

1987

1987-1988 Bulletin of Information - Graduate

Seattle University

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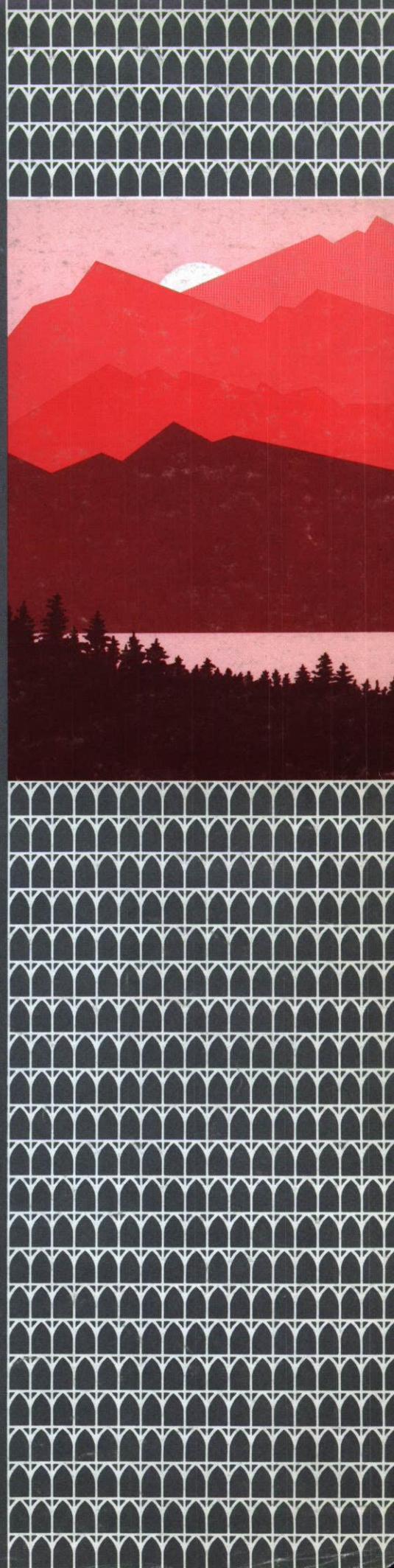
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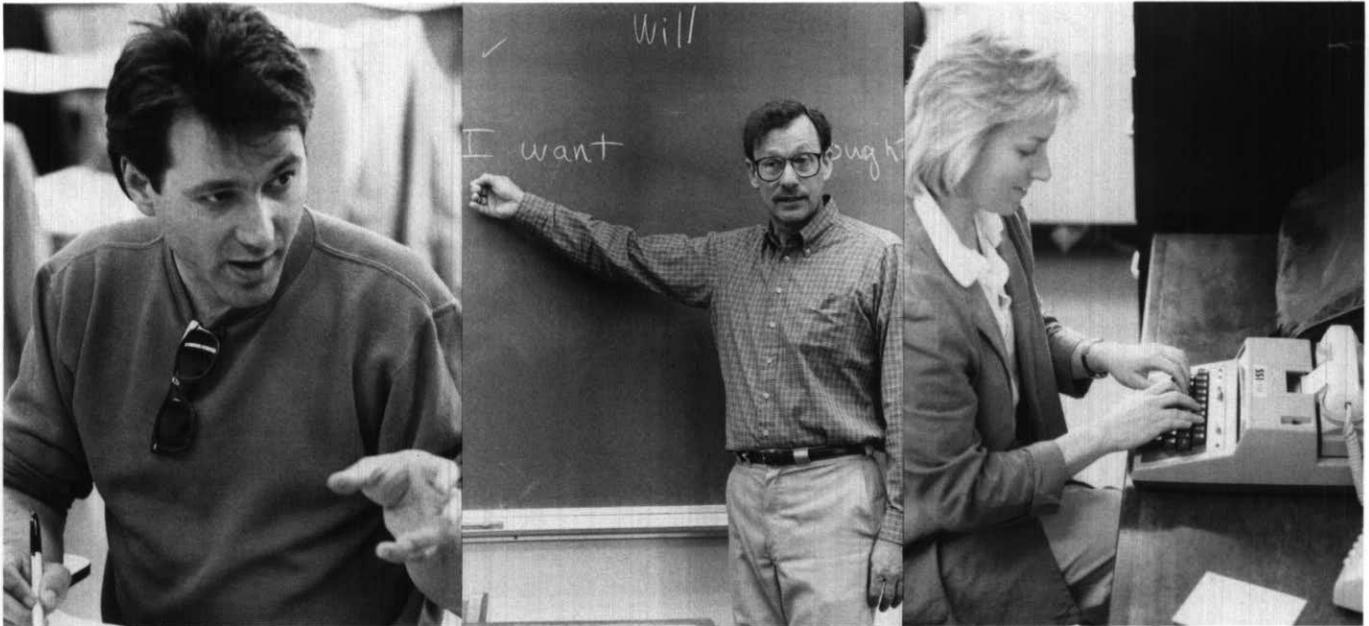
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SEATTLE UNIVERSITY BULLETIN OF INFORMATION

GRADUATE
SCHOOL
1987/1988





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Seattle University
Bulletin of Information
Editor / 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

Master of Business Administration

Page 18

Prepares graduates for managerial responsibilities at various levels in business as well as other sectors of society.

Accredited by the American Assembly of Collegiate Schools of Business (AACSB).

Master of Arts in Psychology

Page 14

Designed to offer students an interdisciplinary program in existential phenomenological psychology. Focus is on the qualitative experiential study of psychological events in the context of life. A full-time (nine credit hours/quarter) program.

Master of Arts in Rehabilitation Counseling

Page 17

A comprehensive two-year program which emphasizes the development and improvement of counseling skills in the field of rehabilitation. Prepares graduates for professional responsibilities in the human service field.

Master of Arts in Education Page 24
Master of Education in Administration

A program for those desiring to qualify for positions such as principal, school business administrator, and other supervisory positions.

Master of Arts in Education Page 22
Master of Education
Master of Counseling

Prepares professionals for counseling in both school and non-school settings, focusing on a commitment to the development of practical skills, theoretical knowledge and the person of the counselor.



Educational Specialist Degree in Administration Page 25

Aimed at the improvement of the knowledge and skills of supervisors and administrative personnel from schools, post-secondary institutions and training agencies who regard themselves as instructional leaders and/or organizational managers.

Educational Specialist Degree in Educational Diagnostics/School Psychology Page 24

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.



Master of Arts in Education Page 23
Master of Education in Curriculum and Instruction

For those planning a career as professional teachers, as instructional leaders, or curriculum specialists. This flexible program permits a variety of emphasis; e.g., reading specialist, learning disabilities, special education, elementary or secondary education, early education and gifted education.



Doctor of Education in Educational Leadership Page 24

A program to meet the needs of a broad spectrum of leaders in education and related fields. Beginning each summer, the curriculum includes leadership theory and practice, a cognate area of interest, internships and research.

Master of Public Administration

Page 15

Educates students for careers in public service, either in government agencies or in non-profit organizations. The curriculum blends theory and practice to provide the essentials for effective management.



Master of Software Engineering

Page 30

Designed to meet the growing demand for trained software professionals by providing both technical and managerial skills. Students will gain an understanding of the software life cycle process, skills associated with managing software projects, managing software personnel, and the acquisition process.



Master of Ministry and Master of Religious Education (Sumore)

Page 32

Planned to assist lay people, religious and priests achieve a high level of competence in the evolving ministries of the Christian churches. (summers only.)

Master of Pastoral Ministry (Corpus)

Page 32

Study, reflection and experience characterize this program. Designed for men and women — laity, religious, priests and ministers — who are making a transition in ministries; seeking a development of present knowledge and skills; entering ministry for the first time; wanting an integration of spirituality and ministry. Prepares students for a variety of settings such as hospitals, parishes, campuses and agencies for the aging.

Master of Theological Studies

Page 32

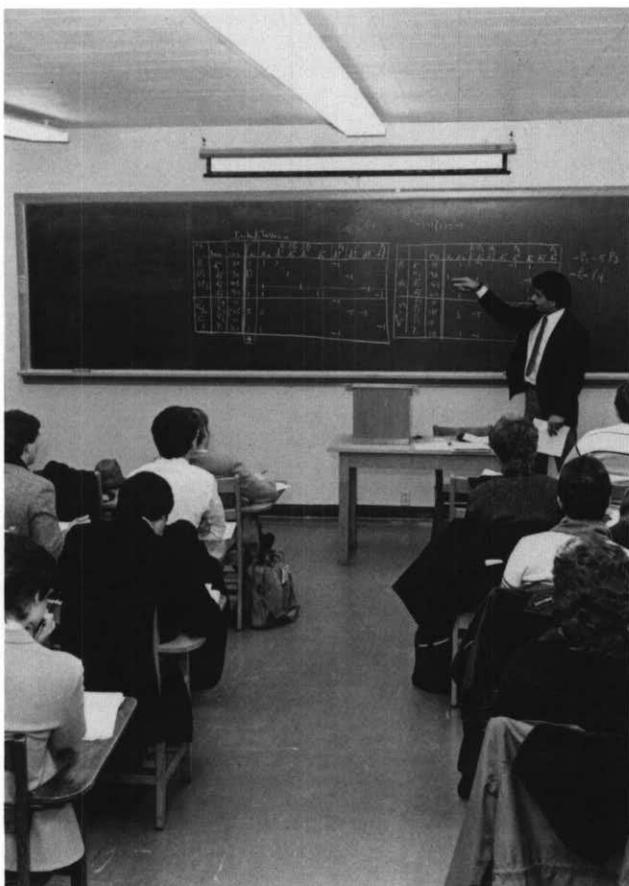
A two year advanced program emphasizing further development of group leadership and organization skills along with an indepth understanding of the historical and present faith community.

Master of Divinity

Page 32

A three year program preparing leaders for larger faith communities. Focuses on theology, education and formation.





