

1994

1994-1995 Bulletin of Information - Graduate

Seattle University

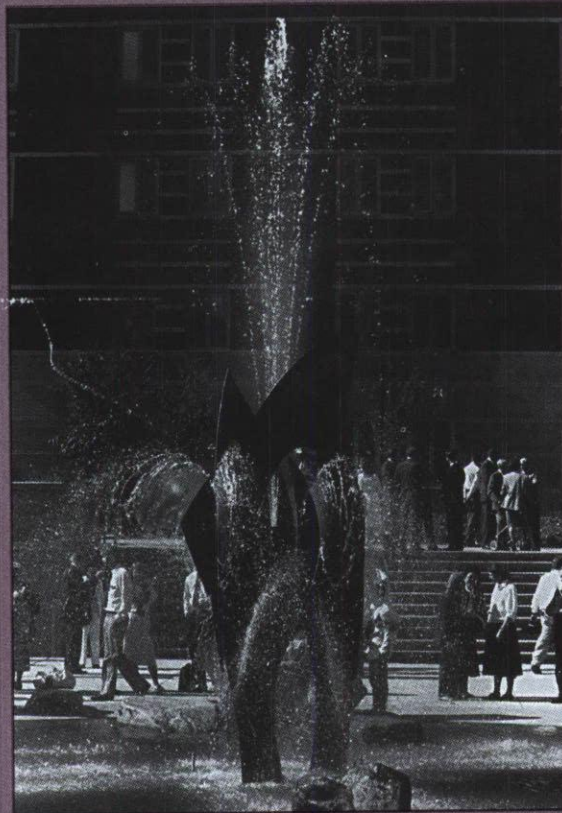
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Seattle University



GRADUATE BULLETIN OF INFORMATION

1994 - 95

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Seattle University

Bulletin of Information USPS 487-740
 Published quarterly by the Publications Office
 Seattle University
 Broadway and Madison
 Seattle, Washington 98122-4460
 Second class postage paid at Seattle, Washington

POSTMASTER:

Send address changes to:

Graduate Admissions Office
 Seattle University
 Broadway and Madison
 Seattle, Washington 98122-4460

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, gender, 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 Resources 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 MORE INFORMATION

Toll-free inside Washington state, call 1-800-542-0833

Toll-free outside Washington state, call 1-800-426-7123

Addiction Studies Office	*296-5350	International Student Center	*296-6260
Admissions, Graduate	*296-5900	Law, School of	*591-2252
Alumni Office	*296-6100	Library, A.A. Lemieux	*296-6230
Arts and Sciences, College of	*296-5300	Minority Student Affairs Office	*296-6070
Business and Economics, Albers School of	*296-5700	Nursing, School of	*296-5660
Campus Assistant Center	*296-6464	Public Service, Institute of	*296-5440
Campus Ministry	*296-6075	Registrar's Office	*296-5850
Career Development Center	*296-6080	Safety and Security Office	*296-5990
Connolly Center	*296-6441	Science and Engineering, School of	*296-5500
Controller's Office	*296-5880	Testing Service	*296-5793
Counseling Center	*296-6090	Theological Studies, Institute for	*296-5330
Education, School of	*296-5760	Veteran's Affairs Office	*296-5850
Evening Studies, Continuing Education	*296-5920	Volunteer Center	*296-6035
Summer School	*296-5410	Women's Center	*296-2524
Financial Aid Office	*296-5840		

**Area code for all numbers listed is 206.*



1994-95 ACADEMIC YEAR

Fall Quarter 1994

- May 22 (Sunday):** Advance registration for fall 1994 begins.
- September 15 (Thursday):** Tuition and fees for fall quarter are due.
- September 21 (Wednesday):** All classes begin.
- September 27 (Tuesday):** Last day to register or add/drop.
- November 1 (Tuesday):** Last day to remove I grades from spring 1994 or summer 1994.
- November 11 (Friday):** Veteran's Day--no classes.
- November 16 (Wednesday):** Advance registration for winter 1995.
- November 17 (Thursday):** Last day to withdraw with W grade.
- November 23-26 (Wednesday-Saturday):** Thanksgiving--no classes.
- December 1 (Thursday):** Closing date to remove N grade from previous year.
- December 1 (Thursday):** Closing day for degree applications.
- December 3 (Saturday):** Last class day.
- December 5-8, 11 (Monday-Thursday, Saturday):** Final examinations.
- December 14 (Wednesday):** Grades due, 10 a.m.
- December 15 (Thursday):** Tuition and fees for winter quarter are due.

Winter Quarter 1995

- January 3 (Tuesday):** All classes begin.
- January 8 (Sunday):** Last day to register or add/drop.
- January 16 (Monday):** Martin Luther King's Birthday--no classes.
- February 13 (Monday):** Last day to remove I grade from fall 1994.
- February 17 (Friday):** President's Day observed--no classes (February 18 classes will meet as scheduled).
- February 26 (Sunday):** Advance registration for spring 1995 begins.
- March 1 (Wednesday):** Closing date to remove N grade from previous year.
- March 1 (Wednesday):** Last day to withdraw with W grade.
- March 11 (Saturday):** Last class day.
- March 13-16, 18 (Monday-Thursday, Saturday):** Final examinations.
- March 15 (Wednesday):** Tuition and fees for spring quarter are due.
- March 21 (Tuesday):** Grades due, 10 a.m.

Spring Quarter 1995

- March 27 (Monday):** All classes begin.
- April 2 (Sunday):** Last day to register or add/drop.
- April 14 (Friday):** Good Friday--no classes.
- April 15 (Saturday):** Easter Holiday--no classes.
- May 1 (Monday):** Closing date to remove N grade from previous year.
- May 8 (Monday):** Last day to remove I grade from winter 1995.
- May 17 (Wednesday):** Advance registration for summer 1995 begins.
- May 21 (Sunday):** Advance registration for fall 1995 begins.
- May 24 (Wednesday):** Last day to withdraw with W grade.
- May 29 (Monday):** Memorial Day observed--no classes.
- June 2 (Friday):** Last class day.
- June 5-8, 10 (Monday-Thursday, Saturday):** Final examinations.
- June 10 (Saturday):** Baccalaureate.
- June 11 (Sunday):** Commencement.
- June 14 (Wednesday):** Grades due, 10 a.m.

Summer Quarter 1995*

- May 17 (Wednesday):** Advance registration begins.
- June 19 (Monday):** Classes begin.
- June 25 (Sunday):** Last day to add/drop for first and full term.
- July 4 (Tuesday):** Independence Day--No classes.
- July 5 (Wednesday):** Last day to withdraw for first term.
- July 17 (Monday):** Registration and classes begin for second term.
- July 23 (Sunday):** Last day to add/drop for second term.
- July 28 (Friday):** Last day to withdraw for second and full term.
- August 1 (Tuesday):** Last day to remove N grade from summer 1994.
- August 4 (Friday):** Last class day for 7-week session.
- August 3-4 (Thursday-Friday):** Final examinations for 7-week session.
- August 11 (Friday):** Last class day for 8-week session.
- August 18 (Friday):** Grades due, 10 a.m.

Intersession 1995*

- August 14 (Monday):** Classes begin.
- August 16 (Wednesday):** Last day to register or add/drop.
- August 18 (Friday):** Last day to withdraw.
- September 4 (Monday):** Labor Day--no classes.
- September 11 (Monday):** Last class day.
- September 13 (Wednesday):** Grades due, 10 a.m.

**Final examinations for summer term and intersession are held during the last class meeting, the last week of the term.*



The Seattle University Quadrangle is the sight of many campus events from small intimate prayer gatherings to campus wide picnics.

About Seattle University

From humble beginnings 103 years ago, Seattle University has become the largest independent institution in the Northwest with more than 5,000 students enrolled on the 46-acre campus.

The university offers 49 undergraduate programs and 20 graduate programs. Teaching is its first priority. We keep student-to-faculty ratios low to 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 and 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. The university affirms the belief in the unity and totality of all human knowledge, whether experiential, speculative or divinely revealed. As a community inspired by 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. The nation's first addiction studies program was offered in 1973. In 1979 the university started the nation's first graduate program in software engineering. The Northwest's first undergraduate program in environmental engineering was offered in 1990. The university continually revises curriculum offerings and develops new courses that prepare graduates for work in the global economy.

The true measure of the university's excellence is the success of its 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 interwoven with the history of Seattle and the Puget Sound area.

In 1890, Father Aegidius Junger, bishop 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

Administration

William J. Sullivan, SJ, PhD, *President*

John D. Eshelman, PhD, *Provost*

Edward J. Jennerich, PhD, *Associate Provost for Academic Administration and Dean of Graduate School*

Tullisse A. Murdock, PhD, *Associate Provost for Programs and Planning*

Henry Durand, PhD, *Vice President for Student Development*

Nancy Gerou, PhD, *Assistant Vice President for Student Development*

Linda N. Hanson, BA, *Vice President for University Relations*

J. Paul Blake, BA, *Assistant Vice President for University Relations and Director of Public Relations*

Mark Burnett, MPA, *Assistant Vice President for University Relations and Director of Alumni Relations*

Richard Francois, MOB, *Assistant Vice President for University Relations and Director of Development*

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

James Adolphson, BABA, *Assistant Vice President and Budget Director*

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

Barbara Horgan, PhD, *Associate Vice President for Information Services*

Mission territory to establish a parish and a school in the young city.

Fathers Victor Garrand and Adrian Sweere arrived in Seattle from Yakima in the spring of 1891 and immediately set about their task. They initially leased St. Francis Hall, 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 Garrand 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 received bachelor of arts degrees.

Adverse circumstances during World War I led to the suspension of college classes from 1918 to 1922.

By 1933, 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 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. During 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 its 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, who became president in May 1976, the growing campus continues to serve the needs of students. The Marguerite M. Casey Building for arts and sciences 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 completed the re-dedicated Thomas J. Bannan Center for Science and Engineering.

Located at the heart 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.

