

1982

1982-1983 Bulletin of Information - Graduate

Seattle University

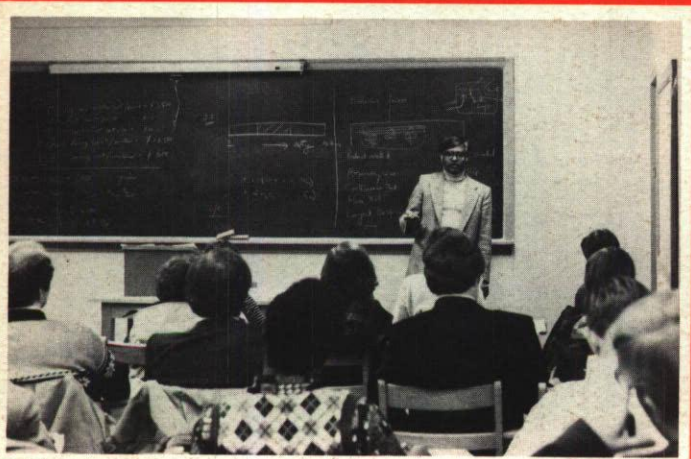
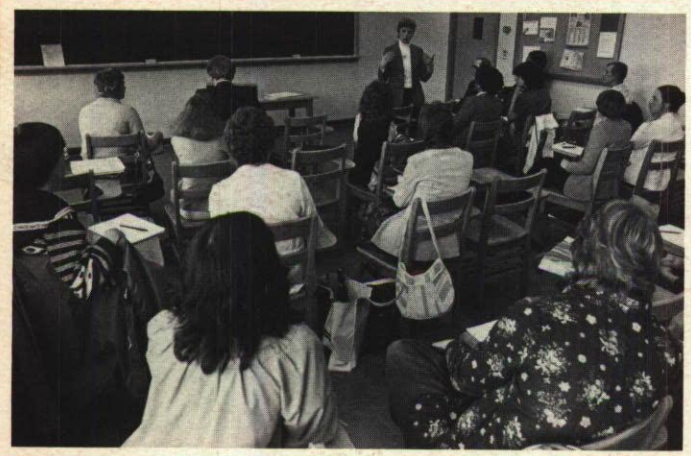
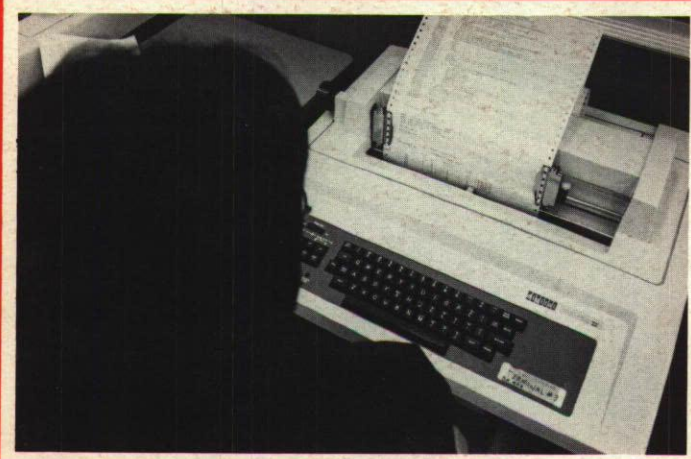
Follow this and additional works at: <http://scholarworks.seattleu.edu/bulletinofinformation>

Recommended Citation

Seattle University, "1982-1983 Bulletin of Information - Graduate" (1982). *Bulletin of Information*. 116.
<http://scholarworks.seattleu.edu/bulletinofinformation/116>

This Bulletin is brought to you for free and open access by ScholarWorks @ SeattleU. It has been accepted for inclusion in Bulletin of Information by an authorized administrator of ScholarWorks @ SeattleU.

Seattle University Bulletin of Information Graduate School 1982-83





For Additional Information
Admissions Office: 626-5720
Toll-free Information Number For
Washington State Residents Outside Seattle
Area: 1-800-542-0833
For Outside Washington State: 1-800-426-7123

Vol. 13 No. 3
Spring, 1982

Seattle University
Bulletin of Information USPS 487-780

Published Quarterly by Seattle University
Seattle, Washington 98122

Second class postage paid at Seattle, Washington

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

Seattle University is an affirmative action, equal opportunity employer. The University does not discriminate on the basis of race, color, religion, sex, age, handicap or national origin, in admission or access to its programs and activities, or in its employment policies or practices.

Seattle University Bulletin of Information
Editor / Jean Merlino
Photography by Floyd Saiki
Walt Quade

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 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.



CONTENTS

SEATTLE UNIVERSITY

Academic Calendar	1
Purpose and Scope	2
History/Organization/Accreditation	2
Student Life	3

COSTS	4
Financial Aid	5

GRADUATE SCHOOL	6
Academic Regulations	6-8
Degrees Offered	9

ARTS AND SCIENCES	10-16
Psychology	10
Rehabilitation	11-13
Theology and Religious Studies	13-16

ALBERS SCHOOL OF BUSINESS	16-19
Master of Business Administration	16-19

SCHOOL OF EDUCATION	19-29
Educational Administration and Special Programs	21
Counselor Preparation	22
Curriculum and Instruction	23
Doctoral Studies in Educational Leadership	24-28
Physical Education and Recreation	29

SCHOOL OF SCIENCE AND ENGINEERING	30-33
Master of Software Engineering	30-31
Master of Transportation Engineering	32-33

INSTITUTE OF PUBLIC SERVICE	34-35
Public Administration	34-35

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

Academic Calendars

Winter Quarter 1982

January 4	Registration
January 5	Classes Begin
January 11	Last Day to Register
January 11	Last Day to Add or Change
February 12	Last Day to Remove Incompletes
February 15	Washington's Birthday—No Class
February 17-25	Advance Registration (Spring 1982)
February 26	Last Day to Withdraw with 'W'
March 11-13	Final Examinations

Spring Quarter 1982

March 29	Registration—Classes Begin
April 2	Last Day to Register
April 2	Last Day to Add or Change
April 9	Good Friday—No Class
May 3-14	Advance Registration (Summer 1982)
May 10	Last Day to Remove Incompletes
May 19	Last Day to Withdraw with 'W'
May 31	Memorial Day—No Class
June 1-4	Final Examinations
June 5	Baccalaureate
June 6	Commencement

Fall Quarter 1982

September 16-22	Registration
September 20	Orientation
September 23	Classes Begin
September 29	Last Day to Register
September 29	Last Day to Add or Change
November 3	Last Day to Remove Incompletes
November 11	Veterans' Day—No Class
November 15-24	Advance Registration (Winter 1983)
November 24	Last Day to Withdraw with "W"
November 25-26	Thanksgiving—No Class
December 8-10	Final Examinations

Winter Quarter 1983

January 3	Registration—Classes Begin
January 7	Last Day to Register
January 7	Last Day to Add or Change
February 11	Last Day to Remove Incompletes
February 15-25	Advance Registration (Spring 1983)
February 21	Washington's Birthday—No Class
March 2	Last Day to Withdraw with "W"
March 14-16	Final Examinations

Spring Quarter 1983

March 25	Registration
March 28	Registration—Classes Begin
April 1	Good Friday—No Class
April 4	Last Day to Register
April 4	Last Day to Add or Change
May 2-13	Advance Registration (Summer 1983)
May 6	Last Day to Remove Incompletes
May 18	Last Day to Withdraw with "W"
May 30	Memorial Day—No Class
May 31, June 2, 3	Final Examinations
June 4	Baccalaureate
June 5	Commencement

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 conducted under the auspices of the Jesuits:

- 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 centers of higher education is closely interwoven with the history of Seattle and the Puget Sound area. It is the story of a continuing effort on the part of the University to serve the educational needs of a growing metropolitan community.

Like most universities whose roots go back a century or so, Seattle University had a humble and unpretentious beginning. It all started in 1890 when Bishop Aegidius Junger of the then Nesqually Diocese, concerned over the lack of educational opportunity for Catholic youth in the Seattle area, urged the Jesuits of the Rocky Mountain Mission territory to establish both a parish and a school in the young city. In response to repeated appeals, the mission superior sent Fathers Victor Garrand and Adrian Sweere from the Yakima station to make the establishment.

The two Jesuits arrived in Seattle in the spring of 1891 and immediately set about their task. They initially leased St. Francis Hall for their needs. This building, located at Sixth and Spring in downtown Seattle, had been constructed in the previous year by Fr. Francis X. Prefontaine, the area's first resident priest. In these quarters, rededicated as the parish and school of the Immaculate Conception, the Jesuit co-founders began their modest educational effort. They were aided in this effort by two Holy Names sisters who served as full-time teachers.

In 1893, the cornerstone of the first building on the Broadway campus was laid. Property for this building and a playground area had been purchased in 1890 by the mission procurator with the advice and assistance of Father Prefontaine. The new building, which again housed both parish church and school, was opened for classes for the "older boys" in September, 1894, and was formally dedicated in the following December.

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

The years that followed the founding of the College were mostly a time of struggle and disappointment. The frontier mentality that in many respects still prevailed in Seattle was unreceptive to either the need or the value of higher education other than in the professions. For this reason, as well as for others, it was not until 1900 that the college department was actually instituted with the class of "Humanities." In 1909, the first small but very proud class of three graduates were awarded the bachelor of arts degree.

A combination of adverse circumstances during World War I led to the suspension of college classes from 1918 to 1922. In 1919, the successful high school department moved from Broadway to a new seven acre campus on Interlaken Boulevard. This site, including two buildings suitable for school purposes, was the gift of Mr. Thomas C. McHugh. When the college department was reinstated in 1922, it, too, was housed at the new campus.

In 1931, the college and high school departments were physically separated and the College returned to the Broadway campus and to a partially renovated building. Although the fall enrollment was less than fifty students, the separation of the two academic levels was to prove beneficial for both units. Within two years the first women were enrolled in credit courses at the College. The first women graduates received their degrees in 1936. In the year previous, the first professional degree program was established with the introduction of the School of Education. In 1937, the College was fully accredited by the Northwest Association of Secondary and Higher Schools. The School of Nursing was officially opened in 1940 and the School of Engineering was added in 1941.

In anticipation of the academic needs of the returning veterans of World War II, the School of Commerce and Finance was established in 1945 as the fifth major academic unit of the college. By 1948, the enrollment in all programs was nearing 3,000 students. To give expression to the growth and academic development of the previous fifteen years, the board of trustees in that year approved a further amendment to the articles of incorporation changing the institutional name to Seattle University.

The decades of the 1950's and 1960's were marked by rapid expansion of both the physical boundaries and the educational facilities of the University. In 1950, the campus comprised three permanent buildings and three World War II surplus structures. Over the next 20 years a total of 12 major buildings were added either by construction or conversion. This development took place for the most part under the direction of Fr. A. A. Lemieux, SJ, who served as University president from 1948 to 1965.

The decade of the 1970's was primarily a period of curriculum expansion achieved through the introduction of innovative new schools and programs. Chief among these additions were the School of Science and Engineering (1972), the Institute of Public Service (1974), and Matteo Ricci College (1977). In 1976, the University instituted the first doctoral degree program, the Doctorate in Educational Leadership. The list of recent academic innovations also includes master level programs in software and transportation engineering, and in therapeutic psychology.

Recent facility development of major significance includes the addition of the Gene E. Lynn Building, home of the School of Nursing, and the outdoor intramural and recreational center.

Organization

Seattle University is an independent coeducational institution of higher learning incorporated under the laws of the State of Washington. It is operated by its own Board of Trustees and administration under the auspices of the Society of Jesus. Students are drawn from all races and denominations. One of 28 Jesuit institutions of higher education in the United States, it derives its tradition and objectives from the academic experience and educational ideals of the Society of Jesus and the Christian tradition.

The University is composed of eight major academic units:

The College of Arts and Sciences; The Albers School of Business; The School of Education; Institute of Public Service; Matteo Ricci College-II; The School of Nursing; and the School of Science and Engineering. The Graduate School has programs leading to masters degrees in business, education, ministry, psychology, public administration, rehabilitation, religious education, software engineering and transportation engineering. An Educational Specialist degree and a Doctor of Education degree with a major in Educational Leadership are offered.

Accreditation

Seattle University enjoys the highest accreditation and its students are accepted for graduate and advanced study by leading colleges and universities in all parts of the country.

The University is accredited by:

Northwest Association of Schools and Colleges
Accreditation Board for Engineering and Technology
(formerly Engineers' Council for Professional Development)
American Assembly of Collegiate Schools of Business
American Chemical Society
Council on Allied Health Education and Accreditation
Council on Rehabilitation Education
National Council for Accreditation of Teacher Education
National League for Nursing

Is approved by:

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

The University is a member of:

American Association of Colleges of Nursing, American Association of Colleges for Teacher Education, American Association of Collegiate Registrars and Admissions Officers, American Council on Education, Association of Higher Education, Association of Jesuit Colleges and Universities, Council of Baccalaureate and Higher Degree Programs, Independent Colleges of Washington, National Commission on Accrediting, National League for Nursing, Northwest Association of Colleges, Western Interstate Commission for Higher Education.

Student Life

The principal function of a university is to provide 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. Certain services have been introduced at Seattle University to serve the spiritual, social, personal and physical needs of the student body. These services are aids in making the educational pursuits of students more profitable and satisfying.

McGoldrick Center

The Campus Ministry team is committed to developing the spiritual life of the University community. Besides providing sacramental and liturgical celebrations for Catholics, the team is concerned with nurturing the values of Christian Humanism, Retreats, Searches, Faculty-Staff Renewals, Reach Out programs and individual spiritual direction enable members of the community to enrich and share their spiritual values and religious traditions.

The Career Planning and Placement office makes career counseling and informational services available to students and alumni, and coordinates the part-time work-study function on campus.

The Child Care Center is open to children, ages two and one half to five years, from families of students and employees of Seattle University, and supplements the University's community program by also serving children from families within the surrounding Central City community.

The Counseling Center offers personal and vocational counseling for all students focused on developing self-awareness, and improving individual communication skills and interpersonal relationships. Counseling is available to students with personal problems and to help each person derive the maximum benefit from their University career. Tests of vocational interest are offered. Counseling services are confidential and do not become a part of the student's academic record.

The International Student Adviser is the campus liaison for all students from abroad. It provides a "home base" for these students, facilitating the assimilation of the International students into the University community.

The Minority Student Affairs office serves the personal, academic and cultural needs of the ethnic minority students attending the University, coordinating activities of such student groups as the Native American Club, the Black Student Union, Kapatiran and the Rainbow Coalition.

Student Health Center

Students enrolled for 9 or more credit hours qualify to participate in University health services, 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. Insurance may be purchased at registration.

University Sports

Seattle University is a member of the National Association of Intercollegiate Athletics and the Association of Intercollegiate Athletics for Women. The University competes in soccer, basketball, baseball and tennis for men, and volleyball, basketball, gymnastics, and tennis for women. The University places a high priority on its intramural and recreation programs, and provides a wide variety of activities indoor, outdoor and off-campus. The Connolly Center serves as the major sports facility for intercollegiate athletics, intramurals, recreation and physical education. A three acre field complex provides outdoor facilities for soccer, flag football, softball, and jogging. University Sports offers opportunities for students of all ages and skill levels.

