

1977

1977-1978 Bulletin of Information - Graduate

Seattle University

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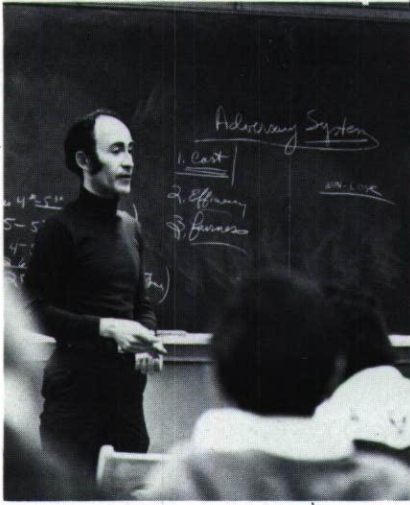
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SEATTLE UNIVERSITY

1977-78 Graduate Bulletin of Information





**Graduate School
Bulletin
Seattle University
1977-78**

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An Equal Opportunity Employer

Seattle University Bulletin of Information

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Lori Noma

SEATTLE UNIVERSITY
SEATTLE, WASHINGTON 98122
(206) 626-6200

Spring Quarter 1977

February 14-24	Advance Registration (Spring 1977)
March 28	Registration
March 28	Classes Begin
April 1	Last Day to Register
April 1	Last Day to Add or Change
April 8	Good Friday—No Class
April 25-May 13	Advance Registration (Summer 1977)
May 9	Last Day to Remove Incomplete
May 18	Last Day to Withdraw with 'W'
May 30	Memorial Day—No Class
May 31-June 3	Final Examinations
June 4	Baccalaureate
June 5	Commencement

Summer Quarter 1977

April 25-May 13	Advance Registration (Summer 1977)
June 16-20	Registration
June 20	Classes Begin
June 24	Last Day to Register
June 24	Last Day to Add or Change
July 4	Independence Day—No Class
July 15	Close of First Term
July 18	Registration Second Term
August 11-12	Final Examinations

Fall Quarter 1977

September 26	Orientation
September 27	Registration—Continuing Students
September 28	Registration—New Students
September 29	Classes Begin
October 5	Last Day to Register
October 5	Last Day to Add or Change
October 24	Veterans Day—No Class
November 10	Last Day to Remove Incompletes
November 14-23	Advance Registration (Winter 1978)
November 24-25	Thanksgiving Holiday—No Class
November 30	Last Day to Withdraw with 'W'
December 12-14	Final Examinations

Winter Quarter 1978

November 14-23	Advance Registration (Winter 1978)
January 3	Registration
January 3	Classes Begin
January 9	Last Day to Register
January 9	Last Day to Add or Change
February 13	Last Day to Remove Incompletes
February 14-24	Advance Registration (Spring 1978)
February 20	Washington's Birthday—No Class
March 1	Last Day to Withdraw with 'W'
March 13-15	Final Examinations

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

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



Purpose and Scope

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

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

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

As a University operated under the sponsorship and direction of the members of the Jesuit order:

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

History

Seattle University's development as one of the Pacific Northwest's leading universities is closely interwoven with the history of Seattle and the Pacific Northwest. It is the story of a continuing effort on the part of the University to help meet the educational demands of a burgeoning area.

In 1893, the cornerstone of the first building on the present campus at Broadway and Madison Streets was laid. The building is now the Garrard Building.

In 1907, at the request of former students, evening courses were first offered. The University granted its first bachelors' degrees in the spring of 1909 and the first graduate degree was awarded in 1910.

The first women students were admitted to credit courses in 1933. Seattle University's second academic unit, the School of Education, was added in 1935. In 1937, full accreditation was granted by the Northwest Association of Secondary and Higher Schools. The School of Nursing was established in 1940 and the School of Engineering added in 1941. A fifth major academic unit, the School of Commerce and Finance was initiated in 1945.

On May 28, 1948, full university status was granted by the State of Washington and Seattle College assumed its present title, Seattle University.

Organization

Seattle University is a private, coeducational university conducted by the fathers of the Society of Jesus, popularly known as the Jesuits. It is open to students of all races and denominations and is incorporated under the laws of the State of Washington. One of 28 Jesuit colleges and universities in the United States, it derives its tradition and objectives from four centuries of academic experience and educational ideals of the Society of Jesus, implemented by nearly two thousand years of Christian tradition and knowledge.

The University is composed of six major academic units:

The College of Arts and Sciences; The Albers School of Business; The School of Education; The School of Nursing; and The School of Science and Engineering. The Graduate School has programs leading to masters degrees in accounting, business, education, English, history, natural science, philosophy, public service, rehabilitation and religious education. A Doctoral Program in Educational Leadership is offered.

Accreditation

The University is accredited by:

Northwest Association of Schools and Colleges
National League for Nursing
American Chemical Society
Engineering Council for Professional Development
American Assembly of Collegiate Schools of Business
National Council for Accreditation of Teacher Education

is approved by:

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

The University is a member of:

American Association of Colleges for Teacher Education, American Council On Education, Association of Higher Education, Association of Jesuit Colleges and Universities, Independent Colleges of Washington, National Commission on Accrediting, Northwest Association of Colleges, and Western Interstate Commission for Higher Education.

Campus and the City

Seattle University is located on a 41-acre campus on Seattle's historic First Hill. Within short walking distance are the city's major education, cultural and recreational facilities, business and shopping centers and the Puget Sound waterfront.

The University's physical facilities serve a current student enrollment of 3,500. Presently, the campus contains 23 buildings, including modern classrooms, student and faculty residences and service units.

The housing facilities available on campus are Bellarmine Hall, Xavier Hall and Campion Tower. Residence halls are coed.

On campus facilities include the A.A. Lemieux Library (1967), the major study and resource center, with seating for 1,100 students. A variety of study areas, including individual carrels, study lounges and conference rooms, are available for the student's comfort and convenience.

The Connolly Center (1969) is the physical education teaching facility. In addition to classroom areas, recreational facilities include two swimming pools, basketball, badminton, tennis and handball courts and a gymnastics and dance area.

The Student Union Building (1953), the Chieftain, houses the office of the Vice President for Students, student offices, dining, lounge and meeting areas. A selection of auditoriums are available in the A.A. Lemieux Library, the William Pigott (1957) and Thomas J. Bannan (1961) Buildings for films, lectures, meetings and musical presentations. Teatro Inigo (1964) is the theatre for student drama productions.

Other major campus structures include the Liberal Arts Building (1945); Bookstore Building (1964); Loyola, the Jesuit faculty residence and the McGoldrick Student Development center.

Seattle University is located in a seaport city surrounded by unsurpassed natural beauty. Seattle, the largest city in the Pacific Northwest and one of the 25 largest in the United States, has all the scenic and cultural variety of a metropolitan city with the unique advantage of mountains and water at its back door.

Within city boundaries, Lake Union and Lake Washington provide the opportunity for sailing, boating, water skiing and swimming.

Ski areas are within an hour's drive of the city, with night and weekend skiing during winter months. Easy hikes, with trails marked and guide books available, are popular in the spring and summer months, as well as more difficult hikes for seasoned enthusiasts.

Bicycling has become increasingly popular and trails are set aside in various areas of the city.

Golf Courses, tennis courts, and indoor and outdoor pools for year-round swimming are available in addition to fishing and hunting opportunities.

Student Services

The principal function of any university is to provide for its students an atmosphere conducive to intellectual progress—laboratories, library, classrooms and stimulating teachers. However, it is recognized that the total development of the individual is equally important. Consequently certain services have been introduced at Seattle University which exist for the purpose of serving the spiritual, social, personal and physical needs of the student body. These services of the university personnel described below are aids in making the educational pursuits of the students more profitable and satisfying.

Career Planning and Placement

This office makes available to the SU student or alumnus, services related to career information, career counseling, job listing and referral, campus interviewing and job-seeking skills instruction. Job announcements and openings are posted and accessible to walk-in traffic. Instruction is given in resume-writing and workshops, panels and small-group instruction in job-seeking skills and interview techniques are available.

Counseling and Testing Center

Specialized counseling is available at the Counseling and Testing Center by persons trained in clinical psychology. Here tests of scholastic and vocational aptitude, interest and personality are available to students. The service is administered without charge for students enrolled in the University. The Counseling and Testing Center also administers University-wide testing programs for the academic guidance of new students. At the discretion of the individual instructor, students may make up class examinations at the Center.

Minority Student Affairs Program

Seattle University offers to students from culturally unique economically and academically deprived backgrounds a special program of supportive services. These services include financial assistance, when available, counseling, tutoring, post graduate and career information and ethnic cultural programs. For further information, contact the Director, Office of Minority Student Affairs, McGoldrick Student Development Center.

Religious Program

The Campus Ministry team organizes and directs liturgical and religious programs aimed at furthering the spiritual welfare of the University community.

Members of the Campus Ministry team are chiefly responsible for the spiritual and personal guidance of students. They are aided in this work by other members of the student personnel staff. These faculty and staff members are available by appointment or through the informal contacts of campus life.

Student Health Center

Students enrolled for 9 or more credit hours qualify to participate in University health services. These services are administered through the Student Health Center on campus.

Student Health Insurance

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

Student Organizations

Many campus organizations provide the student with an opportunity to develop his talents and to broaden his social and professional background. Included are professional societies, service clubs, student government groups, musical organizations, student publications, scholastic honoraries, religious committees and civic and charitable organizations. A list of chartered organizations may be obtained from the Office of the Director for Student Activities.

General Organizations

Associated Students of Seattle University — Has general supervision of all campus organizations and extracurricular activities. Direction is exercised through the student senate, activities board, financial committee, and the Director for Student Activities.

Associated Women Students—An organization whose purpose is to provide for the welfare of women students, to promote educational, religious, cultural and social interests, to foster cooperation and understanding and to instill ideals of leadership.

Academic Honoraries

Alpha Sigma Nu—national Jesuit honorary recognizing outstanding scholastic attainment, loyalty and service.
Alpha Epsilon Delta—international premedical honorary.

Beta Gamma Sigma—national business school honorary.

Kappa Delta Phi—national education honorary.

Sigma Theta Tau—national nursing honorary.

Tau Beta Pi—national engineering honorary.

Athletic Program

Seattle University is a member of the National Collegiate Athletic Association, the Association of Intercollegiate Sports for Women and the West Coast Athletic Conference. Its athletic policies are governed by the constitution and by-laws of these associations. Intercollegiate sports for men include basketball, baseball, golf, tennis, crew, soccer and cross country. The Women's Intercollegiate Program offers competition in gymnastics, tennis, volleyball and track and field.

An intramural athletic program is conducted for both men and women students. The program is administered by the Director of the Connolly Center and includes a wide range of group and individual athletic activities.

Academic Regulations

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

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

The Academic Council has discretionary powers for all cases not covered by the rules and regulations listed in this section. The University reserves the right to cancel any class which does not meet the required minimum enrollment. The enrollment and graduation of each student, the awarding of academic credits, and the granting of any award or degree are strictly subject to the disciplinary power of the University. The University reserves the right to change any requirement and to ask a student to withdraw at any time.

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

Financial Aid

New and continuing graduate students may apply for financial aid for tuition, room and board, transportation, books and supplies, fees, and personal expenses. To determine the ability of the student and/or the student's family to contribute to educational expenses, a Financial Aid Form is completed by the student and family and is then mailed to the College Scholarship Service, Berkeley, California. Once the expected student and family contribution is determined, the University will attempt to supplement that amount with financial aid so the total cost of attending SU can be met from three sources—student, family and financial aid.

AID PROGRAMS AVAILABLE

The National Direct Student Loan (NDSL) — A long-term three percent low interest loan based on financial need. Eligible students may borrow a total of \$10,000 for their combined undergraduate and graduate education. Repayment begins nine months after the student graduates or leaves school. The NDSL also includes deferment and forgiveness features—and repayment may extend ten years.

The Federally Insured Student Loan (FISL)—A long-term loan issued by a bank, credit union or other lending institution. Students may borrow a total of \$10,000 for their undergraduate and graduate education com-

bined. Repayment begins nine months after the student graduates or leaves school. The annual interest rate is seven per cent and repayment may extend ten years. Students need not qualify under the need formula to apply for a FISL and the federal government will pay, for qualified students, the interest which is due on the loan while the student is in school.

The Federal College Work-Study Program—Students may earn funds by working part time on or off campus. Earnings are limited to the student's eligibility established under the need formula.

The Washington State Work-Study Program—Students may earn funds by working part time in jobs generally off campus. Earnings are limited to the student's eligibility established under the need formula.

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

Application Process

Students will be considered for aid who:

- Have been accepted for admission to Seattle University.
- Have completed and filed the Financial Aid Form, the Seattle University application for Aid, and all other necessary documents.
- Have enrolled as at least a half time graduate student.

Deadline

While applications for aid are encouraged at any time, students who have all documents into the Seattle University Financial Aid Office by March 1, 1977 will be considered first for funds available for the academic year starting in September, 1977. Processing the Financial Aid Form can take up to four weeks so students are advised to start the application process well in advance of the March 1, 1977 deadline. Deadlines for other quarters will be announced by the Financial Aid Office.

COSTS—GENERAL INFORMATION

All charges are due and payable at the time of advanced registration or on registration day. Registration is a coordinated process involving the Registrar, the Controller and the Director of Financial Aid. Seattle University reserves the right to change its charges without notice prior to the beginning of each quarter or summer session.

A student who has not met his/her financial obligations following registration will have his/her registration cancelled unless allowed to continue under conditions agreed to by the Controller.