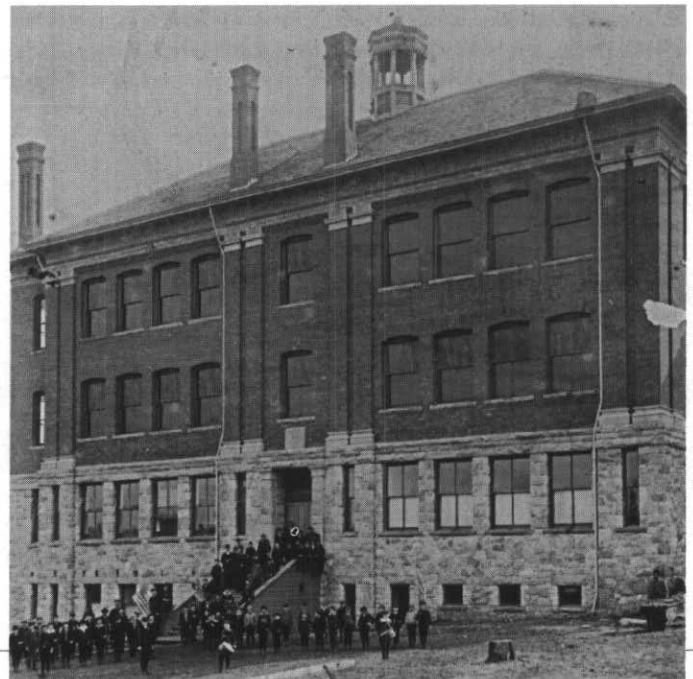
In the fall of 1991, Seattle University launched the 21st Century Campaign to raise \$55 million to improve existing facilities, build new structures, increase endowment and enhance the quality of academic programs.

And in 1993, Seattle University announced the purchase of the University of Puget Sound School of Law, making it the 14th Jesuit institution to include a law school. Father Sullivan noted at the time that having the law school provides several opportunities for future cross-disciplinary offerings with the university's programs in public administration, business and economics, education, and more.

Organization

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

The university is composed of 10 major academic units: College of Arts and Sciences; Albers School of Business and Economics; Institute for Theological Studies; Institute of Public Service; School of Education; School of Law (August 1994); School of Nursing; School of Science and Engineering; Matteo Ricci College; and Graduate School.



The Garrand Building, as it appeared when it first opened in 1894, was renovated and reopened in 1994, providing a proud cornerstone to campus.



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. It has an online catalog which runs the Sirsi Unicorn system. 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 students in ways that range from personal instruction in the use of the 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.

Off-Campus Courses

Opportunities are available for business, education, and theological students to take selected courses off campus. Business classes are offered in Bellevue and Everett. Education courses are offered in Auburn and Bellevue (MIT courses are only offered on the main campus). Theological courses are offered in Bothell with some seminars placed where student location demands.

The Lemieux Library continues to be a popular place for quiet study. Its cool interior holds many books, periodicals, and reference materials for review.

Student Development and Services

Education is a combination of academic classroom experiences and valuable out-of-classroom experiences. Seattle University offers many services that serve the spiritual, social, personal and physical needs of both the undergraduate and graduate student populations. Some of the services available to students include:

Associated Students of Seattle University (ASSU)

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.

Campus Assistance Center

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

Campus Ministry

The 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, out-reach programs and individual spiritual direction enable members of the community to enrich and share their spiritual values and religious traditions.

Career Development Center

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

Child Development Center

Open to children aged 2½ to 5 years, the center is a full-service day care with a USDA school lunch program.

Counseling Center

Confidential personal counseling is available to all students.

Disabled Student Resources

Students with disabilities succeed at Seattle University. This office provides services to help students with disabilities.

Information Services

As well as managing several modern computer labs (free for student use), Information Services provides computer consulting and troubleshooting services to students, faculty and staff. This office also provides statistical computing services, instructional media support and computer software training.

International Student Center

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

Learning Center

Individualized help with course work is provided by this office, which also coordinates assistance from tutors.

Minority Student Affairs Office

Promoting an understanding and appreciation of cultural diversity in the university community is the main responsibility of this office. 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 PowWow.

Residential Life

Housing in the residence halls is available to graduate students and is provided through this office. The three residence halls offer unique living environments.

Safety and Security Services

This office provides 24-hour security for university property and members of the university community. Services include first aid, escort services, crime prevention information, criminal incident reports and investigation, and lost and found.

Student Activities Office

This office coordinates student events on campus such as Quadstock, Battle of the Bands, and Oktoberfest. Catering to the diverse needs of the campus community, the office invites comedians, musicians, poets, and folk singers to entertain students.

Student Health Center

The health center administers 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 during registration.

Student Leadership and Service Center

This office 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 also advises the Associated Students and Student Activities Office, and manages the Student Union Building.

University Sports/Connolly Center

The hub of athletic activity at Seattle University, 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 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.

Volunteer Center

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

Patricia Wismer Center for Women

This center serves as an information clearinghouse and gathering place for activities and resources available to women.

Accreditation and Membership

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.

Accreditations:

Accreditation Board for Engineering and Technology
American Assembly of Collegiate Schools of Business
American Bar Association (previously full, provisional during transition)
American Chemical Society
Association of Theological Schools
Committee on Allied Health Education and Accreditation
National Council for Accreditation of Teacher Education
National League for Nursing
Northwest Association of Schools and Colleges

Approvals:

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

Memberships:

American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American Association of Higher Education
American Council on Education
Association of American Colleges
Association of American Law Schools
Association of Catholic Colleges and Universities
Association of Governing Boards
Association of International Educators
Association of Jesuit Colleges and Universities
College Board
Council for Advancement and Support of Education
Independent Colleges of Washington
International Federation of Catholic Universities
National Association of College Admission Counselors
National Association of Foreign Student Advisers
National Association of Independent Colleges and Universities
National Association of Intercollegiate Athletics
National League for Nursing
National Intramural and Recreation Sports Association
Washington Friends for Higher Education

SEATTLE UNIVERSITY GRADUATE SCHOOL

Edward J. Jennerich, PhD, Dean

Doctoral Degree

Education, School of

- Doctor of Education (EdD)

Educational Specialist Degrees

Education, School of

- Educational Administration (EdS)
- School Psychology (EdS)

Master's Degrees

Arts and Sciences, College of

- Master of Arts in Psychology (MA)

Business and Economics, Albers School of

- Master of Arts in Applied Economics (MAE)
- Master of Business Administration (MBA)
- Master of International Business (MIB)
- Master of Science in Finance (MSF)

Education, School of

- Master of Arts in Education (MA)
- Master of Counseling (MC)
- Master of Education (MEd)
- Master in Teaching (MIT)

Nursing, School of

- Master of Science in Nursing (MSN)

Public Service, Institute of

- Master of Public Administration (MPA)

Science and Engineering, School of

- Master of Software Engineering (MSE)

Theological Studies, Institute for

- Master of Arts in Pastoral Studies (MAPS)
- Master of Theological Studies (MTS)
- Master of Divinity (MDiv)

Certificates

Business and Economics, Albers School of

- Post-MAE Studies
- Post-MBA Studies
- Post-MSF Studies

Education, School of

- Post-Master's Community College Teaching

Theological Studies, Institute for

- Post-Master's Transforming Spirituality
- Post-Baccalaureate Sacred Universe

Meeting the Changing Needs of Students

The Graduate School is a strong, dynamic component of Seattle University, growing steadily every year. From 1988 to 1993, graduate student enrollment has increased by 44 percent. Of the more than 5,000 students enrolled for fall 1993, 34 percent are graduate students. Always placing teaching first, the Seattle University Graduate School strives to meet the changing needs of working professionals, as well as traditional students.

In 1993, the School of Education introduced a post-master's certificate in community college teaching, as well as an independent school principal specialization in their educational administration program. The Institute for Theological Studies revised their master of theological studies and master of arts in pastoral studies programs. The Albers School of Business and Economics added the master of arts in applied economics degree.

Effective fall 1994, the Graduate School welcomes new programs in international business and advanced clinical nursing.

Objectives

Graduate School programs endeavor to offer advanced in-depth education to individuals seeking specialized knowledge and skills in a particular field. Graduate work encourages students to fully develop speaking and writing competencies, and to enhance high-level thinking abilities, including application and synthesis. Graduate education at Seattle University cultivates expertise in the examination of ethical and value-laden issues in various fields.

Graduate program instructors strive 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 Graduate School dean and the Graduate Council are responsible for administration of the Graduate School and supervision of all programs leading to a degree.

The schools and various departments provide courses of instruction for graduate students, direct their studies and conduct examinations, as well as maintain requirements and make recommendations for degree programs. The Graduate School dean and the Graduate Council establish and maintain requirements for degrees according to these recommendations.

Academic transactions involving registration and awarding of degrees are supervised by the university's registrar. Admission to graduate study is granted through the Graduate School dean in consultation with the appropriate graduate program director and the graduate admissions director.

ADMISSION POLICIES

Admission Requirements and Procedures

Admission to a graduate program is granted to applicants who have bachelor's or advanced degrees from regionally accredited colleges or professional schools, and whose scholarship records and credentials indicate ability to pursue graduate work. Some programs extend a limited number of admission offers for each term of entry. An undergraduate major or its equivalent in the same field from which students select their graduate work may be required. For specific program requirements consult individual program brochures and the appropriate sections of this bulletin.

Required grade point averages are calculated on course work leading to the bachelor's degree or the master's degree, to include 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.

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 Graduate Management Admissions Test (GMAT), Graduate Records Exam (GRE) or Miller Analogies Test (MAT), as requested by individual programs. For further information on requirements and exceptions, applicants should contact the Graduate Admissions Office or program chairs.

Applications for admission should be submitted as early as possible and no later than the program deadline for the term in which students wish to begin work. Each applicant must submit to the Graduate Admissions Office an application form and fee, and official transcripts of academic credits from each accredited school attended since high school. To be considered official, transcripts and documents must be received by Seattle University with the envelopes sealed and unbroken, as originally sent by each issuing institution or agency. Failure to file complete records of previous school attendance renders students liable to dismissal or cancellation of course credit. For application files to be considered complete, applicants must submit all additional forms and documents, as requested by individual programs and the Graduate Admissions Office.