COSTS—GENERAL INFORMATION

Tuition Payment 1982-83

Payment of tuition and fees includes library and health service fees, student newspaper, student organization allotments, building fund, and admission to athletic events. After a student registers for a course, the University has committed a space in each course for each student. It is the student's responsibility to pay for all fees in full whether the student attended the course(s) or not. Fees are due and payable on or before the "classes begin" date of the calendar published on page two of this bulletin unless the student has formally withdrawn prior to that date. Payments made after that date are subject to the late registration and refund policies.

Failure to pay in full all tuition and fees of any quarter or session may result in a hold on the student's transcript and may prevent registration in subsequent quarters.

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

Tuition Rates 1982-83

Undergraduate courses: Fall, Winter,	
Spring	\$105.00 per credit hour
Military Science 301, 302, 303,	
401, 402, 403	\$ 28.00 per credit hour
Masters degree programs	
Business	\$143.00 per credit hour
Public Administration	\$121.00 per credit hour
Psychology	\$121.00 per credit hour
Rehabilitation	\$115.00 per credit hour
Education	\$105.00 per credit hour
Educational Specialist	\$105.00 per credit hour
CORPUS	\$105.00 per credit hour
Transportation Engineering ...	\$121.00 per credit hour
Software Engineering	\$143.00 per credit hour
Doctor of Education	\$146.00 per credit hour
Certificate Programs	
Alcohol Studies	\$ 75.00 per credit hour
Rehabilitation	\$105.00 per credit hour
CORPUS	\$105.00 per credit hour
Transportation Engineering ...	\$121.00 per credit hour
Health Information	\$105.00 per credit hour
Human Resources	\$105.00 per credit hour
Auditors tuition	\$ 33.00 per credit hour
A tuition prepayment of \$100.00 is required of all new undergraduate students admitted for Fall quarter. This prepayment will apply toward tuition and is not refundable if the student decides after May 1 not to enroll at the University.	

Late Registration 1982-83

Late registration fees of \$8 per day to a maximum of \$80 are charged if tuition and fees are not paid in full as of the date classes begin noted on the calendar on page two of this bulletin. Late registration fees shall apply to all checks not honored by banks and returned to Seattle University.

Family Tuition Plan 1982-83

Two or more members of a family living in the same household and dependent upon a common support and attending the University concurrently may apply for a tuition discount. Further information on the Family Tuition Plan can be obtained from the Financial Aid Office.

Laboratory Fees 1982-83

Sciences Laboratory courses	
Allied Health, Biology, Chemistry, Physics	\$22.00
Computer Laboratory	
Business 500; Health Information Services 475,	
491; Mathematics 213, 214; Psychology 390	\$22.00
Education 330, 528, 547	\$17.00
Physical Education and Recreation 120,	
124, 131, 135, 146, 155	\$11.00
Engineering Laboratory courses	\$22.00
Health Information 401, 402, 403, 440, 441, 476 ...	\$22.00
Nursing 205, 312	\$17.00
Nursing 206, 335, 337, 341, 409, 433	
(per credit hour)	\$10.00
Psychology 381	\$17.00
Psychology 402	\$22.00

Refunds 1982-83

Withdrawals (full or partial)	
2-10 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 days from the first class day of the term until the official date of withdrawal or reduction in class load occurs. The official date is considered to be the date the student submits the withdrawal or change form to the Registrar. A refund to a financial aid recipient is applied first to the student's financial aid source(s) and the balance, if any, is remitted to the student. Financial aid recipients will, therefore, in all likelihood, not receive refunds.

If the tuition and/or fees have not yet been paid, the portion normally not refunded is due and payable together with late fees. Failure to pay the non-refundable tuition and fees may result in transcript holds and may prevent registration in subsequent quarters.

Fees — Non-Refundable 1982-83

Application, undergraduate and graduate	\$15.00
(must accompany application form)	
Application, transient students	\$15.00
Late registration, \$8 per day	(maximum \$80)
Matriculation, undergraduate and graduate	\$35.00
Credit by examination (per credit hour)	\$33.00
Validation of field experience (per credit hour)	\$27.00
Removal of incomplete (per course)	\$10.00
Graduation, undergraduate (per degree)	\$30.00
Graduation, graduate (per degree)	\$55.00
Graduate fees are due at the time of application for graduation, and graduation forms will be released only upon presentation of a receipt.	
Certificate fee	\$20.00
Thesis binding	\$30.00
International student fee (per quarter)	\$10.00
Cytotechnology internship (per credit hour)	\$5.00
NLN achievement examination	\$2.00
Parking (per quarter)	\$18.00

Residence Charges 1982-83

Room and Board (per academic year)	\$2,493.00*
Deposit (refundable)	\$85.00
(Private room, additional \$220 per quarter)	\$220.00

*Based upon 19 meals per week. Other options are also available. Further information can be obtained through the office of the Director of Resident Student Services.



FINANCIAL AID

New and continuing graduate students may apply for financial aid to meet their educational expenses. The Financial Aid information contained in this bulletin is the most up-to-date information available at the time of printing. For the current eligibility requirements, please contact the Financial Aid Office.

Non-Need Based Financial Aid

Guaranteed Student Loan (GSL)

Guaranteed Student Loan (GSL) is a long-term, need-based loan arranged with a lender selected by the student. Commercial banks, credit unions, and savings and loan associations are possible lenders. Such loans are guaranteed by the Washington Student Loan Guarantee Association, who will repay the loan if the student defaults.

Students applying for Guaranteed Student Loans must qualify on the basis of financial need. If the family's adjusted gross income, in the case of dependent students, or the student's adjusted gross income, in the case of self-sufficient students, is \$30,000 or less, the student is assumed to have financial need for the loan, and is entitled to borrow up to the annual loan limit, assuming this does not exceed the student's budgeted educational costs, combined with other financial aid. If the family's or student's adjusted gross income is greater than \$30,000, the student's financial need for the loan will be determined through the use of the College Scholarship Service's Financial Aid Form. The determination of financial need for the loan will be made by Seattle University and affirmed on the student's Guaranteed Student Loan Application form.

Annual loan limits are \$2500 for undergraduate students and \$5000 for graduate students. Students may borrow up to \$12,500 for their undergraduate years. Graduate and professional students may borrow \$25,000 for their undergraduate and graduate education.

All GSL's received after October 1, 1981 will be charged a 5% loan origination fee by the lender. An amount equal to 5% of the student's Guaranteed Student Loan will be withheld by the lender to offset the interest charged on the student's loan while the student is enrolled with the exception of the 5% origination fee. The student does not have to pay any other interest charges while enrolled as a full-time student.

Repayment of the loan begins six months after the student ceases to be a half-time student.

Interest rate for the Guaranteed Student Loan is 9% for any new student borrower. Students with outstanding GSL's prior to January 1, 1981 may continue to borrow at the 7% interest rate. However, students are required to repay the loan at a minimum of at least \$50 per month. Early application for the Guaranteed Student Loan is advised, since processing of the loan may take from six to eight weeks.

Plus Loans

This program will provide a vehicle for both independent undergraduate students and graduate or professional students to secure education loans when additional funding is required. Like the Guaranteed Student Loans program, these loans are arranged with a lender selected by the student. Commercial banks, credit unions, and savings and loan associations are possible lenders. Borrowers under the Plus Program are required to repay the lender the full amount borrowed plus interest. Interest rate on Plus Loans is 14%. Borrowers must begin repayment of the loan within 60 days after the loan is disbursed. For additional information including annual loan limits, contact the Financial Aid Office.

National Direct Student Loan, the College Work-Study Program and the Washington State Work-Study Program require the student to submit the Financial Aid Form (FAF) to the College Scholarship Service in Berkeley, California.

Need Based Financial Aid

The Financial Aid Form is used to determine the expected student and/or family contribution. Once this expected student and/or family contribution is determined, the Financial Aid Office will attempt to supplement that amount with financial aid so that the total cost of the student's education can be met from three sources; the student and/or the family, and financial aid.

The National Direct Student Loan Program (NDSL) is a long-term, low interest rate (5%) loan based on financial need. Eligible students may borrow a total of \$12,000 for their combined undergraduate and graduate education. Repayment begins six months after the student ceases to be at least a half-time student. The NDSL also includes limited deferment and forgiveness features and payment may extend 10 years.

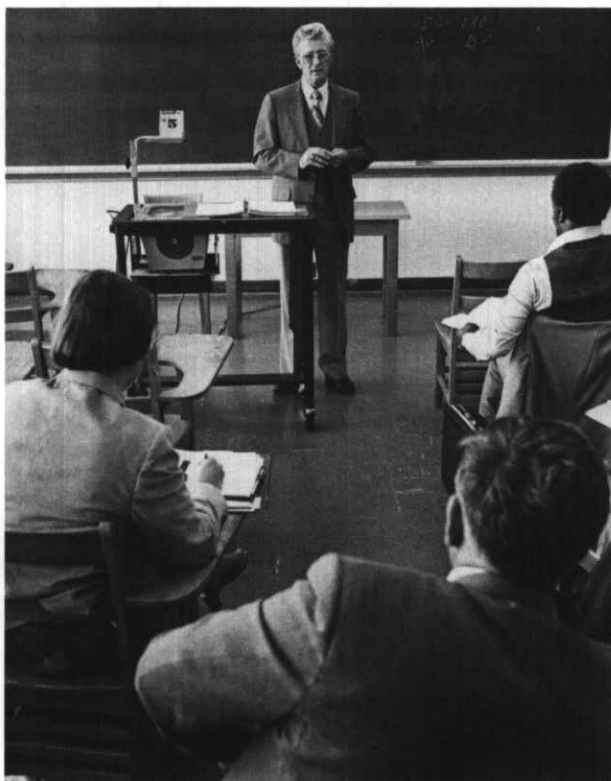
The Federal College Work-Study Program allows students to earn funds by working part-time on or off campus. Earnings are limited to the student's eligibility established under the need formula.

The Washington State Work-Study Program enables students to earn funds by working part-time in jobs with employers other than Seattle University. 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 assists all students seeking employment including those who establish work-study eligibility.

While applications for financial aid are encouraged anytime, students who have all their documents submitted to the Financial Aid Office by March 1, 1982 will be considered first for the funds that will be available for the academic year starting in September, 1982.

A family discount program is available to graduate students who have more than one student (dependent or same household) registered concurrently at Seattle University.



Graduate School

Marylou Wyse, Ph.D., Dean

Graduate studies directed toward the master's degree were first offered at Seattle University in 1910 in a division of its College of Arts and Sciences. In 1935, graduate courses became an integral part of the University's teacher education program. As the demand for specialization increased, additional graduate programs were developed. In 1976, the first doctoral program was implemented and in 1980 the educational specialist degree was approved.

Objectives

Graduate School programs endeavor to offer advanced in-depth education to individuals seeking specialized knowledge and skills in a particular field. Graduate students are encouraged to further develop speaking and writing competencies, and to enhance high level thinking abilities including application and synthesis. Expertise in the examination of ethical and value-laden issues in various fields is an important component of graduate education at Seattle University.

Efforts are made to stimulate participants' curiosity and provide the investigative skills needed to seek answers to challenging questions. It is hoped that individuals who complete graduate programs will have developed personal and professional qualifications that will contribute to the improvement of their field and to the betterment of those whom they serve.

Organization

The Dean of the Graduate School and the Graduate Council are responsible for administration of the Graduate School and

supervision of all programs leading to the master's, specialist, and doctoral degrees. 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.

Admission Requirements

Admission to a 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 or its fair equivalent is required in the same department or area 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 program admission requirements consult the appropriate sections of this bulletin.

The Master of Pastoral Ministry Degree is granted only to those who have completed the certificate in Pastoral Ministry. For other requirements, see section on Pastoral Ministry.

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 specific time limit. When all conditions have been fulfilled the department may recommend that the student be advanced to regular graduate status.

The Dean of the Graduate School reserves the right to request test scores and other supplementary data. Such data will ordinarily be expected of students submitting non-traditional transcripts.

International students must meet the admission requirements outlined on the international student application form as well as any specific graduate program admission stipulations.

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.

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 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 authority 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 Vice President for Academic Affairs and/or Registrar.

Graduate 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, educational specialist or doctoral degree. Graduate students are admitted as regular, probationary or visiting. A student admitted on probation must demonstrate graduate quality within the time frame specified by the program. A visiting graduate student may take graduate courses for one or two quarters 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 and the Graduate Dean.

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.

Attendance Requirement

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

Classification of Students

5th year—	post baccalaureate students not seeking an advanced degree
Graduate—	post baccalaureate students admitted to Graduate School for a master's, educational specialist or doctorate degree program
Transients—	non-matriculated students registering for one or two quarters only. Also includes:

Auditors—registered for audit only, not for regularly graded credit

Visiting Graduate Students — Bona fide graduate students in a program in another institution registering for one or two quarters only

Course Numbering System

The course numbering system at Seattle University is as follows:

- 100 to 199 are freshman courses
- 200 to 299 are sophomore courses
- 300 to 399 are junior courses
- 400 to 499 are senior and fifth year courses
- 500 and above are graduate courses—graduate standing required to register for courses numbered 500 or above.

Concurrent Enrollment at Two Colleges

University regulations require students to seek written permission to be enrolled at another institution simultaneously with enrollment here. Credits completed at a second institution are not transferable unless prior to enrolling elsewhere a petition authorizing dual enrollment is approved by the program chair/director and Graduate Dean.

Graduate Grading System

In order to graduate, a student must have maintained a 3.0 (B) cumulative grade average based on the following scale.

A	4.0 quality points
B	3.0 quality points
C	2.0 quality points
D	1.0 quality points
E	0 quality points

A graduate student must repeat a required graduate course if a D grade is received and may repeat a graduate C graded course once. The grade received the second time will be used in computing the gpa for graduation; the original grade, however, will remain on the record.

Other Grading Symbols

I Incomplete—A temporary grade assigned at the discretion of the instructor when a student who has been making satisfactory progress is forced to discontinue a class within the last two weeks of a quarter because of illness or other serious circumstances. The student, whether currently enrolled or not, has until six weeks after the beginning of the next quarter, excluding summer quarter, to complete what work remains to fulfill the course requirements.

M Missing—symbol used on grade reports to inform student that grade has not been received from instructor.

N No Grade—a suspended grade for courses in which work is not scheduled for completion until after the quarter closes, i.e. thesis or research courses at the graduate level. It is the responsibility of the student to arrange with the supervising instructor to remove the N within one calendar year of the quarter the grade is assigned, per the schedule given below. Once the closing date has passed, re-registration and payment of regular tuition is required in order to obtain credit for the work completed.

N Grades Received	Must be Removed Before
Summer term	August of the following calendar year
Fall term	December 1 of the following calendar year
Winter term	March 1 of the following calendar year
Spring term	May 1 of the following calendar year

NC No Credit—assigned when a student is unable to complete a course usually graded S or when a student fails to officially withdraw from a course.

S Satisfactory—a satisfactory grade which may be given for thesis and research, independent study, off-campus courses, field experience type courses and in non-credit courses.

W Withdrawal—official withdrawal

Y Audit—course for which no credit is given.

YW Audit Withdrawal—registered but did not attend through end of course.

Grade Reports

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

Readmission

Students who have been absent from Seattle University for one or more quarters, excluding summer, and students who have attended another school since withdrawing from Seattle University are required to fill out an application for readmission form. A re-entering student who has attended another school since withdrawal from Seattle University must arrange for two copies of his/her transcript to be submitted to the Registrar before application for admission can be considered.

Records

As required by federal legislation, Seattle University has a policy on the rights of students to privacy of their educational records and access to the information on file. This policy is published annually in the student newspaper. Student directory information will be published by the University unless a student requests it not be released in writing to the Registrar by the fifth day of any term. Records policy includes the right of the University to place a hold against the transcript of a student with a financial obligation and to deny re-registration until all debts owed the University have been paid. The full policy statement including right of appeal may be obtained from the Registrar.