Tuition Rates

Undergraduate courses: Fall, Winter,	
Spring	\$56.00 per credit hour
Masters degree programs	
Business	\$80.00 per credit hour
Public Service	\$67.00 per credit hour
Rehabilitation	\$67.00 per credit hour
Education	\$60.00 per credit hour
Arts and Sciences	\$60.00 per credit hour
CORPUS Masters	\$80.00 per credit hour
Doctor of Education	\$80.00 per credit hour
Certificate programs	
Rehabilitation	\$56.00 per credit hour
CORPUS	\$80.00 per credit hour
Auditors tuition	
	\$20.00 per credit hour
(Auditors may not register until the second day of the term)	

Refunds

Withdrawals (full or partial)	
1-10 class days	80 percent
11-15 class days	60 percent
16-20 class days	40 percent
Thereafter	No refund

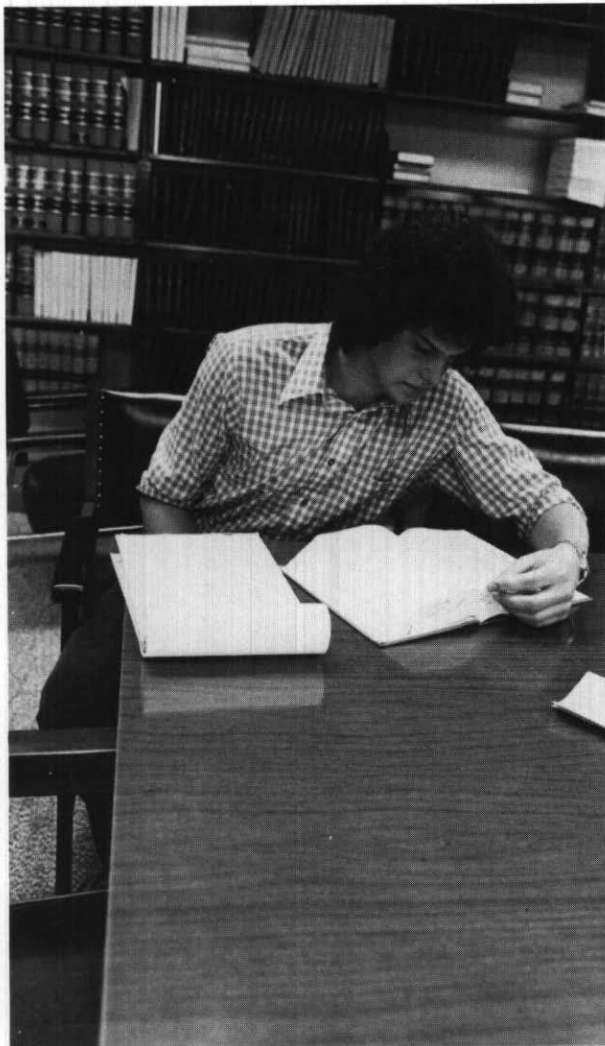
Refunds are based on the number of consecutive Monday through Friday days from the first day of classes until the official date of withdrawal according to the above schedule. At least 10 class days must elapse between date of withdrawal and date of refund.

Fees—Non-refundable

Application, undergraduate and graduate	\$15.00
(must accompany application form)	
Application, transient students	\$10.00
Late registration, per day	\$ 8.00
Matriculation, undergraduate and graduate ..	\$20.00
Credit by examination (per credit hour)	\$10.00
Validation of field experience (per credit hour)	\$15.00
Removal of incomplete (per course)	\$ 8.00
Graduation, graduate (per degree)	\$50.00
Graduation fees are due at the time of application for graduation, and graduation forms will be released only upon presentation of a receipt.	
Certificate Fee	\$10.00
Thesis binding	\$15.00
Graduate Record Examination	\$ 7.00
Medical Technology Internship	
(per credit hour)	\$ 5.00
Special Examination (per subject)	\$ 5.00
Make-up Examination (per subject)	\$ 5.00

Laboratory Fees

Business 310, 509, 590	\$27.00
Education: Ed 330, 528	\$ 6.00
Ed 407, 547	\$11.00
Ed 441 (per Section)	\$37.00



Graduate School

James J. Cowgill, S.J., Ph.D., Dean

Graduate School

Graduate studies directed toward the master's degree were first offered at Seattle University in 1901 in a division of its College of Arts and Sciences. In 1935 graduate courses became an integral part of the University's teaching education program. In 1976 the first doctoral program began.

Objectives

Graduate School programs are not merely more courses in undergraduate study; they involve courses advancing by gradation into greater complexity and profundity. The content of graduate courses is of a more advanced nature, the requirements in terms of bibliography, quantity and quality of thinking and writing are higher, and the degree of initiative, the organizing ability and originality expected is greater.

Only a limited number of undergraduate courses may be accepted for credit. Graduate students should not consider the mere literal fulfillment of requirements as conferring the right upon them to continued registration. Academic advancement and eligibility for degrees are contingent also upon recommendation and approval of the Graduate Committee of the school or department and the University Graduate Council.

Organization

Administration of the Graduate School and supervision of all programs leading to the master's and doctor's degrees lies with the Dean of the Graduate School and the Graduate Council. The Dean of the Graduate School and the Council establish and maintain requirements for degrees according to the recommendations of the graduate committee of each school of the University.

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

Classification of Students

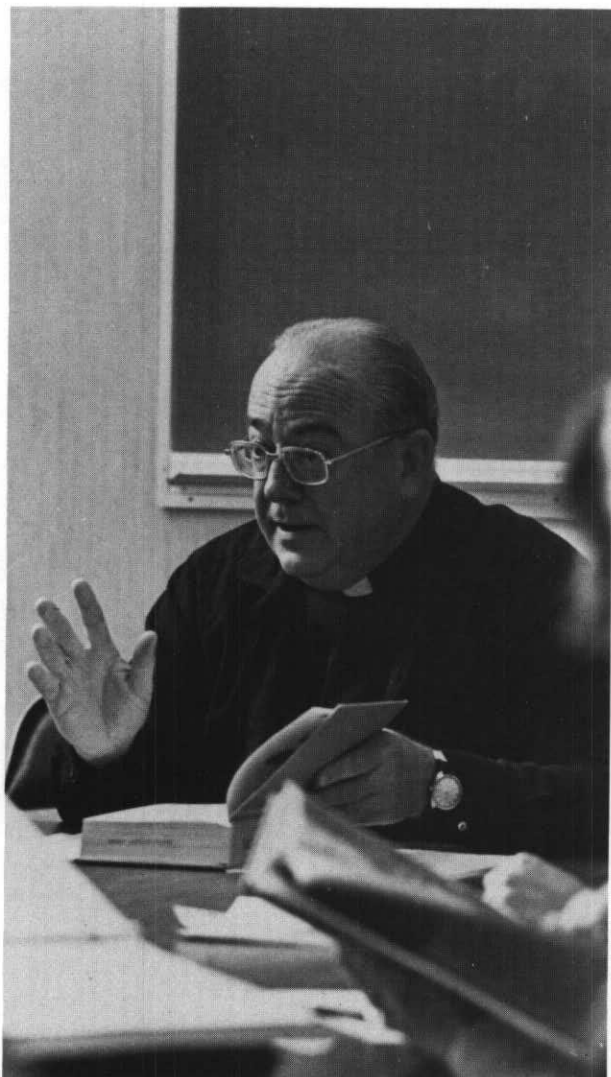
A graduate student is one who has been admitted to the Graduate School to pursue a program of study leading to a specific certificate, master's or doctoral degree. Graduate students are classified as regular, on probation or visiting. A student admitted on probation must demonstrate in the first quarter ability to do work of graduate quality. A visiting graduate student may take graduate courses for a single quarter only. In special circumstances, an undergraduate senior or fifth year student may be allowed to enroll in a graduate course with prior approval of the director of the graduate program in the area of the course in question or of the Dean of the College or School in which the course is taught.

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

General Program Requirements

The candidate for the master's degree must present a minimum of 35 credits beyond the bachelor's degree. He/she must satisfy any additional requirements imposed by the major department and the Graduate Council. In those programs which require over 35 credits, only 35 credits are required for those candidates who already have earned a master's degree in a related area.

All work must be of distinctly advanced character but, with the approval of the department and the Graduate Council, 15 credits in programs requiring only the



minimum of 35 credits and 20 credits in those requiring 40 or more credits may be earned in courses numbered 300 to 499, if the subjects are suitable to the student's program. A maximum of 10 credits may be transferred from another institution if they are earned with a grade of "A" or "B" and approved by the department and Dean of the Graduate School.

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

Every candidate for a master's degree must take a comprehensive examination in the major field of study. This examination shall be written and/or oral at the judgment of the department and the approval of the Graduate Council. A "B" average is required for work done toward the master's degree.

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

The topic of the thesis is to be approved by the student's mentor, graduate program adviser and the Dean of the Graduate School and filed with the Graduate School when 30 credits of the graduate program have been completed.

All thesis work must be done under the direct supervision of an assigned adviser.

Four unbound copies of the approved thesis are to be filed in the office of the dean four weeks before the date of graduation. Two of these copies will be bound and placed on file in the University's library; one copy will go to the department chairman and one copy to the student.

An oral examination on the content of the thesis, cognate literature and available source material may be held before a board appointed by the departmental chairman and approved by the Dean of the Graduate School.

All requirements for the master's or doctor's degree must be completed within six years after course work is begun, including the time of any courses for which the candidate applies for transfer of credit. The application for the degree must be filed with the University Registrar by February 1 preceding the June in which the degree is to be received. Ordinarily each candidate for the Master of Arts degree will give evidence of a reading knowledge of a foreign language. Application for this examination must be made with the departmental office not later than April 15 preceding the June in which the degree is to be received. The Graduate School alone has the power to recommend a candidate for a Master's or Doctor's degree.

Admission Requirements

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

Application for admission should be submitted as early as possible before the opening of the term in which the student wishes to begin work. Prospective students must file an official application form and fee with the Office of Admissions. In addition, two official transcripts of academic credits from the institution granting the bachelor's degree and all schools attended since the undergraduate degree was granted are to be sent directly to Seattle University by each institution. Failure to file complete records of previous school attendance renders the student liable to dismissal or cancellation of credit. A student is not regarded as a duly qualified graduate student until he/she has received a letter of acceptance from the Dean of the Graduate School. For specific degree requirements, consult the graduate publications of the department concerned.

Admission to the Master of Pastoral Ministry Program is granted only to those who have completed the certifi-

cate in Pastoral Ministry. For other requirements, see section on Pastoral Ministry in the Graduate School Bulletin.

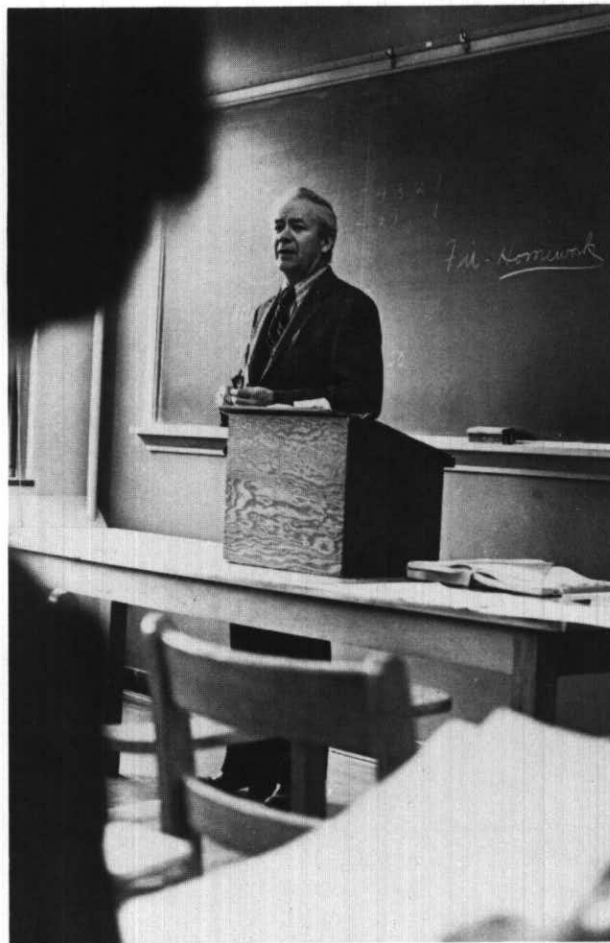
Admission requirements for the Doctoral Program in Educational Leadership are found in the Graduate School Bulletin.

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

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

Admission to Candidacy

Application for admission to candidacy for a master's degree should be filed after the student has completed from 10 to 20 credits in courses applicable to the graduate program of the department, with a grade average of no less than B in these courses. Admission to candidacy for the master's degree in Pastoral Ministry is applied for after completion of the certificate program. At this time the complete Program of Studies and Candidacy form must be filed.



Degrees Offered

Graduate Degrees offered by the University are:

ARTS AND SCIENCES

- Master of Arts—English
- Master of Arts—History
- Master of Arts—Philosophy
- Master of Arts—Rehabilitation
- Master of Arts in Teaching—English
- Master of Pastoral Ministry
- Master of Religious Education (summer only)

BUSINESS

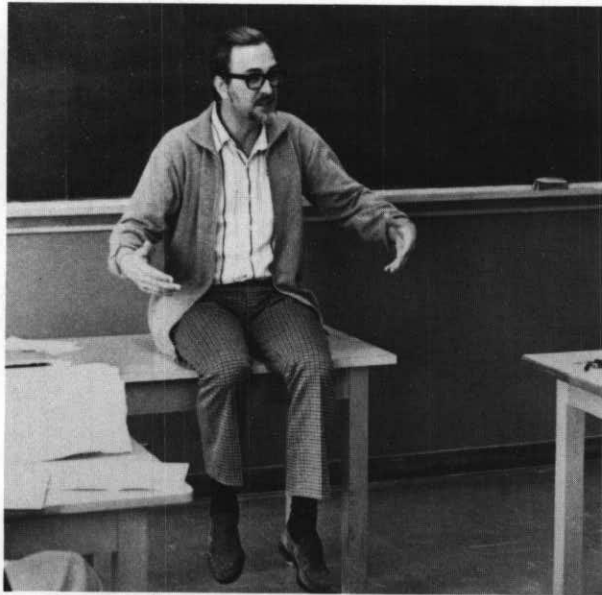
- Master of Business Administration
- Master of Science in Accounting

EDUCATION

- Master of Arts in Education
- Master of Education
- These two degrees may be earned with specialization in the following areas: administration, curriculum and instruction, curriculum and instruction (with emphasis in physical education), guidance and counseling and adult education administration.
- Doctor of Education

PUBLIC SERVICE

- Master of Public Service



College of Arts and Sciences
James G. Powers, S.J., Ph.D., Dean

English

Alexander F. McDonald, S.J., M.A. (Oxon.), Chairman

Degrees Offered

Master of Arts
Master of Arts (in Teaching)

Departmental Requirements

Master of Arts — 35 credits of English of which 25 must be in courses numbered 500 or above. In addition, a final written and oral examination, reading knowledge of a foreign language (normally French or German) and a master's essay are required. Details of this program can be obtained from the English Department.

