

1985

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Seattle University

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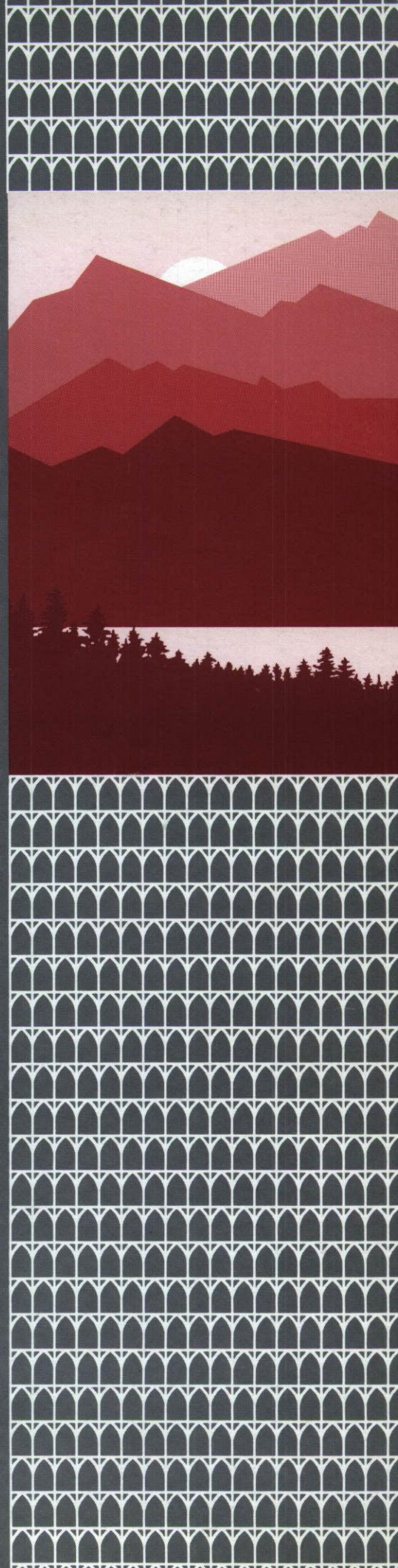
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SEATTLE UNIVERSITY BULLETIN OF INFORMATION

GRADUATE
SCHOOL
1985/1986





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Spring, 1985

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Jean Merlino

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.

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

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

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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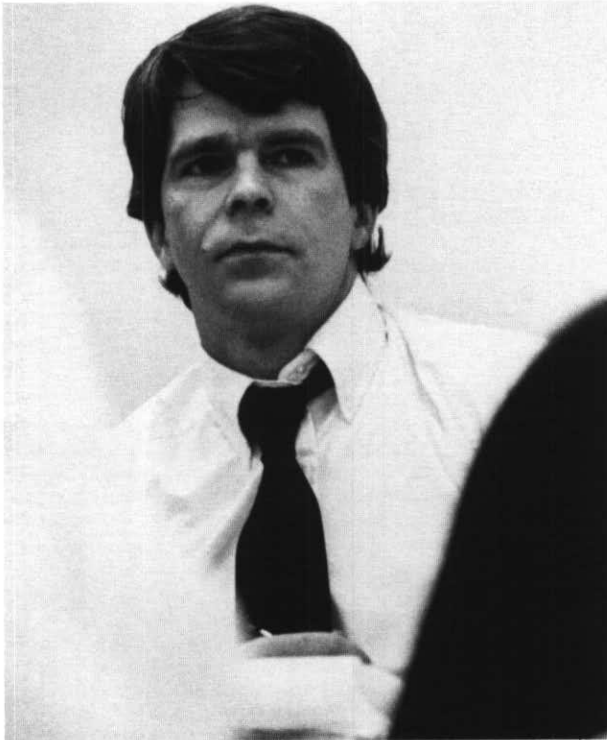
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Academic Calendars

Spring Quarter 1985

March 22	Registration
March 25	Classes Begin
March 26	Late Registration Fees Apply
March 29	Last Day to Register or Add/Drop
April 5	Good Friday — No Classes
April 22-26	Advance Registration — Fall, 85

Summer Quarter 1985

April 22-26	Advance Registration
June 14	Registration
June 17	Classes Begin
June 18	Late Fees Apply
June 21	Last Day to Add/Drop — 1st and Full Term
July 4	Independence Day — No Classes
July 5	Last Day to Withdraw — 1st Term
July 15	Registration and Classes Begin — 2nd Term
July 19	Last Day to Add/Drop — 2nd Term
July 26	Last Day to Withdraw — 2nd and Full Term
July 31	Last Class Day — 7 Week Session
August 1	Last Day to Remove N Grade — Summer 84
August 1-2	Final Examinations — 7 Week Session
August 7	Last Class Day — 8 Week Session
August 8-9	Final Examinations — 8 Week Session
August 13	Grades Due

Fall Quarter 1985

April 22-26	Advance Registration
September 16	Faculty Return Date
September 18	Faculty Conference
September 23-24	Registration and Add/Drop
September 25	Classes Begin
September 27	Late Registration Fees Apply

October 1	Last Day to Register or Add/Drop
November 7	Last Day to Remove I Grades from Spring/Summer, 1985
November 11	Veterans' Day Observed — No Classes
November 12-19	Advance Registration - Winter, 86
November 27-29	Thanksgiving — No Classes
November 27	Last Day to Withdraw with W Grade
December 2	Closing Date to Remove N Grade Previous Year
December 6	Last Class Day
December 9-11	Final Examinations
December 16	Grades Due

Winter Quarter 1986

January 2	Registration
January 2	Classes Begin
January 3	Late Registration Fees Apply
January 8	Last Day to Register or Add/Drop
January 20	Martin Luther King's Birthday — No Classes
February 3	Closing Day for Degree Applications
February 13	Last Day to Remove I Grades from Fall, 85
February 17	President's Day — No Day Classes; All classes after 1600 will meet as scheduled
February 10-19	Advance Registration — Spring, 86
February 26	Last Day to Withdraw with W Grade
March 3	Closing Date to Remove N Grade Previous Year
March 7	Last Class Day
March 10-12	Final Examinations
March 17	Grades Due

Spring Quarter 1986

March 21	Registration
March 24	Classes Begin
March 25	Late Registration Fees Apply
March 28	Good Friday — No Classes
March 31	Last Day to Register or Add/Drop
April 21-25	Advance Registration — Fall, 86
April 21-25	Advance Registration — Summer, 86
May 1	Closing Date to Remove N Grade Previous Year
May 5	Last Day to Remove I Grades from Winter, 86
May 14	Last Day to Withdraw with W Grade
May 26	Memorial Day — No Classes
May 30	Last Class Day
June 2, 3, 5	Final Examinations
June 4	Grades Due — Seniors
June 7	Baccalaureate Mass
June 8	Commencement
June 9	Grades Due — Others

Summer Quarter 1986

April 21-25	Advance Registration
June 13	Registration
June 16	Classes Begin
June 17	Late Fees Apply
June 20	Last Day to Add/Drop — 1st and Full Term
July 4	Independence Day — No Classes
July 7	Last Day to Withdraw — 1st Term
July 14	Registration and Classes Begin — 2nd Term
July 18	Last Day to Add/Drop — 2nd Term
July 25	Last Day to Withdraw — 2nd and Full Term
July 30	Last Class Day — 7 Week Session
August 1	Last Day to Remove N Grade — Summer, 85
July 31-August 1	Final Examinations — 7 Week Session
August 6	Last Class Day — 8 Week Session
August 7-8	Final Examinations — 8 Week Session
August 12	Grades Due

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 master's 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 RATES 1985-86

Masters Degree Programs

CORPUS	\$135 per credit hour
Education	\$138 per credit hour
Education Specialist	\$138 per credit hour
Rehabilitation	\$148 per credit hour
Public Administration	\$148 per credit hour
Psychology	\$148 per credit hour
Transportation	
Engineering	\$162 per credit hour
Business	\$174 per credit hour
Software Engineering	\$174 per credit hour

Doctor of Education \$174 per credit hour

Laboratory/Supervision Fees 1985-86

(Per course)

Computer Laboratory Courses	\$ 30
Education 527, 528, 547	\$ 22

Doctoral Project Continuation Courses:

Education 612 (0 credit)	\$300 per quarter
Education 613 (0 credit)	\$450 per quarter

Fees — Other (Non-Refundable) 1985-86

Application — undergraduate and graduate	\$ 15
Application — transient students	\$ 15
Late Registration — per day \$8; maximum	\$ 80
Matriculation — undergraduate and graduate	\$ 45
Credit by Examination — per credit hour	\$ 40
Validation of Field Experience — per credit hour ...	\$ 40
Removal of Incomplete — per course	\$ 15
Graduation — Graduate per degree	\$ 65
International Student Fee — per quarter	\$ 12
Parking — per quarter	\$ 21

Undergraduate tuition and fee rates are published in the undergraduate Bulletin of Information 1985-86.

RESIDENCE CHARGES 1985-86

CAMPION TOWER

Double Occupancy	\$2100 for academic year
	\$ 700 per quarter
Single Occupancy	\$2820 for academic year
	\$ 940 per quarter
Deposit	\$ 85

OTHER RESIDENCE HALLS

Double Occupancy	\$2034 for academic year
	\$ 678 per quarter
Single Occupancy	\$2754 for academic year
	\$ 918 per quarter
Deposit	\$ 85

BOARD

Four alternate food plans are available, varying in price from \$600-\$1200. All residence hall students, except those living in Campion are required to purchase a plan. Campion students can use existing kitchen facilities and choose not to purchase a plan. For information contact the Director of Resident Student Services, 626-5920.

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.

Electronic Monthly Payment (EMP) is a service to help students and parents meet educational expenses by spreading tuition costs into 10 regularly scheduled monthly payments. The cost of the service is \$35 per year per application. Arrangements should be made prior to May 15 to enroll for the following academic year. For information contact the Controller's Office, 626-5747.

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 "classes begin" date 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.