Registration

Newly admitted students must present themselves at the University for registration on the date specified in the calendar or elsewhere. Procedures for the registration of continuing graduate students can be found in the class schedule published each quarter.

A late registration fee is charged beginning the second class day and no registrations are permitted after the fifth class day. Students registering late are held responsible for absences thus incurred.

No person may attend any University course for which he/she has not registered.

Registration Changes

Students are held accountable for completion of every course for which they register. If it is necessary to drop or add a course or to otherwise change a program of study, the student must obtain a change of course form, present it to the adviser for approval, and return the completed form to the Registrar within the specified time limit. No course may be added or changed after the fifth day of class. A student who drops or changes courses without following this procedure is ineligible for tuition refund and will be assigned a grade of NC.

Transcripts

Students may obtain official transcripts from the Registrar's office. No official transcript will be sent for students with a financial obligation to the University.

Seattle University will not issue a transcript to any third party unless the student or graduate files a written request with the Registrar and supplies the name and address.

Letters of recommendation or copies of transcripts should be requested at least one week before they are required. Transcripts cannot be issued during the period of registration, examinations, or commencement.

The University does not hold itself responsible for any error on a transcript which is not brought to the attention of the Registrar within six months of the closing date of the quarter in which the error occurred.

Transfer within the University

To transfer from one graduate program within the University to another the student must pick up the appropriate form, obtain approvals from present and future department chairs and file the completed form with the Registrar.

Withdrawal

The Registrar's office must be officially notified when a student withdraws from one or more courses. The withdrawal card is obtained from the Registrar and presented to the adviser, instructor, dean and Registrar in that order for approval and signature. In an emergency, notification of withdrawal may be made by telephoning the dean of the school or Registrar.

The official withdrawal is completed only when the approved card is presented to the Registrar within the specified time limit. A grade of W will be allowed until the eighth last class day of the quarter.

Degree Requirements

Admission to Candidacy

Application for admission to candidacy for a master's or educational specialist degree must be filed after the student has completed 20 credits in courses applicable to the graduate

program of the department, with a grade average of no less than B in these courses. Consult the Doctoral program section of this Bulletin for information on Doctoral Candidacy

General Requirements

Official Commencement Exercises are held once a year in June. Students completing course requirements at the close of summer, fall or winter quarter will receive diplomas at the succeeding Commencement. All responsibility for fulfilling the requirements for graduation rests with the individual student.

The candidate for the master's degree must present a minimum of 45 credits beyond the bachelor's degree. He/she must satisfy any additional requirements imposed by the major department and the Graduate School. For those candidates who already have earned a master's degree in a related area requirements for a second master's degree may be reduced up to 10 credits on recommendation of the program chair. Some programs may require additional course work.

All work must be of distinctly advanced character but, with the approval of the department and the Graduate Dean. Up to 20 credits may be earned in courses numbered 300 to 499, if the subjects are suitable to the student's program.

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

For educational specialist and doctoral degree requirements consult those program sections in the Bulletin.

Most programs require the candidate to pass a comprehensive examination in the major field of study. This examination shall be written and/or oral at the judgment of the department and the approval of the Graduate Council. A "B" average is required for work done toward an advanced degree.

The Master's 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 submitted to the Graduate 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.

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

All requirements for the master's, educational specialist 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. Thus, a student beginning Fall Quarter, 1982 would be expected to complete all degree requirements by Fall 1988. The Graduate School alone has the power to recommend a candidate for a master's, educational specialist or doctor's degree.

Transfer Credit

At the master's/educational specialist level a maximum of 10 credits may be transferred from another accredited institution if they are earned with a grade of "A" or "B"; fall within the six year limitation, and are approved by the department and the Graduate Dean. Transfer credits for the doctoral program are specified in that program section of this Bulletin.

Application For a Certificate

Application for a certificate must be made at the office of the Registrar within the first four weeks of the student's last quarter in a certificate program. A receipt for the certificate fee must be presented before the Registrar may issue the application forms.

Application for a Degree

Application for a degree must be made at the Office of the Registrar within the period indicated in the University calendar or other official publications. Candidates for a degree normally file applications during the quarter preceding their final registration. A receipt for the graduation fee must be presented before the Registrar may issue the application forms.

Degree Requirements

As a general rule, students are required to meet degree program requirements in effect at the time of their matriculation.

Degrees Offered

Graduate Degrees offered by the University are:

ARTS AND SCIENCES

Master of Arts—Rehabilitation
Master of Arts—Psychology
Master of Ministry (summer only)
Master of Pastoral Ministry
Master of Religious Education (summer only)

BUSINESS

Master of Business Administration

EDUCATION

Master of Arts in Education
Master of Counseling
Master of Education
Educational Specialist
Doctor of Education

PUBLIC SERVICE

Master of Public Administration

SCIENCE AND ENGINEERING

Master of Software Engineering
Master of Transportation Engineering



College of Arts and Sciences

William F. LeRoux, S.J., S.T.D., Dean

Master of Arts in Psychology

Georg Kunz, Ph.D., Chairman

Degree Offered

Master of Arts

Objectives and General Description

With an emphasis on Existential-Phenomenological Psychology, this degree is designed to offer students an interdisciplinary program focusing on the qualitative, experiential study of psychological events in the context of life. By laying the foundations for a therapeutic attitude, the program would prepare students to enter the helping professions, and/or to study further the psychological world. It is humanistic in that it intends to deepen the appreciation for the human condition by rigorous reflection on immediate psychological experiences and on the wisdom accumulated by the long tradition of the humanities. It is phenomenological in that it develops an attitude of openness and wonder toward psychological reality without holding theoretical pre-judgments, in order to better pay attention to *what* and *how* one experiences; that is, to psychological phenomena as they present themselves. It is therapeutic in that it focuses on the psychological conditions that help people deal with the difficulties of life.

Admission Requirements

- Bachelor's degree including statistics, scientific research methods, a course in the area of clinical psychology, and ordinarily the equivalent of a minor in psychology.
- GPA: 3.00 minimum.
- Three letters of recommendation.
- An autobiographical essay including information on the applicant's present and future interests in Psychology.
- An interview, either in person or by telephone, will be asked of those applicants who have reached the final screening.
- In most cases, prior to acceptance, some experience in the areas of applied psychology, or in the human services.
- All admission requirements, except interviews, ordinarily to be completed by February 1.
- Write to Psychology department for more details.

Degree Requirements

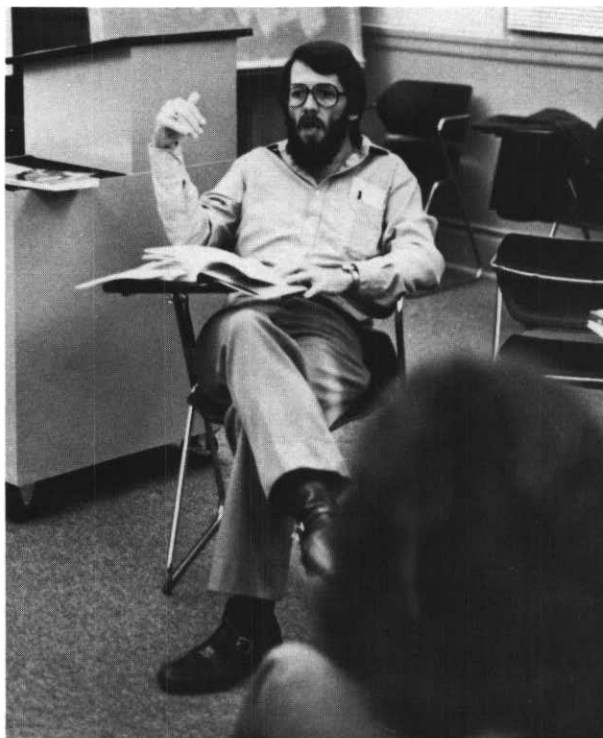
Fifty-five credit hours which consist of 42 credits in 14 academic courses, 12 credits for 400 hours of practicum experience, and 1 credit for an integration paper. This is a full time program; students are expected to carry at least nine credits each quarter.

Graduate Courses

- | | | |
|----------------|--|------------------|
| Psy 501 | Phenomenology of the Face | 3 credits |
| | Introduction to existential-phenomenological philosophy and psychology as foundational for therapeutic practice. Reflection on the presence of the other person. Psychology as a hermeneutic science which studies what is presented as that which reveals the concealed. Permission of instructor. | |
| Psy 503 | Assessment I (majors only) | 3 credits |
| Psy 513 | Assessment II (majors only) | 3 credits |
| | Process of assessment of personality and of the person's lived-world represented by diagnostic categories as a point of departure for the understanding of that person. | |
| Psy 505 | Seminar on Desperate Styles | 3 credits |
| | Selected pathological modes of existence, e.g., schizophrenia, or depression, or mania, including metaphysical questions, theoretical descriptions of etiology, phenomenological reflection on empirical data and qualitative experiential descriptions, and typical therapeutic approaches. Permission of instructor. | |
| Psy 511 | Growing Up In Families | 3 credits |
| | Development of the person as situated within the delicate balance between familial heritage and individual freedom. Phenomenological reflection on autobiographical data, a model for family studies, on "good family life," and on pathogenic families. Permission of instructor. | |
| Psy 515 | Identity In Community: Group Therapy (majors only) | 3 credits |
| | Study and experiencing of the group situation, primarily viewed as a social microcosm which can serve as a context for therapeutic change, simultaneous with the reflection on the foundational and interdependent notions of existential separateness and identity as rooted in dialogue in community. | |
| Psy 521 | Psychology, Imagination, and Culture | 3 credits |
| | Imagination as embodied in cultural expressions in order to know the psyche and the transformative power of beauty and myth. Psychological imagining as a mode of research. Permission of instructor. | |
| Psy 522 | Societies, Cultures, Selves: The Notion of the Person and Therapies in History | 3 credits |
| | Sociocultural examination of changing concepts of ego, self, in- | |

dividual, person, pathologies and therapeutics within changing societal and cultural structures in major historical eras. East and West, up through the present day. Permission of Instructor.

- Psy 523 Perspectives of Psychotherapy (majors only) 3 credits**
Exploration of a variety of writers as well as our own everyday experiences to comprehend the models used to describe the psychotherapeutic process and personal change.
- Psy 531 Psychological Physiology 3 credits**
A course aimed at reclaiming the body for a distinctly psychological understanding by exploring the metaphor of mechanism and by studying the body through other metaphors. Topics may include: emotion, experienced physical diseases, dying, aging, genetic and biochemical aspects of madness, hysteria, and hypochondria. Permission of instructor.
- Psy 533 Therapeutic Communication (majors only) 3 credits**
Principal focus on the therapeutic process of listening to, understanding, and responding to another. Techniques such as role playing, observation of others, tape recording. Beginning demonstration of principles and specifics of the interview process.
- Psy 535 Phenomenology of Therapeutic Change 3 credits**
Examination of implicit assumptions and values inherent in different models and definitions of positive psychological change in various forms of therapy; comparison with changes in everyday life. Emphasis on the rationale and implementation of phenomenological research methods. Permission of instructor.
- Psy 541 The World of the Clinic 3 credits**
Discussion and analysis of practical and ethical issues in clinical intervention, politics of mental health, limits of responsibility, dilemmas of therapists, and issues in supervision. Permission of instructor.
- Psy 543 Basic Practicum in Therapeutic Psychology I 6 credits**
Psy 544 Basic Practicum in Therapeutic Psychology II 6 credits
Minimum 200 hours each of on-site supervised practicum experience in agencies providing psychological service; weekly group case consultation with two faculty as well as individual consultation. (majors only)
- Psy 551 Hermeneutics: Interpretive Foundations of Non-Behavioral Psychology 3 credits**
Philosophical study for practical decision-making in therapeutic practice; how the person reveals and constitutes meaning in space and time; analysis of protocol procedures and personal material; reflection on the philosophical ground of this activity in understanding and anticipating care of pathological styles of experience and behavior. Permission of instructor.
- Psy 555 Seminar in Humanities as Therapeutics 3 credits**
Immersion in cultural and symbolic expression such as history, philosophy, religion, art, music, literature, and mythology as preparation for therapeutic work. Interdisciplinary with humanities/fine arts faculty. Permission of instructor.
- Psy 563 Integration Paper (majors only) 1 credit**
Completion of a written work on a chosen theme that integrates academic course work and practicum experience.
- Psy 591 Special Topics 1-3 credits**
Psy 592 Special Topics 1-3 credits
Psy 593 Special Topics 1-3 credits
- Psy 596 Independent Study 1-3 credits**
Psy 597 Independent Study 1-3 credits
Psy 598 Independent Study 1-3 credits
A student may take up to 6 credits of upper level undergraduate or graduate courses as a substitute for the listed courses, with approval.



Master of Arts in Rehabilitation

John K. Thompson, Ph.D., Chairman

Program Mission

The mission of the Masters Program in Rehabilitation is to provide quality counselor education to improve the skills of the rehabilitation professionals delivering services to disabled clients in various rehabilitation settings.

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) to fulfill the need of the professional 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.

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, 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 are emphasized. Special attention is given to counseling methods utilized in the student's area of interest. Furthermore, each student will select electives in his/her area of interest.

General Program Requirements

Each student is responsible for knowing the academic regulations and requirements set forth in this Graduate Bulletin and for revisions of same. This is a 59 credit program.

A 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) Rehabilitation core; B) Specific Options; C) General Options; and D) Electives.

Degree Offered

Master of Arts in Rehabilitation
Accredited by Council on Rehabilitation Education

Admission Requirements

- Bachelor's degree from 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.

A. Rehabilitation Core Courses

RHB 500	Principles of Rehabilitation
RHB 501	Psycho-Social Aspects of Disability
RHB 503	Seminar on Medical Issues in Rehabilitation
RHB 504	Seminar on Job Placement
RHB 505	Vocational Diagnosis
RHB 510	Rehabilitation Counseling Process
RHB 530	Practicum in Rehabilitation
RHB 531	Practicum in Rehabilitation
RHB 532	Practicum in Rehabilitation
RHB 580	Internship in Rehabilitation
ED 500	Introduction to Graduate Research

B. Specific Options

RHB 418	Independent Living
RHB 513	Intelligence Testing
RHB 518	Rehabilitation Counseling of Minorities
RHB 519	The Disabled Rehabilitation Counselor
RHB 493	Independent Living

C. General Options

RHB 420	Law and the Disabled
RHB 425	Grief Work in Rehabilitation
RHB 520	Group Process in Rehabilitation
RHB 525	Rehabilitation Administration

D. Electives (Nine Credits)

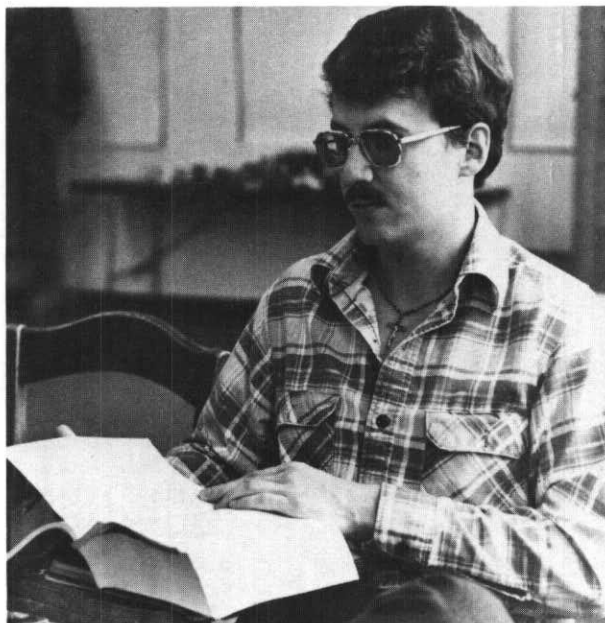
The courses chosen must reflect relevance to the student's area of interest in rehabilitation. Courses in Alcohol Studies may be chosen up to a total of 14 credits, which constitutes a specialty program.



