

1983

## 1983-1984 Bulletin of Information - Graduate

Seattle University

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# Bulletin of Information Graduate School 1983/1984



Seattle  
University



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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**  
**John Sutherland**  
**Mike Morgan**

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.

**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**



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

## Academic Calendars

### 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

### Summer Quarter 1983

May 2-13	Advance Registration
June 17	Registration
June 20	Classes Begin
June 21	Late Fees Apply
June 24	Last Day to Add/Drop—1st and Full Term
July 6	Last Day to Withdraw—1st Term
July 18	Registration and Classes Begin—2nd Term
July 29	Last Day to Withdraw—2nd and Full Term
August 1	Last Day to Remove N Grade—Summer 82
August 3	Last Class Day—7 Week Session
August 4-5	Final Examinations—7 Week Session
August 10	Last Class Day—8 Week Session
August 11-12	Final Examinations—8 Week Session

### Fall Quarter 1983

September 19-21	Registration and Drop/Add
September 22	Classes Begin
September 23	Late Registration Fees Apply
September 28	Last Day to Register or Drop/Add
October 21	Last Day to Remove I Grades from Spring/Summer
November 11	Veterans' Day—No Classes
November 14-23	Advance Registration—WTR 84
November 24-25	Thanksgiving—No Classes
November 28	Drop/Add Begins for Next Term
November 30	Last Day to Withdraw with W Grade
December 1	Closing Date to Remove N Grade Previous Year
December 2	Advance Registration Closes
December 2	Last Class Day
December 5-7	Final Examinations
December 12	Grades Due

### Winter Quarter 1984

January 3	Registration
January 3	Classes Begin
January 5	Late Registration Fees Apply
January 9	Last Day to Register or Drop/Add
February 1	Closing Day for Degree Applications
February 13	Last Day to Remove I Grades from Fall
February 20	Washington's Birthday—No Classes

## 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  
(Electrical Engineering and Mechanical Engineering)  
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 enriching 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 dialogues, 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 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 Center**, located north of the Library, provides a home base for students from over 60 countries. Services include personal and academic counseling and help with financial or immigration matters. Evening appointments can be arranged.

**The Minority Student Affairs Office** promotes an understanding and appreciation of the cultural diversity in the University community. It is an advocate for the personal, academic, and social success of American ethnic students. On-going programs include Asian Pacific Heritage Week, Martin L. King Week, Black History Month, Pow-Wow, Oratorical Scholarship Contest, and spiritual counseling.

## Student Health Center

Students enrolled for nine 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. The University competes in soccer, basketball, baseball and tennis for men, and volleyball, basketball, soccer, 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

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\*\*

\*\*Tuition rates will be changed for 1983-84; an announcement of these new rates is anticipated by March 15, 1983.

#### Undergraduate courses: Fall, Winter,

Spring . . . . . \$105.00 per credit hour

Military Science 311, 312, 313, 411,  
412, 413 . . . . . \$ 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

Alcohol/Drug Studies . . . . . \$ 75.00 per credit hour

#### Applied Social

Research/Corrections . . . . . \$105.00 per credit hour

Rehabilitation . . . . . \$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

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

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\*

(\*Lab fees may be changed for 1983-84; an announcement of any fee changes is anticipated by March 15, 1983.)

#### 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, 432  
(per credit hour) . . . . . \$10.00  
Psychology 381 . . . . . \$17.00  
Psychology 402 . . . . . \$22.00

### Refunds

#### 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\*

(\*Fees may be changed for 1983-84; an announcement of any fee changes is anticipated by March 15, 1983.)

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.

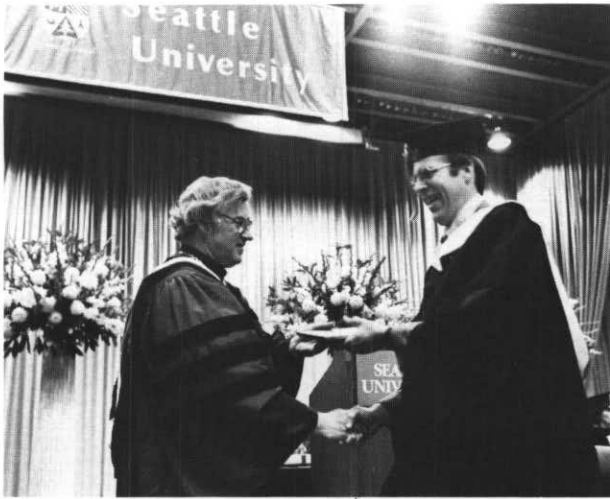
Certificate fee . . . . . \$20.00  
Thesis binding . . . . . \$30.00  
International student fee (per quarter) . . . . . \$10.00  
Cytotechnology internship (per credit hour) . . . . . \$5.00  
NLN achievement examination . . . . . \$2.00  
Parking (per quarter) . . . . . \$18.00

### Residence Charges 1982-83\*

(\*Residence charges will be changed for 1983-84; an announcement of these new rates is anticipated by March 15, 1983.)

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, 1983 will be considered first for the funds that will be available for the academic year starting in September, 1983.

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.

Some students are admitted to the Graduate School on probation. This designation may be used (1) when 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 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. No student is allowed to attend class unless officially enrolled with appropriate fees paid.

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—** postbaccalaureate students admitted to Graduate School for a master's, or doctorate degree program
- Transients—** non-matriculated students registering for one or two quarters only. Also includes:
- Auditors—** Non-matriculated students 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.

### Grading System

Effective Summer, 1983 the University will use the following system of grading to indicate the level of individual student

achievement. Each letter grade has a quality point value assigned for the grade achieved. The quality point value is assigned to each letter grade as follows:

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

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

### Other Grading Symbols

**CR Credit**—grade assigned under credit/no credit option if work meets or is above minimum passing level.

**I Incomplete**—A temporary grade assigned at the discretion of the instructor in case a student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter, provided the student has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other serious circumstances beyond the student's control. When the instructor assigns an I grade, a NOTICE OF INCOMPLETE GRADE FORM must be filed with the Dean, Registrar, student and instructor. This form will state what work remains to be completed to obtain a final grade. The student has until six weeks after the beginning of the next quarter, regardless of whether the student is enrolled, to complete the specified work. If the specified work has been completed, the student must file an official Incomplete Removal Form and pay the required fee to have the final grade posted to the transcript. However, if the grade is an E the final grade will be posted without student payment. I grades assigned spring quarter must be removed by six weeks after the beginning of the fall quarter. Prior to the end of the I-removal period, the Dean may notify the Registrar of serious reasons that require an extension of this deadline to a time certain, but under no circumstances may this be extended beyond one calendar year from the date of initial posting of the I. While on the transcript, I grades will carry no penalty; i.e., they will not be counted in credit or grade point average computations.

**M Missing**—symbol used on grade reports to inform student that 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, reregistration and payment of regular tuition is required in order to obtain credit for the work completed.