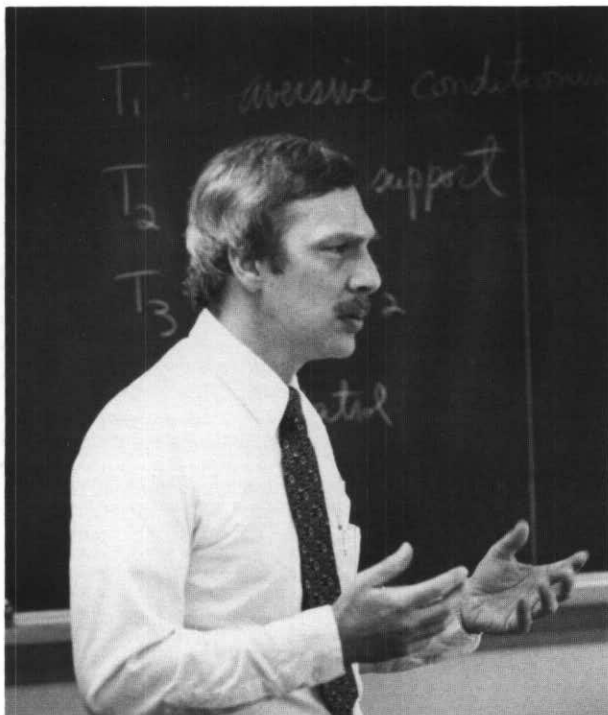
Refunds

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.



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.

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 at least half-time. For financial aid purposes, Seattle University defines half-time as a minimum of four credits, full-time as a minimum of eight credits.

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 8% for any new (first-time) student borrower. 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 eight to ten 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 12%. 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. 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 earn work-study funds. The Career Planning and Placement office assists all students seeking employment including those who qualify for work/study.

While applications for financial aid are encouraged anytime, students who have all their documents submitted to the Financial Aid Office by March 1, 1985 will be considered first for the funds that will be available for the academic year starting in September, 1985.

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, an official transcript 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—	post baccalaureate students admitted to Graduate School for a master's, or doctorate degree program
Transients—	non-matriculated students registering for one or two quarters only.
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 as transient students.

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. Courses numbered 600 and above are doctoral courses.

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 uses 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 I, M, N, NC, R, S, W, Y or YW have no quality point value.

Other Grading Symbols

Graduate students may not use **CR**. **NC** may be given as opposite of **S** grade.

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
Fall term
Winter term
Spring term

Must be Removed Before

August 1 of the following calendar year
December 1 of the following calendar year
March 1 of the following calendar year
May 1 of the following calendar year

- 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

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 or E 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 a copy 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 first meet all of the admission requirements of the new program. A change of major form with approvals from present and future program chairs is then completed and filed 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. Application for graduation should be made at least one quarter before finishing. Students completing course requirements at the close of summer, fall or winter quarter will receive diplomas approximately eight weeks following the quarter of completion. All responsibility for fulfilling requirements and for applying for graduation rests with the individual student.

To graduate with master's degree the candidate 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.
- 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 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. However, if a graduate student is absent from the University for more than one academic year, the student may be required to meet the degree requirements in effect when the student resumes study.

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

INSTITUTE FOR THEOLOGICAL STUDIES

Master of Theological Studies
Master of Divinity



College of Arts and Sciences

G. David Pollick, Ph.D., Dean

Master of Arts in Psychology

Steen Halling, Ph.D., Chairperson
Lane Gerber, Ph.D., Director, Graduate Program

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

- a. Bachelor's degree including statistics, or scientific research methods, and courses in the area of clinical psychology, and ordinarily the equivalent of a minor in psychology — including psychopathology and a course in development.
- b. GPA: 3.00 minimum.
- c. Three letters of recommendation.
- d. An autobiography (minimum 4 pages) including but not limited to information on the applicant's present and future interests in Psychology.
- e. An interview, either in person or by telephone, will be asked of those applicants who have reached the final screening.
- f. In most cases, prior to acceptance, some experience in the areas of applied psychology, or in the human services.
- g. All admission requirements, except interviews, ordinarily to be completed by February 15.
- h. 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 ordinarily (but not always) a full time program; full-time students are expected to carry at least nine credits each quarter.

Graduate Courses

- | | | |
|----------------|---|------------------|
| Psy 501 | Phenomenology of the Face | 3 credits |
| | Introduction to existential-phenomenological philosophy and psychology as foundational for therapeutic practice. Reflection on the presence of the other person. Psychology as a hermeneutic science which studies what is presented as that which reveals the concealed. Permission of instructor. | |
| Psy 503 | Assessment I (majors only) | 3 credits |
| Psy 513 | Assessment II (majors only) | 3 credits |
| | Understanding of psychopathology and of the person's lived-world also including diagnostic categories and some assessment processes. | |
| Psy 505 | Seminar on Desperate Styles | 3 credits |
| | 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. | |
| Psy 511 | Growing Up In Families | 3 credits |
| | Development of the person as situated within the delicate balance between familial heritage and individual freedom. Phenomenological reflection on autobiographical data, a model for family studies, on "good family life," and on pathogenic families. Permission of instructor. | |
| Psy 515 | Group Therapy: Identify in Community (majors only) | 3 credits |
| | Experiencing of the group situation, viewed as a social microcosm and context for therapeutic change, simultaneous with the reflection on the foundational and interdependent notions of existential separateness and identity as rooted in dialogue in community. | |

- Psy 521 Psychology, Imagination, and Culture** 3 credits
Imagination as embodied in cultural expressions in order to know the psyche and the transformative power of beauty and myth. Psychological imagining as a mode of research. Permission of instructor.
- Psy 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
Exploration of the different meanings of helping and change in a therapeutic relationship. Reflection on various models of the healer and especially on our own motives, expectations and experiences for ourselves as therapists.
- Psy 541 The World of the Clinic** 3 credits
Discussion and analysis of practical and ethical issues in clinical intervention, politics of mental health, dilemmas of therapists, and supervision of practicum experience. 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

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

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	Loss and Grief
RHB 513	Intelligence Testing
RHB 520	Group Process in Rehabilitation
RHB 525	Rehabilitation Administration

Rehabilitation Courses

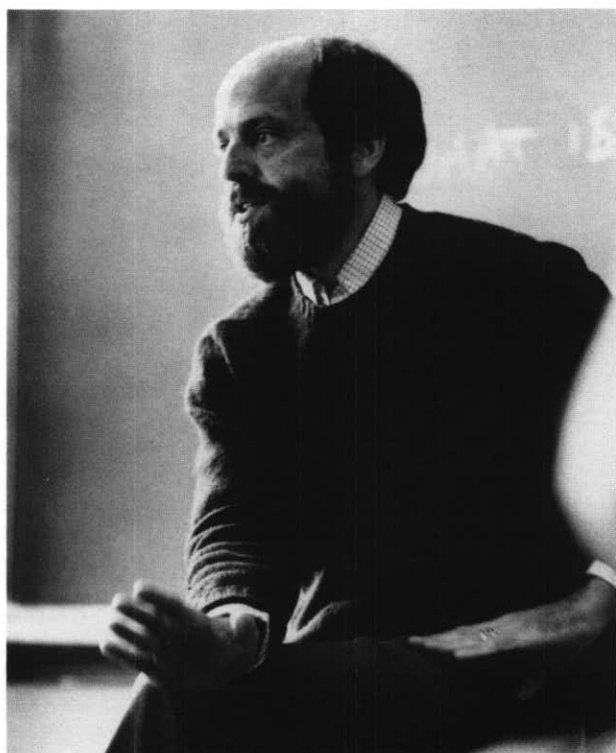
Rhb 418	Independent Living	3 credits
Review of Independent Living legislation for the disabled; study of the vital areas of independent living, including housing,		



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	Loss and Grief	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

SEE ALSO: INSTITUTE FOR THEOLOGICAL STUDIES

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. The Master of Ministry and Master of Religious Education 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.



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 one year but must be completed within three years. Courses taken from the SUMORE Program may also be applied.

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 CORPUS should communicate with the CORPUS office.

For Degree Conferral

45 credits of coursework including a 3 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/SUMORE COURSES

- | | | |
|---------------|---|------------------|
| RS 501 | Theologies of the New Testament | 3 credits |
| | The nature of revelation and inspiration; the process of New Testament composition and the means to recover its message; historical backgrounds of the communities and theologies of the writers. | |
| RS 503 | Christology | 3 credits |
| | A survey of theological reflection on Jesus of Nazareth, his life, teaching, death, and resurrection. Examines the New Testament, the Fathers, the important conciliar definitions, the scholastic synthesis and contemporary discussion. | |
| RS 504 | The Church as Community | 3 credits |
| | Biblical, historical and theological reflection on the meaning of the Church and its mission. | |
| RS 505 | Sacramental Theology | 3 credits |
| | New Testament foundations, historical development in theology and practice; particular attention to celebrations of the faith community. | |
| RS 509 | Christian Ethics | 3 credits |
| | The dynamics of moral decision-making; including the process of moral development, principles of Christian moral action and the development of a methodology for addressing personal and social moral issues. | |
| RS 512 | Liturgy and Worship | 2 credits |
| | Introduction to the theology of Christian worship, the nature and historical forms of liturgy and current practice. | |
| RS 519 | Theology and Catechesis | 3 credits |
| | The development of a contemporary perspective toward both theology and catechesis to assist religious educators in bridging these disciplines as teachers and ministers of the Christian faith. | |
| RS 520 | Spiritual Direction | 2 credits |
| | A basic course in the theory and practice of spiritual direction designed for those interested either in receiving or giving such direction. | |
| RS 523 | Christian Anthropology | 3 credits |
| | An exploration of the nature of the human person in a Christian perspective; the Christian views of nature, human reality, and redemption of the global community. | |
| Rs 524 | Religious Perspectives in Psychology | 2 credits |
| | Transition and growth in faith from the religion of youth to religion of maturity; understanding of faith in this process of growth; problems associated with the learning, living, and transmission of the Christian message. | |
| Rs 525 | Religious Perspectives in Sociology | 2 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 528 | Christian Self-Image | 3 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 529 | 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 530 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.