Master of Arts in Teaching — 40 credits of English of which 25 must be in graduate courses. En 501, 505, 507 (or their equivalents) are required. Neither a foreign language nor thesis is required, and there is no final comprehensive examination.

Graduate Courses

En 500	Introduction to Graduate English Studies	5 credits
En 501	Studies in Rhetoric	5 credits
En 505	Comparative Grammars	5 credits
En 507	History of the English Language	5 credits

En 508	Old English	5 credits
En 510	Chaucer	5 credits
En 512	Medieval Literature	5 credits
En 520	The English Renaissance	5 credits
En 522	Elizabethan Drama (non-Shakespearean)	5 credits
En 535	Shakespeare (Comedies and Histories)	5 credits
En 536	Shakespeare (Tragedies)	5 credits
En 540	Milton	5 credits
En 545	Seventeenth Century Literature	5 credits
En 550	Eighteenth Century Literature	5 credits
En 560	English Romanticism	5 credits
En 570	Victorian Literature	5 credits
En 580	Colonial American Literature	5 credits
En 581	American Transcendentalists	5 credits
En 582	Modern American Literature	5 credits
En 584	The English Novel	5 credits
En 586	Modern Poets	5 credits
En 588	Modern Dramatists	5 credits
En 590	Theories of Criticism	5 credits
En 593	Special Topics	5 credits
En 594	Special Topics	5 credits
En 595	Special Topics	5 credits
En 596	Individual Research	5-10 credits
En 597	Individual Research	5-10 credits
En 598	Individual Research	5-10 credits
En 599	Thesis	10 credits





Foreign Languages

Engelbert M. Axer, S.J., Ph.D., Acting Chairman

Degrees Offered

Master of Education-F/L Teaching (French)
 Master of Arts in Education-F/L Teaching (French)

Departmental Requirements

Master of Education — F/L Teaching (French) — must meet the general requirements of the Graduate School and those of the School of Education. The foreign language requirements comprise an internship as a teaching assistant in the University's French-in-France Institute in Grenoble (Fr 460, 461, 482) and Fr 465 or 491

Master of Arts in Education — F/L Teaching (French) — Requirements are similar to those of the M.Ed. with a thesis required in place of the graduate project.



History

Robert D. Saltvig, Ph.D., Chairman

Degrees Offered

Master of Arts

General Program Requirements

Master of Arts — 45 credits of history including Hs 500, 501 and seven field courses. Up to 20 credits may be taken from undergraduate 400 level courses, and the student may select either a thesis or a non-thesis program. A reading knowledge of a modern foreign language is required and the student must pass comprehensive examinations in one major and two minor areas of history.

Graduate Courses

Hs 500	Historical Methodology	5 credits
Hs 501	Historiography	5 credits
	Analysis of the ideas and techniques of selected major historians, from Herodotus to contemporary writers.	



Philosophy

James B. Reichmann, S.J., Ph.D., Chairman

Degrees Offered

Master of Arts

Departmental Requirements

Master of Arts — 45 credits of philosophy beyond the undergraduate major, which must include a 500 course in ancient, medieval, modern and contemporary philosophy (20 credit hours) and a written thesis (10 credits). In addition the student is required to take an elective associated with the thesis and a 5 credit 500 special topics reading course covering the period and/or problematic of the thesis. A reading knowledge of either French or German or of another language directly related to the subject matter of the thesis is required. Evidence of such proficiency must be given through either a written or oral examination prior to the beginning of the second quarter of graduate work, or two quarters (10 credits) of successfully completed language courses at the college level. A comprehensive written examination and an oral examination emphasizing the thesis and the period of the candidate's choice complete the program requirements.

Hs 505	Medieval History	5 credits
	Studies in Medieval history and culture.	
Hs 507	Renaissance and Reformation	5 credits
	Studies in the cultural and religious history of Europe from the 14th through the 17th centuries.	
Hs 512	Early Modern Europe	5 credits
	From the Renaissance through the Enlightenment.	
Hs 513	Revolutionary Europe	5 credits
	Studies in continental revolutions at the end of the 18th and during the first half of the 19th centuries.	
Hs 531	United States — Colonial	5 credits
	The British colonies in North America through the War for Independence.	
Hs 532	United States — National	5 credits
	The new nation to the end of the Civil War.	
Hs 533	United States — Reconstruction, Populism and Progressivism	5 credits
	The expanding nation to World War I.	
Hs 534	United States — 20th Century Domestic	5 credits
	The contemporary nation from Wilson through Johnson.	
Hs 535	United States — World Relations	5 credits
	Topics in the nation's diplomatic history.	
Hs 536	United States — Frontier America	5 credits
	Studies in the westward movement.	
Hs 551	Latin America — Colonial	5 credits
	Spanish and Portuguese colonies to the Revolution.	
Hs 552	Latin America — National	5 credits
	The 19th and 20th centuries.	
Hs 553	Mexico	5 credits
	Topics in Mexican history from the Spanish explorations to the present.	
Hs 554	Brazil	5 credits
	Topics in Brazilian history from the Portuguese explorers to the present.	
Hs 598	Special Topics	1-5 credits
Hs 599	Thesis	5 credits

Graduate Courses

PI 510	Plato	5 credits
PI 520	Aristotle	5 credits
PI 525	Epicureans	5 credits
PI 530	St. Augustine	5 credits
PI 535	Early Medieval	5 credits
PI 540	St. Thomas Aquinas	5 credits
PI 550	Descartes	5 credits
PI 552	British Empiricists	5 credits
PI 554	17th Century Rationalism	5 credits
PI 560	Kant	5 credits
PI 565	Hegel	5 credits
PI 570	American Philosophy	5 credits
PI 580	Kierkegaard and Nietzsche	5 credits
PI 583	Sartre	5 credits
PI 584	Merleau-Ponty	5 credits
PI 585	Heidegger	5 credits
PI 586	Contemporary Ethical Theory	5 credits
PI 587	Value Theory	5 credits
PI 591	Special Topics	1-5 credits
PI 592	Special Topics	1-5 credits
PI 593	Special Topics	1-5 credits
PI 595	Individual Research	5 credits
PI 596	Individual Research	5 credits
PI 597	Individual Research	5 credits
PI 599	Thesis	10 credits



Master of Arts in Rehabilitation

Ekkehard J. Petring, Ph.D., Chairman

Objectives

The Master of Arts in Rehabilitation is designed to prepare graduates for professional responsibilities in the human service field. To attain this major objective, the program is designed with the following goals: (1) to develop the graduate's rehabilitation skills for the entry level in private or public rehabilitation settings; (2) fulfill the need of the professional rehabilitation worker who wants to continue his/her education; (3) to fulfill the need of the student who wants an opportunity to specialize in the rapidly changing field of rehabilitation; (4) to fulfill the need of the student who wants in-depth study in a selected area of concentration.

The program prepares students who, upon graduation become employed as counselors in public and private human service settings, such as State vocational rehabilitation agencies, federally sponsored human service agencies, county agencies, social welfare agencies, poverty programs, prisons, evaluation centers, and health related associations, as well as private agencies such as transitional workshops, rehabilitation centers, hospitals, speech and hearing centers, work activity centers (adult development centers), and others.

The development and improvement of counseling skills will be emphasized. Special attention will be given to counseling methods utilized in the student's area of interest, such as working with alcoholics or public offenders. Furthermore, each student will select electives in their area of interest.

General Program Requirements

Each student is responsible for knowing the academic regulations and requirements set forth in this Bulletin of Information, and for revisions of same.

Depending upon an applicant's professional background, the minimum number of credits are 45, the maximum 67.

A one-to-two day comprehensive written/oral examination will be required of rehabilitation graduate students nearing completion of their degree requirements.

Program of Study

The Master of Arts in Rehabilitation is comprised of four phases of study: A) Foundation; B) Rehabilitation core; C) Electives; and D) Educational research.

A. Foundation Courses

(may be waived for students with satisfactory prior academic coursework or relevant job experience):

Rhb 301	Environmental Impact of Disability
Rhb 305	Medical Aspects of Disability
Rhb 400	Rehabilitation Resources
Rhb 405	Job Placement and Development

Degree Offered

Master of Arts in Rehabilitation

Admission Requirements

- Bachelor's degree from an accredited academic institution, preferably in one of the social sciences.
- GPA: 3.00 minimum.
- Miller Analogies Test.
- Personal interviews with rehabilitation faculty.
- Two letters of recommendation.
- In most cases, prior to acceptance, one year of experience in the field of rehabilitation or a related area.

B. Rehabilitation Core Courses

RHB 500	Principles of Rehabilitation
RHB 505	Vocational Diagnosis
RHB 510	Rehabilitation Counseling Process
RHB 515	Supervision and Management in Rehabilitation
RHB 520	Group Process in Rehabilitation
RHB 530	Practicum in Rehabilitation
RHB 531	Practicum in Rehabilitation
RHB 540	Internship in Rehabilitation

C. Electives (Four to six credits)

The course, or courses, chosen by the student must reflect relevance in his/her area of interest in rehabilitation. For example, if a student is interested in working with juvenile delinquents and/or adult offenders, Corrections (CJP 366) or Probation and Parole (CJP 365) would be two suitable choices. Courses in Alcohol Studies may be chosen up to a total of 14 credits, which constitutes a specialty program.

D. Educational Research (One course)

ED 500	Introduction to Research and Graduate study (3 credits)
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Rehabilitation Courses

A) Foundation Courses

Rhb 301	Environmental Impact of Disability	5 credits
	Impact of mental, physical, and social disabilities as related to the individual, his/her social environment, the culture and its values, economic situations and vocational opportunities.	

- Rhb 305 Medical Aspects of Disability** **5 credits**
Study of medical terminology and analysis of various disabling conditions and diseases for a basic understanding of general medical and specialist examinations.
- Rhb 400 Rehabilitation Resources** **5 credits**
Rehabilitation community organization, its power structure, and methods of determining, evaluating and analyzing rehabilitation resources.
- Rhb 405 Job Placement and Development** **5 credits**
Nature and use of occupational information as applied to job characteristics, job development, job seeking skills, vocational theories and practical experience.

B) Rehabilitation Core Courses

- Rhb 500 Principles in Rehabilitation** **5 credits**
Counseling and placement in rehabilitation, rehabilitation supervision and administration and theories of career development.
- Rhb 505 Vocational Diagnosis** **3 credits**
Critical review of clinical methods; individual appraisal and other methods of assisting the person with a disability in selecting a vocational objective; case review and analysis.
- Rhb 510 Rehabilitation Counseling Process** **3 credits**
Theories of rehabilitation counseling, their techniques and emphasis on application in rehabilitation settings.
- Rhb 515 Supervision and Management in Rehabilitation** **3 credits**
Principles of supervision and management; fiscal and case management as it applies to a variety of health and rehabilitation facilities.
- Rhb 520 Group Process in Rehabilitation** **3 credits**
Seminar on the rehabilitation process, techniques, and selected counseling theories as applied to groups in conjunction with one supervised practicum experience.
- Rhb 530 Practicum in Rehabilitation** **3 credits**
Counseling experience applying the principles of rehabilitation; the student functions part-time in a rehabilitation agency (one hour of individual supervision per two hours of practicum experience).
- Rhb 531 Practicum in Rehabilitation** **3 credits**
- Rhb 540 Internship in Rehabilitation** **1-15 credits**
Full-time placement in a rehabilitation setting, integrating and applying knowledge from the classroom; further development of counseling skills emphasized, students will be supervised by faculty and agency personnel.

- RHB 591 Special Topics** **1-10 credits**
- RHB 592 Special Topics** **1-10 credits**
- RHB 593 Special Topics** **1-10 credits**
- RHB 596 Individual Research** **1-10 credits**
- RHB 597 Individual Research** **1-10 credits**
- RHB 598 Individual Research** **1-10 credits**



Theology and Religious Studies

Roger Blanchette, S.J., M.A., Chairman

Degrees Offered

- Master in Pastoral Ministry
- Certificate in Pastoral Ministry
- Master of Religious Education

Master of Religious Education (SUMORE)

For Admission — a Bachelor of Arts degree or equivalent; 10 quarter credits or 6 semester credits of theology, or the equivalent in non-credit workshops or approved independent reading; grade point average of 3.00 for regular standing; no transfer credits accepted; no language requirements.

For Degree Conferral — 43 credits of course work completed over three eight-week summer sessions with adequate graduate achievement; all core subjects required; final written comprehensive examination; a 3 credit practicum research thesis. At the discretion of the director of the program and the Dean of the Graduate School, six quarter hours of graduate credits in areas related to religious education may be substituted for the practicum research thesis. A student permitted to make this substitution would complete 49 credit hours for the degree. These substituted credits may be earned only after attendance at the first two summer sessions. The substitution of these credits may be made from any college or university offering a graduate program in the areas related to religious education. Courses such as communication seminars are non-credit, but are required core courses for all. Students must ordinarily live on campus; all degree work must be completed within six years of the initial summer.

CORPUS—Certificate in Pastoral Ministry; Master's Degree in Pastoral Ministry, optional.

For Admission — A bachelor of arts degree or equivalent; at least 2 years experience in some form of ministry, apostolic activity or Church service; psychological testing; personal interview; letter of recommendation.

For Certificate—Successful completion of the CORPUS Program which includes: A total of 36 credit hours in theology, theological reflection, pastoral skill-building workshops and supervised fieldwork.

For Degree Conferral—A bachelor's degree, 12 semester hours of undergraduate theology coursework or equivalent, successful completion of the CORPUS Program, an additional 9 hours involving a special project over at least 9 months. With the approval of the CORPUS staff, the project may be done either in the student's place of employment or in some other setting suitable for its accomplishment. Residence in Seattle or at Seattle University would not be required. All degree work must be completed within 5 years of the student's matriculation from the CORPUS Program.

Graduate Courses

RS 502 Religious Perspectives in Psychology 2 credits

Transition and growth in faith from the religion of youth to the religion of maturity; understanding of faith in this process of growth; catechetical implications of religious instruction; natural liturgical response of men in their faith realized; problems associated with the learning, living and transmission of the Christian message.

RS 505 Sacramental Theology 3 credits

Explanation of membership in the worshipping community; use of the conceptual model of religious belonging and its application by Christianity past and present; deeper understanding of sacrament from historical perspective as well as the experience of living in a faith community entering into dialogue with God through the sacraments.