Students are not regarded as duly admitted graduate students until they receive a letter of acceptance from the dean of the Graduate School. Offers of acceptance are for regular, probationary, provisional or transitional admission.

The dean of the Graduate School reserves the right to withdraw an offer of admission for academic or personal reasons. An individual's past conduct, particularly as it may relate to unlawful or criminal behavior, may interfere with the university's ability to provide a proper learning environment. Seattle University reserves the right to deny admission or the right of continued enrollment to any individual who has engaged in unlawful or criminal behavior. It is the responsibility of all applicants and, as appropriate, admitted students to disclose in writing to the dean of the Graduate School all criminal convictions as classified either as a felony or gross misdemeanor.

Probational and Provisional Admission

Students may be admitted to the Graduate School on probation when the previous academic record is marginal or when there is 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.

Transitional Admission

Graduate transitional student status is granted to eligible, non-matriculated students who want to take graduate-level courses for no more than two quarters. There is a separate application and fee. Not all programs necessarily allow transitional student enrollment.

International Admission Requirements

International students must meet the admission requirements outlined on the international student application form, as well as those outlined in specific graduate program brochures. International students are not admitted probationally or transitionally and must have complete files on record, including official transcripts and TOEFL scores, before an admission decision can be made. Applicants must meet the international application deadlines or specific program deadlines, whichever is earlier. Transcripts and academic documents must be provided in the original language and with professional English translations.

Re-Admission

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

Students who have been absent for more than one year (four consecutive quarters) must complete a re-admission application. Official transcripts of any academic work taken in the interim must be sent to the Graduate Admissions Office, along with the application, by the program application deadline for the intended quarter of entry. There is no fee for re-admission. Applicants will be responsible for clearing all financial and administrative holds. Applications are subject to the review and discretion of the academic department, and therefore re-admission is not guaranteed.

ACADEMIC POLICIES

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 printed 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 graduate dean 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. Students 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, or master's, educational specialist or doctoral degree.

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.

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, educational specialist or doctoral degree program.

Classification of Students

Fifth-Year: post-baccalaureate students not seeking advanced degrees and eligible to take courses numbered 100-499.

Graduate: post-baccalaureate students admitted to Graduate School for master's, educational specialist or doctoral degrees.

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

Undergraduate Course Work

In certain circumstances, it may be appropriate for graduate students to take courses below the 500 (graduate) level. There is a

20-credit maximum limit for such courses that 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 undergraduate course work beyond the bachelor's degree who are not admitted to the Graduate School for advanced degrees 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.

Attendance Requirement

Attendance is 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.

Course Numbering System

The course numbering system is as follows:

100 to 499 are undergraduate courses.

500 and above are graduate courses.*

600 and above are doctoral courses.*

**Graduate standing is required for courses numbered 500 or above.*

Concurrent Enrollment at Two Colleges

University regulations require students to seek written permission to be enrolled at another institution simultaneously with enrollment at Seattle University. 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.

Seattle University's Grading System

The following system of grading indicates the level of individual student achievement. Graduate students must maintain a 3.00 (B) grade point average. 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, pre registration and payment of regular tuition is required in order to obtain credit for the work completed.

N Grades Received	Must be Removed Before
Summer term	August 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: doctoral 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.

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 otherwise in writing to the Registrar's Of-

file 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. Students may not attend a university course for which they are not registered. Students registering late are held responsible for absences incurred.

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 last day to add/drop as announced in the quarterly *Schedule of Classes*. 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 provided 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. Copies of transcripts should be requested at least one week before they are required.

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 a student intends to withdraw from one or more courses. The withdrawal form is obtained from the registrar and presented to the instructor 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 end of the eighth class day before the end of the quarter.

Degree Requirements

Admission to Candidacy

Students in selected programs must file the candidacy form after completing 15 credits in courses applicable to the graduate program of the department, with a minimum cumulative grade point average of 3.0. Doctoral students should consult the doctoral program section of this bulletin for information on doctoral candidacy.

General Requirements

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

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 have already earned a master's degree in a related area, requirements for a second master's degree may be reduced by 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 doctoral 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 doctoral 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 doctoral 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 a petition 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 doctoral 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 on a 4.0 American grading scale, were taken for graduate credit, fall within the six-year limitation and are approved by the department and the Graduate School dean. Transfer credits for the doctoral program are specified in that program section of this bulletin. Transfer credits for the master of divinity degree are specified in that 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. Visit the Registrar's Office and complete the application form.
2. Take the graduation evaluation worksheet to their advisers.
3. Insure that all N and I grades are removed.

Diplomas are mailed approximately eight weeks following the quarter of completion. The graduation year ends with June commencement and 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 chairs, 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 chairs. In any such instance students have the right to appeal teachers' actions first to department chairs, and then to the appropriate dean.

In the case of repeated or more serious violations of academic honesty, teachers or department chairs 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 members by requiring cooperative participation in the resolution of grievances.

Copies of the grievance procedure are available from the Office of the Graduate Dean 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 is forbidden. 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 their employment.

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.

Any member of the 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.

The complainant should present the complaint as soon as possible after the alleged harassment occurs to ensure his or her complaint has been entered into the record, should they decide to file a formal complaint at a later date.

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.

If the complainant decides to proceed, he/she will meet with the affirmative action officer and submit a written statement.

The affirmative action officer will inform the alleged offender and his/her 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.

Once a complaint is submitted, the affirmative action officer will initiate steps deemed appropriate to effect an informal resolution to the complaint acceptable to both parties.

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, 1994-95

Tuition

Graduate Programs

Business	\$370 per credit hour
Institute for Theological Studies	\$285 per credit hour
Education (master's and EdS degrees)	\$285 per credit hour
Doctor of Education	\$343 per credit hour
EDDR 612 (0 credit)	\$450 per quarter
EDDR 613 (0 credit)	\$600 per quarter
Nursing	\$309 per credit hour
Psychology	\$309 per credit hour
Public Administration	\$309 per credit hour
Software Engineering	\$370 per credit hour

Fees

Application, graduate and transitional	\$50
Education 527, 528, 547	\$46 per course
ITS activity fee (full-time students)	\$53
ITS activity fee (part-time students)	\$27
Matriculation, graduate	\$65
Removal of incomplete	\$35 (per course)
Doctoral degree thesis binding	\$65
Master's degree thesis binding	\$50

Controller's Office Services

The various student services offered by the Controller's Office include providing student account statements, receipt of student payments, answering questions about student accounts, disbursing Stafford, SLS and WSNB checks, signing Perkins, nursing and institutional loan documents, monitoring the repayment process and collection of Perkins, nursing and institutional loans and delinquent student accounts, receiving and processing time sheets for student payroll and issuing student payroll checks.

Tuition Payment

Tuition and fees are due and payable on or before September 15 for fall quarter, December 15 for winter quarter, March 15 for spring quarter and June 15 for summer quarter.

Payment of tuition and fees includes library and health service fees, student newspaper, student organization allotments, building fund and admission to athletic events. International students will automatically be charged insurance. An insurance waiver can be obtained from the International Student Center upon proof of insurance coverage.

Official Withdrawal

Until a student officially withdraws from a course with the Registrar's Office, it is the student's responsibility to pay for all fees in full whether or not the student attended class.

Payment Methods

■ **Mail:** Send your check for the total amount due to the Controller's Office, Seattle University, PO Box 84107, Seattle, WA 98124-5407. Please write your student ID number/social security number on your check.

■ **Charge (Visa or MasterCard):** Complete the credit card information section on your statement and send it to the address above.

■ **Phone:** Credit card payments can be made 24 hours a day, seven days a week, by calling (206) 296-5898—or during regular business hours between 8:30 a.m. and 7 p.m., Monday through Tuesday, or between 8:30 a.m. and 4:30 p.m., Wednesday through Friday, at (206) 296-5880.

■ **Drop-Box:** Place your check or credit card information in the drop-box adjacent to the Controller's Office door available 24 hours a day, seven days a week.

■ **In Person:** Come to the Student Accounts window at the Controller's Office between 8:30 a.m. and 7 p.m., Monday through Tuesday, or between 8:30 a.m. and 4:30 p.m., Wednesday through Friday.

■ **AMS Payment Plan:** Arrangements for this *annual* plan may be made with Academic Management Service (AMS) for nine monthly payments beginning in August. The deadline for applying is August 25, 1994. An annual fee of \$50 includes insurance coverage. Contact AMS at (800) 365-0120 for further information. A special six-month plan for those attending winter and spring quarters only is available at a cost of \$30, including insurance. Application for this AMS plan must be made via the Controller's Office. The application deadline is October 25, 1994. Please call (206) 296-5880 for additional information.

■ Quarterly Payment Arrangements with the Student Accounts Department:

Plan A: Service fee of 1 percent of tuition balance; interest continues to accrue at 1 percent per month; terms: service fee plus one third of account balance due on tuition due date, one third of account balance due 30 days later, and balance of account due 60 days after tuition due date.

Plan B: Service fee of 1 percent of tuition balance; interest continues to accrue at 1 percent per month; terms: service fee plus total account balance due 30 days after tuition due date

Without a signed payment plan on file with the Controller's Office, tuition balances paid after the due date are subject to a late registration/payment and refund policies.

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

If you have questions regarding your account, please call the Student Accounts Department at (206) 296-5880 between 8:30 a.m. and 7 p.m., Monday through Tuesday, or between 8:30 a.m. and 4:30 p.m., Wednesday through Friday.

Tuition Refund Insurance

Tuition refund insurance, underwritten by A.W.G. Dewar, Inc., is available to cover tuition charges in case a student must withdraw for medical reasons. Application and claim forms are available at the Controller's Office. For further information, you may call Dewar, Inc., at (617) 380-8770.

