

1992

1992-1993 Bulletin of Information - Graduate

Seattle University

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Seattle University

Graduate School
Bulletin of Information
1992-93



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

Seattle University does not discriminate
on the basis of religion, race, color, national
or ethnic origin, sex, or the presence of any
sensory, mental or physical disabilities in
the administration of its admissions policies
or in its scholarship, loan, and work study
programs. Inquiries relating to these
policies may be referred to the university's
assistant vice president for human re-
sources and affirmative action officer.

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 may go into effect
at any time and will apply to prospective
students and to students who are currently
enrolled. The university also reserves the
right to discontinue courses and programs
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:
Graduate Admissions Office
Seattle University
Broadway and Madison
Seattle, WA 98122-4460
(206) 296-5900

Toll-free information number for:
Washington state residents outside Seattle
area: 1-800-542-0833
For outside Washington: 1-800-426-7123



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Academic Calendar

1992-93 Academic Year

Fall Quarter 1992

May 24	Advance registration for fall 1992 begins
September 23	All classes begin; tuition and fees due
September 30	Last day to register or add/drop
November 3	Last day to remove I grades from spring/summer 1992
November 11	Veteran's Day - no classes
November 18	Advance registration, winter 1993 begins (last day to register 1/10/93)
November 19	Last day to withdraw with W grade
November 25-28	Thanksgiving - no classes
December 1	Closing date to remove N grade from previous year
December 1	Closing day for degree applications
December 5	Last class day
December 7-10,12	Final examinations
December 15	Grades due, 10 a.m.

Winter Quarter 1993

January 4	All classes begin; tuition and fees due
January 10	Last day to register or add/drop
January 18	Martin Luther King's Birthday - no classes
February 12	President's Day observed - no classes (Sat. Feb. 15 classes will meet as scheduled)
February 16	Last day to remove I grade from fall 1992
February 28	Advance registration spring 1993 begins (last day to register, 4/4/93)
March 1	Closing date to remove N grade from previous year
March 3	Last day to withdraw with W grade
March 13	Last class day
March 15-18, 20	Final examinations
March 23	Grades due, 10 a.m.

Spring Quarter 1993

March 29	All classes begin; tuition and fees due
April 4	Last day to register or add/drop
April 9	Good Friday - no classes (Saturday, April 10 classes will meet as scheduled)
May 3	Closing date to remove N grade previous year
May 10	Last day to remove I grade from winter 1993
May 19	Advance registration summer 1993 begins
May 23	Advance registration fall 1993 (last day to register, 9/23/93)
May 26	Last day to withdraw with W grade
May 31	Memorial Day - no classes
June 7	Last class day
June 8-12	Final examinations
June 12	Baccalaureate
June 13	Commencement
June 16	Grades due, 10 a.m.

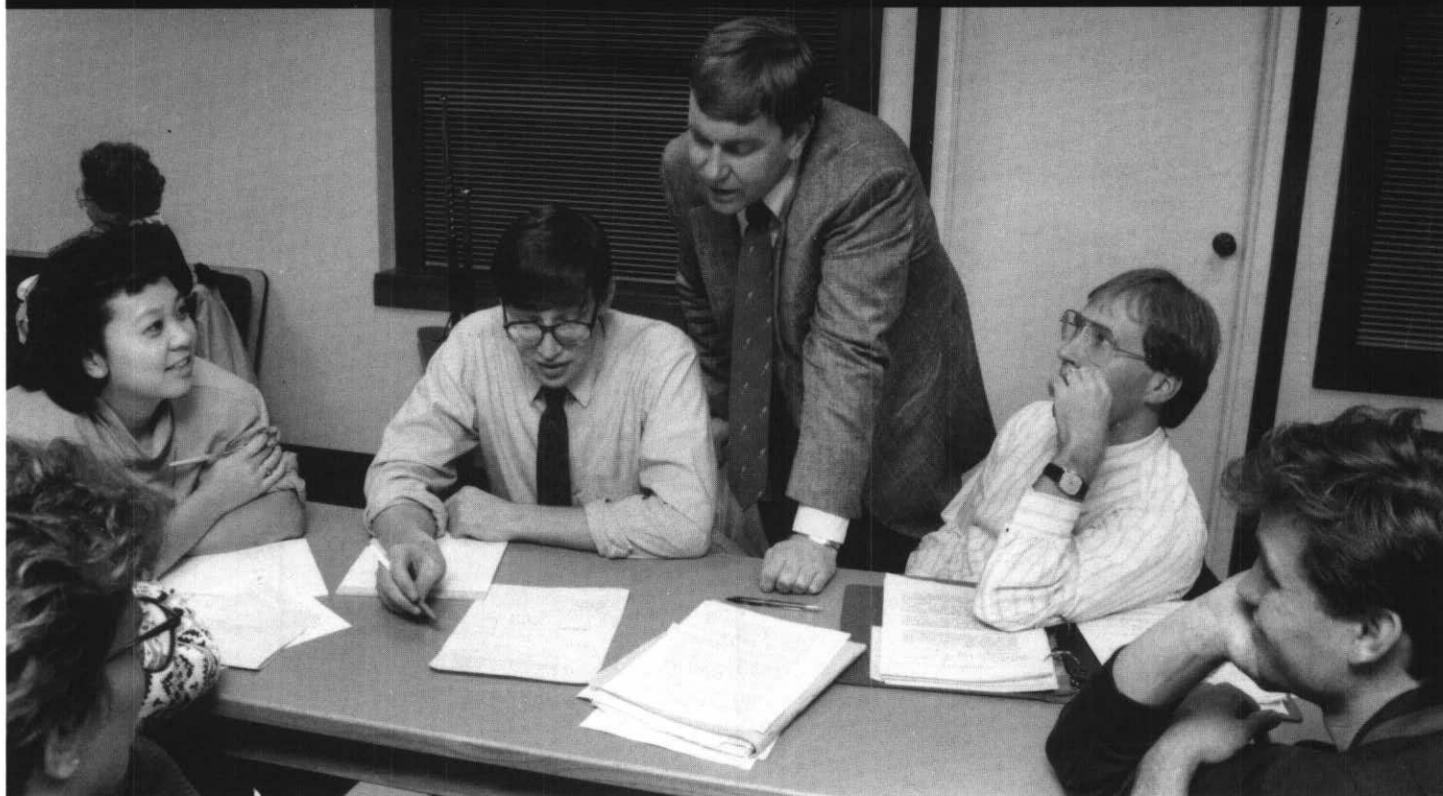
Summer Quarter 1993

May 19	Advance registration begins
June 21	Classes begin
June 27	Last day to add/drop - first and full term
July 4	Independence Day - No classes
July 5	Independence Day observed - No classes
July 6	Last day to withdraw - first term
July 19	Registration and classes begin - second term
July 25	Last day to add/drop - second term
July 30	Last to withdraw - second and full term
August 2	Last day to remove N grade summer 1992
August 6	Last class day - 7-week session
August 5-6	Final examinations - 7-week session
August 13	Last class day - 8-week session
August 12-13	Final examinations - 8-week session
August 20	Grades due, 10 a.m.

Intersession 1993

August 16	Classes begin
August 18	Last day to register or add/drop
August 20	Last day to withdraw
September 6	Labor Day - no classes
September 13	Last class day
September 15	Grades due, 10 a.m.

General Information



About Seattle University

From humble beginnings 101 years ago, Seattle University is now the largest independent institution in the Northwest. More than 4,800 students are enrolled on the 46-acre campus.

The university offers 49 undergraduate programs and 17 graduate programs. Teaching is the priority at Seattle University. Low student-to-faculty ratios help ensure that faculty members are readily available to students.

As an institution of higher learning, Seattle University's objective and purpose include the interpretation and transmission of knowledge, ideas and values. The university is dedicated to the extension of the frontiers of knowledge by critical and exhaustive investigation or experimentation. Thorough, intelligent training in theory and principle provided by Seattle University prepares students for professional careers.

Conducted under the auspices of the Society of Jesus, Seattle University supports Christian ideals and values. It affirms the belief in the unity and totality of all human knowledge, whether experiential, speculative or divinely revealed. As a community inspired with the Spirit of Christ, the campus atmosphere inside and outside the classroom encourages the development of an unbiased, truly liberated and enlightened intelligence in its faculty and student body.

One of 28 Jesuit colleges in the United States, Seattle University offers a broadly based academic program, including a strong liberal arts core curriculum that prepares students for community service and personal fulfillment, as well as professional success.

Seattle University is recognized as a leader in innovative academic programs; many of the programs have become important to the economy of the Northwest. In 1979 the university started the nation's first graduate program in software engineering. The nation's first addiction studies program was offered in 1973. The Northwest's first undergraduate program in environmental engineering was offered in 1990. The university continually revises curriculum offerings and develops new courses that will prepare graduates for work in the global economy.

A master of science in finance program and a graduate program in student development administration are two of the most recent examples of Seattle University's distinctively innovative curriculum.

The true measure of the university's excellence is the success of the graduates. Seattle University's alumni includes distinguished individuals in business, public affairs, education, the performing arts, athletics and other fields. Examples include former Washington Governor John

Spellman; U.S. Senator Frank Murkowski; Dr. Yusaku Furuhashi, former dean, College of Business Administration, University of Notre Dame; Ann L. Stanford, former U.S. consul general, Lyon, France; Jim Whittaker, businessman and outdoorsman; Margaret Chow, superintendent, Richland Public Schools; Martha Yallup, deputy director of human services, Yakima Indian Nation; and collegiate and professional basketball legend Elgin Baylor.



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.

Seattle University had a humble and unpretentious beginning. In 1890 Bishop Aegidius Junger of the 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 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 establish the mission.

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 Father 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.

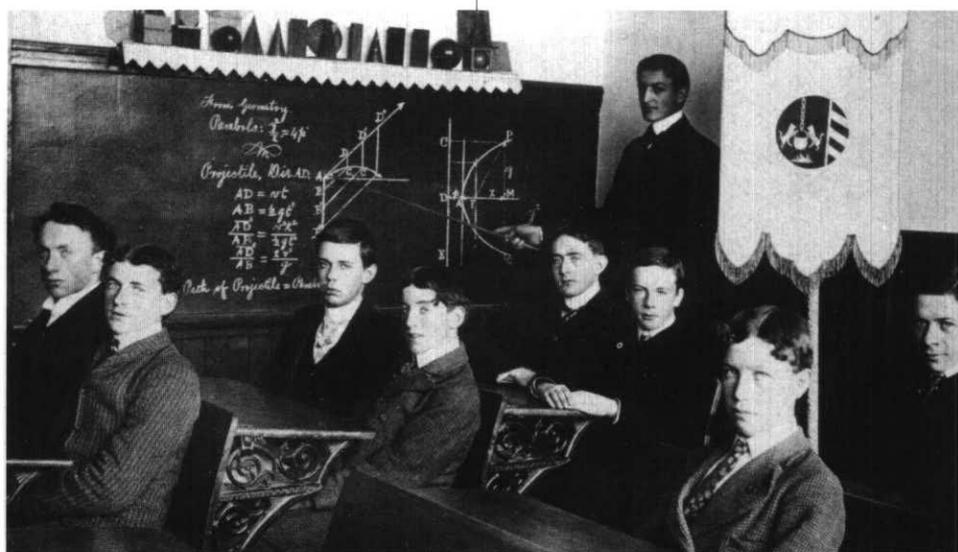
In 1893, the cornerstone of the first building on the present campus was laid. The new building, which again housed both parish church and school, was opened for classes for the "older boys" in September 1894, and was formally dedicated the following December.

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 a time of struggle and disappointment. But in 1909, the three members of the first graduating class were awarded bachelor of arts degrees.

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 gift of 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 present campus in



the partially renovated Garrand Building. Although the fall enrollment was fewer than 50 students, the separation of the two academic levels proved beneficial for both units.

Within two years the first women were enrolled in credit courses, making Seattle College the first Jesuit college to accept women students. The first women graduates received their degrees in 1936. In the previous year, 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 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 total enrollment was nearing 3,000 students. To recognize the growth and academic development of the previous 15 years, the board of trustees approved a further amendment to the articles of incorporation, changing the institutional name to Seattle University.

The decades of the 1950s and 1960s 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 Father A.A. Lemieux, who served as university president from 1948 to 1965.

The 1970s were 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 in 1972, the Institute of Public Service in 1974, and Matteo Ricci College in 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, teacher preparation and therapeutic psychology, along with a baccalaureate program in computer science. The latest academic division, the Institute for Theological Studies, was initiated in 1985.

Under the leadership of William J. Sullivan, SJ, president since May 1976, the growing campus continues to serve the needs of students. The Marguerite M. Casey Building for arts and sciences faculty and the Engineering Building opened in the fall of 1987. In 1989, renovations to the Bannan Building and the addition of a new underground biology wing, featuring state of the art equipment and laboratories, completed the re-dedicated Thomas J. Bannan Center for Science and Engineering.

Located in the center of campus, the Quadrangle, with the university's Centennial Fountain at its center, was finished in the fall of 1989, providing a popular gathering spot for the university community and area residents.

In the fall of 1991, Seattle University launched the 21st Century Campaign to raise \$55 million to improve existing facilities, build new structures, increase endowment and enhance the quality of academic programs.

Organization

Seattle University is an independent coeducational institution of higher learning incorporated under the laws of the state of Washington. It is operated by a board of trustees and administered under the auspices of the Society of Jesus. Students are drawn from all races and denominations. Seattle University derives its tradition and objectives from the academic experience and educational ideals of the Society of Jesus and Christian tradition.

The university is composed of eight major academic units: the College of Arts and Sciences; the Albers School of Business and Economics; the School of Education; Matteo Ricci College; the School of Nursing; the School of Science and Engineering; the Graduate School; and the Office of Evening Programs.

Administration

William J. Sullivan, SJ, Ph.D., President

John D. Eshelman, Ph.D., Provost

Edward J. Jennerich, Ph.D., Associate Provost and Dean of Graduate School

Linda N. Hanson, Vice President for University Relations

Tullisse A. Murdock, Ph.D., Assistant Provost for Programs and Planning

Denis S. Ransmeier, MBA, Vice President for Finance and Administration

Jeremy Stringer, Ph.D., Vice President for Student Development and Associate Provost

James Adolphson, Assistant Vice President and Budget Director

John Gallagher, Ph.D., Assistant Vice President and Director of Development

Dale Nienow, Ph.D., Assistant Vice President for Student Development

Anna Dillon, Assistant Vice President for Human Resources and Affirmative Action Officer

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; National Council for Accreditation of Teacher Education; and National League for Nursing.



The university is approved by: American Medical Association; American Medical Record Association; American Society of Clinical Pathologists; Washington State Board of Education; and 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; Council for Advancement and Support of Education; Independent Colleges of Washington; National Commission of Accrediting; National League for Nursing; Northwest Association of Colleges; and Western Interstate Commission for Higher Education.

Lemieux Library

Constructed in 1966, the Lemieux Library is a spacious building that seats nearly 1,100 people in study lounges, conference rooms and individual carrels. The library houses a growing collection of more than 200,000 books, 2,400 periodicals and serials, an extensive collection of microforms, and numerous non-print materials, such as sound recordings and films. These resources are strongest in subjects that correspond to university programs, especially those in which graduate studies are offered: business, economics, education, psychology, software engineering and religious studies.

In addition to its collections, the library is a service center. The reference and information services staff assists readers in ways that range from personal instruction in the use of the card catalog to advising on advanced, specialized research materials or the development of bibliographies. Classroom presentations are given throughout the year. The staff also arranges interlibrary loans and executes on-line bibliographic searches in support of more specialized research needs.

Other library services include a reserve book reading area, media carrels for using non-print material, data bases on CD-Rom and photocopiers.

Satellite Locations

Opportunities are available for business and education students to take selected courses off campus. Business classes are offered in Bellevue and Everett. Education courses are offered in Auburn and Bellevue.

Student Development and Services

Our student development professionals believe that the education of a student is a combination of academic classroom experiences and many valuable out-of-classroom experiences. Certain services have been introduced at Seattle University to serve the spiritual, social, personal and physical needs of both the undergraduate and graduate student populations. These services help enrich student experiences at Seattle University.

The Associated Students of Seattle University (ASSU) is the voice of Seattle University students. Its goal is to be representative of the student community and to communicate student concerns to other students, faculty, staff and administrators. In addition, it coordinates and promotes a diverse program of entertaining and educational activities for the campus community.

The Campus Assistance Center's primary goal is linking people with information, assistance and resources. Conveniently located in the Student Union Building, the center is accessible to day and evening students.

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 faith life of all people. Retreats, searches, outreach programs and individual

spiritual direction enable members of the community to enrich and share their spiritual values and religious traditions.

The Career Development Center makes career counseling, job search guidance and informational services available to students. Vocational testing, resumé preparation and interview skill development are also offered by this office. In addition to normal office hours, the center is open one evening a week to better accommodate the needs of students.

The Child Development Center is open to children aged 2 1/2 to 5 years. The center is a full-service day care with a USDA school lunch program.

Computer and Information Services provide five computer labs for student use.

The Counseling Center offers confidential personal counseling for all students.

Disabled Student Resources are available to help students with disabilities succeed at Seattle University.

The Student Health Center administers university health services for students enrolled for nine or more credit hours. The center is located in Bellarmine Hall.

Student Health Insurance is available for full-time students and their dependents in the university's voluntary student health insurance program. The program provides accident and sickness benefits. Insurance may be purchased at registration.

The International Student Center coordinates student clubs, international dinners and other special events. It also provides emergency assistance, immigration information, counseling and much more.

The Center for Student Leadership and Service provides programming, training and resources to assist students in the development of life skills which promote success in career, community and social settings. The Office for Student Leadership coordinates the Campus Assistance Center and Volunteer Center, as well as advises the Associated Students and Student Activities Office, plus manages the Student Union Building.

The Learning Center offers individualized help with course work, as well as coordinates assistance from tutors.

The Minority Student Affairs Office promotes an understanding and appreciation of cultural diversity in the university community. It is an advocate for the personal, academic and social success of American ethnic students. In addition, the office sponsors programs such as Martin Luther King Jr. week, Cinco de Mayo

celebrations, and a Native American Pow-Wow.

Residential Life provides housing in the residence halls for students at Seattle University. The three residence halls offer unique living environments. Housing is available to graduate students.

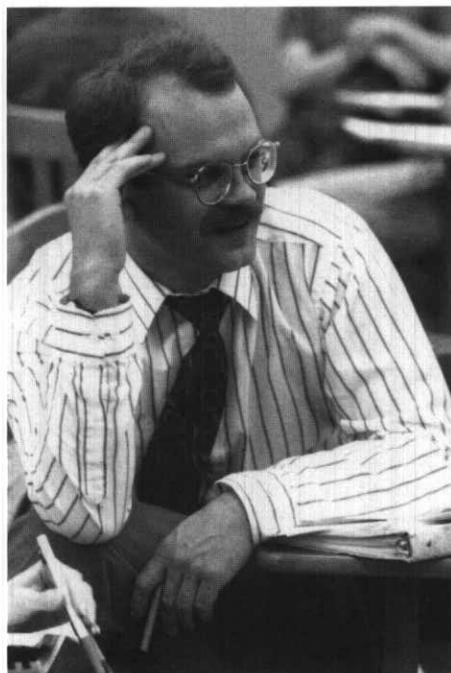
Safety and Security Services provide 24-hour security for the campus community and its facilities. Services include first aid, escort services, crime prevention information, criminal incident reports and investigation, and lost and found.

The Student Activities Office coordinates student events on campus.

University Sports/Connolly Center is the hub of athletic activity at Seattle University. The university is a member of the National Association of Intercollegiate Athletics and competes in six men's and women's sports. Intramural and recreational programs are offered throughout the year. The Connolly Center provides a comprehensive recreation facility with two full gymnasiums, two swimming pools, a complete fitness and weight room, an astrogym for indoor tennis and soccer, racquetball courts and two squash courts.

The Volunteer Center provides students with meaningful, supervised volunteer opportunities in the community.

The Women's Center serves as an information clearinghouse and gathering place for activities and resources available to Seattle University women.