RS 531 Contemporary Theological Issues 2 credits

The relationship of traditional formulations and current developments in doctrinal areas, (i.e. God, Jesus, the human person, grace, sin, redemption) to the pastoral situation today.

RS 532 Sacramental Catechesis 2 credits

An exploration of the pedagogy of sacraments in light of contemporary sacramental theology and present insight into the catechetical process.

RS 533 Contemporary Values and Belief 2 credits

A study of the major influences in today's culture — sociological, economic, political, technological, psychological; the mission of the Church within this society.

RS 534 Theology of Ministry 2-3 credits

An exploration of the various elements of a theology of ministry in light of the mission of the Church and one's own ministerial identity.

RS 537 Youth Ministry: Theory and Practice 2 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 538 Youth and Young Adult Religious Development 2 credits

A study of youth and young adult religious and psycho-social development and education models and strategies to serve this development.

RS 539 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 542 Justice Spirituality 3 credits

The Gospel as leaven within and for the world. The Church's developing understanding of her role in the evangelization of the world process. Contemporary socio-economic problems of America and the world.

RS 543 Justice Ministry 2-3 credits

A Christian understanding of justice and peace and an examination of various dimensions of action: political, economic, cultural and religious.

RS 544 Retreat: Theological Reflection 1 credit

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.

RS 546 Prayer 2 credits

The traditions of prayer in the church, experiences of prayer and prayer leadership in the believing community.

RS 547 Interpersonal Process 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 548 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 549 Groups and Processes 2 credits

Leadership styles clarifying expectations, understanding patterns of behavior in groups, reducing defensiveness, alternative ways of building satisfying living/working groups.

RS 550 Theories of Religious Education 2 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 566 Pastoral Counseling 3 credits

A course integrating basic helping skills with theological foundations for counseling ministry. The course is structured in two parts: lecture and lab practicum.

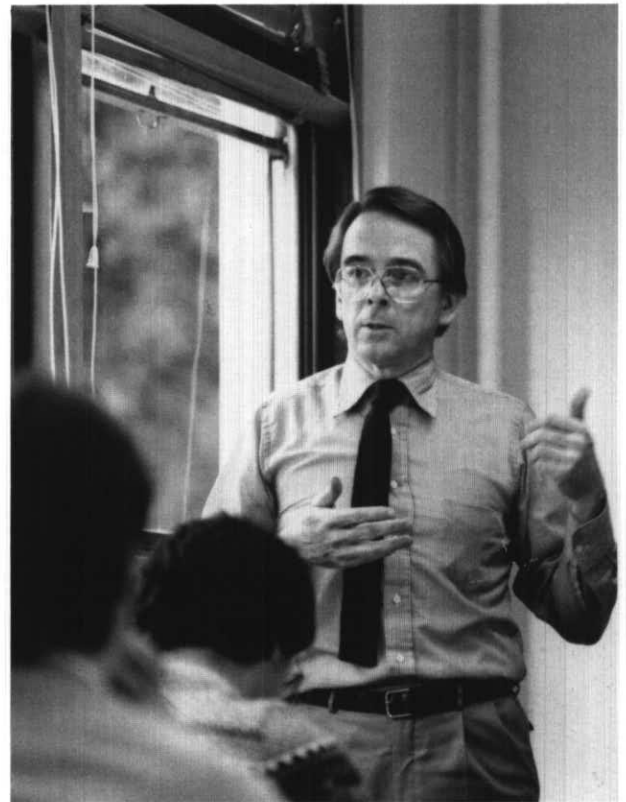
RS 567 Counseling Theories 3 credits

Theoretical foundations of major counseling approaches with opportunities for in-class practice in simulated counseling interviews.

RS 568 Pastoral Leadership 3 credits

Basic skills for effective pastoral leadership: styles of leadership; pastoral planning and problem solving; management of resources, time, personnel; personal maintenance.

RS 569	Administration for Church Professionals	2 credits
	An examination of administrative style, planning, organizing, directing and evaluating through practical experience and administrative theory.	
RS 570	Theological Reflection	2 credits
	A seminar integrating the Christian theological tradition with the contemporary experience and practice of ministry.	
RS 571	Supervised Field Practicum	3 credits
RS 572	Supervised Field Practicum	3 credits
RS 573	Supervised Field Practicum	3 credits
RS 580	Graduate Project	3 credits
RS 581	Graduate Project	3-6 credits
RS 583	Seminar	2-4 credits
RS 584	Old Testament Seminar	2 credits
RS 585	Directed Readings in Pastoral Ministry	2-5 credits
RS 586	Directed Readings in Religious Education	2-5 credits
RS 587	Practicum I	2 credits
RS 588	Practicum II	2-4 credits
RS 589	Practicum III	2-4 credits
RS 590	Special Topics	1-6 credits
RS 591	Special Topics	1-6 credits
RS 592	Special Topics	1-6 credits
RS 593	Special Topics	1-6 credits
RS 595	Independent Study	1-6 credits
RS 596	Independent Study	1-6 credits
RS 597	Independent Study	1-6 credits
RS 598	Independent Study	1-6 credits



Albers School of Business

John D. Eshelman, Ph.D., Dean
 Sharon James, Ph.D., Assistant Dean
 David Carrithers, Graduate Admissions Officer

Department Chairpersons

Accounting and Legal Environment:

William L. Weis, Ph.D.

Administration:

Gerald Hampton, Ph.D.

Economics:

Hildegard Hendrickson, 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 and introduction to software packages to aid 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 Quantitative 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 of economic theory and methodology to business administration practice, using tools and techniques of economic analysis to solve business problems. Prerequisite: Bus 570.

Bus 575 International Business Enterprise 3 credits
Economic fundamentals of international trade including the working of the foreign exchange market. National policies and international institutions. Foreign branches and subsidiaries. Multinational corporations. Centrally planned economies. Developing nations. Prerequisite: Bus 506.

Bus 576 Finance for International Business 3 credits
Balance of payments. International investment. Exchange controls. Liquidity and adjustment problems. I.M.F. and possible developments. American payment problems. Special drawing rights. Proposals for international payments systems. Eurodollar market. Prerequisite: Bus 506; 575 recommended.

Bus 577 Business Responsibility/Ethics 3 credits
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

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

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

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. Also appropriate for educators in non-school settings.

Administration — designed for those desiring to qualify for leadership positions such as principalships, school business administration, and other supervisory positions.

Counseling — prepares professionals for counseling in schools, higher education and community agency settings.

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 these graduate fields with selected professional education courses pursue the major in Curriculum and Instruction or Educational Administration which permit such combinations.

Special Certification Programs

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

1. 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.



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

- a) Montessori teaching certification
- b) Continuing certification: may be either a non-degree program or combined with a master's degree.
- c) 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.
- d) 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.
- e) 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.
- f) 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.
- g) 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.
- h) 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.

Admission Requirements

Master's Degree Programs

- Bachelor's degree and initial certification (where applicable)
- Relevant work experience, usually at least one year beyond the bachelor's degree (two years for the Educational Specialist in School Psychology) is required.
- 2.75 cumulative or upper division grade point average. Students below 2.75 may apply, but must include Graduate Record Examination or Miller Analogies Test Scores.
- 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. This requirement does not apply to persons preparing for work in non K-12 settings.

For Counseling Majors

- The equivalent of an undergraduate major in any of a combination of the following is needed:
Education, Psychology, Sociology, Social Work or Community Service.

- Meeting the minimum admissions requirements does not guarantee admission. Usually a group interview is required.

- Finally, applicants must complete all admissions requirements at least **two months** prior to the quarter they wish to be considered for admission. They will be informed thereafter if they are to appear for an interview.

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 below)
- For 500 level courses student must qualify for graduate standing (see above).

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

5th Year Program — Initial Certification Only

- Bachelor's degree
- 2.50 cumulative grade point average
- 2.75 grade point average in any professional education courses
- 2.75 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.

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; 20 hours for counseling majors.
 - 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. **Residency.** Students are encouraged to spend at least one quarter in full time study, preferably the first Summer quarter. Nine hours or more per quarter constitutes full time graduate study.
4. **Enrollment limits for fully employed students.** Anyone holding full-time employment is ordinarily limited to six hours per quarter. (This may be exceeded when added courses are an integrated part of the working day, e.g., internship, certain independent study courses, and certain graduate projects.)
5. **A 3.00 grade point average** must be maintained during graduate study.
6. **Combining degree work and certification programs.** By careful planning the student may combine degree work with a program leading to the standard teaching certificate, the provisional principal's credential or a counselor's certificate.

Department of Educational Administration

Master's Program in Educational Administration

School Administration

Required Courses:

Ed 500 — Introduction to Research and Graduate Studies
Ed 501 — Philosophy of Education
One of:
Ed 521 — Adult Psychology/Learning
Ed 522 — Child Psychology-Learning
Ed 523 — Adolescent Psychology-Learning

Administration Core Courses:

Ed 507 — Principles of Educational Law
Ed 536 — Supervision of Instruction
Ed 540 — Basics of Curriculum and Instruction
Ed 581 — Fundamentals of Administration
Ed 583 — School Finance

Ed 586 — Professional Personnel
Ed 590 — Administrative Internship I
Ed 591 — Administrative Internship II
Ed 592 — Administrative Internship III

Typical Electives

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

Ed 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
Ed 501 — Philosophy of Education
Ed 596 — Graduate Field Project
Bus 507 or Ed 581 — Organization and Administration
Ed 593 — School Business Administration
Ed 594 — School Plant and Facilities Planning
Ed 595 — Critical Programs/Collective 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 The Albers School of Business, with approval of adviser

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

Program Goals

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

Coursework, seminars, and supervised experiences will focus on:

- a. improvement of instructional, curricular, evaluative, management, and organizational development skills.
- b. teaching and learning theories derived from current research and their application to various educational environments;
- c. assessment of individual needs.

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 including prerequisites listed below. 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.