### N Grades Received

Summer term	August 1 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

### Must be Removed Before

- NC** No Credit—grade assigned under credit/no credit option if work is below minimum passing level, or grade assigned by Registrar when student registers, does not withdraw, yet does not complete the course.
- R** Research in progress—doctoral students only.
- S** Satisfactory—a satisfactory grade which may be given for thesis, 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 point.

### Grade Point Average

Seattle University requires that undergraduate students maintain a C average which is equivalent to a cumulative 2.00 grade point average. Requirements of professional schools may be higher and individual programs may have special grade requirements. The grade point average is computed by dividing the total number of quality points achieved in one quarter by the total number of credit hours attempted in which the student earns a letter grade.

Graduate students must maintain a B average which is equivalent to a cumulative 3.00 grade point average. 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 grade point average for graduation; the original grade, however, will remain on the record.

### 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 when the student has completed 20 credits in courses applicable to the graduate program of the department, with a minimum cumulative grade point average of 3.0. 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.

A candidate may be required to pass a comprehensive examination in the major field of study. This examination shall be written and/or oral at the judgment of the department and the approval of the Graduate Council. A 3.0 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, 1983 would be expected to complete all degree requirements by Fall 1989. 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 3.0 or better; 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. Graduate students who do not complete requirements the year they apply for a degree must take the initiative to reapply for the following year.

## **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**  
Robert D. Saltvig, Ph.D., Acting Dean

**Master of Arts in Psychology**  
Steen Halling, Ph.D., Chairperson  
Lane Gerber, Ph.D., Director

### 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 15.
- 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 one credit for an integration paper. This is a full time program; students are expected to carry at least nine credits each quarter.

### Graduate Courses

- |                |   |                  |
|----------------|---|------------------|
| <b>Psy 501</b> | <b>Phenomenology of the Face</b><br>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.   | <b>3 credits</b> |
| <b>Psy 503</b> | <b>Assessment I (majors only)</b>   | <b>3 credits</b> |
| <b>Psy 513</b> | <b>Assessment II (majors only)</b><br>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.   | <b>3 credits</b> |
| <b>Psy 505</b> | <b>Seminar on Desperate Styles</b><br>Pathological modes of existence, (e.g., schizophrenia, or depression, and mania), selected each time the course is taught. Metapsychological questions, theoretical descriptions of etiology, phenomenological reflection on empirical data, qualitative experiential descriptions as well as typical therapeutic approaches to the selected pathology. May be repeated for a total of six credits. Permission of instructor. | <b>3 credits</b> |
| <b>Psy 511</b> | <b>Growing Up In Families</b><br>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.   | <b>3 credits</b> |
| <b>Psy 515</b> | <b>Identity In Community: Group Therapy (majors only)</b><br>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.  | <b>3 credits</b> |
| <b>Psy 521</b> | <b>Psychology, Imagination, and Culture</b><br>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.  | <b>3 credits</b> |
| <b>Psy 522</b> | <b>Societies, Cultures, Selves: The Notion of the Person and Therapies in History</b><br>Sociocultural examination of changing concepts of ego, self, in-   | <b>3 credits</b> |

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 a selected 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. A different humanities expression will be selected each time the course is taught. May be repeated for a total of six credits. 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., Chairperson

### Program Mission

The mission of the Master's 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 and 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 core courses (38 credits) and optional courses (21 credits).

## Degree Offered

Master of Arts in Rehabilitation

## Accredited By

Council on Rehabilitation Education

## Admission Requirements

- a. Bachelor's degree from accredited academic institution, preferably in one of the social sciences.
- b. GPA: 3.00 minimum.
- c. Miller Analogies Test.
- d. Personal interviews with rehabilitation faculty.
- e. Two letters of recommendation.

## 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

## Optional Courses

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.

RHB 418	Independent Living
RHB 420	Law and the Disabled
RHB 425	Grief Work in Rehabilitation
RHB 493	Independent Living
RHB 513	Intelligence Testing
RHB 520	Group Process in Rehabilitation
RHB 525	Rehabilitation Administration

## Rehabilitation 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 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)

### SUMORE Program

**Master of Ministry**  
**Master of Religious Education**  
Gary L. Chamberlain, Ph.D., Director  
Margaret Lead, 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; 10 quarter credits or six semester credits of theology, or the equivalent in non-credit workshops or approved independent reading. Students seeking entrance into graduate courses in SUMORE should communicate with the SUMORE office.

### For Degree Conferral

Forty-six quarter credits in required core courses and electives; final comprehensive synthesis; plus a three-credit graduate project. Classes are offered in two-week time blocks. Students may complete the requirements for the degree in three eight-week summers or over four or more summers in a variety of options.





## 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 Skills** 2 credits  
This course looks at self-image, life-scripting, response-ability, and effective communication skills. Exercises facilitate people getting in touch with patterns of their behavior and that of others.
- 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 Theologies 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 554 Old and New Testament Spirituality** 2 credits  
An examination of the relationship between the Jewish and Christian scriptures and the various forms of spirituality which have developed from these sacred writings.
- Rs 555 Religious Experience East and West** 2 credits  
A study of the unique spiritualities developed by world religions such as Christianity, Hinduism, Buddhism, Judaism, Islam. Students will explore the possible relationships among these spiritual paths with a concentration on Western forms of spirituality.

<b>Rs 556</b>	<b>Moral Theology</b>	<b>3 credits</b>
	A basic course in Christian moral principles and the process of responsible decision making, emphasizing the role of ministerial persons as guides.	
<b>Rs 557</b>	<b>Theology and Catechesis</b>	<b>3 credits</b>
	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.	
<b>Rs 558</b>	<b>Spirituality and Ministry</b>	<b>2 credits</b>
	An examination of the meaning and sources of Christian spirituality and of the relationship between and integration of spirituality and ministry.	
<b>Rs 559</b>	<b>Theological Reflection and Retreat Analysis</b>	<b>1 credit</b>
	An analysis of the Directed Retreat experience and further understanding and readings in the dynamics of the Ignatian spiritual exercises. Alternative spiritual approaches are examined and each student plans a format for some form of work in spirituality.	
<b>Rs 560</b>	<b>Practicum in Religious Education 1</b>	<b>2 credits</b>
<b>Rs 561</b>	<b>Practicum in Religious Education 2</b>	<b>2 credits</b>
<b>Rs 562</b>	<b>Practicum in Religious Education 3</b>	<b>3-4 credits</b>
	Basic skills for organizing, planning and finding direction for the religious educator with the assistance of a local supervisor.	
<b>Rs 563</b>	<b>Practicum in Pastoral Ministry 1</b>	<b>2 credits</b>
<b>Rs 564</b>	<b>Practicum in Pastoral Ministry 2</b>	<b>2 credits</b>
<b>Rs 565</b>	<b>Practicum in Pastoral Ministry 3</b>	<b>3-4 credits</b>
	Basic skills for organizing, planning and finding direction for the pastoral minister with the assistance of a local supervisor.	
<b>Rs 569</b>	<b>Administration for Church Professionals</b>	<b>2 credits</b>
	An examination of administrative style, planning, organizing, directing and evaluating through practical experience and administrative theory.	
<b>Rs 575</b>	<b>Seminar</b>	<b>2 credits</b>
<b>Rs 576</b>	<b>Old Testament Seminar</b>	<b>2 credits</b>
<b>Rs 577</b>	<b>New Testament Seminar: Gospels</b>	<b>2 credits</b>
<b>Rs 578</b>	<b>New Testament Seminar: Epistles and other writings</b>	<b>2 credits</b>
<b>Rs 579</b>	<b>Seminar</b>	<b>3 credits</b>
<b>Rs 580</b>	<b>Graduate Project</b>	<b>3 credits</b>
<b>Rs 585</b>	<b>Directed Readings in Pastoral Ministry</b>	<b>2-5 credits</b>
<b>Rs 586</b>	<b>Directed Readings in Religious Education</b>	<b>2-5 credits</b>
<b>Rs 590</b>	<b>Special Topics</b>	<b>1-6 credits</b>
<b>Rs 591</b>	<b>Special Topics</b>	<b>1-6 credits</b>
<b>Rs 592</b>	<b>Special Topics</b>	<b>1-6 credits</b>
<b>Rs 596</b>	<b>Independent Study</b>	<b>1-5 credits</b>
<b>Rs 597</b>	<b>Independent Research</b>	<b>2-5 credits</b>
<b>Rs 598</b>	<b>Independent Study</b>	<b>2-5 credits</b>