Late Registration/Late Payment

If a registered student fails to make payment or satisfactory arrangements by the tuition due date, a one-time late fee of \$200 will be charged. Interest of 1 percent on any unpaid balance will be applied monthly. If a signed payment plan is on file with the Controller's Office, the late fee will be waived. If the terms and conditions of the plan are not met, all applicable fees will be applied retroactively.

Past Due Accounts

Failure to pay in full all tuition and other fees for any quarter (or session) will result in a "hold" being placed on the academic transcript, and will prevent further registration until resolved/paid in full. All costs, expenses and fees (including, but not limited to, attorney fees, court costs and other out-of-pocket expenses) incurred by the university in collecting or attempting to collect a past-due account are the responsibility of the student, and shall be charged to the student's account.

Refunds

Firm deadlines for full or partial withdrawals for graduate students.

One to five class days	100 percent
Six to 10 class days	80 percent
11 to 15 class days	70 percent
16 to 20 class days	60 percent
21 to 25 class days	50 percent
26 to 30 class days	40 percent
Thereafter	No refund

For graduate students, refunds are based on the number of consecutive days from the class begins date to the official withdrawal date or reduction in class load date. The official date is considered the date of any change made by touchtone registration or the date you submit your official withdrawal form to the registrar.

A refund to financial aid recipients is applied first to financial aid source(s) and the balance, if any, is remitted to the student.

Stafford Loan proceeds are returned directly to the lender. A check for a credit balance can be issued upon request by the Controller's Office. Otherwise, any credit balance will automatically be applied to the next quarter's tuition.

Petitions for tuition adjustment and fee waiver will be approved *only* to correct a university error.

FINANCIAL AID

Applications for Federal Student Aid

Financial aid applications called the Free Application for Federal Student Aid (FAFSA) are available after January 1 of each year from the Financial Aid Office or the Graduate Admissions Office. A new FAFSA 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 February 1 will be given first priority for 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 FAFSA is used to determine the expected student 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 FAFSA. The Financial Aid Office will then put together a financial aid package which may include any of the following items.

Loans

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

Federal Perkins Loan

The Federal 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 \$30,000 for their combined graduate and undergraduate education. Repayment begins nine months after students cease to attend at least half-time. The Federal Perkins Loan also includes limited deferment and forgiveness features, and payment may extend 10 years.

Federal Stafford Loan

The Federal Stafford 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 FAFSA and interpreted by the Financial Aid Office. The maximum any student can borrow for one academic year is \$8,500. The aggregate limit (undergraduate and graduate combined) is \$65,500.

Stafford funds are reduced by approximately 4 percent of the amount borrowed. The amount withheld represents a loan origination and guarantee fee. There are no other 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 Federal Stafford Loans is variable with a maximum of 8.25 percent. The minimum repayment is \$50 per month and starts six months after students cease half-time enrollment.

The Financial Aid Office will send a certified Federal Stafford Loan application ready to take to a lender after the award letter is returned and the student's file is complete. Early application is essential, since processing can take more than six weeks.

Unsubsidized Federal Stafford Loan

The Unsubsidized Federal Stafford Loan is a "non-need based" loan which has the same terms and conditions as the Federal Stafford Loan described above, except that students are responsible for interest that accrues while they are in school. The loan is available to students who do not qualify for the need-based Federal Stafford Loan. Some students may have a partial Federal Stafford Loan and a partial Unsubsidized Federal Stafford Loan because they did not qualify for a full Federal Stafford Loan. The combination of these two loans cannot exceed the annual loan limit of \$18,500. Aggregate limit is \$73,000 (undergraduate and graduate combined).

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 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. Work study is awarded to graduate students based on request and availability of funds. Earnings under both programs are limited to eligibility as determined by the FAFSA. An authorization-to-work form is sent when students' files are complete if they are awarded work study. 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 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 available to Washington state residents, in which students may work up to 19 hours per week in positions off campus. Positions are available in private businesses,

non-profit organizations, 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 need-based scholarship to a number of newly admitted and continuing graduate students for one or more quarters. Recipients must be enrolled for a minimum of five quarter credits. Directions and application forms for these scholarships can be obtained in the Graduate Admissions Office or the Financial Aid Office.

Firm deadlines for receipt of completed scholarship application forms in the Financial Aid Office are:

May 1: summer, fall, winter and spring quarters

November 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 award letters will be sent with revised packages when students are selected.

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 students and/or students working in social service professions. To apply, students should follow the above instructions for the Graduate School Scholarship.

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, or Unsubsidized Stafford 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

Business administration, education, nursing, and theological studies students can contact the individual departments for additional scholarship information and applications.

COLLEGE OF ARTS AND SCIENCES

Joseph F. Gower, PhD, Dean

Degree Offered

- Master of Arts in Psychology

Psychology

Graduate Program Director: Lane Gerber, PhD

An Interdisciplinary Approach

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 phenomenological in that it aims to be faithful to experience by setting aside theoretical prejudgments. 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.
- Minimum 3.0 GPA.
- 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 January 15.

Applications are accepted each year for fall quarter. For a complete application packet and instructions, contact the Graduate Admissions Office at (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.

Psychology Graduate Courses

PSY 501 Phenomenology of the Face3 credits
Introduction to existential-phenomenological philosophy and psychology for therapeutic practice. Existential phenomenology helps us ethically understand other people in face-to-face situations: the paradox that "the face" presented both reveals and conceals the meanings of the other person.

PSY 503 Assessment I3 credits
Introduction to 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 Styles3 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 Families3 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 II3 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 Psychotherapy3 credits
Exploration of the theory and practice of major psychotherapy traditions (especially 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 others. 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 Basic Practicum in

Therapeutic Psychology I 6 credits

PSY 544 Basic Practicum in

Therapeutic Psychology II 6 credits

PSY 545 Basic Practicum in

Therapeutic Psychology III 6 credits

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. Ordinarily students are not allowed to get their practicum experience at agencies where they are working as staff. Majors only, graded S/NC.

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 1 to 3 credits

PSY 598 Independent Study 1 to 3 credits

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

Psychology Graduate Faculty

Lane Gerber, BS, 1960, Franklin and Marshall College; PhD, 1968, University of Chicago; professor; 1980.

Steen Halling, BS, 1967, York University; MA, 1970, PhD, 1976, Duquesne University; professor; 1976.

Kevin Krycka, BA, 1981, Aquinas College; PsyD, 1988, Illinois School of Professional Psychology; assistant professor; 1989.

Georg Kunz, BA, 1960, PhL, 1961, Gonzaga University, PhD, 1975, Duquesne University; associate professor; 1971.

James Risser, BA, 1971, California State University; MA, 1973, PhD, 1978, Duquesne University; professor; 1994.

Jan O. Rowe, BA, 1971, MEd, 1974, PhD, 1982, Georgia State University; associate professor; 1982.

ALBERS SCHOOL OF BUSINESS AND ECONOMICS

Jerry A. Viscione, PhD, Dean

C. Frederick DeKay, PhD, Associate Dean

Degrees Offered

- Master of Arts in Applied Economics (MAE)
- Master of Business Administration (MBA)*
- Master of International Business (MIB)*
- Master of Science in Finance (MSF)*
- Certificate of Post-MAE Studies
- Certificate of Post-MBA Studies
- Certificate of Post-MSF Studies

**Accredited by the American Assembly of Collegiate Schools of Business (AACSB). The AACSB is recognized by the Council on Post-secondary Accreditation and by the Office of Post-secondary Education, U.S. Department of Education, as an accrediting agency for baccalaureate and master's degree programs in business administration and accounting.*

Admission Requirements for All Business Graduate Degree Programs

Students seeking admission to graduate programs should contact the Albers School of Business and Economics at (206) 296-5700 or the Seattle University Graduate Admissions Office at (206) 296-5900 for admission materials. Documents required for admission to either the MBA, the master of arts in applied economics (MAE), the master of international business (MIB) or the master of science in finance (MSF) programs include the following:

- Completed application form and fee.
- Official (sealed) transcripts showing bachelor's degree from an accredited institution, and from all post-secondary educational institutions attended.
- Scores from the Graduate Management Admissions Test (GMAT). **NOTE: MAE applicants may substitute scores from the Graduate Record Exam (GRE).**
- The names, addresses and phone numbers of two references listed on the reference form.

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

Math and Computer Proficiency

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).

Proficiency can be established by evidence of previous credit or non-credit 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 dean's office.

Business Administration

Graduate Program Director: C. Frederick DeKay, PhD

Degrees Offered

- Master of Business Administration (MBA)
- Certificate of Post-MBA Studies

Master of Business Administration

The master of business administration (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 to domestic and international organizational strategy.
- To develop leadership skills within a broad business and social perspective.

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 may select classes from each site. Courses are generally scheduled late afternoons, evenings, and Saturdays. Also, a Weekend MBA Option is available, scheduling students for two courses on Saturdays.

MBA 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. Math and computer proficiency must also be established.
- 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, information systems, international business, management, marketing, and operations.

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

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 courses. After reviewing students' transcripts and interests, the associate dean, with the guidance of 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 may be applied to other advanced graduate degrees.

During the program students must maintain a 3.0 (B) grade point 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.

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 information at 296-5700.

Applied Economics

Graduate Program Director: Mary Jean Rivers, PhD

Degrees Offered

- Master of Arts in Applied Economics (MAE)
- Certificate of Post-MAE Studies

Master of Arts in Applied Economics

The master of arts in applied economics (MAE) degree program lays the foundation for a career as an economist in business, government or consulting.

Students enter the MAE program with a variety of interests, including forecasting, industry and market analysis, international economics, tax policy, cost/benefit and impact analysis. The program is designed to enable students to acquire data collection and analysis tools, along with decision-making techniques for use in private businesses and public sector agencies.

The program core combines a strong foundation in basic microeconomic and macroeconomic theory with the development of key quantitative and data analysis skills. Elective courses in economics and finance allow students to apply economic theory and techniques to specific fields of business and policy, such as labor market analysis, environmental economics, health care and finance for international business.