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.

Submit a planned program of studies approved by the adviser.

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.

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

Curricular Plan

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.

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

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

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.

Department of Counselor Preparation

Michael O'Connor, Ph.D., Chairperson

Core Program: All Counseling Degrees = 42 Credits

All courses are three credits, except for four credit asterisked courses.

ED 500 Introduction to Research
 ED 501 Philosophy of 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
 ED 521 Adult Psychology/Learning
 One of: ED 522 Child Psychology/Learning
 ED 523 Adolescent Psychology/Learning
 ED 527 Counseling Tests and Measurements I Prerequisite:
 Basic Statistics (undergraduate or graduate)
 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 Post-Secondary 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 2
 ED 554 Diagnosis and Assessment Prerequisite: Abnormal
 Psychology (undergraduate or graduate level)

For Community College Counseling add to CORE program:

ED 515 Multicultures
 ED 528 Counseling Tests and Measurements 2
 ED 554 Diagnosis and Assessment Prerequisite: Abnormal
 Psychology (undergraduate or graduate level)
 Plus one Community College Course

For Community Agency Counseling add to CORE program:

ED 528 Counseling Tests and Measurements 2
 ED 554 Diagnosis and Assessment Prerequisite: Abnormal
 Psychology (undergraduate or graduate level)
 ED 558 Community Mental Health Practice
 ED 518 Group Counseling Practicum
 and
 ED 560 Family Counseling

Three to six elective credits depending on the degree and focus chosen are required for a total of 60 credits. A sequence in Alcohol and Drug Studies may be incorporated into most programs. In the combination of Alcohol and Drug Studies and a Counseling program, the credits total a minimum of 72.

Department of Curriculum and Instruction

Margaret M. Haggerty, Ph.D., Chairperson
 John Chattin-McNichols, Ph.D., Coordinator of Early Education and Gifted
 Alan Hilton, Ed.D., Coordinator of Special Education
 Bonnie J. Denoon, Ph.D., Coordinator of Educational
 Diagnostics/School Psychology
 Mary C. Pirrung, M.A., Coordinator of Reading

Master's Program in Curriculum and Instruction

Required Core Courses for all specializations:

ED 500 — Introduction to Research and Graduate Studies
 ED 501 — Philosophy of Education
 ED 540 — Basics of Curriculum and Instruction

One of: ED 521 — Adult Psychology/Learning
 ED 522 — Child Psychology-Learning
 ED 523 — Adolescent Psychology-Learning
 A course in Exceptionality

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*
 *Optional

Electives (approximately 12-15 hours)

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

Reading Resource Specialist (24 credits)

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

Typical Major Courses:

ED 526 — Field Practicum Workshop
 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 Core courses within the Department of Curriculum and Instruction and Ed 536.

Learning Disabilities/Behavior Disorders (21 credits)

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 credits)

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.

Gifted Education (15 credits)

ED 450 — Introduction to Gifted Education
 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

Montessori: Teacher Education (20 credits)

Required Courses: Same as previously stated for Core courses 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 (17 credits)

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

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

Program Administrator

Applicants for initial certification as Program Administrators in the specialties of Curriculum and Instruction, 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

Religious Education (18-21 Credits)

Required courses: Same as previously stated for all specializations within the Department of Curriculum and Instruction except RS 538 or RS 539 may be substituted for ED 521, 522, 523.

Typical Major Courses:

RS 501 — Theologies of the New Testament 3 credits
 RS 503 — Christology 3 credits
 RS 504 — The Church as Community 3 credits
 RS 519 — Theology and Catechesis 3 credits

- One of: RS 505 — Sacramental Theology 3 credits
 RS 509 — Christian Ethics 3 credits
 One of: RS 542 — Justice Spirituality 3 credits
 RS 543 — Justice Ministry 2-3 credits
 RS 550 — Theories of Religious Education 2 credits

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 within first 15 credits
 - 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 (documented)
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 | 9-15 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 plus 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:

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 registration is required through the quarter in which all degree requirements have been completed. As long as a student is active in the program, enrollment every quarter is required either in regular courses or Ed 649, Doctoral Enrollment. Formal "leaves" may be granted for cause. Credit applied to the degree may not be over 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 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, rehabilitation, religion.
 - 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 = 4-12 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 = 12-20 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	27
Cognate		3	3	3	6	3	18
Prof. Ed.		6	3	6	3	3	21
Ind. Study				4-15		4-12	
Project				12-20		12-20	
TOTALS	9	14	9	14	9	11	90

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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** — Students 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 426 Introduction to Mental Retardation** 3 credits
Study of the syndromes and behavioral characteristics of the mentally retarded and survey of the current trends in the field.
- 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** 5 credits
Methods and Materials
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** 5 credits
Methods and Materials
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** 5 credits
Study of Early Education
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. (spring)
- Ed 451 Gifted Education: Workshop I** 3 credits
Current issues in gifted education. Prerequisite: Ed 450. (summer, odd years)
- Ed 452 Gifted Education: Workshop II** 3 credits
Curriculum for the gifted. Prerequisite: Ed 540. (summer, even years)
- 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

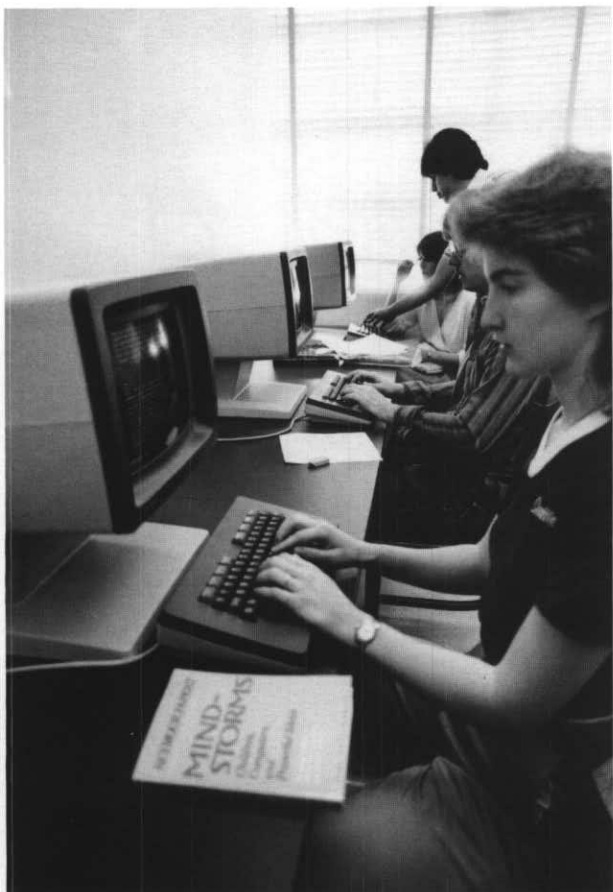
evaluation of hardware and software, and the ethics of computer use. Includes site visits to various computer centers. (winter).

- 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. (spring, even years; summer, odd years)
- 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 The School Superintendent: Politics and Policy** **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 superintendents to achieve goals. (spring, even years; summer, odd years)
- 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. (summer, even years)
- 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. (fall, winter, spring, summer)
- 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. (winter, summer)
- Ed 512 Counseling and Informational Sources** **3 credits**
Study of vocational development. Exploration of educational, social, vocational and referral sources. Prerequisite: Ed 511. (spring, summer)
- Ed 515 Multicultures** **3 credits**
Examination of a wide variety of cultures with implications for helping professions. (summer, even years)
- 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, 511. (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. (fall, even years)
- 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. (spring, odd years)
- Ed 521 Adult Psychology/Learning** **3 credits**
Investigation of various theories of adult development and learning. (summer)
- 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. (summer)
- 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 526 Reading Practicum Workshop** **3 credits**
Emphasis on task analysis lesson design using E C R I instructions for word recognition and comprehension skills; recording and reporting student learning increments, and study of role and application of materials. (summer)
- 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. (winter)
- 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. (summer)
- 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. (summer)
- 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. (winter, spring, summer)
- 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. (fall, summer)
- 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. (summer)
- 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. (summer)
- 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. (spring, summer)
- 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. (summer, even years)
- 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. (summer, even years)
- 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. (winter, summer)
- 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. (summer)
- 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. (summer, odd years)
- Ed 551 Counseling Practicum** 4 credits
Supervised counseling experience wherein the counselor candidate is responsible for actual counseling cases. With supervision. Prerequisite: Ed 510, 511. 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. (spring)
- Ed 553 Gifted Education: Methods for Exceptionality** 3 credits
Teaching strategies for teachers of gifted education. Prerequisites: Ed 450 and Ed 547. (summer, even years)
- 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: Permission of Instructor.
- Ed 556 Class Management** 3 credits
Critical analysis of management systems such as operant discrimination learning, and environmental control. (fall)
- 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. (summer)
- Ed 581 Fundamentals of Administration** **3 credits**
Administration theory, style, criteria, responsibilities, process and management by objective. (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. (spring)
- 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, spring, summer)
- Ed 588 Professional Communications** **3 credits**
Analysis of need and appraisal of effectiveness of communications with both internal and external publics; includes skill development in oral, written, and non-verbal communication.
- Ed 590 Administrative Internship I** **3 credits**
- Ed 591 Administrative Internship II** **3 credits**
- Ed 592 Administrative Internship III** **3 credits**
Supervised experiences in 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 Administration** **3 credits**
Legal and procedural factors in school budgeting, expending, accounting, auditing, planning policy, program budgeting and community reporting as they relate to federal and state rules and regulations. (summer, odd years)
- Ed 594 School Plant and Facilities Planning** **3 credits**
School plant requirements for new construction and remodeling: Projections, site selection; staff and patron planning; and leadership of the administrator (summer, even years)
- Ed 595 Critical Programs/Collective Bargaining** **3 credits**
Federal and state rules, regulations and reporting requirements studied and analyzed. Collective bargaining in the public sector is approached historically and current practices and legislation studied. (Fall, even years)
- 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. Graded S/NC.
- Ed 610 Doctoral Project** **12-20 credits**
A doctoral level project completed under the supervision of a project committee and a major professor. Twelve to 20 credits are required for the Ed.D. degree. Quarterly registration will range from 1-14 credits as approved by the adviser.
- Ed 612 Project Continuation** **0 credits**
Doctoral students who do not complete the dissertation in three years must register for this course in fall quarter of the fourth year. See page 4.
- Ed 613 Project Continuation** **0 credits**
Doctoral students who do not complete the dissertation in four years must register for this course in each quarter of the fifth and following years until completion. See page 4.
- 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.