### **CORPUS Program** **Master of Pastoral Ministry**

Leo Stanford, Ph.D., Director  
Margaret Lead, Program Coordinator

CORPUS is a program of pastoral ministry formation and training combining theology, ministerial skills development and a supervised internship. It is designed for men and women entering ministry for the first time, or making a transition in ministries, for those seeking a development of present knowledge and skills or wanting a deeper integration of spirituality and ministry. Required coursework (excluding the graduate project) may be completed in nine months but must be completed within two years. Courses taken from the SUMORE Program may also be applied.

### **Admission Requirements**

A Bachelor of Arts or Science degree, 10 quarter credits or 6 semester credits of theology; or the equivalent in non-credit workshops or approved independent study; at least 2 years experience in Church or human service related activity (full or part-time); a personal interview and a letter of recommendation.

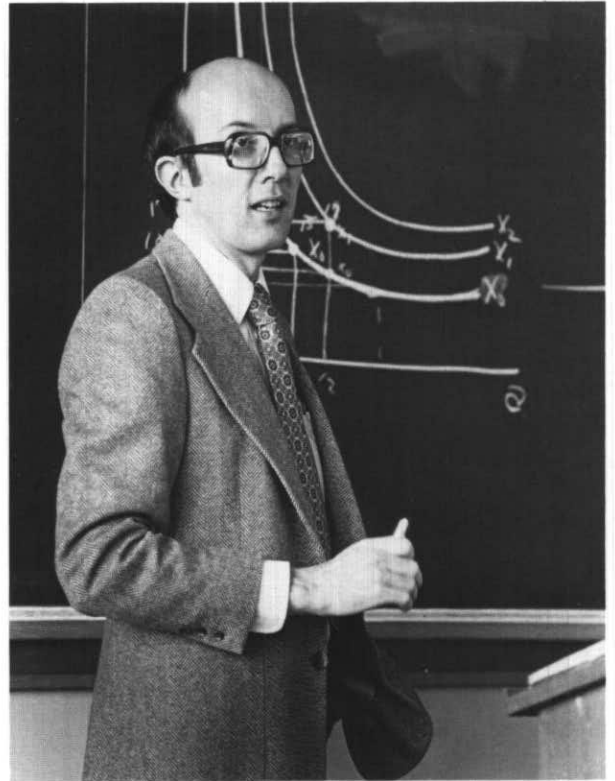
### **For Degree Conferral**

45 credits of coursework including a 3 or 6 credit graduate project (normally done in the student's place of employment after completion of coursework). All degree work must be completed within 6 years of a student's entry into the CORPUS Program.



## CORPUS Graduate Courses

<b>RSM 510 Pastoral Counseling Skills</b>	<b>3 credits</b>
A course integrating basic helping skills with theological foundations for counseling ministry. The course is structured in two parts: lecture and lab practicum.	
<b>RSM 511 Counseling Theories</b>	<b>3 credits</b>
An overview of theories and approaches to counseling to assist student effectiveness as a helping person and referral source.	
<b>RSM 515 Pastoral Leadership</b>	<b>3 credits</b>
The theory and practice of effective pastoral leadership including leadership styles, the planning cycle, group leadership and change agent skills.	
<b>RSM 517 Theological Reflection</b>	<b>2 credits</b>
A weekly reflection seminar which integrates the theological and intellectual base of the ministry program with the religious, behavioral and in-service experience of the participants.	
<b>RSM 521 Supervised Field Education</b>	<b>3 credits</b>
<b>RSM 522 Supervised Field Education</b>	<b>3 credits</b>
<b>RSM 523 Supervised Field Education</b>	<b>3 credits</b>
<b>RSM 531 Theologies of the New Testament</b>	<b>3 credits</b>
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.	
<b>RSM 532 Ecclesiology and Ministry</b>	<b>3 credits</b>
Study of the mission of the church, past, present and future; the implications this history has for the meaning and practice of the ministry.	
<b>RSM 533 Contemporary Theological Issues</b>	<b>2 credits</b>
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.	
<b>RSM 534 Sacramental Theology</b>	<b>3 credits</b>
New Testament foundations; historical development in theology and practice; particular attention to celebration of the faith community.	
<b>RSM 535 Christian Ethics</b>	<b>3 credits</b>
The foundations and methodology of Christian moral theology. Includes theories of moral development, and attention to specific ethical issues of sexuality and justice.	
<b>RSM 536 Contemporary Values and Belief</b>	<b>2 credits</b>
A study of the major influences in today's culture—sociological, economic, political, technological, psychological; the mission of the church within this society.	
<b>RSM 537 Prayer and Worship</b>	<b>2 credits</b>
A theoretical base and experiential understanding of both the celebrations of the Christian community and models of personal prayer.	
<b>RSM 587 Graduate Project</b>	<b>3 credits</b>
<b>RSM 588 Graduate Project</b>	<b>3 credits</b>
<b>RSM 591 Special Topics</b>	<b>1-6 credits</b>
<b>RSM 592 Special Topics</b>	<b>1-6 credits</b>
<b>RSM 593 Special Topics</b>	<b>1-6 credits</b>
<b>RSM 596 Independent Study</b>	<b>1-6 credits</b>
<b>RSM 597 Independent Study</b>	<b>1-6 credits</b>
<b>RSM 598 Independent Study</b>	<b>1-6 credits</b>



## 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 laws 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 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, advanced 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

John Gilroy, Ph.D., 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:

Lawrence E. Vance, Ph.D., Chairperson

#### Teacher Education:

Bonnie J. Denoon, 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.)

