meet the challenges of diverse student populations and increasing societal demands. Prerequisite: CUIIN 510 or permission of instructor

**CUIIN 521 Teaching with Children's Literature .... 3 credits**  
This course involves the integration of children's and young adult literature into instruction across the curriculum. It examines the range of literature written for children and young adults, from picture books to novels, including fiction and informational books.

**CUIIN 522 Seminar in Whole Language ..... 3 credits**  
This course in whole Language is designed to enhance the ability, to apply principles of whole language to the development of the literacy behaviors of individual learners and groups of learners. Thematic teaching, integrated curricula, curriculum planning, and assessment, are emphasized.

**CUIIN 523 Language Development: Special Education ..... 3 credits**  
An introduction to critical features of the developmental processes of receptive and expressive language with consideration of diagnosis, curriculum and method. Emphasis is placed on problems in language development and their remediation.

**CUIIN 524 Literacy Assessment and Evaluation ... 3 credits**  
Assessment and evaluation of literacy, as well as instructional implications for strengthening literacy processes. Examines formal and informal assessment measures, instructional techniques and materials and clinical programs and approaches. Prerequisite: CUIIN 525 or permission of instructor

**CUIIN 525 Seminar in Teaching of Reading..... 3 credits**  
Development of literacy processes and skills at all levels; examination and evaluation of current instructional and assessment practices, research, and materials.

**CUIIN 526 Reading in Content Fields ..... 3 credits**  
Instructional methods in reading in the content fields. Emphasizes the role of literacy across the curriculum.

**CUIIN 527 Corrective Techniques in Teaching Reading ..... 3 credits**  
Identification of components of effective corrective reading programs. Description and application of specific methods and materials. Evaluation and design of corrective reading approaches. Prerequisite: CUIIN 524 or CUIIN 554 or permission of instructor

**CUIN 528 Reading Practicum Workshop ..... 3 credits**

Emphasis on instructional design for literacy processes, assessment, and evaluation of student learning increments, and study of role and application of materials. This course guides students to use children's and young adult literature as well as content area materials in instructional applications in a practicum setting. Concurrent enrollment with CUIN 529 Field Practicum in Reading. Prerequisites: CUIN 524 and CUIN 525 or permission of program coordinator

**CUIN 529 Field Practicum in Reading ..... 6 credits**

Supervised field experience in assessment and instruction in reading. This practicum serves as a capstone experience of synthesis and application to the role of a reading specialist working with students. Emphasis is on a holistic and integrative curriculum, authentic assessment, integration of children's and young adult literature into instruction. Concurrent enrollment with CUIN 528 Reading Practicum Workshop. Prerequisites: CUIN 524 and CUIN 525 or permission of program coordinator

**CUIN 530 Programs in Early****Childhood Education ..... 3 credits**

Models of observation; curriculum and teaching methods for preschool, kindergarten and primary-grades children.

**CUIN 531 Curriculum for the Gifted:****Development and Modification ..... 3 credits**

Different strategies for constructing curriculum for the gifted will be explored, including Bloom's Taxonomy, Guilford's Structure of the Intellect, Williams's model for implementing cognitive and affective behaviors, the Purdue three-stage enrichment model, Renzulli's enrichment triad/revolving door model. Work by Kaplan, Van Tassel-Baska, Maker, Feldhusen and Koloff will also be referenced. Focus will be on curriculum for the gifted that currently exists in the content areas, on modifying curriculum not specifically intended for gifted students, and on developing original curriculum for the gifted. Prerequisite: CUIN 535 (*even numbered summers*)

**CUIN 532 Psychosocial Development****of Gifted Students ..... 3 credits**

Focus will be on the specific psychological and emotional needs of gifted students. Theoretical foundations will be addressed as will the role of the teacher in working with both gifted students and, when appropriate, their parents. Topics covered will include special populations and their needs, the family's role, peer relationships, underachievement, psychopathology, etc. Prerequisite: CUIN 535

**CUIN 533 Current Issues in Gifted Education..... 3 credits**

This course will deal with areas of specific interest to students and to the field. Possible topics may include gifted girls, underachieving gifted students, program evaluation, administration of gifted programs, current research, etc. Prerequisite: EDUC 450 (*odd numbered summers*)

**CUIN 535 Nature and Needs of the Gifted ..... 3 credits**

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 536 Gifted Education: Math and Science ... 3 credits**

Current research exploring the relationship of brain development to types of giftedness will be examined, as will implications of this research and Piaget's work as they relate to curriculum design. Applications to the rationale and methods for mathematics and science instruction for gifted students will be identified and explored. Prerequisite: CUIN 535

**CUIN 538 Introduction to Mild Disabilities ..... 3 credits**

History and current practices in diagnosis and remediation of students who are learning disabled and mildly handicapped.

**CUIN 539 Introduction to Classroom****Management ..... 3 credits**

Provides theory and strategies for managing the K-12 classroom with emphasis on students with disabilities. While a variety of theories will be studied, the systematic use of applied behavior analysis techniques will be a major emphasis of the course.

**CUIN 540 Introduction to Special Education..... 3 credits**

A review of special education practices and federal and state laws guiding special education. Ethical and professional conduct and trends affecting the special educator will be discussed.

**CUIN 541 Seminar in Mental Retardation ..... 3 credits**

Investigation, analysis and reporting on studies and trends in education of the mentally retarded. Prerequisite: CUIN 547 or equivalent

**CUIN 542 Special Education Methods ..... 3 credits**

An examination of the methods and curriculum which have been demonstrated to be effective for students with disabilities.

**CUIN 543 Seminar in Behavior Disorders ..... 3 credits**

Overview of practices and rationales in the education of the behavior disordered and/or emotionally disturbed child. Structuring of individualized remedial programs and techniques that use existing agencies and personnel.

**CUIN 545 Special Education Consultation ..... 3 credits**

Methods for the special education teacher to work cooperatively with general educators to effectively teach students with disabilities. This course presents observational techniques, consulting skills, effective communication skills, and dealing with resistance. Applications to working in teams and committees are examined.

**CUIN 546 Class Management ..... 3 credits**

Critical analysis of management systems for students with disabilities, such as operant discrimination learning and environmental control.

**CUIN 547 Introduction to Moderate and****Severe Disabilities ..... 3 credits**

Examination of characteristics of students with moderate or severe developmental disabilities. Emphasis on effective trends and practices in their education.

**CUIN 548 Early Education Practicum ..... 3 credits**

Field based curriculum development or action research project in a preschool, kindergarten or primary grades setting. Prerequisite: permission of ECE coordinator, CUIN 530 and CUIN 514

**CUIN 549 Practicum: Special Education ..... 3 to 6 credits**

Diagnostic and prescriptive teaching with children who have learning or behavior problems. Laboratory course. Prerequisite: permission of instructor

**CUIN 550 Working With Parents and Professionals ..... 3 credits**

This course will focus on skills necessary for teachers who work with parents of students with disabilities and with other professionals. Included are techniques for involving parents in the educational process, counseling approaches and conferencing practices.

**CUIN 551 Laws for Students With Disabilities .... 3 credits**

A study of the major principles involved in the Individuals with Disabilities Act and its interface with 504, ADA, and the Washington State Administrative Code relating to the education of exceptional children.

**CUIN 552 Counseling Parents of Exceptional Children ..... 3 credits**

Knowledge and skill in the techniques of counseling adults with special application to the professional and ethical problems of working with parents of exceptional children.

**CUIN 553 Inclusion of Exceptional Students ..... 3 credits**

Issues surrounding inclusion; methods for working with exceptional students in the regular classroom.

**CUIN 566 Supervised Field Experience ..... 3 credits**

Supervised field experience in an appropriate setting.

**CUIN 591 Special Topics ..... 3 credits****CUIN 592 Special Topics ..... 3 credits****CUIN 593 Special Topics ..... 3 credits****CUIN 595 Curriculum Graduate Project..... 3 credits**

Scholarly graduate project designed to improve some aspect of education. Prerequisites: graduate core requirements and approval of adviser. May be graded CR/F

**CUIN 596 Curriculum & Instruction****Independent Study ..... 1 to 4 credits**

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

*Educational Administration***EDAD 544 Administrative Practicum I ..... 1 credit****EDAD 545 Administrative Practicum II..... 1 credit****EDAD 546 Administrative Practicum III ..... 1 credit**

Initial level of field experience in the school, to include applications of content and assignments in the Educational Law I and II and Educational Resources Management courses. Time requirement is roughly 40-45 days throughout the year (Graded CR/F).

**EDAD 554 Independent School Internship I ..... 2 credits****EDAD 555 Independent School Internship II ..... 2 credits****EDAD 556 Independent School****Internship III ..... 2 credits**

Supervised experiences in the independent school principalship, to include attention to the Washington Administrative Code requirements for the principal certificate as well as application of the knowledge and skills in leadership and management, program development and evaluation, interpersonal and educational context required for the program. Meets each of three terms, including a monthly seminar. Prerequisites: course work in administration and permission of program coordinator at least one full quarter prior to beginning internship.

**EDAD 557 Educational Law I.....2-3 credits****EDAD 558 Educational Law II ..... 2-3 credits**

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. Computer applications expected. (fall, winter)

**EDAD 559 The American Community College ..... 3 credits**

History, role, present status ethical issues, and future directions of the American community college, with emphasis on diversity of populations served.

**EDAD 560 Educational Resources****Management ..... 2-3 credits**

The combined content of budget development and management, fundraising, grant writing, personnel and contract management, scheduling and assignment are the major processes and functions addressed in this course. Co-requisite EDAD 546, Administrative Practicum III offers relevant field experience. Computer applications expected. (spring)

**EDAD 561 Women as Transformational Leaders .3 credits**

Exploration of a model of leadership based on feminist values, leadership and organizational theory, systems thinking, contexts for leadership and women's wisdom.

**EDAD 564 Administrative Internship I..... 2 credits****EDAD 565 Administrative Internship II ..... 2 credits****EDAD 566 Administrative Internship III ..... 2 credits**

Supervised experiences in building, program and school business administration as well as managing educational functions in other organizations. On-site conferences and monthly group seminars. Prerequisites: EDAD 557-8 Educational Law I-II, EDAD 560 Educational Resources Management, EDAD 544-6, Administrative Practicum I-III and permission of program coordinator at least one full quarter prior to beginning internship. Graded CR/F.

**EDAD 567 Leadership for Change Seminar I ..... 2 credits****EDAD 568 Leadership for Change Seminar II ..... 2 credits****EDAD 569 Leadership for Change Seminar III .... 2 credits**

This year-long seminar series features theory and processes necessary to carry out three major functions of administration: developing community relationships, developing and implementing continuous education for staff, and evaluating programs. Inherent in these functions is the understanding of diverse perspectives and needs among clients and patrons, current curriculum issues, future trends and forecasts of change, and strategic planning to accomplish educational missions. Students will design projects to implement in their administrative internships. Computer technology is expected to be applied in projects.

**EDAD 570 Leadership in Education I ..... 3 credits**

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 credits**

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 credits**  
Leadership of faculty, student and community groups to meet school goals, development of school culture, and management of building functions and resources. Prerequisites: School of Education and administration core course work

**EDAD 574 School Plant and Facilities Planning.. 3 credits**  
An examination of school plant requirements for both new construction and remodeling; review of techniques for applied planning, selection, decision making processes and implementation of construction projects.

**EDAD 575 Critical Programs/  
Collective Bargaining ..... 3 credits**  
Federal and state rules, regulations and reporting requirements studied and analyzed. Collective bargaining in the public sector is approached historically and current practices and legislation studied.

**EDAD 580 Higher Education Law ..... 3 credits**  
Overview of legal issues related to post-secondary institutions, based on federal and state case law, statutes, WACs and RCWs. (spring)

**EDAD 582 Organizational Development  
in Education ..... 3 credits**  
Theory, research and practice related to the processes of change within school organizations. Focus on the relationship of organizational climate to school effectiveness and educational outcomes.

**EDAD 585 Higher Education Finance ..... 3 credits**  
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. (odd numbered summers)

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

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

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

**EDAD 593 Special Topics in  
School Administration ..... 3 credits**  
Contemporary problems and trends; analysis and evaluation.

**EDAD 595 Educational Administration Graduate Project 3  
credits**

Formal investigation using scholarly and/or field work to explore an administrative problem or issue, resulting in recommendations, program development, or other administrative product useful to others in the field. Approximately 90 hours of investigation and documentation in the approved format (available from adviser). Prerequisite: adviser approval of a written proposal

**EDAD 596 Educational Administration  
Independent Study ..... 1 to 3 credits**

### *Educational Leadership*

**EDLR 591 Special Topics in Leadership..... 3 credits**

**EDLR 592 Special Topics in Leadership..... 3 credits**

**EDLR 593 Special Topics in Leadership..... 3 credits**

**EDLR 600 Workshop in Educational Leadership . 9 credits**  
An integrated four-week workshop in educational leadership. Includes theoretical and practical study of leadership in educational institutions. Required first course in the doctoral program.

**EDLR 601 Seminar in Ed Leadership I ..... 5 credits**

**EDLR 602 Seminar in Ed Leadership II ..... 5 credits**

**EDLR 603 Seminar in Ed Leadership III..... 5 credits**  
Studies of issues and problems in educational leadership. Five credits per academic year are required in each of the first three years.

**EDLR 604 Workshop in Organizational  
Development and Change ..... 3 credits**  
Integrated workshop on organizational development and change. Required during the second summer in the doctoral program.

**EDLR 608 Internship in Ed Leadership ..... 1 to 9 credits**  
Planned internship in a leadership position in an actual educational setting under the supervision of an experienced leader and a Seattle University supervisor. Graded CR/F

**EDLR 609 Superintendent Internship ..... 1 to 9 credits**  
Planned internship in school superintendency under the supervision of an experienced superintendent and a Seattle University supervisor. Graded CR/F

**EDLR 610 Doctoral Project ..... 11 to 19 credits**  
A doctoral-level project completed under the supervision of a project committee and a major professor. Eleven to 19 credits are required for the doctoral degree. Quarterly registration will range from one to 14 credits as approved by the adviser.

**EDLR 611 Doctoral Project/  
Dissertation Dissemination ..... 1 credit**  
Sharing the doctoral project/dissertation with the broader professional community through submission of an article for publication or a major address on the topic. Register in fall of the third year.

**EDLR 612 Project Continuation ..... 0 credit**  
Doctoral students who do not complete the dissertation in three years must register for this course in fall quarter of the fourth year. (See Tuition and Fees, page 15.)

**EDLR 613 Project Continuation ..... 0 credit**  
Doctoral students who do not complete the dissertation in four years must register for this course in each quarter of the fifth and following years until completion. (See Tuition and Fees, page 14.)

**EDLR 614 Seminar in Ed Leadership IV ..... 3 credits**  
Studies of issues in educational leadership. Three credits required in the fourth academic year and each academic year thereafter as long as the student is active in the doctoral program.

**EDLR 649 Doctoral Enrollment..... 0 credits**  
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 credits**

*Student Development Administration*

**SDAD 564 Internship in Student Development Administration I ..... 1 credit**

**SDAD 565 Internship in Student Development Administration II ..... 1 credit**

**SDAD 566 Internship in Student Development Administration III ..... 1 credit**  
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).