RS 506 Communication Workshop: Interpersonal Communication Skills 2 credits

Introducing the student to awareness of self and others, development of listening skills, examining barriers to effective interpersonal communication, constructive use of feedback and empathic responding.

RS 507 Communication Workshop: Conflict Resolution 2 credits

Applying interpersonal communication skills to conflicts within ourselves and between us and others, dealing with fear and ignorance, frustration and violence, alternatives to manipulation, perception as a source of conflict, awareness and personal responsibility, decision-making, building a power base and creative alternatives for conflict management.

RS 508 Communication Workshop: Groups and Organizations 2 credits

Clarifying expectations, dealing with conflict in constructive ways, understanding patterns of behavior in groups, reducing defensiveness, alternative ways of building satisfying living / working groups, achieving more effectiveness in helping relationships, developing an environment of trust.

RS 510 Theologies of the New Testament 3 credits

The nature of revelation, inspiration as human and divine process. The historical backgrounds of the community and its writers, the sacramental and catechetical situations which produced the literary genres of the early gospel tradition. Redaction criticism of the various gospels, Pauline Theology, formation of the New Testament canon.

RS 511 Modern Trends in Catechetics 2 credits

Catechetics will deal with the problem of faith communication and education, integrate the summer's course in the context of catechetics and develop modern trends in the difficult field of religious education. Required SUMORE core course.

RS 512 Introduction to Pastoral Ministry 2 credits

The meaning of ministry and of pastoral ministry, with further investigation into different styles of ministry now present in the Church, both in traditional ministries and in emerging new ministries.

RS 515 Liturgical Worship and Contemporary Prayer 2 credits

An introduction to the nature and historical forms of liturgy, present directives and contemporary theology of worship. The characteristics of good liturgy. Also some theology on the nature of prayer and particular aspects of traditional prayer which must meet the contemporary scene.

RS 520 Philosophy of Religion 3 credits

Religion in essence and manifestation in the religious subject and object and their reciprocal operation. The unique contribution of Chardinian concepts in the contemporary world.

RS 525 Religious Perspectives in Sociology 3 credits

Systematic inquiry into the complex structure and dynamic function of modern society with emphasis on the religious dimension of culture and its reciprocal relationships.

RS 530 Christ in the Gospel and Tradition 5 credits

The development of Christology in the primitive Church, culminating in the theologies of the Synoptics, John and Paul. The Church's growing understanding of these doctrines through controversy and conciliar definition. The development of dogma. Contemporary theologies of Jesus the Christ.

RS 532 Pauline Theology 3 credits

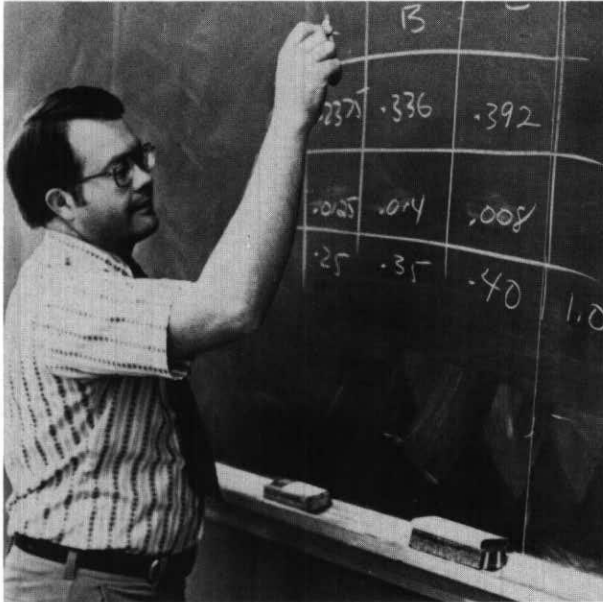
An advanced study of the development of Paul's thought as traced mainly in the great epistles. Certain Pauline themes and motifs will be selected for special study.

RS 535	The Church's Mission to the World	3 credits
	The Gospel as leaven within and for the world. The Church's developing understanding of her role in the christianization of world process. Contemporary socio-economic problems of America and the world; poverty, underdevelopment, prejudice, alienation, revolution and counter-culture.	
RS 540	Christian Self-Image	3 credits
	Analysis of contemporary philosophical systems as the intellectual environment in which the Christian message is translated. Influence of philosophers from Kierkegaard through Marcel with consideration of linguistic analysts such as Van Buren.	
RS 545	The Church as Historically Developing Community	3 credits
	How the Church arose in the first century by divine-human processes. What the New Testament says is central to the Church and what is conditioned by the times. The development of the Church throughout history, especially as this is affected by diverse political systems, thought processes and economic conditions of the ambient world.	
RS 550	Religious Perspectives in Anthropology	3 credits
	Man as the creator of culture and the object of the culture create. Religion as a human phenomenon in different times and cultures and the implications of this for Catholicism. Anthropological analysis of the different cultures to which the religious educator directs the gospel message.	
RS 555	Modern Moral Problems	3 credits
	Exploration of the basic premises of law and authority in the moral dimensions of the Church; situation ethics and other moral concerns of man in the 20th Century; understanding the theological posture needed for personal and social morality.	
RS 560	Sacraments: Their Existential Character	2 credits
RS 561	Adolescent Psychology	2 credits
RS 562	Theology of Hope	2 credits
RS 564	Theology of Change	2 credits
RS 565	Problem of God	2 credits
RS 568	Theory of Transactional Analysis	2 credits
RS 569	Seminar	2 credits
RS 570	Seminar	2 credits
RS 571	Seminar	2 credits
RS 572	Seminar	2 credits
RS 573	Seminar	2 credits
RS 574	Seminar	2 credits
RS 575	Seminar	2 credits
RS 576	Old Testament Seminar	2 credits
RS 577	New Testament Seminar: Gospels	2 credits
RS 578	New Testament Seminar: Epistles and other writings	2 credits
RS 579	Seminar	3 credits
RS 580	Practicum Research Thesis	3 credits
RS 590	Special Topics	1-6 credits
RS 591	Special Topics	1-6 credits
RS 592	Special Topics	1-6 credits
RS 596	Directed Readings in Religious Education	2-5 credits
RS 597	Independent Research	2-5 credits
RS 598	Independent Study	2-5 credits



Corpus Program Courses

RSM 510	Contemporary Belief and Unbelief	5 credits
	A study of belief and unbelief in modern society as seen through various disciplines (sociology, psychology, philosophy, theology, etc.) and found in various societal groups and institutions.	
RSM 511	Christian Anthropology	5 credits
	A contemporary Christian anthropology constructed in light of both the signs of the times and the revealed word and living faith tradition of the Church.	
RSM 512	Ecclesiology and Ministry	5 credits
	A study of the mission of the Church, past, present and future, and the implications this history has for the meaning and practice of ministry today by the priest, the religious, and the lay man and woman.	
RSM 513	Intra-Personal Workshop	4 credits
	An assessment of individual ministerial qualities and patterns of behavior as well as the development of new behavioral patterns for effective team ministry.	
RSM 514	Inter-Personal Workshop	4 credits
	Theory and practice in group interactional processes, leadership styles, power utilization and conflict management, and other interpersonal areas having specific ministerial concern.	
RSM 515	Organizational Workshop	4 credits
	A study of team and organizational development in various ministerial settings, including organizational assessment, goal setting, design planning, implementation and evaluation.	
RSM 516	Fieldwork	2 credits
	Twelve to fifteen hours per week in a specific ministry setting under the direction of trained supervisory personnel.	
RSM 517	Theological Reflection	1 credit
	A weekly reflection seminar which integrates the theological and intellectual base of the program with the religious, behavioral and in-service experience of the participants.	
RSM 519	Master's Project	9 credits
RSM 591	Special Topics	1-6 credits
RSM 592	Special Topics	1-6 credits
RSM 593	Special Topics	1-6 credits



Albers School of Business

John D. Eshelman, Ph.D., Acting Dean
J.W. McLelland, M.A., Associate Dean

Degrees Offered

Master of Business Administration (evening classes only)
Master of Science in Accounting (evening classes only)

Admission Requirements

Students seeking entrance to graduate studies in business should communicate with the Albers School of Business Graduate Admissions Counselor.

Graduate Programs

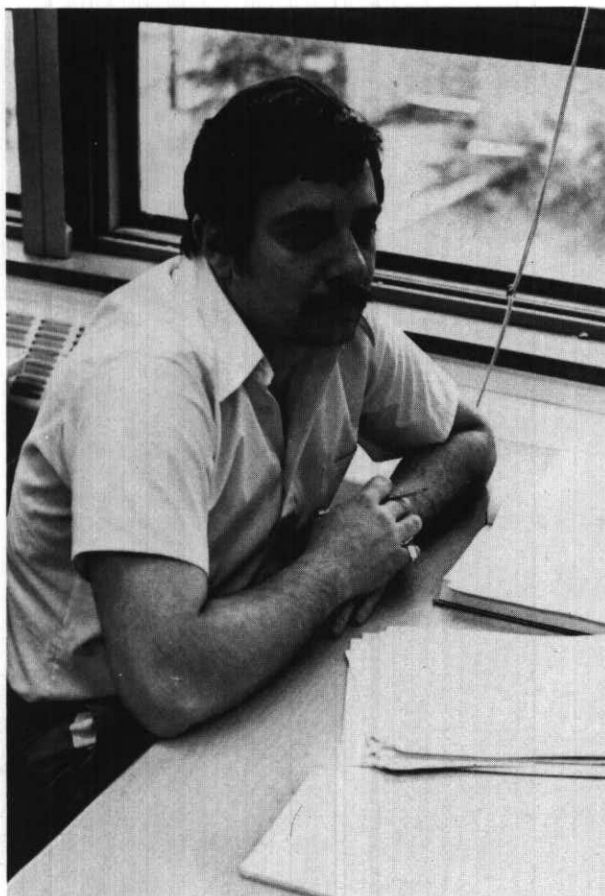
Master of Business Administration — The degree requires 45 graduate credits beyond the foundation in business and economics courses. A research paper must be completed in an area of concentration. The program is designed to accommodate those with baccalaureate degrees in business and other fields, including Engineering, Arts and Sciences and Education.

Master of Science in Accounting—The degree requires 45 graduate credits beyond the foundation in business and economics courses. A research paper must be completed in an area of specialization. The program is designed to prepare graduates for professional responsibilities in the following areas of specialization: financial accounting, managerial accounting and taxation. This program is designed to accommodate those with baccalaureate degrees in accounting, in other fields of business, and in other fields including Engineering, Arts and Sciences and Education. Graduate School information appears in another section of this bulletin.

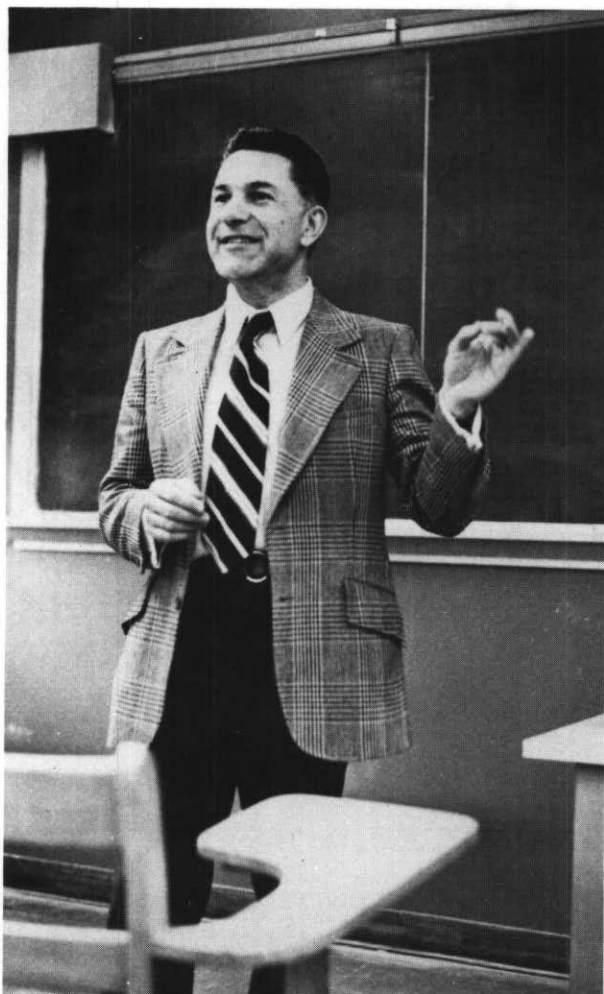
Graduate Courses

- Bus 500 Computer Programming or Math Review** **1-2 credits***
Computer Programming: fundamentals of flow charting and fortran programming to aid the student in problem solving and research. Math Review: review of basic concepts of algebra, differential and integral calculus with areas of applications to business emphasized.
*Bus 500 will be scheduled as either Computer Programming or Math Review for one credit each.
- Bus 501 Business Statistics** **3 credits**
Basic statistics, probability concepts, probability distributions, expectations, sampling, estimation, hypothesis testing, index numbers, introduction to simple linear models.
- Bus 502 Financial Accounting** **3 credits**
Concepts and principles underlying accounting with special attention to income determination and measurement of assets and equities. Analysis of business performance from accounting viewpoints.
- Bus 503 Corporate Financial Theory** **3 credits**
Theory and practice of business finance with emphasis on asset management, capital structure, cost of capital and capital budgeting. Prerequisite: Bus 502.
- Bus 504 Marketing Processes** **3 credits**
Introduction to marketing and its functions. Examination of contemporary problems and issues in marketing of goods and services.
- Bus 505 Legal Environment** **3 credits**
Examination of objectives of American legal system, its structure and procedures, as well as the dynamics of courts and regulatory commissions. Relationship of law to social change and preservation of society's values; limits of the law's ability to produce change. Illustrations of above principles from criminal and family law, contracts and property law.
- Bus 506 Macroeconomics** **3 credits**
Determinants of the aggregate level of income, employment and prices. Stabilization problems and policies.
- Bus 507 Organization Behavior** **3 credits**
Examines administration process with primary emphasis on organizational behavior. Investigates the basic contributions of social science and other sources to the study and practice of management. Analysis of sociopsychological theory and research, decision making, group structure, dynamics and leadership and how these influence activities in small groups and the formal organization.
- Bus 508 Operations Management** **3 credits**
Survey of systems analysis techniques applied to operational problems for both manufacturing and service organizations. Topics include network analysis, scheduling, inventory control, linear programming, and heuristics. Prerequisite: Bus 500, 501
- Bus 520 Federal Taxation and Business Decisions** **3 credits**
Introduction to the basic concepts of federal income taxation for the various forms of business organizations, emphasizing the tax implications of various code provisions on business decision making. Prerequisite: Bus 502