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

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

- a) Continuing certification (fifth-year); may be either a non-degree program or combined with a master's degree.
- b) 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 30 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, 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 school, higher education and community agency 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-master's programs designed to upgrade in-service educators and lead to principal, program administrator, or counselor credentials.

Several other master's programs are available at Seattle University outside the School of Education including Religious Education, Business and Public Service. Educators wishing to combine some courses 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

#### 5th Year Program—Initial Certification Only

- Bachelor's degree
- 2.5 cumulative grade point average

- 2.5 grade point average in any professional education courses
- 2.5 grade point average in major field (for secondary teachers)

All grade point averages may be either cumulative or based on most recent 90 credit hours.

Note: No student will be assigned to September experience before completing at least one education course successfully at Seattle University.

#### 5th Year Program—Continuing Certification with Seattle University as the Recommending Institution

- Bachelor's degree and initial certification
- For 100-499 level courses, same grade point average requirements as for Initial Certification Program (see above)
- For 500 level courses, student must qualify for graduate standing (see below)

Note: A student may take no more than two 500 level courses if he/she has not been admitted to a graduate program.

#### Master's Degree Programs

- Bachelor's degree and initial certification (where applicable)
- One year successful relevant work experience
- 2.75 cumulative or upper division grade point average

Students may be admitted on **probationary status** to either 5th year or graduate programs with:

- 2.3 cumulative or upper division grade point average and MAT score of at least 40 —or—
- 2.3 cumulative or upper division grade point average and GRE composite score of at least 700 in general aptitude section
- Students accepted on probation must remove all conditions of probation before completing more than 15 hours of degree work at Seattle University.
- For non-business School Administration or Curriculum and Instruction majors, academic background equivalent to that required for a teaching certificate is necessary.
- For Counseling majors, the equivalent of an undergraduate major in any one of or a combination of the following is needed: Education, Psychology, Sociology, Social Work or Community Service.

### 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 at least 48 credits; M.A. candidates must

complete at least 45 credits, including either a three credit project or a 10 credit thesis. All 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 Examination**—satisfactorily complete a written comprehensive examination covering the major area of study. The examination **may** be taken as soon as all major area course work is completed 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. **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.)
4. **A 3.00 grade point average** must be maintained during graduate study.
5. **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.

## 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 — Basics of Curriculum and Instruction

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 544 — Seminar: Instructional Effectiveness
- 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

### Educational Specialist Degree (Ed.S.) in Educational Administration

#### Program Goals

This program is intended to upgrade the knowledge, abilities and potential of supervisors and administrative personnel from schools, post secondary organizations, and training agencies who regard themselves as instructional leaders and/or organizational managers.

The program will assist practicing educators to increase their abilities as organizational managers and instructional leaders through coursework, seminars, and supervised experiences focusing on the:

- a. improvement of instructional, curricular, evaluative, management, and organizational developments;
- b. conduct of curriculum improvement, research, and program evaluation;
- c. development of instructional and organizational leaders;



- d. teaching and learning theories derived from current research and their application to various educational environments;
- e. assessment of individual needs.

The program is intended for experienced educators and trainers who possess an appropriate master's degree and who wish to pursue advanced graduate work to upgrade their knowledge and skills.

### Admission Requirements

File an application for admission to the Graduate School.

Have an earned master's degree or its equivalent in an educational field from an accredited institution. If the master's degree is not in the area of Educational Administration, it is probable that additional courses will be required to complete the Ed.S. degree.

Candidacy—admission to degree Candidate status is based on these criteria:

Prerequisites—the following list of courses must have been taken as a part of a master's degree program or its equivalent. Courses must be equivalent to Seattle University requirements for the Master's in Educational Administration.

### Course Area: Minimum Quarter Hours:

Tools of Educational Research (Methods, Statistics, Computer Applications) .....	3 credits
Educational Foundations (History, Philosophy, Sociology of Education, Comparative Education) .....	3 credits
Psychology—Education Related .....	3 credits
Educational Administration and Supervision (Introduction to Administration 3 credits; Electives 12 credits) .....	15 credits
Curriculum and Instruction .....	3 credits

Present three letters of recommendation from persons having supervised the applicant during the previous five years. These letters must attest to the fact the student is capable of advanced graduate study and has the ability to apply this learning to an educational environment.

Have a minimum 3.25 gpa in post baccalaureate studies. Students may be accepted conditionally if the gpa is between 3.0 and 3.25, and they receive strong endorsement from their supervising administrator, submit a GRE or MAT score and have a personal interview.

Submission of a planned program of studies approved by the adviser.

### Residency

The Ed.S. degree is a 45 quarter hour program beyond the master's degree. It is designed to be completed during summer sessions, week-end seminars, and the evening program. For students who have completed course work toward the doctoral degree, a minimum of 12 quarter hours must be taken after acceptance into the Ed.S. program.

### Curricular Plan

The specific program of studies depends on the focus each student selects and is developed with the advice and consent of the adviser.

### Major Core Areas

- Administration, Organization & Management (15 credits)
- Law, Politics & Policy Studies (3 credits)

- Educational Research, Statistics & Program Evaluation (6 credits)
- Curriculum & Instructional Leadership (9 credits)
- Values Dimension in Education (3 credits)
- General Electives (9 credits)

### Internship

A three to six credit internship will be offered to those who seek an experience at an alternate grade level or district office position. The internship will be *required* for any student who has not had this experience in a previous graduate program.

Educational Administration Degree Program:  
45 credits beyond the Master's.

Required Courses in Core Areas .....	27 credits
Required Electives from Core Areas .....	9 credits
General Electives .....	9 credits
	45 credits

### Masters Programs in Counseling

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

Three degree tracks are available for counseling majors: the Master of Arts, (M.A.); the Master of Education, (M.Ed.); and the Master of Counseling, (M.C.). The **Master of Arts** degree is for persons seeking careers in school, higher education, or in community agency counseling. Its distinguishing feature is the graduate project, a mini-thesis. The M.A. is also the degree which best prepares one for doctoral level work in counseling. The Master of Education degree is for school or higher education counselors who do not wish to include a research component or thesis in their master's work. It is **not** for community agency counselors who may choose either the M.A. or M.C. The M.C. degree is for community agency counselors who do not opt for research component, and who may not anticipate doctoral studies. All degrees require 60 credit hours.