Academic Calendar

Summer Quarter 1987

April 20-24	Advance Registration
June 19	Registration
June 22	Classes Begin
June 23	Late Registration Fees Apply
June 26	Last Day to Add/Drop 1st and Full Term
July 3	Independence Day — No Classes
July 13	Last Day to Withdraw — 1st Term
July 20	Registration and Classes Begin 2nd Term
July 24	Last Day to Add/Drop — 2nd Term
July 31	Last Day to Withdraw 2nd and Full Term
August 7	Last Class Day — 7 week session
August 7	Last Day to Remove N Grade Summer, 86
August 6-7	Final Examinations — 7 week session
August 14	Last Class Day — 8 week session
August 13-14	Final Examinations — 8 week session

Fall Quarter 1987

April 20-24	Advance Registration
September 21-22	Registration and Add/Drop
September 23	Classes Begin
September 24	Late Registration Fees Apply
September 29	Last Day to Register or Add/Drop
November 3	Last Day to Remove I Grades from Spring/Summer, 1987
November 9	Veterans' Day Observed — No Classes

November 16-20	Advance Registration — Winter, 88
November 24	Last Day to Withdraw with W Grade
November 25-27	Thanksgiving — No Classes
December 1	Closing Date to Remove N Grade Previous Year
December 4	Last Class Day
December 7-9	Final Examinations

Winter Quarter 1988

January 4	Registration
January 4	Evening Classes Begin — after 1600
January 5	Day Classes Begin
January 6	Late Registration Fees Apply
January 11	Last Day to Register or Add/Drop
January 18	Martin Luther King's Birthday No Classes
February 1	Closing Day for Degree Applications
February 15	President's Day — No Day Classes All Classes after 1600 will meet as scheduled
February 16	Last Day to Remove I Grades from Fall, 87
February 16-22	Advance Registration — Spring, 88
February 26	Last Day to Withdraw with W Grade
March 1	Closing Date to Remove N Grade Previous Year
March 8	Last Class Day
March 9-11	Final Examinations

Spring Quarter 1988

March 21	Registration
March 21	Evening Classes Begin — after 1600
March 22	Day Classes Begin
March 23	Late Registration Fees Apply
March 28	Last Day to Register or Add/Drop
April 1	Good Friday — No Classes
April 25-29	Advance Registration — Fall, 88
April 25-29	Advance Registration — Summer, 88
May 2	Closing Date to Remove N Grade Previous Year
May 3	Last Day to Remove I Grades from Winter, 88
May 18	Last Day to Withdraw with W Grade
May 27	Last Class Day
May 30	Memorial Day — No Classes
May 31, June 2,3	Final Examinations
June 4	Baccalaureate Mass
June 5	Commencement

Summer Quarter 1988

April 25-29	Advance Registration
June 17	Registration
June 20	Classes Begin
June 21	Late Registration Fees Apply
June 24	Last Day to Add/Drop 1st and Full Term
July 4	Independence Day — No Classes
July 11	Last Day to Withdraw — 1st Term
July 18	Registration and Classes Begin 2nd Term
July 22	Last Day to Add/Drop — 2nd Term
July 29	Last Day to Withdraw 2nd and Full Term
August 1	Last Day to Remove N Grade Summer, 87
August 5	Last Class Day — 7 week session
August 4-5	Final Examinations — 7 week session
August 12	Last Class Day — 8 week session
August 11-12	Final Examinations — 8 week session

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, re-dedicated 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. The 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), incorporated into the College of Arts and Sciences in 1987, 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 engineering, and in therapeutic psychology, along with a baccalaureate program in computer science. The latest academic division, the Institute for Theological Studies, was initiated in 1985.

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. Most recently, the new Maguerite M. Casey Arts and Sciences Faculty Building and the Engineering and Computer Science Building.

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; The Institute for Theological Studies; 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, and software 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, 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.

The Campus Assistance Center:

Located on the first floor of the Student Union Building, is open until 11 pm Monday through Thursday. The Center is an information source for all campus activities, a lounge and a food service.

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 Development Center 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, and tennis for men, and 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.



Tuition and Fees — 1987-88*

Graduate Degree Programs

Business	\$212 per credit hour
Institute for Theological Studies	\$166 per credit hour
Education	\$166 per credit hour
Educational Specialist	\$166 per credit hour
Psychology	\$180 per credit hour
Public Administration	\$180 per credit hour
Rehabilitation Counseling	\$166 per credit hour
Software Engineering	\$212 per credit hour
Transportation Engineering	\$197 per credit hour
Doctor of Education	\$200 per credit hour

*Consult the Summer School Catalog for summer rates

Refunds

FIRM DEADLINES FOR FULL OR PARTIAL WITHDRAWALS — GRADUATE STUDENTS EFFECTIVE FALL, 1987

0-6 class days	100%
7-10 class days	80%
11-15 class days	60%
16-20 class days	40%
Thereafter	No refund

For graduate students, refunds are based on the number of consecutive weekdays from the first class day of a 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 funds.

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.

Late Registration

Late fees of \$10 per day to a maximum of \$100 are charged if tuition and fees are not paid in full as of the date classes begin, noted on the calendar on page one of this Bulletin, or if students register late. Late registration fees shall apply to all checks not honored by banks and returned to Seattle University.

Family Tuition Plan

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

Laboratory Fees — 1987-88

Computer Laboratory Courses	\$36.00
Education 527, 528, 547	\$27.00
Doctoral Project Continuation Courses:	
Education 612 (0 credit)	\$300.00 per quarter
Education 613 (0 credit)	\$450.00 per quarter

Other Fees — 1987-88

Application, undergraduate and graduate	\$15.00
Application, transient students	\$15.00
Graduation, graduate (per degree)	\$70.00
International Student Fee (per quarter)	\$15.00
Late registration, \$10 per day	(maximum \$100.00)
Matriculation, undergraduate and graduate	\$50.00
Parking (per quarter)	\$30.00
Removal of incomplete (per course)	\$20.00
Thesis binding	
Doctoral	\$42.00
Masters	\$30.00

Scholarships/Financial Aid

Institutional Scholarship Funds

A limited amount of funding for graduate scholarships is available. Directions and application forms for these scholarships can be obtained in all graduate program offices and in the Graduate School. Awards are made on the basis of a combination of need and merit to both new and continuing graduate students for one or more quarters. Students in the Institute for Theological Studies can apply directly to the Institute.

Firm deadlines for receiving completed application forms in the Graduate School are:

AUGUST 1 for Fall quarter
NOVEMBER 1 for Winter quarter
FEBRUARY 1 for Spring quarter
APRIL 1 for Summer quarter

It will not be possible to process applications received after these dates. Students who miss a deadline may apply for a subsequent quarter.

In addition to this institutional scholarship funding, there are a number of other sources of financial aid for graduate students described below. For these, contact the Financial Aid Office in the Book Store Building.

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. The determination of need for the loan will be made from the information provided by the student on the Financial Aid Form (FAF) which is sent to the College Scholarship Service (CSS).

Annual loan limits are \$2,625-4,000 for undergraduate students and \$7,500 for graduate students. Students may borrow up to \$17,500 for their undergraduate years. Graduate and professional students may borrow \$54,750 for their undergraduate and graduate education.

All GSL's will be charged a 5 percent loan origination fee by the lender. An amount equal to 5 percent 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 percent 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 half-time student.

Interest rate for the Guaranteed Student Loan is 8 percent for any new (first-time) student borrower. However the interest rate will increase to 10 percent during the fifth year of repayment. 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.

Supplemental Loans for Students (SLS) formerly PLUS

This program provides a vehicle for graduate students to secure education loans when additional funding is required. Like Guaranteed Student Loans, these loans are arranged with a lender selected by the student. Commercial banks, credit unions, and savings and loan associations are possible lenders. As of July 1, 1987, the interest rate on the SLS will carry a variable interest rate based on the rate of Treasury Bills plus 3.75%, with a ceiling of 12 percent. Student borrowers may begin repayment of the loan within 60 days after the loan is disbursed or may elect to capitalize the interest. Annual loan limit is \$4,000; aggregate loan limit is \$20,000. Loans made prior to July 1 carry the current 12% fixed rate.

Campus Based Aid

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 percent) loan based on financial need. Eligible students may borrow a total of \$27,000 for their combined undergraduate and

graduate education (i.e. \$9,000 undergraduate, \$18,000 graduate). Repayment begins nine 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 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 the Work-Study Program is an opportunity to earn funds by working. Eligible students are not required to work nor are jobs guaranteed under the Work-Study Program. However, students must find employment and work under the program if they intend to acquire work-study funds. The Career Planning and Placement Office assists all students seeking employment including those who establish work-study eligibility.

While applications for financial aid are encouraged anytime, students who have all their documents submitted to the Financial Aid Office by March 1, 1987 will be considered first for the funds that will be available for the academic year starting in September, 1987.

A family discount program is available to graduate students who have more than one student (dependent or same household) registered concurrently at Seattle University who are receiving no other kind of institutional aid.



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, in 1980 the educational specialist degree was approved and the Institute for Theological Studies was launched in 1985.

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 advisor, 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.
Transitional—	non-matriculated students registering for one or two quarters only.
Visiting Graduate Students—	bona fide graduate students in a program in another institution registering for one or two quarters only as transitional 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.

Course Substitution

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

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, Q, 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 certain time, 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 500 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, preregistration and payment of regular tuition is required in order to obtain credit for the work completed.

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

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.

Q A suspended grade—for courses at the 600 level only in which work is not scheduled for completion until after the quarter closes. Because of the nature of these courses which often extend beyond a year, no four quarter time limit is required.

R Research in progress—doctoral students only.

S Satisfactory—a satisfactory grade which may be given for thesis, research, independent study, off-campus courses and field experience equivalent to at least a "B" grade.

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

Graduate students who have been absent from Seattle University for one year (four quarters) or less will continue to receive information regarding quarterly registration and may resume studies without proceeding through a readmission procedure provided they were in good standing when they left. Students who have attended another institution in the interim must have an official transcript of that work sent to the Registrar's Office by the following dates:

Courses completed Summer:	by December 1
Courses completed Fall:	by March 1
Courses completed Winter:	by May 1
Courses completed Spring:	by Aug 1

Students who have been absent from campus for more than one year or four quarters must complete a readmission application in the Registrar's Office and have all official transcripts of any academic work taken in the interim sent to that office before their applications will be processed. There is no fee for readmission. Applicants will be responsible for clearing all financial and administrative HOLDS before readmission will be considered.

Immigration regulations preclude the use of this policy by international students who must apply for readmission and update their financial statement (Policy 76-10) if they are absent any quarter except summer quarter.

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 in writing to the Registrar by the fifth day of any term that it not be released. 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 the 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 advisor 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 formally apply for the new program and be officially accepted.

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.

Academic Honesty Code

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

Violations: All academic dishonesty including but not limited to cheating, plagiarism, ghost writing and furnishing false or misleading information on any official University academic form.

Penalties: The imposition of penalties initially will be the responsibility of the classroom teacher or the Department Chairman, depending on the nature of the offense. For example, the teacher has the discretion either to reprimand the student or to give a failing grade for an assignment, an individual examination or the entire course. A brief report of the incident and the penalty imposed will be filed with both the instructor and the student's Department Chairman. In any such instance the student has the right to appeal the teacher's action first to the Department Chairman, and then the appropriate dean.

In the case of repeated or more serious violations of academic honesty, the teacher or Department Chairman involved may recommend to the student's Dean that the student either be suspended or expelled from the School or College in which he/she is enrolled. Suspension or expulsion from a given School is within the authority of the Dean of that School and may be appealed by the student to the Vice President for Academic Affairs.

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

Student Academic Grievance Procedure

Purpose:

This procedure will provide a confidential, fair and timely means by which any student may seek redress for an academic grievance. It will assure a consistent and uniform response to such grievances throughout all academic units of the University. It is intended to promote a spirit of conciliation and mutual respect between students and faculty by requiring cooperative participation in the resolution of grievances.

Scope:

The ultimate responsibility for the integrity of the academic grading process belongs to the University as an institution. Individual faculty members routinely act as agents for the institution in the evaluation of a student's academic performance and in the assignment of final course grades. The following process will guide the University's response to allegations of arbitrary and capricious behavior, by any member of the teaching faculty, in this evaluation effort.

The burden of proof lies with a student who claims a grievance; however, every student has a right to know the criteria for performance evaluation to be applied in a course and the system of grading to be used by an instructor. This information should be included in a written syllabus, made available to all students in a class, early in the quarter. The instructor has an obligation to award grades on the basis of a rational, objective evaluation of a student's performance.