- Bus 521 Federal Income Taxation of Individual** 3 credits
Analysis of federal income tax laws as they pertain to the individual taxpayer with emphasis on tax planning techniques. Prerequisite: Bus 502.
- Bus 522 Federal Taxation of Partnership and Corporations** 3 credits
Analysis of federal income tax as they pertain to partnerships, the corporate taxpayer and shareholders with emphasis on tax planning techniques. Prerequisite: Bus 521.
- Bus 523 Taxation of Capital Assets** 3 credits
Analysis of federal income taxation of capital assets, utilizing statutes, selected materials and cases to examine special code provisions pertaining to capital assets treatment.
- Bus 524 Advanced Corporate Income Taxation** 3 credits
Analysis of corporate federal income tax laws as they pertain to liquidation and reorganization, personal holding companies and subchapter "S" corporations. Prerequisite: Bus 522
- Bus 527 Financial Accounting Theory I** 3 credits
Examination in depth of the theory and development of generally accepted accounting principles; evolution of theory as it relates to the current state of accounting for the assets of the entity and the measurement and reporting of periodic income. Prerequisite: Bus 502.
- Bus 528 Financial Accounting Theory II** 3 credits
Examination in depth of the theory and development of generally accepted accounting principles; evolution of theory as it relates to the current state of accounting for liabilities and owners' equities.
- Bus 530 Managerial Accounting** 3 credits
An examination of the basic issues of managerial accounting; product costing and information for planning and control decisions - through problem solving case analysis, lecture and class discussion. Prerequisite: Bus 502.
- Bus 531 Management Control Systems** 3 credits
A study of the nature, structure and processes of management control systems, considering such issues as organization structure, organization objectives, key economic variables, and performance analysis in both profit and not-for-profit organizations. Text, cases, readings and guest practitioners are used to explore the key issues. Prerequisite: Bus 530.
- Bus 532 Advanced Managerial Accounting** 3 credits
A study of selected accounting topics, such as methods of cost estimation, costs for decision models, variance analysis, cost allocations, product costing, direct costing, transfer pricing, product pricing, and the behavioral aspects of information for control. Coverage of conventional practices, underlying theory and current developments. Lectures, problem solving, and discussion. Prerequisite: Bus 530.
- Bus 533 Contemporary Accounting Issues** 3 credits
Examination of the role of accounting in society; essentials of accounting measurement; formulation of accounting concepts, relationship of accounting with other disciplines — economics, law, mathematics, information systems, communication theory and behavioral sciences. Prerequisite: Bus 502.
- Bus 534 Seminar in Accounting** 3 credits
Current topics in accounting with emphasis on areas of interest to seminar participants. Examples of such topics are development of accounting principles, audit responsibility, international accounting, governmental accounting, information systems, human resource accounting, and the regulatory agencies' impact upon accounting. Prerequisite: Bus 502, and the permission of instructor.
- Bus 535 Advanced Auditing** 3 credits
Examination of the changing business environment of the auditor and the impact of these changes on auditing philosophy, objectives and methodology. Prerequisite: Bus 435 or equivalent.
- Bus 537 Special Topics** 3 credits
- Bus 538 Special Topics** 3 credits
Advanced courses in taxation, managerial accounting, financial accounting and auditing. These courses will be listed in the quarterly class schedule as offered.
- Bus 539 Research in Accounting** 3 credits
Prerequisite: Bus 534 and permission of instructor.
- Bus 540 Managerial Finance** 3 credits
Case in business finance that develop students, skill for identifying problems, acquiring relevant factual material and using appropriate financial theory for making decisions in simulated business settings. Prerequisite: Bus 503.
- Bus 542 Investments** 3 credits
Principles and practices of investments, security analysis and valuation, portfolio management and elements of the investment process. Prerequisite: Bus 540.
- Bus 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 short papers on selected topics. Prerequisite: Bus 540.
- Bus 544 Money and Capital 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. Prerequisite: Bus 506.
- Bus 549 Research in Finance** 3 credits
Prerequisite: Permission of adviser.
- Bus 550 Domestic and International Marketing** 3 credits
Managerial approach to the study of various policy areas in marketing through the use of case studies. Prerequisite: Bus 504.
- Bus 552 Marketing Research** 3 credits
Purpose, methods and techniques of marketing research and description of marketing information systems. Prerequisite: Bus 550.



- Bus 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: Bus 550.
- Bus 555 Marketing Communication** 3 credits
Role of promotion in marketing: functions of personal selling, advertising, sales promotion and publicity and their coordination into an effective promotional mix, evaluation and control of promotion. Prerequisite: Bus 550.
- Bus 556 Seminar in Marketing** 3 credits
Study and research in advanced topics of marketing. The interdisciplinary exchange of ideas related to marketing is studied. The marketing theories and evolving concepts of marketing and management are critically appraised. Prerequisite: Bus 550.
- Bus 559 Research in Marketing** 3 credits
Prerequisite: Permission of adviser
- Bus 560 Management Information Systems** 3 credits
Planning, designing, implementing and evaluating commercial systems. Use of programming concepts for data base management. Development of computer-based management information systems and associated problems.
- Bus 561 Survey of Quantitative Methods** 3 credits
Survey of statistical techniques used in business decision making. Sampling, time series analysis, analysis of variance, linear programming, inventory models, quality control and other selected topics. For students not intending to pursue the quantitative area. Prerequisite: Bus 501, 508.
- Bus 562 Advanced Statistical Analysis** 3 credits
Probability distributions, sampling, analysis of variance, multiple correlation and regression, time series analysis, non-parametric statistics and introduction to linear programming. Prerequisite: Bus 501, 508.
- Bus 563 Operations Research** 3 credits
Philosophy and methodology of operations research, linear programming, inventory models, simulation, queuing theory, game theory and introduction to dynamic programming. Prerequisite: Bus 562.
- Bus 564 Operations Analysis** 3 credits
Applications of operations research and statistical techniques to solutions of business problems in finance, marketing, logistics, production, computer systems and management decision making; opportunity for field research problems. Prerequisite: Bus 562.
- Bus 565 Research Methodology** 3 credits
Emphasizes the importance of understanding the research process as a tool for decision-making. Investigates the total research process: formulation or a research problem, measurement techniques, data collection and analysis, interpretation and reporting. Students may formulate the area of study for their MBA research paper as a project. Prerequisite: Completion of Management Core
- Bus 569 Research in the Operations and Systems Area** 3 credits
Prerequisite: Permission of adviser.
- Bus 570 Managerial Economics** 3 credits
Theory of the consumer, the firm, and the industry, with emphasis on applications to business decision making. Prerequisite: Bus 506.
- Bus 574 Advanced Managerial Economics** 3 credits
Application of economic theory and methodology to business administration practice, using tools and techniques of economic analysis to solve business problems. Prerequisite: Bus 570.
- Bus 575 International Business Enterprise** 3 credits
Economic fundamentals of international trade including the working of the foreign exchange market. National policies and international institutions. Foreign branches and subsidiaries. Multinational corporations. Centrally planned economies. Developing nations. Prerequisite: Bus 506.
- Bus 576 Finance for International Business** 3 credits
Balance of payments. International investment. Exchange controls. Liquidity and adjustment problems. I.M.F. and possible developments. American payment problems. Special drawing rights. Proposals for international payments systems. Eurodollar market. Prerequisite: Bus 506; 575 recommended.



- Bus 577 Business Responsibility/Ethics** 3 credits
Analysis and discussion of the bases for ethical relationships among economic agents in a mixed market economy such as that of the United States. Responsibilities on both sides of such relationships are examined: employer and employee; firm and customer; firm and competitors; firm and stockholders, dealers, and suppliers; firm and unions; firm and local communities; firm and the government; firm and the social economy.
- Bus 578 Legislative Regulation of the Modern Corporation** 3 credits
Influence of modern legislation, regulations, and court decisions, with special emphasis on labor law and labor relations.
- Bus 579 Research in the Environmental Area** 3 credits
Prerequisite: Permission of adviser.
- Bus 580 Organizational Structure and Theory** 3 credits
Conceptual understanding of organization structure and functioning. Provides examination of various forces operating in an organization. Examines research studies from various disciplines to understand the organizational functional and dysfunctional aspects. Explores introduction of change. Prerequisite: Bus 507.
- Bus 581 Human Resource Management** 3 credits
Problems and policies in personnel philosophy, ethics, implementation of personnel program; directing, appraisal, compensation, training and development of employees. Prerequisite: Bus 580.
- Bus 582 Decision Theory** 3 credits
Study, analysis and discussion of the total decision making process. Particular emphasis is accorded the interdisciplinary aspect of decision making and the concept of rational decisions. Prerequisite: Bus 508, 580.
- Bus 583 Management Philosophy** 3 credits
Review, analysis and discussion of managerial values, ideology, motivation and objectives. The power of managers and their social responsibilities are examined through the evolution of management thought and the theories of technological "determinism". Prerequisite: Bus 580.
- Bus 584 Comparative Administration** 3 credits
Examination of differences which exist in managing various types of organizations and institutions. Analysis of different managerial approaches to public issues affecting business. Prerequisite: Bus 580.
- Bus 585 Management of Change** 3 credits
Analysis of the process of social change in American society, its impact on the public and organizations, especially the corporation. Problems of technology and culture, ecological awareness, poverty, consumer law, new life styles and new attitudes toward work. Prerequisite: Bus 580
- Bus 586 Small Business Management** 3 credits
Procedures and problems in starting and operating a successful small business enterprise. Prerequisite: Bus 530, 540, 550, 580.
- Bus 587 Seminar in Management** 3 credits
Study and research in advanced topics of administrative theory and organizational behavior. Individual or multiple topics will be investigated in depth, with emphasis upon emerging concepts in the field. Prerequisite: Bus 580.
- Bus 589 Research in the Behavioral Area** 3 credits
Prerequisite: Permission of adviser.
- Bus 590 Special Topics** 1-3 credits
Prerequisite: Permission of adviser.
- Bus 595 Policy and Processes** 3 credits
Analysis of policy problems faced by chief administrative officers of business firms. Determination of objectives; development of policies to achieve objectives; organization of executive personnel to implement policies; coordination of the organization; and adjustments to changes in environment. Case study seminars with simulation (business gaming). This course integrates and builds upon the work of the Core. Prerequisites: Foundation and Management core courses with prior numbers.
- Bus 599 Research** 1-3 credits
Prerequisite: Permission of adviser.



School of Education

John A. Morford, Ed. D., Dean

Gary H. Zarter, Ph.D., Associate Dean

Degrees Offered

Master of Arts in Education
Master of Education
Doctor of Education

Special Non-Degree Programs

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

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

- a) Elementary teaching provisional certification.
- b) Secondary teaching provisional certification.
- c) Montessori teaching certification.

For bachelor's or master's degree holders with teacher certification or its equivalent:

- a) Standard certification (fifth-year); may be either a non-degree program or combined with a master's degree.
- b) Provisional principal's credential. Candidates must receive State of Washington Board of Education approval to enter administrative preparation leading to the credential. Requirements for the principal's credential include: completion of requirements for a standard teaching certificate; 54 credits of course work beyond the bachelor's degree, of which at least 24 credits are to be in an approved program,

including administrative internship; and at least three years of successful teaching at the time the credential is requested. At least one year of successful teaching must have been completed at the time the candidate begins the credential program. Acceptance in Graduate School as a credential candidate is a prerequisite.

- c) Standard principal's credential. Candidates for the standard principal's credential must have the provisional principal's credential, have completed 12 credits of applicable study since receiving the provisional credential, have a master's degree and have completed three successful years as a school principal. For detailed programs and instructions, consult the Coordinator of Education Administration Programs.

Both principal's credential programs may be combined with the master's degree in Education Administration described below.

- d) School counselor's certification. These certification programs also are commonly combined with the master's degree in counseling described below. See the Coordinator of Counseling and Guidance Programs for details.

Master's Degree Programs

At the master's level the School of Education offers M.Ed. and M.A. degrees with the following majors:

Curriculum and Instruction — for those planning a career as professional teachers, as instructional leaders, or curriculum specialists. This flexible program permits a variety of specializations, e.g., Reading Specialist, Learning—Language Disabilities, Special Education, Mentally Retarded, Emotionally Disturbed, Physical Education and Montessori education.

Administration — designed for those desiring to qualify for principalships and other supervisory positions.

Guidance and Counseling — prepares professionals for counseling in both school and non-school settings.

Adult Education — for those whose orientation is education in community college, technical school, businesses, or other adult settings.

In addition to graduate degree programs we offer post-bachelor and fifth year programs leading to provisional or standard teaching certificates and post-masters programs designed to upgrade in-service educators and to lead to principal, supervisor, or counselor credentials.

Several other masters programs are available at Seattle University outside the School of Education including English, History, Religious Education, Business and Public Service. Teachers wishing to combine some courses from graduate fields offered by Seattle University along with selected professional education courses should pursue the major in Curriculum and Instruction which permits such a combination.

Admission Requirements

1. Relevant Post-Bachelor's work experience, at least one year, is required for all programs. The work must be in the type of institution or agency in which the student plans to utilize the graduate training.
2. For School Administration or Curriculum and Instruction majors, academic background equivalent to that required for a teaching certificate is necessary.
3. For Guidance and Counseling majors the equivalent of an undergraduate major in any **one** of the following is needed: Education, Psychology, Sociology, Social Work or Community Service.
4. Students meeting the above standards who have at least a 2.75 cumulative or upper-division grade point average are acceptable as regular degree applicants. Those below a 2.75 but above a 2.30 grade point average may be accepted as probationary degree applicants. Those accepted on probation must remove all conditions of probation before completing over 15 hours of degree work at Seattle University.