School of Science and Engineering

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

Master of Software Engineering

Everald E. Mills, 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. Mathematical maturity and a working knowledge of a block structured language such as ALGOL, PL/I or PASCAL are also desirable.

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

Graduate School Requirements

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.

Graduation Requirements

Minimum requirements for the degree are 45 credits at the graduate level. These include 24 hours of required core courses, 12 hours of elective courses, and 9 hours of a Software Engineering Project.

Foundation Courses

Completion of ESW 500 and 501 is required for entry into all courses other than ESW 508, 510, 512 and 514. This requirement may be waived by (1) having taken courses of similar content acceptable to the department, or (2) demonstrating competence in the subject areas by examination. Credit for ESW 500 and 501 can not be counted toward the 45 hours required for graduation.

Core Courses

Courses ESW 508, 510, 512, 514, 516, 518, 531 and 543 must be taken by all students.

Elective Courses

Any graduate courses in Software Engineering other than Foundation, Core, and Software Engineering Project courses may be used to satisfy the elective course requirement. In addition, some graduate level courses from other departments may be acceptable to the Software Engineering department as electives, particularly selected courses from the MBA program at Seattle University.

Software Engineering Project

The three quarter sequence ESW 585, 586, and 587 is required of all students. Students are grouped into teams which undertake a software project. Usually the project will be a full life-cycle development of a medium sized software product. During the final quarter of this sequence (ESW 587), students may not take any other courses concurrently. Students will be encouraged not to start the Software Engineering Project sequence unless ESW 587 will be their final course in the program. Prior to taking ESW 585, 586 and 587, students are required to have served as a reviewer for all the milestone reviews of another group's Software Engineering Project.

Time Limitations

All requirements for the Master of Software Engineering degree must be completed within six years after course work has begun, including any courses approved for transfer.

Typical Program

For students waiving both foundation courses

	Fall	Winter	Spring
YEAR 1	ESW 508 ESW 510	ESW 531 ESW 512	ESW 516 ESW 514
YEAR 2	ESW 518 elective	ESW 543 elective	elective elective
YEAR 3	ESW 585	ESW 586	ESW 587

For students waiving neither foundation course

	Fall	Winter	Spring
YEAR 1	ESW 508 ESW 510	ESW 500 ESW 512	ESW 501 ESW 514
YEAR 2	elective elective	ESW 531 ESW 543	ESW 516 elective
YEAR 3	ESW 585 ESW 518	ESW 586 elective	ESW 587

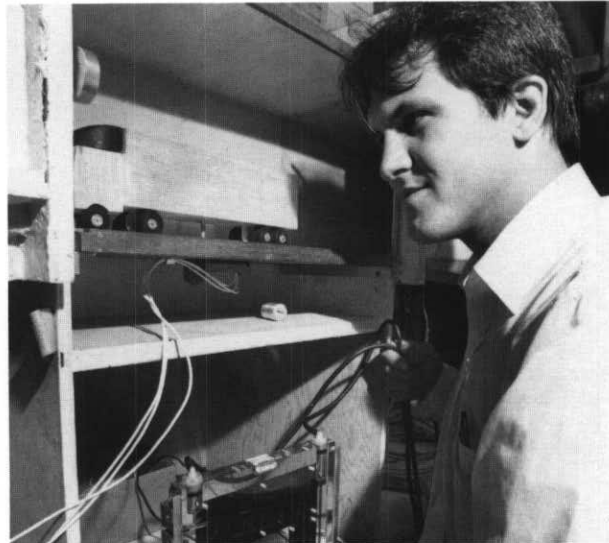
Graduate Courses

- ESW 500 Information Structures and Algorithms** 3 credits
Theory and applications of linear, tree, and graph structures; memory management; sort/merge; algorithm design and analysis. (winter)
- ESW 501 Computer Systems Principles** 3 credits
Survey of computer systems architecture, programming languages, and operating systems. Relationships among hardware and software. (spring)
- ESW 508 Technical Communication** 3 credits
The role of communication skills in software engineering. Organizing ideas, writing, speaking, structure and content of proposals, reports, manuals and other software project documentation. (fall)
- ESW 510 Software Systems Analysis** 3 credits
System requirements analysis and functional specification methodology, tools, and techniques. Prerequisite or corequisite: ESW 508. (fall)
- ESW 512 System Design Methodology** 3 credits
Software system design methodology, tools and techniques. Prerequisite: ESW 510. (winter)
- ESW 514 Programming Methodology** 3 credits
Software system implementation methodology, tools, and techniques. Programming language capabilities. Programming style. Principles of unit testing. Prerequisite: ESW 512 (spring)
- ESW 516 Software Quality Assurance** 3 credits
Managerial and technical aspects of verification, validation and quality assurance. Theory of testing. Prerequisite: ESW 531. (spring)



- ESW 518 Software Metrics** 3 credits
Quantitative approach to software engineering and management. Metrics and tools to evaluate, control, and estimate the software life cycle. Reliability, size, quality and complexity measures. Prerequisite: ESW 531. (fall)
- ESW 531 Software Project Management** 3 credits
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 508. (winter)
- ESW 533 System Procurement and Contract Acquisition** 3 credits
An introduction to the software procurement environment, contract law and the fundamentals of negotiation. Specification and control of products and process. Prerequisite: ESW 516. (fall)
- ESW 541 Database Systems** 3 credits
Review of database management techniques. Survey of database management systems: their use, architecture, design, implementation, and cost/benefit/performance tradeoffs. Prerequisite: ESW 514. (fall)
- ESW 543 Formal Methods** 3 credits
Theory of program function and structure. Proof of correctness techniques. Automatic programming. Prerequisites: ESW 514. (winter)
- ESW 551 Distributed Computing** 3 credits
Design and analysis of hardware and software architecture for distributed systems. Fundamentals of data transmission. A survey of existing networks and future trends. Prerequisite: ESW 514.
- ESW 553 Artificial Intelligence** 3 credits
Survey of the field of artificial intelligence. Expert systems, robotics, language and pattern recognition. Prerequisite: ESW 514.

- ESW 560 Human Factors in Computing** 3 credits
Automation of user processes, design of user interfaces, data presentation techniques and the human-factor aspects of operations and maintenance procedures. Psychology of computer programming. Prerequisite: ESW 508.
- ESW 562 Data Security and Privacy** 3 credits
Encryption, database security and implementation of protection schemes in operating systems and programming languages. The legal and ethical aspects of security and privacy. Prerequisite: ESW 514.
- ESW 564 Computer Graphics** 3 credits
Analysis and generation of pictures by computer graphics hardware and software. Prerequisite: ESW 514.
- ESW 566 Real Time Systems** 3 credits
Design, implementation and maintenance of real time systems. Data acquisition systems, process control systems. Interface techniques. Prerequisite: ESW 514.
- ESW 585 Software Engineering Project 1** 3 credits
ESW 586 Software Engineering Project 2 3 credits
ESW 587 Software Engineering Project 3 3 credits
A three quarter sequence in which students are grouped into teams which undertake a software project utilizing tools and techniques presented in previous courses. Sequence generally begins in fall and ends in spring quarter. Prerequisites: ESW 516, 519 and satisfactory service as project reviewer on an assigned prior project. ESW 518 may be taken concurrently with ESW 585.
- ESW 591 Special Topics** 1-3 credits
ESW 592 Special Topics 1-3 credits
ESW 593 Special Topics 1-3 credits
- ESW 596 Independent Study** 1-3 credits
ESW 597 Independent Study 1-3 credits
ESW 598 Independent Study 1-3 credits



Master of Transportation Engineering

Dale A. Carlson, Ph.D., Director

Harry Majors, Jr., M.S., Graduate Adviser

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)

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 ECL (EML) 501, 502, 503, 504, 507, 508, 509, 510 or 511, 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 ECL 519 (EML 519) — Engineering Project will need three electives for the degree. Those electing ECL 520 (EML 520) — Thesis will need two electives for the degree.

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

First Year

Fall Quarter

- ECL 512 Advanced Transportation Mathematics 3 credits
(EML 512)
- ECL 501 Principles of Transportation Analysis and
(EML 501) Planning I. 3 credits

Winter Quarter

- ECL 503 Transportation System Economics and
(EML 503) Management 3 credits
- ECL 502 Principles of Transportation Analysis and
(EML 502) Planning II 3 credits

Spring Quarter

- ECL 504 Transportation and Vehicle
(EML 504) Control Systems 3 credits
- Elective 3 credits

Second Year

Fall Quarter

- ECL 510 Transportation Noise or ECL 511
(EML 510) Energy 3 credits
- ECL 507 Transportation Propulsion Systems 3 credits
(EML 507)
- ECL 516 Seminar and Lecture Series 2 credits
(EML 516)

Winter Quarter

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

Spring Quarter

- Elective 3 credits
- ECL 509 Aerodynamics of Vehicles 3 credits
(EML 509)
- ECL 518 Seminar and Lecture Series 2 credits
(EML 518)

Summer Quarter

- ECL 519 Engineering Project 3 credits
(EML 519)
- or
- ECL 520 Thesis 6 credits
(EML 520)

Graduate Courses

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

- ECL 502 Principles of Transportation Analysis and Planning II 3 credits**
(EML 502) Continuation of EML 501. Systems planning. Models for demand estimation, network stability, and system evaluation using computers. Prerequisite: EML 501.