Questions of professional judgement concerning course content, instructional methods and the appropriateness of performance standards are not subject to review by this procedure, although they may be considered by the faculty member's program director, department chairperson or dean. Questions about the application of general University policies also are beyond the scope of this procedure but may be addressed to the appropriate administering department of the University.

The procedure does not apply to academic dismissals from the University.

Process:

To the greatest extent possible, academic grievances should be resolved at a level of authority closest to the classroom in which the alleged mistreatment occurred. The process involves a sequence of steps, at any one of which the matter may be adequately resolved and the procedure terminated. These steps are: the informal conference, the filing of the formal grievance, the appeal to an academic grievance board and a limited appeal to the Vice President for Academic Affairs. Each step of the process must be concluded before the next stage begins.

A. The Informal Conference. When a student feels aggrieved by a grading action of an instructor, a dialog between that student and the instructor must take place to provide an opportunity for the instructor to explain the evaluation which led to the grading action and for the student to explain the nature of the grievance. By mutual agreement of the student and the instructor, other persons may become involved in this informal conciliation process.

B. The Filing of a Formal Grievance. When the informal conference fails to resolve the matter, the student may file a formal grievance (in duplicate) with the chairperson of the department offering the disputed course. The formal grievance must be filed no later than the sixth week of the quarter following the quarter in which the challenged action occurred. (Grievances arising from Spring Quarter courses must be filed no later than the sixth week of the following Fall Quarter, although they may be processed during the summer session if convenient and agreeable to all parties.)

The formal grievance filed by the student shall be in writing. It shall describe the details of the grievance and propose a specific action to resolve the grievance. (Upon receipt of the two copies of the formal grievance, the chairperson shall notify the instructor of the student action and request (in duplicate) from the faculty member a written response to the allegations and a specific suggestion for resolution of the grievance. The involved instructor receives a copy of the formal grievance and the student receives a copy of the response by the instructor.)

Within two weeks of receipt of the student's formal grievance, the chairperson shall convene a meeting of the involved parties. (Both student and instructor may be accompanied by one support person or advocate, who is also a member of the Seattle University community.) In the course of this meeting, the chairperson shall attempt to resolve the grievance. Within five working days of the meeting, the chairperson shall issue a written statement summarizing the merits of the allegations and proposing a course of action (even as far as changing a grade) in response to the formal grievance. Copies of the chairperson's statement shall go to the student and to the instructor.

If either the student or the faculty member disagrees with the course of action proposed by the chairperson's report, an appeal to the appropriate Academic Grievance Board may be made within ten working days. If no appeal is made in that period, the action proposed by the chairperson becomes final.

C. The Appeal to an Academic Grievance Board. Each college, school or institute shall have an Academic Grievance Board consisting of two full-time faculty members from that College and two students in good academic standing who are majoring in that College. Each Board shall have a list of designated alternates, equal in number to the Board. The Dean, after appropriate consultation within the College, shall appoint the faculty members and the alternates; the President of the ASSU shall appoint the student members and alternates. Members of the Board shall have staggered terms of two years each. For each college offering a graduate degree, two additional alternate graduate students shall be designated by the President of the ASSU in consultation with the Dean of the Graduate School. When a grievance under appeal involves a graduate student, at least one of the student members of the Board must be a graduate student. The composition of the Academic Grievance Board and the alternates list for each academic year will be announced by the deans no later than October 10.

A student or instructor who disagrees with the Chairperson's report stemming from the formal grievance filing, shall submit a written request to the Dean for an appeal hearing before the Academic Grievance Board in the college where the disputed action took place, stating the basis for the request. The Dean shall have three working days to inform the student and affected faculty member of the Board's membership and of the alternates list. The student and the faculty member may each challenge one member of the Board. A challenged members shall be replaced by the appropriate alternate serving the same term.

The Board shall convene within five working days of the determination of the panel's composition. At this time, it shall consider **only** the written request of the appellant and the three written statements from the previous treatment of the formal grievance filing. Upon consideration of this record and with agreement of three members, the Board may vote to sustain the recommendation of the Chairperson's report. If this occurs, no further appeal is possible (unless a grade is being raised above the initially awarded course grade) and the process is terminated upon issuance of a written report by the Board explaining its action.

If two or more members of the Board agree that there appears to be merit to the appeal, the Board will accept the matter for hearing and notify the Dean. The hearing normally will be held within 10 days of the Board's acceptance of the matter. At the hearing the Board will receive testimony from the student, the faculty member and any other persons deemed relevant by the Board. The hearing will not be an adversary proceeding and cross-examination will not be permitted, although members of the Board may ask questions of any witness. The Board will make every effort to compile a complete and accurate record of testimony and other evidence. The three reports from the formal grievance filing shall be a part of the Board's record.

Within ten working days of the conclusion of the hearing, the Board will deliver its findings and recommendations to the Dean. Within five working days of receiving the Board's report, the Dean's recommendation shall be delivered to the student and to the faculty member.

1. If the Dean concurs with the Board's recommendation, the grievance process is terminated and the proposed action becomes final, except in the instance where the proposed action would raise a grade above the initially awarded course grade. In that instance, the faculty member has five working days to appeal in writing to the Vice President for Academic Affairs.
2. If the Dean's recommendation varies from the Board's recommendation, either party has ten working days to appeal to the Vice

President for Academic Affairs. If no appeal is filed in that period, the Dean's recommendation becomes final and the grievance process is terminated.

Any failure by participating faculty or administrators to comply with this grievance procedure is sufficient basis to permit appeal by any aggrieved party to the Vice President for Academic Affairs, within twenty working days of the faculty action.

D. Limited Appeal to the Vice President for Academic Affairs. Upon notice of appeal to the Vice President, the entire written record of prior proceedings in the matter will be forwarded by the Dean. All actions of the Vice President will be based upon this record. The Vice President for Academic Affairs may remand the matter to the Dean or the Academic Grievance Board for additional consideration, sustain the Dean's recommendation, or take a specific action based upon suitable new findings and conclusions. Either of the latter two actions becomes final and the grievance process is terminated. There is no further appeal on campus.

Degree Requirements

Admission to Candidacy

Students must file the Transfer of Credit and Candidacy Form when they have completed 20 credits in courses applicable to the graduate program of the department, with a minimum cumulative grade point average of 3.0. Doctoral students should 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 request 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. Students exceeding the six-year limit are required to take a minimum of three credits for each year beyond six. Some programs may require additional credits. 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

Whether a student plans to participate in the once-a-year graduation ceremony in June or only wishes to receive a diploma in the mail the quarter of completion, he or she must apply for graduation by proceeding through the following steps:

1. Pay the graduation fee to the Controller.
2. Take the receipt to the Office of the Registrar and complete the application form.
3. Take the Graduation Evaluation Worksheet to his or her adviser.
4. Insure that all "N" and "I" grades are removed.

Diplomas are mailed approximately eight weeks following the quarter of completion. Graduate students who do not complete requirements the year they apply for a degree must take the initiative to reapply for the following year.

Applications for graduation each quarter are accepted between the dates cited with the final date being the absolute deadline.



For graduation 1987-1988 in:

Summer Quarter apply between June 19 - August 6
 Fall Quarter apply between October 1 - December 4
 Winter Quarter apply between October 21 - March 4
 Spring Quarter apply between February 1 - May 1
 Summer Quarter apply between June 24 - August 4

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 Public Administration
 Master of Arts—Rehabilitation Counseling
 Master of Arts—Psychology

BUSINESS

Master of Business Administration

EDUCATION

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

SCIENCE AND ENGINEERING

Master of Software Engineering

INSTITUTE FOR THEOLOGICAL STUDIES

Master of Ministry (summer only)
 Master of Religious Education (summer only)
 Master of Pastoral Ministry
 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-judgements, in order to better pay attention to *what* and *how* one experiences; that is, to psychological phenomena as they present themselves. It is therapeutic in that it focuses on the psychological conditions that help people deal with the difficulties of life.

Admission Requirements

- Bachelor's degree including statistics, scientific research methods, growth and development, abnormal psychology — ordinarily the equivalent of a minor in psychology.
- GPA: 3.00 minimum.
- Three letters of recommendation.
- An autobiography (minimum 4 pages) including but not limited to information on the applicant's present and future interests in Psychology. This essay should be sufficiently specific to give the reader a concrete sense of your personal, as well as your vocational and intellectual development. Thus, it should include an account of work or volunteer experiences, influential courses or readings, and especially personal events and changes which furthered your interest in Psychology and the Therapeutic.
- An interview, either in person or by telephone, will be asked of those applicants who have reached the final screening.
- In most cases, prior to acceptance, some experience in the areas of applied psychology, or in the human services.
- All admission requirements, except interviews, ordinarily to be completed by February 1.
- Write to Psychology department for more details. Please note: A very specific process for application is used by the Psychology department. Applicant must request a Psychology Packet from the Admission office (206) 626-5720.

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 for therapeutic practice. Existential-Phenomenology helps us understand the other person right here present in the face-to-face situation: the paradox that "the face" presented both reveals and conceals the meanings of the other person.
- PSY 503 Assessment I 3 credits**
Introduction to those disturbances labeled schizophrenia and borderline. Focus is on understanding the "lived" experience of the severely disturbed, an exploration of possible "roots" of such styles of being and the implication for psychotherapy. Prerequisite PSY 505. Permission of instructor.
- PSY 505 Desperate Styles 3 credits**
The articulation of a phenomenologically and clinically based perspective for understanding disturbed behavior, with an emphasis on "neurotic" (anxiety) disorders. Issues in diagnosis (e.g., the DSM-III) and therapy will also be discussed. Permission of instructor.
- PSY 511 Growing Up in Families 3 credits**
Development of the person as situated within the delicate balance between familial environment and individual freedom. Phenomenological reflection on autobiographical data, the healthy family, and the pathogenic family. Case histories stress an understanding of family dynamics. Permission of instructor. Offered alternate years.
- PSY 513 Assessment II (majors only) 3 credits**
The first half of this course deals with the phenomenology, symptoms, etiology, theories and treatment of depression. The second half is an overview of the major tests and measures, the clinical interview and mental status examination, with a practical experience in assessment. Permission of instructor. Prerequisites PSY 505, 503.
- 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 notices 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. Offered according to availability of instructor.
- PSY 523 Perspective of Psychotherapy (majors only) 3 credits**
Exploration of the theory and practice of major psychotherapy traditions (esp. Freudian, Jungian, Rogerian, Behavioral and Existential-Phenomenological) through study of primary sources, the social and historical context of the theorist, and case interpretations. Emphasis on understanding each approach as a coherent "world view." Permission of instructor.
- PSY 531 Psychological Physiology 3 credits**
A course aimed at reclaiming the body for a distinctly psychological understanding by exploring the metaphor or 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. Offered according to availability of instructor.
- PSY 533 Therapeutic Communication 3 credits**
Principal focus on listening to, understanding, and responding to another as well as self in the interview process. Essentially an experiential course designed to explore the meaning of attending to relationship in a quasi-therapeutic setting. Permission of instructor.

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 experiential work on our own motives, expectations and needs for ourselves as therapists.	
PSY 541	The World of the Clinic	6 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	6 credits
PSY 544	Basic Practicum in Therapeutic Psychology	6 credits
	Minimum 200 hours each 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. Offered according to availability of instructor.	
PSY 563	Integration Paper (majors only)	1 credits
	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 Public Administration

Esther R. Mills, Ph.D., Director

The Master of Public Administration 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.