**SDAD 575 Best Practices in Student Services ..... 3 credits**  
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 credits**  
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 Principles of Student Development Administration ..... 3 credits**  
Survey of services and programs offered in the student development profession. Examines organizing principles in diverse areas, including support services, large systems and developmental programs for non-traditional students, exceptional students and other special populations.

**SDAD 578 Student Development Theory, Research and Practice ..... 3 credits**  
Critical examination of current student development theories and research and implications for practice. Includes study of attitudes and characteristics of students and their various cultures. Explores environmental assessment techniques, needs analysis and the impact of college environments on students.

**SDAD 579 Student Development Capstone Seminar ..... 3 credits**  
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.

**SDAD 591 Special Topics in Student Development ..... 3 credits**

**SDAD 592 Special Topics in Student Development ..... 3 credits**

**SDAD 593 Special Topics in Student Development ..... 3 credits**

**SDAD 595 Student Development Graduate Project ..... 3 credits**  
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

**SDAD 596 Student Development**

**Independent Study ..... 1 to 3 credits**  
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

*Teacher Education***TEED 510 The Teacher as Reflective**

**Decision Maker ..... 5 credits**  
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 credit**  
Two day seminar focusing on the arts and their integral role in the teaching and learning process. NOTE: There is a \$65 fee for this course.

**TEED 512 Learners and Instruction ..... 12 credits**  
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 Field Experience I ..... 2 credits**  
Placement, with a peer coach, in a school setting. Graded CR/F

**TEED 520 Service Leadership ..... 2 credits**  
Field placement in a K-12 setting to implement service learning or service learning in a community agency.

**TEED 521 Elementary School Methods and Curriculum ..... 12 credits**  
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 School Methods and Curriculum ..... 12 credits**  
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 Field Experience II ..... 2 credits**  
Observation and guided practice for teaching in the schools.

**TEED 528 Student Teaching (Elementary) ..... 14 credits**

**TEED 529 Student Teaching (Secondary) ..... 14 credits**

**TEED 535 Child Abuse and Related Issues ..... 1 credit**  
Examines child abuse related to the role of the schools. Includes identification, reporting, and legal responsibilities.

**TEED 540 Reflective Teaching Seminar ..... 3 credits**  
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 541 MIT Research Project..... 3 credits**  
Student will develop skills in critically evaluating research in education and work in cooperative groups to conduct an action research project.

**TEED 596 Teacher Education**

**Independent study..... 1-5 credits**  
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 advisor

*Post-Baccalaureate*

*These courses may be used for the post-baccalaureate initial/advanced certificates in teaching English to speakers of other languages. In addition, these courses may be used as elective credit for the master's degree in curriculum and instruction, and the master's degree in teaching with prior approval of the student's adviser. See specific program descriptions for credit limitations, graduate credit, and other considerations. Courses are offered, in cooperation with Seattle University's School of Education at the School for Teaching English as a Second Language, 2601 NW 56th, Seattle, WA, 98107, (206) 781-8607.*

**EPDES 930 TESL: Theory and Application..... 3 credits**  
Course addresses the general principles of language acquisition and guidelines for teaching English as a second language. The specific classroom application of principles and guidelines will be emphasized through lesson and unit plan development. Required for initial certificate.

**EPDES 931 Methods of Language Acquisition..... 3 credits**  
Specific methods for teaching language acquisition are reviewed and analyzed. The methods investigated include: English through technology; English through academic content; English through drama; total physical response, the silent way; and English through games. Prerequisites or co-requisite: EPDES 930.

**EPDES 932 Teaching Grammar to ESL Students .. 3 credits**  
Course is designed to provide the instructor of ESL with tools to facilitate grammar acquisition. Participants will learn grammar rules and develop strategies for instructing ESL students in grammar. Included in Intensive I.

**EPDES 933 Materials Selection and Development in TESL..... 3 credits**  
Participants will survey existing ESL materials to become familiar with resources for teaching ESL. In addition, participants will explore guidelines regarding teacher-created and student-created materials. Creation of instructional materials is required during the course.

**EPDES 934 Developing ESL Literacy..... 3 credits**  
Course examines the challenges of providing ESL 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 ESL students will be addressed, as will the development of instructional materials that are appropriate for the literacy level of the intended ESL student.

**EPDES 935 Cultural Variables in TESL..... 3 credits**  
Course explores cultural diversity through readings on different cultural groups present in ESL classrooms and classroom visits by representatives of those same groups. Particular emphasis is placed on the influence of culture on language acquisition. Included in Intensive II. Prerequisites: EPDES 930, if taken as component of Intensive II.

**EPDES 936 Teaching Content to Students of Limited English Proficiency..... 3 credits**  
Course is particularly designed for the teacher of mainstreamed ESL students, as well as other ESL teachers. It emphasizes the merging of content instruction and language development and provides the ESL teacher with text-analysis skills and includes analysis of strategies that provide supplemental assistance to the special needs student. Prerequisites: EPDES 930, if taken as component of Intensive II.

**EPDES 937 Linguistics for the ESL Teacher..... 3 credits**  
Course is a survey of general linguistics with attention to use by the ESL classroom teacher. It provides a review of current research regarding linguistics and provides an opportunity for course participants to develop skill in linguistic analysis.

**EPDES 938 Testing and Evaluating ESL Students 3 credits**  
Course reviews testing principles and provides an opportunity for ESL instructors to design tests for all language skills and components. Standardized and instructor-developed instruments will be included.

**EPDES 939 Student-Centered Learning in ESL ... 3 credits**  
Course focuses on the importance of student-centered learning and ways to implement student-centered strategies in the ESL classroom. An emphasis is placed on use of cooperative learning in the ESL classroom. Included in Intensive II. Prerequisites: EPDES 930, if taken as component of Intensive II.

**EPDES 940 Self-Analysis and Improvement in TESL..... 3 credits**  
An individualized course which may be taken after EPDES 930 and completion of a supervised teaching experience. Using the supervising teacher's report, School of Teaching ESL Guidelines, and recommended reading, the participant conducts a self-analysis of teaching expertise. Personal growth plans are developed. Prerequisite: EPDES 930.

**EPDES 941 Classroom Speech for the Bilingual Instructor..... 3 credits**  
This is a pronunciation and speech course for instructors whose first language is not English. Course emphasizes improved pronunciation of English sounds and intonation and provides an analysis of body language and speech delivery.

**EPDES 942 Teaching English Pronunciation..... 3 credits**  
Course provides participants with skill in identification and analysis of speech difficulties of ESL students. Participants will increase skill in diagnosis and development of improvement strategies for language improvement for ESL students.

**EPDES 943 Bilingual Education: Theory and Application..... 3 credits**  
Course provides an overview of the theoretical basis of bilingual education; its history in American education, its direction, and methods of instruction in bilingual education. State and federal legislation and resulting requirements for elementary and secondary schools are examined.

**EPDES 944 Curriculum and Program Design in ESL..... 3 credits**  
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 TESL and be involved in ESL curriculum or program development. Prerequisite: permission of instructor.

## Education Graduate Faculty

Josef C. Afanador; BA, Butler University; MS, Purdue University; EdD, 1971, University of Arizona; associate professor of counselor preparation; 1975.

Jeffrey B. Anderson; BA, University of Minnesota; MA, College of St. Thomas; PhD, 1990, University of Denver; associate professor of teacher education; 1991.

Sandra L. Barker; BA, University of Oregon; MAT, Portland State University; PhD, 1983, University of Oregon; coordinator, educational administration; associate professor of educational leadership; 1985.

Stephanie L. Bravmann; AB, Indiana University; PhD, 1986, University of Washington; coordinator, gifted education, assistant professor of curriculum and instruction; 1992.

John P. Chattin-McNichols; AB, University of California at Los Angeles; PhD, 1979, Stanford University; coordinator, early childhood education, associate professor of curriculum and instruction and teacher education; 1979.

Henry F. Durand; BSFS, Georgetown University; MEd, PhD, 1971, University of Pittsburgh; vice president for student development; professor of education; 1993.

Carol K. Fillenberg; BS; MEd, PhD, 1977, Colorado State University; coordinator, superintendent certification, associate professor of educational leadership; 1992.

John J. Gardiner; BA, PhD, 1973, University of Florida; professor of educational leadership; 1991.

John J. Gilroy; BA, MA, LaSalle College; MA, Middlebury College; PhD, 1972, University of Pittsburgh; associate professor of curriculum and instruction; 1982.

Kristin E. Guest; BA, BS, University of Minnesota; MA, PhD, 1970, University of Wisconsin; coordinator, school psychology; professor of school psychology and teacher education; 1981.

J. Hutchinson Haney; BA, University of Denver; MS, University of Arizona; MTS, 1993, Seattle University; assistant professor of counselor preparation; 1974.

Max H. Hines; BS, University of Wisconsin, River Falls; MS, University of Wisconsin, Oshkosh; PhD, 1983, University of Minnesota; chair counseling and school psychology; associate professor of counselor preparation, 1993.

Ivan L. Hutton; BA, MA, Gonzaga University, Spokane; MDiv, Jesuit School of Theology at Berkeley; PhD, 1987, Stanford University; assistant to the dean and coordinator of the educational leadership program; 1989.

Edward J. Jennerich; BA, Trenton State College; BS, Drexel University; PhD, 1974, University of Pittsburgh; associate provost for academic administration and dean of the Graduate School; professor of education; 1987.

Jacqueline W. Leibsohn; BA, University of California, San Diego; MS, PhD, 1989, Colorado State University; assistant professor of counselor preparation; 1991.

David Marshak; BA, Yale University; MAT, University of New Hampshire; EdD, 1985, Harvard University; assistant professor of teacher education; 1992.

Margit E. McGuire; BA, Washington State University; MEd, Central Washington State College; PhD, 1975, University of Oregon; chair, teacher education; professor of teacher education; 1987.

Connie K. Morey; BS, MS, PhD, 1992, University of Wisconsin-Madison; assistant professor of school psychology preparation; 1994.

Tullise A. Murdock; BS, MA, New Mexico State University; PhD, 1986, University of Arizona; associate provost for programs and planning; professor of education; 1989.

Diane S. Murphy; BS, Wheaton College; MS, Northern Illinois University; PhD, 1988, San Diego State University; assistant professor of teacher education; 1992.

R. Michael O'Connor; BA, MEd, University of Washington; PhD, 1974, University of Minnesota; MTS, 1993, Seattle University; associate professor of counselor preparation; 1974.

Yvonne J. Owen; BS, PhD, 1978, University of Washington; associate professor of counselor preparation; 1980.

Mark Roddy; BS, University of California at Riverside; MS, PhD, 1992, University of Washington; assistant professor of teacher education; 1992.

Katherine L. Schlick Noe; BA, MEd, PhD, 1985, University of Washington; chair, curriculum and instruction; coordinator, reading; associate professor of curriculum and instruction, and teacher education; 1986.

Sue A. Schmitt; BA, Viterbo College; MEd, University of Missouri-Columbia; EdD, 1984, Mississippi State University; dean; 1996.

Andrea Celine Sledge; AB, Stanford University; MA, California State University, Sacramento; PhD, 1980, University of Arizona; associate professor of curriculum and instruction; 1992.

Jeremy Stringer; BA, Southern Methodist University; MA, PhD, 1973, University of Wisconsin; chair, educational leadership; coordinator, student development administration; associate professor of administration and student development administration; 1984.

Nina L. Valerio; BS, Philippine Women's University, Philippines; MS, State University of Iowa; PhD, 1991, University of Washington; assistant professor of curriculum and instruction; 1994.

Carol L. Weaver; BS, Washington State University; MEd, Oregon State University; PhD, 1981, Ohio State University; chair, adult education and training; associate professor of adult education and training; 1989.

Delight C. Willing; BA, Carleton University; MA, EdD, 1980, Seattle University; coordinator, teaching English to speakers of other languages; associate professor of adult education and training; 1987.

Gary H. Zarter; BA, St. Norbert College; MA, San Francisco State; PhD, 1973, University of Washington; associate professor of educational leadership; 1973.

*William Allen Endowed Chair*

1994, David Purpel; AB, Tufts College; MAT, 1956, Harvard University; EdD, 1961 Harvard University.

1994-95, Monica Schmidt; BS, Marylhurst College; MA, 1963, Seattle University; PhD, 1970, University of Illinois.

1996-97, Richard Arends; BS, Eastern Oregon College; MS, 1961, University of Iowa; PhD, 1972, University of Oregon.

*Education Faculty Emeriti*

Bonnie Jean Denoon, PhD (1975)

Winfield S. Fountain, EdD (1957)

Margaret M. Haggerty (1971)

Reba Y. Lucey, MEd (1969)

John A. Morford, EdD (1973)

Roy P. Wahle, EdD (1977)

Mary Lou Wyse, PhD (1965)

Casimir Zielinski, EdD (1979)

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# SCHOOL OF LAW

James E. Bond, JD, LLM, SJD, Dean

Annette Clark, MD, JD, Associate Dean for Academic Affairs

Joan Duffy Watt, Associate Dean for External Affairs

Donna Claxton Deming, JD, Associate Dean for Internal Affairs

Phone: (206) 591-2273

## Degree Offered

- Juris Doctor (JD)

## Preparing Society's Lawyers

Founded in 1972 as the University of Puget Sound School of Law, the school became part of Seattle University in 1994. The only private law school in the Pacific Northwest that is ranked among "America's 56 Best Law Programs" in the Arco guidebook, *Top Law Schools: The Ultimate Guide*, the school is the largest, most diverse law school in the Northwest. It is also the only Washington law school with a thriving evening program geared to the needs of working professionals. More than 100 courses are offered throughout the year. Known nationally for a legal writing program that the American Bar Association has called "among the finest in the nation," the school also offers a comprehensive clinical law program and has a law library that is recognized as a leader in computerized legal research. Located in downtown Tacoma, the school will move to Seattle as soon as a building is constructed on the campus. The school is fully accredited by the American Bar Association and holds full membership in the Association of American Law Schools.

## Admission Requirements

As a candidate for admission, you must have earned a bachelor's degree from an accredited college or university prior to enrollment. In addition, you must have received a competitive score on the Law School Admission Test (LSAT) and must register with the Law School Data Assembly Service. LSAT scores normally are considered valid for three years. We may consider older scores in selected cases.

In determining those applicants who will be admitted to the Law School, the Faculty Admission Committee places primary emphasis on three factors:

- Performance on the LSAT
- Undergraduate academic record
- Personal accomplishments

Each applicant file is reviewed individually by a minimum of two evaluators. In all cases, qualitative factors weigh heavily in the admission decision. Such factors may include exceptional professional achievement or community service, outstanding performance in a rigorous program of study, and/or particular talents or backgrounds that will contribute specially and significantly to the Law School community.

Details are available in the *Law Bulletin*, which may be obtained by calling (206) 591-2252 or writing the School of Law Admission Office, Norton Clapp Law Center, 950 Broadway Plaza, Tacoma, WA 98402. You can also contact the office through the Internet at: lawadmis@seattleu.edu and visit our Website: <http://www.law.seattleu.edu>.