- ECL 503 Transportation System Economics and Management 3 credits**
(EML 503) Short and long range economics. Engineering design on capital and operating costs. Revenue projections. Break-even. Modal price competition. Capital investment. Competitive designs.

- ECL 504 Transportation and Vehicle Control Systems 3 credits**
(EML 504) Traffic control for air, ship, urban, and automobile transportation. Vehicle control, automated urban systems, computerized freight yards. Simulation techniques. Prerequisite: EML 502.

- ECL 505 Maintainability and Reliability of Transportation Systems 3 credits**
(EML 505) Reliability of current systems. Fault-tree analysis. Inventory control of spare parts. Effect on design. Life cycle costing.



ECL 506 Transportation Safety (EML 506)	3 credits Safety analysis of current systems. Failure and fault-tree analysis. Government guidelines and policies. Legal method applied to transportation issues.
ECL 507 Transportation Propulsion Systems (EML 507)	3 credits Power plants, drive systems, energy considerations, hybrid plants, auxiliary power systems. Prerequisite: EML 502, EML 504.
ECL 508 Dynamics of Vehicle Design (EML 508)	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
ECL 509 Aerodynamics of Vehicles (EML 509)	3 credits General principles of aerodynamics applied to vehicles and transportation structures. Prerequisite: EML 508.
ECL 510 Transportation Noise (EML 510)	3 credits Control of noise. Principles of noise generation, transmission, and measurement. Noise reduction. Federal regulation.
ECL 511 Energy Utilization and Emissions (EML 511)	3 credits Energy consumption. Vehicular and system design constraints on conservation. Future energy sources. Chemical emissions, atmospheric reactions, pollutions, federal regulations.
ECL 512 Advanced Transportation Mathematics (EML 512)	3 credits Review of mathematics necessary for the several graduate courses. Probability, statistics, forecasting, linear programming, queueing systems, matrices.
ECL 513 Intermodal Transportation Systems Analysis (EML 513)	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.
ECL 514 Special Problems in Transportation (EML 514)	3 credits Special studies under the direction of a faculty member for which academic credit may be granted. By arrangement.
ECL 515 Special Problems in Transportation (EML 515)	3 credits Continuation of EML 514.
ECL 516 Seminar and Lecture Series (EML 516)	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.
ECL 517 Seminar and Lecture Series (EML 517)	2 credits Continuation of EML 516.
ECL 518 Seminar and Lecture Series (EML 518)	2 credits Continuation of EML 517.
ECL 519 Engineering Project (EML 519)	3 credits Preparation of a written engineering report on some facet of transportation. Oral presentation in seminar.
ECL 520 Thesis (EML 520)	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.
ECL 596 Independent Study (EML 596)	1-5 credits
ECL 597 Independent Study (EML 597)	1-5 credits
ECL 598 Independent Study (EML 598)	1-5 credits



Institute of Public Service

Esther R. Mills, Ph.D., Director

The Institute of Public Service is an interdisciplinary center offering both graduate Master of Public Administration and undergraduate Bachelor of Public Administration degrees in Public Administration (see Undergraduate Bulletin). Founded in 1974, it is well-known for the quality of its graduates, the skill and experience of its faculty, and the rigor and realism of its curriculum.

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 week-ends.

The MPA degree has been designed for the in-service student who holds or seeks a managerial or professional position in a public or independent sector organization. Its courses blend theory and practice, providing students with both the analytic capacity and the organizational understanding essential to effective public management.

Institute faculty have extensive experience as public servants themselves, an experience which complements their academic qualifications. They maintain extensive contact with the practice of public administration through research, consulting and community service projects. The Institute also has an adjunct faculty comprised of professionals in the field who are also competent in the classroom.

Degrees Offered

Master of Public Administration

Admission Requirements

Students seeking admission to graduate studies in public administration should contact the 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 54 credits; students can elect either a thesis or non-thesis completion option. The program includes 36 credits of core, three credits of PUB 590 (non-thesis) or six credits of thesis, and remaining credits as electives. Additionally, all students must complete a non-credit program requirement entitled "Introduction to Graduate Study in Public Administration," offered each Fall quarter. Students who lack public sector work experience are required to complete an appropriate internship as well.

The MPA core is divided into six areas, each including two courses: organizational environment (PUB 511 and 512); legal and economic environment (PUB 571 and 572); management control (PUB 530 and 531); information assessment (PUB 540 and 541); human resources (PUB 521 and 522); and communication (PUB 561 and 562). These areas provide students an understanding of the environment of public administration, the processes of organizational life, and the skills required to manage organizations in that environment. They are designed in conformity with the standards established by the National Association of Schools of Public Affairs and Administration and reflect both the mission of Seattle University and the IPS experience in offering the MPA degree for a decade.

The strength and focus of the Master of Public Administration program is demonstrated by the nature of the core. Particularly innovative is its inclusion of communication skills (regularly defined by managers as critical, but rarely emphasized in curricula), its attention to the practicalities of management control and information assessment, and its focus on the human element in organizational productivity.

Students develop their elective program in consultation with an IPS adviser. These courses may be selected from the Institute's elective offerings as well as from those of other departments, in a way that contributes to a coherent academic program. Detailed information about elective selection and all other aspects of the program is contained in the MPA Policy Memorandum, distributed to all students upon matriculation.

Student Services

IPS strives to develop an individual relationship with each student. This is expressed in the advising process, student-faculty interaction both in and out of the classroom, and the assistance provided by the administrative staff. IPS faculty will assist students both formally and informally in their search for both internships and career positions, as will the University's Career Planning and Placement Office.

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 weekend format.
5. Minicourses—traditional lecture-format classes for one graduate credit, generally meeting on weekend nights. Explore a topic of current interest, a recent minicourse topic was "Limited Resource Management."

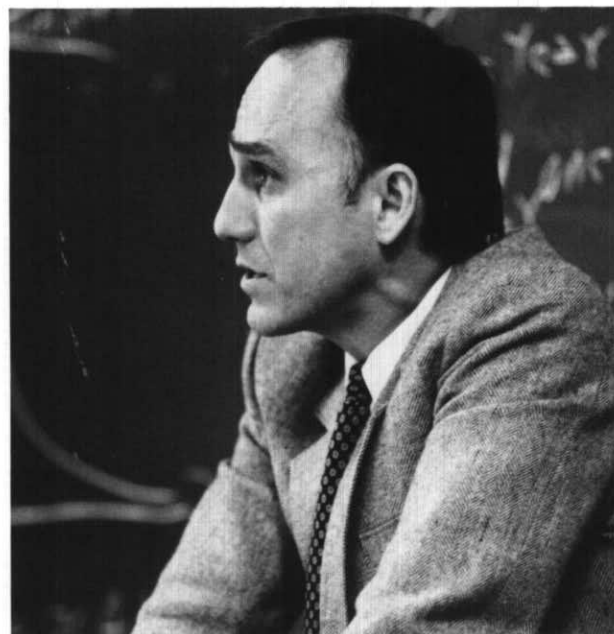
Public Service Courses

Pub 501 Applied Quantitative Analysis **3 credits**
Analysis of quantitative information for planning, program evaluation and management. Measurement issues, data collection methods and practical methods of data analysis. 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 511 Bureaucratic Organizations **3 credits**
Structure and characteristics of bureaucratic organizations, with emphasis on large public and independent sector agencies. Development of descriptive model of the behavior of such organizations. Sources of dysfunction. The critical role of formal and informal rules; proofs of Parkinson's Laws and the Peter Principle. Core.



Pub 512 The Implementation Process 3 credits

How public policies become public programs. Interplay of executive, legislative, judicial and administrative branches. Influence of public bureaucracies upon policymaking. Intergovernmental and interagency relations. Core. Prerequisite: Pub 511.

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 521 Human Resource Leadership 3 credits

Leadership in public and non-profit organizations. The manager's job as leader in decision-making, conflict-regulating, team-building and visioning. Individual behavior in organizations. Core.

Pub 522 Human Resource Administration 3 credits

Characteristics of workers and the institution of work; theories of the labor market. The nature of productivity, including sources of motivation and satisfaction. The performance appraisal and employee development processes. Issues in human resource management, including affirmative action and comparable worth. Core.

Pub 530 Management Analysis and Control I 3 credits

Management control in public and non-profit organizations including; terminology and principles of financial accounting; analysis of financial statements; responsibility and program structure; audit responsibility; cost accounting and pricing. Emphasis upon student analysis of management systems within contemporary organizations. Core.

Pub 531 Management Analysis and Control II 3 credits

The role of budgeting, including purpose, type and use; capital budgeting, bonding and debt management; planning, and programming, and performance analysis. Core. Prerequisite: Pub 530.

Pub 540 Policy and Program Research 3 credits

Research design for public decision-making. Specification of questions to guide inquiry; basis for causal inference; acquisition of quantitative data; reliability and validity issues; descriptive statistics; and the logic of inferential statistics. Core.

Pub 541 Decision Analysis 3 credits

Systematic analysis for decision-making in public and nonprofit organizations. Topics include decision theory, cost-benefit analysis, operation research models, PERT/CPM. Emphasis is on conceptualization and interpretation. Core. Prerequisite: Pub 540.

Pub 570 Economic Analysis 3 credits

Focus on the development of economic models, and upon the application of models to issues of public policy and management. Concepts of production, cost, supply, demand, market analysis, welfare, employment theory and stabilization policy. Prerequisite for Pub 571.

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: Pub 570 or equivalent. Core.



Pub 572 Administrative Law 3 credits

An understanding of the central components of the regulatory process: rule-making, investigation adjudication. Constitutional framework and statutory analysis. Liability of governmental units and officials. Legal research. Core.

Pub 581 Labor Law and Collective Bargaining 3 credits

History and analysis of legislation and court intervention in labor relations. Organization, bargaining and grievance systems. Simulations to gain experience.

Pub 582 Organization Communication 3 credits

Communication processes in organization: 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. Prerequisite: Permission.

Pub 588 Thesis 4 credits

Required as alternative to Pub 590. Prospectus approval required. Prerequisite: permission. Core option.