### CORE Program: All Counseling Degrees = 42 Credits

ED 500	Introduction to Research
One of:	ED 501 Philosophy of Education
	ED 503 Comparative Education
ED 510	Fundamental Counseling Skills
ED 511	Counseling Theories
ED 512	Career Counseling and Information Services
ED 517	Group Counseling — Theories and Practice
One of:	ED 518 Group Counseling Practicum
	ED 560 Family Counseling
One of:	ED 522 Child Psychology/Learning
	ED 523 Adolescent Psychology/Learning
	ED 561 Psychology of Adult Development
ED 527	Counseling Tests and Measurements I Prerequisite: Basic Statistics
ED 551	Counseling Practicum
ED 564	Counseling Internship I
ED 565	Counseling Internship II
ED 566	Counseling Internship III

### For an M.A. add to CORE program:

ED 559 Graduate Project 3-6 credits

### For School Counseling add to CORE program:

ED 424	Introduction to Learning Disabilities
ED 507	School Law
ED 509	Developmental School Counseling
ED 515	Multicultures
ED 547	Diagnosis and Prescription (in place of ED 528 Tests and Measurements II)

### For College Counseling add to CORE program:

- ED 515 Multicultures
- ED 528 Counseling Tests and Measurements II
- ED 554 Diagnosis and Assessment Prerequisite: Abnormal Psychology

### For Community College Counseling add to CORE program:

- ED 515 Multicultures
  - ED 528 Counseling Tests and Measurements II
  - ED 554 Diagnosis and Assessment Prerequisite: Abnormal Psychology
- Plus one Community College Course

### For Community Agency Counseling add to CORE program:

- ED 528 Tests and Measurements II
  - ED 554 Diagnosis and Assessment Prerequisite: Abnormal Psychology
  - ED 558 Community Mental Health Practice
  - ED 518 Group Counseling Practicum
- and
- ED 560 Family Counseling

Elective credits vary depending on the degree and focus chosen. A sequence in Alcohol Studies may be incorporated into most programs.

## Department of Curriculum and Instruction

Margaret M. Haggerty, Ph.D., Chairperson  
John Chattin-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 — Basics of Curriculum and Instruction
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 -or- A Course in Gifted Education

#### Typical Major Courses:

- ED 530 — Practicum in Curriculum Design
- ED 536 — Supervision of Instruction
- ED 537 — Curriculum Independent Study
- ED 544 — Seminar: Instructional Effectiveness
- ED 539 — Curriculum Graduate Project
- ED 585 — Values and Leadership

#### Electives (approximately 18 hours)

- a. Specialty areas such as curriculum and instruction, reading, learning disabilities, special education, elementary and secondary education, and Montessori education.
- b. Courses from other Graduate Education majors: Administration, Counseling.
- c. 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 Field

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 555 — Practicum
- ED 556 — Class Management

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

### Early Education (15 credits)

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

### Typical Major Courses:

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

### Gifted Education (15 credits)

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

### Typical Major Courses:

- 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 507 — Principles of Educational Law  
ED 583 — School Finance

### 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; two credits in the fourth year and three credits every quarter in the fifth and succeeding years, through the quarter in which all degree require-

ments 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 six 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:

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

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### 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 six 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 six 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 examination 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 431 Early Education and Child Development 3 credits**  
Current issues and trends in early childhood education — birth through eight years. Emphasis on preschool and kindergarten. Topics will include infant programs, management of learning centers, and parent participation in early education.
- Ed 434 Montessori Language Arts Methods and Materials 5 credits**  
Development of language and communication skills in young children, readiness for reading and writing, materials and methods for teaching language arts. Supervised practice. (winter).
- Ed 435 Montessori Mathematics Methods and Materials 5 credits**  
Development of logico-mathematical processes in the young child, introduction to number and its properties, basic operations leading to abstraction. Supervised practice. (winter).
- Ed 436 Early Education Practicum 3 credits**  
Supervised field experience in early education setting.
- Ed 437 Comparative and Observational Study of Early Education 5 credits**  
Theory and practice of observation; comparative study of current models in early education, including public and private kindergartens, infant centers, Montessori schools, and programs for special children. (spring)
- Ed 442 Montessori Geography and Science 5 credits**  
Study of the world, flora, fauna and people through concrete materials, supervised practice. (spring)
- 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, spring, summer)
- Ed 502 Use of Computers for Educational Leaders** 3 credits  
Basic Computer Literacy for educators, including a review of the research on the effectiveness of various types of computer based education programs, the history of computers in education, the evaluation of hardware and software, and the ethics of computer use. Includes site visits to various computer centers.
- 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 511, Counseling Theories, which should be taken concurrently. Includes three one-hour counseling lab sessions.
- Ed 511 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 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 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 — Theories and Practice** 3 credits  
Emphasizes group counseling theory. Provides group experiences (including required 10 hour marathon) to integrate theory and procedures. Discusses possible applications. Prerequisite Ed 510, 513. (winter, summer)
- 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. (fall, spring)
- 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. (fall, summer)
- Ed 523 Adolescent Psychology/Learning** 3 credits  
Investigation studies in adolescent psychology and learning. (winter, summer)
- 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 Organizational Development in Education** 3 credits  
Theory, research and practice related to the processes of change within school organizations. Focus on the relationship of organizational climate to school effectiveness and educational outcomes.
- Ed 527 Counseling Tests and Measurements 1** 3 credits  
Familiarization with measurements concepts and commonly used tests via participant test-taking and analysis. Extra lab time required. Prerequisite: Ed 506. (winter, summer)
- Ed 528 Counseling 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. Prerequisite: Ed 527. (fall, spring)
- 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 Basics of Curriculum and Instruction** 3 credits  
Study of the foundations of curriculum and instructional development. Investigation and analysis of selected current issues, innovations and trends with an emphasis on their bases.
- 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 Seminar: Instructional Effectiveness** 3 credits  
Survey of current research on teacher behaviors, instructional patterns, classroom conditions and school characteristics associated with student learning. Review of teaching and learning styles with an emphasis on value-based instruction.
- 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 School Psychology Internship** 3 credits  
Supervised experiences in a school setting. Must be taken three times for three successive quarters. Taken in final three quarters of the graduate program with permission. On campus seminar required. (fall, winter, spring)
- 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. (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. (fall)
- Ed 555 Practicum: Special Education** 3-6 credits  
Diagnostic and prescriptive teaching with children who have learning or behavior problems. Laboratory course. Prerequisite:
- 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, summer)
- 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 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 Values and Leadership** 3 credits  
An introduction to the study of values, the process of valuing, the phenomenon of leadership and the values inherent in leadership and in leadership behavior. Focus is on the development of personal values and the resolution of values-related problems.
- 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 Current Trends in Educational Administration** 3 credits  
Examination of major trends affecting educational administration.
- 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

Larry E. Vance, Ph.D., Chairperson

### 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. 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 (M.S.E.)

#### Admission Requirements

A candidate for admission must have a baccalaureate degree in a quantitative discipline and two years of software development experience. Mathematics 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

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.

#### Academic Program

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

A student may choose either managerial or technical concentration by taking at least 4 courses from their chosen concentration and 2 from the other, with the approval of the student's adviser.

The technical electives are ESW 514, 518, 551, 562, 564, and 566.

The managerial electives are ESW 531, 533, 560, and BUS 507, 580, 582, and other selected MBA courses.