The 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 program also has an adjunct faculty comprised of professionals in the field who are also competent in the classroom.

Degree Offered

Master of Public Administration

Admission Requirements

Students seeking admission to graduate studies in public administration should contact the director. 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. (NB. Effective fall, 1987, the thesis option is suspended for three years.)

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 program's 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 adviser. These courses may be selected from the program'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

The MPA program 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. Faculty will assist students both formally and informally in their search for both internships and career positions, as will the University's Career Development Center.

Non-Traditional Courses

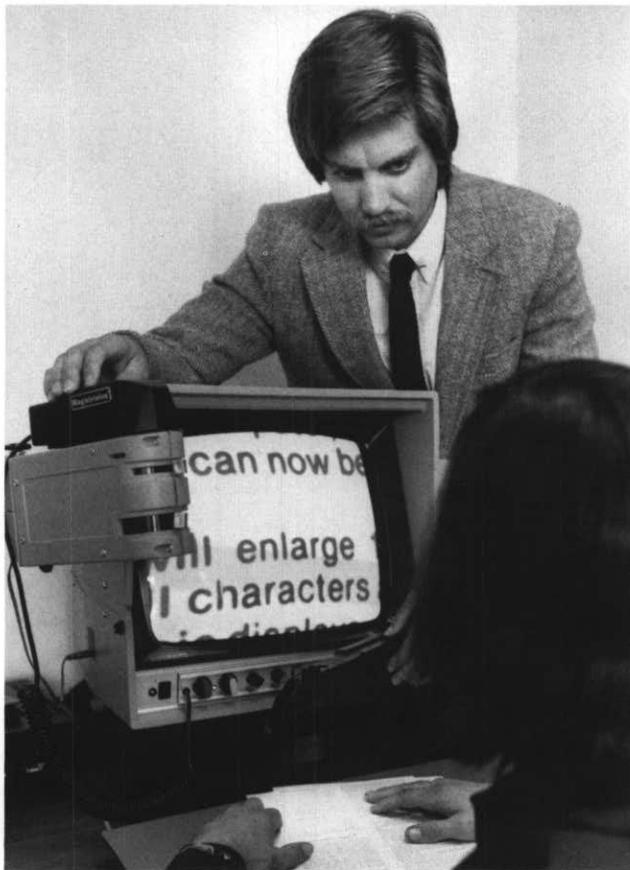
In addition to standard lecture courses, the program offers a number of course delivery formats which allow for the accommodation of individual learning and life styles. These include the following:

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. Topics are current interest issues; a recent minicourse topic was "Limited Resource Management."

Public Service Courses

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PUB 541 Decision Analysis 3 credits Systematic analysis for decision-making in public and non-profit organizations. Topics include decision theory, cost-benefit analysis, operation research models, PERT/CPM. Emphasis is on conceptualization and interpretation. Core. Prerequisite: Pub 540.</p> <p>PUB 561 Professional and Academic Writing 3 credits Techniques of graduate and professional writing. Laboratory environment with criticism of individual written work. Assignments related to needs of each participant, and applied to professional settings. Core.</p>	<p>PUB 562 Oral Communications for Administrators 3 credits Oral communications within the context of the contemporary organization. Some theory, but emphasis will be on performance. Differentiated assignments according to the needs and professional applications of individual students. Core.</p> <p>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.</p> <p>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. Core. Prerequisite: Pub 570 or equivalent.</p> <p>PUB 572 Administrative Law 3 credits An understanding of the central components of the regulatory process; rule-making, investigation and adjudication. Constitutional framework and statutory analysis. Liability of governmental units and officials. Legal research. Core.</p> <p>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.</p> <p>PUB 582 Organization Communication 3 credits Communication processes in organizations: intrapersonal, dyadic, intragroup, intergroup. Techniques for analyzing communication events, case studies, applications, and interpretation. Prerequisites: Pub 511 or 521 or permission.</p> <p>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.</p> <p>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 and 36 completed credits. Suspended for three years, effective fall, 1987.</p> <p>PUB 588 Thesis 4 credits Required as alternative to Pub 590. Prospectus approval required. Core option. Prerequisite: permission. Suspended for three years, effective fall, 1987.</p> <p>PUB 589 Thesis Completion 1 credit Prerequisite: Permission. Suspended for three years, effective fall, 1987.</p> <p>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 to the analysis of a contemporary problem. Required of nonthesis students. Prerequisite: 36 completed credits, including 30 core. Core option.</p> <p>PUB 591 Special Topics 1-5 credits PUB 592 Special Topics 1-5 credits PUB 593 Special Topics 1-5 credits</p> <p>PUB 595 Internships 1-6 credits</p> <p>PUB 596 Independent Study (S/N) 1-5 credits PUB 597 Independent Study (S/N) 1-5 credits PUB 598 Independent Study Graded 1-5 credits</p>
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Master of Arts in Rehabilitation Counseling

John K. Thompson, Ph.D., Chairperson

Program Mission

The mission of the Master's Program in Rehabilitation Counseling 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 Counseling 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. Personal growth and personal exploration are important components of the program.

General Program Requirements

Each student is responsible for knowing the academic regulations and requirements set forth in this Graduate Bulletin and for revisions of the 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 Counseling 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.
- Resume

Rehabilitation Counseling 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 513	Intelligence Testing
RHB 515	Loss and Grief
RHB 520	Group Process in Rehabilitation
RHB 525	Rehabilitation Administration

Rehabilitation Counseling 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 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 services, 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 515	Loss and Grief	3 credits
	Loss and the grieving process as they relate to illness, disability, and dying.	
RHB 520	Group Process in Rehabilitation	3 credits
	Seminar on the rehabilitation process, techniques and selected counseling theories as applied to groups in conjunction with one supervised practicum experience.	
RHB 530	Practicum in Rehabilitation	3 credits
	Counseling experience applying the principles of rehabilitation; the student 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



Albers School of Business

Harriet Stephenson, Ph.D., Acting Dean
 Sharon James, Ph.D., Assistant Dean
 David Carrithers, M.B.A., MBA Director

Department Chairpersons

Accounting and Legal Environment:

William L. Weis, Ph.D.

Administration:

Harriet Stephenson, Ph. D.

Economics:

Hildegard Hendrickson, Ph.D.

Rainier National Bank Professor of Finance:

Hildegard Hendrickson, Ph.D.

Degree 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 MBA Director.

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. As an alternative, students may substitute two courses (48 credits beyond the foundation) for the Research Paper requirement. The program is designed to accommodate those with baccalaureate degrees in business and other fields, including Engineering, Arts and Sciences and Education.

BMBA 500A Quantitative Business Foundations - Mathematics I 1 credit
 Introduction to basic business mathematics principles through intermediate algebra.

BMBA 500B Quantitative Business Foundations - Mathematics II 1 credit
 Continuation of BMBA 500A up to and including calculus.
 Prerequisite: BMBA 500A.

BMBA 500C (BUS 500)	Quantitative Business Foundations - Computer Skills Introduction to computer fundamentals including software packages for micros and mainframe to aid the student in problem solving and research.	1 credit	BMBA 540 (BUS 540)	Managerial Finance 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: BMBA 504.	3 credits
BMBA 501 (BUS 501)	Business Statistics Business applications of basic statistics, descriptive statistics and summary measures, probability concepts and distributions, sampling, estimation, correlation, and introduction to hypothesis testing, analysis of variance and simple linear models. Prerequisite: BMBA 500 A, B and C.	3 credits	BMBA 542 (BUS 542)	Investments Principles and practices of investments, security analysis and valuation, portfolio management and elements of the investment process. Prerequisite: BMBA 540.	3 credits
BMBA 502 (BUS 505)	Legal Environment 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 in analysis, legal problem solving.	3 credits	BMBA 543 (BUS 543)	Advanced Financial Theory 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: BMBA 540.	3 credits
BMBA 503 (BUS 502)	Financial Accounting Concepts and principles underlying accounting with special attention to income determination and measurement of assets and equities. Analysis of business performance from accounting viewpoints. Prerequisite: BMBA 500C.	3 credits	BMBA 544 (BUS 544)	Money and Capital Markets 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: BMBA 507, 540.	3 credits
BMBA 504 (BUS 503)	Corporate Financial Theory Theory and practice of business finance with emphasis on asset management, capital structure, cost of capital and capital budgeting. Prerequisite: BMBA 500A.	3 credits	BMBA 545	Risk Analysis Modeling for risk and uncertainty, advanced portfolio theory, options theory, and strategies, insurance issues. Prerequisite BMBA 540.	3 credits
BMBA 505 (BUS 504)	Marketing Process Introduction to marketing and its functions. Examination of contemporary problems and issues in marketing of goods and services.	3 credits	BMBA 546 (BUS 576)	Finance for International Business Reviews theoretical concepts, practical techniques, institutions and issues related to the management of financial aspects of international business. Includes topics such as balance of payments, exchange rates, trade finance instruments funds flow mechanisms, foreign investment. Prerequisite: BMBA 507, 540.	3 credits
BMBA 506 (BUS 508)	Production and Operations Management Survey of analytical methods for improving the effectiveness of manufacturing and service systems, topics include facility, location, plant layout, inventory control work, design, capacity planning, scheduling, and quality control. Prerequisite: BMBA 500C, 501, 504 recommended.	3 credits	BMBA 547	Financial Statement Analysis Course examines the use of published financial information in measuring business performance and financial position, evaluating credit risk and profitability, and a critique of the traditional models for interpreting and assessing published financial information. Prerequisite: BMBA 530, 540.	3 credits
BMBA 507 (BUS 506)	Economic Analysis Functioning of mixed market economy. Determinants of aggregate level of income, employment and prices. Forecasting and policy analysis, international aspects. Prerequisite: BMBA 500A.	3 credits	BMBA 548 (BUS 520)	Federal Taxation and Business Decisions 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: BMBA 503, 504.	3 credits
BMBA 508 (BUS 507)	Organization Behavior 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.	3 credits	BMBA 550 (BUS 550)	Marketing Management Basic marketing management activities of planning, implementing, and controlling product, price, distribution and promotion decisions. Emphasis on market analysis techniques, the selection of strategic alternatives, application of the marketing mix and evaluation of the firm's marketing efforts. Prerequisite: BMBA 505.	3 credits
BMBA 510 (BUS 561 or 562)	Management Science Techniques of quantitative and statistical analyses such as linear programming, transportation and assignment simulation, queuing theory, game theory, dynamic programming, decision theory, forecasting techniques, time series analysis, and index numbers. Prerequisite: BMBA 501, 506.	3 credits	BMBA 552 (BUS 552)	Marketing Research Purpose, methods and techniques of marketing research and description of marketing information systems. Prerequisite: BMBA 550.	3 credits
BMBA 520 (BUS 577)	Business Responsibility/Ethics 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, stockholders, dealers and suppliers, unions, local communities and government. Prerequisites: BMBA 502.	3 credits	BMBA 554 (BUS 554)	Topics in International Marketing 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: BMBA 550	3 credits
BMBA 530 (BUS 530)	Managerial Accounting Accounting information for decision making, its measurement and classification for use in product costing, cost-volume-profit decision making, capital allocation decisions, and development of financial budgets. The structure and use of management financial control systems. Prerequisite: BMBA 503.	3 credits	BMBA 555 (BUS 555)	Promotion Management The marketing functions of personal selling, advertising, sales promotion and publicity and their coordination into an effective promotional mix. Prerequisite: BMBA 550.	3 credits
			BMBA 556 (BUS 556)	Seminar in Marketing Study and research in advanced topics of marketing. Prerequisite: BMBA 550.	3 credits