Graduate School



Graduate School

Edward J. Jennerich, Ph.D., Dean

The Graduate School offers master's programs in adult education and training, business administration, counselor preparation, curriculum and instruction, educational administration, finance, ministry, psychology, public administration, religious education, software engineering, student development administration, teacher preparation and theological studies. An educational specialist degree is offered in both educational diagnostics/school psychology and educational administration, and a doctorate degree is offered in educational leadership.

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. Graduate students develop personal and professional qualifications that contribute to their field and to the betterment of those 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 doctorate 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 registration and awarding of degrees are supervised by the university's registrar. Admission to graduate study is granted through the dean of the Graduate School in consultation with the appropriate graduate program director and the Graduate Admissions Office.

Graduate Degrees Offered

College of Arts and Sciences

Master of Arts in Psychology

Albers School of Business and Economics

Master of Business Administration
Master of Science in Finance

School of Education

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

School of Science and Engineering

Master of Software Engineering

Institute for Public Service

Master of Public Administration

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

Certificate Programs

Post-MBA

Admission and Academic Policies

Admission Requirements

Admission to a degree program is granted to applicants who have received bachelor's degrees from approved colleges or professional schools, and whose scholarship records and credentials indicate ability to pursue graduate work. An undergraduate major or its equivalent is normally required in the same department or area from which students select their graduate work.

Required grade point averages are calculated on course work leading to the bachelor's degree, or the master's degree, and post-bachelor's upper division and graduate-level course work (usually numbered 300-400 or above), as specified by each program. Course work must have been completed at regionally accredited institutions.

For specific program admission requirements consult individual program brochures and the appropriate sections of this bulletin.

Application for admission should be submitted as early as possible and no later than the deadline of the term in which students wish to begin work. Prospective students must file an official application form and fee with the Graduate Admissions Office. In addition, official transcripts of academic credits from all accredited schools attended since high school are to be sent to Seattle University by each institution. To be considered official, documents must be received by Seattle University with the envelopes sealed and unbroken, as originally sent by the issuer. Failure to file complete records of previous school attendance renders students liable to dismissal or cancellation of course credit. Students are not regarded as duly qualified graduate students until a letter of acceptance has been received from the dean of the Graduate School.

The dean of the Graduate School and program chairs reserve the right to request test scores and other supplementary data. Such data will ordinarily be expected of students submitting transcripts from non-traditional institutions. Those applicants are required to submit the GMAT, GRE or MAT, as requested by individual programs. For further information on requirements and exceptions, applicants should contact the Graduate Admissions Office or program chairs.

Some students are admitted to the Graduate School on probation. This designation may be used when the previous academic record is marginal or when there is a lack of adequate prerequisite course work in the chosen field; or 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 students are expected to

become qualified within a specific time limit. When all conditions are fulfilled, the department may recommend advancement to regular graduate status.

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

International students must meet the admission requirements outlined on the international student application form as well as any specific graduate program admission stipulations. International students are not admitted probationally or transitionally and must have complete files on record before an admission decision can be made.

Academic Regulations

Students are responsible for informing themselves 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 does not excuse students from being subject to them.

Students' programs of study must be approved by a faculty member, usually an adviser, at registration. However, such approval does not give official sanction to any failure to meet university requirements, nor does it free students 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 all students, 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 students to withdraw at any time. Student are not allowed to attend class unless officially enrolled with appropriate fees paid.

Graduate Student Definition

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, provisional or transitional.

Students admitted on probation must demonstrate graduate-quality work within the time frame specified by the program. Transitional graduate students may take

graduate courses for no more than two quarters. In special circumstances, undergraduate seniors or fifth-year students may be allowed to enroll in graduate courses with prior approval from the director of the graduate program in the area of the course in question, or the dean of the college or school in which the course is taught and the graduate dean.

In certain circumstances, it may be appropriate for graduate students to take courses below the 500 (graduate) level. Such classes normally include both undergraduate and graduate students. In such cases, graduate students will be expected to perform at a level consistent with receiving graduate credit. Therefore, graduate students enrolled in 400-level courses primarily designed for undergraduates will be expected to do additional work in the form of projects, papers or other suitable assignments. Likewise, in the grading of examinations or other written work, graduate students will be expected to demonstrate higher levels of analysis and synthesis than the undergraduates in the class. In all classes in which there is a mixture of undergraduate and graduate students, graduate students must demonstrate knowledge, quality and quantity of work beyond that expected of undergraduates.

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, an undergraduate classification, and are under the jurisdiction of the dean of the college in which they are taking courses. Students pursuing certification in education are not considered graduate students unless, in addition to this study supervised by the School of Education, admission has been granted by the dean of the Graduate School to a master's or doctorate degree program.

Attendance Requirement

Attendance may be an essential and intrinsic element of the education 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 students' grades. While there is no 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

Fifth-year: post-baccalaureate students not seeking advanced degrees.

Graduate: post-baccalaureate students admitted to Graduate School for master's or doctorate degree programs.

Transitional: non-matriculated students registering for no more than two quarters; permission required from the departmental dean or chair, and dean of the Graduate School.

Visiting Graduate Students: students enrolled in other institutions who are registering at Seattle University as transitional students for one or two quarters only.

Course Numbering System

The course numbering system at Seattle University is as follows:

100 to 199 are freshman courses

200 to 299 are sophomore courses

300 to 399 are junior courses

400 to 499 are senior and fifth-year courses

500 and above are graduate courses.

Graduate standing is required to register for courses numbered 500 or above. Courses numbered 600 and above are doctorate 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 the 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.

Extension Credit/ Correspondence Credit

Graduate level credit for extension courses is not normally allowed in the Graduate School. Any exceptions are at the discretion of the graduate dean. Credits earned through correspondence are not accepted by the Graduate School under any circumstances.

Grading System

The following system of grading indicates the level of individual student achievement.

Each letter grade has a quality point value assigned for the grade achieved 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 or W have no quality point value.

Other Grading Symbols

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. Once the specified work is 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: 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., theses 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 at the graduate level for unsatisfactory completion of thesis, research, independent study, or field experience.

Q-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: doctorate students only. (EDDR 612, 613, 649 only)

S-Satisfactory: 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.

Grade Reports

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

Grade Point Average

Graduate students must maintain a B average, which is equivalent to a cumulative 3.0 grade point average. Graduate students must repeat required graduate courses when a C- grade or lower is received and may repeat a graduate course graded C or C+ once. The second grade received will be used in computing the grade point average for graduation; the original grade, however, will remain on the record.

Graduate students whose grade point average falls below 3.0 will be placed on academic probation. Students who remain on probation for three quarters may be dismissed from the university by the graduate dean.

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:	Transcript Sent By:
Summer	December 1
Fall	March 1
Winter	May 1
Spring	August 1

Students who have been absent from campus for more than one year or four quarters must complete a readmission application in the Graduate Admissions 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.

Changing Programs Within the University

To transfer from one graduate program within the university to another, students must formally apply to the new program and be officially accepted. The procedure begins in the Graduate Admissions Office.

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. Student directory information will be published by the university unless students request that it not be released in writing to the registrar by the last day to register as announced in the quarterly schedule of classes. Records policy includes the right of the university to place a hold against the transcript of students with financial obligations and to deny re-registration until all debts owed the university have been paid. The full policy statement, including right to appeal, may be obtained from the registrar.

Registration

All Seattle University students use a touch-tone registration system. Newly admitted students must complete registration on the date specified in the academic calendar or elsewhere. Procedures for the registration of continuing graduate students can be found in the class schedule published each quarter.

No registrations are permitted after the seventh class day. Students registering late are held responsible for absences thus incurred.

Students may not attend a university course for which they are 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, students must complete the appropriate touch-tone registration transaction within the specified time limit. No course may be added or changed after the seventh day of class. Students who drop or change courses without following this procedure are ineligible for tuition refund and may be assigned a failing grade.

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 students or graduates file written requests with the registrar and supply the name and address.

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.

Withdrawal

The Registrar's Office must be officially notified when students withdraw from one or more courses. The withdrawal form 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 the student to the university in writing.

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

Degree Requirements

Admission to Candidacy

Students must file the 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. Doctorate students should consult the doctorate program section of this bulletin for information on doctorate candidacy.

As a general rule, students are required to meet degree program requirements in effect at the time of their matriculation. However, graduate students who are absent from the university for more than one academic year may be required to meet the degree requirements in effect when they resume study.

General Requirements

Official commencement exercises are held once a year in June. Application for graduation must be made according to the deadlines as published in the university academic calendar. Students completing course requirements will receive diplomas approximately eight weeks following the quarter of completion. All responsibility for fulfilling requirements and for applying for graduation rests with individual students.

To graduate with the master's degree, candidates must present a minimum of 45 credits beyond the bachelor's degree. Students must satisfy any additional requirements imposed by their 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 upon 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 program.

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

For educational specialist and doctorate degree requirements, consult those program sections in this bulletin.

Candidates 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.

Students whose averages fall below the required 3.0 are placed on academic probation. After three quarters on probation, they are subject to dismissal from the university.

Master's students may request to complete theses on topics approved by their major departments and the dean of the Graduate School. For this work, no more than 10 credits are granted. A thesis is not necessarily a work of original research, but it must demonstrate the candidate's abilities and express them in an original, lucid way.

- Thesis topics are to be approved by students' mentors, graduate program advisers 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 approved theses 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 library; one copy will go to the department chairperson and one to the student.
- An oral examination on the content of theses, cognate literature and available source material may be held before a board appointed by the departmental chairperson and approved by the dean of the Graduate School.

For information on doctorate projects, consult that program section of this bulletin.

Time Restrictions

Seattle University recognizes that students progress at different rates and their time to degree completion is often dictated by individual circumstances. However, all requirements for the master's, educational specialist or doctorate degree, including transfer courses, must be completed within six years after course work is begun. In those unusual circumstances where students cannot complete the degree requirements within the six-year

statute of limitations, they must file petitions with the graduate dean at least one quarter prior to the expiration of the six-year statute requesting an extension of one year. When petitions are approved, students may be required to take additional credits. In most cases, only one extension will be allowed. The Graduate School alone has the authority to recommend a candidate for a master's, educational specialist or doctorate degree.

Transfer Credit

At the master's or 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, were taken for graduate credit, fall within the six-year limitation and are approved by the department and the graduate dean. Transfer credits for the doctorate program are specified in that program section of this bulletin.

Application for a Degree

Whether students plan to participate in the once-a-year graduation ceremony in June or wish to receive their diplomas in the mail following the quarter of completion, they must apply for graduation according to the time frame outlined in the university calendar by proceeding through the following steps:

1. Pay the graduation fee to the controller.
2. Take the receipt to the Registrar's Office and complete the application form.
3. Take the graduation evaluation worksheet to their advisers.
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.

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

Academic dishonesty includes but is 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 classroom teachers or department chairpersons, depending on the nature of the offense. For example, teachers have the discretion either to reprimand students or give failing grades for assignments, individual examinations or entire courses. Brief reports of incidents and the penalties imposed will be filed with both instructors and students' department chairperson. In any such instance students have the right to appeal teachers' actions first to department chairpersons, and then to the appropriate dean.

In the case of repeated or more serious violations of academic honesty, teachers or department chairpersons involved may recommend to students' deans that students either be suspended or expelled from the school or college in which they are enrolled. Suspension or expulsion from a given school is within the authority of the dean of that school and may be appealed by students to the associate provost for academic affairs.

Although suspension or expulsion from a school will in most instances have the effect of separating students from the university, this result does not follow necessarily or automatically. In a rare instance, depending on the nature of the code violation, such students might be accepted by the dean of another school. Only the president may suspend or expel students 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

The purpose of the grievance procedure is to provide a confidential, fair and timely means by which students may seek redress for an academic grievance. It assures a

consistent and uniform response to such grievances throughout all academic units of the university.

The grievance procedure is intended to promote a spirit of conciliation and mutual respect between students and faculty by requiring cooperative participation in the resolution of grievances.

Copies of the grievance procedure are available from the Graduate School Office and from program chairs.

Sexual Harassment Grievance Procedure

Seattle University recognizes its obligation to promote an environment and an attitude that encourages men and women to meet as equals in all aspects of life. Seattle University condemns any form of sexual harassment.

Sexual harassment can involve faculty, staff or students. This statement covers men or women harassing men or women.

Students who believe they have been victims of sexual and/or gender harassment, and who wish to report or discuss incidents or receive counseling while preserving anonymity, should contact the affirmative action officer.

This statement in no way precludes students taking action outside the university.

Sexual Harassment Policy Statement

Sexual harassment by any employee of Seattle University is forbidden.

Definition

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal/non-verbal, or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment.
2. Submission to, or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual.
3. Such conduct has the purpose or effect of interfering with an individual's work performance, or creating an intimidating or offensive working environment.

Filing a Complaint

Seattle University is committed to providing a work environment that is free of discrimination. In keeping with this commitment, the university maintains a policy prohibiting unlawful harassment in any form. Procedures for reporting sexual harassment claims may be formal or informal and apply to faculty, staff, administration and students.

1. Any member of Seattle University who believes that he or she has been the victim of sexual harassment may bring the matter to the attention of the university's affirmative action officer.
2. The complainant should present the complaint as soon as possible after the alleged harassment occurs to ensure that their complaint has been entered into the record, should they decide to file a formal complaint at a later date.
3. The first meeting with the complainant and affirmative action officer is informational and confidential. This meeting is to assure the complainant that their complaint will be heard; to diffuse any feelings of guilt, anger or discomfort; and to discuss the process for filing a formal complaint. The complainant is assured that the dissemination of information relating to the case will be limited in order to safeguard the privacy of all individuals.
4. If the complainant decides to proceed, he/she will meet with the affirmative action officer and submit a written statement.
5. The affirmative action officer will inform the alleged offender and his/her cost center manager. A written statement of the complaint will be given to both parties. The complainant will be advised that every effort will be made to protect him/her from retaliatory action by the person(s) named in the complaint.
6. Once a complaint is submitted, the affirmative action officer will initiate steps deemed appropriate to effect an informal resolution to the complaint and acceptable to both parties.
7. The complainant, if unsatisfied with the resolution proposed, shall have access to the university's formal grievance procedures upon submission of a request to the affirmative action officer.

Seattle University believes that publishing these procedures will help create an atmosphere in which individuals who believe that they are victims of harassment will be assured that their complaints will be dealt with fairly.

Tuition and Fees

1992-93 Tuition and Fees

Graduate Degree Programs

Business	\$332 per credit hour
Institute for Theological Studies	\$256 per credit hour
Education	\$256 per credit hour
Educational Specialist	\$256 per credit hour
Psychology	\$278 per credit hour
Public Administration	\$278 per credit hour
Counseling	\$256 per credit hour
Software Engineering	\$332 per credit hour
Doctor of Education	\$308 per credit hour

Laboratory Fees

Computer Laboratory Courses	\$55
Education 527, 528, 547	\$42

Doctorate Project

Continuation Courses

Education 612 (0 credit)	\$400 per quarter
Education 613 (0 credit)	\$550 per quarter

Other Fees

Application, graduate	\$45
Application, transitional	\$45
Graduation	\$60
Late Registration/Payment (see below for details)	
Matriculation, graduate	\$60
Removal of incomplete	\$30 (per course)
Thesis binding	
Doctorate	\$60
Master's	\$45

Refunds

Firm deadlines for full or partial withdrawals for graduate students.

two to five class days	100%
six to 10 class days	75%
11 to 15 class days	60%
16 to 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 students submit withdrawal or change forms to the registrar.

Refunds to financial aid recipients are applied first to students' financial aid source(s). The balance, if any, is remitted to the students. Financial aid recipients will, therefore, in all likelihood, not receive funds.

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

Late Registration/Late Payment

A one-time handling fee of \$40 and a charge of 1.5 percent on any balance due at the end of the month will be charged if tuition and fees are not paid in full as of the date classes begin, as noted on the academic calendar in the back of this bulletin. In addition to the handling fee, a service fee of \$15 will be charged to students' accounts for all checks not honored by banks and returned unpaid to Seattle University.

Financial Aid

Financial aid forms (FAF) are available after January 1 of each year from the Financial Aid Office or the Graduate Admissions Office. A new FAF is required for each academic year students apply for financial aid. Students must also submit financial aid transcripts (FAT) from all colleges attended, even if no financial aid was received. FATs are free and can be obtained by calling or writing the Financial Aid Office at your prior institutions. A copy of the student's IRS tax form is also required.

While applications for financial aid are encouraged anytime, students who have all their documents submitted to the Financial Aid Office by March 1 will be considered first for the funds available for the academic year starting in September. The earlier a file is completed the more likely it is that funding will be available on the first day of class.

The FAF is used to determine expected student and/or family contribution. Eligibility, or financial need, is defined as the difference between the amount it will cost to attend Seattle University for one year and the amount a student and/or family can afford to pay according to the FAF. The Financial Aid Office will then put together a financial aid package which may include any of the following.

Loans

The federal government funds three major low-interest loans, which must be repaid: the Perkins, Stafford and Supplemental Loan for Students. All first-time borrowers at Seattle University are required to attend an in-person loan entrance interview before receiving their funds.

Stafford Student Loan

The Stafford Student Loan (formerly 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.

Graduate students may borrow up to their maximum eligibility as determined by the FAF and interpreted by the Financial Aid Office. The maximum any student can borrow for one academic year is \$7,500.

Stafford checks are reduced by approximately eight percent of the amount borrowed. This amount withheld represents a loan origination and guarantee fee. There are no other interest charges while students are enrolled at least half-time. For financial aid purposes, Seattle University defines half-time

graduate work as a minimum of four credits, full-time as a minimum of eight credits.

The interest rate for Stafford Loans is 8 percent for any new (first-time) borrower. However, the interest rate will increase to 10 percent during the fifth year of repayment. For students who currently have GSLs, the new Stafford Loan will be locked into the same interest rate as their previous GSLs. The minimum repayment is \$50 per month and starts six months after a student ceases half-time enrollment.

The Financial Aid Office will send a certified Stafford Loan application ready to take to a Washington bank after the award letter is returned and the student's file is complete. Students who wish to use out-of-state lenders will need to secure applications from their banks and forward them to the Financial Aid Office as soon as possible. **Do not delay** – early application is essential, since processing can take from eight to 10 weeks.

Perkins Loan

The Perkins Loan Program (formerly NDSL) is a long-term, 5 percent interest loan based on financial need. Seattle University offers a maximum of \$2,000 a year to needy graduate students. Overall, eligible students may borrow a total of \$27,000 for their combined graduate and undergraduate education (i.e., \$9,000 undergraduate, \$18,000 graduate). Repayment begins nine months after students cease to attend at least half-time. The Perkins Loan also includes limited deferment and forgiveness features, and payment may extend 10 years.

Supplemental Loans for Students (SLS)

This non-need based loan, available through many lenders, requires a separate application and credit check. The interest rate is variable with a ceiling of 12 percent. Repayment of the loan begins within 60 days after the loan is disbursed. However, the principal can usually be deferred while students are enrolled. The annual loan limit is \$4,000; the aggregate loan limit is \$20,000. Students must complete an FAF and send to CSS (College Scholarship Service) before they can be considered.

Alternative Loans

There are alternative loan programs available, such as the GradEXCEL, through Nellie Mae, and the Educational Line of Credit through Manufacturers Hanover,

which are committed to providing convenient, long-term financing to help students and/or families cope with the high cost of education. Information on these programs can be requested and questions answered by calling toll-free 1-800-634-9308 (Nellie Mae) or 1-800-258-3640 (Manufacturers Hanover).

Work Study

Seattle University offers two work programs: federal work study and state work study. Earnings under both programs are limited to eligibility as determined by the FAF. An authorization-to-work form is sent when students' files are complete if they are awarded work study. Students have the responsibility of reporting to the Financial Aid Office to secure jobs. Please note the work study program is an opportunity to earn funds by working and is not subtracted from the bill.

Federal Work Study

The Federal College Work Study Program allows students to earn funds by working part-time on campus. Under this program students may work up to 20 hours per week at positions on Seattle University's campus.