#### Software Engineering Laboratory

A three-quarter sequence of Software Engineering Laboratory ESW 585-587 is required of all students. Students are grouped in teams to develop a medium size software system. They will start with defining a project and go through the entire software life cycle. They will specify, design, implement, test, document, and modify a software system, using the tools and techniques learned in the other courses. During the final quarter of this sequence (587), students may not take any other courses concurrently.

#### 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

**YEAR 1** Fall: 505, 508 or 502  
Winter: 510, elective or 500  
Spring: 512, 516 or 501

### YEAR 2 TECHNICAL OPTION

Fall: 514, 541  
Winter: 516, 531  
Spring: 518, elective

### MANAGERIAL OPTION

Fall: 541, BUS 507 or 580  
Winter: 516, 531  
Spring: 533, elective

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

## Graduate Courses

<b>ESW 500</b>	<b>Information Structures and Algorithms</b>	<b>3 credits</b>
	Linear lists, linked lists, tree structures, plex structures, graphs, memory management techniques, algorithm design and analysis; applications to sort/search. Prerequisite: Programming experience and ESW 502.	
<b>ESW 501</b>	<b>Computer Systems Principles</b>	<b>3 credits</b>
	Survey of computer systems architecture, principles of language, operating systems. Relationships among hardware and software. Prerequisite: Intermediate programming experience.	
<b>ESW 502</b>	<b>Mathematical Foundations of Software Engineering</b>	<b>3 credits</b>
	A review course to prepare students on the mathematical foundations used in software engineering. Sets, Boolean Algebra, graphs, networks, first-order predicate calculus. Prerequisite: Calculus and algebra.	
<b>ESW 505</b>	<b>Introduction to Software Engineering</b>	<b>3 credits</b>
	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.	
<b>ESW 508</b>	<b>Technical Communication</b>	<b>3 credits</b>
	The role of communication skills in software engineering. Organizing ideas, writing, speaking, structure and content of proposals, reports, manuals, and other project documentation.	
<b>ESW 510</b>	<b>Software Systems Analysis</b>	<b>3 credits</b>
	System requirements analysis, systems analysis, analytical tools, specification tools and techniques. Defining objectives, acceptance criteria, measurement mechanisms. Prerequisite: ESW 505.	
<b>ESW 512</b>	<b>System Design Methodology</b>	<b>3 credits</b>
	Software design methodology, design tools, design evaluation. Abstraction and modularization in design. Prerequisite: ESW 510.	
<b>ESW 514</b>	<b>Programming Methodology</b>	<b>3 credits</b>
	Transformation of design to code. Program modularity and structure. Theory of testing. Program correctness proofs. Prerequisite: ESW 502.	
<b>ESW 516</b>	<b>Software Quality Assurance</b>	<b>3 credits</b>
	Managerial and technical aspects of verification and validation, testing and quality assurance. Prerequisite: ESW 512.	
<b>ESW 518</b>	<b>Quantitative Software Engineering</b>	<b>3 credits</b>
	Quantitative approach to software engineering and management. Metrics to evaluate, control, and estimate software life cycle. Reliability, size and complexity measures and quality metrics. Prerequisites: ESW 512 and 502.	
<b>ESW 531</b>	<b>Software Management</b>	<b>3 credits</b>
	Organizational context of software development. Analysis of life cycle phases. Scheduling and budgeting techniques. Management, planning and control techniques. Personnel development and utilization. Prerequisite: ESW 505.	
<b>ESW 533</b>	<b>System Procurement, Contract Acquisition, and Administration</b>	<b>3 credits</b>
	System procurement methods. Specification and control of standards for products, processes and equipment. Prerequisites: ESW 505 and 531.	
<b>ESW 541</b>	<b>Database Systems</b>	<b>3 credits</b>
	Review of database management techniques. Survey of database management systems, their use, cost/benefit/performance tradeoffs. Architecture, design and implementation aspect of databases. Prerequisite: ESW 501.	
<b>ESW 551</b>	<b>Distributed Computing Systems</b>	<b>3 credits</b>
	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. Prerequisites: ESW 501 and 505.	
<b>ESW 560</b>	<b>Human Factors in Computing</b>	<b>3 credits</b>
	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. Prerequisites: ESW 501 and 505.	
<b>ESW 562</b>	<b>Data Security and Privacy</b>	<b>3 credits</b>
	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.	
<b>ESW 564</b>	<b>Computer Graphics</b>	<b>3 credits</b>
	Picture generation by computer; Graphics hardware and software systems; Laboratory exercises include practical experience with the University's graphics system. Prerequisite: ESW 501.	
<b>ESW 566</b>	<b>Real Time Systems</b>	<b>3 credits</b>
	Design, implementation, and maintenance of real time systems. Data acquisition systems, process control systems. Interface techniques. Prerequisites: ESW 501 and 505.	
<b>ESW 585</b>	<b>Software Engineering Laboratory I</b>	<b>3 credits</b>
<b>ESW 586</b>	<b>Software Engineering Laboratory II</b>	<b>3 credits</b>
<b>ESW 587</b>	<b>Software Engineering Laboratory III</b>	<b>3 credits</b>
	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. Prerequisites: ESW 501, 508, 516, and 531.	
<b>ESW 591</b>	<b>Special Topics</b>	<b>1-3 credits</b>
<b>ESW 592</b>	<b>Special Topics</b>	<b>1-3 credits</b>
<b>ESW 593</b>	<b>Special Topics</b>	<b>1-3 credits</b>
<b>ESW 596</b>	<b>Independent Study</b>	<b>1-3 credits</b>
<b>ESW 597</b>	<b>Independent Study</b>	<b>1-3 credits</b>
<b>ESW 598</b>	<b>Independent Study</b>	<b>1-3 credits</b>



## Master of Transportation Engineering

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

### Objectives

This graduate evening program addresses the growing need, by transportation allied industries as well as by State and Municipal Agencies, for the engineer-manager-economist, a person with special training in transportation and broad background in its many facets; but with sufficient technical depth to be able to cope with its technical complexity. The student will gain an understanding of analysis and planning, economics and management, propulsion systems, aero-dynamics, dynamics, noise and pollution, traffic signal analysis and design, and a series of seminar lectures from leading experts in the Seattle Area. Thus the courses in the program are designed to give a broad view of the diverse modes and systems of transportation and their economic utilization but with sufficient depth to facilitate decision making in the face of ever-changing alternatives.

### Degrees Offered

Master of Transportation Engineering (MTE)  
Certificate in Transportation Engineering

### Admission Requirements

A candidate for admission must have a baccalaureate degree in engineering and science. Other degrees may require additional study. In addition to the Graduate School requirements such as an application form, official transcripts, and the application fee, the applicant to the Master of Transportation Engineering Program must submit a letter of intent of the applicant's professional objective.

The selection criteria are based on:

1. The applicant's relevant experience if he/she has an industrial background.
2. The applicant's previous graduate study.
3. The applicant's grade point average, especially that of the last two academic years in related subjects.