General Format of Degree Studies

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

1. Admission — as degree "applicant." (See above.)
2. Initial course work — 15 hours of course work to include Ed 500, Introduction to Research and Graduate Studies, plus the designated first course in the major field and other courses designated at admission or by your program adviser.
3. Candidacy—admission to degree Candidate status, is based on these criteria:
 - a) A 3.00 (B) average in the first 15 hours.
 - b) Submission of Graduate Record Examination scores or their equivalent.
 - c) Recommendation of your on-the-job supervisor. (We will request this from your supervisor.)
 - d) Recommendation of your major program Adviser.
 - e) Submission of a planned program of studies approved by your adviser.
4. Advanced course work:
 - a) Completion of major field course work. The amount varies from program to program and student to student. See below for typical programs for each major.
 - b) Complete core and approved electives. M. Ed. candidates must complete at least 48 credits; M.A. candidates must complete at least 45 credits, including either a three credit project or a 10 credit thesis.
 - c) In the programs involving a required 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.

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

Some Details of Interest

1. **Transfer credit.** A student may transfer 10 quarter hours to Seattle University as part of a masters program provided:
 - a) student shows evidence that it was true graduate credit acceptable toward a graduate degree at the accredited university where it was taken;
 - b) the work fits within applicable time limits, normally within six years prior to the completion of the degree;
 - c) it is approved by the adviser and the deans;
 - d) grades must be B or above.
 Majors in Curriculum and Instruction may exceed the 10-hour limit with advance approval of the adviser and deans when a group of electives exceeding 10 hours is desirable but not available at Seattle University.
2. **Time limit.** All degree work must ordinarily be completed within six years. This limit includes transfer credit.
3. **Residency requirement.** At least one full quarter must be spent in full-time study, preferably the first summer quarter. Remaining work may be done either full-time or on a part-time basis during summers or in late afternoon and evening sessions during the year or both. Nine hours or more per quarter constitutes full graduate study. Students for whom the residency requirements is a severe hardship may apply in writing for a waiver.
4. **Enrollment limits for fully employed students.** Anyone holding full-time employment is ordinarily limited to six hours per quarter. (This may be exceeded when added courses are an integrated part of the working day, e.g., internship, certain independent study courses, and certain graduate projects.)
5. **A 3.00 grade point average** must be maintained during graduate study.
6. **Combining degree work and certification programs** By careful planning the student may combine degree work with a program leading to the standard teaching certificate, the provisional principal's credential, or a counselor's certificate.

(Please note: Students who choose to pursue a fifth year toward the provisional or standard teaching certificate but **not** the masters degree shall not enroll in the Graduate School but should enroll directly in the School of Education as "Fifth-Year" students. Such students develop a planned program with an adviser from courses numbered 100-499. A few introductory 500-level courses may be included with advance approval of the adviser and dean.)

**Masters Program in
Education Administration**

Winfield S. Fountain, Ed.D., Coordinator

Typical Program — 45-Hour Plan

Required Courses:

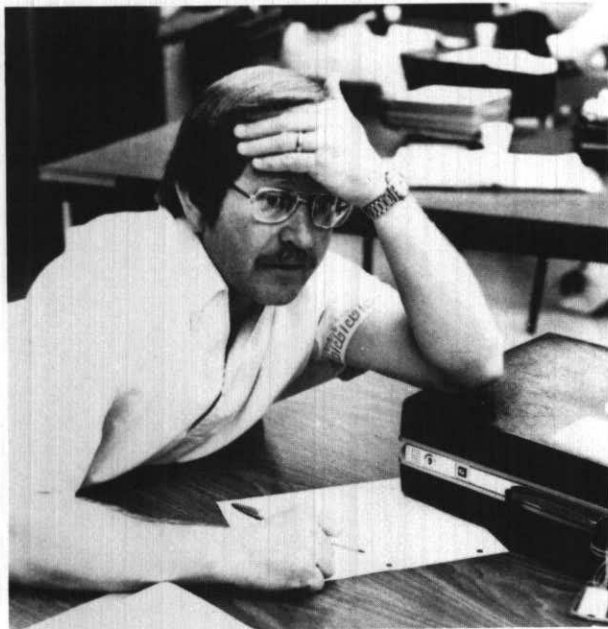
1. Ed 500 — Introduction to Research and Graduate Studies
2. **One of:** Ed 501 — Philosophy of Education
Ed 502 — History of Education
Ed 503 — Comparative Education
3. **One of:** Ed 581 — Elementary Administration
Ed 582 — Secondary Administration
4. **One of:** Ed 522—Child Psychology-Learning
Ed 523—Adolescent Psychology-Learning
5. Ed 536 — Supervision of Instruction

Typical Major Courses:

- Ed 583 — School Finance
- Ed 584 — School Law
- Ed 586 — School Personnel
- Ed 596 — Administrative Graduate Project
- Ed 590 — Administrative Internship I
- Ed 591 — Administrative Internship II
- Ed 592 — Administrative Internship III

Typical Electives (Normally 9 to 12 credits from such courses as the following and will vary greatly from student to student.)

- Ed 510 — Fundamental Counseling Skills
- Ed 541 — Curriculum Seminar
- Ed 572 — Foundations of Adult Education
- Ed 580 — Administration Problems Seminar
- Ed 587 — School Public Relations
- Ed 597 — Independent Study in Educational Administration



**Masters Program in
Adult Education**

Charles A. Yackulic, M.A., Coordinator

**Typical Program — 45-Hour Plan
Required Courses:**

1. Ed 500 — Introduction to Research and Graduate Studies
2. **One of:** Ed 501 — Philosophy of Education
Ed 502 — History of Education
Ed 503 — Comparative Education
3. Ed 572 — Foundations in Adult Education

Typical Major Courses:

4. Ed 573 — Special Problems of Adult Learner
5. Ed 574 — Administration of Adult Education Programs
6. Ed 575 — Course Development and Instructional Resources
7. Ed 579 — Adult Education Graduate Project

Typical Electives:

- Ed 576 — Job and Task Analysis
- Ed 513 — Principles of Counseling
- Ed 578 — Adult Education Practicum
- Ed 506 — Educational Statistics
- Ed 540 — Fundamentals of Curriculum Development

An elective sequence in Alcohol Studies may be incorporated into this program.

**Masters Program in Counseling
and Guidance**

Marylou Wyse, Ph.D., Coordinator

**Typical Program — 45-Hour Plan
Required Courses:**

1. Ed 500 — Introduction to Research and Graduate Studies
2. **One of:** Ed 501 — Philosophy of Education
Ed 503 — Comparative Education
3. Ed 510 — Fundamental Counseling Skills

Typical Major Courses:

- Ed 512 — Counseling and Informational Sources
- Ed 513 — Counseling Theories
- Ed 527 — Tests and Measurements 1
- Ed 528 — Tests and Measurements 2
- Ed 551 — Counseling Practicum
- Ed 559 — Guidance Graduate Project
- Ed 564-5 — Counseling Internship I and II

Typical Electives:

- Ed 517 — Group Counseling
- PE 497 — The Drug Scene
- Ed 506 — Educational Statistics
- Ed 515 — Counseling and Multicultures
- Ed 522 — Child Psychology-Learning

An elective sequence in Alcohol Studies may be incorporated into this program.

Masters Program in Curriculum and Instruction

Margaret Haggerty, Ph.D., Coordinator

Typical Program — 45-Hour Plan Required Courses:

1. Ed 500 — Introduction to Research and Graduate Studies
2. **One of:** Ed 501 — Philosophy of Education
Ed 502 — History of Education
Ed 503 — Comparative Education
3. Ed 540 — Fundamentals of Curriculum Development
4. **One of:** Ed 522—Child Psychology-Learning
Ed 523—Adolescent Psychology-Learning

Typical Major Courses:

4. Ed 530 — Practicum in Curriculum Design
5. Ed 536 — Supervision of Instruction
6. Ed 537 — Curriculum Independent Study
7. Ed 541 — Curriculum Seminar
8. Ed 538 — Curriculum Field Study
9. Ed 539 — Curriculum Graduate Project

Electives: (approximately 18 hours)

There is an unlimited choice of electives in this flexible program. Examples of types of elective choices include:

- a. Specialty areas such as reading, learning disabilities, special education, Montessori education, elementary methods, psychology, new media (If the desired, approved courses are not available at Seattle University, they may be taken elsewhere.)
- b. Courses from other graduate Education majors: Administration, Guidance, Adult Education.
- c. An academic area such as English, foreign language (French abroad with intern teaching), history, business, art, physical education. Courses must be 400-level or above.

Reading Specialist or Special Education

Specializations in reading or four areas of special education may be completed as part of the master's degree program described in Curriculum and Instruction. Each may also be pursued as a non-degree area of specialization leading to a university certificate of completion upon the completing of the following:

Reading Specialist (15 hours)

- Ed 532 - Field Practicum in Reading
- Ed 533 - Reading Diagnosis and Evaluation
- Ed 534 - Seminar in the Teaching of Reading
- Ed 535 - Reading in Content Fields

Learning/Language Disabilities Specialist (18-21 hours)

1. Ed 424 — Introduction to L/LD
2. Ed 428 — Special Ed-Language Development
3. Ed 547 — Diagnosis and Prescription
4. Ed 552 — L/LD Special Methods
5. Ed 556 — Special Ed-Fundamental Instruction
6. Ed 555 — Practicum: L/LD

Behavior Disorders (18-21 hours)

- Ed 524 — Seminar in Behavior Disorders
- Ed 428 — Special Education—Language Development
- Ed 547 — Diagnosis and Prescription
- Ed 552 — Learning Disability—Special Methods
- Ed 556 — Special Methods—Functional Aspects of Instruction
- Ed 555 — Practicum

Mental Retardation (18-21 hours)

- Ed 546 — Seminar in Mental Retardation
- Ed 428 — Special Education—Language Development
- Ed 547 — Diagnosis and Prescription
- Ed 545 — Special Methods in Retardation
- Ed 556 — Special Methods—Functional Aspects of Instruction
- Ed 555 — Practicum

Comprehensive Special Education (30-33 hours)

- Ed 524 — Seminar in Behavior Disorders
- Ed 546 — Seminar in Mental Retardation
- Ed 424 — Introduction to Learning Disability
- Ed 428 — Special Education—Language Development
- Ed 547 — Diagnosis and Prescription
- Ed 552 — Learning Disability—Special Methods
- Ed 545 — Special Methods in Mental Retardation
- Ed 556 — Special Education—Functional Aspects of Instruction
- Ed 536 — Supervision of Special Education
- Ed 555 — Practicum



Doctor's Degree Program

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

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

ADMISSION INFORMATION

Admission Standards: (minimum for consideration)

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

For details on admission procedures please call 626-5416 and obtain a packet of materials.

RESIDENCY — No full time residency is required; however 32 credits must be completed in the first 13 months including Ed 600, 601, and 604 (see descriptions below), and 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 Ed 603 Seminar as long as actively seeking the degree. Also, if a student exceeds four years, an added 10 credits of doctoral project registration is required each year. Formal "leaves" may be granted for cause. Credit applied to the degree may not be over 6 years old when the program is completed.

COMPONENTS OF THE PROGRAM — 90 credits total

1. **Ed Leadership major** (required) = 27 credits
 - a. Ed 600 Workshop in Ed Leadership 9 credits
 - b. Ed 601-2-3 Seminar in Ed Leadership I, II, III 5 credits each
 - c. Ed 604 Advanced Workshop in Ed Leadership 3 credits
2. **Cognate Study and Professional Education** = 39 credits
 - a. Amounts within the two categories will vary greatly with student background and need; however normally a minimum of 12 each will be required.
 - b. Cognate studies may be in any field other than Education, e.g., business, political science, public service, history, philosophy, psychology, sociology, religion, English.

- c. Unless already completed the following or equivalents must be included: Ed 510, Fundamentals Counseling or Ed 513, Theories of Counseling; Ed 527, Tests and Measurement 1 or Ed 547, Diagnosis and Prescription; Ed 536, Supervision; Ed 540, Foundations of Curriculum; Ed 583, School Finance; and Ed 584, School Law. For persons from non-school agencies, equivalent courses from other fields may be substituted with permission.

3. Independent Study, Internship, Project = 24 credits

- a. Independent Study = 4-15 credits
 - 1) Internship Available to all; required if student hasn't completed a graduate level internship or practicum.
 - 2) Other Independent Study as needed to bring total to 90 credits.
- b. Doctoral Project = 9-20 credits

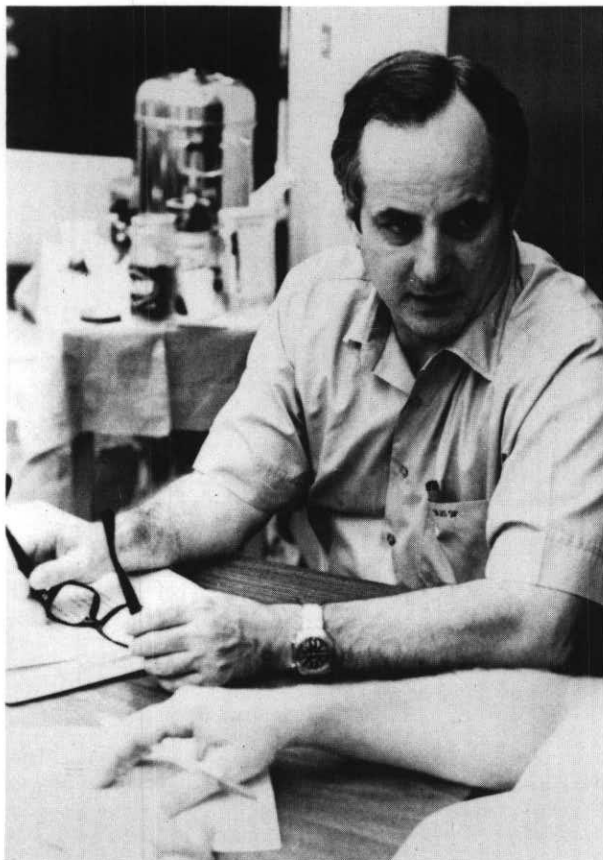
SEQUENCE OF PROGRAM — The following is a typical sequencing:

	Sm 1	Yr 1	Sm 2	Yr 2	Sm 3	Yr 3	Total
Ed Leadership	9	5	3	5	5	5	27
Cognate		3	3	3	6	3	18
Prof. Ed.		6	3	6	3	3	21
Ind. Study	←-----			4-15	-----→		4-15
Project	←-----			9-20	-----→		9-20
TOTALS	9	14	9	14	9	11	90

} 39
} 24
←----- 24 -----→

OTHER DETAILS OF INTEREST

1. **Prerequisites** — Graduate Study in Research, Foundations of Education, and Child or Adolescent Psychology. If not completed prior to enrollment, these could be completed within the first academic year but are in addition to the 90 doctoral degree credits.
2. **TRANSFER CREDIT** — (max 15 qr. hrs.) a) Must have been taken after completion of a master's degree and have been applicable to at least a master's degree at the fully accredited university which offered it. b) No more than 6 transfer credits may be below 500 level.
3. **Credit at SU** — a) At least three-fourths of the applicable credits taken at SU must be 500 or higher level. b) In any case, no more than 21 credits at SU below the 500 level may be applied and then only with specific, **advanced**, written approval of the doctoral committee. (Inclusion on an approved Program of Studies will satisfy this requirement.) c) **All** credit applied to the Ed.D. must have been completed within 6 years prior to the date on which all requirements for the Ed.D. are satisfied.
4. **Formal degree candidacy** — Degree candidacy is attained when, a) Ed 604 has been completed, b) a program of studies has been approved, and c) a project proposal has been accepted.
5. **Comprehensive Exam** — An 8-12 hour exam is required of all during the Winter Quarter of Year 3. It consists of a 4 hour exam on educational leadership common to all students and an individualized 4-8 hour exam tailored to each student's program, cognate fields and project.