BMBA 560	Computer Information Systems	3 credits	
(BUS 560)	Computer fundamentals (hardware and software selection, operating system application software, local area networks, communications, etc.) and microcomputer application in business (spreadsheet and data base). Prerequisite: BMBA 500C.		
BMBA 561	Advanced Management Information Systems	3 credits	
	Managerial issues related to information resource management - standardization, effectiveness measurement, location, resource allocation, strategies planning issues. Assumes student has had a course in information systems and has working knowledge of spreadsheet and database micro-computer packages. Prerequisite: BMBA 560 or equivalent.		
BMBA 562	Advanced Topics in Operations Management	3 credits	
	Individual or multiple topics such as project management, quality control, inventory control, and logistics. Prerequisite: BMBA 510, 560.		
BMBA 563	Advanced Statistical Analysis	3 credits	
(BUS 562)	Advanced hypothesis testing, multiple analyses of variance, non-parametric statistics, goodness of fit tests, multiple linear regression. Prerequisite: BMBA 510.		
BMBA 566	Forecasting Business Conditions	3 credits	
(BUS 566)	The methods of business forecasting utilized by firms for sales, financial and inventory forecasts. Prerequisite: BMBA 510, 507.		
BMBA 567	Research Methods	3 credits	
	Overview of methods used in business research. Topics include experimental design, field research, action research, analysis of social experiments, survey design, simulation, case writing, investigation of archival data. Intended for those whose jobs will require conducting/evaluating research as well as those writing an MBA research paper. Prerequisite: BMBA 510, 560.		
BMBA 568	Management Control Systems	3 credits	
(BUS 531)	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: BMBA 530.		
BMBA 570	Managerial Economics	3 credits	
(BUS 570)	Theory of the consumer, the firm, and the industry, with emphasis on applications to business decision making. Prerequisite: BMBA 500B, 507.		
BMBA 571	Government Finance and Economics	3 credits	
(BUS 571)	Analysis of the revenues, expenditures and debts of federal, state and local governments; Public investment and pricing effects of government on the private sector. Prerequisite: BMBA 570.		
BMBA 572	Economic Issues in Labor Management Relations	3 credits	
(BUS 572)	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. Prerequisite: BMBA 570.		
BMBA 574	Advanced Managerial Economics	3 credits	
(BUS 574)	Application of economic theory and methodology to business administration practice, using tools and techniques of economic analysis to solve business problems. Prerequisite: BMBA 570.		
BMBA 577	Industrial Organization	3 credits	
	An analysis of the market structure of American Business and the effects of different market structures on pricing, marketing, innovation and profit seeking. Prerequisite: BMBA 570.		
BMBA 580	Organization Structure and Theory	3 credits	
(BUS 580)	Structure and behavior in organizations. Topics include organization strategy, environment, and departmentation; corporate culture, motivation, power, leadership, conflict and change. Prerequisite: BMBA 508.		
BMBA 581	Human Resource Management	3 credits	
(BUS 581)	Problems and policies in personnel philosophy, ethics, implementation of personnel program; directing, appraisal, compensation, training and development of employees. Prerequisite: BMBA 580.		
BMBA 582	Decision Theory	3 credits	
(BUS 582)	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: BMBA 510, 580.		
BMBA 583	International Business Enterprise	3 credits	
(BUS 575)	Managing international business. Topics such as the international financial environment and exchange rate risk, international trade theories, and institutions, and government trade policies. Foreign marketing strategies and accounting, legal, and labor practices. Prerequisite: BMBA 507, 580.		
BMBA 584	Labor Law, Collective Bargaining	3 credits	
(BUS 578)	Labor law and regulatory systems, historical and future labor relations. Emphasis on developing skills in labor relations. Prerequisite: BMBA 580.		
BMBA 585	Management of Change	3 credits	
(BUS 585)	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: BMBA 580.		
BMBA 586	Entrepreneurship	3 credits	
(BUS 586)	Procedures and problems in starting and operating a successful small business enterprise. Prerequisite: BMBA 530, 540, 550, 580.		
BMBA 587	Seminar in Management	3 credits	
(BUS 587)	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: BMBA 580.		
BMBA 588	Negotiation	3 credits	
	Traditional and modern approaches to bargaining and conflict resolution. Emphasis on developing negotiation skills for use in a professional context or any interpersonal activity. Prerequisite: BMBA 580.		
BMBA 591	Special Topics	1-3 credits	
(BUS 591)			
BMBA 592	Special Topics	1-3 credits	
(BUS 592)			
BMBA 593	Special Topics	1-3 credits	
(BUS 593)	Prerequisite: Permission of adviser.		
BMBA 595	Business Policy	3 credits	
(BUS 595)	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.		
BMBA 596	Independent Study	1-3 credits	
(BUS 596)			
BMBA 597	Independent Study	1-3 credits	
(BUS 597)			
BMBA 598	Independent Study	1-3 credits	
(BUS 598)	Prerequisite: Permission of adviser.		
BMBA 599	Research Paper	3 credits	
(BUS 549 - 589)			

School of Education

John Gilroy, Ph.D., Dean

Department Chairpersons

Counselor Preparation:

Michael O'Connor, Ph.D.

Curriculum and Instruction:

Kristin E. Guest, Ph.D.

Educational Leadership:

John A. Morford, Ed.D.

Teacher Education:

Margit McGuire, Ph.D.

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, or curriculum specialists. This flexible program permits a variety of specializations, e.g., reading specialist, learning disabilities, special education, elementary or secondary education, early education gifted education and religious education. Also appropriate for educators in non-school settings.

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

Leadership — prepares leaders for schools, colleges, universities, social agencies, educational business, etc. May include state elementary or secondary principal certification.

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

a) Continuing certification: may be either a non-degree program or combined with a master's degree.

b) Initial principal's credential

Requirements for the principal's credential include: completion of requirements for an initial or continuing teacher certificate, completion of a master's degree of which at least 30 quarter hours of graduate level work are in the approved program for preparing principals, completion of an internship at the grade level(s) for which the certificate will be endorsed, and at least three years of certificated service in a K-12 setting with one year of classroom teaching experience at the appropriate level. Acceptance in Graduate School is a prerequisite.

c) Continuing principal's credential

Candidates for the continuing principal's credential must have the initial principal's credential, have completed 12 credits or their equivalent of applicable study since receiving the initial credential, have completed three years of experience as a principal, vice principal, or assistant principal. For detailed programs and instructions, consult the Chairperson, Department of Educational Administration.

d) School counselor's certification

These certification programs also are commonly combined with the master's degree in counseling described below. See the Chairperson, Department of Counselor Preparation for details.

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).
- 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

Applications are accepted twice a year. Deadlines for receipt of **completed** files by the Office of Admission are: January 15 for spring admission and April 1 for fall admission.

A **specific application process** is used for Counseling. Applicants **must** request a Counseling packet from the Admissions office, (206) 626-5720.

Besides the admission requirements listed earlier, counseling applicants need:

- The equivalent of an undergraduate major in any of a combination of the following: Education, Psychology, Sociology, Social Work or Community Services.
- Two letters of recommendation from current or past employers or supervisors **using the forms available in the Admissions Office.**
- To submit a brief professional autobiography addressing all admission requirements with particular attention to grade point average, undergraduate major or the equivalent and work experience.

- To arrange for a group interview by calling 626-5416 between January 1 and January 31 for spring admission and between March 1 and March 31 for fall admission.

For complete details regarding Counseling Admissions, consult the Counseling packet.

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 master's 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. Eight 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 initial principal's certificate or a counselor's certificate.

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
One of:	ED 521	Adult Psychology/Learning
	ED 522	Child Psychology/Learning
	ED 523	Adolescent Psychology/Learning
EDCN	510	Fundamental Counseling Skills
EDCN	511	Counseling Theories
EDCN	512	Career Counseling and Information Services
EDCN	517	Group Counseling — Theories and Practice
EDCN	527	Counseling Tests and Measurements I Prerequisite: Basic Statistics (undergraduate or graduate)
One of:	EDCN 528	Tests and Measurements II (for Post-Secondary)
	EDCI 554	Diagnosis and Prescription (K-12 School)
EDCN	551*	Counseling Practicum
EDCN	564*	Counseling Internship I
EDCN	565*	Counseling Internship II
EDCN	566	Counseling Internship III

For an M.A. add to CORE program:

EDCN 595 Graduate Project 3-6 credits

For School Counseling add to CORE program:

ED 424 Introduction to Learning Disabilities
ED 515 Multicultures
EDAD 578 Principles of Educational Law
EDCN 509 Developmental School Counseling
EDCI 554 Diagnosis and Prescription
(in place of EDCN 528 Tests and Measurements II)
One of: EDCN 518 Group Counseling Practicum
EDCN 560 Family Counseling

For College Counseling add to CORE program:

ED 515 Multicultures
EDCN 528 Counseling Tests and Measurements 2
EDCN 554 Diagnosis and Assessment Prerequisite: Abnormal Psychology (undergraduate or graduate level)

For Community College Counseling add to CORE program:

ED 515 Multicultures
EDCN 528 Counseling Tests and Measurements 2
EDCN 554 Diagnosis and Assessment Prerequisite: Abnormal Psychology (undergraduate or graduate level)

Plus one Community College Course

For Community Agency Counseling add to CORE program:

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

Counseling Student Readmission

Students stopping out of the program for any period are asked to discuss such plans with their advisers BEFOREHAND. Those who stop out and then wish to return without prior consultation with their adviser will be required to participate in the group interview again as part of their readmission application; thus readmission is not a guarantee.

Department of Curriculum and Instruction

Kristin E. Guest, Ph.D., Chairperson
John Chattin-McNichols, Ph.D., Coordinator of Early Education
Bonnie J. Denoon, Ph.D., Coordinator of Educational Diagnostics/
School Psychology
Margaret Haggerty, Ph. D., General Curriculum and Instruction
Alan Hilton, Ed.D., Coordinator of Special Education and Gifted Education
Katherine Schlick Noe, Ph.D., 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

One of: ED 521 Adult Psychology/Learning
ED 522 Child Psychology/Learning
ED 523 Adolescent Psychology/Learning
EDCI 510 (ED 540) Basics of Curriculum and Instruction
EDCI 512 (ED 544) Seminar: Instructional Effectiveness
EDCI 513 (ED 536) Supervision of Instruction
EDCI 519 (ED 530) Practicum: Curriculum Design I
EDCI 520 Practicum: Curriculum Design II
A Course in Exceptionality

General Curriculum and Instruction (18-21 credits)

This generalist option offers considerable flexibility allowing students, in consultation with an adviser, to design a degree program tailored to their individual needs. Electives may be selected among the following:

- Additional work in curriculum and instruction such as: EDCI 596, 597, 598 (ED 537), Curriculum Independent Study; EDCI 595 (ED 539), Curriculum Graduate Project; ED 529 (ED 585), Values and Leadership.
- Courses from other Graduate Education majors such as Administration, Counseling.
- Courses from other graduate programs such as Rehabilitation, Institute of Public Service.
- 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.