Applicants who do not fully meet the required qualifications may be admitted under certain circumstances on a probationary status; the probationary status must be removed upon satisfactory completion of 12 credit hours as approved by the Director. Submission of Graduate Record Examination (GRE) or Graduate Management Admission tests (GMAT) scores is recommended for students with less than an adequate grade point average.

### Academic Program Requirements

Minimum requirements for the degree are 45 quarter credit hours at the Graduate level beyond that of probationary status. These are broken down into course work, three quarters of seminar, and a thesis or engineering project. It is recommended that students take additional courses to assure technical proficiency.

### Requirements for Master of Transportation Engineering

- A. 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 or certain core courses. These are not credited toward the 45 credit degree requirement.
- B. The minimum requirements for the degree are 45 credit quarter hours at the graduate level, which include EML 501, 502, 503, 504, 507, 508, 509, 510, 512, 516, 517, 518, 519 or 520 and 9 elective credits of designated graduate courses in Transportation 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 the Certificate Program in Transportation Engineering

The Certificate Program was designed for those in transportation management wishing studies in certain areas for a broader outlook but wishing to be recognized as studying at the graduate level.

- A. Each candidate for the certificate program shall take 18 credit hours at Seattle University from EML 501, 502, 503, 504, 507, 508, 509, 510, 512 or 9 elective credits from designated graduate courses in Transportation Engineering, Business or Public Administration.
- B. These courses may be credited toward the degree as long as an average grade of B is maintained.
- C. Certain courses may require prerequisite knowledge. This will be determined by the Program Director on an individual basis.
- D. There shall be no transfer credit for the certificate.

### 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.

### 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 512 Advanced Transportation Mathematics . . . . . 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 Transportation Noise . . . . . 3 credits  
 EML 507 Transportation Propulsion Systems . . . . . 3 credits  
 EML 516 Seminar and Lecture Series . . . . . 2 credits

#### Winter Quarter

- Elective . . . . . 3 credits  
 EML 508 Dynamics of Vehicle Design . . . . . 3 credits  
 EML 517 Seminar and Lecture Series . . . . . 2 credits

#### Spring Quarter

- Elective . . . . . 3 credits  
 EML 509 Aerodynamics of Vehicles . . . . . 3 credits  
 EML 518 Seminar and Lecture Series . . . . . 2 credits

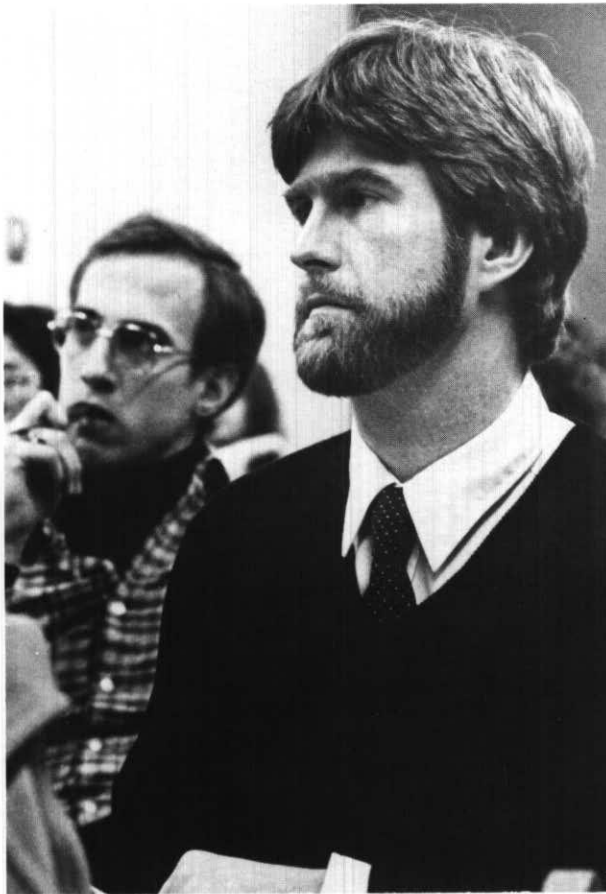
#### Summer Quarter

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

### Graduate Courses

- EML 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 Transportation Propulsion Systems** 3 credits  
 Power plants, drive systems, energy considerations, hybrid plants, auxiliary power systems. Prerequisite: EML 502, EML 504.
- EML 508 Dynamics of Vehicle Design** 3 credits  
 General principles of vehicle dynamics. Motion of wheels. Transfer of forces by wheels. Tractive force diagrams and vehicle propulsion sizing. Energy usage. Braking and steering principles. Prerequisite: EML 507
- EML 509 Aerodynamics of Vehicles** 3 credits  
 General principles of aerodynamics applied to vehicles and transportation structures. Prerequisite: EML 508.
- EML 510 Transportation Noise** 3 credits  
 Control of noise. Principles of noise generation, transmission, and measurement. Noise reduction. Federal regulation.
- EML 511 Energy Utilization and Emissions** 3 credits  
 Energy consumption. Vehicular and system design constraints on conservation. Future energy sources. Chemical emissions, atmospheric reactions, pollutions, federal regulations.
- EML 512 Advanced Transportation Mathematics** 3 credits  
 Review of mathematics necessary for the several graduate courses. Probability, statistics, forecasting, linear programming, queueing systems, matrices.
- 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. Overall consideration of transportation. Problems. Projecting trends. Interaction of legal, physical, and energy aspects. Land use and urban development. Experience in writing, speaking, and chairing a meeting.
- 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 six credits of synthesis and 18 credits of electives; a non-thesis student takes three 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 director.

### Certificate in Human Resources

The 25 credit Certificate in Human Resources provides basic analytical skills for active and aspiring professionals in public personnel management, labor relations, employment ("man-power") policy, and training and development. Graduate 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 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  
**George A. Pierce, Ph.D.**, Acting Vice President for Administration  
**Kenneth R. Nielsen, Ed.D.**, Vice President for Student Life  
**Virginia L. Parks, Ph.D.**, Vice President for Finance and University Treasurer  
**Thomas C. Longin, Ph.D.**, Vice President for Academic Affairs  
**Marylou Wyse, Ph.D.**, Dean, Graduate School

## Graduate Faculty

**Josef C. Afandor, Ed.D.**, Associate Professor of Rehabilitation and Religious Studies  
**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.**, Associate 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