## Law School Faculty

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

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

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

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

James E. Bond; AB, Wabash College; JD, Harvard University; LLM, SJD, 1972, University of Virginia; dean; professor of law; 1986.

Melinda J. Branscomb; BA, Vanderbilt University; JD, 1980, University of Tennessee School of Law; associate professor of law; 1989.

Eric A. Chiappinelli; BA, Claremont Men's College; JD, 1978, Columbia University School of Law; professor of law; 1985.

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

Margaret Chon; AB, Cornell University; MHSA, 1981, University of Michigan School of Public Health; JD, 1986, University of Michigan School of Law; associate professor of law; 1997.

Annette Clark; BS, Washington State University; MD, University of Washington School of Medicine; JD, 1989, University of Puget Sound (now Seattle University) School of Law; associate dean; associate professor of law; 1989.

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

Patricia Dilley; BA, Swarthmore College; MA, University of Pennsylvania; JD, Georgetown University Law Center; LLM, 1993, Boston University School of Law; associate professor of law; 1993.

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

Anne M. Enquist; BA, BS, New Mexico State University; MAT, 1977, University of Washington; legal writing advisor; 1980.

Sheldon Frankel; BA, University of Connecticut; JD, LLM, 1968, Boston University; professor of law, 1974.

Thomas Holdych; BA, Rockford College; JD, 1970, University of Illinois; professor of law; 1972.

Betsy Hollingsworth; BA, Occidental College; JD, 1975, University of Washington; clinical professor of law; 1986.

Connie Krontz; BSW, University of Washington; JD, 1989, University of Puget Sound (now Seattle University) School of Law; legal writing professor; 1995.

John La Fond; BA, Yale University; JD, 1968, Yale Law School; professor of law; 1974.

Marc Lampson; BA, California State University, Sacramento; JD, 1984, Antioch School of Law; legal writing professor; 1990.

Raven Lidman; BA, Cornell University; JD, 1977, University of Puget Sound (now Seattle University) School of Law; clinical professor of law; 1987.

Paula Lustbader; BS, Southern Oregon State College; JD, 1988, University of Puget Sound (now Seattle University) School of Law; director of academic resource center; 1988.

Judith Maier; BS, Syracuse University; MBA, Pacific Lutheran University; JD, 1993, University of Puget Sound (now Seattle University) School of Law; legal writing professor; 1996.

Susan McClellan; BA, University of Washington; MEd, University of Alaska; JD, 1988, University of Washington School of Law; legal writing professor; 1992.

Henry W. McGee, Jr; BS, Northwestern University; JD, 1957, DePaul University; professor of law; 1994.

John Mitchell; BA, University of Wisconsin, Madison; JD, 1970, Stanford Law School; clinical professor of law; director of law practice clinic; 1992.

George Nock; BA, San Jose State University; JD, 1966, Hastings College of Law; professor of law; 1974.

Laurel Currie Oates; BA, Western Washington University; JD, 1978, University of Puget Sound (now Seattle University) School of Law; director of legal writing program; 1980.

William Oltman; BA, University of Wisconsin; JD, 1969, University of Michigan School of Law; professor of law; 1974.

Mark Reutlinger; AB, JD, 1968, University of California, Berkeley; professor of law; 1978.

J. Christopher Rideout; BA, University of Puget Sound; MA, 1977, PhD, 1982, University of Washington; associate director of legal writing program; 1981.

Wallace Rudolph; BA, JD, 1953, University of Chicago; professor of law; 1976.

Richard Settle; BA, JD, 1967, University of Washington; professor of law; 1972.

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

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

Anita Steele; BA, Radcliffe College; JD, University of Virginia Law School; MLL, 1972, University of Washington; director of law library; professor of law; 1972.

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

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

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

Henry C. Wigglesworth; AB, Harvard University; JD, 1988, University of New Mexico School of Law; legal writing professor; 1996.

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

Ramona L. Writt; BA, University of Texas; JD, 1991, University of Puget Sound (now Seattle University) School of Law; legal writing professor; 1994.

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# SCHOOL OF NURSING

Luth M. Tenorio, PhD, Dean

Janet Claypool, MN, Associate Dean

Graduate Program Director: Janet Quillian, Dr. PH, FNP, PNP, CS

Phone: (206) 296-2632

## Degrees Offered

- Master of Science in Nursing (MSN)  
Community Health Clinical Nurse Specialist (CHCNS)  
49-53 credits  
Family Primary Care Nurse Practitioner (FPCNP)  
62-65 credits
- Post-Master's Certificate in Family Primary Care Nurse Practitioner  
44 credits

Information regarding tuition, fees, and length of program may also be obtained from: The National League for Nursing Accrediting Commission (NLNAC), 350 Hudson St. New York, NY 10014, 800-669-9659.

## School of Nursing Program of Study

The master of science in nursing degree (MSN) provides experienced professional nurses with the additional education needed to thrive 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 clinical nurse specialists in community health or as family primary care nurse practitioners.

## Why Graduate Study in Nursing?

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.

## Why Choose Seattle University?

As educators in the Jesuit tradition, the graduate nursing faculty at Seattle University is committed to creating a learning environment that fosters intellectual curiosity and freedom to examine diverse ideas and values.

The MSN program at Seattle University is grounded in the Jesuit ideals of teaching, service, education for values, and growth of persons. Graduate faculty members are doctorally prepared, clinically experienced nurses who are also expert teachers. The curriculum focuses on care of vulnerable clients which actualizes the Jesuit commitment to service. Value-based education empathizes the ethical, moral, and spiritual dimensions of nursing care. Attention to individual student strengths and needs produces graduates who are knowledgeable, skilled, and confident in their ability to effect change.

The MSN program is designed for working professional nurses. Two specializations are available. The community health clinical nurse specialization (CHCNS) is a part-time program. The family primary care nurse practitioner specialization (FPCNP) offers full-time, part-time, and post-master's certificate study options. Classes are offered weekdays, evenings, and on the weekends.

## The special features of the MSN program are:

- Provides the academic background and clinical practica for national certification examinations.
- Focuses on the health care of vulnerable populations.
- Weekday, weekend, and evening classes.
- Programs designed for the adult learner.
- Clinical practica allow application of theory and research.

## Program Degree Requirements

The CHCNS program is a two-year part-time program which requires successful completion of 49-53 credits of course work. Total credits include two to three credits of electives, and a scholarly project or thesis. The FPCNP program requires 62-65 credits of course work for completion of study. Part-time, full-time, and a post-master's certificate option are available in the FPCNP program. Both specializations of the MSN program must be completed within a six year period.

A prospective student may take a maximum of 10 graduate credits as a non-matriculated student without being admitted to the MSN program. However, clinical courses cannot be taken without formal admission to the MSN program. Enrollment in any course requires permission of the instructor and director of the MSN program.

## Program Objectives

- Synthesize knowledge from nursing and related disciplines for advanced nursing practice.
- Use problem solving strategies to provide care and to enable groups of clients to manage and cope with alterations in health and to attain higher levels of wellness.
- Embody values essential to advanced nursing practice.
- Evaluate one's beliefs, values and ways of knowing to foster personal growth and professional practice.
- Analyze health care systems and policies that influence health care for vulnerable populations.
- Practice advanced nursing roles in collaboration with clients, health professionals, and community organizations to ensure quality care.
- Advance the health of vulnerable populations through scholarship, leadership, and delivery of quality nursing care.

## Admission Requirements

### For MSN degree applicants

- Bachelor's degree in nursing from a National League for Nursing (NLN) accredited program.
- A résumé indicating relevant nursing experience. Two years of clinical nursing experience is preferred.
- A statement describing professional and personal goals with reasons for choosing the MSN program and a particular specialization.
- A successful interview with faculty.
- Graduate Record Exam (GRE) taken within the past five years.
- Two recommendations that speak to the applicant's clinical and academic abilities. **NOTE: Recommendation forms and envelopes are provided.**
- A 3.0 minimum undergraduate grade point average (GPA). Individuals who have less than a 3.0 GPA may be considered, given evidence of other accomplishments.

Applicants who do not meet all of the admission requirements will be considered on an individual basis.

**Prerequisites prior to enrollment for MSN applicants:**

Satisfactory completion (grade of C or better) of the following undergraduate courses:

- Health assessment course
- Research course (2-3 credit minimum)
- Basic statistics course that includes descriptive and inferential statistics with computer application (2-3 credit minimum)

Research and statistics courses require a 2-3 credit minimum and must have been taken within the past 10 years.

Students admitted to either of the two MSN specializations must demonstrate satisfactory writing skills. Writing skills can be demonstrated either by enrolling in the Reading/Writing Workshop (fee required) or by submission of a writing example that receives a satisfactory review.

Evidence of the following must be provided to the School of Nursing prior to enrollment:

- Washington State RN licensure
- Professional liability insurance
- Current immunizations required in clinical sites, and other Occupational Safety and Health Administration (OSHA) and state requirements. A list of all requirements will be sent after admission to the program and can also be found in the graduate student handbook.

**For post-master's certificate in family primary care nurse practitioner applicants only:**

- A master's degree in nursing from an NLN accredited program.
- A résumé indicating relevant nursing experience.
- A successful interview with faculty
- A statement describing professional and personal goals and reasons for choosing the FPCNP post-master's certificate program.
- Two recommendations that speak to the applicant's clinical and academic abilities. **NOTE:** *Recommendation forms and envelopes are provided.*
- Satisfactory completion (grade C or better) of a course in health assessment.

**Nursing Graduate Courses**

*1 credit hour=30 contact hours for clinical practica. The ratio of credit to contact hours for the MSN clinical practica is consistent with University policy.*

**NURS 501 Advanced Health Assessment and Health Promotion ..... 4 credits**

This course focuses on advanced knowledge and skills necessary for the assessment and promotion of health across the life span. Emphasis will be placed upon collection and interpretation of comprehensive biological, cultural, psychosocial, and physical data from the history and physical examination in relation to both normal and abnormal findings. Course includes one credit of clinical practicum. Prerequisites: NURS 502, NURS 514.

**NURS 502 Nursing Care of Vulnerable Populations ..... 3 credits**

Identification of vulnerable populations and analysis of the multiple factors contributing to their health deficits. Field experience and seminar discussion focus on nursing strategies to promote wellness with families and communities/populations. (Open enrollment with consent of instructor).

**NURS 503 Human Responses to Health**

**Alterations ..... 3 credits**  
Examination of physical, behavioral, emotional, spiritual, social, and cultural responses to pathophysiological and psychosocial events that promote or hinder wellness. Emphasis on proposed interrelationships between mind and body, and socio-cultural context in determining human responses. Prerequisites: NURS 502, NURS 514.

**NURS 504 Concepts and Theories in Nursing ..... 3 credits**

Seminar to explain the purpose, evolution and history of concepts and theories that are central to nursing. Analysis of the role of relevant theories and concepts in guiding current and future nursing practice. Prerequisites: NURS 502, NURS 514.

**NURS 505 Nursing Interventions Among Vulnerable Populations ..... 3 credits**

Analysis of the theoretical rationale and applicability of health interventions as applied to vulnerable clients (individuals, families, groups, and communities). Emphasis on applied interventions. Prerequisites: NURS 501, NURS 508.

**NURS 507 Advanced Practice in Community Health I ..... 3 credits**

Study, analysis, and application of nursing theories, frameworks, and public health science as they apply to a community health clinical nurse specialist working among families and communities/populations. Seminar, clinical conferences, and clinical experiences will allow the integration of theory, concepts, and research. Prerequisites: NURS 501, NURS 508.

**NURS 508 Foundations of Community Health Nursing ..... 3 credits**

Explores concepts, theories and research findings relevant to community health nursing. Investigations of the structural goals of community health, community assessment and community diagnosis as they apply to the identification of problems among families, groups, and communities will be examined. General principles will be applied to specific vulnerable populations. Prerequisites: NURS 503, NURS 504.

**NURS 509 Roles and Functions of a Clinical Nurse Specialist ..... 3 credits**

Analysis of roles of the community health clinical nurse specialist within changing health care delivery systems. Exploration of specific roles in a project proposal. Prerequisites: NURS 505, NURS 507.

**NURS 510 Ethical Considerations in Nursing Practice ..... 3 credits**

Examination of ethical issues that influence advanced nursing practice. The course focus is on professional values, cultural diversity issues, and ethical decision making in clinical practice. Prerequisites: NURS 505, NURS 507, or consent of instructor.

**NURS 512 Health Policy in Nursing ..... 3 credits**

Examination of the socioeconomic, political, legal, and ethical considerations in the development of state and national health policy. Course will consist of the discussion and evaluation of the health care policy process. Prerequisites: NURS 509, NURS 510, or consent of instructor.

**NURS 514 Research in Nursing ..... 3 credits**

Examination of the evolution of nursing research. Exploration of research methods, including qualitative and quantitative research methodologies and outcomes research. Development of questions for either a scholarly project or thesis. Prerequisites: Undergraduate research course and basic statistics course. (Open enrollment with consent of instructor).

**NURS 516 Principles of Nursing Leadership and Management ..... 3 credits**

Examination of selected management and leadership theories applicable to advanced nursing practice. Analysis of trends in nursing leadership and management. Examination of specific topics relevant to changing trends in nursing leadership and management. Prerequisites: NURS 509, NURS 510, or consent of instructor.

**NURS 517 Management Analysis in Health Care Systems ..... 3 credits**

Application of management and microeconomics principles for planning, control, and decision making in health care programs. Introduction of financial concepts, financial management, and cost accounting as they apply to health services. Analysis of cost, quality, and outcomes as factors in the development and evaluation of health care programs for selected populations within a community. Prerequisites: NURS 512, NURS 516, or consent of instructor.

**NURS 519 Advanced Practice in Community Health Nursing II ..... 4 credits**

Advanced nursing practice among vulnerable families, groups, and communities/populations. Emphasis on the integration of community health clinical nurse specialist roles of clinician, consultant, collaborator, educator, and researcher. Seminar and clinical experience provide opportunities to integrate theory, concepts, and research with synthesis of role components. Prerequisites: NURS 516, NURS 517.

**NURS 520 Family Patterns and Health Promotion Across the Life Span ..... 3 credits**

This course focuses on health promotion, risk screening, and disease prevention among families across the lifespan. Clinical strategies and interventions are examined, analyzed, and critiqued using research and theoretical data for utilization within advanced nursing practice. (Open enrollment with consent of instructor).

**NURS 521 Psychosocial Aspects of Family Primary Care ..... 2 credits**

The purpose of this course is to provide the primary care practitioner with an overview of psychosocial and psychopharmacological principles of family primary care. The focus is on a holistic approach to advanced practice nursing that integrates biological processes with psychosocial dynamics. (Open enrollment with consent of instructor).

**NURS 522 Pharmacological Applications ..... 3 credits**

This course is intended to familiarize students with principles of drug therapy in family practice and to develop the skills necessary to prescribe drugs to children, adults, pregnant women, and geriatric clients. The course covers drugs used in some of the basic diseases encountered in family practice. (Open enrollment with consent of instructor).