The MAE's affiliation with the master of business administration and master of science in finance programs in the Albers School of Business and Economics provides students with an opportunity to focus on the applications of economics in a managerial context. Students are encouraged to select general electives to broaden their experience in areas such as marketing, accounting and operations.

MAE Degree Requirements

- 15 credits of basic business and economic prerequisites, which may be waived based on previous course work, including EC 501, ACC 503, FIN 504, EC 517, EC 527. Math and computer proficiency must also be established.
- 24 credits of required core courses, including FIN 514, EC 561, EC 562, EC 563, EC 564, EC 565, EC 566, EC 574.
- Nine credits of applied economics electives. Choose from EC 568, EC 571, EC 572, EC 575, EC 577, EC 578.
- Three credits of an international elective. Choose from FIN 546 or EC 573.
- Three credits of a finance elective. Choose from FIN 542, FIN 543, FIN 544, FIN 545.
- Six credits of general business or economic electives. Students are encouraged to consider using one of the electives for an internship or research project. Students with an MBA from an AACSB-accredited program may waive general electives.

Certificate of Post-MAE Studies

The certificate of post-MAE studies is designed for individuals with graduate degrees in economics who want to update and deepen their skills in economics and quantitative methods. The curriculum consists of a custom-designed selection of six graduate courses plus prerequisites. After a review of the student's background and interests, the MAE director will designate the courses required. Credits earned or the certificate may be applied to other graduate degrees.

Students must maintain a 3.0 (B) average in required and prerequisite courses. The minimum grade requirements and other academic policies for the MAE will apply to post-MAE students. Upon satisfactory completion of the program requirements, students will have posted to their transcript the following entry: "Certificate of Post-MAE Studies" and will be issued a certificate.

The program is open to individuals with graduate degrees in economics from accredited universities. The process involves completing an application form and submission of graduate transcripts and GMAT or GRE scores. Seattle University MAE graduates usually will be considered automatically eligible for the program. For non-Seattle University graduates, GMAT or GRE scores and academic performance must meet the standards for entry into the Seattle University master of arts in applied economics program.

International Business

Graduate Program Director: David W. Arnesen, JD

Degrees Offered

- Master of International Business (MIB)

Master of International Business

Seattle University's master of international business degree program provides an opportunity for advanced education in international business. The program prepares students through an in-depth study of the global economy and its impact on business.

MIB Degree Requirements

- 18 credits of business foundation courses, which may be waived, based on previous course work, including EC 501, BUSA 502, ACC 503, FIN 504, MKTG 505, MGMT 508. Also, math and computer proficiency must be established.
- 15 credits of required business core courses: FIN 514, MKTG 515, EC 517, MGMT 518, EC 527.
- 21 credits of required international business courses: MGMT 573, EC 573, BUSA 576, MKTG 554, FIN 546, BUSA 521, MGMT 589.
- 9 electives of international electives. This may include area electives or other special topic electives as approved by the program director.

Language Proficiency

MIB students must demonstrate oral competency in a foreign language prior to graduation. This competency will be based on an intermediate score on the ACTFL or similar scale.

International Experience

MIB students must gain international experience. This requirement can be met in a number of ways.

- Working professionals who have had an overseas job assignment lasting six months or more.
- Students may spend a term or semester studying at an approved academic institution in another country.
- Students may participate in an approved study tour sponsored by another institution or Seattle University.
- International students may also satisfy this requirement by obtaining a two-quarter internship in the United States.

Finance

Graduate Program Director: Barbara M. Yates, PhD

Degrees Offered

- Master of Science in Finance (MSF)
- Certificate of Post-MSF Studies

Master of Science in Finance

Seattle University's master of science in finance (MSF) degree program provides an opportunity to obtain advanced in-depth education in finance. The program is designed primarily for individuals who have completed an undergraduate or graduate degree in business. Applicants without a 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 detailed coverage 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.

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

MSF Degree Requirements

- 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-MSF Studies

The certificate of post-MSF studies is designed to allow graduates of AACSB-accredited MSF programs to develop expertise in a specified area of concentration beyond the MSF. The curriculum consists of a custom-designed selection of six graduate courses plus prerequisites. After a review of the student's background and interests, the MSF director will designate the courses required. Credits earned for the certificate may be applied to other graduate degrees.

Students must maintain a 3.0 (B) grade point average in required and prerequisite courses. The minimum grade requirements and other academic policies for the MSF will apply to post-MSF students. Upon satisfactory completion of program requirements, students will have posted to their transcript the following entry: "Certificate of Post-MSF Studies in (Accounting, Economics, Management, Marketing, Operations, or General Business)" and will be issued a certificate.

The program is open only to graduates of MSF programs accredited by the American Assembly of Collegiate Schools of Business (AACSB). The process involves completing an application form and submission of graduate transcripts and GMAT scores. Seattle University MSF graduates usually will be considered automatically eligible for the program. For non-Seattle University graduates, GMAT scores, academic performance, and work experience must meet or exceed the standard for entry in to the master of science in finance program.

Business 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 Accounting3 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 I3 credits**

Theory and development of accounting principles; evolution of theory as it 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 II3 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 533 Financial Accounting**Theory and Practice III3 credits**

Study of advanced topics in financial accounting theory and practice. Selected topics include accounting for income taxes, pensions, leases, statement of cash flows and international accounting issues. Special emphasis on governmental and not-for-profit accounting practices. Prerequisite: ACC 532

ACC 534 Managerial Cost Accounting3 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, relevant cost and revenue information for management planning and control decisions. Prerequisite: ACC 513.

ACC 535 Auditing3 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 Taxation3 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 Systems3 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 Analysis3 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 Systems3 credits**

The nature, structure and processes of management planning and control systems are examined in terms of components, such as or-

ganizational 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 Managers3 credits**

Includes 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 Environment3 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 Management3 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 Science3 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/Ethics3 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 521 International Ethical and**Cultural Issues3 credits**

This course will examine the impact of ethics and culture on international business. Students will focus on culture from a world view, examining cultural/ethical patterns by reference to specific existing cultures.

BUSA 561 Corporate Information**Systems Management3 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 Management3 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 Assurance3 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 570 Real Estate Law3 credits
 Course designed to help students evaluate and understand real estate acquisitions. Topics 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 Business3 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 Statistics3 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 Analysis3 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 Economics3 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 561 Business Cycles and Economic Growth ..3 credits
 A study of the factors contributing to cyclical patterns of economic growth. A critical examination of the theories of business cycles and growth and issues in current policy debate. Prerequisite: EC 517.

EC 562 Economics of the Market System3 credits
 The basic theory of consumer demand, the firm and the partial equilibrium analysis of markets. Designed to provide an analytical and conceptual framework for applied microeconomics. Prerequisite: EC 501.

EC 563 Survey Research Methods/Experimental Design3 credits
 Principle and techniques for analysis of experimental data, survey design, and planning of statistical aspect of surveys. Topics may include linear models; analysis of variance randomization, blocking, and factorial designs; incorporation of covariate information; design and analysis of surveys. Prerequisite: EC 501.

EC 564 Quantitative Methods in Economics and Finance3 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 Econometrics3 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 Conditions3 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 non-stationary 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 Economics3 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 Economics3 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 Labor Market Analysis3 credits
 Recent development in labor market analysis and public policies related to contemporary labor issues. Determinants of labor supply and demand, the structure and stratification of labor markets, the effects of discrimination, unions and government regulations. Prerequisites: EC 517, EC 527.

EC 573 International Economics3 credits
 Analysis of modern trade theories and issues concerning international competitive strategy. The impact of trade patterns and commercial policy on domestic business activity. The effects of macroeconomic policies across nations. Prerequisites: EC 517, EC 527.

EC 574 Advanced Managerial Economics3 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 575 Health Care Economics and Finance3 credits
 The application of economic principles to health care policy issues. Topics include analysis of health care demand, information costs and market structure and the provision of private and social health care insurance. Prerequisite: EC 527.

EC 577 Industry and Competitive Analysis3 credits
 Analysis of the determinants of market structure. Strategic interaction among firms in imperfectly competitive markets. Considers effects of market structure on pricing, capacity choices, product differentiation, marketing, innovation, contracts with customers, etc. Prerequisite: EC 527.

EC 578 Urban/Regional Economics3 credits

Examines the distribution of economic activity over space. The study of location and land use decisions as they affect neighborhood and regional development. Analysis of urban economic problems such as poverty, housing and transportation. Prerequisites: EC 517, 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 Finance3 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 532 Personal Financial Planning3 credits

Elements involved in development of a comprehensive personal financial plan. Topics include: risk management and insurance, personal investing, consumer finance, retirement planning. Prerequisite: FIN 504.

FIN 541 Cases in Managerial Finance3 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 Theory3 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 Theory3 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 Markets3 credits

Structure of U.S. 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 Markets3 credits

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

FIN 546 Finance for International Business3 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 Analysis3 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 Banks3 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 Enterprise3 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 Management3 credits

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

MGMT 518 Advanced Organizational Behavior3 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 577 Management and Diversity3 credits

Course examines environments in which diversity initiatives operate. Dominant work values are explored to understand how they define desired work behaviors and understand ways in which a diversity program challenges some dominant work values. Course challenges students to acquire information about diversity via studies of organizational culture and subcultures. Prerequisite: MGMT 518.

MGMT 578 American Manufacturing in the 1990s3 credits

Course covers trends in the health of American manufacturing, tracing the reasons for success of some sectors, the decline of others, and the role of general management. The course involves extensive reading of contemporary books about manufacturing and management. Prerequisite: MGMT 518.

MGMT 580 Organization Structure and Theory3 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 Management3 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 Bargaining3 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 Change3 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 Entrepreneurship3 credits

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

MGMT 588 Negotiation Skills3 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 589 International Policy and Strategy3 credits
 General management, and the tasks of strategy formulation and implementation, taking into account the complexities of corporate operations in different cultures. Prerequisites: Foundation, international business core and permission. Recommend course be taken during last two quarters of enrollment.