Graduate Courses

- Ed 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. (fall, winter, spring, summer)
- Ed 501 Philosophy of Education 3 credits**
Philosophical foundations of education. (fall, winter, summer)
- Ed 502 History of Education 3 credits**
Great educators, theories and systems from the Hebrews, Greeks and Romans to the present. (summer)
- Ed 503 Comparative Education 3 credits**
Investigation and comparison of the leading national and cultural systems of education of the world. (spring, summer)
- Ed 505 Fundamentals of Research Design 3 credits**
Statistical techniques used in research design, measurement and evaluation. Emphasis on utilizing the computer in solving research problems.
- Ed 506 Educational Statistics 3 credits**
Specialized utilization of statistical data analysis and application to research. (winter)
- Ed 510 Fundamental Counseling Skills 3 credits**
Focus on basic counseling skill training through intensive small group practice. Designed to complement Education 513, Counseling Theories, which should be taken concurrently. (fall, summer)

- Ed 511 Organization and Administration of Guidance Services 3 credits**
Consideration of the various guidance services offered in schools with particular reference to their organization and administration as well as the ethics and legality involved. (fall)
- Ed 512 Counseling and Informational Sources 3 credits**
Study of vocational development. Exploration of educational, social, vocational and referral sources. (spring, summer)
- Ed 513 Counseling Theories 3 credits**
Emphasis on theoretical foundations of major counseling approaches with opportunities for in-class practice in simulating counseling interview situations. Designed to complement Education 510, Fundamental Counseling Skills, which should be taken concurrently. (fall, summer)
- Ed 514 Contemporary Issues in Counseling 3 credits**
Critical exploration of current controversial concerns in the field of counseling conducted in seminar style. Prerequisite: Ed 513.
- Ed 515 Counseling and Multicultures 3 credits**
Examination of a wide variety of cultures with implications for helping professions.
- Ed 517 Group Counseling — Theory and Procedures 3 credits**
Emphasizes group counseling theory. Provides group experiences (including required twelve hour marathon) to integrate theory and procedures. Discusses possible applications. Prerequisite Ed 510, 513. (winter)
- Ed 518 Group Counseling Practicum 3 credits**
Supervised experience co-leading groups. Weekly seminar includes class as group experience. Limited enrollment. Formerly Ed 550. Prerequisites: Ed 517.
- Ed 522 Child Psychology Learning 3 credits**
Investigation of various theories of child development and learning.
- Ed 523 Adolescent Psychology Learning 3 credits**
Investigation studies in adolescent psychology and learning.
- Ed 524 Seminar in Behavior Disorders 3 credits**
Overview of practices and rationales in the education of the emotionally disturbed child. Structuring of individualized remedial programs and techniques which utilize existing agencies and personnel.
- Ed 525 Psychology of Learning Seminar 3 credits**
Investigation, analysis and reporting on original studies in the field of learning; includes a report on an investigation of some specific phase or problem. Prerequisite: Ed 325.
- Ed 527 Tests and Measurements 1 3 credits**
Familiarization with measurements concepts and commonly used tests via participant test-taking and analysis. Extra lab time required. (winter, summer) Prerequisite: Ed 506.

- Ed 528 Tests and Measurements 2 3 credits**
Emphasis on the administration of appropriate tests to clients and practice synthesizing test data with other information for useful feedback to clients. Extra lab time required. (spring, summer) Prerequisite: Ed 527.
- Ed 529 Teaching Values in American Schools 3 credits**
Psychological foundations of character development, will-training, values, nature of morality, the relation of character to education and studies in character education.
- Ed 530 Practicum: Curriculum Design 3 credits**
For teachers and supervisors, kindergarten through college. Provides an opportunity for experienced workers in education to develop and improve skills in program/course development. (spring, summer)
- Ed 532 Field Practicum in Reading 3-6 credits**
Supervised field experience in diagnosis and teaching of reading. Prerequisite: Ed 533 or equivalent.
- Ed 533 Reading Diagnosis and Evaluation 3 credits**
Diagnosis of reading difficulties; tests, reading inventories, classroom techniques and materials; clinical programs and approaches. Prerequisite: Ed 534 or equivalent. (summer)
- Ed 534 Seminar in Teaching of Reading 3 credits**
Development of reading skills at all levels; examination and evaluation of current reading practices and programs. Prerequisite: Ed 336 or 337 or equivalent.
- Ed 535 Reading in Content Fields 3 credits**
Decoding and vocabulary analysis, comprehension reading, rote, study skills and reading interests as related to specific content fields. Prerequisite: Ed 336 or 337 or equivalent or permission of instructor. (summer)
- Ed 536 Supervision of Instruction 3 credits**
Improvement of instruction through supervisory leadership. (spring, summer)
- Ed 537 Curriculum Independent Study 1-4 credits**
Intensive library research in curriculum. 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. Graduate students only. (fall, winter, spring, summer)
- Ed 538 Curriculum Field Study 3 credits**
Scholarly study and reporting of a curriculum field problem. Emphasis on application of completed research and design to an actual situation. Prerequisite: Approval of Coordinator. (fall, winter, spring, summer)
- Ed 539 Curriculum Graduate Project 3 credits**
Scholarly graduate project designed to improve some aspect of education. Prerequisites: Graduate core requirements and approval of Coordinator. (fall, winter, spring, summer)
- Ed 540 Fundamentals of Curriculum Development 3 credits**
Historical, philosophical foundations, principles, types and methods of curriculum development and organization. (fall, summer)
- Ed 541 Seminar: Curriculum and Instruction 3 credits**
Investigation and analysis of changes and trends, including a personal intensive report on some phase of curriculum development. (winter, summer)
- Ed 544 Advanced Workshop in Curriculum Methods 3 credits**
Provides an opportunity for experienced workers in elementary/secondary education to pursue individual studies in curriculum, teaching methods and related fields.
- Ed 545 Special Methods in Mental Retardation 3 credits**
Educational provisions for the retarded affected by environmental deprivation, sensory and/or other impairments. Prerequisite Ed 546.
- Ed 546 Seminar in Mental Retardation 3 credits**
Investigation, analysis and reporting on studies and trends in education of the mentally retarded.
- Ed 547 Diagnosis and Prescription 3 credits**
Comparison of various methods used in the diagnosis of learning problems. Selection, administration, and analysis of tests plus writing educational prescriptions.
- Ed 549 Organization of Learning Resource Centers 3 credits**
Theory, objectives, design and administration of learning resource centers. Individualized application to specific school settings. Prerequisite: Ed 330 or permission.
- Ed 551 Counseling Practicum 3-6 credits**
Supervised counseling experience wherein the counselor candidate is responsible for actual counseling cases. With supervision. Prerequisite: Ed 510, 513. Graduate students only. Maximum of 3 credits per quarter. (fall, winter, spring, summer)
- Ed 552 Learning Disabilities: Special Methods 3 credits**
Focus is on methods of instruction of children with extreme learning problems including diagnosis and prescriptive teaching, multisensory systems, phonic systems, language development systems.
- Ed 553 Adult Education Practicum 3 credits**
Practical experience in instructing adults in the area of the candidate's competence. Graduate students only. (fall, winter, spring, summer)
- Ed 555 Practicum: Learning Disabilities 3-6 credits**
Diagnostic and prescriptive teaching with children who have learning disabilities. A laboratory course.
- Ed 556 Special Education — Functional Aspects of Instruction 3 credits**
Critical analysis of several management systems such as operant discrimination learning, reality orientation, life space interviewing. Prerequisites — Blocks 1 & 2.
- Ed 557 Counseling Independent Study 1-3 credits**
Intensive reading and field research in a topic mutually agreed on by adviser and student. Approximately 30 hours of work for each credit. Graduate students only. Prerequisite: permission of adviser. (fall, winter, spring, summer)

- Ed 559 Counseling Graduate Project 3 credits**
Scholarly investigation of some practical aspect of the counseling field. Mandatory for Master of Arts in Education degree. Prerequisite: permission of adviser. Graduate students only. (fall, winter, spring, summer)
- Ed 561 Special Topics 3 credits**
Ed 562 Special Topics 3 credits
Ed 563 Special Topics 3 credits
- Ed 564 Counseling Internship 1 3 credits**
Ed 565 Counseling Internship 2 3 credits
Supervised experiences in a school or agency. Taken in final two quarters of graduate program with permission and application made two quarters earlier. On-campus seminar required first quarter. Formerly Ed 520 and 521. (fall, winter, spring, summer)
- Ed 567 Seminar in On the Job Training 3 credits**
Opportunity is provided to discuss the computer analysis of Task Inventories to decide whether the task can be learned more effectively in OJT, formal education, after graduation. Development of job related performance standards and models for validating the results.
- Ed 568 Adult Education Field Practicum 3 credits**
Problem centered practicum in a service delivery setting with clients. Joint university and employer supervision and seminar evaluations.
- Ed 569 Seminar in Community Development 3 credits**
Basic concepts related to community service delivery systems with emphasis on psychosocial and cultural factors related to user participation. Data gathering techniques, education and public relations are used as the instruments of planned change.
- Ed 570 Seminar on the American Community College 3 credits**
Consideration of the college parallel, vocational, technical and community service roles; history, status and projected development of community colleges; staffing needs and qualifications. (summer)
- Ed 571 Seminar on Community College Instructional Problems 3 credits**
Identification of instructional programs pertinent to the community college; contrasts with and similarities to problems associated with senior institutions; trends in curricula, personnel and selection. (summer)
- Ed 572 Foundations in Adult Education 3 credits**
Place of adult or continuing education in the total spectrum of American education. Required of the candidate for the Masters in Adult Education. Administration. (fall, summer)
- Ed 573 Special Problems of the Adult Learner 3 credits**
Characteristics of various adult groups and related instructional problems with suggested approaches. Skill acquisition, transfer of training principles, alcohol and other addictions are studied. (winter, summer)
- Ed 574 Administration of Adult Education Programs 3 credits**
Problems relating to the development, financing, staffing, supervision and evaluation of instructional programs for adults. (spring, summer)
- Ed 575 Course Development and Instructional Resources 3 credits**
Organizing a course of instruction for adults in the candidate's area of competence; collecting and editing supplementary materials; compiling a bibliography and proposing an evaluation design. (fall, winter, spring, summer)
- Ed 576 Job and Task Analysis 3 credits**
Study of Job and Task Analysis as it applies to occupational classification, selection and promotion in industry and government. Construction and review of Task Inventories. Implications for career ladders, career counseling, curriculum development, personnel selection tests, job related standards and task data banks are discussed.
- Ed 577 Adult Education Independent Study 1-3 credits**
Intensive library research in adult or vocational education. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: Prospectus must be approved prior to registration. (fall, winter, spring, summer)
- Ed 578 Adult Education Field Internship 3-6 credits**
Field internship in the specialty area of the graduate student seeking a degree in Adult Education. At least 30 hours of pre-arranged experience is required for each hour of credit.
- Ed 579 Adult Education Graduate Project 3 credits**
Scholarly graduate project designed to improve some aspect of education. Prerequisites: graduate core requirements and approval of Coordinator. (fall, winter, spring, summer)
- Ed 580 Special Topics in School Administration 3 credits**
Contemporary problems and trends; analysis and evaluation. Graduate students only.
- Ed 581 Elementary School Administration 3 credits**
Duties of administrators; criteria; administrative process; case studies. (fall, summer)
- Ed 582 Secondary School Administration 3 credits**
Duties of administrators; criteria; administrative process; case studies. (fall, summer)
- Ed 583 School Finance 3 credits**
Historical development; balanced taxation; school support program; problems and controversies. Graduate students only. (spring, summer)
- Ed 584 School Law 3 credits**
Federal and state laws regarding education; liability and protection of schools; legal status of personnel; case precedents. (winter, summer)
- Ed 585 School Plant Planning 3 credits**
Plant requirement projections; site selections; staff and patron planning; leadership of principal. Graduate students only. (biennially)
- Ed 586 School Personnel 3 credits**
Recruitment, selection, orientation, induction and retention of certificated and non-certificated personnel; evaluation of performance; professional negotiations. (summer)

- Ed 587 School Public Relations 3 credits**
Purposes and media for informing the general public and school patrons about school programs and needs; public relations roles of teacher and administrative officers. (fall, summer)
- Ed 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.
- Ed 590 Administrative Internship I 3 credits**
Ed 591 Administrative Internship II 3 credits
Ed 592 Administrative Internship III 3 credits
Supervised experiences in the administration of a school. Prerequisites: Course work in school administration and permission the spring prior to year of internship. Required for credentials. Graduate students only. (fall, winter, spring)
- Ed 596 Administrative Graduate Project 3 credits**
Scholarly graduate project designed to improve some aspect of education. Prerequisites: Graduate core requirements and approval of Coordinator. (fall, winter, spring, summer)
- Ed 597 Administrative Independent Study 3 credits**
Intensive library research. Approximately 30 hours of reading and allied assignments of each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: Permission of adviser. (fall, winter, spring, summer)
- Ed 599 Thesis 10 credits**
Contribution to the body of essential knowledge in the fields of teaching and specialized education. Required of Master of Arts in Education candidates; optional for others. Prerequisites: Graduate core requirements and approval of preliminary application by the graduate adviser and the Dean of the Graduate School. (fall, winter, spring, summer)
- Ed 600 Workshop in Educational Leadership 9 credits**
An integrated four-week workshop in educational leadership. Includes theoretical and practical study of leadership in educational institutions. Required first course in the Ed.D. program. (summers only)
- Ed 601 Seminar in Ed Leadership I 5 credits**
Ed 602 Seminar in Ed Leadership II 5 credits
Ed 603 Seminar in Ed Leadership III 5 credits
Studies of issues and problems in educational leadership. Five credits per academic year are required as long as the student is active in the Ed.D. program.
- Ed 604 Advanced Workshop in Ed Leadership 3 credits**
Integrated workshop relating to decision-making, group leadership, etc. Required during the second summer in the Ed.D. program.
- Ed 605 Independent Study in Ed Leadership 1-5 credits**
Ed 606 Independent Study in Ed Leadership 1-5 credits
Ed 607 Independent Study in Ed Leadership 1-5 credits
- Ed 608 Internship in Ed Leadership 3-9 credits**
Planned internship in a leadership position in an actual educational setting under the supervision of an experienced leader and an SU supervisor.
- Ed 610 Doctoral Project 9-20 credits**
A doctoral level project completed under the supervision of a project committee and a major professor. Required for Ed.D. degree.