State Work Study

This is a state-funded program in which students may work up to 19 hours per week in positions off campus. Positions are available in private businesses, or in city and county government. Students submit time sheets for hours worked and are paid directly by their employers. The employers are reimbursed a certain percentage by the state.

Assistantships

There are a limited number of non-work study assistantships offered at Seattle University. Academic departments should be contacted by students interested in this program.

Scholarships

Graduate School Scholarships

The Graduate School offers a scholarship, based on need and merit, to a number of both newly admitted and continuing graduate students for one or more quarters. Directions and application forms for these scholarships can be obtained in all graduate program offices and in the Graduate Admissions Office.

Firm deadlines for receiving completed scholarship application forms in the Graduate Admissions Office are:

May 1: summer, fall, winter and spring quarters

Nov. 1: winter and spring quarters

The application is not considered complete unless students are admitted into graduate programs prior to the deadline.

These scholarships are awarded in conjunction with financial aid. New offers of financial assistance will be sent with revised packages when students are selected.

Recruiting Scholarship

Each department is offered a limited amount of scholarship dollars to be used for recruiting purposes. The money is awarded at the discretion of the department and is quickly spent. Interested students must check with their departments.

Target Scholarship

In an effort to enrich the diversity of the graduate program and enhance service to others, Seattle University designates an award for minority/multicultural students, people working in church agencies and people in social service professions. The scholarship may provide \$4,000 for the year. This program is tied in with the general graduate scholarship program listed above.

Family Discount Plan

The Seattle University Family Discount Plan provides a 10 percent reimbursement of tuition charged for each quarter that two or more students from the same family attend Seattle University on at least a half-time basis. This plan is available for fall, winter and spring quarters only.

Students can only be considered for this program if they do not qualify for financial aid beyond Stafford, Supplemental or Plus Loans. Each family member wishing to be considered must fill out a separate application, which can be obtained at the Financial Aid Office. Family is defined as brother, sister, parent, spouse, son or daughter.

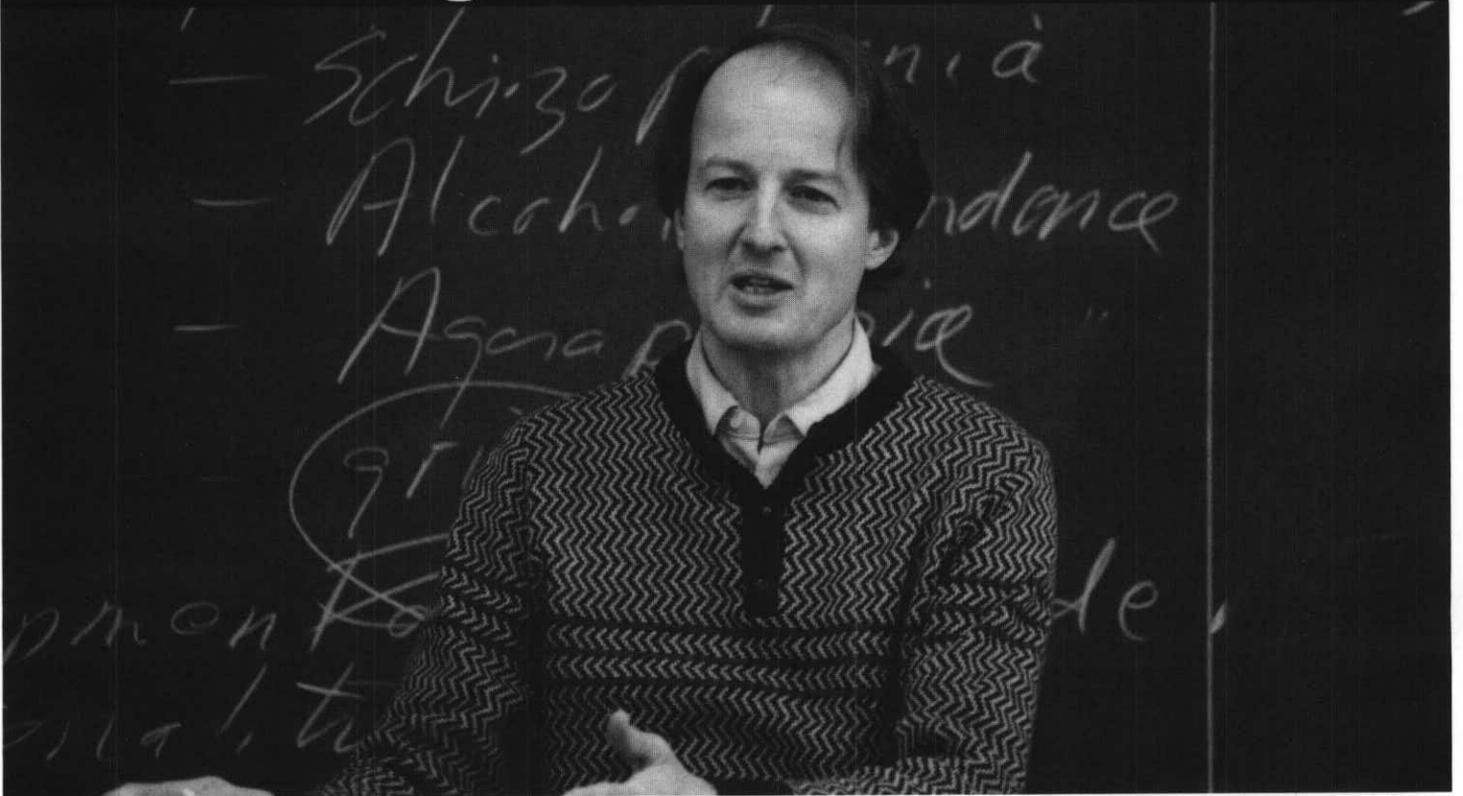
Please contact the Financial Aid Office for details on this program.

Additional Sources

Education, theological studies and business administration students can contact the individual departments for additional scholarship information and applications.



College of Arts and Sciences



Joseph F. Gower, Ph.D., Dean

Master of Arts in Psychology

Lane Gerber, Ph.D., Director, Graduate Program

Faculty

Lane Gerber, Ph.D.
 Steen Halling, Ph.D.
 Kevin Krycka, Psy.D.
 Georg Kunz, Ph.D.
 S. Kathleen La Voy, Ph.D.
 Jan O. Rowe, Ph.D.
 Neil Young, Ph.D.

Degree Offered

Master of Arts

Objectives and General Description

With an emphasis on existential-phenomenological psychology, this program offers students an interdisciplinary focus on the qualitative, experiential study of psychological events in the context of life. By laying the foundations for a therapeutic attitude, the program prepares students to enter the helping professions, and/or to further study the psychological world. It is humanistic in that it intends to deepen the appreciation for the human condition by reflection on immediate psychological experiences and on the wisdom accumulated by the long tradition of the humanities. It is phenomeno-

logical in that it aims to be faithful to experience by setting aside theoretical pre-judgments. 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 an introduction to psychology, statistics, scientific research methods, growth and development, abnormal psychology, theories of personality—ordinarily the equivalent of a minor in psychology.

- GPA: 3.0 minimum.
- Three letters of recommendation.
- An autobiography (minimum four 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.

- A beginning understanding of existential and phenomenological psychology.
- An interview, either in person or by telephone, will be asked of those applicants who have reached the final screening.
- Prior to admission, some experience in the areas of counseling or human services.
- All admission requirements, except interviews, ordinarily are to be completed by February 1.

Write to the Psychology Department for more details. A very specific process for application is used by the Psychology Department. Applicants must request a psychology packet from the Graduate Admissions Office (206) 296-5900.

Note: Students in this program are not allowed to do psychotherapy as private practitioners.

Degree Requirements

Fifty-five credit hours, which consist of 36 credits in 14 academic courses, 18 credits for 600 hours of practicum experience, and one credit for an integration paper. This is ordinarily a full-time, two-year program: students are expected to carry 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 ethically understand the other person in face-to-face situations: 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 developmental "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) disorder. Issues in diagnosis (e.g., the DSM-III-R), and therapy will also be given considerable attention. Permission of instructor.

**PSY 511 Growing Up in Families
3 credits**

Exposure to historical, social and cultural perspectives of the family and contemporary thought on the roles and relationships within the family. A look at the challenges which face the family structure today and an introduction to some of the current therapeutic approaches. Permission of instructor.

**PSY 513 Assessment II
3 credits**

The theory and practice of phenomenological assessment. Specific issues such as diagnosis, report writing, and the uses of psychological tests within the context of dialogue with clients will be discussed in detail. Consideration of the relationship between phenomenological research, psychotherapy and assessment. Prerequisites: PSY 505, 503, permission of instructor.

**PSY 515 Group Therapy: Identity in
Community
3 credits**

Experiencing 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. Majors only, graded S/NC.

**PSY 523 Perspectives of
Psychotherapy
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," and as a practical method of therapy. Permission of instructor.

**PSY 525 Self Psychology
3 credits**

The clinical writings of Heinz Kohut and his students as well as our own therapy work with clients with so-called difficult "narcissistic" and "borderline" problems will be discussed. Self psychology prizes empathy, listening from within the experiential world of the client, and understanding and utilizing counter-transference. Permission of instructor, spring.

**PSY 527 Ethics and
Phenomenology
3 credits**

A search for the ethical ground for understanding pathology and therapy. A claim that Western philosophical egocentrism contributes to the narcissism of modern pathologies. A review of the philosophy of Emmanuel Levinas, which suggests that the center of the true self is not in the individual self, but in the responsible concerns for the other. Permission of instructor, spring.

**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. Majors only, graded S/NC.

**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. Graded S/NC

**PSY 543, 544, 545 Basic
Practicum in Therapeutic
Psychology I, II and III
6 credits each**

Offered as a series; each course provides a minimum of 200 hours on-site supervised practicum experience in agencies providing psychological service; weekly group case consultation with a faculty member, as well as individual consultation as needed. Majors only, graded S/NC.

Ordinarily students are not allowed to get their practicum experience at agencies where they are working as staff.

**PSY 551 Hermeneutics:
Interpretive Foundations of
Non-Behavioral Psychology
3 credits**

Philosophical study for practical decision making in therapeutic practice. A focus on the interpretive structure of human existence whereby meaning is constituted, and the philosophical ground of the activity of understanding oneself and others, which discloses itself in conversation. Permission of instructor.

**PSY 563 Integration Paper
1 credit**

Completion of a written work on a chosen theme that integrates academic course work and practicum experience. Majors only, graded S/NC.

**PSY 591 Special Topics
1 to 3 credits****PSY 592 Special Topics
1 to 3 credits****PSY 593 Special Topics
1 to 3 credits****PSY 596 Independent Study
1 to 3 credits****PSY 597 Independent Study
I to 3 credits****PSY 598 Independent Study
I to 3 credits**

A student may take up to six credits of upper-level undergraduate or graduate courses as a substitute for the listed courses, with approval.

Albers School of Business and Economics



Jerry A. Viscione, Ph.D., Dean
C. Frederick DeKay, Ph.D., Associate Dean
Mary S. Conrad, MA, MBA, Director, Albers Graduate Programs
Kathryn Lewis, BA, Assistant Director, Albers Graduate Programs

Department Chairpersons:

Accounting: David E. Tinius, Ph.D., CPA
 Administration: C. Patrick Fleenor, Ph.D.
 Economics and Finance:
 Barbara M. Yates, Ph.D.

Professorships and Endowed Chairs:

Robert D. O'Brien Chair in Business:
 Rex Toh, Ph.D.

Faculty

Al Ansari, Ph.D.
 David Arnesen, JD
 Karen Brown, Ph.D.
 Chauncey Burke, Ph.D., CPA
 Robert E. Callahan, Ph.D.
 Don T. DeCoster, Ph.D.
 C. Frederick DeKay, Ph.D.
 Khalil (Charles) Dibee, Ph.D.
 Suzanne Erickson, Ph.D.
 C. Patrick Fleenor, Ph.D.

Sharon Galbraith, Ph.D.
 Robert Grimm, SJ, Ph.D.
 Hildegard R. Hendrickson, Ph.D.
 Robert Higgs, Ph.D.
 Anthony Kilduff, Ph.D.
 David R. Knowles, Ph.D.
 Sharon Lobel, Ph.D.
 Diane L. Lockwood, Ph.D.
 Larry Lookabill, Ph.D.
 Gregory Magnan, Ph.D. Candidate
 Leonard B. Mandelbaum, Ph.D.
 Batoul Modarress, Ph.D.
 Peter Nickerson, Ph.D.
 Carl Obermiller, Ph.D.
 Barbara Parker, Ph.D.
 Virginia L. Parks, Ph.D., CPA
 Dean Peterson, Ph.D. Candidate
 Mary Jean Rivers, Ph.D.
 Fiona Robertson, Ph.D. Candidate
 Bert Scott, DBA
 Timothy Sorenson, Ph.D.
 Harriet B. Stephenson, Ph.D.
 David E. Tinius, Ph.D., CPA
 Rex Swee-kee Toh, Ph.D.
 Ruben Trevino, Ph.D.
 Jerry A. Viscione, Ph.D.
 Susan Weirich, Ph.D.
 William L. Weis, Ph.D.
 Peter Wilamoski, Ph.D.
 Barbara M. Yates, Ph.D.
 Mary T. Ziebell, Ph.D.

Programs Offered

Master of Business Administration
 Master of Science in Finance
 Certificate of Post-MBA Studies

The masters programs offered by the Albers School of Business and Economics are accredited by the American Assembly of Collegiate Schools of Business (AACSB). The AACSB is recognized by the Council on Postsecondary Accreditation and by the Office of Postsecondary Education, U.S. Department of Education, as the sole accrediting agency for baccalaureate and master's degree programs in business administration and accounting.

Master of Business Administration

Master of business administration (MBA) courses are available at the main campus, as well as the Seattle University Eastside Education Center in Bellevue and the Applied Technology Training Center in Everett. Students are free to select classes from each site. Courses are generally scheduled evenings, Saturdays and late afternoons. Also, a Weekend MBA Option is available, scheduling students for two courses on Saturdays.

Degree Requirements

- 24 credits of foundation-level classes, which may be waived based on previous course work in business, including: BUSA 500, EC 501, BUSA 502, ACC 503, FIN 504, MKTG 505, BUSA 506, MGMT 508.
- 30 credits of management core classes, including: BUSA 511, ACC 513, FIN 514, MKTG 515, EC 517, MGMT 518, IB 519, BUSA 520, EC 527, and MGMT 590.
- 18 credits of elective courses. A maximum of 12 credit hours may be taken from any single area of electives, including: accounting, business law, economics, finance, international business, management, management sciences and marketing.

Also, a formal concentration is available in accounting. A formal concentration requires additional elective credits, and is noted on official transcripts.

Objectives

The MBA program is designed to prepare graduates for managerial responsibilities in business and organizations. The program is constructed with the following goals:

- To provide knowledge and understanding of the fundamental disciplines, techniques and ethical dimensions involved in managerial decisions.
- To develop proficiency in applying concepts and analytical methods in identifying and analyzing decision problems in domestic and international organizations.
- To develop leadership skills within a broad business and social perspective.

Admission Requirements

Students seeking admission to graduate programs should contact the Albers School of Business and Economics or the Seattle University Graduate Admissions Office for admission materials. Documents required for admission to either the MBA or the master of science in finance (MSF) program include the following.

- Official transcripts showing bachelor's degree from an accredited institution
- Scores from the Graduate Management Admissions Test (GMAT)
- The names of two references
- Official transcripts of all post-secondary education.

Applicants whose first language is not English are required to submit a TOEFL score. International students should submit the application materials specified for them.

The MBA program is designed to accommodate those with undergraduate degrees in business as well as other fields, such as engineering, arts and sciences, and education.

All graduate students in the degree programs of the Albers School of Business and Economics must establish their proficiency in basic mathematics (college algebra and introductory calculus) and in computer use (intermediate-level skills in spreadsheet analysis, with Lotus 1-2-3 available in campus computer labs). Proficiency can be established by evidence of previous credit or noncredit course work within certain time limits, and by waiver exam, among other options. Students are encouraged to complete these proficiency requirements prior to starting their graduate degree program. These requirements must be completed by the end of the first year in each program. For additional information, students should consult "Policies on Accepting Course Work Done Outside of Seattle University," available in the Albers School of Business and Economics.

Master of Science in Finance Objectives and General Description

Seattle University's master of science in finance (MSF) degree program provides an opportunity to obtain advanced in-depth education in the field of finance. The program is designed primarily for individuals who have completed an undergraduate or graduate degree in business. Program applicants with no business degree will be required to take some preparatory business courses.

In addition to the development of appropriate quantitative and communication skills, the MSF provides an in-depth treatment of the following major areas of finance:

- Business finance
- Investments
- Financial institutions and markets

The program also includes the corollary fields of accounting and economics and incorporates discussion of ethical issues in business and finance.

The MSF program graduates typically earn jobs as financial analysts and often times are on the track toward a corporate financial officer position. Students have varied interests, including banking, insurance, international finance, personal financial planning, portfolio management, small business finance, capital budgeting, real estate and general corporate financial management.

Admission requirements for the MSF program are identical to the requirements for the MBA program, which include satisfactory completion of the Graduate Management Admissions Test (GMAT).

Degree Requirements for the MSF:

- 15 credits of basic business prerequisites, which may be waived, based on previous course work, including: EC 501, ACC 503, FIN 504, MKTG 505, MGMT 508. Also, math and computer proficiencies must be established.
- 30 credits of required core courses, including: BUSA 520, EC 564, EC 565, FIN 514, FIN 541, FIN 542, FIN 543, FIN 545, FIN 546, and FIN 544 or FIN 548.
- Nine credits of electives in accounting and economics. Recommended courses include: ACC 513, ACC 531, ACC 538, EC 517, EC 527.
- Six credits of free electives. Students with an MBA from an AACSB-accredited program may waive these electives.

Certificate of Post-MBA Studies

The certificate of post-MBA studies is designed to allow master of business administration graduates to develop expertise and acquire a credential beyond the MBA degree, in a specified area of concentration.

The curriculum consists of a custom-designed selection of six graduate courses. After reviewing students' transcripts and interests, the associate dean, with the guidance of the departments offering the programs, will designate required courses. Certificates are awarded in the following areas of specialization: accounting, business

economics, finance, general management, international business, marketing, management and society, management science and operations. Course work for the certificate program may be applied to other advanced graduate degrees.

During the program students must maintain a B or 3.0 average in the required courses. The minimum grade requirements for course work in the MBA program will apply to the certificate candidates. Upon completion of the requirements of the program, students will have posted to their transcripts the entry, "Certificate of Post-MBA Studies in (insert discipline)" and be issued a certificate listing the discipline studied.

Admission Requirements

The program is open only to graduates of MBA programs accredited by the American Assembly of Collegiate Schools of Business (AACSB). The application process requires preparation of an application form and submission of graduate transcripts and GMAT scores. Seattle University MBA graduates generally will be considered automatically eligible for the program. Contact the Albers School for application information at 296-5700.

Graduate Courses

ACC 503 Financial Accounting 3 credits

Concepts and principles underlying accounting, with special attention to income determination and measurement of assets and equities. Analysis of business performance from accounting viewpoints.

ACC 513 Managerial Accounting 3 credits

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. An introduction to the structure and use of management financial control systems. Prerequisite: ACC 503.

ACC 531 Financial Accounting Theory and Practice I 3 credits

Theory and development of accounting principles; evolution of theory as relates to the current state of accounting for the assets of the entity and the measurement and reporting of periodic income. Prerequisites: ACC 503, ACC 513.

ACC 532 Financial Accounting Theory and Practice II 3 credits

Theory and development of accounting principles; evolution of theory as it relates to the current state of accounting for liabilities and owners' equities. Prerequisite: ACC 531.

ACC 534 Managerial Cost Accounting 3 credits

Intensive analysis of cost accounting in job order, process and standard cost systems, with emphasis on overhead cost determination and its relevancy to decision making. Advanced analysis of budgeting and relevant cost and revenue information for management planning and control decisions. Prerequisite: ACC 513.