A) Rehabilitation Core Courses

Rhb 418	Independent Living	3 credits
	Review of Independent Living legislation for the disabled; study of the vital areas of independent living, including housing, transportation, attendant care, activities of daily living, social and recreational activities. Exposure to detailed training with selected disability groups.	
Rhb 420	Law and The Disabled	3 credits
	A survey of laws and litigation affecting disabled persons.	
Rhb 425	Grief Work in Rehabilitation	3 credits
	Loss and the grieving process as they relate to illness, disability, and dying.	
Rhb 500	Principles of Rehabilitation	5 credits
	Integration of history, philosophy and practice; trends in services to various disability groups; community resources.	
Rhb 501	Psycho/Social Aspects of Disability	3 credits
	Psychological, sociological and behavior issues, including stress, depression, hostility, boredom and pain; psychopathology and treatment modalities.	
Rhb 503	Seminar on Medical Issues in Rehabilitation	1 or 3 credits
	Use of medical consultants in counseling; referral sources, evaluation procedures; specific medical conditions as they relate to vocational adjustment.	
Rhb 504	Seminar on Job Placement	1 or 3 credits
	Emphasis on job analysis, development and engineering; placement techniques; occupational information.	
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 513 Intelligence Testing** 3 credits
Theoretical and practical approaches to intelligence testing.
- Rhb 518 Rehabilitation Counseling of Minorities** 3 credits
Special considerations of disabled people of various ethnic/minority populations.
- Rhb 519 The Disabled Rehabilitation Counselor** 3 credits
A study of various disabling conditions and how they affect the functions of a Rehabilitation counselor.
- 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 525 Rehabilitation Administration** 3 credits
Principles of supervision and management; fiscal and case management as it applies to a variety of health and rehabilitation facilities.
- Rhb 530 Practicum in Rehabilitation** 3 credits
Counseling experience applying the principles of rehabilitation; the student works part-time in a rehabilitative agency (one hour of individual supervision per two hours of practicum experience).
- Rhb 531 Practicum in Rehabilitation** 3 credits
- Rhb 532 Practicum in Rehabilitation** 3 credits
- Rhb 580 Internship in Rehabilitation** 1-6 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.
- 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

Richard H. Ahler, S.J., S.T.D., Chairman

Degrees Offered

Master of Pastoral Ministry
Master of Ministry (summer only)
Master of Religious Education (summer only)
Certificate in Pastoral Ministry

SUMORE Program

Master of Ministry

Master of Religious Education

Gary L. Chamberlain, Ph.D., Director

Margaret Lead, S.N.J.M., Program Coordinator

SUMORE is a graduate program designed to assist lay people, religious and priests achieve a high level of competence in the evolving ministries of the Christian churches. Both degrees are structured around a common core of courses including scripture, foundational theology, the social sciences, counseling, applied theology and professional training. Electives are offered in a number of specialized areas of ministry such as youth, young adult, adult family and social justice ministry, liturgy, spirituality and pastoral counseling.

Admission Requirements

A Bachelor of Arts or Science 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

49 credits of course work completed over three eight-week summer sessions with adequate graduate achievement; all core subjects required; final comprehensive synthesis; a 3 credit practicum research thesis. All degree work must be completed within six years of the initial summer.

SUMORE 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; problems associated with the learning, living and transmission of the Christian message.
- Rs 505 Sacramental Theology** 3 credits
Use of the conceptual model of religious belonging, and its application by Christianity; deeper understanding of sacrament from historical perspective as well as the experience of living in a faith community.
- 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 emphatic responding, developing basics for community support system.
- Rs 507 Communication Workshop: Conflict Resolution** 2 credits
Applying interpersonal communication skills to conflicts within ourselves and between us and others, dealing with fear, ignorance, frustration and violence, alternatives to manipulation and creative alternatives for conflict management.
- Rs 508 Communication Workshop: Communications and Processes** 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.
- Rs 510 Theology of the New Testament** 3 credits
The nature of revelation inspiration; historical backgrounds of the writers, unifying hermeneutical principles for New Testament exegesis.
- Rs 513 Foundations of Pastoral Ministry** 3 credits
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 514 Foundations of Religious Education** 3 credits
An examination of the various philosophies and current approaches to religious education. An exploration of the relationships between human learning, religious education and the Church's ministry.
- Rs 515 Prayer and Worship** 2 credits
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.
- Rs 516 Adult Religious Education** 3 credits
An examination of group process in relation to adult learning and a development of skills in writing learning objectives and designing and facilitating group learning experiences.
- Rs 517 Adult Religious Learning** 3 credits
An examination of religious and psycho-social development of adults at various stages and of educational models and strategies to serve the faith development of adults.
- Rs 521 Youth Ministry: Theory and Practice** 3 credits
An examination of the evangelization and catechesis of adolescents and an identification of and practice in skills needed to motivate and enable youth and adults to minister to each other.

- Rs 522 Youth and Young Adult Religious Development** 3 credits
A study of youth and young adult religious and psycho-social development and of education models and strategies to serve this development.
- Rs 525 Religious Perspectives in Sociology** 3 credits
An exploration of contemporary sociological theory and its implications for understanding the religious development of individuals, and belief traditions, particularly the Catholic cultural tradition.
- Rs 526 Principles and Practice of Elementary Religious Education** 3 credits
A study of principles guiding the Christian nurturing process of the young, of appropriate religious content and of the roles of family and catechist.
- Rs 527 Sacramental Catechesis: Elementary** 2 credits
An exploration of the pedagogy of sacraments in light of contemporary sacramental theology and present insight into the catechetical process.
- 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.
- Rs 536 Principles and Practice of Social Justice Ministry** 3 credits
A Christian understanding of justice and peace and an examination of various dimensions of action, political, economic, cultural and religious.
- Rs 540 Christian Self-Image** 2 credits
An analysis of the development and ongoing clarification of our self-image as it is dynamically influenced by conscience, the presence of God and Christian community.
- Rs 541 Christology** 3 credits
A survey of theological reflection on Jesus of Nazareth from biblical, patristic, conciliar, scholastic and contemporary sources.
- Rs 545 The Church as Historically Developing Community** 3 credits
Biblical, historical and theological reflections on the meaning of the Church aimed at a deeper understanding and living of its reality.
- Rs 551 Spiritual Direction** 2 credits
A basic course in the practice of spiritual direction designed for those interested either in receiving or in moving toward giving such direction.
- Rs 552 Pastoral Counseling** 2-3 credits
Rs 553 Pastoral Counseling 2-3 credits
An experiential approach to learning basic skills in effective counseling considered in relationship to the role of ministers and pastoral concerns.
- Rs 556 Moral Theology** 3 credits
A basic course in Christian moral principles and the process of responsible decision making, emphasizing the role of ministerial persons as guides.
- Rs 557 Theology and Catechesis** 3 credits
The development of a contemporary perspective toward both theology and catechesis to assist religious educators in bridging these disciplines as teachers and ministers of the Christian faith.

Rs 558	Spirituality and Ministry	2 credits
	An examination of the meaning and sources of Christian spirituality and of the relationship between and integration of spirituality and ministry.	
Rs 560	Practicum in Religious Education 1	2 credits
Rs 561	Practicum in Religious Education 2	2 credits
Rs 562	Practicum in Religious Education 3	3-4 credits
	Basic skills for organizing, planning and finding direction for the religious educator with the assistance of a local supervisor.	
Rs 563	Practicum in Pastoral Ministry 1	2 credits
Rs 564	Practicum in Pastoral Ministry 2	2 credits
Rs 565	Practicum in Pastoral Ministry 3	3-4 credits
	Basic skills for organizing, planning and finding direction for the pastoral minister with the assistance of a local supervisor.	
Rs 569	Administration for Church Professionals	2 credits
	An examination of administrative style, planning, organizing, directing and evaluating through practical experience and administrative theory.	
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	Graduate Project	3 credits
Rs 585	Directed Readings in Pastoral Ministry	2-5 credits
Rs 586	Directed Readings in Religious Education	2-5 credits
Rs 590	Special Topics	1-6 credits
Rs 591	Special Topics	1-6 credits
Rs 592	Special Topics	1-6 credits
Rs 596	Independent Study	1-5 credits
Rs 597	Independent Research	2-5 credits
Rs 598	Independent Study	2-5 credits



CORPUS Program

Margaret Lead, S.N.J.M., Therese Randolph, R.S.M.,
Leo Stanford, Ph.D., Co-Directors

Master of Pastoral Ministry Certificate in Pastoral Ministry

CORPUS is a 9 month (September-June) program of pastoral ministry formation and training combining theology, reflection, human skills development and supervised field education. It is designed for men and women who are making a transition in ministries or entering ministry for the first time, or for those seeking a development of present knowledge and skills or wanting an integration of spirituality and ministry.

Admission Requirements

A Bachelor of Arts degree or equivalent; at least 2 years experience in some form of ministry, apostolic activity or Church service; personal interview; letter of recommendation.

For Certificate

Successful completion of the CORPUS Program which includes: A total of 39 quarter 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 6 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.



Corpus Graduate Courses

Rsm 513	Intra-Personal Workshop	4 credits
	An assessment of individual ministerial qualities and 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	Planning for Ministry	4 credits
	A variety of special topics for both professional and personal planning for ministry including change agent skills; organizational assessment, design and development; re-entry planning and personal maintenance.	
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. May be repeated to a maximum of three credits.	
Rsm 521	Supervised Field Education	3 credits
Rsm 522	Supervised Field Education	3 credits
Rsm 523	Supervised Field Education	3 credits
Rsm 531	Theology of the New Testament	2 credits
	The nature of revelation and inspiration; the process of NT composition and the means to recover its message; historical backgrounds of the communities and theologies of the writers.	
Rsm 532	Ecclesiology and Ministry	2 credits
	Study of the mission of the church, past, present and future; the implications this history has for the meaning and practice of the ministry.	
Rsm 533	Contemporary Theological Issues	2 credits
	The relationship of traditional formulations and current developments in doctrinal areas, i.e., God, Jesus, the human person, grace, sin, redemption, to the pastoral situation today.	
Rsm 534	Sacramental Theology	2 credits
	New Testament foundations; historical development in theology and practice; particular attention to celebration of the faith community.	
Rsm 535	Christian Ethics	2 credits
	The foundations and methodology of Christian moral theology. Includes theories of moral development, and attention to specific ethical issues of sexuality and justice.	
Rsm 536	Contemporary Values and Belief	2 credits
	A study of the major influences in today's culture—sociological, economic, political, technological, psychological; the mission of the church within this society.	
Rsm 537	Prayer and Worship	1 credit
	A theoretical base and experiential understanding of both the celebrations of the christian community and models of personal prayer.	
Rsm 587	Master's Project	3 credits
Rsm 588	Master's Project	3 credits
Rsm 591	Special Topics	1-6 credits
Rsm 592	Special Topics	1-6 credits
Rsm 593	Special Topics	1-6 credits
Rsm 596	Independent Study	1-6 credits
Rsm 597	Independent Study	1-6 credits
Rsm 598	Independent Study	1-6 credits



Albers School of Business

John D. Eshelman, Ph.D., Dean
Merwyn A. Bogue, Jr., M.Ed., Assistant Dean

Department Chairpersons

Accounting and Legal Environment:

Gerald L. Cleveland, Ph.D.

Administration:

Harriet B. Stephenson, Ph.D.

Economics:

Hildegard Hendrickson, Ph.D.

Gleed Professor of Marketing:

David L. Kurtz, Ph.D.

Rainier National Bank Professor of Finance:

Hildegard Hendrickson, Ph.D.

Degrees Offered

Master of Business Administration (evening classes only).

Admission Requirements

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

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.

Graduate Courses

Bus 500 Computer Programming 1 credit

Computer Programming: fundamentals of flow charting and programming to aid the student in problem solving and research.

Bus 501 Business Statistics 3 credits

Business applications of basic statistics, probability concepts, probability distributions, expectations, sampling, estimation, hypothesis testing, index numbers, time series analysis, forecasting techniques and 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

Objectives of American legal system, its structure and procedures, dynamics of courts and regulatory commissions. Relationship of law to social change and preservation of society's values: Emphasis on legal analysis.

Bus 506 Economic Analysis 3 credits

Functioning of mixed market economy. Determinants of aggregate level of income, employment and prices. Forecasting and policy analysis, international aspects.

Bus 507 Organization Behavior 3 credits

Administration process with emphasis on organizational behavior. Basic contributions of social science to the study and practice of management. Analysis of sociopsychological theory and research, decision making, group structure, dynamics and leadership.

Bus 508 Production and Operations Management 3 credits

Survey of the system analysis, design and operating techniques for manufacturing and service organizations, topics in facility location, linear programming, inventory control, work measurement, forecasting techniques, scheduling, quality control and network analysis. 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 Partnerships 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 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

Nature, structure and processes of management control systems; organization structure, organization objectives, key economic variables, and performance analysis in both profit and not-for-profit organizations. Prerequisite: Bus 530.

Bus 533 Contemporary Accounting Issues 3 credits

Examination of the role of accounting in society; essentials of accounting concepts; and the relationship of accounting with other disciplines—economics, law, mathematics, information systems, communication theory and behavioral sciences. Prerequisite: Bus 530.

Bus 534 Seminar in Accounting 3 credits

Topics in accounting with emphasis on areas of interest to seminar participants. Such topics as development of accounting principles, audit responsibility, international accounting, governmental accounting, information systems, human resource accounting, and regulatory agencies' impact upon accounting. Prerequisite: Bus 530, and permission.

Bus 539 Research in Accounting 3 credits

Prerequisite: Bus 534 and permission of adviser.

Bus 540 Managerial Finance 3 credits

Cases in business finance that develop students' skill for identifying problems, acquiring relevant actual 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. Prerequisites: Bus 501, 508.
- Bus 561 Survey of Quantitative Methods** 3 credits
Survey of management science techniques used for business decisions. Decision theory, various mathematical programming techniques, network models and simulation. Prerequisite: Bus 501, 508.
- Bus 562 Advanced Statistical Analysis** 3 credits
Fundamentals of sampling, analysis of variance, non-parametric methods, multivariate and non-linear regression models, ad-vanced time series analysis. Prerequisite: Bus 501, 508
- Bus 563 Quantative Decision Analysis** 3 credits
Topics in quantitative methods/management science. Prerequisite: Bus 561 or 562.
- Bus 564 Operations Analysis** 3 credits
Systems analysis techniques including simulation. Prerequisite: Bus 561 or 562.
- 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.