Pub 589 Thesis Completion 1 credit

Prerequisite: Permission.

Pub 590 Prospectives in the Public Service 3 credits

Examination of critical issues in public administration in the context of the theory presented in the MPA core. Includes a term project in which the student integrates the material from other courses through application to the analysis of a contemporary problem. Required of nonthesis students. Prerequisite: 36 completed credits, including 30 core. Core option.

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 S/N 1-5 credits

Pub 598 Independent Study Graded 1-5 credits



Institute for Theological Studies — Graduate Component

Seattle University, in cooperation with the Archdiocese of Seattle, offers the following series of graduate degrees in ministry:

Master of Religious Education Offered Summers by
Master of Ministry SUMORE. See pages 13-16.

Master of Pastoral Ministry — Level I — which includes CORPUS.
Students already in process, please
see pages 13-16.

Master of Theological Studies — Level II — to begin fall, 1986.

Master of Divinity — Level III — to begin fall, 1987.

Objectives

All of these degrees are designed to equip ministers, through an organized series of learning experiences, with the skills, attitudes, and knowledge needed to become and remain competent theologically, pastorally, and spiritually.

Admission Criteria

Level I

- Bachelor's degree
- Ordinarily a 3.00 grade point average (other factors will be considered)

- A liberal arts background equivalent to the core at Seattle University
- Two to three courses in undergraduate theology
- Two letters of recommendation
- Autobiographical statement
- Two years of some kind of education, ministry or church-related service as a professional or volunteer
- Compatibility assessment
- Personal or telephone interview

Level II and III

1. Admission to Levels II and III from within the program:
 - Satisfactory demonstration of all the competencies of each previous level
 - Recommendation from program evaluation committee for the next level
2. Admission from outside the program to Levels II and III:
 - The admission criteria listed under Level I
 - The attainment of the competencies of Level I
 - Ordinarily, no more than 24 graduate credits in theology/ministry will be transferred in toward advanced standing in Level II. This normally precludes entering the program at Level III.

Total Credits for Each of Three Degrees

I. Master of Pastoral Ministry (MPM)

Required (Level I)	37 credits
Elective (Level I)	5 credits
Project	3 credits
Total	45 credits

II. Master of Theological Studies (MTS)

Required (Level I)	37 credits
Required (Level II) (includes R/E courses)	33 credits
Elective	6 credits
Project	4 credits
Total	80 credits

III. Master of Divinity (M.Div.)

Required (Level I)	37 credits
Required (Level II) (includes R/E courses)	33 credits
Required (Level III) (includes R/E courses)	27 credits
Electives	12 credits
Project	6 credits
Total	115 credits

NOTE: A typical student load is 12 to 13 credits per quarter. A part-time option is also available.

Initiation of Projects at Levels I and II presumes that course work at each level has been satisfactorily completed. Each degree thus requires more than one academic year for its completion.

Course Descriptions

LEVEL I

Area: I. Academic/Theological

ITS 501	The Living Tradition of the Hebrew Community: Old Testament	3 credits
	Scriptural evidence of development in and of the Hebrew faith-tradition; Scripture's function of expressing, forming, and re-	

forming the faith-experience of the community; thematic developments and historical contexts of major writings; impact on living: Scripture as norm and origin of faith.

ITS 502 The Living Tradition of the Christian Community: New Testament 3 credits
The origins of Christian Scripture in Christian faith-experience of God revealing; New Testament development in time; major theological themes in cultural context; impact on living experience; methods of criticism and principles of interpretation aimed at personal appropriation of text, meanings, and tradition.

ITS 503 Christian Anthropology—Foundations 4 credits
Exploration of the mystery of the human being in Christian perspective: the potential meaningfulness of human existence, belief and unbelief, the need for salvation, the actuality and nature of divine revelation and the salvation it promises. Examination of the consequently realized meaning, worth, and structures of human persons in traditional Christian and contemporary formulations, human greatness and misery, grace and human transcendence, the human in relation to God, to other humans (in society and history), to the natural world; the imperative to growth; hope for the future of individuals and society.

ITS 504 Christology 3 credits
Contemporary context of sources for and approaches to questions and issues concerning the reality and meaning of Jesus Christ and the salvation he brings; biblical, patristic, medieval, modern and contemporary understandings of who Jesus Christ is aimed at personal appropriation of the Christian community's deepening critical grasp of the person, presence and power of the one who is the center of their faith; further lines of discussion and enquiry.

ITS 505 Ecclesiology 3 credits
Examination of our contemporary experience of Church; foundations and adumbrations of Church in the New Testament congregation (called and sent) of Jesus' followers; self-images and dimensions of Church developing in time: structures and functions, institutions, offices, and charisms that perpetuate the witness through which Jesus Christ makes himself accessible in the Spirit to our time and to all times.

ITS 506 Christian Ethics 3 credits
A study of the dynamics of moral decision making, the process of moral development, and principles of Christian moral action; the development of a methodology for addressing personal and social moral issues.

Area: II. Communication and Leadership Skills

ITS 510 Pastoral Helping Skills: Theory/Practice 4 credits
The integration of basic helping skills with theological foundations for counseling ministry; theoretical foundations of major counseling approaches with opportunities for in-class practice in simulated counseling interviews.

ITS 511 Conflict Resolution and Group Effectiveness 3 credits
Study and practice in the skills of conflict management and resolution in interpersonal relationships and group settings; theory and practice in the skills of group interaction, participation and empowerment in a variety of small group settings.

Area: III. Pastoral

ITS 520 Theological Reflection 2 credits
A seminar integrating the Christian theological tradition with the contemporary experience and practice of ministry.

ITS 521 Supervised Field Practicum, I, II, III 8 credits

ITS 522 A supervised intern experience focusing on the development of intra- and inter-personal skills for ministry with particular emphasis on one-to-one and small group interaction.

Area: IV. Spiritual

ITS 526 Prayer and Contemporary Spirituality 2 credits
An overview of contemporary schools of spirituality and their expression in various forms of prayer; the expression of the students' relationship with God in personal and small group prayer.

Area: V. Ministry Specific Electives (for students terminating at the end of this level)

ITS 591 Special Topics 5 credits
(Ministry Specific Electives)

ITS 596 Independent Study 3-6 credits

ITS 599 Project 3 credits

Level I represents revisions of courses offered by CORPUS.

LEVEL II

Area: I. Academic/Theological

History of the Church as a Believing Community: Historical investigations of various periods in the Christian life-tradition. Emphasis will be placed on how doctrinal development, social teaching, sacramental and moral teaching, and spirituality have been shaped by the various historical contexts in which the Christian faith has been expressed. Three courses will be offered:

ITS 531 Patristic and Early Medieval Period 3 credits

ITS 532 Late Medieval Period Through the Reformation 3 credits
(one of the previous two courses must be taken by all)

ITS 533 Modern and Contemporary Period 3 credits
(must be taken by all)

ITS 534 Pentateuch 3 credits
The themes and authors of the first five books of the Hebrew Scriptures. The development of those themes in the interaction of the Hebrew faith with its various historical settings.

ITS 535 Prophets 3 credits
The history, basic themes, and functions of the prophetic movement in Israel; a study of one or two prophets in detail; special emphasis on how the prophets reshaped the faith of Israel for a new historical situation.

ITS 536 The Synoptic Gospels 3 credits
The major themes of the first three gospels in the Christian scriptures; their composition and points of view in proclaiming Jesus; the communities for whom they were written; and the challenges they present us. Special emphasis on how the presentation of Jesus and his message have been shaped by the historical situation of the author and his audience.

ITS 537 John 3 credits
The basic themes of the Fourth Gospel; the community it addresses; how its historical setting influenced the message of the gospel; how that message can be interpreted for our historical situation.

ITS 538 Paul 3 credits
The man and the gospel he preached; a study of the themes of his letters, the communities and world for whom he wrote and the ways in which he challenges our faith today.

ITS 539 Contemporary Ethical Issues 3 credits
Analysis and discussion of selected topics in the areas of morality and ethics in the light of the Christian perspective. Special attention will be paid to how the interpenetration of Christian believing and historical contexts shape Christian ethics and how past resolutions of problems continue to shape our ethics today.

- ITS 540 Sin and Grace** 3 credits
Religious insights into and biblical, dogmatic and systematic explanations of the human condition affected by divine saving love; the nature of sin, evidence for and nature of grace—historical and systematic reflection.
- ITS 541 Trinity** 3 credits
Origins of Trinitarian belief (biblical foundations), historical developments and schools of thought; doctrinal/dogmatic statements, philosophical and theological reflections.

Area: II. Communication and Leadership Skills

- ITS 545 Group Leadership and Pastoral Communication** 4 credits
Study and experience in planning for and leading groups, especially in a pastoral setting; theories and methods of communicating ideas and goals. Training in public speaking is emphasized but other methods of communication within an organization are developed. Field practicum included.

Area: III. Pastoral

- ITS 550 Social Analysis** 2 credits
A study of the tools of social analysis with application to contemporary social, political, and justice issues; specific application to the student's internship/work situation.
- ITS 551 Field Practicum I** 2 credits
- ITS 552 Field Practicum II** 2 credits
A supervised intern experience focusing on the accomplishment of certain institutional goals within the pastoral placement and on a critical social analysis of that work setting. A further development of one's leadership capacity, especially in small groups.

Area: IV. Spiritual

- ITS 555 Spiritual Discernment** 2 credits
A knowledge of the process of spiritual discernment and its place in the spiritual life; initial ability to work with, guide, and refer persons seeking spiritual direction.

Area: V. Ministry Specific Electives (for students terminating at the end of this level)

- ITS 592 Special Topics (Ministry Specific Electives)** 6 credits
- ITS 597 Independent Study** 3-6 credits
- ITS 599 Project** 4 credits

LEVEL III

Area: I. Academic/Theological

- ITS 560 Myth, Symbol and Sacrament** 3 credits
An exploration of the symbolic, sacramental dimension of human life; its expression and celebration by the Christian community; its interaction with and use of predominant cultural themes.
- ITS 561 Hermeneutics and Theological Method in Pastoral Ministry** 3 credits
A study of ways to interpret the tradition so that it continues to live today; an examination of how one does theology and its implications for pastoral ministry.
- ITS 562 Sacraments of Initiation** 3 credits
The theology, liturgical structure, and practice of Baptism, Confirmation and Eucharist in the Christian community.
- ITS 563 Sacraments of Healing** 3 credits
The theology, liturgical structure and practice of the sacraments of Reconciliation and Anointing of the Sick.