ACC 535 Auditing 3 credits

Purpose, scope, concepts and methods used in examining and attesting to financial statements. Current issues concerning professionalism, and role of the public accountant. Prerequisite: ACC 532, ACC 534 recommended.

ACC 536 Federal Taxation 3 credits

Introduction to the basic concepts of federal income taxation for the various forms of business organizations. Use of tax service and research in tax problems. Prerequisite: ACC 503.

ACC 537 Accounting Information Systems 3 credits

Study of accounting information systems and their managerial aspects. Topics include computer technology, systems controls, systems analysis and design, as well as specific applications to accounting subsystems, such as job cost, inventory, accounts payable, payroll, billing, cash and property. Prerequisites: BUSA 500, ACC 513.

ACC 538 Financial Statement Analysis 3 credits

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. Prerequisites: ACC 503, FIN 504.

ACC 568 Management Planning and Control Systems 3 credits

The nature, structure and processes of management planning and control systems are examined in terms of components, such as organizational responsibility, firm objectives, key economic variables, transfer pricing rules, and performance measurement criterion, in both manufacturing and service industries, profit and not-for-profit. Prerequisite: ACC 513.

BUSA 500 Introduction to Information Systems for Managers 3 credits

Introduction to information systems including systems concepts, transaction processing systems, management information systems, decision support systems, database management, office automation, data communications and networking, artificial intelligence, systems analysis and development life cycle, hardware/software acquisition process, computer security and disaster planning. Prerequisite: Computer proficiency

BUSA 502 Legal Environment 3 credits

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

BUSA 506 Production and Operations Management 3 credits

Topics include quality control, capacity planning and scheduling, inventory control and materials requirements planning, forecasting, facility layout, Japanese manufacturing principles, project management, productivity, product design, service operations and other topics. Prerequisites: EC 501, mathematics and computer proficiencies.

**BUSA 511 Management Science
3 credits**

Topics include linear programming, simulation, dynamic programming, Queuing theory, game theory, integer programming, transportation method, assignment, goals programming, decision analysis and other topics. Prerequisites: EC 501, mathematics and computer proficiencies, BUSA 506. Students may register for 506 and 511 concurrently.

**BUSA 520 Business Responsibility/
Ethics
3 credits**

Basis 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.

**BUSA 561 Corporate Information
Systems Management
3 credits**

This is a case method course. Topics include: strategic IS planning, information resource management, technology assimilation, organizing the IS function, IS management control, project risk and portfolio analysis, operation management and multinational issues. Prerequisite: BUSA 500.

**BUSA 562 Project Management
3 credits**

Introduction to project management concepts and techniques. Course topics include project planning, work breakdown structure, scheduling with PERT and CPM, work force leveling, monitoring project progress, matrix organization, and project software. Prerequisite: BUSA 506.

**BUSA 565 Quality Assurance
3 credits**

Comprehensive coverage of techniques and procedures pertinent to manufacturing excellence. Topics include: Just-in-time manufacturing strategies, policies and practices, focused factories, quality circles, design for automation, set-up reduction, group technology, uniform scheduling, supplier relations, statistical process control, Taguchi method, quality function deployment and other topics. Prerequisites: EC 501, BUSA 511.

**BUSA 569 Seminar in Management
Sciences
3 credits**

Select courses offered periodically concerning some specialty areas in production/operations management, information systems or quantitative methods.

**BUSA 570 Real Estate Law
3 credits**

Course designed to help students evaluate and understand real estate acquisitions. Topics covered include mortgages, deeds of trust, promissory notes, easements, liens, warranty deeds, special warranty deeds, quit claim deeds, encumbrances, taxes, legal descriptions, actions for specific performance, broker responsibilities, leases, community property, joint tenancy, tenancy in common, strategies for investment, negotiation techniques, types of financing and escrows. Prerequisite: BUSA 502.

**BUSA 576 International Law and
Business
3 credits**

This course examines the policy reasons for various U.S. import and export requirements, tariffs and international business restrictions. Lectures include discussion of legal issues in international commercial transactions and host country regulations involving the European Community, the Pacific Rim, Canada and third world countries. In addition, specific sections focus on international corporate, labor and environmental issues. Prerequisite: BUSA 502.

**EC 501 Introductory Business
Statistics
3 credits**

Descriptive and summary statistics, probability, statistical sampling and sampling distributions, interval estimation, hypothesis testing on one population, Chi-square analysis, one-way analysis of variance, simple correlation and regression analysis. Prerequisites: math and computer proficiencies.

**EC 517 Macroeconomic
Analysis
3 credits**

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

**EC 527 Managerial Economics
3 credits**

Theory of the consumer, the firm and the industry, with emphasis on applications to business decision making. Prerequisite: mathematics proficiency, EC 517 recommended.

**EC 563 Business Statistics II
3 credits**

Hypothesis testing on two populations, nonparametric statistics, two-way analysis of variance, goodness-of-fit tests, multiple correlation and regression analysis, time series analysis and forecasting, computer applications. Prerequisite: EC 501.

**EC 564 Quantitative Methods in
Economics and Finance
3 credits**

Mathematical techniques used to integrate complex issues in finance and economics. Topics include graphical representation, differential and integral calculus, differential and difference equations, vectors and matrices, and applications of matrix algebra. Prerequisite: mathematics proficiency.

**EC 565 Applied Econometrics
3 credits**

Fundamentals of econometrics, and use of econometric techniques in financial and economic research and decision-making. Topics include simple linear regression, residual analysis, multivariate regression, and the generalized linear model. The course will stress computer applications. Prerequisite: EC 501.

**EC 566 Forecasting Business
Conditions
3 credits**

Techniques for applied business forecasting with emphasis on time-series methods. A survey of regression-based and time-series methods, models for stationary and nonstationary time series, estimation of parameters, computations of forecasts and confidence intervals, and evaluation of forecasts. Prerequisites: EC 501, EC 517.

**EC 568 Natural Resources and
Environmental Economics
3 credits**

This course covers the economic analysis related to natural resource and environmental management. Topics include: renewable and non-renewable resources, pollution, preservation, conservation and policy analysis. Prerequisite: EC 527.

EC 571 Government Finance and Economics
3 credits

Analysis of the revenues, expenditures and debts of federal, state and local governments. Public investment and pricing. Effects of government on the private sector. Prerequisites: EC 517, EC 527.

EC 572 Economic Issues in Labor Management Relations
3 credits

Course identifies major issues that currently confront today's labor and business leaders. Purpose is to familiarize the student with discernable trends in the labor-management dialogue and to understand the rationale behind those trends. Scope of course will cover both national and local issues. Prerequisites: EC 517, EC 527.

EC 574 Advanced Managerial Economics
3 credits

Application of economic theory and methodology to business administration practice, using tools and techniques of economic analysis to solve business problems. Prerequisite: EC 527.

EC 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: EC 527.

FIN 504 Introduction to Financial Management
3 credits

Theory and practice of business finance with emphasis on asset valuation, capital structure, cost of capital and capital budgeting. Prerequisites: Mathematics proficiency, ACC 503.

FIN 514 Managerial Finance
3 credits

Topics to be covered are: asset valuation, capital budgeting, lease analysis, dividend policy, long-term sources of funding and contingent claims. Prerequisite: FIN 504.

FIN 541 Cases in Managerial Finance
3 credits

Cases in business finance that develop students' skill for identifying problems, acquiring relevant material and using appropriate financial theory for making decisions in simulated business settings. Prerequisite: FIN 514.

FIN 542 Investments and Portfolio Theory
3 credits

Review of theory and empirical research on risk/return relationships, market efficiency, pricing of assets and contingent claims, effects of taxes and inflation. Prerequisite: FIN 514.

FIN 543 Advanced Financial Theory
3 credits

Examination of advanced current topics and issues in financial theory using a seminar approach. The course involves readings, discussions and case studies on selected topics. Prerequisite: FIN 514.

FIN 544 Financial Institutions and Markets
3 credits

Structure of US money and capital markets, the impact of monetary and fiscal policies on the funds flows and interest rates in these markets and the policies of financial institutions participating in these markets. Prerequisites: EC 517, FIN 514.

FIN 545 Speculative Markets
3 credits

Modeling for risk and uncertainty, advanced portfolio theory, options and futures. Prerequisite: FIN 514.

FIN 546 Finance for International Business
3 credits

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, hedging, economic exposure, capital budgeting, foreign investment. Prerequisites: EC 517, FIN 514.

FIN 547 Security Analysis
3 credits

Principles, policies and practices of security investment. Analysis of public and private securities from individual and institutional viewpoints. Prerequisite: FIN 514.

FIN 548 Financial Management of Banks
3 credits

Analysis of problems in the financial, management of commercial banks and other financial institutions. Asset/liability management; loan management; capital policies; and other selected issues. Prerequisite: FIN 514.

IB 519 International Business Enterprise
3 credits

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: MGMT 508.

MGMT 508 Principles of Management
3 credits

Introductory survey to principles of management, organizational theory and organizational behavior. Basic concepts and tools to solving organizational problems.

MGMT 518 Advanced Organizational Behavior
3 credits

Models and theories of organizational behavior, alternative managerial behaviors, developing skills in dealing with people in areas of leadership, motivation, communication skills, conflict, group processes and selected international topics. Emphasis on emerging theory. Prerequisite: MGMT 508.

MGMT 580 Organization Structure and Theory
3 credits

Structure and behavior in organizations. Topics include organization strategy, environment and departmentation; corporate culture, motivation, power leadership, conflict and change. Prerequisite: MGMT 518.

MGMT 581 Human Resource Management
3 credits

Problems and policies in personnel philosophy; ethics; implementation of personnel program; directing, appraisal, compensation, training and development of employees. Prerequisite: MGMT 518.

MGMT 584 Labor Relations and Collective Bargaining
3 credits

Historical development of labor management relations and current legal and regulatory systems, including collective bargaining and future prospects. Emphasis on developing skills in labor relations. Prerequisites: BUSA 502, MGMT 518.

MGMT 585 Management of Change
3 credits

Process of change in organizations, its impact on the individuals and organizations. Problems in technology and culture, managerial philosophy, lifestyles and attitudes toward work. Prerequisite: MGMT 518.

MGMT 586 Entrepreneurship
3 credits

Procedures and problems in starting and operating a successful small business enterprise. Prerequisites: ACC 513, FIN 514, MKTG 515, MGMT 518.

MGMT 587 Seminar in Management
3 credits

Study and research in advanced topics of administrative theory and organizational behavior. Individual or multiple topics will be investigated in depth, with emphasis on emerging concepts in the field. Prerequisite: MGMT 518.

MGMT 588 Negotiation Skills
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: BUSA 502.

MGMT 590 Business Policy
3 credits

Policy problems faced by chief administrative officers. Determination of objectives; development of policies to achieve objectives; organization of executive personnel to implement policies; coordination of the organization; and adjustments to changes in environment. Case study seminars. Builds upon the core curriculum. Prerequisites: Foundation, management core courses and permission. Recommend course be taken during last two quarters of enrollment.

MKTG 505 Marketing Principles
3 credits

Introduction to marketing and its functions. Examination of contemporary problems and issues in marketing of goods and services.

MKTG 515 Marketing Management
3 credits

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: MKTG 505.

MKTG 551 Consumer Behavior
3 credits

Study and research in consumer behavior. Theoretical concepts from psychology, sociology and economics are applied to understanding human behavior in the market place and relating it to firm strategy. Prerequisite: MKTG 515

MKTG 552 Marketing Research
3 credits

Purpose, methods and techniques of marketing research and description of marketing information systems. Prerequisites: EC 501, MKTG 515.

MKTG 554 Topics in International Marketing
3 credits

Growing importance of international marketing, differences in economic, cultural and political factors between countries, feasibility of using American techniques in performing marketing functions abroad. Prerequisite: MKTG 515.

MKTG 555 Promotion Management
3 credits

The marketing functions of personal selling, advertising, sales promotion and publicity and their coordination into an effective promotional mix. Prerequisite: MKTG 515.

MKTG 556 Seminar in Marketing
3 credits

Study and research in advanced topics of marketing. Prerequisite: MKTG 515.

ACC 591
BUSA 591
EC 591
FIN 591
IB 591
MGMT 591
MKTG 591

1-3 credits

Special topics courses. See administrative office for prerequisites and course descriptions.

ACC 596
BUSA 596
EC 596
FIN 596
IB 596
MGMT 596
MKTG 596

1-3 credits

Independent study.

ACC 598
BUSA 598
EC 598
FIN 598
IB 598
MGMT 598
MKTG 598

1-3 credits

Internship.

ACC 599
BUSA 599
EC 599
FIN 599
IB 599
MGMT 599
MKTG 599

1-3 credits

Research paper.

School of Education



Margaret M. Haggerty, Ph.D., Dean
Andrea C. Sledge, Ph.D., Assistant Dean

Department Chairpersons

Administration and Adult Education:
 Sandra L. Barker, Ph.D.
 Counseling: Michael O'Connor, Ph.D.
 Curriculum and Instruction:
 Kristin E. Guest, Ph.D.
 Teacher Education: Margit E. McGuire, Ph.D.
 Educational Leadership:
 John J. Gardiner, Ph.D.

Degrees Offered

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

Master's Degree Programs

At the master's level the School of Education offers master's in teaching (MIT), master of education (M.Ed.), master of arts (MA) and master of counseling (MC) degrees. The following majors are available.

Master in Teaching for those planning to become teachers in elementary or secondary schools. Completion of the program leads to Washington state initial teaching certification.

Adult Education and Training for those planning to specialize in the education and training of adults. This flexible program permits specialization in adult developmental education or adult training and resource development. Appropriate for those who wish to work in post-secondary educational settings or in training divisions in both the public and private sectors.

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, 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.

Educational Administration prepares leaders for schools, colleges, universities, social agencies, educational business, etc. May include principal or program administrator 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, adult education and training, or educational administration, which permit such combinations.

Note sections of bulletin for educational specialist and doctoral degree requirements.

Special Information for Bachelor's or Master's Degree Holders with Teacher Certification or Its Equivalent

Continuing Certification

May be earned either through transitional student status (two quarters only), or combined with a master's degree.

Initial Administrative Credential

Requirements for the administrative credentials include: possession of a valid initial or continuing teaching certificate (except for superintendent), completion of a master's degree, of which at least 30 quarter hours of graduate level work are in the approved preparation program, completion of an internship at the levels and in the role for which the certificate will be endorsed, and at least two full years of continuous half time or more teaching experience with the same

employer. Acceptance in the Graduate School is a prerequisite.

Continuing Administrative Credential

Candidates for any continuing administrative credential must have the appropriate initial administrative credential, and must have completed 180 days of employment in the role at the appropriate level(s).

School Counselor's Certification

This certification program is included in the master's degree in school counseling (either MA or M.Ed.) described below. Contact counseling faculty member for details.

General Admission Requirements

Master's Degree Programs (except counseling and master in teaching, whose admission requirements are included in their department descriptions below)

- 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 (3.00 for student development). 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 students preparing for work in non K-12 settings.

General Format of Degree Studies

Following are typical programs for each major field (except master in teaching, see below). 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) 3.0 (B) average in the first 15 hours; 20 hours for counseling and school psychology major only.
 - b) Recommendation of major program adviser.
 - c) Submission of a planned program of studies approved by adviser.
 - d) For counseling and school psychology majors only: successful completion of EDCN 510.
4. Advanced course work:
 - a) Completion of major field course work. The amount varies from program to program and student to student.
 - b) Completion of core and approved electives. MA candidates must complete at least 45 credits, including either a three-credit project or thesis. All M.Ed. candidates must complete at least 48 credits. 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. The examination is offered at least three times each year.

Information of General Interest

Transfer of Credit

A student may transfer 10 quarter hours to Seattle University as part of a master's program provided:

- a) The 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 graduate dean;
- d) Grades are B or above.

Majors in curriculum and instruction may exceed the 10-hour limit with advance approval of the adviser and dean when a group of electives exceeding 10 hours is desirable but not available at Seattle University.

Time Limit

All degree work must be completed within six years. This limit includes transfer credit.

Residency

Students are encouraged to spend at least one quarter in full-time study, preferably the first summer quarter (except counseling). Eight hours or more per quarter constitutes full-time graduate study.

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.)

Grade Point Average

A 3.0 grade point average must be maintained during graduate study.

Combining Degree Work and Certification

By careful planning the student may combine degree work with a program leading to a teaching endorsement, the initial principal's or program administrator's certificate or a counselor's certificate.

Department of Administration and Adult Education

Sandra L. Barker, Ph.D., Chair

Faculty

Sandra L. Barker, Ph.D., Coordinator,
Educational Administration
Carol L. Weaver, Ph.D., Coordinator,
Adult Education and Training
John Morford, Ed.D.
Delight Willing, Ed.D.
Jeremy Stringer, Ph.D., Coordinator for
Student Development Administration

The Department of Administration and Adult Education includes three program areas: adult education and training; educational administration; and student development administration. Each program offers multiple tracks and degree options; applicants should contact the program coordinator for advising before registering for classes.

Adult Education and Training

Designed for those planning to instruct adults or manage programs designed for adult learners in post-secondary institutions or public and private organizations. This program has three tracks: adult developmental education; adult training and human resource development; and a specialized program. Adult developmental education prepares instructors for adult basic education, adult literacy and other remedial programs. Adult training and human resource development is designed for those who wish to instruct or manage adult education and training in the workplace. The specialized track is designed to meet individual needs. Individuals who desire specialized content, such as English as a second language, may design a unique course of study.

Degree Options

Students may earn a master of arts in education or a master of education in each of the three tracks. A master of arts in education requires 45 credit hours, including a graduate project. A master of education requires 48 credit hours of course work.

Internship

All students, regardless of track or degree option, must complete a minimum of three credit hours of internship experience. The internship is selected cooperatively by the student and major adviser, and is designed to provide a practical learning experience in an adult education setting.

Core Courses

All students, regardless of track or degree option, must complete the following core courses:

School of Education Core Courses

ED 500	Intro to Research and Graduate Studies
ED 501	Philosophy of Education
ED 521	Adult Psychology/Learning
Subtotal	9 credits

Adult Education Core Courses

ED 515	Multicultures
EDAD 577	Evaluation of Educational Programs
EDAE 562	Theory, Development and Management of Adult Programs
EDAE 563	Instructional Methods for Adult Learners
EDAE 566	Internship in Adult Setting
Subtotal	15 credits

Adult Developmental Education Track

Required Courses

School of Education core courses – 9 credits	
Adult Education core courses – 15 credits	
EDCI 510	Basics of Curriculum and Instruction
EDCI 526	Reading in the Content Fields
ED 424	Learning Disabilities
EDCI 554	Diagnosis and Prescription
EDAE 564	Practices in Adult Basic Education
Subtotal	15 credits

M.Ed. Option

Electives	9 credits
Total	48 credits

MA Option

EDAE 595	Graduate Project in Adult Education
	3 credits
Electives	3 credits
Total	45 credits

Specialized Adult Education Track

Required Courses

School of Education Core Courses – 9 credits
Adult Education Core Courses – 15 credits

M.Ed. Option

Electives	24 credits
Total	48 credits

MA Option

EDAE 595	Graduate Project in Adult Education
	3 credits
Electives	21 credits
Total	45 credits

Human Resource Track: Training, Education and Development

School of Education core courses – 9 credits
Adult Education core courses – 15 credits

ED 424	Introduction to Learning Disabilities (or other course in exceptionality)
EDAD 570	Leadership in Education I
EDAD 571	Leadership in Education II
EDAE 573	Human Resources Development and Training
EDCI 510	Basics of Curriculum and Instruction
Subtotal	15 credits

Recommended Electives

EDAE 565	Philosophy and Methods of Skill Training
EDAE 567	Internship in Adult Setting (one to 3 credits each)
EDAE 574	Continuing Education for the Professional

M.Ed. Option

Electives	9 credits
Total	48 credits

MA Option

EDAE 595	Graduate Project in Adult Education
	3 credits
Electives	3 credits
Total	45 credits

Educational Administration

The program in educational administration offers four tracks to meet the needs of instructional leaders in schools and other educational agencies: principal, program administrator, school business administration and general administration. Certification as principal or program administrator is available with the master's degree or as a post-master's program (transitional student status, two quarters only).