**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.**, Associate 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  
**Robert L. Glass, M.S.**, Assistant Professor of Software Engineering  
**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.**, Associate Professor of Marketing  
**J. Hutchinson Haney, M.S.**, Assistant Professor of Rehabilitation  
**John M. Harding, J.D.**, Associate Professor of Business  
**Hildegard R. Hendrickson, Ph.D.**, Rainier National Bank Professor of Finance; Professor of Economics and Finance  
**Sharon James, Ph.D.**, Assistant Professor of Business  
**Andrew J. Judd, M.B.A.**, Instructor in Business  
**David R. Knowles, Ph.D.**, Associate Professor of Economics  
**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.**, Assistant Professor of 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 Public Administration and Business  
**David D. McCloskey, Ph.D.**, Associate 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  
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**R. Michael O'Connor, Ph.D.**, Associate Professor of Education  
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**Virginia L. Parks, Ph.D.**, Professor of Accounting  
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**Leo P. Stanford, Ph.D.**, Associate Professor of Theology and Religious Studies  
**Harriet B. Stephenson, Ph.D.**, Professor of Management  
**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.**, Associate 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.**, Associate Professor of Business  
**Patricia Weenolsen, Ph.D.**, Assistant Professor of Psychology  
**Marylou Wyse, Ph.D.**, Professor of Education  
**Barbara M. Yates, Ph.D.**, Professor of Economics  
**Gary H. Zarter, Ph.D.**, Associate Professor of Education  
**Mary T. Ziebell, Ph.D.**, Associate Professor of Accounting  
**Casimir E. Zielinski, Ed.D.**, Assistant Professor of Education

# SEATTLE UNIVERSITY, SEATTLE, WASHINGTON 98122

Application for **ADMISSION**: regular grad  regular undergrad  \$15 fee

Application for **READMISSION**:  no fee

CHECK BOXES AS APPLICABLE

FULL LEGAL NAME—LAST		FIRST	MIDDLE	MAIDEN
LOCAL STREET ADDRESS			LOCAL PHONE NO.	
CITY	COUNTY	STATE	ZIP	
PERMANENT HOME ADDRESS			AREA PHONE NO.	
CITY	COUNTY	STATE	ZIP	

WHEN DO YOU WISH TO ENROLL?    YEAR <input type="checkbox"/> FALL (SEPT) <input type="checkbox"/> WINTER (JAN) <input type="checkbox"/> SPRING (MAR) <input type="checkbox"/> SUMMER (JUN)
LAST ENROLLED AT SU? QTR/YR
MAJOR WHEN LAST ENROLLED?
ANY OTHER NAME UNDER WHICH YOU WERE ENROLLED?
YOUR EDUCATIONAL OBJECTIVES AT SU? <input type="checkbox"/> FIRST BACHELOR DEGREE <input type="checkbox"/> ADDITIONAL BACHELOR DEGREE <input type="checkbox"/> MASTER DEGREE <input type="checkbox"/> DOCTORATE <input type="checkbox"/> EDUC PROVISIONAL CERTIFICATE <input type="checkbox"/> EDUC STANDARD CERTIFICATE <input type="checkbox"/> SCHOOL COUNSELING CERTIFICATE <input type="checkbox"/> SCHOOL ADMIN. CERTIFICATE <input type="checkbox"/> EDUCATIONAL SPECIALIST CERTIFICATE <input type="checkbox"/> OTHER CERTIFICATE
CULTURAL OR PROFESSIONAL ENRICHMENT COURSES <input type="checkbox"/> UNDERGRADUATE <input type="checkbox"/> GRADUATE <input type="checkbox"/> OTHER DESCRIBE

**ADMISSIONS INFORMATION**

ADMISSIONS INFORMATION: IN WHICH SCHOOL DO YOU WISH TO ENROLL? <input type="checkbox"/> ARTS & SCIENCES <input type="checkbox"/> BUSINESS <input type="checkbox"/> EDUCATION <input type="checkbox"/> INSTITUTE OF PUBLIC SERVICE	<input type="checkbox"/> MATTEO RICCI COLLEGE <input type="checkbox"/> NURSING <input type="checkbox"/> SCIENCE & ENGINEERING <input type="checkbox"/> GRADUATE	WHAT MAJOR DESIRED?
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**RESIDENCE INFORMATION**

WASHINGTON RESIDENT? <input type="checkbox"/> Yes <input type="checkbox"/> No	MO.    DAY    YR. BIRTHDATE	BIRTHPLACE
CITIZEN OF US <input type="checkbox"/> Yes <input type="checkbox"/> No	CITIZENSHIP, IF NOT US	TYPE OF VISA

**BIOGRAPHICAL INFORMATION**

SEX <input type="checkbox"/> FEMALE <input type="checkbox"/> MALE	MARITAL STATUS <input type="checkbox"/> SINGLE <input type="checkbox"/> MARRIED	ETHNIC ORIGIN (OPTIONAL) <input type="checkbox"/> AMERICAN INDIAN <input type="checkbox"/> ASIAN AMERICAN	<input type="checkbox"/> BLACK AFRO AMERICAN <input type="checkbox"/> HISPANIC AMERICAN <input type="checkbox"/> WHITE AMERICAN	<input type="checkbox"/> FOREIGN NATIONAL <input type="checkbox"/> OTHER	RELIGION (OPTIONAL) <input type="checkbox"/> CATHOLIC <input type="checkbox"/> OTHER
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**IF YOU WERE ENROLLED AT S.U. WITHIN THE LAST YEAR: IF YOU WISH THE SAME MAJOR AND PROGRAM, AND IF YOU HAVE TAKEN NO INTERVENING COURSES AT OTHER UNIVERSITIES, CHECK BOX AT FAR RIGHT AND SKIP TO SIGNATURE.     NO INTERVENING COURSE WORK**

**NOTE: IF THIS IS YOUR FIRST APPLICATION FOR GRADUATE DEGREE PROGRAM, DO NOT SKIP.**

ARE YOU NOW ENROLLED ELSEWHERE? <input type="checkbox"/> Yes <input type="checkbox"/> No	WHAT ARE YOU STUDYING AND WHEN WILL YOU FINISH?					
LIST COLLEGIATE INSTITUTIONS, INCLUDING SEATTLE UNIVERSITY, IN ORDER OF ATTENDANCE						
INSTITUTION	CITY	STATE	DATES ATTENDED FROM TO	DEGREE	DATE RECEIVED	MAJOR
1)						
2)						
3)						
4)						
5)						

CURRENT EMPLOYER—NAME OF FIRM	JOB TITLE	BUSINESS PHONE	
CURRENT EMPLOYER—BUSINESS ADDRESS	CITY STATE ZIP	DATE EMPLOYED	
PREVIOUS EMPLOYERS	CITY AND STATE	DATES FROM—MO/YR TO MO/YR	JOB TITLE

I CERTIFY THAT THE FOREGOING INFORMATION CONTAINED IN THIS APPLICATION IS TRUE AND CORRECT. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF INFORMATION SUCH AS FAILURE TO LIST ALL SCHOOLS, COLLEGES, OR UNIVERSITIES ATTENDED MAY RESULT IN THE DENIAL OF THIS APPLICATION OR MY SUBSEQUENT DISMISSAL FROM THE UNIVERSITY AND LOSS OF CREDIT.

DATE \_\_\_\_\_ 19\_\_\_\_

MR        MRS        REV      
 MS        SR        DR      
 MISS        BRO   

FULL LEGAL SIGNATURE \_\_\_\_\_





**Seattle  
University**  
FOUNDED 1891