MGMT 590 Business Policy3 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 Principles3 credits
 Introduction to marketing and its functions. Examination of contemporary problems and issues in marketing of goods and services.

MKTG 515 Marketing Management3 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 Behavior3 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 Research3 credits
 Purpose, methods and techniques of marketing research and description of marketing information systems. Prerequisites: EC 501, MKTG 515.

MKTG 554 Topics in International Marketing3 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 Management3 credits
 The marketing functions of personal selling, advertising, sales promotion and publicity and their coordination into an effective promotional mix. Prerequisite: MKTG 515.

ACC 591 Special Topics 1 to 3 credits
BUSA 591 Special Topics 1 to 3 credits
EC 591 Special Topics 1 to 3 credits
FIN 591 Special Topics 1 to 3 credits
IB 591 Special Topics 1 to 3 credits
MGMT 591 Special Topics 1 to 3 credits
MKTG 591 Special Topics 1 to 3 credits
 Special topics courses. See administrative office for prerequisites and course descriptions.

ACC 596 Independent Study 1 to 3 credits
BUSA 596 Independent Study 1 to 3 credits
EC 596 Independent Study 1 to 3 credits
FIN 596 Independent Study 1 to 3 credits
IB 596 Independent Study 1 to 3 credits
MGMT 596 Independent Study 1 to 3 credits
MKTG 596 Independent Study 1 to 3 credits

ACC 598 Internship 1 to 3 credits
BUSA 598 Internship 1 to 3 credits
EC 598 Internship 1 to 3 credits
FIN 598 Internship 1 to 3 credits
IB 598 Internship 1 to 3 credits
MGMT 598 Internship 1 to 3 credits
MKTG 598 Internship 1 to 3 credits

ACC 599 Research Paper 1 to 3 credits
BUSA 599 Research Paper 1 to 3 credits
EC 599 Research Paper 1 to 3 credits
FIN 599 Research Paper 1 to 3 credits
IB 599 Research Paper 1 to 3 credits
MGMT 599 Research Paper 1 to 3 credits
MKTG 599 Research Paper 1 to 3 credits

Business Graduate Faculty

Abdolhossein Ansari; BS, 1976, RCD School of Insurance and Economics, Tehran; MBA, 1978, MA, 1981, University of Detroit; PhD, 1985, University of Nebraska; associate professor of operations; 1985.

David Arnesen; BA, 1975, University of Washington; JD, 1977, University of Puget Sound; program director, master of international business; assistant professor of law; 1989.

Shawn Bird; BGS, 1986 University of Iowa; MS, 1988, Sagamon State University; PhD, 1991, Texas Tech University; assistant professor of management information systems; 1992.

Peter Brous; BS, 1981, University of Connecticut; PhD, 1989, University of Oregon; assistant professor of finance; 1992.

Karen A. Brown; BS, 1971, MBA, 1979, PhD, 1983, University of Washington; associate professor of production operation management; 1983.

Chauncey Burke; BS/BA, 1970, St. Mary's College; MBA, 1978, PhD, 1987, University of Washington; assistant professor of marketing; 1978.

Robert E. Callahan; BS, 1967, MBA, 1969, Drexel University; PhD, 1977, Case Western Reserve University; associate professor of management; 1977.

Vinay Datar; BTEC, 1978, Indian Institute of Technology, Bombay, India; instructor of finance; 1994.

C. Frederick DeKay; BA, 1972 University of Washington; PhD, 1979, Johns Hopkins University; associate dean; program director, MBA; associate professor of economics; 1980.

Khalil Dibee; BS, 1956, University of Detroit; MBA, 1958, PhD, 1962, University of Texas; professor of finance; 1964.

David Dubofsky; BE, 1973, City College of New York; MBA, 1978, University of Houston; PhD, 1982, University of Washington; Thomas F. Gleed professor; 1993.

Suzanne Erickson; BABA, 1975, University of Washington; MBA, 1981, Seattle University; PhD, 1987, University of Washington; associate professor of finance; 1986.

C. Patrick Fleenor; BS, 1969, Boise State University; MBA, 1970, PhD, 1975, University of Washington; chair, department of administration; professor of management; 1973.

Sharon Galbraith; B. Comm., 1980, University of Calgary; MBA, 1982, PhD, 1987, University of Washington; assistant professor of marketing; 1986.

Robert Grimm; BA, 1971, Gonzaga University; MDiv, 1976 Weston School of Theology; MBA, 1978, New York University; PhD, 1986, University of Colorado; associate professor of management; 1986.

Hildegard R. Hendrickson; BA, 1958, MBA, 1959, PhD, 1966, University of Washington; professor of finance; 1967.

Eunkyu Lee; BBA, 1985, Seoul National University, Seoul Korea; MBA, 1987, PhD, 1992, Duke University; assistant professor of marketing; 1992.

Sharon Lobel; BA, 1976, Brandeis University; MA, 1981, PhD, 1984, Harvard University; associate professor of management; 1991.

Diane L. Lockwood; BS, 1972, MA, 1974, PhD, 1981, University of Nebraska; Post-Doctorate, 1985, University of Minnesota, 1986, Indiana University; associate professor of management information systems; 1981.

Larry Lookabill; BS, 1968, Portland State University; MBA, 1969, University of Washington; PhD, 1975, Stanford University; associate professor of accounting; 1990.

Gregory Magnan; BA, 1985, MBA, 1989, ABD Michigan State University; instructor of operations; 1991.

Leonard B. Mandelbaum; BA, 1954, Washington Square College; JD, 1957, Yale Law School; MA, 1966, PhD, 1974, American University; professor of law; 1973.

Peter Nickerson; BA, 1975, Washington State University; MA, 1977, PhD, 1984, University of Washington; associate professor of economics; 1984.

Carl Obermiller; BA, 1971, Purdue University; PhD, 1983, Ohio State University; associate professor of marketing; 1989.

Ayeseğül Ozsomer; BA, 1986, MA 1988, Bogazici University, Turkey; PhD, 1993, Michigan State University; assistant professor of marketing; 1993.

Barbara Parker; BA, 1972, Ball State University; MBA, 1982, PhD, 1985, University of Colorado; associate professor of management; 1991.

Virginia L. Parks; BBA, 1961, University of Texas; MBA, 1966, PhD, 1971, University of Houston; professor of accounting; 1972.

Dean Peterson; BA, 1982, Augustana College; MS, 1988, PhD, 1994, University of Illinois at Urbana-Champaign; assistant professor of economics; 1991.

Gregory Prussia; BA, 1981, MBA, 1987, California State University; PhD, 1991, Arizona State University; assistant professor of management; 1993.

Mary Jean Rivers; BA, 1965, MA, 1974, PhD, 1982, University of Pittsburgh; program director, master of arts in applied economics; associate professor of economics; 1978.

J. Fiona Robertson; BA, 1981, Brock University; MA, 1983, PhD, 1993, Queen's University; assistant professor of finance; 1987.

Bert Scott; BBA, 1972, Memphis State University; DBA, 1985, Mississippi State University; assistant professor of accounting; 1990.

Timothy Sorenson; BA, 1982, University of Washington; MA, 1989, PhD, 1991, Harvard University; assistant professor of economics; 1991.

Harriet B. Stephenson; BA, 1961, MBA, 1962, PhD, 1966, University of Washington; professor of management; 1967.

David E. Tinius; BSME, 1960, MBA, 1964, PhD, 1977, University of Washington; chair, department of accounting; professor of accounting; 1970.

Rex Swee-Kee Toh; BE, 1970, University of Malaya, MS, 1972, PhD, 1975, University of Minnesota; professor of marketing and statistics; 1980.

Ruben Trevino; BS, 1971, MBA, 1973, Instituto Tecnológico de Monterrey; MS, 1976, Georgia Institute of Technology; PhD, 1980, University of Alabama; associate professor of finance; 1989.

Jerry Viscione; BS, 1965, Boston College; MBA, 1967, MA, 1969, PhD, 1973, Boston University; dean, Albers School of Business and Economics; Genevieve Albers chair and professor in business administration; professor of finance; 1988.

Susan Weihrich; BA, 1976, Rice University; MS, 1980, PhD, 1986, University of Houston; assistant professor of accounting; 1989.

Christian Weber; MA, 1988, University of North Carolina at Greensboro; PhD, 1992, Duke University; assistant professor of economics, 1993.

William L. Weis; BSBA, 1969, MBA, 1971, Bowling Green State University; PhD, 1979, University of Washington; professor of accounting; 1973.

Peter Wilamoski; BA, 1981, California State University; MA, 1989, PhD, 1991, University of Oregon; assistant professor of economics; 1991.

Barbara M. Yates; BA, 1962, College of Wooster; MA, 1963, PhD, 1969, University of Michigan; chair, department of economics and finance; program director, master of science in finance; professor of economics; 1970.

Mary T. Ziebell; BA, 1973, MBA, 1975, PhD, 1978, University of Washington; associate professor of accounting; 1976.

SCHOOL OF EDUCATION

Margaret M. Haggerty, PhD, Dean

Degrees Offered

- Doctor of Education (EdD)
- Educational Specialist (EdS)
- Master of Arts in Education (MA)
- Master of Counseling (MC)
- Master of Education (MEd)
- Master in Teaching (MIT)
- Post-Master's Certificate in Community College Teaching

Leaders in Education

Guided by Seattle University's Jesuit tradition, the mission of the School of Education is to prepare ethical and reflective professionals for excellent service in diverse communities. These professionals will contribute positively to the values, principles and practices of their communities, workplaces, and professional associations.

The adult education and training program is for those planning to specialize in the education and training of adults. This flexible program permits specialization in adult development or adult basic education; or human resources: training, education and development. It is appropriate for those who wish to work in post-secondary educational settings or in training divisions in public and private sectors.

The counseling degree and programs prepare professionals for counseling in schools, higher education and community agency settings. Successful completion of the school counseling program qualifies the candidate for initial educational staff associate certification as a school counselor in Washington state.