Degree Options

Students may earn a master of education in a 48 to 51 credit program in all four tracks. A master of arts in school business administration or general administration requires 45 credits, including a graduate project. Those in the principal and program administrator tracks who wish to earn a master of arts degree must add a three-credit graduate project to their programs (total of 51 or 52 credits).

Educational specialist (Ed.S.) in educational administration is a 45-credit postmaster's individualized program intended to upgrade knowledge and skills of supervisors and administrative personnel in schools, post-secondary institutions and other organizations. Those who regard themselves as instructional leaders and instructional managers in such settings can design a course of study within a framework of leadership, policy and technical skills that serves their professional development needs.

Internship

All students must complete an internship experience in sites selected cooperatively by the student and major adviser. Students seeking certification as principals take three two-credit internships; students in program administration take two two-credit internships.

School of Education Core Courses

ED 500	Introduction to Research and Graduate Studies
ED 501	Philosophy of Education
ED 521	Adult Psychology

One of the following two courses (relevant to the principal and program administrator tracks only):

ED 522	Child Psychology
ED 523	Adolescent Psychology/Learning

Subtotal 12 credits

Principal Track

School of Education core courses – 12 credits
Prerequisite course in exceptionality

EDAD 564	Administrative Internship I
EDAD 565	Administrative Internship II
EDAD 566	Administrative Internship III
EDAD 570	Leadership in Education I
EDAD 570	Leadership in Education II
EDAD 572	The Principalship
EDAD 577	Evaluation of Educational Programs

EDAD 578 Principles of Educational Law

EDAD 583	School Finance
EDAD 584	Washington School Law
EDAD 586	Professional Personnel
EDCI 510	Basics of Curriculum and Instruction
EDCI 512	Instructional Effectiveness
EDCI 513	Supervision of Instruction
Subtotal	36 credits
Total	48 credits

School Business

Administration Track

School of Education core courses – 12 credits
One of the following two courses:

ED 502	Computers for Educational Leaders
EDAE 575	Computer Support for Administrators

EDAD 564	Administrative Internship I
EDAD 565	Administrative Internship II
EDAD 566	Administrative Internship III
EDAD 570	Leadership in Education I
EDAD 571	Leadership in Education II
EDAD 574	School Plant and Facilities
EDAD 575	Critical Programs/Collective Bargaining

EDAD 576 School Business Administration

EDAD 578 Principles of Educational Law

EDAD 583	School Finance
EDAD 584	Washington School Law
EDCI 510	Basics of Curriculum and Instruction
Subtotal	33 credits

MA Option

EDAD 595	Administrative Graduate Project
	3 credits
Total	45 credits

M.Ed. Option

Elective from among

EDAD 579	The School Superintendent: Politics and Policy
EDAD 586	Professional Personnel
EDAD 587	Community Relations
Courses from Albers School of Business and Economics, with approval of adviser.	
Subtotal	6 credits
Total	48 credits

Program Administrator Track

School of Education core courses – 12 credits
Prerequisite course in exceptionality

EDAD 564	Administrative Internship I
EDAD 565	Administrative Internship II
EDAD 570	Leadership in Education I
EDAD 571	Leadership in Education II
EDAD 577	Evaluation of Educational Programs

EDAD 578 Principles of Educational Law

EDAD 583	School of Finance
EDAD 584	Washington School Law
EDAD 586	Professional Personnel
EDCI 510	Basics of Curriculum and Instruction
EDCI 512	Seminar Instructional Effectiveness
EDCI 513	Supervision of Instruction
EDCI 519	Practicum: Curriculum I
EDCI 520	Practicum: Curriculum II
Subtotal	37 credits
Total	49 credits

General Administration Track

School of Education core:

ED 500	Introduction to Research and Grad Studies
ED 501	Philosophy of Education
ED 521	Adult Psychology/Learning
Subtotal	9 credits

Educational Administration core:

EDAD 570-1	Leadership in Education 1 and II
ED 515	Multicultures
EDAD 577	Evaluation of Educational Programs
EDAD 578	Principles of Educational Law
EDAD 586	Professional Personnel
EDAD 564-6	Administrative Internship I-III
Subtotal	24 credits

M.Ed. Option

Electives
Subtotal 15 credits

MA Option

EDAD 595 Administrative Graduate Project

Electives
Subtotal 12 credits
Total 45 credits

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

Program Goals

The 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 as organizational managers.

Contact the chairperson for further details about the educational specialist degree in educational administration.

Student Development Administration

Designed to prepare those interested in a career in college student development, such as administrators of student programs, college student services planners and student advisers. Themes offered across the program include understanding student clientele, managing diversity, incorporating ethics and values, and adapting to cultures of specific educational environments.

Degree Options

Students may earn a master of arts in education with 48 credits or a master of education with 51 credits.

Internship

All students are required to have a minimum of three one-credit internships in the field, either at Seattle University or at any of several cooperating institutions in the area.

Core Courses

All students, regardless of degree option, must complete the following core courses:

School of Education Core Courses

ED 500 Introduction to Research and Graduate Studies
ED 501 Philosophy of Education
ED 521 Adult Psychology/Learning
Subtotal 9 credits

Student Development Core Courses

EDSD 576 Organization and Governance of Post-secondary Education
EDSD 577 Principles of Student Development Administration
EDSD 578 Student Development Theory, Research and Practice
EDSD 564 Internship, Student Development Administration I
EDSD 565 Internship, Student Development Administration II
EDSD 566 Internship, Student Development Administration III (one credit each)
EDSD 579 Student Development Capstone Seminar (final quarter)
ED 424 Introduction to Learning Disabilities (or another exceptionality course)
ED 515 Multicultures
EDAD 570 Leadership in Education I
EDAD 571 Leadership in Education II A counseling course
ADD 400 Alcoholism Survey
Subtotal 33 credits

Electives

(Three credits for MA; nine credits for M.Ed.)
Suggested electives include the following courses:

ADD 424 Drug Abuse I: Social Aspects of Drug Abuse. Prerequisite: ADD 400
BUSA 500 Introduction to Information Systems for Managers
EDAD 562 The American Community College
EDAD 577 Evaluation of Educational Programs
EDAD 578 Principles of Educational Law
EDAD 580 Higher Education Law

EDAD 585 Higher Education Finance
EDAD 586 Professional Personnel
EDAE 573 Human Resource Development and Training
EDAE 574 Continuing Education for the Professional
EDCN 510 Fundamental Counseling Skills
EDCN 511 Counseling Theories
EDCN 512 Career Counseling and Information Services Prerequisite: EDCN 511
EDCN 517 Group Counseling-Theories and Practice. Prerequisites: EDCN 510 and 511
EDRB 515 Loss and Grief
Total Electives 3 to 9 credits

M.Ed. Option

Electives 9 credits
Total 51 credits

MA Option

EDSD 595 Student Development Graduate Project (for MA only) 3 credits
Total Credits 48 credits

Department of Counselor Preparation

Michael O'Connor, Ph.D., Chair

Faculty

Josef C. Afanador, Ed.D.
J. Hutchinson Haney, MS
Jacqueline Leibsohn, Ph.D.
Yvonne J. Owen, Ph.D.
Casimir E. Zielinski, Ed.D.

Admission Requirements for Counseling Majors

A specific application process is used for counseling. Applicants must request this counseling packet from the Graduate Admissions Office, (206) 296-5900.

Applications are accepted twice a year. Deadlines for receipt of completed files by the Graduate Admissions Office are: **December 1** for spring admission and **April 1** for fall admission. A 3.0 cumulative grade point average is required. Students below 3.0 may apply, but must submit recent (within past five years) Graduate Record Exam scores. GRE scores, if required, **must be submitted by the December 1 or April 1 deadlines**, enclosed with all other application materials in the envelope provided in the application packet. Applicants from non-letter grade bachelor's degree programs must also submit GRE scores. Contact the Graduate Admissions Office for the pamphlet on the GRE and the dates it will be offered. If in doubt about GPA, it is advisable to take the GRE and submit scores with all other application materials.

Besides the admission requirements listed earlier, counseling applicants must:

- Submit transcripts showing the equivalent of an undergraduate major in any of the following: education, psychology, sociology, social work rehabilitation counseling or human services, **or 45 quarter (30 semester) credits in any combination of these fields.**
- Submit recommendations from current or past employers or supervisors (not friends, therapists, colleagues or professors). Use only the two forms available in the admission packet.
- Submit a brief professional autobiography addressing undergraduate major and any additional course work, and emphasizing relevant work and life experience since graduation, including the evolution of your interests in counseling leading to this application.
- Submit a brief resumé.
- Upon notification from the department of your eligibility for an interview, call 296-5735 to arrange for a group interview.

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 for one calendar year or more and then wish to return without prior consultation with their advisers will be required to reapply to the program, providing new letters of recommendation and participation in the group interview process; thus readmission is not a guarantee.

Comprehensive Exam

Counseling students must have completed at least one quarter of internship before they are eligible for the comprehensive exam. Counseling students are allowed three attempts to pass the comprehensive exam.

Core Program

All degree programs require 60 credits, which must include the core program of 42 credits. All courses are worth three credits, except for four-credit asterisked courses.

ED 500 Introduction to Research

One of the following three courses:

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

One of the following two courses (both are required for community agency counseling):

EDCN 518 Group Counseling Practicum
EDCN 560 Family Counseling
EDCN 527 Counseling Tests and Measurements I
Prerequisite: Basic Statistics (undergraduate or graduate)
EDCN 551* Counseling Lab
EDCN 552 Individual Counseling Practicum I
EDCN 564* Counseling Internship I
EDCN 565* Counseling Internship II
EDCN 566 Counseling Internship III

For an MA add to core program:
EDCN 595 Graduate Project, three to six credits.

For School Counseling (M.Ed.) add to core program:

ED 424 Introduction to Learning Disabilities
ED 501 Philosophy of Education
ED 515 Multicultures
EDCN 509 Developmental School Counseling
EDCI 554 Diagnosis and Prescription
EDCN 591 School Law for Counselors and School Psychologists
Electives None

For College Counseling (M.Ed.) add to core program:

ED 501 Philosophy of Education
ED 515 Multicultures
EDCN 554 Diagnosis and Assessment
Prerequisite: Abnormal Psychology (undergraduate or graduate level)
Electives nine credits

For Community College Counseling (M.Ed.) add to core program:

ED 501 Philosophy of Education
ED 515 Multicultures
EDCN 554 Diagnosis and Assessment
Prerequisite: Abnormal Psychology (undergraduate or graduate level)
ED 591 Special Topics: The American Community College
Electives six credits

For Community Agency Counseling (MC) add to core program:

EDCN 554 Diagnosis and Assessment
Prerequisite: Abnormal Psychology (undergraduate or graduate level)
EDCN 558 Community Mental Health Practice

One of the following two courses (whichever one was not taken as part of the core above):
EDCN 518 Group Counseling Practicum
EDCN 560 Family Counseling
Electives nine credits

There are zero to nine credits in the counseling program, depending on the degree and focus chosen, for a total of 60 credits. A sequence in addiction studies may be incorporated into most programs. In the combination of addiction studies and a counseling program, the alcohol courses are considered electives and the combined programs total approximately 80 credits.

The counseling program is designed for **part-time students** who remain employed while in schooling. The program takes 2½ to 3 years to complete.

Department of Curriculum and Instruction

Kristin E. Guest, Ph.D., Chair

Faculty

Cherry Bank, Ed.D., General Curriculum and Instruction
 Stephanie Bravmann, Ph.D., General Curriculum and Instruction, Coordinator of Gifted Education
 John Chattin-McNichols, Ph.D., Coordinator of Early Education
 Bonnie J. Denoon, Ph.D., Coordinator of Educational Diagnostics/School Psychology
 John Gilroy, Ph.D., General Curriculum and Instruction
 Alan Hilton, Ed.D., Coordinator of Special 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 the following three courses:

ED 521 Adult Psychology/Learning

ED 522 Child Psychology/Learning

ED 523 Adolescent Psychology/Learning

General Curriculum and Instruction

The generalist option offers considerable flexibility, allowing students, in consultation with an adviser, to design a degree program tailored to their individual needs.

Required Courses

EDCI 510 Basics of Curriculum and Instruction

EDCI 512 Seminar: Instructional Effectiveness

EDCI 513 Supervision of Instruction

EDCI 519 Practicum: Curriculum Design I

EDCI 520 Practicum: Curriculum Design II

A course in exceptionality.

Electives may be selected from the following:

- Additional work in curriculum and instruction, such as: EDCI 596, 597, 598, Curriculum Independent Study; EDCI 595, Curriculum Graduate Project; ED 529, Values and Leadership.

- Courses from other graduate education majors, such as administration, counseling.
- Courses from other graduate programs, such as Public Administration.
- An academic area such as English, foreign language, history, business. Courses must be 400-level or above.
- Teaching English as a Second Language.

Reading

Required Courses

Same as previously stated for core courses for all specializations.

EDCI 510 Basics of Curriculum and Instruction

EDCI 512 Seminar: Instructional Effectiveness

EDCI 513 Supervision of Instruction

EDCI 519 Practicum: Curriculum Design I

EDCI 520 Practicum: Curriculum Design II

EDCI 524 Reading Diagnosis and Evaluation

EDCI 525 Seminar in the Teaching of Reading

EDCI 526 Reading in the Content Fields

EDCI 528 Field Practicum Workshop

EDCI 529 Field Practicum in Reading

Two electives.

Special Education

Required Courses

Same as previously stated for core courses for all specializations.

EDCI 510 Basics of Curriculum and Instruction

EDCI 513 Supervision of Instruction
 ED 422 Working With Parents and Professionals

EDCI 542 Special Education Methods

EDCI 546 Class Management

EDCI 554 Diagnosis and Prescription

Eighteen to 21 elective credits, to be selected in consultation with adviser. ED 425 and 428 or their equivalents are prerequisites to this program.

Gifted Education

Required Courses

Same as previously stated for core courses for all specializations.

EDCI 510 Basics of Curriculum and Instruction

EDCI 512 Seminar: Instructional Effectiveness

EDCI 513 Supervision of Instruction

EDCI 519 Practicum: Curriculum Design I

EDCI 520 Practicum: Curriculum Design II

ED 450 Introduction to Gifted Education

ED 451 Gifted Education: Math

ED 452 Gifted Education: Science

EDCI 531 Creativity and Productive Thinking

EDCI 533 Gifted Education: Methods for Exceptionality

EDCI 554 Diagnosis and Prescription
 A course in exceptionality is prerequisite to this program.

Early Education

Required Courses

Same as previously stated for core courses for all specializations.

EDCI 510 Basics of Curriculum and Instruction

EDCI 512 Seminar: Instructional Effectiveness

EDCI 513 Supervision of Instruction

EDCI 519 Practicum: Curriculum Design I

EDCI 520 Practicum: Curriculum Design II

ED 411 Child Development and Early Education

ED 412 Early Childhood Practicum

ED 413 Programs in Early Childhood Education

EDCI 525 Seminar in Reading

A course in exceptionality.
 One elective.

Religious Education

Required Courses

Same as required core stated for all specializations except that ITSS 533, ITSS 536 or ITSS 538 may be substituted for ED 521, 522, 523.

EDCI 510 Basics of Curriculum and Instruction

EDCI 512 Seminar: Instructional Effectiveness

EDCI 513 Supervision of Instruction

EDCI 519 Practicum: Curriculum Design I

EDCI 520 Practicum: Curriculum Design II

A course in exceptionality.

Typical Major Courses

ITSS 502 Christian Scriptures
3 credits

ITSS 504 Christology
3 credits

ITSS 505 Ecclesiology
3 credits

One of the following two courses:

ITSS 506 Christian Ethics
2 credits

ITSS 507 Sacramental Theology
2 credits

One of the following two courses:

ITSS 522 Justice Ministry
2 to 3 credits

ITSS 533 Theories of Religious Education
3 credits

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

The post-bachelor's degree requires 94 credit hours. The post-master's degree requires a minimum of 45 credit hours. This degree program is designed for the practicing special education teacher, counselor, or school psychologist who seeks continued theoretical and experiential growth.

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.

On completion of the program, the educational specialist degree (Ed.S.) will be awarded by Seattle University and a recommendation made to Washington state for the educational staff associate certificate in school psychology.

Admission Requirements for Ed.S.

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
3. One year successful educational experience (documented)
4. A personal interview with at least one Seattle University faculty member within the first 15 credits.
5. A 3.0 GPA in bachelor's degree program or a 3.25 GPA in master's degree.

Components of the Ed.S. Program

The post-bachelor's degree requires 94 credits.

1. Required Foundation Courses
15 to 21 credits
2. Special Education Courses
18 to 24 credits
3. Individual and Group Testing
15 to 18 credits
4. Counseling
9 to 15 credits
5. Internship and Practicum
9 to 22 credits

Department of Teacher Education

Margit E. McGuire, Ph.D., Chair
Jane Brem, Ph.D., Administrative
Coordinator

Faculty

Jeffrey Anderson, Ph.D.
 John Chattin-McNichols, Ph.D.
 Kristin E. Guest, Ph.D.
 Alan Hilton, Ed.D.
 David Marchek, Ed.D.
 Diane C. Murphy, Ph.D.
 Mark Roddy, Ph.D.
 Katherine Schlick Noe, Ph.D.

Objectives

The master in teaching program is designed to meet the state standards for teacher certification for beginning teachers. After completing this program, the student will receive initial certification.

This innovative and research-based program requires that students have a bachelor's degree in an academic area suitable for teaching.

Students are responsible for contacting the School of Education for assignment of an adviser. They should meet at least once a year with that adviser as an undergraduate.

Details of Interest for the Master in Teaching Program

- Prerequisites to the program:
 - Students planning to be elementary teachers must demonstrate competency in mathematics. This can be accomplished either by satisfactory completion of Math 200 or equivalent course, or by a satisfactory score on an approved mathematics competency test offered through the Seattle University Learning Center.
 - Students planning to be secondary teachers must demonstrate competency in the subject area. Students' transcripts will be reviewed by the MIT adviser. Courses may be required to fulfill or update required content knowledge in subject area.
 - Students should have basic familiarity with common microcomputers, computer concepts and terms, and have ability to use common application programs, including word processing. Programming skills are not required.
- For elementary education students: A major in any academic area is acceptable for admission to the master in teaching program. For secondary education students: If earned bachelor's or prior earned master's

degree is not in an academic field certifiable by the state, applicants must supplement the degree with additional course work in a certifiable area.

- Students proceed through the program as a cohort. This program is a full-time graduate program.
- The program has two entrance points: mid-August and mid-March. Check with the School of Education for specific dates.