EDCI 524 (ED 533) Reading Diagnosis and Evaluation
EDCI 525 (ED 534) Seminar in the Teaching of Reading
EDCI 526 (ED 535) Reading in the Content Field
EDCI 528 (ED 526) Field Practicum Workshop
EDCI 529 (ED 532) Field Practicum in Reading
Two Electives

The above program leads to Washington State Certification as a Reading Resource Specialist.

Special Education

Required courses: Same as previously stated for Core courses within the Department of Curriculum and Instruction with the exception of EDCI 512 which is elective.

Learning Disabilities/Behavior Disorders (27 credits)

ED 428 Language Development
EDCN 510 Fundamental Counseling Skills
EDCI 527 (ED 543) Corrective Techniques in the Teaching of Reading
EDCI 543 (ED 524) Seminar in Behavior Disorders
EDCI 545 (ED 552) Learning Disability Special Methods
EDCI 546 (ED 556) Class Management
EDCI 549 (ED 555) Practicum (in lieu of EDCI 519)
EDCI 554 (ED 547) Diagnosis and Prescription
One Elective

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

Comprehensive Special Education (30 credits)

ED 428 Language Development
EDCN 510 Fundamental Counseling Skills
EDCI 527 (ED 543) Corrective Techniques in the Teaching of Reading

EDCI 541 (ED 546) Seminar in Mental Retardation
 EDCI 542 (ED 545) Special Methods in Mental Retardation
 EDCI 543 (ED 524) Seminar in Behavior Disorders
 EDCI 545 (ED 552) Learning Disability — Special Methods
 EDCI 546 (ED 556) Class Management
 EDCI 549 (ED 555) Practicum (in lieu of EDCI 519)
 EDCI 554 (ED 547) Diagnosis and Prescription
 ED 424, 435 and 426 or their equivalents are prerequisites to this program.

Gifted Education (18 credits)

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

ED 450 Introduction to Gifted Education
 ED 451 Gifted Education: Math
 ED 452 Gifted Education: Science
 EDCI 531 (ED 550) Creativity and Productive Thinking
 EDCI 533 (ED 553) Gifted Education: Methods for Exceptionality
 EDCI 554 (ED 547) Diagnosis and Prescription

Early Education (17 credits)

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

ED 424 Introduction to Learning Disabilities
 ED 431 Child Development and Early Education
 ED 436 Early Childhood Practicum
 ED 437 Programs in Early Childhood Education
 EDCI 525 (ED 534) Seminar in Reading
 One Elective

Religious Education (18-21 credits)

Required courses: Same as previously stated for all specializations within the Department of Curriculum and Instruction except ITSS 553, ITSS 536 or ITSS 538 may be substituted for ED 521, 522, 523.

Typical Major Courses:

ITSS 502 Theologies of the New Testament 3 credits
 ITSS 504 Christology 3 credits
 ITSS 505 Ecclesiology 3 credits
 ITSS 531 Educational Programming 2 credits
 One of: ITSS 506 Christian Ethics 2 credits
 ITSS 507 Sacramental Theology 2 credits
 One of: ITSS 522 Justice Ministry 2-3 credits
 ITSS 525 Christian Social Ministry 3 credits
 ITSS 533 Religious Education and
 Development 3 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 teachers, 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 with current university policy. However, students are advised that all courses **will not** automatically apply directly to a doctoral program.

Admission Information

Admission Standards: (minimum for consideration)

1. Positive recommendations for specialist study from:
 - a. Previous degree major adviser
 - b. Immediate supervisor on the job
2. **One** of the following test scores:
 - a. GRE verbal of 500 or
 - b. GRE verbal plus quantitative total of 900 or
 - c. MAT 40
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

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 Educational Leadership

John A. Morford, Ed.D., Chairman

The Department of Educational Leadership offers programs at the master's, specialist, and doctoral levels, each meeting the needs of leaders from a variety of educational institutions such as schools, colleges, universities, social agencies, educational businesses, and training. Degree programs are designed to meet individual needs and may include earning state principal certification at any degree level or superintendent certification at the doctoral level.

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: (relevant to students served)
 ED 521 Adult Psychology/Learning
 ED 522 Child Psychology/Learning
 ED 523 Adolescent Psychology/Learning

Administration Core Courses:

EDAD 564 Administrative Internship I
 EDAD 565 Administrative Internship II
 EDAD 566 Administrative Internship III
 EDAD 578 Principal of Educational Law
 EDAD 581 Fundamentals of Administration
 EDAD 583 School Finance
 EDAD 586 Professional Personnel
 EDCI 510 Basics of Curriculum and Instruction
 EDCI 513 Supervision of Instruction

Typical Electives

EDAD 577	Evaluation of Educational Programs
EDAD 584	Washington School Law
EDAD 587	Community Relations
EDAD 595	Administrative Graduate Project
EDAD 596	Independent Study in Educational Administration
EDCI 512	Seminar: Instructional Effectiveness
EDCN 510	Fundamental Counseling Skills
PUB 585	Management of Change

School Business Administration

Required Courses:

ED 500	Introduction to Research
ED 501	Philosophy of Education
EDAD 564, 565, 566	— Internship
EDAD 578	Principles of Educational Law
EDAD 583	School Finance
EDAD 595	Graduate Field Project
BUS 507 or EDAD 581	— Organization and Administration
EDAD 574	School Plant and Facilities Planning
EDAD 575	Critical Programs/Collective Bargaining
EDAD 576	School Business Administration

Three (3) Credits From Among:

EDAD 579	The School Superintendent
EDAD 584	Washington School Law
EDAD 586	Professional Personnel
EDAD 587	Community Relations

Six (6) Credits From The Albers School of Business with approval of adviser

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

Program Goals

This individualized 45 credit post-master's degree program is intended to upgrade the knowledge and abilities of supervisors and administrative personnel from schools, post secondary organizations, and training agencies who regard themselves as instructional leaders and/or organizational managers.

Contact the Department Chairperson for further details about the Specialist Degree in Educational Administration.

Doctoral Program in Educational Leadership

John A. Morford, Ed.D., Coordinator

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 including a writing skills sampling

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 EDDR 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 EDDR 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 EDDR 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. EDDR 600 — Workshop in Ed Leadership 9 credits
 - b. EDDR 601, 602, 603 — Seminar in Ed Leadership I, II, III 5 credits each
 - c. EDDR 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, public administration, history, philosophy, psychology, rehabilitation counseling, religion.
 - c. Unless already completed at the graduate level the following courses or equivalents must be included: philosophy of education, counseling, testing or research design, supervision of instruction, curriculum, finance, education law. For persons from non-school agencies, equivalent courses from other fields may be substituted for finance or law 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		←----- 4-12 -----→				4-12	
Project		←----- 12-20 -----→				12-20	
TOTALS	9	14	9	14	9	11	90

←----- 24 -----→

39
24

Other Details of Interest

- 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.
- 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.
- 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.
- Formal degree candidacy** — Degree candidacy is attained when, a) EDDR 604 has been completed, b) a program of studies has been approved, and c) a project proposal has been accepted.
- 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.
- 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 program coordinator.

Education Courses

ED 411 (ED 431)	Early Education and Child Development Current issues and trends in early childhood education — birth through eight years. Emphasis on preschool and kindergarten.	3 credits
ED 412 (ED 436)	Early Education Practicum Supervised field experience in an early education setting.	3 credits

ED 413 (ED 437)	Programs in Early Childhood 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)	5 credits
ED 424	Introduction to Learning Disabilities History and current practices in diagnosis and remediation of students who are learning disabled and mildly handicapped.	3 credits
ED 425	Introduction to Special Education Survey of characteristics of exceptional students served by special educators. A review of sp. ed. practices and federal and state laws guiding sp. ed. Writing Individual Education Programs which lead to effective instruction is also included.	3 credits
ED 428	Language Development An introduction to critical features of the developmental processes of receptive and expressive language with consideration of diagnosis, curriculum and method.	3 credits
ED 450	Introduction to Gifted Education An introduction to gifted education, including definition and identification of areas of giftedness, curriculum modes, program organization, awareness of and attitudes toward giftedness and evaluation of student performance. Language Arts, humanities, and the arts will be considered.	3 credits
ED 451	Gifted Education: Mathematics Current research exploring the relationship of brain development to the types of giftedness will be studied. Implications of this research and its application to mathematics lessons for gifted students will be identified and examined.	3 credits
ED 452	Gifted Education: Science Rationale for and methods of science instruction for gifted students. Emphasis will be placed on the implications of Piaget in cognitive development for curriculum design.	3 credits
ED 500	Introduction to Research and Graduate Study 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)	3 credits
ED 501	Philosophy of Education Philosophical foundations of education and related fields. (fall, winter, spring, summer)	3 credits
ED 502	Computers for Educational Leaders 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)	3 credits
ED 503	Comparative Education Investigation and comparison of the leading national and cultural systems of education of the world. (spring, summer)	3 credits
ED 505	Fundamentals of Research Design Statistical techniques, research design, measurement and evaluation. Development of skills for critical reading of educational research. (spring, even years; summer, odd years)	3 credits
ED 506	Educational Statistics Emphasis on utilizing the computer in solving research problems, practical and theoretical problems in conducting research.	3 credits
ED 515	Multicultures Examination of a wide variety of cultures with implications for helping professions. (summer, even years)	3 credits
ED 521	Adult Psychology/Learning Investigation of various theories of adult development and learning. (summer)	3 credits

- 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 529 Values and Leadership** 3 credits
(ED 585) An introduction to the study of values, the process of valuing, the phenomenon of leadership and the values inherent in leadership and leadership behavior. Focus is on the development of personal values and the resolution of values-related problems. (spring)
- ED 599 Thesis** 10 credits
Contribution to the body of knowledge in the fields of teaching and specialized education. For Master of Arts in Education candidates. Prerequisites: Graduate core requirements and approval of preliminary application by the graduate adviser and Graduate Dean.

Educational Administration Courses

- EDAD 564 Administrative Internship I** 3 credits
(ED 590)
- EDAD 565 Administrative Internship II** 3 credits
(ED 591)
- EDAD 566 Administrative Internship III** 3 credits
(ED 592) 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.
- EDAD 574 School Plant and Facilities Planning** 3 credits
(ED 594) School plant requirements for new construction and remodeling: Projections, site selection; staff and patron planning; and leadership of the administrator. (summer, even years)
- EDAD 575 Critical Programs/Collective Bargaining** 3 credits
(ED 595) 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)
- EDAD 576 School Business Administration** 3 credits
(ED 593) 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)
- EDAD 577 Evaluation of Educational Programs** 3 credits
(ED 504) Formal assessment strategies for educational programs, products and processes, including goals and outcomes. (winter)
- EDAD 578 Principles of Educational Law** 3 credits
(ED 507) 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)
- EDAD 579 The School Superintendent: Politics and Policy** 3 credits
(ED 508) 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)
- EDAD 581 Fundamentals of Administration** 3 credits
(ED 581) Administration theory, style, criteria, responsibilities, process and management by objective. (fall and summer)
- EDAD 582 Organizational Development in Education** 3 credits
(ED 525) Theory, research and practice related to the processes of change within school organizations. Focus on the relationship of organizational climate to school effectiveness and educational outcomes.