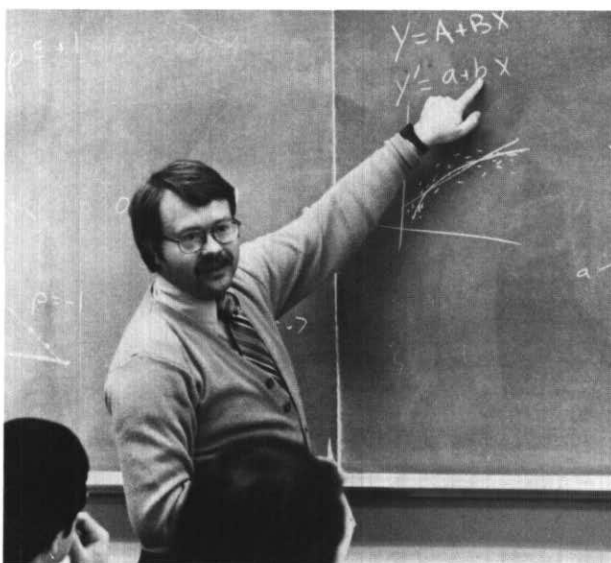
- Bus 571 Government Finance** 3 credits
Revenues, expenditures and debts of federal, state and local governments; economic theories; constitutional limitations; government finance as means for social reform. Prerequisite: Bus 506.
- Bus 572 Contemporary Labor Management Issues** 3 credits
Course identifies major issues that currently confront today's labor and business leaders. Purpose is to familiarize the student with discernable trends in the labor-management dialogue and to understand the rationale behind those trends. Scope of course will cover both national and local issues. Prerequisites: Bus 506, 570 or permission.
- Bus 574 Advanced Managerial Economics** 3 credits
Application to 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
Bases for ethical relationships among economic agents in a mixed market economy. Responsibilities on both sides of such relationships are examined: employer and employee; firm and customer, competitors, stockholder, dealers and suppliers, unions, local communities, and government.
- Bus 578 Legal Influences on Business** 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 Organization Structure and Theory** 3 credits
Conceptual understanding of organization structure and functioning. Examination of various forces operating in an organization. Studies from various disciplines to understand the organizational functional and dysfunctional aspects. 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 585 Management of Change 3 credits

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, life styles and 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 591 Special Topics 1-3 credits

Bus 592 Special Topics 1-3 credits

Bus 593 Special Topics 1-3 credits

Prerequisite: Permission of adviser.

Bus 595 Business Policy 3 credits

Policy problems faced by chief administrative officers. 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). Builds upon the Core. Prerequisites: Foundation, management core courses and permission.

Bus 596 Independent Study 1-3 credits

Bus 597 Independent Study 1-3 credits

Bus 598 Independent Study 1-3 credits

Prerequisite: Permission of adviser.



School of Education

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

Department Chairpersons

Counselor Preparation:

R. Michael O'Connor, Ph.D., Chairperson

Curriculum and Instruction:

Margaret M. Haggerty, Ph.D., Chairperson

Doctoral Studies in Educational Leadership:

John A. Morford, Ed.D., Chairperson

Educational Administration and Special Programs:

Robert E. Lowery, Ed.D., Chairperson

Physical Education and Recreation:

Joseph T. Page, Ph.D., Chairperson

Teacher Education:

Charles F. Cardinell, Ph.D., Chairperson

Degrees Offered

Master of Arts in Education

Master of Counseling

Master of Education

Educational Specialist

Doctor of Education

Special Certification Programs

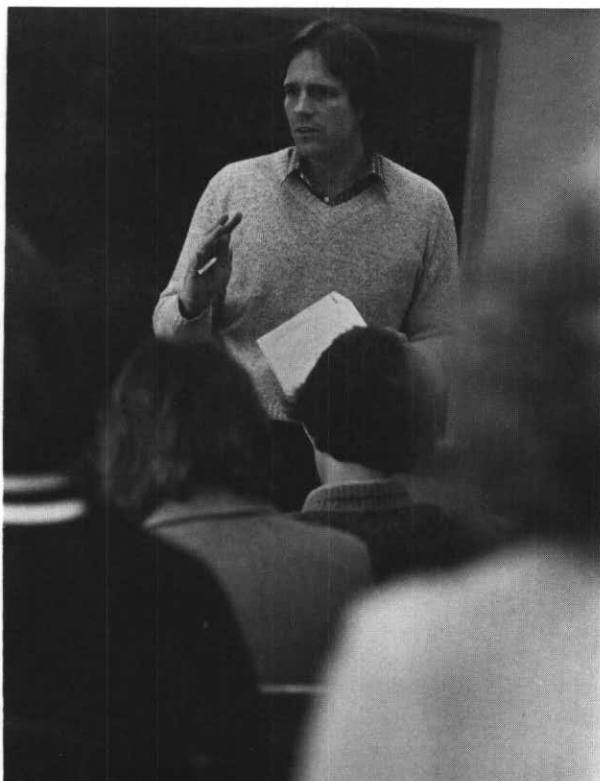
A number of programs may be taken in addition to or separately from degree requirements:

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

- Elementary teaching initial certification.
- Secondary teaching initial certification.
- Montessori teaching certification.

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

- Continuing certification (fifth-year); may be either a non-degree program or combined with a master's degree.
- Initial principal's credential
Requirements for the principal's credential include: completion of requirements for an initial or continuing teacher certificate; completion of a master's degree of which at least thirty quarter hours of graduate level work are in the approved program for preparing principals; completion of an internship at the grade level(s) for which the certificate will be endorsed; and at least three years of certificated service in a K-12 setting with one



year of classroom teaching experience at the appropriate level. Acceptance in Graduate School is a prerequisite.

- c) Continuing principal's credential
Candidates for the continuing principal's credential must have the initial principal's credential, have completed 12 credits or their equivalent of applicable study since receiving the initial credential, have completed three years of experience as a principal, vice principal, or assistant principal. For detailed programs and instructions, consult the Chairperson, Department of Educational Administration and Special Programs.
- d) School counselor's certification
These certification programs also are commonly combined with the master's degree in counseling described below. See the Chairperson, Department of Counselor Preparation for details.
- e) Initial Program Administrator's credential
Requirements for the Program Administrator's credential include: completion of requirements for an initial or continuing teacher certificate; completion of a master's degree in a subject matter field or ESA specialization; completion of at least three years of certificated experience in a K-12 setting; completion of state and program generic standards and competencies. Acceptance in Graduate School is a prerequisite. See the Chairperson, Department of Curriculum and Instruction, for detailed programs and instructions.
- f) Continuing Program Administrator's credential
Candidates for the continuing Program Administrator's credential must have the initial program administrator's credential, have completed 15 credits or their equivalent of applicable study since receiving the initial credential (at least six of these credits must be taken after the completion of one year of service as a Program Administrator), have completed three years of experience as a Program Administrator, and complete the approved program, meeting all state and program generic standards and competencies. See the Chairperson, Department of Curriculum and Instruction for detailed programs and instructions.
- g) Superintendent's certification
Initial or continuing school superintendent's certificates may be earned by students enrolled in the Department of Doctoral Studies in Educational Leadership. See the Chairperson of that department for details.
- h) Montessori teaching certification.

Master's Degree Programs — Note special sections of bulletin for Educational Specialist and Doctoral Degree requirement

At the master's level the School of Education offers M.Ed., M.A. and M.C. degrees. The following majors are available:

Curriculum and Instruction—for those planning a career as professional teachers, as instructional leaders, program administrators, or curriculum specialists. This flexible program permits a variety of specializations, e.g., reading specialist, learning disabilities, special education, elementary or secondary education, and Montessori education, early education and gifted education.

Administration—designed for those desiring to qualify for leadership positions such as principalships, school business administration, adult education, vocational and technical education, physical education and recreational organizations, and other supervisory positions.

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

In addition to graduate degree programs the School of Education offers post-bachelor and fifth year programs leading to initial or continuing teaching certificates and post-masters programs designed to upgrade in-service educators and lead to principal, program administrators, or counselor credentials.

Several other masters programs are available at Seattle University outside the School of Education including Religious Education, Business and Public Service. Educators wishing to combine some course from graduate fields offered by Seattle University along with selected professional education courses pursue the major in Curriculum and Instruction or Educational Administration which permits such 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 Non-business School Administration or Curriculum and Instruction majors, academic background equivalent to that required for a teaching certificate is necessary.
3. For 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 upon submission of test scores and recommendations. Those accepted on probation must remove all conditions of probation before completing more than 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 the 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) Recommendation of your on-the-job supervisor. (We will request this from your supervisor.)
 - c) Recommendation of your major program Adviser.
 - d) 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 a least 48 credits; M.A. candidates must complete at least 45 credits, including either a three credit project or a 10 credit thesis. Master of Counseling candidates must complete at least 60 credits.
 - 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; (Special rules apply to 400-level credit);
 - 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 initial or continuing 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.) See Associate dean for details.

Department of Educational Administration and Special Programs

Robert E. Lowery, Ed.D., Chairperson

Masters Program in Educational Administration

Typical Programs

School Administration

Required Courses:

1. Ed 500 — Introduction to Research and Graduate Studies
2. One of: Ed 501 — Philosophy of Education
Ed 503 — Comparative Education

3. One of: Ed 522 — Child Psychology-Learning
Ed 523 — Adolescent Psychology-Learning

Administration Core Courses:

4. Ed 507 — Principles of Educational Law
5. Ed 536 — Supervision of Instruction
6. Ed 540 — Fundamentals of Curriculum Development
7. Ed 580 — Special Topics in School Administration
8. Ed 581 — Fundamentals of Administration
9. Ed 583 — School Finance
10. Ed 586 — Professional Personnel
11. Ed 590 — Administrative Internship I
12. Ed 591 — Administrative Internship II
13. 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 504 — Evaluation of Educational Programs
- Ed 510 — Fundamental Counseling Skills
- Ed 541 — Curriculum Trends and Issues
- Ed 572 — Foundations in Adult Education
- Ed 580 — Administration Problem Seminar
- Ed 584 — Washington School Law
- Ed 587 — Community Relations
- Ed 596 — Administrative Graduate Project
- Ed 597 — Independent Study in Educational Administration

School Business Administration

Required Courses:

- Ed 500 — Introduction to Graduate Study
- Bus 581 or Ed 501 or 503 — Foundation Study
- Ed 596 — Graduate Field Project
- Bus 507 or Ed 581 — Organization and Administration
- Ed 593 — School Business Office
- Ed 594 — Facilities, Transportation, Food Services
- Ed 595 — Critical Programs, Bargaining
- Ed 590, 591, 592 — Internship

Nine (9) Credits From Among:

- Ed 507 — Principles of Educational Law
- Ed 583 — School Finance
- Ed 586 — Professional Personnel
- Ed 587 — Community Relations
- Ed 588 — Professional Communications

Six (6) Credits From Among:

- Bus 501 — Business Statistics
- Bus 502 — Financial Accounting
- Bus 503 — Corporate Financial Accounting
- Bus 530 — Management Accounting
- Bus 531 — Management Control Systems
- Bus 560 — Management Information Systems
- Bus 580 — Organizational Structure and Theory

Administration of Physical Education and Recreational Organizations

See program description listed under Department of Physical Education and Recreation.

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 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.

Department of Counselor Preparation

R. Michael O'Connor, Ph.D., Chairperson

Masters Program In Counseling

Typical Program — General Counseling 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 — Counseling Graduate Project
Ed 564-5 — Counseling Internship I and II

Typical Electives:

Ed 517 — Group Counseling
PE 484 — The Drug Scene
Ed 515 — Multicultures
Ed 522 — Child Psychology-Learning

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

School Counseling

In addition to the required and typical major courses shown above those preparing for state school counselling certification must include the following in their programs:

Ed 424 — Introduction to Learning Disabilities
Ed 509 — Developmental School Counseling
Ed 517 — Group Counseling
Ed 522 or 523 — Child or Adolescent Psych/Learning

Career-Vocational Counseling

Those wishing a specialization in career-vocational counseling should also include the following in their programs:

Ed 516 — Psychology of Careers
Ed 493 — Philosophy of Vocational Education
Ed 574 — Administration of Adult Education Programs
Ed 576 — Occupational Analysis
Ed 567 — Seminar in On the Job Training

Community Agency Counseling (60 cr. M.C.)

Required Courses:

Same as previously stated for all Counseling specializations.

Typical Major Courses:

Ed 512 — Counseling and Informational Services
Ed 513 — Counseling Theories
Ed 517 — Group Counseling
Ed 518 — Group Counseling Practicum
Ed 522 or 523 — Child or Adolescent Psychology
Ed 527 — Tests and Measurements 1
Ed 528 — Tests and Measurements 2
Ed 551 — Counseling Practicum
Ed 554 — Diagnosis and Assessment for Community Agency Counselors
Ed 558 — Community Agency Practices
Ed 560 — Family Counseling
Ed 564, 565, 566 — Counseling Internship 1, 2, 3

Typical Electives:

Alc 400 — Alcoholism Survey
Psy 415 — Adv. Psychopathology
Rhb 491 — Grief Work in Rehabilitation

Department of Curriculum and Instruction

Margaret M. Haggerty, Ph.D., Chairperson
John Chatten-McNichols, Ph.D., Coordinator of Montessori Teacher Education
Bonnie Jean Denoon, Ph.D., Coordinator of Special Education
Mary C. Pirrung, M.A., Coordinator of Reading

Masters Program in Curriculum and Instruction

Typical Program

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 540 — Fundamentals of Curriculum Development
4. **One** of: Ed 522 — Child Psychology-Learning
Ed 523 — Adolescent Psychology-Learning
5. **One** of: Ed 424 — Introduction to Learning Disabilities
Ed 425 — Psychology of the Exceptional Child
Ed 524 — Seminar in Behavior Disorders

Typical Major Courses:

Ed 530 — Practicum in Curriculum Design
Ed 536 — Supervision of Instruction
Ed 537 — Curriculum Independent Study
Ed 541 — Curriculum Trends and Issues
Ed 538 — Program Administrator Internship
Ed 539 — Curriculum Graduate Project

Electives: (approximately 18 hours)

- Specialty areas such as curriculum and instruction, reading, learning disabilities, special education, elementary and secondary education, and Montessori education.
- Courses from other Graduate Education majors: Administration, Adult Education, Counseling.
- An academic area such as English, foreign language, history, business, physical education. Courses must be 400 level or above.

Reading Resource Specialist (21 hours)

Required courses: Same as previously stated for all specializations within the Department of Curriculum and Instruction.

Typical Major Courses:

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

Two of the three following courses:

Ed 428 — Language Development
Ed 531 — Individualizing Reading Instruction
Ed 543 — Corrective Techniques in the Teaching of Reading

The above program leads to Washington State Certification as a Reading Resource Specialist. Member of Chinook Program Unit.

Special Education

Required courses: Same as previously stated for all specializations within the Department of Curriculum and Instruction.

Learning Disabilities/Behavior Disorders (21 hours)

Ed 428 — Language Development
Ed 510 — Fundamental Counseling Skills
Ed 524 — Seminar in Behavior Disorders
Ed 543 — Corrective Techniques in the Teaching of Reading
Ed 547 — Diagnosis and Prescription
Ed 552 — Learning Disability Special Methods
Ed 555 — Practicum
Ed 556 — Class Management

Ed 424 and 425 or their equivalent are prerequisites to this program.

Comprehensive Special Education (27 hours)

Ed 428 — Language Development
Ed 510 — Fundamental Counseling Skills
Ed 524 — Seminar in Behavior Disorders
Ed 546 — Seminar in Mental Retardation
Ed 547 — Diagnosis and Prescription
Ed 552 — Learning Disability — Special Methods
Ed 543 — Corrective Techniques in the Teaching of Reading
Ed 545 — Special Methods in Mental Retardation
Ed 556 — Class Management
Ed 555 — Practicum

Ed 424, 425 and 426 or their equivalents are prerequisites to this program.