**NURS 523 Well-Child Care in the Family ..... 2 credits**

This course focuses on well-child care with emphasis on growth and development, parental concerns, child-rearing practices, nutrition, and family responses to pediatric health care problems. Attention is directed toward the care needed to meet the health objectives for families in Healthy People Year 2000 Health Objectives. (Open enrollment with consent of instructor).

**NURS 524 Advanced Pathophysiology ..... 3 credits**

In-depth analysis of selected concepts of pathophysiology using a case study approach. Focus will be on common health alterations in health as seen in primary care settings. (Open enrollment with consent of instructor).

**NURS 525 Family Primary Care Management and Practicum I ..... 6 credits**

This course presents the theoretical and clinical basis for primary care management of women's health from childbearing women to older women. Content will include health maintenance, concerns, and problems of women in relation to reproductive health, common gynecological problems and primary care issues. Clinical experiences will occur in a variety of settings. The focus of the clinical practicum is to begin the development of collaborative relationships and to acquire further knowledge in the area of women's health. Prerequisites: NURS 501, NURS 524.

**NURS 526 Family Primary Care Management and Practicum II ..... 5 credits**

This course focuses on the primary health needs of children and adolescents including those needs related to school health strategies for identification, management, client and family education, and appropriate referrals. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice and course assignments. Prerequisite: NURS 525.

**NURS 527 Family Primary Care Management and Practicum III ..... 6 credits**

This course presents the theoretical and clinical basis for advanced nursing management of adult and older adult's health problems. Clinical learning experiences focus on the increased integration of ethical and diagnostic judgement related to the health care of adults to promote their optimal levels of being and functioning. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practicum and course assignments. Prerequisites: NURS 525, NURS 526.

**NURS 528 Advanced Practice Professional Role . 2 credits**

This course is designed for students preparing for the nurse practitioner role. Emphasis is on role socialization of a collaborative health care provider. The scope of nurse practitioner practice is analyzed with emphasis on role clarification, goal attainment, and professional responsibility. Prerequisites: NURS 525, NURS 526.

**NURS 529 Family Primary Care IV Integrated Practicum ..... 8 credits**

This course is an integrated clinical practicum in the development and implementation of the advanced nurse practitioner role. Focus is on the integration of the theoretical and clinical components of advanced nursing in family primary care. Dimensions of the role will be explored with particular emphasis on leadership, accountability, autonomy, professionalism, collaboration, consultation and research. Prerequisites: NURS 525, NURS 526, NURS 527.

**NURS 595 Development of a Thesis Proposal ..... 6 credits**

Development and refinement of the thesis proposal. The course is completed when the proposal is approved by the thesis committee. Prerequisites: NURS 516, NURS 527. (The project may take more than one quarter to complete.)

**NURS 596 Independent Study ..... 1 to 5 credits**

**NURS 599 Scholarly Project ..... 3 credits**  
Refinement and execution of a scholarly project that makes a significant contribution to nursing practice or science. Project culminates in a scholarly project that meets predetermined standards established in collaboration with the scholarly project committee. Prerequisites: NURS 516, NURS 527. (Project may take more than one quarter to complete).

*Graduate Nursing Faculty*

Kathryn Anderson, PhD, Oregon Health Sciences University, 1993

Mary Ersek, PhD, University of Washington, 1991

Michael Kennedy, PhD, University of Washington, 1994

Constance Nakao, PhD, University of Washington, 1987

Maureen Niland, PhD, University of Washington, 1986

Jane Peterson, PhD, University of Washington, 1981

Elayne Puzan, PhD, University of Massachusetts, 1997

Janet Quillian, Dr. PH, University of Texas, 1982–Director

Luth M. Tenorio, PhD, Texas Woman’s University, 1986.

Toni Vezeau, PhD, University of Colorado, 1992

Donna Zimburean, PhD, Texas Woman’s University, 1993

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# INSTITUTE OF PUBLIC SERVICE

*John Collins, PhD, Director*

## *Degrees Offered*

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

## *Mission of the Institute of Public Service*

The mission of the institute is to educate a variety of students for leadership in public and non-profit service through the values and ethics the university instills and through professional training.

## Public Administration

*Graduate Program Coordinator: Deanna Fryhle*

(206) 296-5440

### *Effective Public Management*

The Master of Public Administration (MPA) degree has been designed for the in-service student who holds or seeks a managerial or professional position in a public or independent sector organization. Its courses blend theory and practice, providing students with the analytic capacity and the understanding of organizations and policy that are essential to effective public management. Courses are offered only in evening or weekend formats to meet the needs of working professionals.

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

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

### *Admission Requirements*

Students seeking admission to graduate studies in public administration should contact the MPA coordinator or the Institute of Public Service (IPS) director. A letter of intent, two letters of recommendation are required, resume, as well as transcripts of all post-secondary education.

### *MPA Degree Requirements*

The MPA requires the completion of 54 credits. The degree includes 13 required three-credit classes (39 credits). The remaining 15 credits are electives designed to enrich understanding of particular aspects of public service, and may include graduate courses taken in other departments. Electives have dealt with such topics as the non-profit sector, legislative process, local government, management of change, health care policy, labor law, strategic management, and collective bargaining.

The MPA core prepares students with an understanding of the political, legal, and economic environments of public sector administration. Students learn the differences between profit-seeking and public-serving missions, and the central importance of ethical and moral ex-

pectations for those serving the public. Core courses teach analytical and interpersonal skills and abilities required to manage and lead public sector organizations. Topics include organization behavior and theories for management, financial and performance information systems, research techniques, policy making and policy analysis, public sector finance, the legal environment, and public sector ethics.

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

### *MPA Curriculum*

- 13 courses are required for the MPA degree.
  - PUBM 501 Foundations of Public Administration
  - PUBM 511 Organizational Analysis
  - PUBM 512 Policy Formation and Implementation
  - PUBM 521 Management and Human Relations Skills
  - PUBM 522 Human Resource Management
  - PUBM 530 Management Analysis and Control
  - PUBM 531 Public Budgeting
  - PUBM 540 Policy and Program Research
  - PUBM 541 Policy Analysis
  - PUBM 570 Economic Analysis
  - PUBM 571 Government Finance
  - PUBM 572 Administrative Law
  - PUBM 590 Prospectives in Public Service
- 15 elective credits may be selected from among regular IPS electives, special topics courses, internships and independent study, or graduate courses in other university programs. Internships may be taken after two quarters in residence for students who desire work experience in government or non-profit agencies. Independent study projects allow students to pursue areas of individual interest under faculty guidance.

### *Student Services*

MPA faculty and staff members strive to develop an individual relationship with each student. This is expressed in the advising process, student-faculty interaction both in and out of the classroom, and the assistance provided by the administrative staff.

Faculty, staff, and advisory board members assist students formally and informally in their search for both internships and career positions, as does the university's career development center. The community leadership mentor program, established by the institute in 1993, links individual students with experienced administrators.

## Public Administration Graduate Courses

### **PUBM 501 Foundations of**

#### **Public Administration ..... 3 credits**

Foundations of the practice of public administration, including key current and future issues, basic concepts, intellectual history, changing scope and role of governments in American society, role of the non-profit sector in policy implementation, cross-national comparisons of governmental roles and political cultures, leadership roles of administrators in government, administrative responsiveness and accountability, and ethical analysis, analysis and review of writing skills, and review of library research skills for administrators. To be taken first or second quarter. Required

**PUBM 511 Organizational Analysis ..... 3 credits**  
Review of classical and emerging perspectives from organizational theory, focused on improving effectiveness in public and nonprofit organizations. Development of capacities to understand and address issues concerning organizational values, assumptions about human nature, and organizational structure, culture, politics, psychology, and learning. Required

**PUBM 512 Policy Formation and Implementation 3 credits**  
How issues become public policies and public programs. Interplay of executive, legislative and judicial branches. Role of special interests. Influence of public bureaucracies upon policy during formation and implementation stages. Role of intergovernmental administration in policy implementation. Ethical issues in policy formation. Required

**PUBM 521 Management and Human Relations Skill ..... 3 credits**  
Study and practice of management/human relations skills for successful leadership in public and non-profit organizations. Topics include self-awareness, team-building, stress management, communications, empowerment, power and influence, and conflict management. Emphasis on experiential learning. Required

**PUBM 522 Human Resource Management ..... 3 credits**  
Human resource management in public and non-profit organizations, addressing topics of human resource planning, equal employment opportunity laws and programs, recruitment, selection, and compensation of personnel, performance appraisal, organizational development initiatives such as TQM and re-engineering, and selected contemporary topics. Required. Prerequisite: PUBM 521

**PUBM 530 Management Analysis and Control .... 3 credits**  
Management control in public and non-profit organizations, including: terminology and principles of financial accounting, analysis of financial statements; responsibility and program structure; audit responsibility; cost accounting and pricing. Emphasis upon student analysis of management systems within contemporary organizations. Required

**PUBM 531 Public Budgeting ..... 3 credits**  
The role of budgeting, including purpose, type and use; capital budgeting, bonding and debt management; planning, programming and performance analysis. Required. Prerequisite: PUBM 530

**PUBM 540 Policy and Program Research ..... 3 credits**  
Research design for public decision making. Specification of questions to guide inquiry; basis for causal inference; acquisition of quantitative data; reliability and validity issues; descriptive statistics; and the logic of statistics. Required

**PUBM 541 Policy Analysis ..... 3 credits**  
Systematic analysis of logical and prescriptive quantitative techniques for public policy analysis and decision making. Emphasis is on conceptualization and interpretation. Topics include modeling decisions, uncertainty and probability, conflicting objectives, and risk preferences. Required. Prerequisite: PUBM 540

**PUBM 562 Oral Communication for Administrators . 3 credits**  
Oral communications within the context of the contemporary organization. Some theory, but emphasis will be on performance. Differentiated assignments according to the needs and professional applications of individual students. Elective

**PUBM 570 Economic Analysis ..... 3 credits**  
Focus on the development of economic models, and upon the application of models to issues of public policy and management. Concepts of

production, cost, supply, demand, market analysis, welfare, employment theory and stabilization policy. Required

**PUBM 571 Government Finance ..... 3 credits**  
Revenues, expenditures and debt of federal, state and local governments; economic theories; constitutional limitations; government finance as means of social reform. Required. Prerequisite: PUBM 570 or equivalent

**PUBM 572 Administrative Law ..... 3 credits**  
An understanding of the central components of the regulatory process; rule-making, investigation and adjudication. Constitutional framework and statutory analysis. Liability of governmental units and officials. Legal research. Required

**PUBM 581 Labor Law and Collective Bargaining. 3 credits**  
History and analysis of legislation and court intervention in labor relations. Organization, bargaining and grievance systems. Simulations to gain experience. Elective

**PUBM 585 Leadership, Learning and Change Management ..... 3 credits**  
The practice of leadership, learning, and change management in relation to self, others, teams, and organizations. A conceptual and experiential exploration of contemporary theories of leadership, personal and organizational learning, and the related dynamics of personal and organizational change. Emphasis on application to public and non-profit organizations. Elective

**PUBM 590 Prospectives in the Public Service .... 3 credits**  
Capstone course to integrate knowledge and skills from required course work in the analysis of a policy or management problem. Students work individually or in pairs in identifying a problem, researching its background, formulating and analyzing alternative solutions, and recommending a course of action. To be taken the last or next-to-last quarter of study. Required capstone course.

**PUBM 591 Special Topics ..... 1 to 5 credits**  
**PUBM 592 Special Topics ..... 1 to 5 credits**  
**PUBM 593 Special Topics ..... 1 to 5 credits**  
**PUBM 595 Internship ..... 1 to 6 credits**  
**PUBM 596 Independent Study (S/NC) ..... 1 to 5 credits**  
**PUBM 597 Independent Study (S/NC) ..... 1 to 5 credits**  
**PUBM 598 Independent Study (graded) ..... 1 to 5 credits**

## Not-For-Profit Leadership

*Mary Stewart Hall, PhD*

(206) 296-5440

### *Degree Offered*

■ Master of Not-For-Profit Leadership (MNPL)  
45 credits

### *Designed for Working Professionals*

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

It is now recognized that effective not-for-profit executives must have the leadership skills that inspire others to voluntary action while also

possessing the management abilities expected in government and business. The program has a unique curriculum designed to teach the core competencies that empirical research has shown are expected of the best non-profit executives. While courses will teach the latest management and leadership theory, content will emphasize practical application. Course work is intended to build on the base of experience that students will bring with them to the classroom.

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

*Student Services*

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

*Admission Requirements*

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

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

All applicants must have:

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

Upon acceptance of an offer of candidacy in the program, students must pay a \$250 non-refundable deposit which is applied toward tuition for the first term of classes.

*MNPL Degree Requirements*

The MNPL program requires 45 quarter credits taught through 10 courses offered over 16 months. Six of these courses must be taken by all students. Some flexibility may be shown with the other four courses depending on a student’s level of proficiency in the subject. 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.

A class of 20 to 25 students is admitted each year and this cohort proceeds through the program together in order to provide more opportunities to learn from each other.

Upon acceptance into the program, students are asked to collect assessments from their employers on their current abilities in the core competencies found in the most effective not-for-profit executives. This information is used to guide each student during their course work. A

similar profile reflecting skill levels at the end of the program will be coupled with a plan for each student’s future professional and personal development.