Annual MIT Schedule

Students may begin the four-block program in March or August. The course distribution with respective credits and starting times follow:

March entry

Block I

Spring

EDMT 510	5 credits
EDMT 511	1 credit
EDMT 512	12 credits
EDMT 513	2 credits
Total	20 credits

Block II

Fall

EDMT 520	2 credits
EDMT 521	
or 522	12 credits
EDMT 523	2 credits
Total	16 credits

Block III

Winter

EDMT 530	14 credits
EDMT 531	1 credit
Total	15 credits

Block IV

Spring

EDMT 540	3 credits
EDMT 541	3 credits
Elective	3 credits
Total	9 credits

August entry

Block I

Fall

EDMT 510	5 credits
EDMT 511	1 credit
EDMT 512	12 credits
EDMT 513	2 credits
Total	20 credits

Block II

Winter

EDMT 521	
or 522	12 credits
EDMT 523	2 credits
Total	14 credits

Block III

Spring

EDMT 530	14 credits
EDMT 531	1 credit
Total	15 credits

Block IV

Summer

EDMT 520	2 credits
EDMT 540	3 credits
EDMT 541	3 credits
Elective	3 credits
Total	11 credits

Admission Requirements for Master in Teaching

- A posted bachelor's degree from an accredited institution. For applicants interested in becoming elementary teachers, any degree is accepted; a strong liberal arts background is desired. For applicants interested in becoming secondary teachers, a bachelor's degree in a primary endorsement subject area certifiable in Washington state (see Degrees Certifiable in Washington State) is strongly encouraged. Applicants whose degrees differ from their teaching interest, or are not in a primary endorsement subject area, must call the master in teaching program secretary at (206) 296-5759 to arrange an appointment with the administrative coordinator to evaluate their transcripts.
- A GPA of at least 3.0 in the last 90 undergraduate credits graded A-F. Post-bachelor's upper-division or graduate-level credits may be averaged into the GPA. Applicants who graduated from an institution with non-traditional transcripts, or who have a GPA for the last 90 quarter (60 semester) credits between 2.7 and 3.0, may apply but must also include scores from the Graduate Record Exam or the Miller Analogies Test. Scores must be from the last five years.
- Two positive recommendations from supervisors, professors and/or employers, submitted on the MIT reference forms and sealed in the envelopes provided.
- One page, double-spaced, autobiographic statement outlining the applicant's motivation and commitment to teaching,

prior applicable coursework, experience relevant to teaching, recent experience with school-age students, and understanding of cultural differences. This statement should clearly describe the applicant's experience with young people (demonstrated by paid or volunteer work in classrooms, social service agencies, or other activities associated with youth) and knowledge of cultures other than one's own (demonstrated by experiences in multicultural settings and/or with exceptional individuals, as well as by study or travel).

5. Completion of the "Program Information" form. Note that this statement clarifies one's status regarding prerequisites for the elementary and secondary programs.
6. Demonstrated competency on a spontaneous writing sample. (See #4 under Admission Procedures.)
7. Successful interview. (See #6 and #7 under Admission Procedures.)

Admission Procedures for Master in Teaching

1. Contact the Seattle University Graduate Admissions Office at (206) 296-5900 to request application information.
2. Complete and send the following (in the white envelope provided) to the Seattle University Graduate Admissions Office:
 - a. Application form for admission to the graduate school.
 - b. Application fee.
 - c. Official transcripts from all institutions from which you received credits.
 - d. Official test scores, if applicable. (See #2 under Requirements.)
3. Complete and send the following (in the manila envelope provided) to the master in teaching program at Seattle University's School of Education:
 - a. Two completed recommendation forms (sealed in the envelopes provided).
 - b. One page autobiographic statement.
 - c. Completed "Program Information" form.
 - d. Copies of test scores, if applicable.
4. Call the Seattle University Learning Center at (206) 296-5740 to arrange for a spontaneous writing sample. This must be completed prior to admission deadline dates.

5. Meet admission deadlines. It is the applicant's responsibility to be certain that all requested information is received in the respective offices by the appropriate dates. The deadline for applicants applying to enter in late August is **February 1**. The deadline for applicants applying to enter in mid-March is **October 1**. Note: Materials received after the noted deadlines can be updated and considered for the next entry date. Call the Graduate Admissions Office at (206) 296-5900 to update a file.
6. All completed files will be reviewed. Qualified applicants will be contacted by School of Education personnel for an interview. Interviews for the late August entry will be conducted during February and March. Interviews for the mid-March entry will be conducted during October and November. Letters notifying applicants of admission decisions will be sent after April 15 for the August entry and after December 1 for the March entry.
7. If contacted for an interview, the applicant should be prepared to meet with two faculty members and a small group of applicants for approximately one half hour. Note: Video and audio alternatives are provided for applicants who reside outside Washington state. Contact the master in teaching program secretary at (206) 296-5759 for details.
8. If an applicant is invited to enter the program, a \$100 non-refundable deposit will be required at the time the invitation is accepted. The deposit will apply toward tuition. Six weeks before the program is to commence (July 10 for late August students or February 1 for mid-March students), an additional \$400 non-refundable deposit will be required. This will also be applied to tuition. Applicants who do not submit their deposits by the deadlines will forfeit their space in the program.

Master in Teaching Program Block I

- EDMT 510 The Teacher as Reflective Decision Maker**
5 credits
- EDMT 511 The Arts and Cultural Diversity**
1 credit

EDMT 512 Learners and Instruction
12 credits

EDMT 513 Field Experience I
2 credits

Block II

EDMT 520 Community Internship
2 credits

(or taken with Block IV)

EDMT 521 Elementary School Curriculum and Materials
12 credits

or

EDMT 522 Middle and Secondary School Curriculum and Materials
12 credits

EDMT 523 Field Experience II
2 credits

Block III

EDMT 530 Student Teaching
14 credits

EDMT 531 Student Teaching Seminar
1 credit

Block IV

EDMT 520 Community Internship
2 credits

(or taken with Block II)

EDMT 540 Reflective Teaching Seminar
3 credits

EDMT 541 MIT Research Project
3 credits

Degrees Certifiable in Washington State

In order to receive certification, candidates must have full-time student teaching in their primary endorsement subject area.

Primary Endorsement Subject Areas

Primary endorsement subjects in which full-time placements are available include:

Art	K-12
Bilingual Education	K-12
Biology	K-12
Chemistry	4-12
Early Childhood	P-3
Early Childhood/Special Education	P-3
English	4-12
English as a Second Language	K-12
English/Language Arts	4-12
Foreign Language (designated)	K-12
History	4-12
Mathematics	4-12
Music	K-12
Physical Education	K-12
Physics	4-12
Science	4-12
Social Studies	4-12
Special Education	K-12

Educational Leadership

Secondary Endorsement Subject Areas

Subjects in which a candidate can teach one or two classes include:

Agriculture	4-12
Anthropology	4-12
Business Education	4-12
Choral Music	K-12
Computer Science	4-12
Drama	4-12
Earth Science	4-12
Economics	4-12
Geography	4-12
Health	4-12
Home/Family Life Education	4-12
Industrial Arts/Technology	4-12
Instrumental Music	K-12
Journalism	4-12
Learning Resources	K-12
Marketing Education	4-12
Political Science	4-12
Psychology	4-12
Reading	K-12
Sociology	4-12
Speech	4-12
Traffic Safety	K-12

Summary of Deadline Dates

March Entry **August Entry**

• **January 1** • **July 1**
Posted bachelor's degree

• **October 1** • **February 1**
Materials must be received in the Graduate Admissions Office and the School of Education

Writing sample needs to be completed

• **Oct-Nov** • **Feb-Mar**
Interviews held

• **December 1** • **April 15**
Status notification after this date

• **On acceptance** • **On acceptance**
\$100 deposit due*

• **February 1** • **July 10**
Additional \$400 deposit due*

*Both the \$100 non-refundable deposit, required upon acceptance, and the additional \$400 non-refundable deposit will be applied to tuition.

John J. Gardiner, Ph.D., Chair

Faculty

Beverly Forbes, Ed.D.

Gary Zarter, Ph.D.

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. It is 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 schools, colleges, businesses and social agencies, 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 Requirements

- Master's degree from an accredited university
 - Positive recommendations for doctoral study from:
 - a. Master's degree major professor
 - b. Immediate on-the-job supervisor
 - One of the following test scores:
 - a. GRE verbal of 500
 - b. GRE verbal plus quantitative total of 900
 - c. MAT of 40
 - A 3.5 GPA in master's degree program courses
 - Three years of successful educational experience (in schools or other agencies)
 - A personal interview with Seattle University faculty members, including a sample of writing skills
- For details on admission procedures please call 296-6170 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 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 614 Seminar as long as actively seeking the degree. Also, students who exceed three years are required to register for additional doctoral projects through the quarter in which all degree requirements have been completed. As long as students are 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 more than six years old when the program is completed.

Components of the Program

This post-master's degree requires 90 credit hours.

Ed Leadership Major – 27 required 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

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 hours 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 and 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 and education law. For persons from non-school agencies, equivalent courses from other fields may be substituted for finance or law with approval.

Independent Study, Internship, Project

24 credits

- a. Independent Study 4 to 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 to 20 credits

Other Details of Interest

Prerequisites

Graduate study and demonstrated competence 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

(Maximum 15 quarter hours). Transfer credit 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. No more than six transfer credits may be below 500 level. Transfer credit must be A or B grades. Post-master's graduate credit taken at Seattle University prior to EDDR 600 is also included in the 15 quarter hour maximum.

Credit at Seattle University

At least three-fourths of the applicable credits taken at Seattle University must be 500 level or higher. In any case, no more than 21 credits at Seattle University below the 500 level may be applied, and then only with specific advanced, written approval. (Inclusion on an approved program of studies will satisfy this requirement.) All credit applied to the Ed.D. must have been completed within six years prior to the date on which all requirements for the degree are satisfied.

Formal Degree Candidacy

Degree candidacy is attained when EDDR 604 has been completed, a program of studies has been approved and a project proposal has been accepted.

Comprehensive Exam

An eight to 12-hour exam is required of all. It consists of a four-hour examination on educational leadership common to all students and an individualized four- to eight-hour exam during the final quarter tailored to each student's program, cognate area 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 department.

Sequence of Program

The following is a typical sequencing of credits for summers and academic years.

	Sm1	Yr1	Sm2	Yr2	Sm3	Yr3	Total	
Ed Leadership	9	5	3	5		5	27	
Cognate		3	3	3	6	3	18	39
Prof. Ed.		6	3	6	3	3	21	
Ind. Study			4 to 12				4-12	24
Project			12 to 20				12-20	
TOTALS	9	14	9	14	9	11	90	
			24					

Education Courses

ED 411 Early Education and Child Development
3 credits

Current issues and trends in early childhood education, from birth through eight years. Emphasis on preschool and kindergarten.

ED 412 Early Education Practicum
3 credits

Supervised field experience in an early education setting.

ED 413 Programs in Early Childhood Education
3 credits

Theory and practice of observation; comparative study of current models in early education, including public and private kindergartens, infant centers. Montessori schools, and programs for special children.

ED 422 Working With Parents and Professionals
3 credits

This course will focus on skills necessary for teachers who work with parents and professionals. Included are techniques for involving parents in the educational process, counseling approaches and conferencing practices. Emphasis is placed on working with the parents of exceptional students.

ED 423 Introduction to Classroom Management
3 credits

Provides theory and strategies for managing the K-12 classroom. While a variety of theories will be studied, the systematic use of applied behavior analysis techniques will be a major emphasis of the course.

ED 424 Introduction to Mild Handicaps
3 credits

History and current practices in diagnosis and remediation of students who are learning disabled and mildly handicapped.

ED 425 Introduction to Special Education
3 credits

A review of special education practices and federal and state laws guiding special education. Writing individual education programs which lead to effective instruction is also included.

ED 426 Introduction to Moderate and Severe Handicaps
3 credits

Examination of characteristics of students with moderate or severe developmental disabilities. Emphasis on current trends and practices in their education.

ED 427 Methods in Special Education
3 credits

An examination of methods of teaching exceptional students in varied settings. Prerequisite ED 425 or permission of instructor.

ED 428 Language Development
3 credits

An introduction to critical features of the developmental processes of receptive and expressive language with consideration of diagnosis, curriculum and method.

ED 432 Mainstreaming the Exceptional Student
3 credits

Issues surrounding mainstreaming; methods for working with exceptional students in the regular classroom.

ED 450 Introduction to Gifted Education
3 credits

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.

ED 451 Gifted Education: Mathematics
3 credits

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.

ED 452 Gifted Education: Science
3 credits

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.

ED 500 Introduction to Research and Graduate Study
3 credits

Introduction to research skills and literature in students' fields. Includes an orientation to graduate studies. Ordinarily taken as first graduate course. (fall, winter, spring, summer)

ED 501 Philosophy of Education
3 credits

Philosophical foundations of education and related fields. (fall, winter, spring, summer)

ED 502 Computers for Educational Leaders
3 credits

Basic computer literacy for educators, including a review of the research on the effectiveness of various types of computer-based education programs, the history of computers in education, the evaluation of hardware and software, and the ethics of computer use. Includes site visits to various computer centers.

ED 503 Comparative Education
3 credits

Investigation and comparison of the leading national and cultural systems of education of the world. (spring, summer)

ED 505 Fundamentals of Research Design
3 credits

Statistical techniques, research design, measurement and evaluation. Development of skills for critical reading of educational research.

ED 506 Educational Statistics
3 credits

Emphasis on utilizing the computer in solving research problems, practical and theoretical problems in conducting research.

ED 515 Multicultures
3 credits

Examination of a wide variety of cultures with implications for helping professionals. (spring, summer)

ED 521 Adult Psychology/Learning
3 credits

Investigation of various theories of adult development and learning. (fall, winter, spring, summer)

**ED 522 Child Psychology/Learning
3 credits**

Investigation of various theories of child development and learning. (spring, summer)

**ED 523 Adolescent Psychology/
Learning
3 credits**

Investigation studies in adolescent psychology and learning. (winter, summer)

**ED 529 Values and Leadership
3 credits**

An introduction to the study of values, the process of valuing, the phenomenon of leadership and the values inherent in leadership and leadership behavior. Focus is on the development of personal values and the resolution of values-related problems. (as announced)

**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 562 The American Community
College
3 credits**

History, role, present status and future directions of the American Community college. (summer; even years)

**EDAD 564 Administrative Internship I
2 credits****EDAD 565 Administrative Internship II
2 credits****EDAD 566 Administrative Internship III
2 credits**

Supervised experiences in building, program and school business administration, as well as managing institutional development and training services. On-site conferences and group seminars. Prerequisites: Course work in administration and permission of program coordinator at least one full quarter prior to beginning internship. Required for principal and program administrator credentials. (fall, winter, spring, summer) Graded S/NC.

**EDAD 570 Leadership in Education I
3 credits**

Introduction to program through personal values assessment and examination of values of leaders, the process of valuing, leadership and value theories, and development of a professional growth plan. (summer, winter)

**EDAD 571 Leadership in Education II
3 credits**

Continuing introduction to program through examination of organizational behavior, work group process, interpersonal and group communication and leadership effectiveness. Prerequisite: EDAD 570. (fall, spring)

**EDAD 572 The Principalship
3 credits**

Leadership of faculty, student and community groups to meet school goals; development of school culture, and management of building functions and resources. Prerequisites: School of Education and administration core course work. (summer)

**EDAD 574 School Plant and Facilities
Planning
3 credits**

School plant requirements for new construction and remodeling: Projections, site selection; staff and patron planning; and leadership of the administrator. (summer, even years)

**EDAD 575 Critical Programs/
Collective Bargaining
3 credits**

Federal and state rules, regulations and reporting requirements studied and analyzed. Collective bargaining in the public sector is approached historically and current practices and legislation studied.

**EDAD 576 School Business
Administration
3 credits**

Legal and procedural factors in school budgeting, expending, accounting, auditing, planning policy, program budgeting and community reporting as they relate to federal and state rules and regulations. (summer, odd years)

**EDAD 577 Evaluation of Educational
Programs
3 credits**

Formal assessment strategies for educational programs, products and processes, including goals and outcomes. Prerequisite: ED 500 (fall, winter)

**EDAD 578 Principles of Educational
Law
2-3 credits**

Introduction to American legal system and principles affecting education. Emphasis on constitutional, statutory, regulatory and case precedents applicable nationally to all levels of education. (winter, summer)

**EDAD 579 The School Superintendent:
Politics and Policy
3 credits**

Local, state and federal political structures and processes which influence and in turn are influenced by education policies. Emphasis on use of these systems by practicing superintendents to achieve goals. (spring, even years; summer, odd years)

**EDAD 580 Higher Education Law
3 credits**

Overview of legal issues related to post-secondary institutions, based on federal and state case law, statues, WACs and RCWs. (summer, even)

**EDAD 582 Organizational Development
in Education
3 credits**

Theory, research and practice related to the processes of change within school organizations. Focus on the relationship of organizational climate to school effectiveness and educational outcomes.

**EDAD 583 School Finance
2-3 credits**

Historical development; balanced taxation; school support program; problems and controversies. (spring, odd; summer, even)

**EDAD 584 Washington School Law
2-3 credits**

School laws of Washington based on its constitution, statutes, administrative code and court precedents. Emphasis on application to K-12 schools. Prerequisite: EDAD 578 (spring, summer)

EDAD 585 Higher Education Finance
3 credits

An examination of financial issues confronting higher education. (summer, odd)

EDAD 586 Professional Personnel
3 credits

Selection, assignment, evaluation, competency maintenance; positive personnel climate, rights, responsibilities, grievances and bargaining procedures. (fall and summer)

EDAD 587 Community Relations
3 credits

Purposes and media for informing the general public and patrons about programs and needs; roles of professional personnel and administrators. (summer, even years)

EDAD 588 Professional Communications
3 credits

Analysis of need and appraisal of effectiveness of communications with both internal and external publics; includes skill development in oral, written and non-verbal communication.

EDAD 591 Special Topics in School Administration
3 credits**EDAD 592 Special Topics in School Administration**
3 credits**EDAD 593 Special Topics in School Administration**
3 credits

Contemporary problems and trends; analysis and evaluation.

EDAD 595 Administrative Graduate Project
3 credits

Intensive library research. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: Permission of adviser. (fall, winter, spring, summer)

EDAD 596 Administrative Independent Study
1 to 3 credits**EDAD 597 Administrative Independent Study**
1 to 3 credits**EDAD 598 Administrative Independent Study**
1 to 3 credits**Adult Education Courses****EDAE 562 Theory, Development and Management of Adult Education Programs**
3 credits

Overview of adult education history, philosophy, theory and program development. Management of staff, funding sources and facilities planning will be included. (winter)

EDAE 563 Instructional Methods for Adult Learners
3 credits

This course will provide an overview of established training principles and practices. Learning style theory applied in the adult setting will be discussed. Evaluation tools for determining the success of instruction to adults will be covered. (winter, spring)

EDAE 564 Practices in Adult Basic Education
3 credits

The needs of adult learners who are functioning at less than high school completion will be the focus of this course. Content will cover methods of working with individual students or groups of students in basic studies programs; materials development for adult students; and the selection of appropriate resources to meet individual needs. Student assessment, placement, motivation and retention techniques will be discussed.

EDAE 565 Philosophy and Methods of Skill Training
3 credits

This course will review the philosophy of program delivery that focuses on skill development applied in the work setting. The instructor's role as subject-matter expert who conveys skills needed for on-the-job success will be the main focus.

EDAE 566 Internship in the Adult Setting
3 credits

Supervised field experience of 120-150 hours in a setting appropriate for the student's program and career goals. On-campus seminars included. Permission of program coordinator required prior to beginning the internship.

EDAE 567 Internship in the Adult Setting
1-3 credits

Additional field experience of 40-50 hours per credit (elective). Arranged with adviser for settings suited to the student's career interests. On-campus seminars included.

EDAE 573 Human Resource Development and Training
3 credits

Overview of training, education and development functions within human resources development (HRD) and the relationship of those functions to organizational operation. Includes design, implementation and evaluation strategies. (fall)

EDAE 574 Continuing Education for the Professional
3 credits

Overview of the unique challenges of providing quality continuing education, such as staff development, for professionals. The course is designed for administrators and staff who are responsible for planning, developing, instructing, and/or evaluating educational programs. Prerequisites: ED 521, EDAE 573 and EDCI 510 (spring)

EDAE 575 Computer Support for Administrators
3 credits

Introduction to 1) support software applications for administrators, and 2) hardware and software decision making in organizations. Emphasis on 1) integrated software packages, and 2) study of administrative decision making across organizational settings, addressing such topics as system-level evaluation, purchase, upgrade, switch and reconfiguration of software and/or hardware. Prerequisite: Basic computer competency. (summer)

EDAE 591 Special Topics Adult Education
3 credits**EDAE 592 Special Topics Adult Education**
3 credits**EDAE 593 Special Topics Adult Education**
3 credits

Contemporary problems and trends; analysis and evaluation.