Health and Physical Education

Joseph T. Page, Ph.D., Chairman

Degrees Offered

- Master of Education
- Master of Arts in Education

Departmental Requirements

Master's Degree in Curriculum and Instruction — Emphasis in Physical Education — Graduate study is structured within the area of Curriculum and Instruction. A total of 18 credits (6 courses) out of 45 required is devoted to the Physical Education course area.

Masters Program in Curriculum and Instruction with Emphasis in Physical Education

**Typical Program—45-Hour Plan
Required Courses:**

1. Ed 500 — Introduction to Research and Graduate Study
2. **One of:** Ed 501—Philosophy of Education
Ed 502—History of Education
Ed 503—Comparative Education
3. Ed 540 — Fundamentals of Curriculum Development
4. **One of:** Ed 522—Child Psychology—Learning
Ed 523—Adolescent Psychology

Typical Major Courses:

5. Ed 530 or 531*—Practicum in Curriculum Design
 6. Ed 536—Supervision of Instruction
 7. Ed 537*—Curriculum Independent Study
 8. Ed 541,—Curriculum Seminar
 9. Ed 539*—Curriculum Graduate Project
- * Study and research in these courses can be oriented toward Physical Education.

Physical Education Emphasis:

- 10. PE 480—Current Issues in Physical Education
- 11. PE 500—Administrative Process in Physical Education
- 12. PE 550—Practicum Experience in Physical Education
- 13-15. Three Selected From:
 - PE 482—Historical Foundations of Physical Education
 - PE 484—The Drug Scene
 - PE 486—Women in Sport
 - PE 488—Sports and American Culture
 - PE 410—Perceptual Motor Development
 - PE 525—Seminar: Motor Learning

Health and Physical Education Courses

- PE 480 Current Issues in Physical Education 3 credits**
Trends and factors influencing physical education and other movement-oriented programs; implications for meeting student and community needs in implementing relevant programs in schools and colleges.
- PE 482 Historical Foundations of Physical Education 3 credits**
Traces the historical development of physical education and athletics from the early societies to modern culture. Emphasis on current applications.
- PE 484 The Drug Scene 3 credits**
A survey of the misuse and abuse of licit and illicit drugs. Scientific information for concerned school personnel presented by professional people working with drug problems and users.
- PE 486 Women in Sport 3 credits**
A historical sociological and biophysical approach to women in sport with emphasis on concepts, impacts and implications related to American and World culture, past, present, and future.
- PE 488 Seminar: Sports and American Culture 3 credits**
Reviews development and purposes of intercollegiate, interscholastic and professional sports. Focuses on issues, problems, opportunities and challenges, particularly for minorities.
- PE 491 Special Topics 1-5 credits**
(fall, winter, spring, summer)
- PE 498 Independent Study 1-5 credits**
- PE 500 Administrative Process in Physical Education 3 credits**
Organizational patterns of physical education in secondary and higher education. Stress on management processes and techniques essential to administrative action. Prerequisite: Permission of instructor.
- PE 525 Seminar: Motor Learning 3 credits**
Exploration of theories of Human Motor Learning, motor-learning models and research relating to learning of perceptual motor skills. Prerequisite: Perceptual Motor Development or equivalent.
- PE 550 Practicum Experience in Physical Education 3 credits**
Selected individual responsibilities with youth groups ranging from pre-school to University population. Prerequisite: Permission of Instructor.



Master's in Public Service

Leonard B. Mandelbaum, Ph.D., Director

Objectives

The Institute of Public Service is an interdisciplinary graduate center which provides a Master's degree in Public Service to students who aspire to be public service professionals. The Institute's program is designed to provide: (1) an understanding of the principles and dynamics of the political process and the role of administrative agencies in that process; (2) analytic and research skills; (3) some familiarity with problems in public management. The Institute is committed to the public welfare and creates a favorable climate for students who seek to improve public policy making, planning and the delivery of public services.

Degree Offered

Master of Public Service

Admission Requirements

Applicants must meet the basic requirements of the Graduate School. A bachelor's degree from an approved college or professional school, and academic records and credentials which indicate ability to pursue graduate work are essential, specifically, basic courses in economics, political science and research for those lacking this background. Professional experience will

be considered where such experience suggests ability to pursue the particular programs at the Institute. Maturity sufficient to work independently on the Problem Oriented Project is another criterion for admission. Motivation will also be considered inasmuch as the Institute is conceived as a developer of committed, mature and able public servants, rather than a certifying institution or a program for the refinement of narrow vocational skills. Applicants should submit two letters of reference (one attesting to potential for graduate work) and a letter of intent (two pages) discussing career objectives and interest in the program. While grade point average will not be used as a fixed guide, it is considered; some students may be admitted on probation for two quarters (maximum of 12 credits) after which they must be approved for regular status.

General Program Requirements

There are four elements to the program:

1. **Foundation Courses:** Depending upon previous education, students may be required to take foundation courses to gain the prerequisite knowledge to qualify them for the core courses and for the problem oriented research project. Foundation courses are not credited toward the 45 credit degree requirement. These foundation courses are: PUB 450, PUB 460 and PUB 470.
2. **Core Courses:** Pub 501, 505, 515, 520, 525-527, 550 and 571. Electives may be substituted whenever a student has the equivalent in experience or graduate work at another school.
3. **Electives:** All courses other than core courses are electives.
4. **Problem Oriented Project,** Pub 588.
5. **Anyone electing an area of concentration must take at least one elective in another of the areas of concentration.**

Areas of Concentration

The electives and Problem Oriented Research (PUB 588) may be combined into an area of concentration. The following are available:

Public Management Criminal Justice Systems
Community-Urban Planning, Services
and Policy Making

Students, who have completed the Alcohol Studies Certificate Program at Seattle University, may apply for nine credits to be applied to the Master's in Public Service.

Master of Public Service

Typical Program

First Year

Pub 501 Applied Quantitative Analysis	3 credits
Pub 505 Legal Environment	3 credits
Pub 515 Bureaucracy and the Policy Process	3 credits
Pub 520 State and Local Government Systems	3 credits
Pub 525 Human Perspective in Public Service	3 credits

Pub 550 Urban Planning	3 credits
Pub 571 Government Finance	3 credits
Total	21 credits

Second Year

Pub 560 Criminal Justice Theory and Systems	3 credits
or	
Pub 580 Principles and Perspectives in Public Management	3 credits
Other electives	9-12 credits
Pub 588 Problem Oriented Project	6-12 credits
Pub 594, 595 or 596, Internship	3-6 credits

Public Service Courses

Pub 450 Introduction to Research **3 credits**
Introduction to research skills and literature in students' fields. Includes an orientation to graduate studies.

Pub 460 Introduction to Economics **2 credits**
Basic economic concepts and techniques of analysis. Organization, operation and control of the American economy. Preparation for Pub 571—Government Finance.

Pub 470 Readings in Public Service **2 credits**
Selected readings in intergovernmental relations, recent political theory, constitutional law and public administration and policy development. Seminar meetings based upon readings to analyze material and synthesize as foundation for interdisciplinary perspective.

Pub 491 Special Topics **1-5 credits**
Pub 492 Special Topics **1-5 credits**
Pub 493 Special Topics **1-5 credits**

Pub 501 Applied Quantitative Analysis **3 credits**
Statistical analysis and problems of public administration. Statistical analysis expectations, estimation, hypothesis testing, index numbers, simple linear models. Regression analysis.

Pub 505 Legal Environment **3 credits**
Objectives of American legal system, structure, procedures, courts and regulatory commissions. Relationship of law to social change and society's value. Contract, anti-trust and manufacturer's liability law.

Pub 515 Bureaucracy and the Policy Process **3 credits**
Overview and analysis of the public policy process; relationship between public agencies and elective bodies. Historic development and current trends in administration including systems analysis and organizational development.

Pub 520 State and Local Government Systems **3 credits**
Interdisciplinary approach to the nature and relationships of local government systems. Constitutional and legal powers, limitations, special problems in urban economics, issues of urban/suburban politics, metropolitan-regional government.

- Pub 525 Human Perspectives in Public Service I 1 credit**
Fiduciary responsibilities of public service, the primacy of constitutional principles, human dignity and ethical precepts. Must be taken three quarters during the student's graduate program for a maximum of three credits.

- Pub 535 Planning, Performance, Budgeting and Program Evaluation 3 credits**
Planning process, planning analysis and the essentials of program budgeting and program evaluation.

- Pub 545 Comparative Public Service 3 credits**
Analysis of criminal justice, welfare, human resource (elderly, juveniles, family) planning and administrative systems of other nations.

- Pub 550 Urban Planning 3 credits**
Overview of the planning process. Urban and metropolitan problems, physical and social planning; impact of national policies and programs on planning.

- Pub 552 Planning for Human Resources Programs 3 credits**
Theory and practice of planning as applied to social programs; application to programs for mental health, elderly, youth and Title XX. Client needs, program planning and organization, implementation, evaluation.

- Pub 553 Housing and Policy and Planning 3 credits**
Analysis of the housing market. History, analysis and effects of government intervention. How local agencies plan for housing needs.

- Pub 555 Employment Policy and Economics 3 credits**
Analysis of the labor market. Evolution of employment policy, economics and social goals. Analysis of federal legislation, man-power agencies. Problems of minority groups and the non-affluent.

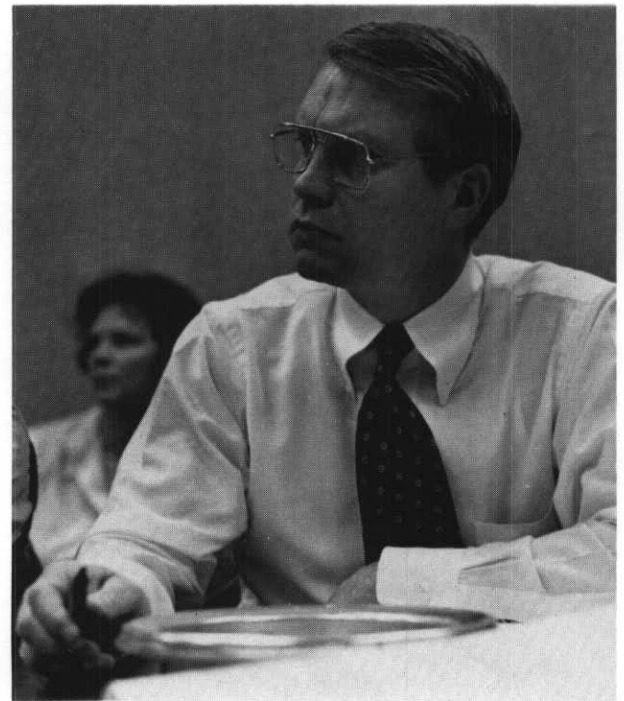
- Pub 557 Health Systems, Planning and Service Delivery 3 credits**
Analysis of the components of the health care system, patients, services and facilities. Emphasis on health manpower, public health and long term care.

- Pub 559 Environmental Regulation and Land Use Planning 3 credits**
Survey of approaches to environmental control. Environmental impact analysis, shoreline management, strip mining legislation. Land use planning and control systems impact on business, labor, environment and quality of life.

- Pub 560 Criminal Justice Theory and Systems 3 credits**
Major components of the criminal justice agencies viewed as an interdependent system. Required of students who select Criminal Justice area of concentration.

- Pub 565 Criminal Justice Planning 3 credits**
Alternative strategies to meet public safety priorities in juvenile delinquency and corrections.

- Pub 571 Government Finance 3 credits**
Revenues, expenditures and debts of federal, state and local governments; economic theories; constitutional limitations; government finance as means for social reform.



- Pub 580 Principles of Public Management 3 credits**
Survey in management theory. Scientific management, human relations, Theory X and Theory Y, and contingency concepts. Organizational leadership and decision-making; management of public organizations.

- Pub 582 Organization Communication and Conflict 3 credits**
Human behavior in organizations. Group dynamics, intergroup conflict, interaction between formal and informal systems, motivation and participation. Task-oriented groups; communications skills.

- Pub 585 Management of Change 3 credits**
Process of social change in American society, its impact on the public and organizations, especially the corporation. Technology and culture, ecological awareness, poverty, consumer law, life styles, attitudes toward work.

- Pub 587 Systems Theory and Management Techniques 3 credits**
Survey of contemporary tools designed to provide administrators with an improved understanding of problems and strategies. General systems theory. Delphi method. Critical Path Method and GANTT charts. Prerequisite: Pub 535 or Pub 580 or permission of instructor.

- Pub 588 Problem Oriented Project 3-15 credits**
Research and design in a student's special sphere of interest. Problem design will require comprehension of the following areas: A major phase of public management; the policy process; and human/community sensitivity. Prerequisite: Pub 501.

- Pub 590 Special Topics 1-5 credits**

- Pub 594 Internship in Community-Urban Planning 1-3 credits**
- Pub 595 Internship in Criminal Justice 1-3 credits**
- Pub 596 Internship in Public Management 1-3 credits**

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