*Typical Program Schedule*

Year	Summer	Intersession	Fall	Winter	Spring
1		NPLR 515* NPLR 525*	NPLR 535*	NPLR 536*	NPLR 537*
2	NPLR 545 NPLR 551	NPLR 546	NPLR 552 NPLR 560*		

\*Classes required of all students

*Not For Profit Leadership Courses*

**NPLR 515 Fundamentals of the Not-For-Profit Sector ..... 3 credits**  
The role of not-for-profit organizations, their history, traditions, values, ethics, legal, tax and economic basis and emerging issues facing the sector. Required

**NPLR 525 Leadership and Interpersonal Behavior for Not-For-Profit Executives ..... 6 credits**  
Theoretical and applied knowledge about concepts of leadership, leadership styles and situations, communication skills, techniques of inspiration and motivation, conflict resolution, negotiating and building consensus, coping with change, and fostering innovation. This class will include two weeks of full-time study. Required

**NPLR 535 Not-For-Profit Management I: Planning and Evaluation ..... 6 credits**  
Understanding the environment in which the organization operates, identifying and clarifying mission, translating mission into organizational and programmatic plans and developing and using information flows to provide management control and performance and effectiveness evaluation. Required

**NPLR 536 Not-For-Profit Management II: Budgeting and Finance ..... 6 credits**  
Effective ways to budget financial resources for both capital and operating needs, to manage the expenditure of financial resources, establish financial controls and reporting processes, determine appropriate pricing mechanisms for the sale of services, and negotiate contracts. Required

**NPLR 537 Not-For-Profit Management III: Boards, Volunteers, and Staff ..... 6 credits**  
Organizing and leading people to ensure effective governance and implementation of the organization’s mission and programs. Selecting, building, and managing a work force, developing and working with a board, recruiting and managing volunteers, and developing and managing diverse organizations. Required

**NPLR 545 Not-For-Profit Marketing and Public Relations ..... 3 credits**  
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 546 Resource Development for****Not-For-Profit Organizations ..... 6 credits**

Understanding different types of resources and techniques for obtaining support, creating a comprehensive resource plan, fundraising, proposal writing, personal solicitation, grant negotiations, funding partnerships, methods for establishing the support and reporting systems essential to successful resource development. This class will include two weeks of full-time study. Required

**NPLR 551 Not-For-Profit Quality Improvement ... 3 credits**

Total quality concepts, tools and applications in a not-for-profit setting, the role of the executive director in quality management, the technology useful for defining customers, and determining the means to satisfy their needs and expectations. Required

**NPLR 552 Public Policy, Advocacy, and Collaboration in a Not-For-Profit Context ..... 3 credits**

The dynamics of interdependence between not-for-profit organizations, government, and business, different approaches for establishing and maintaining productive relationships, building constituencies and campaigns to affect public policy and representing the interests of the organization and their customers. Required

**NPLR 560 Summary Project ..... 3 credits**

Independent research analyzing and proposing resolution to a significant leadership issue, or management problem in the student's not-for-profit organization or that of a mentor. Required

**Institute Faculty**

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

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

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

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

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

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

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# SCHOOL OF SCIENCE AND ENGINEERING

Kathleen Mailer, PhD, Dean

Patricia D. Daniels, PE, PhD, Associate Dean

## Degree Offered

- Master of Software Engineering (MSE)  
45 Credits

## Software Engineering

Graduate Program Director: David A. Umphress, PhD

Phone: (206)296-5509

### A Program for Working Professionals

The MSE program at Seattle University is designed for working professionals. All classes are offered in the evenings. The program builds on the computing experience of its students by providing course work on a diversity of software engineering and computer science topics, with an emphasis on teamwork and a disciplined approach to problem solving. We offer a balanced core curriculum of technical and managerial courses, and a variety of elective streams to address areas of personal interest. Principles and techniques learned throughout the program are integrated into a year-long software project as the capstone experience.

Seattle University has long been a leader in software engineering education. It established its pioneering MSE program in 1979, and awarded the world's first degree in 1982.

Our graduate faculty have extensive industrial experience as well as strong academic credentials. Our curriculum has been shaped by close contacts with local industry, ensuring that courses are relevant to the workplace and that projects are tailored to the professional needs of our students.

### Admission Requirements

- Bachelor's degree, preferably in computer science or a related quantitative discipline, earned at a regionally accredited school.
- Two years of experience in software development or maintenance.
- Working knowledge of at least one programming language such as Fortran, COBOL, Ada, C, C++, or Java.
- Graduate Record Exam (GRE) General Test scores from within the past five years. The Subject Test in Computer Science is optional.

### Application Procedures

MSE students normally start in the fall quarter of each year. Applications and all supporting documents for fall admission should be received by the Graduate Admissions by May 1st. Late admissions will be considered for fall quarter on a selective basis when space is available.

### Degree Requirements

Minimum requirements for the degree are 45 graduate credits. These include 27 hours of core courses, nine hours of elective courses, and nine hours of software engineering project. Core courses in computing (CSSE 500, 502, and 504) may be waived for students with appropriate background (e.g. a computer science degree) and replaced by additional electives. All degree requirements must be completed within six years after course work has begun.

### Core Courses

The core courses, CSSE 500, CSSE 502, CSSE 504, CSSE 508, CSSE 510, CSSE 512, CSSE 514, CSSE 515, and CSSE 516, are required, unless explicitly waived by the department

### 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. In addition, CSSE 596, CSSE 597, and CSSE 598 and up to six hours of graduate-level courses from other departments, especially selected courses from the MBA program at Seattle University, are acceptable as electives with the permission of the department.

### Software Engineering Project

Satisfactory performance in the three-quarter software engineering project sequence (CSSE 585, CSSE 586, and CSSE 587) is required of all MSE students. Students are grouped into teams which complete a software project. Students who obtain a grade of C- or below in any quarter must repeat the project sequence. Students wishing to take other courses concurrently with CSSE 587 must obtain departmental approval. Students are encouraged not to begin the software engineering project sequence unless CSSE 587 will be their final course in the program.

These projects are sponsored and directed by Seattle University, and, as such, all products and technologies that may be developed as part of these projects become the exclusive property of Seattle University. In some cases, outside agencies may provide material or financial support for projects through specific contractual arrangements with the university. These contractual agreements may provide some alternative allocation of property rights between Seattle University and the outside agency.

### Typical Program Schedule

#### Three-year track with CSSE 500, 502, and 504 waived

	Fall	Winter	Spring
Year 1	CSSE 508	CSSE 515	CSSE 516
	CSSE 510	CSSE 512	CSSE 514
Year 2	elective	elective	elective
	elective	elective	elective
Year 3	CSSE 585	CSSE 586	CSSE 587

#### Three-year track with CSSE 500, 502, and 504 required

	Fall	Winter	Spring
Year 1	CSSE 502	CSSE 504	CSSE 500
	CSSE 510	CSSE 512	CSSE 514
Year 2	CSSE 508	CSSE 515	CSSE 516
	elective	elective	elective
Year 3	CSSE 585	CSSE 586	CSSE 587

#### Two-year track: for full-time students

	Fall	Winter	Spring
Year 1	CSSE 508	CSSE 515	CSSE 516
	CSSE 510	CSSE 512	CSSE 514
	elective	elective	elective
Year 2*	elective	elective	elective
	CSSE 585	CSSE 586	CSSE 587

\*International students please note: you may need to take an additional three credits each term to be eligible for student visa status.

## Software Engineering Graduate Courses

### Core Courses

Nine core courses are required for the MSE degree. They are organized into three streams: computing, management, and technical. The computing stream may be waived for students with an appropriate background.

### Computing

**CSSE 500 Data Structures and Algorithms ..... 3 credits**  
Lists, stacks, strings, trees and graphs. Sorting and searching techniques. Algorithm implementation and complexity analysis. (spring)

**CSSE 502 Mathematical Foundations ..... 3 credits**  
Mathematical logic, sets, graph theory, functions, relations, recursion, computability, and proof of correctness. (fall)

**CSSE 504 System Software and Architecture ..... 3 credits**  
Software architecture, abstract hardware architecture, component approach to system development, application program interfaces. (winter)

### Management

**CSSE 508 Technical Communication ..... 3 credits**  
The role of communication skills in software engineering. Organizing ideas. Writing. Speaking. Structure and content of manuals and other software documentation. (fall)

**CSSE 515 Software Project Management ..... 3 credits**  
Process context of software development. Task decomposition. Size and schedule estimation. Risk management. Project planning and control mechanisms. (winter)

**CSSE 516 Software Quality Assurance ..... 3 credits**  
Managerial and technical aspects of verification, validation, and quality assurance. Theory of testing. Prerequisite: CSSE 515 (spring)

### Technical

**CSSE 510 Requirements Analysis ..... 3 Credits**  
Methods, tools, and techniques for software specification. Requirements elicitation, conceptual modeling, structured and object-oriented analysis. Prerequisite or corequisite: CSSE 502. (fall)

**CSSE 512 Software Design ..... 3 Credits**  
Methods, tools, and techniques for software design. Software architecture, database design, structured and object-oriented design. Prerequisite: CSSE 510. Prerequisite or corequisite: CSSE 504. (winter)

**CSSE 514 Programming Methods ..... 3 Credits**  
Software implementation methods, tools, and techniques. Programming paradigms and languages. Structured and object-oriented programming. Prerequisite: CSSE 512. Prerequisite or corequisite: CSSE 500. (spring)

### Elective Courses

Electives are grouped into streams. Subject to prerequisites, students may take any or all courses from a given stream. Electives may also include courses from other graduate programs, or special topics courses. Offerings will be based on student interest and faculty availability.

### Software Architectures

**CSSE 541 Database Systems ..... 3 credits**  
Database management techniques. Survey of database management systems: their use, architecture, design, implementation, and cost/benefit/performance trade-offs. Prerequisite: CSSE 512.

**CSSE 550 Distributed Computing ..... 3 credits**  
Design and analysis of software distributed across multiple platforms. Examination of parallel computing, client-server software, distributed objects, and hardware architectures. Prerequisite: CSSE 504

**CSSE 551 Real-time and Embedded Systems ..... 3 credits**  
Design and analysis of real-time systems. Examination of embedded applications. Hardware and software standards and performance. Prerequisite: CSSE 504

### Modeling

**CSSE 543 Applied Formal Methods ..... 3 credits**  
Foundations of symbolic systems. Programming applications which support rigor and proof. Logic synthesis, programming languages with functional, declarative, and mathematical semantics, satisfiability and proof of correctness, formal modeling. Prerequisite: CSSE 502

**CSSE 546 Object-Oriented Programming ..... 3 credits**  
Tools and techniques for designing and implementing object-oriented software systems. Prerequisite or Corequisite: CSSE 514

**CSSE 553 Artificial Intelligence ..... 3 credits**  
Survey of artificial intelligence as it applies to software engineering. Acquisition and representation of knowledge. Search strategies. Selected applications, such as natural language processing, image recognition, planning, neural nets, and expert systems. Prerequisite: CSSE 502

### Human-Computer Interaction

**CSSE 560 Human-Computer Interaction ..... 3 credits**  
History, design and implementation of user interfaces. Dialogue management, cognitive modeling, task modeling, interaction models, design analysis, measurement techniques, and virtual environments. Current interfaces and GUI toolkits.

**CSSE 561 User Interface Programming ..... 3 credits**  
Design principles, tools, and techniques for implementing and evaluating user interfaces and interactivity. WIMP programming, web page design, whole body interface and GUI toolkits. Prerequisite: CSSE 560

**CSSE 564 Computer Graphics ..... 3 credits**  
Construction of graphics software: curve drawing, contour filling, polygon clipping, 2-D and 3-D object transformations. Introduction to image enhancement and restoration, compression, object representation. Prerequisite: CSSE 500 and linear algebra.

### Software Project Engineering

**CSSE 518 Software Metrics ..... 3 credits**  
Quantitative approach to software engineering and management. Metrics and tools to evaluate, control, and estimate the software life cycle. Reliability, size, quality and complexity measures. Prerequisite: CSSE 515.

**CSSE 533 Legal Aspects of Software ..... 3 credits**

Software procurement, contract law, managing contracts, patents, copyrights, trade secrets. Specification and control of product and process. Prerequisite: CSSE 515.

**CSSE 549 Software Maintenance and Reuse ..... 3 credits**

Managerial and technical tools and techniques for maintaining software and reusing components. Maintenance and reuse metrics.

*Other Electives***CSSE 591, 592, 593 Special Topics ..... 1 to 3 Credits**

May include such topics as software engineering economics, data security and privacy, ethics of computing, programming languages, visual languages, expert systems, and machine vision.

**CSSE 596 Independent Study ..... 1 to 3 Credits***Elective Courses from other departments*

Up to two courses from other graduate programs, in particular the MBA program, 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.

*Project Courses***CSSE 585 Software Engineering Project 1 ..... 3 Credits****CSSE 586 Software Engineering Project 2 ..... 3 Credits****CSSE 587 Software Engineering Project 3 ..... 3 Credits**

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. Prerequisite to CSSE 586: CSSE 585. Prerequisite to CSSE 587: CSSE 586.

## Software Engineering Graduate Faculty

William Bricken; BA, University of California; MS, PhD, 1987, Stanford University; assistant professor of computer science and software engineering; 1996.

Adair Dingle; BS, Duke; MS, Northwestern University; PhD, University of Texas at Dallas, assistance professor of computer science and software engineering; 1995.

Garry Kampen; BA, Carleton College; MA, University of Michigan; PhD, 1973, University of Washington; associate professor of computer science and software engineering; 1985.

Peter Mark; AB, Harvard College; MS, Cornell University; PhD, 1993, University of Oregon; assistant professor of computer science and software engineering; 1993.

Everald E. Mills; BS, University of Nebraska; MS, PhD, 1972, Washington State University; associate professor of computer science and software engineering; 1983.

Ihsin Phillips; BS, MS, PhD, 1984, University of Maryland; associate professor of computer science and software engineering; 1985.

Mitchell Spector; BS, John Carroll University; PhD, 1976, Massachusetts Institute of Technology; associate professor of computer science and software engineering; 1986.

David Umphress; BS, Angelo State University; MCS, PhD, 1987, Texas A&M University; associate professor of computer science and software engineering; 1993

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# SCHOOL OF THEOLOGY AND MINISTRY

Loretta K. Jancoski, Ph.D., Dean

## Degrees Offered

- Master of Arts in Pastoral Studies (MAPS)  
48 credits
- Master of Arts in Transforming Spirituality (MATS)  
72 credits with specializations in *Studies in Spirituality and Spiritual Direction*.
- Master of Divinity (MDiv)  
115 credits
- Post-Master's Certificate in Transforming Spirituality  
27 credits with specializations in *Studies in Spirituality and Spiritual Direction*
- Post-Master's Certificate in Mission Integration  
30 credits

## Unique Collaboration

The School of Theology and Ministry is housed in prestigious Seattle University, a premier Jesuit private college in the Northwest. The School offers people the opportunity to study for a variety of ministerial roles. This unique School houses two institutes: the Institute for Catholic Theological Studies (ICTS, a joint venture with the Archdiocese of Seattle) and the Institute for Ecumenical Theological Studies (IETS, a joint venture with numerous Seattle-area denominations.) The student body of STM is made up primarily of adult learners who are seeking to develop spiritually, to know and appreciate their tradition, and to become skilled ministers. Each of the Institutes provides students with the services and support they need to engage in disciplined, developmental, and holistic education and formation. The School of Theology and Ministry is fully accredited through the Association of Theological Schools.

### Institute for Catholic Theological Studies

The ICTS, in service to both the Catholic Archdiocese and the university, prepares Catholic lay ministers for leadership positions in the church. ICTS students and graduates serve as pastoral associates in parishes for faith formation, sacramental preparation, Rite of Christian Initiation of Adults; ministers to the sick and elderly; liturgical leaders; leaders of faith communities with no resident ordained pastor; chaplains to hospices, hospitals, and prisons; directors of food banks, shelters for the homeless or for battered women; retreat and spiritual directors, etc.

### Institute for Ecumenical Theological Studies

The IETS serves a number of denominations and religious agencies in the Northwest and the university by preparing students for lay and ordained ministry in their specific tradition. The IETS director works closely with lay and ordained representatives of each denomination and agency who form the IETS Advisory Board. Students and graduates pastor churches, direct Christian education programs, manage shelters and housing for the homeless, provide spiritual direction and retreats, serve as chaplains in various ministries, etc.

## 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

## Admission Requirements

Admission is selective, and candidates are evaluated on their individual merits, rather than a comparative basis. Applicants must provide documents attesting to:

- A bachelors degree from a regionally accredited institution with:
  - A liberal arts background which best prepares a person for the thinking and writing skills required
  - Two undergraduate courses in theology or equivalent
  - A 2.75 GPA (International students must have a 3.00 GPA)
- Two years of experience in some form of education, ministry, or service as a professional or volunteer

Application materials include:

- Application forms and fee
- Two recommendations with at least one from a person familiar with your religious/spiritual development. *NOTE: Recommendation forms and envelopes are provided.*
- Official transcripts of all colleges and universities previously attended
- An autobiographical statement

Upon review of all application materials, you will be contacted for an interview. The Seattle University Admissions Office will send a formal letter of decision.