- ITS 564 Plurality of Christian Traditions** 3 credits
An analysis of the structure and dynamics of significant Christian communities.

Area: II. Communication and Leadership Skills

- ITS 570 Pastoral Planning and Leadership** 4 credits
A knowledge of different approaches to planning within community organizations as these affect the faith life of people; an understanding of leadership theory and practice; implications and applications to the growth of the faith community. Field practicum included.
- ITS 571 Pastoral Leader as Change Agent** 2 credits
A study of the dynamics of change within communities, of the ways to use and mediate the range of social processes (including conflict) in modes which contribute to the common good; styles of change agents; ways of confronting social structures to produce a more just situation from a gospel perspective.

Area: III. Pastoral

- ITS 575 Canon Law in Pastoral Ministry** 2 credits
An overview of the contents of the Canon Law governing the Church; how to interpret and use it in pastoral ministry.
- ITS 576 Social Analysis of the Faith Community** 3 credits
A study of the socioeconomic factors which shape religious organizations and structures; application to particular communities such as parishes, schools, and others; understanding of ways religious practices and belief influence individuals and groups with implications for catechetics, liturgy, spirituality and ministries.
- ITS 577 Homiletics** 2 credits
Techniques and supervised practice in preaching within a liturgical setting.
- ITS 578 Theology of Ministry** 2 credits
An exploration of the various elements of a theology of ministry in light of the mission of the Church and one's own ministerial identity.
- ITS 579 Theology of Marriage and Family Life** 3 credits
The theology, liturgical structure, and practice of the sacrament of marriage in the Catholic Church; the Canon Law governing marriage; factors influencing family life.
- ITS 580 Field Practicum I** 2 credits
- ITS 581 Field Practicum II** 2 credits
A supervised intern experience focusing on the development of one's capacities to supervise and delegate, communicate effectively, and challenge and support others within a large organization (parish) while maintaining all of these activities within a vision of the mission and ministry of the Church.

Area: IV. Spiritual

- ITS 585 Community Prayer and Worship** 2 credits
A study of the patterns and dynamics of communal spiritual growth and the development of one's abilities to lead a large community in prayer and liturgy.
- ITS 586 Contemporary Religious Issues** 3 credits
An exploration of the major issues which face the Christian community today both from within the Church and in light of contemporary culture, e.g., fundamentalism, secularism, religion and the state.

Area: V. Required Elective Courses (for students terminating at the end of this level)

- ITS 593 Special Topics (Ministry Specific Electives)** 6 credits
- ITS 598 Independent Study** 3-6 credits
Other Electives from any level
- ITS 599 Project** 6 credits



University Administration

William J. Sullivan, S.J., Ph.D., President
Gary A. Zimmerman, Ph.D., Executive Vice President
Thomas C. Longin, Ph.D., Vice President for Academic Affairs
Gregory F. Lucey, S.J., Ph.D., Vice President for University Relations
George A. Pierce, Ph.D., Vice President for Administration
Jeremy Stringer, Ph.D., Vice President for Student Life
Virginia L. Parks, Ph.D., Vice President for Finance and University Treasurer
Marylou Wyse, Ph.D., Dean, Graduate School

Graduate Faculty

Josef C. Afanador, Ed.D., Associate Professor of Rehabilitation
Richard H. Ahler, S.J., S.T.D., Associate Professor of Theology and Religious Studies
Julian B. Andersen, Ph.D., Associate Professor of Business
Richard E. Arvey, Ph.D., Assistant Professor of Accounting
William E. Blanchard, Ph.D., Assistant Professor of Public Administration
Roger E. Blanchette, S.J., M.A., Assistant Professor of Theology and Religious Studies
Karen Brown, Ph.D., Assistant Professor of Business
John P. Burke, Ph.D., Associate Professor of Philosophy
Robert E. Callahan, Ph.D., Associate Professor of Business
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
C. Patrick Fleenor, Ph.D., Professor of Business
Beverly Forbes, Ed.D., Associate Professor of Education
Eric C. Frankel, Ph.D., Assistant Professor of Software Engineering
Lane Gerber, Ph.D., Professor of Psychology
John J. Gilroy, Ph.D., Associate Professor of Education
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., Associate Professor of Psychology
Gerald Hampton, Ph.D., Assistant Professor of Marketing
J. Hutchinson Haney, M.S., Assistant Professor of Rehabilitation
John M. Harding, J.D., Assistant Professor of Business
Hildegard R. Hendrickson, Ph.D., Rainier National Bank Professor of Finance; Professor of Economics and Finance
Alan Hilton, Ed.D., Associate Professor of Education
Sharon James, Ph.D., Assistant Professor of Business
David R. Knowles, Ph.D., Associate Professor of Economics
Georg D. Kunz, Ph.D., Associate Professor of Psychology
David L. Kurtz, Ph.D., Professor of Business
Diane L. Lockwood, Ph.D., Assistant Professor of Business
Reba Y. Lucey, M.Ed., Associate Professor of Education
Harry Majors, Jr., M.S., Professor Emeritus
Leonard B. Mandelbaum, Ph.D., Associate Professor of 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., Director, Institute of Public Service
Everald E. Mills, Ph.D., Associate Professor of Software Engineering
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Kenneth Nelson, M.A., Instructor in Finance
Michael O'Connor, Ph.D., Associate Professor of Education
Yvonne J. Owen, Ph.D., Assistant Professor of Education
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Harriet B. Stephenson, Ph.D., Professor of Management
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Rex Swee-kee Toh, Ph.D., Associate Professor of Marketing-Logistics
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Roy P. Wahle, Ed.D., Associate Professor of Education
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Patricia Weenolsen, Ph.D., Assistant Professor of Psychology
Craig Whittaker, Ph.D., Assistant Professor of Business
Marylou Wyse, Ph.D., Professor of Education
Barbara M. Yates, Ph.D., Professor of Economics
Neil Young, Ph.D., Assistant Professor of Psychology
Gary H. Zarter, Ph.D., Associate Professor of Education
Mary T. Ziebell, Ph.D., Associate Professor of Accounting
Casimir E. Zielinski, Ed.D., Associate Professor of Education



WHERE TO WRITE OR CALL

There is a central mail room on campus. Information on specific items may be obtained by writing to the offices listed below and adding:

Seattle University
Seattle, Washington 98122

or, by calling the main switchboard at (206) 626-6200. Mail for student resident halls must be addressed to their respective locations.

ADMISSION

Graduate Admission Counselor
626-5720

ALUMNI

Alumni Association
626-5656

BULLETINS AND CATALOGS

Director of Admissions/Records
626-5720

CAMPUS MINISTRY

Director of Campus Ministry
626-5900

CAREER PLANNING, PLACEMENT, AND JOB FINDING ASSISTANCE

Director of Career Planning and
Placement
626-6235

CONNOLLY CENTER

Front Desk
626-5778

COUNSELING CENTER

Director of Counseling
626-5846

CURRICULUM, SCHOLASTIC PROBLEMS, DEGREE PROGRAMS - GRADUATE PROGRAM

Graduate Program Chair
or Director:

Psychology	626-6619
Rehabilitation	626-5788
ITS/CORPUS/SUMORE	626-5318
MBA	626-5455
Education	626-5416
Ed.D.	626-5826
Software Engineering	626-5464
Transportation Engineering	626-5304
Public Administration	626-5760

DEGREES AND GRADUATION

Registrar
626-5700

DISABLED STUDENT RESOURCES

626-5310

FINANCIAL AID, SCHOLARSHIPS, GRANTS, LOANS, WORK-STUDY ELIGIBILITY

Financial Aid Director
626-5462

FOREIGN STUDENTS

Director of Admissions or
International Student Adviser
626-5388

GRADES, READMISSIONS, STUDENT RECORDS, TRANSCRIPTS

Director of Admissions/Records
626-5720

GRADUATE STUDY

Dean, Graduate School
626-6320

JESUIT FACULTY RESIDENCE

Father Minister
626-6448

LEARNING RESOURCE CENTER

626-5310

LIBRARY

626-6859

MINORITY STUDENTS

Director of Minority Student Affairs
626-6226

PARKING INFORMATION

626-5452

PERSONAL WELFARE AND HEALTH

Vice President for Student Life
626-5685

SAFETY AND ESCORT SERVICES

626-5452

STUDENT HOUSING

Director for Resident Student Services
626-5920

TEACHERS' CERTIFICATION AND TEACHER PLACEMENT

Dean, School of Education
626-5416

TUITION, PAYMENT OF BILLS, REFUNDS

Controller
626-5747

VETERANS ADMINISTRATION

626-6560

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

SEATTLE UNIVERSITY, SEATTLE, WASHINGTON 98122

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

Application for READMISSION: ☐ no fee

				SOCIAL SECURITY NUMBER:	
				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	

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

ADMISSION 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	WHAT MAJOR DESIRED? <input type="checkbox"/> MATTEO RICCI COLLEGE <input type="checkbox"/> NURSING <input type="checkbox"/> SCIENCE & ENGINEERING <input type="checkbox"/> GRADUATE

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			

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?
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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	DATE EMPLOYED	

I CERTIFY THAT THE FOREGOING INFORMATION CONTAINED IN THIS APPLICATION IS TRUE AND CORRECT. I UNDERSTAND THAT MIS-REPRESENTATION OR OMMISSION 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.

MR ☐ MRS ☐ REV ☐
 MS ☐ SR ☐ DR ☐
 MISS ☐ BRO ☐

DATE _____ 19____

FULL LEGAL SIGNATURE _____



**Seattle
University**

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