The curriculum and instruction program is for those continuing careers as professional educators, as instructional leaders or curriculum specialists. This flexible program permits a variety of specializations, including reading, special education, early education, gifted education and religious education. Also appropriate for educators in non-school settings.

The educational administration program prepares leaders for schools, colleges, universities, social agencies and educational functions in business. It may include principal or program administrator certification.

The educational diagnostics/school psychologist educational specialist degree prepares professionals to assess and counsel individuals for placement in educational programs, and to plan and implement curriculum interventions. Successful completion of the school psychology program qualifies the candidate for initial educational staff associate certification as a school psychologist in Washington state.

The educational leadership doctoral degree is designed for educational leaders in schools, colleges, businesses, and social service agencies. The mission of the program is to prepare effective leaders for an interdependent world. The program may include Washington state superintendent certification.

The master in teaching degree is for those planning to become teachers in elementary or secondary schools. Completion of the program leads to Washington state initial teaching certification.

The student development administration program is for those

planning to work in post-secondary institutions as administrators of student programs, college student service planners or student advisers.

Several other master's degree programs are available at Seattle University outside the School of Education, including religious education, business and public service. Educators wishing to combine courses from these graduate fields with selected education courses pursue the major in curriculum and instruction, adult education and training, or educational administration, which permit such combinations. (See educational specialist and doctoral degree requirements elsewhere in this bulletin.)

Special Information for Degree Holders with Teacher Certification or 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 (principal only), 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 180 days of full-time or more teaching experience with at least 30 days 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 full-time employment in the role at the appropriate level(s), and at least 30 days with the same employer.

School Counselor's Certification

This certification program is included in the master's degree in school counseling (either MA or MEd) 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 (GRE) or Miller Analogies Test (MAT) 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 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.

- Admission as degree applicant (see general admission requirements).
- 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.
- Candidacy: Admission to degree candidate status is based on the following criteria.
 - 3.0 (B) grade point average in the first 15 hours; 20 hours for counseling and school psychology majors only.
 - Recommendation of major program adviser.
 - Submission of a planned program of studies approved by adviser.
 - For counseling and school psychology majors only: successful completion of EDCN 510.
- Advanced course work:
 - Completion of major field course work. The amount varies from program to program and student to student.
 - Completion of core and approved electives. MA candidates must complete at least 45 credits, including either a three-credit project or thesis. All MEd candidates must complete at least 48 credits. All counseling candidates must complete at least 65 credits.
 - In the programs requiring a 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.
- 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.

Grade Point Average

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

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.

Combining Degree Work and Certification

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

Enrollment Limits for 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, and certain independent studies and graduate projects.)

Adult Education and Training

Graduate Program Coordinator: Carol L. Weaver, PhD

Degrees Offered

- Master of Arts in Education (MA)
45 credits minimum, including a graduate project
- Master of Education (MEd)
48 credits minimum
- Post-Master's Certificate in Community College Teaching

Areas of Specialization

Intended for those planning to instruct adults or manage programs designed for adult learners in post-secondary institutions or public and private organizations. Students select their area of specialization, which can include adult development or adult basic education, or human resources: training, education and development.

Adult Development or Adult Basic Education

Designed for those who wish to work in community colleges or social service agencies helping adults improve basic skills in reading, writing, math and/or English as a second language.

Human Resources: Training, Education and Development

Designed for those who wish to administer or instruct in employer-sponsored training programs.

Flexible Options for Special Interests

Additionally, programs of study can be tailored for other content areas such as nursing, technology, liberal studies, communication, ESL abroad, or theological studies. Up to nine elective credits and the internship may be used to emphasize a particular content area.

Admission Requirements

Admission is selective, and candidates are evaluated on their individual merits rather than on a comparative basis.

- A bachelor's degree from an accredited institution.
- A 2.75 cumulative or upper division GPA. Applicants who are below a 2.75 GPA may be considered but scores from the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) are required. Test scores must be no more than five years old and received directly from the test scoring agency.
- Two recommendations from recent supervisors.
- A résumé indicating a minimum of one year's work experience.

Internship

All students, regardless of specialization 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. Up to three additional credits may be chosen as an elective.

Program of Study

Part I: School of Education Core Requirements ...9 credits

ED 500 Introduction to Research and Graduate Studies ...	3 credits
ED 501 Philosophy of Education	3 credits
ED 521 Adult Psychology/Learning	3 credits

Part II: Adult Education

and Training Requirements 18 credits

EDAE 510 Planning Programs for Adult Learners	3 credits
EDAE 515 Diversity of Adult Learners	3 credits
EDAE 562 Foundations of Adult Education	3 credits
EDAE 563 Instructional Methods for Adult Learners	3 credits
EDAD 577 Evaluation of Educational Programs	3 credits
EDAE 566 Internship in Adult Setting	3 credits

Part III: Adult Education and Training Electives .. 12 credits

EDAE 564 Practices in Adult Basic Education	3 credits
EDAE 565 Philosophy and Methods of Skill Training	3 credits
EDAE 567 Internship in Adult Setting	1-3 credits
EDAE 568 Administration in Adult Settings	3 credits
EDAE 569 Teaching Methods in Basic Skills for Adults ..	3 credits
EDAE 573 Human Resources:	

Training, Education and Development	3 credits
EDAE 574 Continuing Education for the Professional	3 credits
EDAE 575 Computer Support for Administrators	3 credits
EDAD 559 The American Community College	3 credits
EDPD 430-444 Teaching English	
as a Second Language	up to 12 credits

Part IV: Additional Recommended Electives ..3 to 9 credits

ED 424 Introduction to Mild Handicaps	3 credits
ED 561 Women as Transformational Leaders	3 credits
EDAD 570 Leadership in Education I	3 credits
EDAD 571 Leadership in Education II	3 credits
EDCI 526 Reading in the Content Fields	3 credits
EDCI 554 Diagnosis and Prescription	3 credits

NOTE: Alternative electives may be selected with approval of adviser.

MEd Option 48 Credits Total

Part I: School of Education Core Requirements	9 credits
Part II: Adult Education and Training Requirements	18 credits
Part III: Adult Education and Training Electives	12 credits
Part IV: Additional Recommended Electives	9 credits

MA Option 45 Credits Total

Part I: School of Education Core Requirements	9 credits
Part II: Adult Education and Training Requirements	18 credits
Part III: Adult Education and Training Electives	12 credits
Part IV: Additional Recommended Electives	3 credits
EDAE 595 Graduate Project	3 credits

Post-Master's Certificate in Community College Teaching

The post-master's certificate in community college teaching provides practical teaching preparation for individuals who seek or hold teaching positions in community colleges. The certificate is not required in Washington community colleges.

The courses and the required supervised teaching experience are designed to provide an overview of:

- The characteristics of community college students.
- The history, purposes, beliefs, aims and administrative structure of the community and technical college system in the state of Washington.
- Program planning and instructional methods.

Applicants are required to hold a master's degree (or higher) from an accredited university in a field other than education. Applicants also need to provide two recommendations, one from the master's degree major adviser and one from a current supervisor, regarding their ability to perform as teachers in the content field.

The post-master's certificate in community college teaching requires a minimum of 15 credits, to be taken at Seattle University. If students have completed courses that are substantially similar to those required for the certificate, substitutions may be made from other course offerings at Seattle University. Required courses are:

ED 521 Adult Psychology and Learning	3 credits
EDAE 510 Planning Programs for Adult Learners	3 credits
EDAD 559 The American Community College	3 credits
EDAE 561 Internship in Community College Setting	3 credits
EDAE 563 Instructional Methods for Adult Learners	3 credits

Counselor Preparation Department

Graduate Program Director: Max Hines, PhD

Degrees Offered

Community Agency Counseling

- Master of Arts in Education (MA)
65 credits, including a graduate project
- Master of Counseling (MC)
65 credits

School Counseling

- Master of Arts in Education (MA)
68 credits, including a graduate project
- Master of Education (MEd)
65 credits

Post-Secondary Counseling

- Master of Arts in Education (MA)
65 credits, including a graduate project
- Master of Education (MEd)
65 credits

Preparing Ethical and Skilled Helpers

Balance is the primary feature of the master programs in the Counselor Preparation Department at Seattle University.

Flexible scheduling allows students to balance graduate studies with full-time work commitments. Balanced curricula incorporate theoretical perspectives with practical applications. Instructional approaches encourage the balancing of direct with reflective learning experiences.

The result for the student is a humanistic learning community that respects the life experiences of the adult learner, along with an ethical sensibility that emphasizes personal responsibility and professional accountability.

Program graduates work in educational and agency settings, in institutional environments and private practice. Public and private schools, colleges, social service and mental health agencies, correctional facilities and youth service bureaus have all become venues for graduates of our programs.

The Five Pillars

Five "pillars" are used to describe our vision of counselor effectiveness and shape our counselor preparation programs.

First, effective counselors have both a sense of personal identity and an understanding of the process of identity formation that informs their work and governs their professional ethics. This sense of self is the most basic of the five pillars of our program.

Second, effective counselors are thoroughly grounded in counseling skills, transcending any theoretical orientation.

Third, counselors are knowledgeable in a variety of classical and contemporary counseling theories, and have their own evolving theoretical foundation.

Fourth, counselors develop coping skills to manage the stresses of a demanding professional life.

Finally, counselors develop a support system to nourish and sustain them, professionally and personally.

These five pillars are complementary expressions of Seattle University's mission, affirming the importance of personal development combined with service to others in diverse communities.

Degree Programs

The Counselor Preparation Department offers the following degree programs:

Community Agency Counseling

Preparing students to work in various community settings, this program includes an internship at a community agency—youth service bureaus, mental health centers and correctional facilities, for example.

School Counseling

This program prepares counselors for educational staff associate (ESA) certification in K-12 settings, public and private. Whenever possible, internships are done at schools where students' choose, usually at schools where they teach, enabling them to continue working while completing the internship. Teacher certification is favored by many school districts for employment as a school counselor, though not required by most. Teacher certification requires at least one additional year of full-time study, including student teaching.