Montessori: Teacher Education (20 hours)

Required courses: Same as previously stated for all specializations within the Department of Curriculum and Instruction.

Typical Major Courses:

Ed 434 — Montessori Language Arts
Ed 435 — Montessori Mathematics
Ed 437 — Comparative and Observational Study of Early Education
Ed 442 — Montessori Geography and Science

A. Early Education (15 credits)

Ed 424 — Introduction to Learning Disabilities
Ed 437 — Comparative and Observational Study of Early Education
Ed 431 — Early Education and Child development
Ed 436 — Early Education Practicum
Ed 534 — Seminar in Reading

B. Gifted Education (15 credits)

Ed 450 — Gifted Education: Introduction
Ed 451 — Gifted Education: Workshop I
Ed 452 — Gifted Education: Workshop II
Ed 550 — Gifted Education: Creativity and Productive Thinking
Ed 553 — Gifted Education: Methods for Exceptionality

Program Administrator

Applicants for initial certification as Program Administrators in the specialties of Curriculum and Supervision, Reading, Special Education, or Montessori must complete the following course of study and meet the related competencies.

Required Courses:

Same as previously stated for all specializations within the Department of Curriculum and Instruction and, additionally, the following courses:

Ed 538 — Program Administrator Internship
Ed 581 — Fundamentals of Administration
One of: Ed 583 — School Finance
Ed 507 — Principles of Educational Law

Educational Specialist (Ed.S.) Degree in Educational Diagnostics/School Psychology

(90 hours post bachelor's — 45 hours post master's)

This degree program is designed for the practicing special education teacher, counselor, or school psychologist who seeks continued theoretical and experiential growth but who does not necessarily wish to pursue the doctorate.

Students entering with master's degrees other than special education, counseling, or school psychology must expect to take course work to make up the deficiencies.

At the time of initial enrollment a student will review previous course work with an adviser to plan a program meeting certificate competency requirements. A specific program will be designed to meet the student's particular needs.

The Educational Specialist Degree is considered a terminal degree and not normally a step toward the doctorate. In special circumstances course work associated with a specialist program may be taken into account in designing a plan of study for the doctorate within current university policy. However, students are advised that all courses **will not** automatically apply directly to a doctoral program.

Admission Information

Admission Standards: (minimum for consideration)

1. Positive recommendations for specialist study from:
 - a. Previous degree major adviser
 - b. Immediate supervisor on the job
2. **One** of the following test scores for advisement:
 - a. GRE **or**
 - b. MAT
3. One year successful educational experience
4. A personal interview with at least one Seattle University faculty member within first 15 credits
5. A 2.75 GPA in bachelor's degree program **or** a 3.25 GPA in master's degree program for students admitted post master's.

Components of the Program — 90 credits post bachelor's degree

- | | |
|---------------------------------|---------------|
| 1. Required Foundation Courses | 15-21 credits |
| 2. Special Education Courses | 18-24 credits |
| 3. Individual and Group Testing | 15-18 credits |
| 4. Counseling | 9-12 credits |
| 5. Internship and Practicum | 9-15 credits |

Department of Doctoral Studies in Educational Leadership

John A. Morford, Ed.D., Chairperson

Seattle University offers a three-year, 90 credit post master's 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 courses, internships, projects, and independent studies oriented toward the specific needs of each student.

Individual programs of study may include earning state principal's, program administrator's or superintendent's certificates.

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 verbal plus quantitative 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 SU faculty members

For details on admission procedures please call 626-5826 and obtain a packet of materials.

Residency

Full time residency is not required; however 32 credits must be completed in the first 13 months including Ed 600, 601, and 604. The program is designed for completion within three years by those continuing in leadership positions. While a full time residency is not required, students ordinarily must live within

commuting distance of campus. 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 three years, added doctoral project credit registration is required; 2 credits in the fourth year and 3 credits every quarter in the fifth and succeeding years, through the quarter in which all degree requirements have been completed. As long as a student is active in the program, enrollment every quarter is required either in regular courses or Ed 649, Doctoral Enrollment. 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 Post Master's degree

1. **Ed Leadership major** (required) = 27 credits
 - a. Ed 600 — Workshop in Ed Leadership 9 credits
 - b. Ed 601, 602, 603 — Seminar in Ed Leadership I, II, III 5 credits each
 - c. Ed 604 — Workshop in Organizational Development and Change 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 at the graduate level the following courses or equivalents must be included: Philosophy of Education, Counseling, Testing, Supervision of Instruction, Curriculum, Finance, Education 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.
 - 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:

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	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 plus Child or Adolescent or Adult 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 qtr. 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. c) Must be "A" or "B" grades.

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 Spring 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.
6. **Superintendent's, Program Administrator's, and Principal's Certification** — Student may earn Washington State certificates as part of their doctoral programs. Further details on requirements for integrating studies toward any of these certificates into a doctoral program are available from the Chairperson of the Department of Doctoral Studies in Educational Leadership.

Education Courses

- Ed 424 Introduction to Learning Disabilities** 3 credits
History and current practices in diagnosis and remediation of learning disabilities.
- Ed 428 Language Development** 3 credits
An introduction to critical features of the developmental processes of receptive and expressive language with consideration of diagnosis, curriculum and method.
- Ed 450 Gifted Education: Introduction** 3 credits
An introduction to gifted education including definition of areas of giftedness, identification, curriculum modes, program organization, parent involvement, attitudes concerning giftedness, evaluation of student performance.
- Ed 451 Gifted Education: Workshop I** 3 credits
Current issues in gifted education including, identification procedures, right brain/left brain research, evaluation of the gifted student and a sharing forum on giftedness. Prerequisite: Ed 450.
- Ed 452 Gifted Education: Workshop II** 3 credits
Curriculum for the gifted including differentiating the curriculum, gifted student and the arts, counseling the gifted student and a sharing forum on giftedness. Prerequisite: Ed 450.
- 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 and related fields. (fall, winter, 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 504 Evaluation of Educational Programs** 3 credits
Formal assessment strategies for educational programs, products and processes, including goals and outcomes. (spring)

- Ed 505 Fundamentals of Research Design** 3 credits
Statistical techniques, research design, measurement and evaluation. Development of skills for critical reading of educational research.
- Ed 506 Educational Statistics** 3 credits
Emphasis on utilizing the computer in solving research problems, practical and theoretical problems in conducting research.
- Ed 507 Principles of Educational Law** 3 credits
Introduction to American legal system and principles affecting education. Emphasis on constitutional, statutory, regulatory, and case precedents applicable nationally to all levels of education. (winter, summer)
- Ed 508 Politics, Policy and Education** 3 credits
Local, state, and federal political structures and processes which influence and in turn are influenced by education policies. Emphasis on use of these systems by practicing educators to achieve goals.
- Ed 509 Developmental School Counseling** 3 credits
Emphasizes expanded role of the school counselor as psychological educator, consultant and systems change agent. Studies models of these functions and promotes application to student's school setting.
- 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 512 Counseling and Informational Sources** 3 credits
Study of vocational development. Exploration of educational, social, vocational and referral sources. Prerequisite Ed 513. (spring, summer)
- Ed 513 Counseling Theories** 3 credits
Theoretical foundations of major counseling approaches with opportunities for in-class practice in simulated counseling interview. Complement to Education 510, 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 Multicultures** 3 credits
Examination of a wide variety of cultures with implications for helping professions.
- Ed 516 Psychology of Careers** 3 credits
In-depth exploration of vocational theories. Familiarization with vocational tests and inventories. (winter)
- 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 in problem solving and processing. Limited enrollment. Formerly Ed 550. Prerequisites: Ed 517.
- Ed 519 Individual Intelligence Testing** 3 credits
Practicum training in administration and interpretation of results of individual intelligence tests. Emphasis on WISC-R and WAIS-R. Prerequisite: Permission of Instructor.

- Ed 520 Projectives and Personality Testing** 3 credits
Administration, scoring and interpretation of individual and group tests designed to analyze personality structure. Prerequisite: Permission of Instructor.
- 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 behavior disordered and/or 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 experience in program/course development. Prerequisite: Ed 540.
- Ed 531 Individualizing Reading Instruction** 3 credits
The history, theory and background of individualized reading; emphasis on the eclectic approach and flexibility in classroom organization.
- Ed 532 Field Practicum in Reading** 6 credits
Supervised field experience in diagnosis and teaching of reading. Prerequisite: Ed 533, 534 or permission of instructor.
- Ed 533 Reading Diagnosis and Evaluation** 3 credits
Diagnosis of reading difficulties; tests, reading inventories, classroom techniques and materials; clinical programs and approaches. (Spring, summer)
- Ed 534 Seminar in Teaching of Reading** 3 credits
Development of reading skills at all levels; examination and evaluation of current reading practices, research and materials. Prerequisite: Ed 336 or 337 or equivalent. (summer)
- Ed 535 Reading in Content Fields** 3 credits
Decoding and vocabulary analysis, comprehension, reading rate, 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.
- Ed 537 Curriculum Independent Study** 1-4 credits
Library research in curriculum. Approximately 30 hours of reading and allied assignments per credit. Reports will include analysis and critical appraisal of materials read. Prerequisite: Permission of adviser. Graduate students only. (fall, winter, spring, summer)
- Ed 538 Program Administrator Internship** 3-9 credits
Supervised field experience in the educational program administrator specialty. Prerequisite: Ed 530 and permission at least one quarter prior to beginning the internship. Required for credential. Graduate students only. (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 adviser.
- Ed 540 Fundamentals of Curriculum Development** 3 credits
Historical, philosophical foundations, principles, types and methods of curriculum development and organization. (fall, summer)
- Ed 541 Curriculum Trends and Issues** 3 credits
Investigation and analysis of changes and trends, including a personal intensive report on some phase of curriculum development.
- Ed 542 Counseling Parents of Exceptional Children** 3 credits
Knowledge and skill in the techniques of counseling adults with special application to the professional and ethical problems of working with parents of exceptional children. Prerequisite: Nine credits in counseling.
- Ed 543 Corrective Techniques in the Teaching of Reading** 3 credits
Identification of components of effective corrective reading programs; description and application of specific methods and materials; evaluation and design of corrective reading approaches. Prerequisite: Ed 533 or 547.
- 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. Prerequisite: Ed 426 or equivalent.
- 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. Prerequisite: Ed 424.
- Ed 548 Education for Handicapped Laws** 3 credits
A study of the major principles involved in PL 94-142 and its interface with 504 and the Washington State Administrative Code relating to the education of exceptional children.
- 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 550 Gifted Education: Creativity and Productive Thinking 3 credits
Identification and assessment to creative abilities and productive thinking skills; instructional designs, teaching methods for creative and productive outcomes; questioning strategies, futurism and gifted student. Prerequisite: Ed 450.

Ed 551 Counseling Practicum 4 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. Prerequisite: Ed 547.

Ed 553 Gifted Education: Methods for Exceptionality 3 credits
Teaching strategies for teachers of gifted education. Prerequisites: Ed 450 and Ed 547.

Ed 554 Diagnosis and Assessment for Community Agency Counselors 3 credits
An introduction to the process of clinical assessment and diagnosis which focuses upon the development of skills necessary for the practitioner to make accurate assessments and diagnoses in his/her clinical work in community counseling agencies.

Ed 555 Practicum: Special Education 3-6 credits
Diagnostic and prescriptive teaching with children who have learning or behavior problems. Laboratory course. Prerequisite: Special Education sequence.

Ed 556 Class Management 3 credits
Critical analysis of management systems such as operant discrimination learning, and environmental control.

Ed 557 Counseling Independent Study 1-3 credits
Intensive reading and field research in a topic agreed on by adviser and student. 30 hours work per credit. Graduate students only. Prerequisite: permission of adviser. (fall, winter, spring, summer)

Ed 558 Community Mental Health Practice 3 credits
An examination of organization, clientele, and functions of community mental health agencies. Focus on clinical assessment, case conceptualization and management. (winter)

Ed 559 Counseling Graduate Project 3 credits
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 560 Family Counseling 3 credits
Demonstration/discussion focusing on dysfunctional families including theoretical and practical applications. (spring)

Ed 561 Special Topics 3 credits
Ed 562 Special Topics 3 credits
Ed 563 Special Topics 3 credits

Ed 564 Counseling Internship 1 4 credits
Ed 565 Counseling Internship 2 4 credits
Ed 566 Counseling Internship 3 3 credits
Supervised experiences in a school or agency. Taken in final two-three quarters of graduate program with permission and application made two quarters earlier. On-campus seminar required first and second quarters. (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. 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 Occupational Analysis and Job Information 3 credits
Job and Task Analysis applied 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 standards and task data banks.

Ed 577 Adult Education Independent Study 1-3 credits
Library research in adult or vocational education. Approximately 30 hours of reading and allied assignments per credit. Reports include analysis and critical appraisal of materials read. Prerequisite: Prospectus 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 Fundamentals of Administration** **3 credits**
Administration theory, style, criteria, responsibilities, process and management by objective. (fall and summer)
- Ed 582 Foundation Study: Service Organizations** **3 credits**
Youth and recreation organizations. History, development, philosophies, purposes, constituency, community involvement, values and ethical systems. (fall and summer)
- Ed 583 School Finance** **3 credits**
Historical development; balanced taxation; school support program; problems and controversies. Graduate students only. (spring, summer)
- Ed 584 Washington School Law** **3 credits**
School laws of Washington based on its constitution, statutes, administrative code, and court precedents. Emphasis on applicability to the K-12 system. Prerequisite: Ed 507. (spring, 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 Professional Personnel** **3 credits**
Selection, assignment, evaluation, competency maintenance; positive personnel climate, rights, responsibilities, grievances and bargaining procedures. (winter and summer)
- Ed 587 Community Relations** **3 credits**
Purposes and media for informing the general public and patrons about programs and needs; roles of professional personnel and administrators. (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. (spring, summer)
- Ed 590 Administrative Internship I** **3 credits**
Ed 591 Administrative Internship II **3 credits**
Ed 592 Administrative Internship III **3 credits**
Supervised experiences in building or program administration. Prerequisites: Course work in administration and permission at least one full quarter prior to start of internship. Required for credentials. Graduate students only. (fall, winter, spring, summer) Graded S—satisfactory, NC—no credit.
- Ed 593 School Business Office** **3 credits**
Legal and procedural factors in school budgeting, expending, accounting, auditing, planning policy, program budgeting and community reporting. (summer)
- Ed 594 Facilities, Transportation and Food Services** **3 credits**
Planning, supervising and maintenance of transportation, food services and plant facilities. Emphasis on effectiveness, attractiveness, safety and health. (spring)
- Ed 595 Administration of Critical Programs and Regulations** **3 credits**
Study of key federal and state agencies that have regulatory relations and reporting requirements. Collective bargaining. (fall)
- Ed 596 Administrative Graduate Project** **3 credits**
Scholarly graduate project designed to improve some aspect of professional assignment. Prerequisites: Graduate core requirements and approval of Coordinator. (fall, winter, spring, summer)
- Ed 597 Administrative Independent Study** **1-3 credits**
Intensive library research. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: Permission of adviser. (fall, winter, spring, summer)
- Ed 598 Administration of Physical Education and Recreational Organizations** **3 credits**
Problem seminars on topics relating to the administration of youth and recreational organizations.
- Ed 599 Thesis** **10 credits**
Contribution to the body of knowledge in the fields of teaching and specialized education. Required of Master of Arts in Education candidates. Prerequisites: Graduate core requirements and approval of preliminary application by the graduate adviser and Graduate Dean.
- 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 **3-5 credits**
Studies of issues and problems in educational leadership. Five credits per academic year are required in each of the first three years with three credits required each year thereafter as long as the student is active in the Ed.D. program.
- Ed 604 Workshop in Organizational Development and Change** **3 credits**
Integrated workshop relating to organizational development, conflict management. 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** **1-9 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. A minimum of nine and a maximum of 20 credits are required for the Ed.D. degree. Quarterly registration will range from 1-14 credits as approved by the adviser.
- Ed 649 Doctoral Enrollment** **0 credits**
Doctoral students, who must maintain continuous enrollment, register for Ed 649 during any quarter in which they are not otherwise registered. Permits validation of student ID.