## Transfer Credit

Students with some earned credits from another regionally accredited institution can petition to transfer credits into the School of Theology and Ministry.

Ordinarily no more than 10 graduate credits in theology or ministry will be transferred into the MAPS degree; no more than 17 graduate credits for advanced standing in the MATS degree; no more than 24 credits toward the MDiv degree.

Students who have completed MAPS, MPM, MRE, MM degrees or comparable theology or ministry degrees can petition the STM admissions committee to accept the earned degree in toto or part toward the MATS or MDiv. This process is completed by the STM admissions committee.

## Time Limit

All work toward a degree from the School of Theology and Ministry must ordinarily be completed within six years after course work is begun.

## Learning Communities

Students are expected to participate in spiritual formation, which includes building community with their peers. Student are therefore grouped according to degree to form peer learning communities which celebrate prayer, enter a commitment of faith sharing, and develop ways of caring for student needs. Orientations, days of reflection, community meetings and requirements for liturgy and hospitality help students practice ministerial competencies with each other while contributing to the deepening of adult learning communities. Upon admission, students are advised to join the appropriate learning community.

## Where and When are Courses Offered?

### Summer Only

The summer schedule consists of three two-week intensives. Courses meet on campus three hours daily and are scheduled mornings, afternoon, evenings. Occasionally a guest faculty conducts a weekend offering. Students who wish to live on campus during summer sessions must apply to housing through the Residential Life Office (206) 296-6274.

**Full Year**

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 off campus for a total of two weekends per course. Typically students can only access one course per quarter in this format.

**Other**

Internships, practica, spiritual direction, retreats, and independent studies allow commuting students to complete some of their educational experiences in their own geographic areas.

## Master of Arts in Pastoral Studies

*Graduate Chair: Sharon Callahan, Ed.D.*  
(206) 296-5330

*Degree offered*

- Master of Arts in Pastoral Studies (MAPS)

*Preparing Christians to Minister*

This degree encourages students to discover their gifts and develop them for service. Students engage in a process of deepening self-knowledge, exploring the Christian tradition, and considering their potential to minister to the world. An integration of theology, scripture, pastoral skills, and personal formation encourages optimum growth for ministers. The structure of this degree program allows maximum flexibility within carefully designed criteria. A full complement of elective courses in the areas of Religious Education, Ministry with the Aging, Spirituality, and Eco-theology assists each student in designing a program of study to enhance opportunities for growth and service. In this integrated way, the MAPS degree prepares Christians to minister in the church, in life circumstances, and in the marketplace.

**Systematic Theology Requirement**

**(choose 6 from courses below) ..... 18 credits**

STMM 500 Christian Anthropology .....	3 credits
STMM 501 Christology .....	3 credits
STMM 502 Ecclesiology .....	3 credits
STMM 504 Christian Ethics .....	3 credits
STMM 505 Sacramental and Liturgical Theology .....	3 credits
STMM 547 Christian Sexuality .....	3 credits
STMM 548 Theological Reflection in Ministry .....	3 credits
STMM 561 Christian Prayer and Spirituality .....	3 credits
STMA 507 Canon Law .....	3 credits
STMA 516 or STMA 517 or STMA 519 Church History .....	3 credits
Scripture Requirement .....	6 credits
STMM 526 Hebrew Scriptures .....	3 credits
STMM 527 Christian Scriptures .....	3 credits

**Pastoral Skills Requirement ..... 6 credits**

STMM 553 Pastoral Helping Skills .....	3 credits
STMM 554 Group Effectiveness Skills .....	3 credits

**Formation Requirement ..... 9 credits**

STMM 557, STMM 558, STMM 559 Ministerial and Theological Integration I, II, III .....	9 credits
or	
STMM 555, STMM 556 Practicum I, II, STMM 548 Theological Reflection in Ministry .....	9 credits

Electives .....	6 credits
Completion Project .....	3 credits
STMM 599 Completion Project .....	3 credits
<b>Total Credits Required .....</b>	<b>48 credits</b>

## Master of Arts in Transforming Spirituality

*Graduate Chair: Marianne LaBarre, Ed.D.*  
(206) 296-5330

*Degree offered*

- Master of Arts in Transforming Spirituality (MATS)

The Transforming Spirituality program is designed to explore the roots of the Christian spiritual tradition, developmental psychology and one's own spiritual journey. This degree enables you to develop and deepen skills for service in discernment, spiritual guidance and pastoral ministry.

Within this degree there are two specializations: Studies in Spirituality and Spiritual Direction. Both specializations build on theological, scriptural, and pastoral skills foundations.

**Foundational Requirements:**

STMM 500 Christian Anthropology .....	3 credits
STMM 501 Christology .....	3 credits
STMM 505 Sacramental and Liturgical Theology .....	3 credits
STMM 547 Christian Sexuality .....	3 credits
STMM 561 Christian Prayer and Spirituality .....	3 credits
STMM 526 Hebrew Scripture .....	3 credits
STMM 527 Christian Scriptures .....	3 credits
STMM 553 Pastoral Helping Skills .....	3 credits

**24 credits**

*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.

**Foundational Requirements ..... 24 credits****Specialization Requirements:**

STMM 557, STMM 558, STMM 559 Ministerial and Theological Integration I, II, III .....	9 credits
or	
STMM 555, STMM 556 Practicum I, II, STMM 548 Theological Reflection in Ministry .....	9 credits
STMM 563 History of Christian Spirituality .....	3 credits
STMA 570 Spiritual Discernment .....	3 credits
STMM 571 Introduction to Spiritual Direction .....	3 credits
STMA 561 Psycho-Spiritual Development .....	3 credits
STMM/STMA Justice-related course .....	2 or 3 credits
STMA 574 Spirituality Synthesis .....	3 credits

**Specialization requirements ..... 26 to 27 credits****Electives ..... 21 to 22 credits****Total credits required ..... 72 credits***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.

<b>Foundational Requirements</b> .....	<b>24 credits</b>
<b>Specialization Requirements</b>	
STMM 557, STMM 558, STMM 559 Ministerial and Theological Reflection I, II, III .....	9 credits
STMM 563 History of Christian Spirituality .....	3 credits
STMA 570 Spiritual Discernment .....	3 credits
STMM 571 Introduction to Spiritual Direction .....	3 credits
STMA 561 Psycho-Spiritual Development .....	3 credits
STMM/STMA Justice-related course .....	2 or 3 credits
STMA 553, STMA 554: Supervision in Spiritual Direction I, II .....	3 credits
STMA 571 Critical Issues in Spirituality .....	3 credits
STMA 574 Spirituality Synthesis .....	3 credits
<b>Specialization Requirements</b> .....	<b>35 to 36 credits</b>
<b>Electives</b> .....	<b>12 to 13 credits</b>
<b>Total Credits Required</b> .....	<b>72 credits</b>

## Master of Divinity

*Graduate Chair: Marianne LaBarre, Ed.D.*  
(206) 296-5330

*Degree offered*

■ Master of Divinity (MDiv)

### *Preparing Leaders for a Faith Community*

The master of divinity (MDiv) is the classic ministerial degree, which develops the pastoral minister's capacity to interpret scripture, foster theological reflection, and draw upon the theological heritage of the religious community with pastoral sensitivity. Catholics with a master of divinity degree often assume leadership positions in parishes, dioceses, hospitals or social service agencies.

Protestants on an ordination track work closely with their churches regarding ordination requirements. Appropriate course substitutions are arranged to meet their needs in areas such as polity and denominational history.

<b>Foundational Requirements</b> .....	<b>42 credits</b>
STMM 500 Christian Anthropology .....	3 credits
STMM 501 Christology .....	3 credits
STMM 502 Ecclesiology .....	3 credits
STMM 504 Christian Ethics .....	3 credits
STMM 505 Sacramental and Liturgical Theology .....	3 credits
STMM 547 Christian Sexuality .....	3 credits
STMM 561 Christian Prayer and Spirituality .....	3 credits
STMM 526 Hebrew Scripture .....	3 credits
STMM 527 Christian Scriptures .....	3 credits
STMM 553 Pastoral Helping Skills .....	3 credits
STMM 554 Group Effectiveness Skills .....	3 credits
STMM 557, STMM 558, STMM 559 Ministerial and Theological Reflection I, II, III .....	9 credits
<b>Advanced Requirements</b> .....	<b>39 to 42 credits</b>
STMA 500 Hermeneutics .....	3 credits
STMA 505 Contemporary Ethics .....	3 credits
STMA 507 Canon Law .....	3 credits
STMA 519 Modern and Contemporary Period .....	3 credits
STMA 546 Pastoral Leadership .....	3 credits
STMA 549 Organizational Dynamics .....	3 credits
STMA 555, STMA 556 Supervision in Pastoral Leadership I, II .....	6 credits
STMA 557, STMA 558 MDiv Synthesis I, II .....	6 credits

STMA 570 Spiritual Discernment .....	3 credits
STMA 585 Social Analysis .....	3 credits
STMA 599 MDiv Completion Project .....	3 to 6 credits

### **STMA Distribution Requirements**

(in addition to above) .....	24 credits
Two Courses in Scripture .....	6 credits
Two Courses in Systematic Theology .....	6 credits
One Course in History .....	3 credits
Two Courses in Sacraments/Liturgy/Spirituality .....	6 credits
One Course in Religious Education .....	3 credits

**Electives** .....

**Total Credits Required** .....

## Post-Master's Certificate in Transforming Spirituality

*Graduate Chair: Marianne LaBarre, Ed.D.*

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.

In addition to meeting the above requirements for admissions, applicants must also meet admissions requirements and procedures for STM programs as listed on page 73.

### *Studies in Spirituality Specialization*

People who choose this specialization are able to pursue in depth studies on psycho-spiritual development, spirituality, and elective courses that will enhance their goals in ministry.

<b>Specified Certificate Requirements</b> .....	<b>18 credits</b>
STMM 561 Christian Prayer and Spirituality .....	3 credits
STMM 563 History of Spirituality .....	3 credits
STMM 571 Introduction to Spiritual Direction .....	3 credits
STMA 570 Spiritual Discernment .....	3 credits
STMA 561 Psycho-Spiritual Development .....	3 credits
STMA 574 Spirituality Synthesis .....	3 credits

**Electives** .....

**Total Credits Required** .....

### *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.

<b>Specified Certificate Requirements</b> .....	<b>18 credits</b>
STMM 561 Christian Prayer and Spirituality .....	3 credits
STMM 563 History of Spirituality .....	3 credits
STMM 571 Introduction to Spiritual Direction .....	3 credits
STMA 570 Spiritual Discernment .....	3 credits
STMA 561 Psycho-Spiritual Development .....	3 credits
STMA 574 Spirituality Synthesis .....	3 credits

### **Specified Spiritual Direction Requirements**

STMA 553, STMA 554 Supervision in Spiritual Direction I and II .....	6 credits
STMA 571 Critical Issues in Spirituality .....	3 credits
Specified Spiritual Direction Requirements .....	9 credits

**Total Credits Required** .....

## Post-Master's Certificate in Mission Integration

*Faculty Advisor: Loretta Jancoski, Ph.D.*

This certificate program prepares persons to assume responsibility for mission integration in religiously affiliated service organizations. The program is designed for persons who have successfully completed a graduate degree in Theology, Religious Studies, Nursing, Education, Social Science, or another related area, and who demonstrate appropriate competencies. Directors of Mission Integration are expected to oversee the integration of the institution's or community's mission with all dimensions and levels of work. Hence, the program focuses on providing knowledge and leadership skills in theological reflection, social and community analysis, organizational dynamics, adult education, and health care systems.

**Special Admission requirements** in addition to, or in lieu of, those required for admission to other programs in STM. (See *Admission Requirements*, page 73.

- a minimum of a graduate degree in Theology, Religious Studies, Nursing, Education, Social Science, or another related area;
- two recommendations, one from an employer/supervisor, and the second one from a person who can speak to the student's qualifications for the program;
- a one or two-page statement describing professional and personal goals and reasons for choosing this program;
- three years experience in a leadership position;
- employment and education resume;
- a personal interview with one or more members of the School of Theology and Ministry Admissions Committee

### Specified Certificate Requirements ..... 30 credits

Prerequisites will be required for all designated courses for which the candidate lacks adequate preparation. Up to ten quarter credits may be accepted as transfer credits toward the required courses of the Certificate.

#### A. Theological Foundations: 3 required courses for a total of 9 credits

- STMM 502 Ecclesiology ..... 3 credits  
Prerequisite: STMM 500 Christian Anthropology or STMM 501 Christology  
STMM 504 Christian Ethics ..... 3 credits  
STMA 505 Contemporary Ethics ..... 3 credits  
Prerequisite: STMM 501 Christology or STMM 529 Biblical Spirituality

#### B. Ministry Development: 3 required courses for a total of 9 credits

- NURS 502 Nursing Care of Vulnerable Populations ..... 3 credits  
or  
STMA 585 Social Analysis ..... 3 credits  
STMA 546 Pastoral Leadership ..... 3 credits  
Prerequisite: STMM 554 Group Effectiveness Skills  
STMA 588 Mission Integration  
Practicum ..... 3 credits

#### C. Leadership Skills: 4 courses from the following list for a total of 12 credits

- STMA 549 Organizational Dynamics ..... 3 credits  
STMM 553 Pastoral Helping Skills ..... 3 credits  
STMM 554 Group Effectiveness Skills ..... 3 credits  
Prerequisite: STMM 553 Pastoral Helping Skills

EDUC 515 Multicultures .....	3 credits
AEDT 562 Foundations of Adult Education .....	3 credits
AEDT 510 Planning Programs for Adult Learners .....	3 credits
PUBM 562 Oral Communication for Administrators .....	3 credits
<b>Total Credits Required .....</b>	<b>30 credits</b>

## Theological Graduate Courses

### STMM 500 Christian Anthropology ..... 3 credits

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

### STMM 501 Christology ..... 3 credits

A survey of theological reflection on Jesus of Nazareth, his life, his teaching, his death, and resurrection. The course examines the New Testament, early Christian theologians, the important conciliar definitions, the scholastic synthesis, and contemporary discussion. It covers three main questions: Who is Jesus? How does Jesus save us? How do we relate to Jesus?

### STMM 502 Ecclesiology ..... 3 credits

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 504 Christian Ethics ..... 3 credits

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 credits

The Christian Community is brought into being and is nurtured through an encounter with God, through Christ, in the Holy Spirit, by means of Word and Sacrament. This course examines the behavioral and theological dynamics at work in this encounter, the relationship between ritual action and theological reality. A balance of readings, lecture and discussion will introduce the students to the historical and theological and behavioral foundations of liturgy, as well as helping them develop a critical "liturgical sense." Prerequisite: STMM 501 or STMM 527

### STMM 526 Hebrew Scriptures ..... 3 credits

Through working with a variety of texts, students are exposed to the major pieces of the Old Testament canon: Pentateuch, Prophets and Writings. The pluralism of viewpoints that come to expression in the scriptures leads to an examination of tensions, strengths and weaknesses involved. Practical consequences for belief and practice will be developed.