- EDAD 583 School Finance** 3 credits
(ED 583) Historical development; balanced taxation; school support program; problems and controversies. Graduate students only. (spring, summer)
- EDAD 584 Washington School Law** 3 credits
(ED 584) School laws of Washington based on its constitution, statutes, administrative code, and court precedents. Emphasis on applicability to the K-12 system. Prerequisite: Ed 578. (spring odd years, summer)
- EDAD 586 Professional Personnel** 3 credits
(ED 586) Selection, assignment, evaluation, competency maintenance; positive personnel climate, rights, responsibilities, grievances and bargaining procedures. (fall and summer)
- EDAD 587 Community Relations** 3 credits
(ED 587) Purposes and media for informing the general public and patrons about programs and needs; roles of professional personnel and administrators. (spring odd years, summer even years)
- EDAD 588 Professional Communications** 3 credits
(ED 588) Analysis of need and appraisal of effectiveness of communications with both internal and external publics; includes skill development in oral, written, and non-verbal communication.
- EDAD 591 Special Topics in School Administration** 3 credits
EDAD 592 Contemporary problems and trends; analysis and evaluation.
EDAD 593
(ED 580)
- EDAD 595 Administrative Graduate Project** 3 credits
(ED 596) 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)
- EDAD 596 Administrative Independent Study** 1-3 credits
EDAD 597 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)

Counseling Courses

- EDCN 509 Counselor Preparation** 3 credits
(ED 509) **Departmental School Counseling**
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)
- EDCN 510 Fundamental Counseling Skills** 3 credits
(ED 510) Focus on basic counseling skills training through intensive small group practice. Designed to complement Education 511, Counseling Theories, though they need not be taken concurrently. Includes three one-hour counseling lab sessions on Thursday afternoons, evenings. (fall, winter, spring, summer)
- EDCN 511 Counseling Theories** 3 credits
(ED 511) Theoretical foundations of major counseling approaches with opportunities with in-class practice in simulated counseling interview. Complement to EDCN 510, though they need not be taken concurrently. (fall, winter, summer)
- EDCN 512 Career Counseling and Informational Sources** 3 credits
(ED 512) Study of vocational development. Exploration of educational, social, vocational and referral sources. Prerequisite: EDCN 511. (spring, summer)
- EDCN 517 Group Counseling — Theories and Practice** 3 credits
(ED 517) Emphasizes group counseling theory. Provides group experiences including required 10 hour marathon) to integrate theory and

practice. Discusses possible applications. Prerequisite: EDCN 510, 511. (winter, summer)

- EDCN 518 Group Counseling Practicum** **3 credits**
(ED 518) Supervised experience co-leading groups. Weekly seminar in problem solving and processing. Limited enrollment. Prerequisite: EDCN 517. (fall, spring)
- EDCN 527 Counseling Tests and Measurements 1** **3 credits**
(ED 527) Familiarization with measurements concepts and commonly used tests via participant test-taking and analysis. Extra lab time required. Prerequisite: Ed 506 or equivalent beginning statistics course. (winter, summer)
- EDCN 528 Counseling Tests and Measurements 2** **3 credits**
(ED 528) 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: EDCN 527. (fall, spring)
- EDCN 551 Counseling Practicum** **4 credits**
(ED 551) Supervised counseling experience wherein the counselor candidate is responsible for actual counseling cases with supervision. Limited enrollment. Prerequisite: EDCN 510, 511. Graduate students only. (fall, winter, spring, summer)
- EDCN 554 Diagnosis and Assessment for Community Agency Counselors** **3 credits**
(ED 554) 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 and alternate springs, odd years)
- EDCN 558 Community Mental Health Practice** **3 credits**
(ED 558) An examination of organization, clientele, and functions of community mental health agencies. Focus on clinical assessment, case conceptualization and management. (winter)
- EDCN 560 Family Counseling** **3 credits**
(ED 560) Demonstration/discussion focusing on dysfunctional families including theoretical and practical applications. Prerequisite: Ed 551. (spring, summer)
- EDCN 564 Counseling Internship 1** **4 credits**
(ED 564)
- EDCN 565 Counseling Internship 2** **4 credits**
(ED 565)
- EDCN 566 Counseling Internship 3** **3 credits**
(ED 566) Supervised experiences in a school, college or agency. Taken in final 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)
- EDCN 591 Special Topics** **3 credits**
(ED 561)
- EDCN 592 Special Topics** **3 credits**
(ED 562)
- EDCN 593 Special Topics** **3 credits**
(ED 563)
- EDCN 595 Counseling Graduate Project** **3-6 credits**
(ED 559) 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)
- EDCN 596 Counseling Independent Study** **1-3 credits**
EDCN 597 Intensive reading and field research in a topic agreed on by adviser and student. 30 hours work per credit. Graduate students only.
EDCN 598 Prerequisite: permission of adviser. (fall, winter, spring, summer)
(ED 557)

Curriculum and Instruction Courses

- EDCI 510 Basics of Curriculum and Instruction** **3 credits**
(ED 540) 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)
- EDCI 512 Seminar: Instructional Effectiveness** **3 credits**
(ED 544) 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)
- EDCI 513 Supervision of Instruction** **3 credits**
(ED 536) Improvement of instruction through supervisory leadership. (fall, winter, summer)
- EDCI 519 Practicum: Curriculum Design I** **3 credits**
(ED 530) For teachers and supervisors, kindergarten through college. Provides an opportunity for experience in program/course development. Prerequisite: EDCI 510. Must be taken for two consecutive quarters. Maximum of six credits. (winter, spring)
- EDCI 520 Practicum: Curriculum Design II** **3 credits**
For teachers and supervisors, kindergarten through college. Provides an opportunity for experience in program/course development. Prerequisite: EDCI 510. Must be taken for two consecutive quarters. Maximum of six credits. (winter, spring)
- EDCI 523 Individualizing Reading Instruction** **3 credits**
(ED 531) The history, theory and background of individualized reading; emphasis on the eclectic approach and flexibility in classroom organization. (summer)
- EDCI 524 Reading Diagnosis and Evaluation** **3 credits**
(ED 533) Diagnosis of reading difficulties; tests, reading inventories, classroom techniques and materials; clinical programs and approaches. (spring)
- EDCI 525 Seminar in Teaching of Reading** **3 credits**
(ED 534) 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)
- EDCI 526 Reading in Content Fields** **3 credits**
(ED 535) 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)
- EDCI 527 Corrective Techniques in the Teaching of Reading** **3 credits**
(ED 543) Identification of components of effective corrective reading programs; description and application of specific methods and materials; evaluation and design of corrective reading approaches. Prerequisite: EDCI 524 or 554. (summer)
- EDCI 528 Reading Practicum Workshop** **3 credits**
(ED 526) Emphasis on task analysis lesson design using ECRI instructions for word recognition and comprehension skills; recording and reporting student learning increments, and study of role and application of materials. (summer)
- EDCI 529 Field Practicum in Reading** **6 credits**
(ED 532) Supervised field experience in diagnosis and teaching of reading. Prerequisite: EDCI 524, 525 or permission of instructor. (summer)
- EDCI 531 Creativity and Productive Thinking** **3 credits**
(ED 550) Discussion of the identification and assessment of creative abilities and productive thinking skills; curriculum development and in-

structional designs for creatively gifted students. Prerequisite: Ed 450. (summer, odd years)

EDCI 533 (ED 553)	Gifted Education: Methods for Exceptionality	3 credits
	Teaching strategies for teachers of gifted education. Prerequisites: Ed 450 and EDCI 554. (summer, even years)	
EDCI 541 (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, odd years)	
EDCI 542 (ED 545)	Special Methods in Mental Retardation	3 credits
	Educational provisions for the retarded affected by environmental deprivation, sensory and/or other impairments. Prerequisite: EDCI 541. (summer, odd years)	
EDCI 543 (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)	
EDCI 545 (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: EDCI 554. (spring)	
EDCI 546 (ED 556)	Class Management	3 credits
	Critical analysis of management systems such as operant discrimination learning, and environmental control. (fall, odd years)	
EDCI 549 (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. (fall, winter, spring, summer)	
EDCI 551 (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)	
EDCI 552 (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)	
EDCI 553 (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. Prerequisite: Permission on Instructor. (fall, odd years)	
EDCI 554 (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)	
EDCI 555 (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)	
EDCI 559 (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)	
EDCI 591	Special Topics	3 credits
EDCI 592	Special Topics	3 credits
EDCI 593	Special Topics	3 credits

**EDCI 595
(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. (fall, winter, spring, summer)

EDCI 596 **Curriculum Independent Study** **1-4 credits**
EDCI 597 **Curriculum Independent Study** **1-4 credits**
**EDCI 598
(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)

Educational Leadership Courses

**EDDR 600
(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)

**EDDR 601
(ED 601)** **Seminar in Ed Leadership I** **5 credits**

**EDDR 602
(ED 602)** **Seminar in Ed Leadership II** **5 credits**

**EDDR 603
(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.

**EDDR 604
(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.

**EDDR 605
(ED 605)** **Independent Study in Ed Leadership** **1-5 credits**

**EDDR 606
(ED 606)** **Independent Study in Ed Leadership** **1-5 credits**

**EDDR 607
(ED 607)** **Independent Study in Ed Leadership** **1-5 credits**

**EDDR 608
(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.

**EDDR 610
(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.

**EDDR 612
(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 6.

**EDDR 613
(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 6.

**EDDR 649
(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 qualified software engineers. All courses are offered in the evenings, enabling practicing software professionals to participate. The curriculum includes course work in both the technical and managerial areas, complementing the required professional experience of the student. Following the course work, students are required to participate in a three quarter sequence of Software Engineering Project, in which they work as a software development team, applying the principles embodied in the course work.

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 required.

Students are normally admitted only in the fall quarter. An applicant should submit the following documents to the Admissions Office before the April 1 deadline for fall admission:

1. Application form
2. Official transcripts
3. Application fee
4. Graduate Record Examination (GRE) or Graduation Management Admission Test (GMAT) scores.
5. Professional autobiography stating the applicant's relevant experience and 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 SE 500 and 501 is required for entry into all courses other than SE 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 SE 500 and 501 can not be counted toward the 45 hours required for graduation.

Core Courses

Courses SE 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 SE 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 (SE 587), students may not take any other courses concurrently. Students will be encouraged not to start the Software Engineering Project sequence unless SE 587 will be their final course in the program. Prior to taking SE 585, 586 and 587, students are required to have served as a reviewer for another group's Software Engineering Project.