EDAE 595 Adult Education Graduate Project
3 credits

Intensive library research. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: Permission of adviser. (fall, winter, spring, summer)

EDAE 596 Adult Education Independent Study
1 to 3 credits

EDAE 597 Adult Education Independent Study
1 to 3 credits

EDAE 598 Adult Education Independent Study
1 to 3 credits

Individualized reading and reporting on a specific topic approved by instructor. 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)

Curriculum and Instruction Courses

EDCI 510 Basics of Curriculum and Instruction
3 credits

Study of the foundations of curriculum and instructional development. Investigation and analysis of selected current issues, innovations and trends with an emphasis on their bases. (fall, summer)

EDCI 512 Seminar: Instructional Effectiveness
3 credits

Survey of current research on teacher behaviors, instructional patterns, classroom conditions and school characteristics associated with student learning. Review of teaching and learning styles with an emphasis on value-based instruction. (spring, summer)

EDCI 513 Supervision of Instruction
3 credits

Improvement of instruction through supervisory leadership. (fall, winter, summer)

EDCI 519 Practicum: Curriculum Design I
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)

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. (spring)

EDCI 524 Reading Diagnosis and Evaluation
3 credits

Diagnosis of reading difficulties; tests, reading inventories, classroom techniques and materials; clinical programs and approaches. (spring, even)

EDCI 525 Seminar in Teaching of Reading
3 credits

Development of reading skills at all levels; examination and evaluation of current reading practices, research and materials. Prerequisite: ED 336 or 337 or equivalent or permission of instructor. (summer)

EDCI 526 Reading in Content Fields
3 credits

Decoding and vocabulary analysis, comprehension, reading rate, study skills and reading interests as related to specific content fields. Prerequisite: ED 336 or 337 or equivalent or permission of instructor. (summer, even)

EDCI 527 Corrective Techniques in the Teaching of Reading
3 credits

Identification of components of effective corrective reading programs; description and application of specific methods and materials; evaluation and design of corrective reading approaches. Prerequisite: EDCI 524 or 554 or permission of instructor. (summer)

EDCI 528 Reading Practicum Workshop
3 credits

Emphasis on lesson design for word recognition and comprehension skills; recording and reporting student learning increments, and study of role and application of materials. Prerequisite: EDCI 524, 525 or permission of instructor. (summer, even)

EDCI 529 Field Practicum in Reading
6 credits

Supervised field experience in diagnosis and teaching of reading. Prerequisite: EDCI 524, 525 or permission of instructor. (summer, even)

EDCI 531 Creativity and Productive Thinking
3 credits

Discussion of the identification and assessment of creative abilities and productive thinking skills; curriculum development and instructional designs for creatively gifted students. Prerequisite: ED 450. (summer, odd years)

EDCI 533 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 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 Special Education Methods
3 credits

An examination of the unique methods and curriculum used in the field of special education. Prerequisite: ED 425.

EDCI 543 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 use existing agencies and personnel. (summer)

**EDCI 545 Learning Disabilities:
Special Methods
3 credits**

Focus is on methods of instruction of children with extreme learning problems, including diagnosis and prescriptive teaching, multi-sensory systems, phonic systems, language development systems. Prerequisite: EDCI 554. (spring)

**EDCI 546 Class Management
3 credits**

Critical analysis of management systems, such as operant discrimination learning and environmental control. (fall, odd years)

**EDCI 549 Practicum: Special
Education
3 to 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 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.

**EDCI 552 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.

**EDCI 553 Individualized Intelligence
Testing
3 credits**

Practicum training in administration and interpretation of results of individual intelligence tests. Emphasis on WISC-R and WAIS. Prerequisite: Permission of instructor. (spring)

**EDCI 554 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 prescription. Prerequisite: ED 424. (winter, spring, summer)

**EDCI 555 Projectives and
Personality Testing
3 credits**

Administration, scoring and interpretation of individual and group tests designed to analyze personality structure. Prerequisite: Permission of instructor. (winter, odd years)

**EDCI 559 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. (fall, winter, spring) May be graded S/NC.

**EDCI 566 Supervised Field
Experience
3 credits**

Supervised field experience in an appropriate setting.

**EDCI 591 Special Topics
3 credits**

**EDCI 592 Special Topics
3 credits**

**EDCI 593 Special Topics
3 credits**

**EDCI 595 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) May be graded S/NC.

**EDCI 596 Curriculum Independent
Study
1 to 4 credits**

**EDCI 597 Curriculum Independent
Study
1 to 4 credits**

**EDCI 598 Curriculum Independent
Study
1 to 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) May be graded S/NC.

Counselor Preparation Courses

**EDCN 509 Developmental School
Counseling
3 credits**

Emphasizes expanded role of the school counselor as psychological educator, consultant and systems change agent. Studies models of these functions and promotes application to student's school setting. (summer)

**EDCN 510 Fundamental Counseling
Skills
3 credits**

Focus on basic counseling skills training and counseling ethics through intensive small group practice. Designed to complement EDCN 511 Counseling Theories, though they need not be taken concurrently. Includes four one-hour counseling lab sessions on Thursday afternoons, evenings. (fall, winter, spring) (majors only-fall quarter)

**EDCN 511 Counseling Theories
3 credits**

Theoretical foundations of major individual counseling approaches with opportunities for in-class practice in simulated counseling interview. Complement to EDCN 510, though they need not be taken concurrently. (fall, winter, spring) (majors only - fall quarter)

**EDCN 512 Career Counseling and
Information Sources
3 credits**

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**

Emphasizes group counseling theory. Provides group experiences to integrate theory and practice. Discusses possible applications in various school, college and agency settings and relevant ethical considerations. Prerequisites: EDCN 510, 511. (winter, summer)

**EDCN 518 Group Counseling
Practicum
3 credits**

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
3 credits

Familiarization with measurements concepts, commonly used tests and appraisal instruments, including those for persons with disabilities. Introduction to test interpretation and score analysis to assist clients with vocational and career objectives. Consideration of ethics in testing. Prerequisite: any beginning statistics course. (fall, spring)

EDCN 551 Counseling Lab
4 credits

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)

EDCN 552 Individual Counseling Practicum I
3 credits

Supervised counseling experience with off-campus clients. Prerequisite: EDCN 551. (fall, winter, spring, summer)

EDCN 553 Individual Counseling Practicum II
3 credits

Supervised counseling experience with off-campus clients. Prerequisite: EDCN 552.

EDCN 554 Diagnosis and Assessment for Mental Health
3 credits

An introduction to the process of clinical assessment and diagnosis that 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. Prerequisite: Abnormal Psychology. (fall and alternate springs, even years)

EDCN 558 Community Mental Health Practice
3 credits

An examination of organization, clientele and functions of community mental health agencies. Focus on clinical assessment, case conceptualization and management. (winter, summer)

EDCN 560 Family Counseling
3 credits

Demonstration/discussion focusing on dysfunctional families including theoretical and practical applications. Prerequisite: EDCN 551. (winter, spring)

EDCN 564 Counseling Internship I
4 credits**EDCN 565 Counseling Internship II**
4 credits**EDCN 566 Counseling Internship III**
3 credits

Supervised field experiences in a school, college or agency. Usually 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) Graded S/NC.

EDCN 591 Special Topics
3 credits**EDCN 592 Special Topics**
3 credits**EDCN 593 Special Topics**
3 credits**EDCN 595 Counseling Graduate Project**
3 to 6 credits

Investigation of some practical aspect of the counseling field. Mandatory for master of arts in education degree. Prerequisite: permission of adviser. Graduate students only. (fall, winter, spring, summer)

EDCN 596 Counseling Independent Study
1 to 3 credits**EDCN 597 Counseling Independent Study**
1 to 3 credits**EDCN 598 Counseling Independent Study**
1 to 3 credits

Intensive reading and field research in a topic agreed on by adviser and student. 30 hours work per credit. Graduate students only. Prerequisite: permission of adviser. (fall, winter, spring, summer) Grade option negotiated with adviser.

EDRB 515 Loss and Grief
3 credits

Loss and the grieving process as they relate to illness, disability and dying. (summer)

Master in Teaching Courses**EDMT 510 The Teacher as Reflective Decision Maker**
5 credits

One-week intensive course followed by two weeks of field experience. The course introduces the conceptual framework and research base for the program; examines the cultural, social, and political context of schools; and prepares participants in observational skills.

EDMT 511 The Arts and Cultural Diversity
1 credit

Note: There is a \$55 fee for this course. The seminar will be held off campus. A two-day practicum on the arts and their integral role in the teaching/learning process.

EDMT 512 Learners and Instruction
12 credits

Integrated seminar on child and adolescent development, learning theory, formulating objectives, planning and delivering instruction, and assessing outcomes of instruction. Issues related to exceptionalities and cultural differences are addressed throughout.

EDMT 513 Field Experience
12 credits

Observations in a variety of school settings followed by a placement, with a peer coach, in an inner-city school. Graded S/NC.

EDMT 520 Community Internship
2 credits

Observation, analysis and sharing of experiences based on an internship in a non-school community agency, business or industrial setting.

EDMT 521 Elementary School Curriculum and Materials
12 credits

Thematic seminar in developing curriculum and instructional strategies to teach reading, writing, language arts, social studies, mathematics and science in the elementary school. Instructional media, computer applications and assessment techniques are integrated throughout. (Elementary program)

EDMT 522 Middle and Secondary School Curriculum and Materials
12 credits

Seminar in developing curriculum and instructional strategies for the secondary subjects. (Secondary program)

EDMT 523 Field Experience II
2 credits

Observation and guided practice in teaching in the schools.

EDMT 530 Student Teaching
14 credits

EDMT 531 Student Teaching Seminar
1 credit

Reflection on and analysis of student teaching experiences and issues with university and school personnel.

EDMT 540 Reflective Teaching Seminar
3 credits

Self-assessment and the development of a professional improvement plan including an initial articulation of a personal philosophy of teaching, based on a reflective analysis of historical and contemporary philosophies of education.

EDMT 541 MIT Research Project
3 credits

Student will develop skills in critically evaluating research in education and work in cooperative groups to conduct an action research project.

Student Development Administration Courses

EDSD 564 Internship in Student Development Administration I
1 credit

EDSD 565 Internship in Student Development Administration II
1 credit

EDSD 566 Internship in Student Development Administration III
1 credit

Exposure to practice of student development through an on-site internship in a student development office (three one-credit internships are required in the sequence).

EDSD 576 Organization and Governance of Post-Secondary Education
3 credits

Examines the various governance structures within higher education, including public, independent, religious, community college and multiversity. Includes history and philosophy of college student affairs work. Explores how context of each structure affects student development programs.

EDSD 577 Principles of Student Development Administration
3 credits

Survey of services and programs offered in the student development profession. Examines organizing principles in diverse areas, including support services, large systems and developmental programs for non-traditional students, exceptional students and other special populations. (fall)

EDSD 578 Student Development Theory, Research and Practice
3 credits

Critical examination of the current student development theories and research and implications for practice. Includes study of attitudes and characteristics of students and their various cultures. Explores environmental assessment techniques, needs analysis and the impact of college environments on students. (winter)

EDSD 579 Student Development Capstone Seminar
3 credits

Culminating seminar for students completing the program. Synthesis of program components, preparation for entry into profession or change in work setting, integration of ethical considerations and professional standards. (spring, summer)

EDSD 591 Special Topics in Student Development
3 credits

EDSD 592 Special Topics in Student Development
3 credits

EDSD 593 Special Topics in Student Development
3 credits

EDSD 595 Student Development Graduate Project
3 credits

Intensive library research. Approximately 30 hours of reading and allied assignments for each credit. Completion reports will include analysis and critical appraisal of materials read. Prerequisite: permission of adviser. (fall, winter, spring, summer)

EDSD 596 Student Development Independent Study
1 to 3 credits

EDSD 597 Student Development Independent Study
1 to 3 credits

EDSD 598 Student Development Independent Study
1 to 3 credits

Individualized reading and reporting on a specific topic approved by instructor. 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 advisor (fall, winter, spring, summer)

Educational Leadership Courses

EDDR 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 Seminar in Ed Leadership I
5 credits

EDDR 602 Seminar in Ed Leadership II
5 credits

EDDR 603 Seminar in Ed Leadership III
5 credits

Studies of issues and problems in educational leadership. Five credits per academic year are required in each of the first three years.

EDDR 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 Independent Study in Ed Leadership
1 to 5 credits

EDDR 606 Independent Study in Ed Leadership
1 to 5 credits

EDDR 607 Independent Study in Ed Leadership
1 to 5 credits

EDDR 608 Internship in Ed Leadership
1 to 9 credits

Planned internship in a leadership position in an actual educational setting under the supervision of an experienced leader and a Seattle University supervisor. Graded S/NC.

EDDR 609 Superintendent Internship
1 to 9 credits

Planned internship in school superintendency under the supervision of an experienced superintendent and a Seattle University supervisor. Graded S/NC.

EDDR 610 Doctoral Project
11 to 19 credits

A doctoral-level project completed under the supervision of a project committee and a major professor. Eleven to 19 credits are required for the Ed.D. degree. Quarterly registration will range from one to 14 credits as approved by the adviser.

**EDDR 611 Doctoral Project/
Dissertation Dissemination**
1 credit

Sharing the doctoral project/dissertation with the broader professional community through submission of an article for publication or a major address on the topic. Register in the fall of the third year.

EDDR 612 Project Continuation
0 credit

Doctoral students who do not complete the dissertation in four years must register for this course in the fall quarter of the fourth year. See fee page.

EDDR 613 Project Continuation
0 credit

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 fee page.

EDDR 614 Seminar in Ed Leadership IV
3 credits

Studies of issues in educational leadership. Three credits required in the fourth academic year and each academic year thereafter as long as the student is active in the doctoral program.

EDDR 649 Doctoral Enrollment
0 credit

Doctoral students who must maintain continuous enrollment register for EDDR 649 during any quarter in which they are not otherwise registered. Permits validation of student ID.

Institute of Public Service



John Collins, Ph.D., Director

Faculty

James Sawyer, Ph.D.
Barbara Yates, Ph.D.
Mary Ziebell, Ph.D.

Degree Offered

Master of Public Administration

Objectives

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 members 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.

Admission Requirements

Students seeking admission to graduate studies in public administration should contact the MPA coordinator. 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. The degree includes 12 required three-credit core classes (36 credits of core) and PUB 590 Prospectives in the Public Service, a class designed to integrate the core curriculum. The remaining 15 credits are electives and include such classes as The Management of Change, Management of Non-Profits, Labor Law and Collective Bargaining, and Organization Communication. Additionally, upon entering the MPA program, all students are required to attend the fall quarter orientation.

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 Institute of Public Service (IPS) adviser. These courses may be selected from the program's elective offerings and, with the approval of the MPA coordinator, from those of other departments, in a way that contributes to a coherent academic program.

Student Services

The MPA faculty and staff strive 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, IPS offers a number of course delivery formats which allow for the accommodation of individual learning and life styles. These include the following:

Internships

Available after two quarters in residence for students who desire work experience in governmental or non-profit agencies.

Seminars

Limited-enrollment, in-depth explorations of a topic with a faculty member.

Independent Study

Pursuit of an area of interest under faculty guidance.

Practica

These are occasional 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.

Graduate Courses

PUB 511 Bureaucratic Organizations 3 credits

Structure and characteristics of bureaucratic organization, 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 Law and the Peter Principle. Core.

PUB 512 The Implementation Process 3 credits

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

PUB 521 Human Resource Leadership 3 credits

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

PUB 522 Human Resource Administration 3 credits

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

PUB 530 Management Analysis and Control I 3 credits

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

PUB 531 Management Analysis and Control II 3 credits

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

PUB 540 Policy and Program Research 3 credits

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

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.

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 need of each participant, and applied to professional settings. Core.

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.

PUB 570 Economic Analysis 3 credits

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

PUB 571 Government Finance 3 credits

Revenues, expenditures and debt of federal, state and local governments; economic theories; constitutional limitations; government finance as means of social reform. Core. Prerequisite: PUB 570 or equivalent.

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.

PUB 581 Labor Law and Collective Bargaining 3 credits

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

PUB 582 Organization Communication 3 credits

Communication processes in organizations; intrapersonal, dyadic, intragroup, intergroup. Techniques for analyzing communication events, case studies, applications and interpretation. Prerequisites: PUB 511 or 521 or permission.

PUB 585 Management of Change 3 credits

A course on the future: forecasting methods, trends, scenarios. Discussions of change processes (diffusion, revolution, attitude change) and methods of responding.

PUB 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. Prerequisite: 36 completed credits, including 30 core. Core option.

PUB 591 Special Topics 1 to 5 credits

PUB 592 Special Topics 1 to 5 credits

PUB 593 Special Topics 1 to 5 credits

PUB 595 Internships 1 to 6 credits

PUB 596 Independent Study (S/NC) 1 to 5 credits

PUB 597 Independent Study (S/NC) 1 to 5 credits

PUB 598 Independent Study (graded) 1 to 5 credits

School of Science and Engineering



Kathleen Mailer, Ph.D., Dean
Mitchell Spector, Ph.D., Chairperson,
Computer Science and Software
Engineering
Eric C. Frankel, Ph.D., Director, Master
of Software Engineering

Faculty

Garry Kampen, Ph.D.
 Everald E. Mills, Ph.D.
 Ihsin Phillips, Ph.D.
 Mohan Vanmane, M.S.
 John Woolley, Ph.D.
 Carol Zander, M.S.

Degree Offered

Master of Software Engineering (MSE)

Objectives

The Software Engineering program at Seattle University is designed to improve the performance of working professionals in software development and maintenance. The master of software engineering (MSE) program builds on the academic and professional computing experiences of its students by providing course work in the managerial and technical principles, as well as techniques required to deal effectively with development and maintenance of computer software. The curriculum includes a year-long software project as a capstone

experience. Since many students in the program are working professionals, all courses are offered in the evenings.

The typical MSE student is an employed software professional with about six years of software development and/or maintenance experience who completes the MSE program in three academic years. However, under certain circumstances students may complete the program in two academic years.

While many MSE students have their baccalaureate degree in computer science, many other academic backgrounds including various engineering disciplines, mathematics, the physical and biological sciences, and business are also represented. Special courses are provided where needed to bring students with academic backgrounds other than computer science up to speed in the computer science principles on which software engineering is based.

Seattle University has long been a leader in software engineering education, having established the first program of this type in 1979, simultaneously with the establishment of similar programs, no longer being offered, at the Wang Institute and Texas Christian University. The first ever Master of Software Engineering degree in the world was awarded at Seattle University in 1982.

Our department is an innovator in Software Engineering education and is an academic affiliate of the Software Engineering Institute.

Admission Requirements

A candidate for admission must have a baccalaureate degree, preferably in a quantitative discipline, and at least two years of software development and/or maintenance experience. Mathematical maturity is also required. A working knowledge of at least one general-purpose programming language such as Ada, C, Modula-2, or Pascal is required.

Candidates for admission must demonstrate to the department their competence in computer programming and algorithms. The department, at its discretion, may accept an applicant's academic record as proof of this competence. Applicants may be accepted into the MSE program without meeting this requirement only on a probationary basis. The probation must be removed with a grade of B or better in SE 500 Data Structures and Algorithms, or its equivalent. Applicants unfamiliar with topics such as pointers and recursive calls might consider taking a refresher computer science course before taking SE 500 or applying for admission to the MSE program.

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

- Application form
- Official transcripts
- Application fee
- Software engineering application information form, summarizing the applicant's professional experience and knowledge of programming languages and systems.
- Professional autobiographical statement indicating the relevance of the applicant's experience to the MSE program and the relevance of the MSE program to the applicant's career goals.
- Recommendations from past and/or present supervisors and/or customers of the applicant's software engineering professional activities. Recommendations should stress the applicant's software engineering experience, general problem solving capabilities, and technical knowledge and ability in software engineering. These recommendations will be used to assess the quality and quantity of the applicant's work experience. (Recommendation forms included in the admission packet.)

In addition, applicants should have their Graduate Record Examination (GRE) scores sent directly to Seattle University by the Educational Testing Service. Both the general test and the subject test in computer science are required.

Degree 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 nine hours of software engineering project.

Foundation Courses

Completion of SE 500 or its equivalent with a grade of B or better is required for entry into other graduate courses offered by the Computer Science and Software Engineering Department.

All students who have not completed courses covering the material in SE 501 with a grade of B or better are required to take SE 501 at their earliest possible opportunity.