### STMM 527 Christian Scriptures ..... 3 credits

Origins of Christian Scripture in Christian faith; experience of God revealing; New Testament development in time; major theological themes in cultural context; impact on living experience; methods of criticism and principles of interpretation aimed at personal appropriation of text, meanings and tradition. Prerequisite: STMM 526

**STMM 529 Biblical Spirituality ..... 3 credits**

Through careful study of selected texts from Hebrew and Christian Scriptures, students will construct the underlying spiritualities. Exploring this variety of where and how biblical generations expected God to appear and act will lead to tools and methods for integrating belief, attitude, affection, prayer, and action in the students' own lives.

**STMM 547 Christian Sexuality ..... 3 credits**

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 credits**

This course will help participants examine their intuitions and experiences of pastoral transition as a framework for exploring future trends in ministry. Incorporating both lecture presentation and structured discussion, the process will emphasize theological reflection rather than historical survey; that is, doing rather than studying a theology of ministry.

**STMM 550 Conflict Resolution ..... 2 credits**

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 Helping Skills ..... 3 credits**

Integration of basic helping skills with theological foundations for counseling ministry; theoretical foundations of major counseling approaches with opportunities for in-class practice in simulated counseling interview.

**STMM 554 Group Effectiveness Skills ..... 3 credits**

Theory and practice in the skills of group interaction, participation, and empowerment in small group settings. Examination of personal leadership styles, process observation, diagnosis of major forces affecting a group's functioning, and conceptual models for group effectiveness. Prerequisite: STMM 553

**STMM 555 Practicum I ..... 3 credits**

This course assists students in identifying a ministerial call, their gifts and limitations in the response to that call, and opportunities for growth in answering the call. Groups of students offer peer evaluation, on-site mentors provide periodic review and challenge, and faculty guide the students in articulating appropriate goals and objectives to frame the year long process. Goals and objectives name weekly activities that help the student form a ministerial identity. Progress is monitored through an extensive paper, mentor evaluation and peer review.

**STMM 556 Practicum II ..... 3 credits**

This course consists of peer evaluation, faculty input, and on-site field education in a ministerial setting. Students are encouraged to try new ministries or to develop new skills in their existing ministries. They develop goals and objectives with their faculty and peer group. Then, over the course of a year, students work with an on-site mentor. They debrief the experience through an extensive paper and peer group and faculty feedback. Prerequisite: STMM 555.

**STMM 557 Ministerial and Theological**

**Integration I ..... 3 credits**

**STMM 558 Ministerial and Theological**

**Integration II ..... 3 credits**

**STMM 559 Ministerial and Theological**

**Integration III ..... 3 credits**

A supervised internship experience focusing on the development of intra- and interpersonal skills for ministry with particular emphasis on one-to-one and small group interaction. Theological reflection on ministerial experience is an integral component. Prerequisite: STMM 553 and STMM 554.

**STMM 561 Christian Prayer and Spirituality ..... 3 credits**

This course is designed to introduce the student to the most important themes in contemporary spirituality and to a variety of approaches to prayer. Students will be invited to apply these themes to reflect upon and articulate their personal spirituality and to evaluate the theological and pastoral implications of these different approaches to prayer and spirituality. Keeping a prayer journal is strongly recommended for this course. The sessions will include lecture, prayer experiences, reflective times, and discussion.

**STMM 562 Spirituality and Theology of Aging ..... 2 credits**

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 credits**

This course is designed to introduce students to the rich variety within Christian spirituality through the study of selected texts and visual images. Special attention will be paid to themes such as silence, poverty, imagination, friendship, etc., understood in the tradition to be central to personal and communal spiritual transformation. Emphasis will be given to theological reflection in which students and instructor will collaboratively integrate, re-interpret or revitalize these themes in light of their own ministry and prayer.

**STMM 571 Introduction to Spiritual Direction .... 3 credits**

This basic course is designed for those involved in or moving toward giving spiritual direction. It includes topics such as: what spiritual direction is and is not; its relation to psychological counseling; assumptions of the director regarding human/spiritual growth and prayer; blockages and criteria for authentic prayer; discernment; sexuality and spirituality; universal call to mysticism and prophecy; challenge at mid-life.

**STMM 575 Ministry in a Sacred Universe ..... 3 credits**

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 578 Justice Spirituality ..... 3 credits**

The Gospel as leaven within and for the world. The church's developing understanding of its role in the evangelization of the world process. Contemporary socio-economic problems of America and the world.

**STMM 579 Convivial Global Community ..... 3 credits**

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 credits**

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 credits**

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 583 Adult Religious Learning ..... 3 credits**

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 credits**

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 585 Perspectives on Aging ..... 2 credits**

This course is designed as an overview of how physiological, psychological and social aspects of aging interrelate across the life span. How the individual interacts with the systems around him or her will be explored. The question of what is abnormal vs. normal in the aging process will be addressed. Health promotion and illness, family and family systems and networks, the politics of aging, and mental health and mental illnesses for older adults are among some of the topics to be discussed.

**STMM 586 Issues in Aging ..... 2 credits**

Identification of pastoral responses to older adults and their families. Students are invited to identify their own experience with older adults in the Church and to relate their experience to cultural, political and environmental influences as they relate to the aging process.

**STMM 590 Seminar ..... 2 to 4 credits****STMM 591 Special Topics ..... 1 to 6 credits****STMM 592 Special Topics ..... 1 to 6 credits****STMM 593 Special Topics ..... 1 to 6 credits****STMM 596 Independent Study ..... 1 to 6 credits****STMM 599 Completion Project ..... 3 credits**

**NOTE: Admission to STMA courses requires advanced standing or permission from the MATS/MDiv chair.**

**STMA 500 Hermeneutics and Theological Method in Pastoral Ministry ..... 3 credits**

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.

**STMA 501 Religion and Culture ..... 3 credits**

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 503 Plurality of Christian Traditions ..... 3 credits**

Examines the diversity of traditions in scripture and early church as well as contemporary richness of Christian traditions for deeper faith understanding and ecumenical awareness.

**STMA 504 God and Trinity ..... 3 credits**

Origins and historical development of the Christian notions of God and Trinity; reflection on dogmatic statements and on philosophical and theological developments based on those statements. Prerequisite: STMM 500 and STMM 501

**STMA 505 Contemporary Ethics ..... 3 credits**

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 credits**

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 credits**

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 509 Theology of Ministry ..... 3 credits**

Exploration of various elements of theology of ministry in light of the mission of the church and one's own ministerial identity.

**STMA 510 Theology of Liturgy: The Eucharist ..... 3 credits**

A systematic inquiry into the theological data on Christian worship gained from scripture and tradition. The latter part of the course examines the structure and content of the Eucharist liturgy in particular. Prerequisite: STMM 505

**STMA 511 Theology/Catechesis/Rites of Christian Initiation ..... 3 credits**

The history, theology, liturgical structures, and pastoral praxis of baptism, confirmation, and Eucharist, for adults and infants, in the Christian community. Prerequisite: STMM 505

**STMA 512 Theology of Marriage ..... 3 credits**

The theology, liturgical structure, and practice of the sacrament of marriage in the Catholic Church; canon law governing marriage; and factors influencing family life.

**STMA 513 Sacraments of Healing ..... 3 credits**

The theology, liturgical structure, and practice of the sacraments of reconciliation and anointing of the sick. Prerequisite: STMM 505

**STMA 514 Liturgical Preparation and Presiding.. 3 credits**

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.

**STMA 516 Patristic and Early Medieval Period ... 3 credits**

This course is an overview of the history of Christianity from the post-apostolic period to the early forms of mediaeval Christianity. The emphasis will be on the theological side of the Christian community's life, but ample attention will be paid to the social context of the early Church and its institutional developments. We will look at 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 Late Medieval Period to the****Reformation ..... 3 credits**

An overview of the history of Christianity from the Merovingian period to the dawn of the Reformation. The emphasis will be on the theological development within the life of the Christian community, but ample attention will be paid to other developments in the life of the Church and their social context.

**STMA 519 Modern and Contemporary Period ..... 3 credits**

Historical investigations of various periods in Christian tradition. Emphasis on how elements of the Christian community 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 credits**

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 credits**

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 526 Pentateuch ..... 3 credits**

The themes and authors of the first five books of the Hebrew Scriptures. The development of those themes in the interaction of the Hebrew faith with its various historical settings. Prerequisite: STMM 526

**STMA 527 Prophets ..... 3 credits**

The history, basic themes, and functions of the prophetic movement in Israel; a study of one or two prophets in detail; special emphasis on how the prophets reshaped the faith of Israel for a new historical situation. Prerequisite: STMM 526

**STMA 528 Writings ..... 3 credits**

A focused look at the art and various genres of biblical poetry within the third division of Hebrew Bible known as Kethuvim (Writings). Prerequisite: STMM 526

**STMA 536 The Synoptic Gospels ..... 3 credits**

The major themes for the first three Gospels in the Christian Scriptures; their composition and points of view in proclaiming Jesus; the communities for whom they were written, given their particular historical situation; and the challenges they present us. Special emphasis on the Gospels as stories, requiring literary analysis and appreciation. Prerequisite: STMM 527

**STMA 537 John..... 3 credits**

The basic themes of the Fourth Gospel; the community it addresses; how its historical setting influenced the message of the Gospel; and how that message can be interpreted for our historical situation. Prerequisite: STMM 527

**STMA 538 Paul ..... 3 credits**

The man and the Gospel he preached; a study of the themes of his letters; the communities and world for whom he wrote; and the ways in which he challenges our faith today. Prerequisite: STMM 527

**STMA 546 Pastoral Leadership ..... 3 credits**

Focuses on servant leadership, leadership styles, transitions in leadership, stress and burnout, planning cycles, conflict, and a theology of local church. The foundation course for STMA 555.

**STMA 548 Pastoral Leader as Change Agent ..... 3 credits**

A synthesis of group dynamics, leadership skills, and structural analysis in order to confront regressive behavior in a group and to reconstruct social structures and Gospel values.

**STMA 549 Organizational Dynamics ..... 3 credits**

The Church's future is shaped at the point where lived experience (praxis) and sound reflection (theoria) intersect. The course will draw on the life experiences of participants from the various religious and civic settings in which they have played a part, as leaders or as members. Using constructs derived from the whole field of organizational development, the facilitator will engage the members in guided reflection, leading to personal decisions concerning ways they might intervene more effectively in these systems in the future.

**STMA 550 Ministry of the Word: Homiletics ..... 3 credits**

This course introduces the student to the theology of the Word and of its liturgical proclamation; and briefly addresses the theology and spirituality of the ministry of the Word. It then reviews the different types of preaching, some basic principles of preaching, and finally provides an opportunity for critiqued practice preaching for all students.

**STMA 553 Supervision in Spiritual Direction I .... 3 credits****STMA 554 Supervision in Spiritual Direction II .. 3 credits**

A practicum involving both peer supervision/evaluation and consultation, as well as individual advisement, in the process of spiritually directing at least two persons. Verbatims, role playing, and supervisory processes are utilized. Prerequisite: STMA 561 and STMA 570

**STMA 555 Supervision in Pastoral Leadership I .... 3 credits****STMA 556 Supervision in Pastoral Leadership II ... 3 credits**

A supervised practicum building on instruments of social analysis and leadership, addresses both systemic and personal issues to enable critical analysis and pastoral care in the ministry setting. Prerequisite: STMA 546 and STMA 585

**STMA 557 MDiv Synthesis I ..... 3 credits****STMA 558 MDiv Synthesis II ..... 3 credits**

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 final year of coursework. Prerequisite: STMA 555 and 556

**STMA 561 Psycho-Spiritual Development ..... 3 credits**

An integrated model of human growth and service, based on developmental theory in spirituality and psychology. Prerequisite: STMM 500

**STMA 569 Eco-Spirituality ..... 3 credits**

This course draws upon the timeless wisdom of nature and the insights of scientists, native people, theologians and mystics. Students attempt to articulate a theology/spirituality of creation that emphasizes the Christian's responsibility to listen to and live in harmony with the earth and to be co-creators with God in shaping the future. Meister Eckhart's four paths of spirituality, biblical insights, Christology, wisdom of native people and mystics, as well as the role and task of humans, will be explored during this course from the creation spiritual tradition. Prerequisite: STMM 561

**STMA 570 Spiritual Discernment ..... 3 credits**

A knowledge of spiritual discernment and its place in the spiritual life, as well as discernment of spirits in the traditional sense, and the specific process of discernment regarding decision making. A variety of perspectives involving contemporary psychological insights. Prerequisites: STMM 500, STMM 561

**STMA 571 Critical Issues in Spirituality ..... 3 credits**

An exploration of typical human or cultural problems and issues that emerge as blockages for psycho-spiritual growth and in the development of one's relationship with God, self, and others. Prerequisite: STMM 561

**STMA 574 Spirituality Synthesis ..... 3 credits**

Designed to assist students in the integration and articulation of their own spirituality. This course stresses the synthesis of course work, theological study, ministerial experience and personal-spiritual practices. To be taken final year of coursework. Prerequisite: STMA 561

**STMA 576 Myth, Symbol, and Sacrament ..... 3 credits**

An exploration of the symbolic, sacramental dimension of human life; its expression and celebration by the Christian community; and its interaction with and use of predominant cultural themes. Prerequisite: STMM 505

**STMA 585 Social Analysis ..... 3 credits**

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 586 Social Analysis of the Faith Community ..... 3 credits**

A study of the socio-economic factors which shape religious organizations and structures; application to particular communities such as parishes, schools and others; understanding of ways religious practices and belief influence individuals and groups with implications for catechetics, liturgy, spirituality, and ministries.

**STMA 590 Seminar ..... 2 to 4 credits****STMA 591 Special Topics ..... 1 to 6 credits****STMA 592 Special Topics ..... 1 to 6 credits****STMA 593 Special Topics ..... 1 to 6 credits****STMA 596 Independent Study ..... 1 to 6 credits****STMA 599 MDiv Completion Project ..... 3 to 6 credits**

## Theological Graduate Faculty

Karen Barta: BS, Marian College of Fond du Lac; MA, Ph.D., 1979, Marquette University; Christian scripture; 1983.

Phil Boroughs, SJ: BA, Gonzaga University; MDiv, Jesuit School of Theology in Chicago; STL, Jesuit School of Theology at Berkeley; Ph.D., 1989, Graduate Theological Union; Christian spirituality; 1992.

Sharon Callahan: BFA, Fort Weight College; MA, Ball State University; MA, Regis College; Ed.D. 1996, Seattle University; Pastoral leadership; 1990.

Gary L. Chamberlain: BA, St. Louis University; MA, University of Chicago; Ph.D., 1973 Graduate Theological Union; Christian ethics; 1979.

Richard Cunningham: BS, Northwest Christian College; MRec. Ed, Pacific School of Religion; MDiv, Pacific School of Religion; D.Min., 1981, Drew University Theological School; Pastoral theology and religious education; 1995.