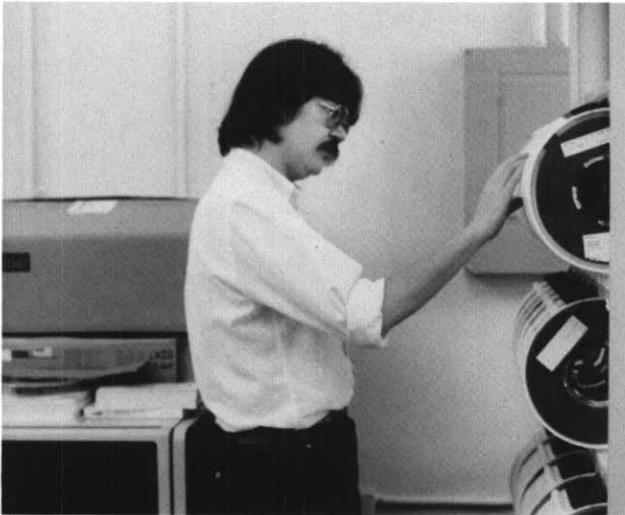
Typical Program

For students waiving both foundation courses

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

For students waiving neither foundation course

	Fall	Winter	Spring
YEAR 1	SE(ESW) 508 SE(ESW) 510	SE(ESW) 500 SE(ESW) 512	SE(ESW) 501 SE(ESW) 514
YEAR 2	elective elective	SE(ESW) 531 SE(ESW) 593	SE(ESW) 516 elective
YEAR 3	SE(ESW) 585 SE(ESW) 518	SE(ESW) 586 elective	SE(ESW) 587



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.

SE

Graduate Courses

- | | | |
|-----------------------------------|---|--------------------|
| SE 500
(ESW 500) | Information Structures and Algorithms
Theory and applications of linear, tree, and graph structures; memory management; sort/merge; algorithm design and analysis. (winter) | 3 credits |
| SE 501
(ESW 501) | Computer Systems Principles
Survey of computer systems architecture, programming languages, and operating systems. Relationships among hardware and software. (spring) | 3 credits |
| SE 508
(ESW 508) | Technical Communication
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) | 3 credits |
| SE 510
(ESW 510) | Software Systems Analysis
System requirements analysis and functional specification methodology, tools, and techniques. Prerequisite or corequisite: SE 508. (fall) | 3 credits |
| SE 512
(ESW 512) | System Design Methodology
Software system design methodology, tools and techniques. Prerequisite: SE 510. (winter) | 3 credits |
| SE 514
(ESW 514) | Programming Methodology
Software system implementation methodology, tools, and techniques. Programming language capabilities. Programming style. Principles of unit testing. Prerequisite: SE 512 (spring) | 3 credits |
| SE 516
(ESW 516) | Software Quality Assurance
Managerial and technical aspects of verification, validation and quality assurance. Theory of testing. Prerequisite: SE 531. (spring) | 3 credits |
| SE 518
(ESW 518) | Software Metrics
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: SE 531. (fall) | 3 credits |
| SE 531
(ESW 531) | Software Project Management
Organizational context of software development. Analysis of life cycle phases. Scheduling and budgeting techniques. Management, planning and control techniques. Personnel development and utilization. Prerequisite: SE 508. (winter) | 3 credits |
| SE 533
(ESW 533) | System Procurement and Contract Acquisition
An introduction to the software procurement environment, contract law and the fundamentals of negotiation. Specification and control of products and process. Prerequisite: SE 516. (spring) | 3 credits |
| SE 541
(ESW 541) | Database Systems
Review of database management techniques. Survey of database management systems: their use, architecture, design, implementation, and cost/benefit/performance tradeoffs. Prerequisite: SE 514. (fall) | 3 credits |
| SE 543
(ESW 543) | Formal Methods
Theory of program function and structure for distributed systems. Fundamentals of data transmission. A survey of existing networks and future trends. Prerequisite: SE 514. | 3 credits |
| SE 551
(ESW 551) | Distributed Computing
Design and analysis of hardware and software architecture for distributed systems. Fundamentals of data transmission. A survey of existing networks and future trends. Prerequisite: SE 514. | 3 credits |
| SE 553
(ESW 553) | Artificial Intelligence
Survey of the field of artificial intelligence. Expert systems, robotics, language and pattern recognition. Prerequisite: SE 514. | 3 credits |
| SE 560
(ESW 560) | Human Factors in Computing
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: SE 508. | 3 credits |
| SE 562
(ESW 562) | Data Security and Privacy
Encryption, database security and implementation of protection schemes in operating systems and programming languages. The legal and ethical aspects of security and privacy. Prerequisite: SE 514. | 3 credits |
| SE 564
(ESW 564) | Computer Graphics
Analysis and generation of pictures by computer, graphics hardware and software. Prerequisite: SE 514. | 3 credits |
| SE 566
(ESW 566) | Real Time Systems
Design, implementation and maintenance of real time systems. Data acquisition systems, process control systems. Interface techniques. Prerequisite: SE 514. | 3 credits |
| SE 585
(ESW 585) | Software Engineering Project 1 | 3 credits |
| SE 586
(ESW 586) | Software Engineering Project 2 | 3 credits |
| SE 587
(ESW 587) | Software Engineering Project 3
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: SE 516, 518 and satisfactory service as project reviewer on an assigned prior project. SE 518 may be taken concurrently with SE 585. | 3 credits |
| SE 591
(ESW 591) | Special Topics | 1-3 credits |
| SE 592
(ESW 592) | Special Topics | 1-3 credits |
| SE 593
(ESW 593) | Special Topics | 1-3 credits |
| SE 596
(ESW 596) | Independent Study | 1-3 credits |
| SE 597
(ESW 597) | Independent Study | 1-3 credits |
| SE 598
(ESW 598) | Independent Study | 1-3 credits |

Institute for Theological Studies

Leo P. Stanford, Ph.D., Director

Degrees Offered

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.

**Master of Pastoral Ministry — Level I — (CORPUS)
Master of Theological Studies — Level II
Master of Divinity — Level III**

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 (or SUMORE Program)

- 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 (or the equivalent)
- 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 (not necessary for SUMORE)
- Personal or telephone interview (not necessary for SUMORE)

Levels 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 counted toward advanced standing in Level II. This normally precludes entering the program at Level III.

Degree Requirements

Master of Ministry (SUMORE)	Total	49 credits
Master of Religious Education (SUMORE)	Total	49 credits
Master of Pastoral Ministry (MPM)	Required (Level I)	37 credits
	Elective (Level I)	5 credits
	Project	3 credits
	Total	45 credits
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

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 in Levels I, II, III 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. The accumulation of degrees is not intended.

Time Limitations

All requirements for the degrees must be completed within six years after course work has begun, including any courses approved for transfer.

Course Descriptions

LEVEL I: Master of Pastoral Ministry

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 reforming 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. Also ITSS 502	
ITS 503	Christian Anthropology—Foundations	3-4 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. Also ITSS 503.	
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 inquiry. Also ITSS 504.	
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. Also ITSS 505.

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. Also ITSS 506.

Area: II. Communication and Leadership Skills

ITS 510 Pastoral Helping Skills: Theory/Practice 3 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 2, 3, 3 credits

ITS 522 A supervised intern experience focusing on the development of
ITS 523 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 (Ministry Specific Electives) 1-6 credits

ITS 596 Independent Study 1-6 credits

ITS 599 Project 3-6 credits

LEVEL II: Master of Theological Studies

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

ITS 533 Modern and Contemporary Period 3 credits

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)	1-6 credits
ITS 597	Independent Study	1-6 credits
ITS 599	Project	3-6 credits

LEVEL III: Master of Divinity

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. Ministry Specific Electives

(for students terminating at the end of this level)

ITS 593	Special Topics (Ministry Specific Electives)	1-6 credits
ITS 598	Independent Study	1-6 credits
	Other Electives from any level	6 credits
ITS 599	Project	3-6 credits

SUMORE Program

Gary L. Chamberlain, Ph.D., Director

Note: Classes in the SUMORE Program are offered in two-week time blocks. Students may complete the requirements for the MRE or MM degree in three eight-week summers or over four or more summers in a variety of options.

Course Descriptions

ITSS 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. Also ITS 502.	
ITSS 503	Christian Anthropology—Foundations	3-4 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. Also ITS 503.	
ITSS 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 inquiry. Also ITS 504.	

ITSS 505	Ecclesiology 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. Also ITS 505.	3 credits	ITSS 527	Dimensions of Social Change Examination of social change, including conditions, causes, and consequences; analysis of organizational behavior, decision-making, and bureaucracy; social, economic, and political change in international arena.	3 credits
ITSS 506	Christian Ethics 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. Also ITS 506.	2 credits	ITSS 531	Educational Programming Examination of strategies for program and course development in religious education context; includes evaluative and motivational processes.	2 credits
ITSS 507	Sacramental Theology New Testament foundations, historical development in theology and practice; particular attention to celebrations of the faith community.	2 credits	ITSS 533	Religious Education and Development An examination of the impact of human development upon religious education, from elementary through adult; application to particular contexts.	3 credits
ITSS 510	Christian Self-Image 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.	3 credits	ITSS 534	Sacramental Catechesis An exploration of the pedagogy of sacraments in light of contemporary sacramental theology and present insight into the catechetical process.	3 2 credits
ITSS 511	History of Christian Spirituality Overview of main traditions of christian spirituality with an emphasis upon the biblical roots of these traditions; study of those traditions in contemporary contexts; developments in lay spirituality.	3 credits	ITSS 536	Youth and Adult Religious Development A study of youth and young adult religious and psycho-social development and educational models and strategies to serve this development.	3 credits
ITSS 512	Liturgy and Worship Introduction to the theology of Christian worship, the nature and historical forms of liturgy and current practice.	2 credits	ITSS 538	Adult Religious Learning 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.	3 credits
ITSS 514	Prayer The tradition of prayer in the church, experiences of prayer and prayer leadership in the believing community.	2 credits	ITSS 552	Interpersonal Process 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.	2 credits
ITSS 516	Spiritual Direction A basic course in the theory and practice of spiritual direction designed for those interested either in receiving or giving such direction.	2 credits	ITSS 553	Conflict Resolution 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.	2 credits
ITSS 517	Retreat: Theological Reflection 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.	1 credit	ITSS 555	Organizational Dynamics An exploration of constructs derived from the field of organizational development; application to religious and civic settings in which students play a part.	3 credits
ITSS 518	Religious Experience East and West 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.	2 credits	ITSS 556	Pastoral Counseling A course integrating basic helping skills with theological foundations for counseling ministry. The course is structured in two parts: lecture and lab practicum.	3 credits
ITSS 522	Justice Ministry A Christian understanding of justice and peace and an examination of various dimensions of action; political, economic, cultural and religious.	2-3 credits	ITSS 571	Seminar	2-4 credits
ITSS 523	Justice Spirituality 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.	3 credits	ITSS 572	Old Testament Seminar	2 credits
ITSS 525	Christian Social Ministry Analysis of historical relationships between Christian churches and society; development of models of church response in the contemporary global context; presentation and evaluation of methods of social analysis, theological reflection, and action.	3 credits	ITSS 575	Directed Reading in Pastoral Ministry	2-5 credits
			ITSS 576	Directed Reading in Religious Education	2-5 credits
			ITSS 580	Completion Project	3 credits
			ITSS 587	Practicum I	2 credits
			ITSS 588	Practicum II	2-4 credits
			ITSS 589	Practicum III	2-4 credits
			ITSS 591	Special Topics	1-6 credits
			ITSS 592	Special Topics	1-6 credits
			ITSS 593	Special Topics	1-6 credits
			ITSS 596	Independent Study	1-6 credits
			ITSS 597	Independent Study	1-6 credits
			ITSS 598	Independent Study	1-6 credits



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