Physical Education and Recreation

Degrees Offered

Master of Education
Master of Arts in Education

Departmental Requirements

Master's Degree in Educational Administration — Emphasis in Physical Education and Recreation — Graduate study is structured within the area of Educational Administration. A total of 18 credits out of 45 required is devoted to the Physical Education and Recreation area.

Masters Program in Educational Administration with Emphasis in Physical Education and Recreation

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 503 — Comparative Education
3. Ed 581 — Fundamentals of Administration
4. One of — Ed 522 — Child Psychology—Learning
Ed 523 — Adolescent Psychology—Learning

Typical Major Courses:

5. Ed 582 — Foundation Study: Service Organization
6. Ed 586 — Professional Personnel
7. Ed 587 — Community Relations
8. Ed 588 — Professional Communications
9. Ed 589 — Operation and Finance of Youth Organizations
- 10.*Ed 590-1-2 — Internships
- 11.*Ed 596 — Graduate Field Project
- 12.*Ed 598 — Specialized Problems Seminar

*Study and research in these course areas can be oriented toward Physical Education and Recreation.

Physical Education and Recreation Emphasis:

Required Courses

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

Physical Education and Recreation Courses

PE 480 Current Issues in Physical Education and Recreation 3 credits
Trends and factors influencing physical education and other movement-oriented programs; implications for meeting student and community needs in implementing programs in schools, colleges and other public and/or private agencies.

PE 482 Historical Foundations of Physical Education and Recreation 3 credits
Traces the historical development of physical education and recreation 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 Sports 3 credits
A historical sociological and biophysical approach to women in sports 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 and Recreation 3 credits
Organizational patterns 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 and Recreation 3 credits
Selected individual responsibilities with your groups ranging from pre-school to University population. Prerequisite: Permission of instructor.



School of Science and Engineering

Terry J. van der Werff, D.Phil., Dean

Master of Software Engineering

Kyu Y. Lee, Ph.D., Director

Objectives

This program is designed to meet the growing demand for trained software professionals, both technical and managerial. All courses are offered in the evenings to enable the practitioners in the field to participate. The program is constructed to provide students with technical and managerial skills and experience in software development and management. The students will gain an understanding of the software life cycle process, skills associated with managing software projects, managing software personnel, and the acquisition process. Following the course work, students are required to take a three quarter sequence of Software Engineering Laboratory, in which students are teamed in groups to apply what they have learned in class.

Degree Offered

Master of Software Engineering

Admission Requirements

A candidate for admission must have a baccalaureate degree in a quantitative discipline and two years of software engineering. Mathematical maturity and a working knowledge of a block structured language such as ALGOL, PL/I or PASCAL are also desirable.

An applicant should submit the following documents to the Admissions Office before the May 1 deadline for fall admission:

Graduate School Requirements (see elsewhere in this bulletin for details)

1. Application form
2. Official transcripts
3. Application fee

Master of Software Engineering Requirements

4. Graduate Record Examination (GRE) or Graduation Management Admission Test (GMAT) scores.
5. Professional autobiography stating the applicant's relevant experience and professional goals.

Applicants who do not fully meet the qualifications may still be admitted under special circumstances on a probationary basis; students thus admitted must remove the probationary status by satisfactorily completing 12 credit hours.

Academic Program

Requirements for Master of Software Engineering

Minimum requirements for the degree are 45 quarter credit hours at the graduate level, including no more than one foundation course. These are broken into 18 hours of core courses, 18 hours of options (managerial or technical), and nine hours of Software Engineering Laboratory.

Foundation Courses

Courses numbered ESW 500-504 are offered to those students who have not taken similar courses prior to admission. Students must complete this requirement at the earliest possible time and may apply at most one foundation course toward the 45-credit requirement.

Core Courses

Courses ESW 505, 508, 510, 512, 516, and 541 must be taken by all students.

Options

Students in the technical option must take at least 4 courses from the technical area and 2 from the managerial area. ESW 514 is required of all students in the technical option. Those in the managerial option must take at least 4 courses from the managerial area and 2 from the technical area; ESW 531, 533, BUS 507/580 must be included, however. Some of the managerial courses may be taken from the MBA program with the director's approval. BUS 507/580, 531, and 582 are especially recommended.

Software Engineering Laboratory

A three-quarter sequence of Software Engineering Laboratory ESW 585-587 is required of all students. Students are grouped in teams for the development of a medium size software system. They will start with defining a project and go through the entire software cycle. They will specify, design, implement, test, document, and modify a large software system, using the tools and techniques learned in the other courses.

Time Limitation

All requirements for the master's degree must be completed within six years after course work is begun, including any courses approved for transfer.

Typical Program

The Software Engineering curriculum is designed to be flexible so that the students do not have to follow a restricted sequence of courses. A typical student starting in the fall quarter may take the following sequence of courses:

Year 1 Fall: 505, 508/502
Winter: 510, elective/500
Spring: 512, 516/501

Year 2	Technical option	Managerial option
Fall:	514, 541	541, Bus 507/580
Winter:	516, 531	516, 531
Spring:	518, 508	533, 508

Year 3 Fall: 585, elective if needed
Winter: 586, elective if needed
Spring: 587

Graduate Courses

ESW 500 Information Structures and Algorithms 3 credits
Linear lists, linked lists, tree structures, plex structures, graphs, memory management techniques; algorithm design and analysis; analysis of flow charts; file structures; applications to sort/merge/search. Prerequisite: Programming Experience.

ESW 502 Mathematical Foundations of Software Engineering 3 credits
A review course to prepare students on the mathematical foundations used in software engineering. Sets, Boolean Algebra, graphs, networks, first-order predicate calculus.

ESW 505 Introduction to Software Engineering 3 credits
An overview of the field: Technical aspects of requirement definition, software design, development and maintenance. Software life cycle, software tools, and managerial aspects of software engineering. Human aspects of software engineering, current issues and problem areas. Prerequisite: Software Experience.

ESW 508 Technical Communication 3 credits
The role of communication skills in software engineering. Organizing ideas, writing, speaking, structure and content of proposals, reports, manuals, and other project documentation. Lectures and laboratory.

ESW 510 Software Systems Analysis 3 credits
System requirements analysis, systems analysis, analytical tools, specification tools and techniques. Defining objectives, acceptance criteria, measurement mechanisms. Prerequisites: ESW 505.

ESW 512 System Design Methodology 3 credits
Software design methodology, design tools, design evaluation. Abstraction and modularization in design. Prerequisites: ESW 510.

ESW 514 Programming Methodology 3 credits
Transformation of design to code. Program modularity and structure. Theory of testing. Proof of correctness. Prerequisite: ESW 500.

ESW 516 Software Quality Assurance 3 credits
Managerial and technical aspects of verification and validation, testing, and quality assurance. Prerequisite: ESW 512.

ESW 518 Quantitative Software Engineering 3 credits
Quantitative approach to software engineering and management. Metrics to evaluate, control, and estimate software life cycle. Reliability, size and complexity measures and quality metrics. Prerequisite: ESW 512.

ESW 531 Software Management 3 credits
Organizational context of software development. Analysis of life cycle costs. Scheduling and budgeting techniques. Specification and control of standards for products, processes, and equipment. Personnel development and utilization. Prerequisite: ESW 505.

ESW 533 System Procurement, Contract Acquisition, and Administration 3 credits
System procurement methods, methods of acquiring and administering contracts. Cost estimation, contract law fundamentals. Management, planning and control techniques. Prerequisite: ESW 505.

ESW 541 Database Systems 3 credits
Review of database management techniques. Survey of database management systems, their use, cost/benefit/performance tradeoffs. Database architecture, design and implementation aspect of DBMS. Lectures and laboratory. Prerequisites: ESW 500, 501.

ESW 551 Distributed Computing Systems 3 credits
Design and analysis of architecture and software for distributed systems. Fundamentals of data transmission: coding, message formats, and protocols. A survey of existing networks and future trends. Impact of distributed systems to database management systems. Lecture and laboratory. Prerequisites: ESW 500, 501, 505.

ESW 560 Human Factors in Computing 3 credits
Automation of user processes, design of user interfaces, data presentation techniques, and the human-factor aspects of operations and maintenance procedures. Psychology of computer programming. Lectures and laboratory. Prerequisites: ESW 500, 501, 505.

ESW 562 Computer Security and Privacy 3 credits
The technical aspects of data security: encryption techniques, database security, and implementation of protection schemes in operating systems and programming languages. The legal and ethical aspects of security and privacy. Prerequisites: ESW 500, 501, 505.

ESW 564 Computer Graphics 3 credits
Picture generation by computer. Graphics hardware and software systems. Linguistic methods in picture generation and analysis. Lectures and laboratory. Prerequisites: ESW 500, 501.

ESW 566 Real Time Systems 3 credits
Design, implementation, and maintenance of real time systems. Data acquisition systems, process control systems. Interface techniques. Lectures and laboratory. Prerequisites: ESW 500, 501, 505.

ESW 585 Software Engineering Laboratory I 3 credits
ESW 586 Software Engineering Laboratory II 3 credits
ESW 587 Software Engineering Laboratory III 3 credits
A 3-quarter sequence of laboratory activity in which students work in a team environment to specify, design, implement, test, document, and modify a software system, using the tools and techniques discussed in the other courses. Lectures and laboratory. Prerequisites: ESW 500, 501, 508, 516.

ESW 591 Special Topics 1-3 credits
ESW 592 Special Topics 1-3 credits
ESW 593 Special Topics 1-3 credits

ESW 596 Independent Study 1-3 credits
ESW 597 Independent Study 1-3 credits
ESW 598 Independent Study 1-3 credits



Master of Transportation Engineering

Harry Majors, Jr., M.S., Director

Objective

The purpose of this program is to offer a broad perspective of all modes of transportation, recognizing the current panorama of critical issues in moving people and goods under social, political, economic, technological and environmental constraints.

Degree Offered

Master of Transportation Engineering
Certificate in Transportation Engineering

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. Professional experience will be considered where such experience suggests ability to pursue the work and to develop an understanding of new areas of knowledge.

Department Requirements

There are two programs in Transportation Engineering: 1) Master's Degree Program and 2) Certificate Program.

Requirements for Master's Degree in Transportation Engineering

1. Due to the interdisciplinary nature of the transportation field, applicants will have diversified backgrounds. Some applicants may be required to take 400 numbered courses to gain the prerequisite knowledge for certain of the core courses. These are not credited toward the 45 credit degree requirement.
2. Each candidate shall complete 45 credits of course work beyond the bachelor's degree which shall include EML 500, 501, 502, 503, 504, 507, 508, 509, 510, 516, 517, 518, 519 or 520 and 9 elective credits of designated graduate courses in Mechanical Engineering, Business, or Public Administration.

Those students electing EML 519 Engineering Project, will need three electives for the degree. Those electing EML 520 Thesis, will need two electives for the degree.

Requirements for Certificate Program in Transportation Engineering

1. Each candidate for the certificate program shall take 18 credit hours at Seattle University from EML 500, EML 501, EML 502, EML 503, EML 504, EML 507, EML 508, EML 509, EML 510, or 9 elective credits from designated graduate courses in Mechanical Engineering, Business or Public Administration.
2. These courses may be credited toward the degree as long as an average grade of B is maintained.
3. Certain courses may require prerequisite knowledge. This will be determined by the Program Director on an individual basis.
4. There shall be no transfer credit for the certificate.

Typical Program

First Year

Fall Quarter

EML 500 Role of Transportation in Society 3 credits
EML 501 Principles of Transportation Analysis and Planning I 3 credits

Winter Quarter

EML 503 Transportation System Economics and Management 3 credits
EML 502 Principles of Transportation Analysis and Planning II 3 credits

Spring Quarter

EML 504 Transportation and Vehicle Control Systems 3 credits
Elective 3 credits

Second Year

Fall Quarter

EML 510 Energy Utilization, Emissions, and Noise I 3 credits
EML 507 Vehicular Technology I 3 credits
EML 516 Seminar and Lecture Series 2 credits

Winter Quarter

Elective 3 credits
EML 508 Vehicular Technology II 3 credits
EML 517 Seminar and Lecture Series 2 credits

Spring Quarter

Elective 3 credits
EML 509 Vehicular Technology III 3 credits
EML 518 Seminar and Lecture Series 2 credits

Summer Quarter

EML 519 Engineering Project 3 credits
or
EML 520 Thesis 6 credits

Graduate Courses

EML 500 Role of Transportation in Society 3 credits
Overall consideration of transportation. Problems. Projecting trends. Interaction of legal, physical, and energy aspects. Land use and urban development.

EML 501 Principles of Transportation Analysis and Planning I 3 credits
Analytical methods applied to vehicle technology, transportation networks. Analysis of operations. Trade-offs.



EML 502 Principles of Transportation Analysis and Planning II

3 credits

Continuation of EML 501. Systems planning. Models for demand estimation, network stability, and system evaluation using computers. Prerequisite: EML 501.

EML 503 Transportation System Economics and Management

3 credits

Short and long range economics. Engineering design on capital and operating costs. Revenue projections. Break-even. Modal price competition. Capital investment. Competitive designs.

EML 504 Transportation and Vehicle Control Systems

3 credits

Traffic control for air, ship, urban, and automobile transportation. Vehicle control, automated urban systems, computerized freight yards. Simulation techniques. Prerequisite: EML 502.

EML 505 Maintainability and Reliability of Transportation Systems

3 credits

Reliability of current systems. Fault-tree analysis. Inventory control of spare parts. Effect on design. Life cycle costing.

EML 506 Transportation Safety

3 credits

Safety analysis of current systems. Failure and fault-tree analysis. Government guidelines and policies. Legal method applied to transportation issues.

EML 507 Vehicular Technology I

3 credits

General principles— aerodynamics, stability, dynamics, structural design. Propulsion systems and drive systems. Prerequisite: EML 502, EML 504.

EML 508 Vehicular Technology II

3 credits

Vehicle design—suspensions, modules, chassis, interiors, auxiliary power systems. Criteria for energy use in design. Ride quality design. Affect of guideway/roadway topology on vehicle design. (Mission Profile) Prerequisite: EML 507.

EML 509 Vehicular Technology III

3 credits

Evaluation of transportation vehicle systems. State of the art systems: shuttle, offline stations, light rail, long haul. Government, industrial, and energy constraints. Advanced economic evaluation of advanced technology concepts. Prerequisite: EML 508.

EML 510 Energy Utilization, Emissions and Noise I

3 credits

Energy consumption. Vehicular and systems design constraints on conservation. Future energy sources, chemical emissions, atmospheric reactions, pollution, federal regulations.

EML 511 Energy Utilization, Emissions and Noise II

3 credits

Continuation of EML 510. Control of noise. Principles of noise generation, transmission, and measurement. Noise reduction. Federal regulations. Prerequisite: EML 510.

EML 513 Intermodal Transportation Systems Analysis

3 credits

Problems arising from the interaction of systems in modern society and technology. Modeling and simulation. Innovations in moving people and goods from one mode to another.