Katherine Dyckman, SNJM: BS, Marylhurst College; BS, University of Oklahoma; BS, Western Washington University; MA, University of San Francisco; MA, Gonzaga University; MA, 1988, Weston School of Theology; Christian spirituality; 1987.

James E. Eblen: AB, St. Thomas Seminary; STL, Pontifical Gregorian University; Ph.D., 1987, Claremont Graduate School; Hebrew scripture; 1988.

Patrick J. Howell, SJ: BS, Gonzaga University; MA, Boston College; DMin, 1985, The Catholic University of America; Pastoral theology and Christian spirituality; 1986.

Loretta Jancoski: BA, College of St. Mary; MA, University of Notre Dame; MA, Ph.D., 1976, University of Chicago Divinity School; Religion and psychology; 1988.

Paul Janowiak, SJ: BA, Loyola University; MA, Gonzaga University; MDiv, Jesuit School of Theology at Berkeley; Ph.D., 1995, Graduate Theological Union; Liturgical theology, 1996

Marianne LaBarre: BA, Marylhurst College; CSL, Jesuit School of Theology at Chicago; MA, St. Mary's College; Ed.D., 1996, Seattle University; Spirituality and leadership; 1986.

Michael Raschko: BA, St. Thomas Seminary College; MTS, Harvard Divinity School; Ordination, St. Thomas Theologate; Ph.D., 1982, University of Chicago Divinity School; Systematic theology; 1984.

Jeanette Rodriguez-Holguin: BA, Queens College; MA, Fordham University; MA, University of Guam; Ph.D., 1990, Graduate Theological Union; Systematic theology; 1988.

Judith Sanderson: BA, Covenant College; MDiv, Covenant Theological Seminary; MA, Institute of Holy Land Studies; Ph.D., 1981, University of Notre Dame; Hebrew scripture; 1991.

Susan Secker: BA, Rosary College; MDiv, STB, Loyola University; Ph.D., 1989, University of Chicago; Christian ethics; 1989.

John Topel, SJ: BA, MA, Gonzaga University; STM, Santa Clara University; SSL, Pontifical Biblical Institute; Ph.D., 1973, Marquette University; Christian scripture; 1971.

# SPECIAL PROGRAMS

## The Culture and Language Bridge Program

Mary Geary, MA, Program Coordinator and Instructor  
206-296-6113

### Objectives

The Culture and Language Bridge Program’s graduate section is designed for non-native English speaking students who have been admitted to a graduate program. It prepares graduate students for the rigors of academic study. Students must attend the program during their first quarter at Seattle University. The graduate section is offered for students admitted for the fall, winter, spring and summer quarters.

### TOEFL Requirements for Graduates

- \* The minimum TOEFL score for those graduate students entering the Alber’s School of Business is 550 (with 54 in each section). Those graduate students whose TOEFL scores are 550 - 579 (with 54 in each section) will be required to participate in the graduate section of the Culture and Language Bridge Program.
- \* The minimum TOEFL score for students in all other graduate fields of study is 565 (with 54 in each section). Those graduate students whose TOEFL scores are 565 - 579 (with 54 in each section) will be required to participate in the graduate section of the Culture and Language Bridge Program.

### Culture and Language Bridge Program Summer Intensive Graduate Courses

This is a six-week intensive program which meets four hours daily.

**CLB 089: Language Lab ..... 1\***  
The use and practice of English in practical situations.

**CLB 090: Advanced Language and Communication ..... 5\***  
The examination and use of advanced English with a concentration on achieving integration and fluency of the language in writing, speaking, communicating, reading, and critical thinking.

**CLB 099: Graduate Survey ..... 4\***  
Each week a different faculty member will lecture for one hour/day on a variety of topics. Students will develop their lecture note-taking skills, listening skills, and class participation skills.

\* These ten credits do not count toward a graduate degree.

### Culture and Language Bridge Academic Year Courses

This is a quarter-long program.

**CLB 090: Advanced Language and Communication ..... 5\***  
(See course description above)

**MGMT 280: Communication for Business ..... 5\***  
(See undergraduate bulletin for course description)

plus

**Supplemental course ..... 0**

This support course is in conjunction with MGMT 280 and helps students to be successful in Communication for Business.

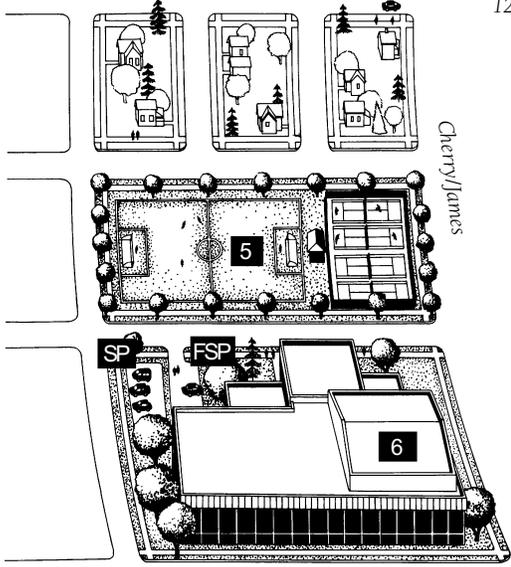
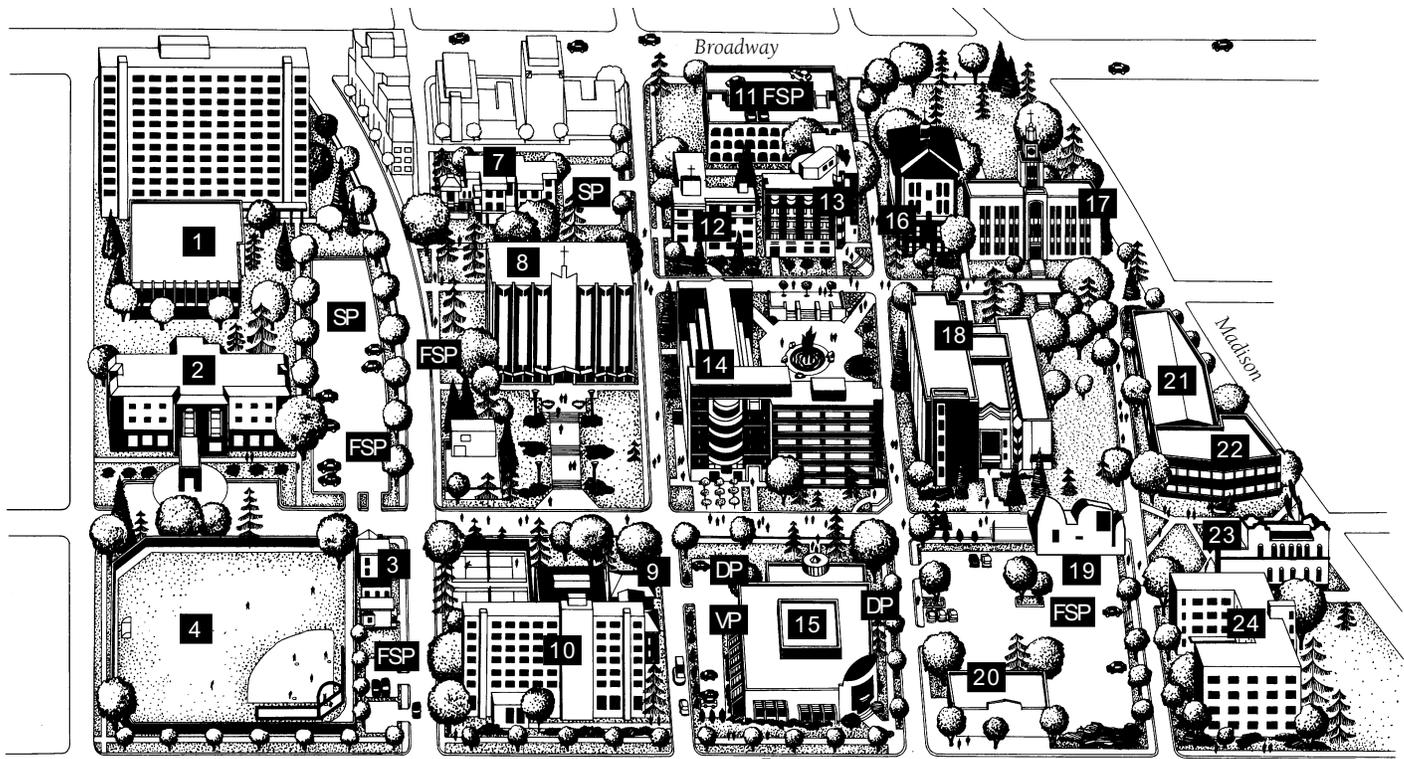
\* These ten credits do not count toward a graduate degree.

Students must obtain at least a B- in each Culture and Language Bridge course.

Those students taking the academic year courses may take an additional 3-credit graduate course with permission of the CLB Coordinator.

If you are an undergraduate and your TOEFL score falls between 520 - 579, if you are a graduate student in the Alber’s School of Business and your TOEFL score fall between 550 - 579, or if you are a graduate student in any other field of study and your TOEFL score falls between 565 - 579, you will be enrolled in the Culture and Language Bridge Program during your first quarter at Seattle University. This program has freshman, transfer and graduate sections which concentrate on academic English instruction and cultural adjustment.

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12th Avenue

Cherry/James

Campus Buildings

- 1 ↪ Campion Residence Hall
- 2 ↪ Bessie Burton Sullivan Skilled Nursing Residence
- 3 ↪ International Student Center
- 4 ↪ West Sports Field
- 5 ↪ East Sports Field
- 6 ↪ Connolly Center
- 7 ↪ Arrupe Jesuit Residence
- 8 ↪ Lemieux Library
- 9 ↪ McGoldrick Center
- 10 ↪ Bellarmine Residence Hall
- 11 ↪ Broadway Garage (FSP)
- 12 ↪ Loyola Hall
- 13 ↪ Casey Building
- 14 ↪ Bannan Center for Science and Engineering
- 15 ↪ University Services Building

- 16 ↪ Garrand Building
- 17 ↪ Administration Building
- 18 ↪ Pigott Building
- 19 ↪ Chapel of St. Ignatius
- 20 ↪ Campus Services Building
- 21 ↪ Fine Arts Building
- 22 ↪ Student Union Building
- 23 ↪ Lynn Building
- 24 ↪ Xavier Residence Hall

Parking

- SP Student Parking
- FSP Faculty/Staff Parking
- VP Visitor Parking
- DP Disabled Parking

Disabled Access Key

- ↪ Accessible entrance and elevator
- ↪ Accessible entrance to one floor

Note:

Disabled parking spaces located in the visitor parking areas with entrances from 12th Avenue at Marion Street and at Columbia Street provide access to the 11th Avenue and 10th Avenue malls. There is no accessible route of travel to the 10th Avenue mall from the Broadway Parking Garage; however, two spaces are located in the Library west lot, with an entrance from Broadway at Columbia Street, which provide access to the 10th Avenue mall.

## Seattle University Campus

### 17 Administration Building (ADM)

Alumni Relations Office, Dean of the Graduate School, President's Office, Provost, Publications Office, Public Relations Office, Vice President of Finance, University Relations.

*Wheelchair accessible entrance and elevator.*

### 14 Bannan Building Center for Science and Engineering (BAN)

Biology, Chemistry, Civil and Electrical Engineering, Environmental Engineering, Computer and Information Services, Computer Science and Software Engineering, Dean of the School of Science and Engineering, Mathematics, Mechanical Engineering, Physics, Writing Center, Wyckoff Auditorium, Instructional Media Services.

*Wheelchair accessible entrance and elevator.*

### 10 Bellarmine Residence Hall (BRH)

Health Center, Marketplace, Residence Hall Association, Residential Life. *Wheelchair accessible entrance and elevator.*

### 2 Bessie Burton Sullivan Skilled Nursing Care Residence (BBS)

*Wheelchair accessible entrance and elevator.*

### 1 Champion Residence Hall (CRH)

Campion Ballroom, The Cave.

*Wheelchair accessible entrance and elevator.*

### 20 Campus Services Building (CSB)

Mailing Services, Plant Services, Reprographic Services.

*Wheelchair accessible to one floor.*

### 13 Casey Building (CSY)

Addiction Studies, Commons, Communications/Journalism, Criminal Justice, Dean of the College of Arts and Sciences, English, Foreign Language, History, Honors Program, Institute for Theological Studies, Institute of Public Service, International Studies, Kinsey Gallery, Liberal Studies, Matteo Ricci College, Philosophy, Political Science, Psychology, Sociology.

*Wheelchair accessible entrance and elevator.*

### 6 Connolly Center (CCB)

Club Sports, Intramural Sports, Military Science, University Sports.

*Wheelchair accessible entrance and elevator.*

### 21 Fine Arts Building (FAB)

Fine Arts. *Wheelchair accessible entrance and elevator.*

### 16 Garrard Building (GAB)

School of Nursing. *Wheelchair accessible entrance and elevator.*

### 23 Lynn Building (GEL)

*Wheelchair accessible to one floor.*

### 3 International Student Center (ISC)

*Wheelchair accessible to one floor.*

### 7 Arrupe Jesuit Residence (AJR)

*Wheelchair accessible to main floor.*

### 8 Lemieux Library (LLB)

*Wheelchair accessible entrance and elevator.*

### 12 Loyola Hall (LHB)

School of Education, Learning Center, Children's Literacy Project, Women's Center.

*Wheelchair accessible entrance and elevator.*

### 9 McGoldrick Center (MSC)

Campus Ministry, Career Development Center, Counseling Center, Minority Student Affairs, Peace and Justice Center.

*Wheelchair accessible to one floor.*

### 18 Pigott Building (PIB)

Albers School of Business and Economics, Entrepreneurship Center/Small Business Institute, Graduate Business Programs Office.

*Wheelchair accessible entrance and elevator.*

### 22 Student Union Building (SUB)

ASSU, Campus Assistance Center, Center for Event Planning and Student Activities, Chieftain, New Student Programs, Spectator, Student Development, Volunteer Center.

*Wheelchair accessible entrance and elevator.*

### 15 University Services Building (USB)

Book Store, Controller's Office, Financial Aid Office, Admissions, Human Resources Office, Registrar's Office, Safety and Security Office, Testing Service. *Wheelchair accessible entrance and elevator.*

### 24 Xavier Residence Hall (XRH)

*Wheelchair accessible entrance.*

## Parking

All parking on campus requires the display of a valid Seattle University parking permit. Permits may be purchased at the Controller's Office in the University Services Building at the beginning of summer advance registration. Take the receipt to the Safety and Security Services Office (USB 102) to obtain the actual permit decal.

All parking areas are restricted, reserved or otherwise regulated. Parking maps, parking information and security related information are available at the Safety and Security Services Office, University Services Building, Room 102, (206) 296-5990.

## Disabled Parking

Parking spaces for the disabled are available in most parking areas. A Seattle University disabled parking permit must be displayed when parking in these designated areas.

## Metro Bus Passes

Bus passes for Seattle University students are available at a 30 percent discount and may be purchased at the Safety and Security Services Office, University Services Building, Room 102. For transportation or related information, call (206) 296-5995.

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