Credit for SE 500 and 501 cannot 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.

These software projects are sponsored and directed by Seattle University and, as such, all products and technologies which may be developed as part of these projects become the exclusive property of Seattle University. In some cases, outside agencies may provide material or financial support for projects through specific contractual arrangements. These contractual arrangements may provide for some alternative allocation of property rights between Seattle University and the outside agency.

Prior to taking SE 585, 586 and 587, students are required to have served as a reviewer for another group's software engineering project.

Time Limitations

All requirements for the master of software engineering degree must be completed within six years after course work has begun, including any course approved for transfer.

Typical Program Schedule Standard three-year track with SE 501 required:

	Fall	Winter	Spring
Year 1	SE 508 SE 510	SE 531 SE 512	SE 501 SE 514
Year 2	SE 518 elective	SE 543 elective	SE 516 elective
Year 3	SE 585 elective	SE 586	SE 587

Standard three-year track

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

Full-time two-year track

	Fall	Winter	Spring
Year 1	SE 508 SE 510 elective	SE 531 SE 512 SE 543	SE 516 SE 514 elective
Year 2	SE 585 SE 518	SE 586 elective	SE 587 elective

Graduate Courses

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

Institute of Theological Studies



Loretta K. Jancoski, Ph.D., Interim Director

Faculty

Karen A. Barta, Ph.D.
 Katherine M. Dyckman, SNJM, MA
 James E. Eblen, Ph.D.
 Arthur L. Fisher, Ph.D.
 Patrick J. Howell, SJ, D.Min.
 Marianne LaBarre, SNJM, MA
 Michael B. Raschko, Ph.D.
 Jeanette Rodriguez-Holguin, Ph.D.
 Stephen C. Rowan, Ph.D.
 Judith Sanderson, Ph.D.
 Ernest Skublics, Dr. Theol.
 Susan L. Secker, Ph.D.
 L. John Topel, SJ, Ph.D.
 Patricia L. Wismer, Ph.D.

Degrees Offered

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

- Master of Religious Education (MRE) Summer program (SUMORE)
- Master of Ministry (MM) Summer program (SUMORE)
- Master of Pastoral Ministry (MPM) (CORPUS)
- Master of Theological Studies (MTS)
- Master of Divinity (M.Div.)

Objectives

Each degree equips ministers with the skills, attitudes and knowledge needed to become competent theologically, pastorally and spiritually.

Admission Criteria MPM, MM or MRE Program (CORPUS or SUMORE)

- Bachelor's degree
- A GPA of 2.75 on the last 90 quarter credits, graded A-F, contributing to the bachelor's degree, or cumulative to include the bachelor's degree and post bachelor's upper division graduate-level graded credits.
- A liberal arts background
- Two courses in undergraduate theology (or the equivalent)
- Two personal references using forms provided by ITS
- Autobiographical statement
- Two years of education, ministry or church-related service as a professional or volunteer
- Personal or telephone interview

Master of Theological Studies and Master of Divinity Admission from CORPUS or SUMORE

- Recommendation of program director
- Satisfactory demonstration of competencies of CORPUS or SUMORE
- Recommendation of Review Committee

Admission with a CORPUS or SUMORE degree or equivalent

- Recommendation of program director
- MM, MRE or MPM earned at Seattle University, or:
- Master's degree deemed comparable to the MM, MRE or MPM degree of Seattle University, earned at an institution with regional or ATS accreditation, may be recognized as equivalent to these degrees. Other graduate degrees will be assessed on a case-by-case basis.
- Recommendation of Review Committee

Admission with some graduate work from other institutions

- The admission criteria listed under CORPUS or SUMORE
- The attainment of the competencies of CORPUS or SUMORE
- Ordinarily, no more than 17 graduate credits in theology or ministry will be counted for advanced standing toward the MTS and no more than 24 toward the M.Div. degree
- Recommendation of Review Committee

Degree Requirements

Master of Ministry (SUMORE)	49 credits
Master of Religious Education (SUMORE)	49 credits
Master of Pastoral Ministry (CORPUS)	45 credits
Master of Theological Studies	72 credits*
Master of Divinity	115 credits

* Applicable beginning with those graduating in 1993.

Time Limitations

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

Master of Pastoral Ministry (CORPUS)

The MPM (CORPUS) curriculum explores foundational perspectives basic to Christian ministry and enables participants to formulate their own perspectives informed by Christian tradition and contemporary experience. Theological reflection is the specialization which integrates theological content with practical/pastoral experience. This degree prepares persons to minister effectively within ecclesial contexts as well as in other chosen professions.

Graduate Courses

ITS 501 Hebrew Scriptures 3 credits

Through working with a variety of texts, students are exposed to the major pieces of the Old Testament canon: Pentateuch, prophets and writings. The pluralism of viewpoints that come to expression in the Scripture leads to an examination of tensions, strengths and weaknesses involved. Practical consequences for belief and practice are developed. Also ITSS 501.

ITS 502 Christian Scriptures 3 credits

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. Prerequisite: 501.

ITS 503 Christian Anthropology 3 credits

Exploration from a Christian perspective of the mystery of human existence. Examination of the structures of human being: self-transcendence, finitude, freedom, destiny, relatedness, autonomy, growth and history. Special attention to the horizons which shape human life, to the roots of the possibility of religion, grace and sin in the human.

ITS 504 Christology 3 credits

Survey of theological reflection of Jesus of Nazareth, his life, his teaching, his death-resurrection. Examines the New Testament, the fathers, the important conciliar definitions, the scholastic synthesis and contemporary discussion and covers three main questions: Who is this Jesus? How does Jesus save us? How do we relate to Jesus now? Also ITSS 504.

ITS 505 Ecclesiology 3 credits

Examination of understanding of church from New Testament times through the present, with attention to the strengths and weaknesses of each image/model/conceptualization and with an eye to articulating an ecclesiology for our time. Examination of the issues which face the church today; women and the church, leadership, local church-universal church tension, authority. Also ITSS 505. Prerequisite: 503.

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.

ITS 507 Sacramental Theology 3 credits

Explores culture, tradition and pastoral experience to enable students to formulate a contemporary theory and practice of ritual. By exploring the history of sacraments, their Biblical foundations and cultural expression, students examine the celebrations of the faith community. Also ITSS 507.

ITS 510 Pastoral Helping Skills: Theory/Practice 3 credits

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 interview.

ITS 511 Group Effectiveness Skills 3 credits

Theory and practice in the skills of group interaction, participation and empowerment in a variety of small group settings. Examination of personal leadership styles, process observation, diagnosis of major forces affecting a group's functioning, and conceptual models for group effectiveness. Pervasive and specific attention given to conflict resolution. Prerequisite: 510.

ITS 521 MPM Supervision I 3 credits

ITS 522 MPM Supervision II 3 credits

ITS 523 MPM Supervision III 3 credits

A supervised intern experience focusing on the development of intra- and interpersonal skills for ministry with particular emphasis on one-to-one and small group interaction. Theological reflection on ministerial experience is an integral component.

ITS 526 Prayer and Spirituality 3 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.

ITS 591 Special Topics 1 to 6 credits

ITS 596 Independent Study 1 to 6 credits

ITS 599 Project (Graded S/NC) 3 credits

Master of Theological Studies (MTS)

The Master of Theological Studies degree (72 credits) builds on the foundation laid by CORPUS or SUMORE, or their equivalent. The degree allows students to choose one of two areas of specialization.

The first, Pastoral Leadership, provides historical and systematic depth in theology and develops leadership skills for professional ministry. It requires 39 credits from CORPUS or SUMORE. In addition, its core

courses (21 credits), distribution requirements (6 credits) and electives (6 credits) ensure a breadth of study needed by those who will enter a pastoral leadership position.

The second specialization, Transforming Spirituality, contains two tracks of study: general enrichment and ministry; or, preparation for the ministry of spiritual direction. Each track requires 30 credits from CORPUS or SUMORE.

The general spirituality track, building on the 30 credits from CORPUS or SUMORE, has core courses which include a spirituality synthesis seminar (16 credits), along with a broad range of electives (26 credits) to pursue specific areas of interest.

For the spiritual direction track, building on the 30 credits from CORPUS or SUMORE, core courses include an additional three classes, including supervision (25 credits), as well as enriching electives (17 credit hours).

Master of Divinity (M.Div.)

The master of divinity degree provides the broad academic background and ministerial skills needed by professional ministers who will serve parish communities in the varied ministries of pastoral leadership. It requires 39 credits from CORPUS or SUMORE. In addition, its core courses (33 credits) and distribution requirements (24 credits) guarantee the breadth that is needed, while electives (10 credits), the project (3 credits), and the area of concentration (6 credits) allow students to shape the degree according to their interests.

1. Admission criteria: see page 52.
2. Program degree requirements: see page 53—Master of Theological Studies, 72 credits.

SUMORE Program

A SUMORE summer consists of four two-week sessions of classes. Students may attend all four sessions and complete the MM or MRE degree after three summers and field experience. However, students may also attend fewer sessions per summer and take four to six summers to earn their degree.

Graduate Courses

MTS and M.Div.

ITS 509 **Theology of Liturgy—the Eucharist** 3 credits

A systematic inquiry into the theological data on Christian worship gained from scripture and tradition. The latter part of the course examines the structure and content of the Eucharist Liturgy in particular.

ITS 512 **Theologies of Liberation** 3 credits

This course emphasizes critical reflection on the Gospel in the light of the experience of men and women committed to liberation. Liberation theologies around the world (e.g., Black, Feminist, Chicano, Kairos, etc.) seek to articulate the meaning of the Christian faith from the perspective of the powerless in society and in the Church.

ITS 531 **Patristic and Early Medieval Period** 3 credits

ITS 532 **Late Medieval Period to the Reformation** 3 credits

ITS 533 **Modern and Contemporary Period** 3 credits

Historical investigations of various periods in the Christian tradition. Emphasis will be placed on how such elements of the Christian community as social teaching, sacramental practice, moral teaching and spirituality has been shaped by the various historical contexts in which the Christian faith has been expressed.

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. Prerequisite: 501.

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. Prerequisite: 501.

ITS 536 **The Synoptic Gospels** 3 credits

The major themes for the first three Gospels in the Christian scriptures; their composition and points of view in proclaiming Jesus; the communities for whom they were written given their particular historical situation; and the challenges they present us. Special emphasis on the Gospels as stories, requiring literary analysis and appreciation. Prerequisite: 502.

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. Prerequisite: 502.

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. Prerequisite: 502.

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 interpretation of Christian believing and historical contexts shape Christian ethics and how past resolutions of problems continue to shape our ethics today. Prerequisite: 506.

ITS 540 **Sin and Grace** 3 credits

Systematic and historical explorations of the themes of sin and grace; how human life is affected by each, and the various ways grace and sin have taken shape in human history. Prerequisite: 503.

ITS 541 **God and Trinity** 3 credits

Origins and historical development of the Christian notions of God and Trinity; reflection on dogmatic statements and on philosophical and theological developments based on those statements. Prerequisite: 503.

ITS 542 **Psycho-Spiritual Development** 3 credits

An integrated model of human growth and service, based on developmental theory in spirituality and psychology.

ITS 543 **Advanced Issues in Spiritual Direction** 3 credits

An exploration of typical human or cultural problems and issues which emerge as blockages for psycho-spiritual growth and in the development of one's relationship with God, self and others.

ITS 544 Spiritual Synthesis
3 credits

Designed to assist students in the integration and articulation of their own spirituality. It stresses the synthesis of course work, theological study, ministerial experience and personal-spiritual practices.

ITS 545 Pastoral Leadership
3 credits

Focuses on servant leadership, leadership styles, transitions in leadership, stress and burnout, planning cycles, conflict and a theology of local church. The foundation course for ITS 551 Advanced Supervision. Prerequisite: 511.

ITS 550 Social Analysis
3 credits

A study of the methods of social analysis in the light of the social, political and economic forces which help shape pastoral situations; specific application to the student's internship/work situation.

ITS 551 Advanced Supervision I
3 credits**ITS 552 Advanced Supervision II**
3 credits

A supervised practicum, building on instruments of social analysis and leadership, surfaces both systemic and personal issues to enable critical analysis and pastoral care in the ministry setting. Prerequisite: 545.

ITS 555 Spiritual Discernment
3 credits

A knowledge of spiritual discernment and its place in the spiritual life, as well as discernment of spirits in the traditional sense, and the specific process of discernment regarding decision-making. A variety of perspectives involving contemporary psychological insights will be presented.

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; the integral role interpretation plays in theology and pastoral work.

ITS 562 Theology, Catechesis and Rites of Christian Initiation
3 credits

The history, theology, liturgical structures and pastoral praxis of baptism, confirmation and eucharist for adults and infants in the Christian community. Prerequisite: 560.

ITS 563 Sacraments of Healing
3 credits

The theology, liturgical structure and practice of the sacraments of reconciliation and anointing of the sick. Prerequisite: 560.

ITS 564 Plurality of Christian Traditions
3 credits

Examines the diversity of traditions in scripture and the early church as well as the contemporary richness of Christian traditions for deeper faith understanding and ecumenical awareness.

ITS 570 Pastoral Planning
3 credits

A praxis course in planning cycles for communities, budget analysis, personnel management, and leadership theory for enabling growth in a faith community. Lays the framework for M.Div. Internship. Prerequisite: 545.

ITS 571 Pastoral Leader as Change Agent
3 credits

A synthesis of group dynamics, leadership skills and structural analysis in order to confront regressive behavior in a group and to reconstruct social structures and Gospel values.

ITS 575 Canon Law
2 credits

An overview of the contents of the canon law governing the Catholic church; the development of a fundamental way of approaching canon law in general, and how to interpret and use it pastorally.

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
3 credits

Techniques and supervised practice in preaching within a liturgical setting.

ITS 578 Theology of Ministry
3 credits

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

ITS 579 Theology of Marriage
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 M.Div. Internship I
3 credits**ITS 581 M.Div. Internship II**
3 credits

A supervised internship integrated with pastoral planning, to develop the minister's capacity in a large community to supervise and delegate, to communicate effectively, and to challenge and support others to follow the Gospel and build the church. Prerequisite: 551, 552.

ITS 585 Community Prayer and Worship
3 credits

An introduction to the liturgical books, documents and laws pertaining to liturgical celebrations and to the process of preparing for liturgical and para-liturgical services; a pastoral examination of the role and responsibility of the presider and of the minister of the work, with particular application to the lay minister.

ITS 586 Religion and Culture
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, ethnic diversity, religion and the state.

ITS 591 Special Topics
1 to 6 credits**ITS 592 Special Topics**
1 to 6 credits**ITS 593 Special Topics**
1 to 6 credits**ITS 597 Independent Study**
1 to 6 credits**ITS 598 Independent Study**
1 to 6 credits**ITS 599 Project**
3 to 6 credits

Graduate Courses**SUMORE****ITSS 504 Christology
3 credits**

Survey of theological reflection on Jesus of Nazareth, his life, his teaching, his death-resurrection. Examines the New Testament, the fathers, the important conciliar definitions, the scholastic synthesis and contemporary discussion and covers three main questions: Who is this Jesus? How does Jesus save us? How do we relate to Jesus now? Also ITS 504.

**ITSS 505 Ecclesiology
3 credits**

Examination of our contemporary experience of church; foundations of church in the congregation (called and sent) of Jesus's 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.

**ITSS 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 ITS 506.

**ITSS 508 Biblical Interpretation
3 credits**

This course introduces the writings of the Hebrew Bible and Christian Scripture by answering such questions as: What factors influence the interpretation of a text? Does the reader discover meaning or create it? How does one judge between differing interpretations? Discussions will include a review of classical and contemporary approaches to biblical interpretation, a critical reflection on the reader's situation (culture, gender, religious heritage) and the development of a hermeneutically sensitive process for reading biblical texts. Lecture/discussion, collaborative learning, small group work.

**ITSS 509 Theology of Ministry
3 credits**

How we understand and exercise ministry depends on our self-images, images of God, our perception of faith community, Church and the world. This course will help participants prepare for more effective ministry as they engage in personal and theological reflections as well as an historical survey of the development of the theology of ministry. This course will draw from Scripture, history, theology and pertinent Church doctrine. Participants will also examine the theology which undergirds their ministry and the practical ways in which they "do" ministry.

**ITSS 510 Christian Self-Image
3 credits**

An analysis of the development and on-going clarification of our self-image as it is dynamically influenced by conscience, the presence of God and Christian community.

**ITSS 511 History of Christian Spirituality
3 credits**

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.

**ITSS 513 Biblical Spirituality
3 credits**

Through careful study of selected texts from the Hebrew Bible and Christian Scripture, students will construct the underlying spiritualities. Exploring this variety of where and how the biblical generations expected God to appear and act will lead to tools and methods for integrating belief, attitude, affection, prayer and action in the students' own lives.

**ITSS 514 Prayer and Spirituality
3 credits**

This course is designed to introduce students to the most important themes in contemporary spirituality and to a variety of approaches to prayer. Students will be invited to apply these themes to reflect upon and articulate their personal spirituality and to evaluate the theological and pastoral implications of these different approaches to prayer and spirituality. Keeping a prayer journal is strongly recommended for this course. The sessions will include lecture, prayer experiences, reflective times and discussion.

**ITSS 515 Sacramental and Liturgical Theology
3 credits**

The Christian community is brought into being and is nurtured through an encounter with God, through Christ, in the Holy Spirit, by means of Word and Sacrament. This course examines the behavioral and theological dynamics at work in this encounter, the relationship between ritual action and theological reality. A balance of readings, lecture and discussion will introduce the students to the historical and theological and behavioral foundations of liturgy, as well as helping them develop a critical "liturgical sense."

**ITSS 516 Spiritual Direction
2 credits**

A basic course in the theory and practice of spiritual direction.

**ITSS 518 Religious Experience East and West
2 credits**

A study of the unique spiritualities developed by world religions such as Christianity, Hinduism, Buddhism, Judaism and Islam. Students will explore the possible relationships among these spiritual paths with a concentration on Western forms of spirituality.

**ITSS 522 Justice Ministry
2 to 3 credits**

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

**ITSS 523 Justice Spirituality
3 credits**

The Gospel as leaven within and for the world. The church's developing understanding of her role in the evangelization of the world process. Contemporary socioeconomic problems of America and the world.

**ITSS 527 Convivial Global Community
2 credits**

Examination of social change, including conditions, causes and consequences; analysis of organizational behavior, decision making, social, economic and political change in international arenas; emphasis on human rights.

ITSS 533 Theories of Religious Education
3 credits

An examination of the impact of human development upon religious education, from elementary through adult; application to particular contexts.

ITSS 536 Youth and Adult Religious Development
3 credits

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

ITSS 538 Adult Religious Learning
3 credits

An examination of religious and psycho-social development of adults at various stages and of educational models and strategies to serve the faith development of adults.

ITSS 552 Interpersonal Process
2 credits

Looks at self-image, life scripting, responsibility and effective communication skills. Exercises facilitate people getting in touch with patterns of their behavior and that of others.

ITSS 553 Conflict Resolution
2 credits

Applying interpersonal communication skills to conflicts within ourselves and between us and others, dealing with fear, ignorance, frustration and violence, alternatives to manipulation and creative alternatives for conflict management.

ITSS 555 Organizational Dynamics
3 credits

An exploration of constructs derived from the field of organizational development; application to religious and civic settings in which students play a part.

ITSS 556 Pastoral Counseling
3 credits

Integrates basic helping skills with the theological foundations for counseling ministry; structured in two parts; lecture and lab practicum.

ITSS 571 Seminar
2 to 4 credits

ITSS 587 Practicum I
2 credits

ITSS 588 Practicum II
2 credits

ITSS 591 Special Topics
1 to 6 credits

ITSS 592 Special Topics
1 to 6 credits

ITSS 593 Special Topics
1 to 6 credits

ITSS 596 Independent Study
1 to 6 credits

ITSS 597 Independent Study
1 to 6 credits

ITSS 598 Independent Study
1 to 6 credits

ITSS 599 Completion Project
3 credits

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