EML 514 Special Problems in Transportation

3 credits

Special studies under the direction of a faculty member for which academic credit may be granted. By arrangement.

EML 515 Special Problems in Transportation

3 credits

Continuation of EML 514.

EML 516 Seminar and Lecture Series

2 credits

Presentation of current topics by guest speakers and students in the graduate program. Experience in writing, speaking and chairing meetings.

EML 517 Seminar and Lecture Series

2 credits

Continuation of EML 516.

EML 518 Seminar and Lecture Series

2 credits

Continuation of EML 517.

EML 519 Engineering Project

3 credits

Preparation of a written engineering report on some facet of transportation. Oral presentation in seminar.

EML 520 Thesis

6 credits

Research in transportation engineering culminating in the writing of a thesis. Oral presentation in seminar. Prerequisite: Admission to candidacy for the degree Master of Transportation Engineering.

EML 596 Independent Study

1-3 credits

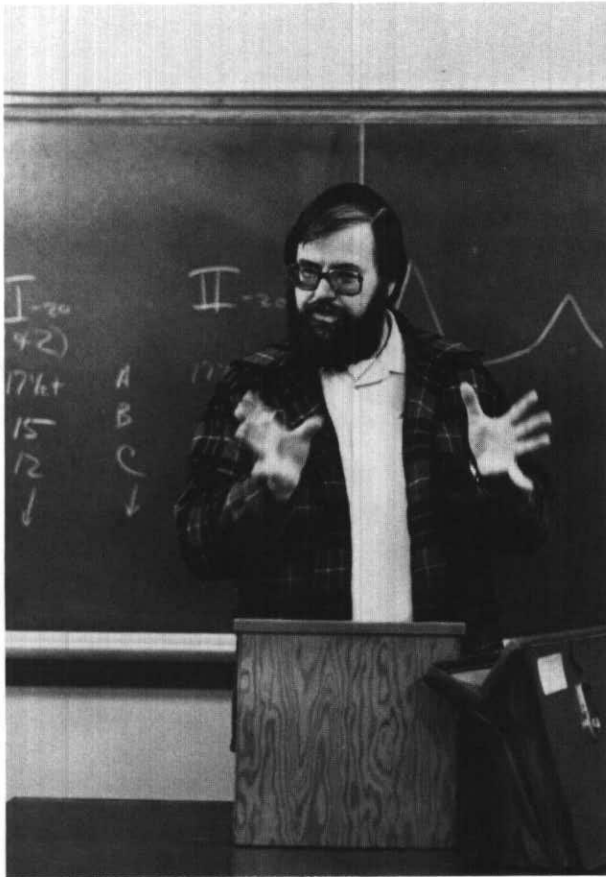
EML 597 Independent Study

1-3 credits

EML 598 Independent Study

1-3 credits





Institute of Public Service

Esther R. Mills, Ph.D., Acting Director

The Institute of Public Service is an interdisciplinary center offering three programs of study: a Master of Public Administration, a Certificate in Human Resources, and a Bachelor of Public Administration (see Undergraduate Bulletin). In addition, the Institute has an active research and community service program.

The Institute's approach to education includes substantial opportunity to apply new knowledge and skills through case studies, program analysis, practica and internships. The academic program is oriented to the working professional as well as to the full-time student; courses are offered only in the late afternoon, the evening, and on weekends.

The Institute emphasizes agency and community involvement as well as traditional and non-traditional education. It has programs oriented to public policy formation and administration, and seminars and workshops on issues of current public concern.

Degrees Offered

Master of Public Administration
Certificate in Human Resources

Admission Requirements

Students seeking admission to graduate studies in public administration should contact the Graduate Admissions officer, Institute of Public Service. A letter of intent and two letters of recommendation are required, as well as transcripts of all post-secondary education.

MPA Degree Requirements

The MPA requires the completion of 45 credits (thesis) or 52 credits (non-thesis). The program includes 21 credits of core courses, 3-6 credits of synthesizing experience, and 18-28 credits of electives. A thesis student takes 6 credits of synthesis and 18 credits of electives; a non-thesis student takes 3 credits of synthesis and 28 of electives. Additionally, all students must complete a non-credit program requirement entitled "Introduction to Graduate Study in Public Administration," offered each fall quarter.

There are six core courses all students take: PUB 501, 505, 515, 550, 571, and 580. Additionally, each student selects a seventh core course from among PUB 510, 537, and 582. The synthesizing experience for thesis students is the thesis itself, offered as the three-course sequence PUB 586-588-589; for non-thesis students, it is the Synthesizing Seminar, PUB 577.

Detailed regulations regarding the MPA are contained in the MPA Policy Memorandum, available to matriculating students through the IPS office. Questions may be addressed to the student services personnel at the Institute or to the department chair or director.

Post-Baccalaureate Certificate in Human Resources Development

The 25 credit Certificate in Human Resources provides basic analytical skills for active and aspiring professionals in public personnel management, labor relations, employment ("manpower") policy, and training and development. Program details are available from the certificate coordinator at the Institute of Public Service.

Student Services

The IPS strives to develop an individual relationship with each student. This begins with the IPS student services personnel and continues with the assigned academic adviser. Classes are small and instructors accessible enough that students may become acquainted with faculty members. Student-faculty interaction also occurs through colloquia, seminars and social events.

Non-traditional Courses

In addition to standard lecture courses, the IPS offers a number of course delivery formats which allow for the accommodation of individual learning and life styles. These include the following:

1. Internships—available after two quarters in residence for students who desire work experience in governmental or non-profit agencies.
2. Seminars—limited-enrollment, in-depth explorations of a topic with a faculty member. For instance, a recent seminar explored the effects of gender upon organizational behavior.
3. Independent study—pursuit of an area of interest under faculty guidance.
4. Practica—these are workshops which focus on such "practical" skills as "life-work planning" and "grantsmanship". They are generally valued at one credit and offered in a one-week-end format.
5. Minicourses—traditional lecture-format classes offered once a month, exploring a topic of current interest. A recent minicourse topic was "Limited Resource Management".

Employment

IPS Personnel and the Career Planning and Placement office of the University will assist students in securing internship and research positions during the academic program and full-time positions upon graduation.

Research and Community Service

The Institute has an active research and community service program which involves interested students. Recent projects include receipt of the 4-year Institutional Grant from the Department of Labor, a community information system grant from the Department of Health, Education and Welfare, a technical Assistance Project to support economic and community development on Seattle's Southwest Capitol Hill, and the design of an evaluation system for an employment and training program consolidation project in Tacoma.

Public Service Courses

- Pub 501 Applied Quantitative Analysis** 3 credits
Basic concepts of descriptive and inferential statistics with emphasis on public sector applications. Graphical and numerical techniques for describing data, estimation, hypothesis testing, regression and correlation. Core.
- 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. Core.
- Pub 510 Intergovernmental Relations** 3 credits
An interdisciplinary examination of the relationships among governmental levels; federal, state, local. Discussion of special purpose and regional configurations. Emphasis on Puget Sound region. Core option.
- Pub 515 Bureaucracy and the Policy Process** 3 credits
Influence of American public bureaucracies upon public policy. Topics include bureaucratic theory, program implementation, control processes, and policy system elements. Core.
- 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.
- Pub 535 Program Evaluation** 3 credits
Methods for evaluating local and national public programs. Program objectives, activities and resources, preparation of research design; development of measurement and data collection instruments; and interpretation of findings.
- Pub 537 Decision-Making Process** 3 credits
Applied comprehensive policy analysis for rational decision-making in a political, value-laden world. Problem definition, objective setting and creative development of alternatives emphasized. Prerequisites: at least two of the following: Pub 515, 550, 571 or 501, or permission.
- Pub 542 Public Personnel Management** 3 credits
Historic, present and future role of personnel functions. Development of civil service, job classification, performance evaluation, current issues, training, and disciplinary procedures.

- Pub 545 Comparative Administration** 3 credits
Description and analysis of organizational structures, personnel practices and policy-making procedures of other nations.
- Pub 550 Planning Process** 3 credits
An overview of planning as a process, a profession and a governmental activity. Planning techniques for analyzing problems, developing alternative solutions, and implementing plans. Core.
- Pub 551 Citizen Participation** 3 credits
Overview of public involvement in policy-making. Discussion of prevalent assumptions and myths about citizen participation. Dimensions of response by public officials to citizen action.
- 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 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. Prerequisite: Basic undergraduate course work in microeconomics. Core.
- Pub 577 Synthesizing Seminar** 3 credits
A rigorous examination of theory and practice, integrating academic aspects of public administration with professional experience through the seminar format. Required of and limited to non-thesis MPA majors.
- Pub 580 Administrative Behavior in Public Organization** 3 credits
Survey in management theory. Scientific management, human relations. Contingency concepts. Organizational leadership and decision-making; organization design, small group influences upon behavior, management of conflict.
- Pub 581 Labor Law and Collective Bargaining** 3 credits
History of organized labor. Practical review of how the National Labor Relations Board functions; mediation and arbitration, strikes and secondary boycott, public service collective bargaining; equal employment laws.
- Pub 582 Organization Communication** 3 credits
Communication processes in organizations: intrapersonal, dyadic, intragroup, intergroup. Techniques for analyzing communication events, case studies, applications, and interpretation. Prerequisites: Pub 515 or 580 or permission.
- Pub 585 Management of Change** 3 credits
A course on the future: forecasting methods, trends, scenarios. Discussions of change processes (diffusion, revolution, attitude change) and methods of responding.
- Pub 586 Thesis Preparation** 1 credit
Project design, mentor assignment, topic approval, research methods. MPA degree candidates only. Must be completed prior to registration for PUB 588 or 589.
- Pub 588 Thesis** 4 credits
Pub 589 Thesis Completion 1 credit
- Pub 591 Special Topics** 1-5 credits
Pub 592 Special Topics 1-5 credits
Pub 593 Special Topics 1-5 credits
- Pub 595 Internships** 1-6 credits
Pub 596 Independent Study 1-5 credits
Pub 597 Independent Study 1-5 credits
Pub 598 Independent Study 1-5 credits



University Administration

William J. Sullivan, S.J., Ph.D., President
Gary A. Zimmerman, Ph.D., Executive Vice President
Gregory F. Lucey, S.J., Ph.D., Vice President for University Relations and Planning
Kenneth R. Nielsen, Ed.D., Vice President for Student Life
Virginia L. Parks, Ph.D., Vice President for Finance and University Treasurer
William Hayes, S.J., M.A., Vice President for Administration and Executive Assistant to the President
Marylou Wyse, Ph.D., Dean, Graduate School
 Acting Vice President for Academic Affairs

Graduate Faculty

Josef C. Afanador, Ed.D., Assistant Professor of Rehabilitation
Richard H. Ahler, S.J., S.T.D., Associate Professor of Theology and Religious Studies
Julian B. Andersen, Ph.D., Associate Professor of Business
Roger E. Blanchette, S.J., M.A., Assistant Professor of Theology and Religious Studies
John P. Burke, Ph.D., Associate Professor of Philosophy
Robert E. Callahan, Ph.D., Assistant Professor of Business
Eugene Carey, Ph.D., Associate Professor of Operations and Systems Area
Frank E. Case, S.J., Ph.D., Assistant Professor of Business
Gary L. Chamberlain, Ph.D., Associate Professor of Theology and Religious Studies
Gerald L. Cleveland, Ph.D., Professor of Business
John P. Chattin-McNichols, Ph.D., Assistant Professor of Education
Constance D. Cooper, Ed.D., Assistant Professor of Education

Robert H. Cousineau, S.J., Docteur, Professor of Philosophy
C. Frederick De Kay, Ph.D., Assistant Professor of Business
Bonnie Jean Denoon, Ph.D., Associate Professor of Education
Khalil (Charles) Dibee, Ph.D., Professor of Finance
Robert J. Egan, S.J., Ph.D., Associate Professor of Theology and Religious Studies

John D. Eshelman, Ph.D., Professor of Economics
Lewis Filler, D.Eng. Sci., Professor of Mechanical Engineering
Linda C. Fitzpatrick, Ph.D., Assistant Professor of Public Service
C. Patrick Fleenor, Ph.D., Associate Professor of Business
Eric C. Frankel, Ph.D., Assistant Professor of Software Engineering

Lane Gerber, Ph.D., Associate Professor of Psychology
Kristen E. Guest, Ph.D., Assistant Professor of Education
Margaret M. Haggerty, Ph.D., Professor of Education
Steen Halling, Ph.D., Assistant Professor of Psychology
Gerald Hampton, Ph.D., Assistant Professor of Marketing
J. Hutchinson Haney, M.S., Assistant Professor of Rehabilitation
John M. Harding, J.D., Assistant Professor of Business
Hildegard R. Hendrickson, Ph.D., Rainier National Bank
 Professor of Finance; Professor of Economics and Finance

David R. Knowles, Ph.D., Assistant Professor of Economics
Robert W. Kugleman, Ph.D., Assistant Professor of Psychology
Georg D. Kunz, Ph.D., Associate Professor of Psychology
David L. Kurtz, Ph.D., Gleed Professor of Marketing
Richard M. Lang, M.A., Assistant Professor of Psychology
Kyu Y. Lee, Ph.D., Associate Professor of Software Engineering
Diane L. Lockwood, Ph.D., Visiting Instructor in Business
Robert E. Lowery, Ed.D., Associate Professor of Education
Reba Y. Lucey, M.Ed., Associate Professor of Physical Education and Recreation

Harry Majors, Jr., M.S., Professor Emeritus
Badiul A. Majumdar, Ph.D., Assistant Professor of Business
Leonard B. Mandelbaum, Ph.D., Associate Professor of Business
David D. McCloskey, Ph.D., Assistant Professor of Sociology
Derek M. Mills, M.P.A., Assistant Professor of Public Administration

Esther Ray Mills, Ph.D., Acting Director, Institute of Public Service
John A. Morford, Ed.D., Professor of Education
R. Michael O'Connor, Ph.D., Associate Professor of Education
Yvonne J. Owen, Ph.D., Assistant Professor of Education
Virginia L. Parks, Ph.D., Professor of Accounting
Ronald A. Peterson, J.D., Associate Professor of Business and Law

Mary C. Pirrung, M.A., Professor of Education
Therese Randolph, R.S.M., M.A., Instructor in Theology and Religious Studies

Stephen B. Robel, M.S., Professor of Mechanical Engineering
James E. Sawyer, Ph.D., Associate Professor of Public Administration

Mary T. Soulier, Ph.D., Assistant Professor of Accounting
Leo P. Stanford, Ph.D., Associate Professor of Theology and Religious Studies

Harriet B. Stephenson, Ph.D., Professor of Management
Paul M. Swamidass, M.B.A., Instructor in Business
David E. Tinius, Ph.D., CPA, Associate Professor of Accounting
Rex Swee-kee Toh, Ph.D., Associate Professor of Marketing-Logistics

Lawrence E. Vance, Ph.D., Assistant Professor of Physical Education and Recreation

Robert F. Viggers, M.S., Professor of Mechanical Engineering
Roy P. Wahle, Ed.D., Associate Professor of Education
William L. Weis, Ph.D., Assistant Professor of Business
Marylou Wyse, Ph.D., Professor of Education

Charles A. Yackulic, M.A., Associate Professor of Education
Barbara M. Yates, Ph.D., Associate Professor of Economics
Gary H. Zarter, Ph.D., Associate Professor of Education
Casimir E. Zielinski, Ed.D., Assistant Professor of Education