Post-Secondary Counseling

This program prepares students for work in two- and four-year college counseling centers, including an internship. More opportunities for vocational and career counseling are available at these sites than at community health centers. Students who choose a two-year college counseling track are also required to take a course in the American Community College in place of three elective credits.

Electives and Related Programs

Electives for all of the program options are available from various departments, including, but not limited to, addiction studies and psychology. Students should work closely with advisers to ensure selection of approved electives. There are from zero to nine elective credits, depending on degree and focus chosen, for a total of 65 credits in each program. A sequence in addiction studies may be incorporated into all programs.

Addiction Studies Program

Students may choose to earn a basic certification in addiction studies to supplement any degree described above by taking their electives in that department. Requirements for this certification total approximately 20 additional credits. Students electing to complete certification in this program are required to be admitted to the Addiction Studies Department, as well as to the counseling program. Further information may be obtained by calling (206) 296-5350.

School Psychology Program

Students completing the school counseling program may apply to the school psychology program and work toward certification as a school psychologist. Dual certification in both counseling and psychology is a very marketable combination, especially at the elementary school level. Information is available at (206) 296-5760. (See page 38 for degree requirements.)

Admission Requirements

- A bachelor's degree in the area of psychology, sociology, human services, social work, community services or education; or a bachelor's degree in any field which includes 45 quarter hour credits (30 semester) in the above areas.
- A 3.0 grade point average (GPA). Applicants with less than a 3.0 GPA may apply but are required to submit recent (within the past five years) official Graduate Record Examination (GRE) scores by the application deadline. GRE information is available by calling the Graduate School Admissions office at 296-5900. Applicants from non-letter grade bachelor's degree programs must also submit GRE scores.
- Two recommendations from employers, administrators or supervisors who are familiar with your work and your interpersonal skills. Do not choose peers, friends, professors, or therapists. **NOTE: Recommendation forms and envelopes are provided in the application packet.**
- 1,000 hours of relevant work experience. 500 hours must be supervised professional or paraprofessional work (counseling, nursing, teaching, social work, casework). The other 500 hours can be unsupervised caregiving, including parenting, caring for aging, infirm or dying people.
- A three- to four-page professional autobiography highlighting the evolution of your career interests.
- A two- to three-page work résumé. Include the nature and amount of work completed and indicate whether it was full-time or part-time. If part-time, for each setting, indicate the number of hours per week or month and the number of weeks or months.
- A group interview with faculty members and other candidates. **NOTE: Qualified applicants will be contacted for an interview by mail or phone.**

Applications are accepted for fall and spring quarters of entry. For a complete application packet and instructions, contact the Graduate Admissions Office at (206) 296-5900.

Counseling Student Re-Admission

Students withdrawing from the program for any period are expected to discuss this with their advisers beforehand. Re-admission is not guaranteed.

Program of Study

Part I: School of Education Core Requirements ... 6 credits

ED 500 Introduction to Research and Graduate Studies ... 3 credits

Choose one of the following developmental psychology offerings.

ED 521 Adult Psychology/Learning 3 credits

ED 522 Child Psychology/Learning 3 credits

ED 523 Adolescent Psychology/Learning 3 credits

Part II: Counselor Preparation

Core Requirements 41 credits

ADD 400 Survey of Alcoholism 3 credits

EDCN 510 Fundamental Counseling Skills 3 credits

EDCN 511 Counseling Theories 3 credits

EDCN 512 Career Counseling and Information Services .3 credits

EDCN 517 Group Counseling Theory and Practice 3 credits

EDCN 527 Counseling Tests and Measurements* 3 credits

EDCN 551 Counseling Lab 4 credits

EDCN 552 Counseling Practicum I 4 credits

EDCN 564 Counseling Internship I 4 credits

EDCN 565 Counseling Internship II 4 credits

EDCN 566 Counseling Internship III 4 credits

Choose one from the following two:

EDCN 518 Group Counseling Practicum 3 credits

EDCN 560 Family Counseling 3 credits

* A course in basic statistics is a prerequisite. This may be an undergraduate course.

Part III: Program Options

NOTE: All courses listed under the respective program options are in addition to core requirements listed above. Some courses below are required in more than one of the following program options. Any of them may be taken as electives if not required in your chosen specialty area.

Community Agency Counseling (MA or MC) .. 18 to 21 credits

EDCN 518 Group Counseling

Practicum (if not taken in core) 3 credits

EDCN 554 Diagnosis and Assessment** 3 credits

EDCN 558 Community Mental Health Practice 3 credits

EDCN 560 Family Counseling (if not taken in core) 3 credits

Electives (delete three credits for master of arts option) .. 9 credits

School Counseling (MA or MEd) 18 credits

ED 424 Introduction to Mild Handicaps 3 credits

ED 501 Philosophy of Education 3 credits

ED 515 Multicultures 3 credits

EDCI 554 Diagnosis and Prescription 3 credits

EDCN 508 Washington Law for

School Counselors and Psychologists 3 credits

EDCN 509 Developmental School Counseling 3 credits

Post-Secondary

Counseling (MA or MEd) 15 to 18 credits

ED 501 Philosophy of Education 3 credits

ED 515 Multicultures 3 credits

EDCN 554 Diagnosis and Assessment** 3 credits

Electives (delete three credits for master of arts option) .. 9 credits

**A course in psychopathology or abnormal psychology is a prerequisite. This may be an undergraduate course.

MA Option 65 Credits Total*

Part I: School of Education Core Requirements 6 credits

Part II: Counselor Preparation Core Requirements 41 credits

Part III: Program Option Requirements 15 to 21 credits

EDCN 595 Graduate Project 3 credits

*A master of arts in education degree in school counseling totals 68 credits.

MC Option 65 Credits Total

Part I: School of Education Core Requirements 6 credits

Part II: Counselor Preparation Core Requirements 41 credits

Part III: Program Option Requirements 15 to 21 credits

MEd Option 65 credits Total

Part I: School of Education Core Requirements 6 credits

Part II: Counselor Preparation Core Requirements 41 credits

Part III: Program Option Requirements 15 to 21 credits

Curriculum and Instruction

Graduate Program Coordinators: John Chattin-McNichols, PhD, early childhood education; John Gilroy, PhD, general curriculum and instruction; Stephanie Bravmann, PhD, gifted education; Katherine Schlick Noe, PhD, reading; Alan Hilton, EdD, special education

Degrees Offered

■ Master of Arts in Education (MA)

45 credits minimum, including a graduate project

■ Master of Education (MEd)

48 credits minimum

Flexible Options in Education

The curriculum and instruction program is concerned with the delivery of educational service in its most basic form, that of facilitating the exchange of knowledge between learner and teacher. The program offers many choices for degree concentration and credentials. Each specialty shares a core of common study which emphasizes philosophy, psychology, learning theory and methods. Faculty members seek to provide highly individualized programs and the latest in educational theory and practice. Specializations include early childhood education, school psychology, general curriculum and instruction, gifted education, reading, religious education, special education. Students also may design an individual area of study.

Admission Requirements

We encourage you to apply if you have a strong interest in education as a professional career (including non-school settings), a teaching certificate or equivalent bachelor's degree with a minimum of one year of teaching experience or its equivalent, and have a

cumulative GPA of 2.75 or better. If your GPA is below 2.75 you may apply, but you must include GRE or MAT scores.

Program of Study

Part I: School of Education Core Requirements ...9 credits

ED 500 Introduction to Research and Graduate Studies...3 credits
ED 501 Philosophy of Education3 credits

One of the following three courses:

ED 521 Adult Psychology/Learning3 credits
ED 522 Child Psychology/Learning3 credits
ED 523 Adolescent Psychology/Learning3 credits

Part II: Curriculum and Instruction

Core Requirements 18 credits

EDCI 510 Basics of Curriculum and Instruction3 credits
EDCI 512 Seminar: Instructional Effectiveness*3 credits
EDCI 513 Supervision of Instruction3 credits
EDCI 519 Practicum: Curriculum Design I*3 credits
EDCI 520 Practicum: Curriculum Design II*3 credits
Course in Exceptionality3 credits

* Option for special education specialization students.

Part III: Specialization Requirements

General Curriculum and Instruction 15 credits

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

- Additional work in curriculum and instruction, including ED 529 Values and Leadership; EDCI 596 Curriculum Independent Study; and EDCI 595 Curriculum Graduate Project.
- Courses from other graduate education majors, such as administration and counseling.
- Courses from other graduate programs, such as public administration and business administration.
- An academic area such as English, foreign language, history, and business. Courses must be 400-level or above.
- Teaching English as a Second Language.

Early Childhood Education 15 credits

ED 413 Programs in Early Childhood Education3 credits
ED 414 Issues in Early Childhood Education3 credits
ED 415 Early Education Practicum3 credits
EDCI 525 Seminar in Reading3 credits
One elective course3 credits

Gifted Education 18 credits

ED 450 Nature and Needs of the Gifted3 credits
ED 451 Gifted Education: Math and Science3 credits
EDCI 531 Curriculum for the Gifted:
Development and Modification3 credits
EDCI 532 Psychosocial Development of Gifted Students3 credits
EDCI 533 Current Issues in Gifted Education3 credits
One elective course3 credits

Reading 21 credits

EDCI 524 Reading Diagnosis and Evaluation3 credits
EDCI 525 Seminar in the Teaching of Reading3 credits
EDCI 526 Reading in the Content Fields3 credits
EDCI 528 Field Practicum Workshop3 credits
EDCI 529 Field Practicum in Reading6 credits
Two elective courses3 credits

Religious Education 4 to 5 credits

NOTE: ITSM 580 or ITSM 581 may be substituted for ED 521, ED 522, or ED 523.

One of the following two courses:

ITSM 503 Introduction to Christian Ethics2 credits
ITSM 505 Sacramental and Liturgical Theology2 credits

One of the following two courses:

ITSM 576 Justice Ministry2 to 3 credits
ITSM 584 Theories of Religious Education3 credits

Special Education* 30 to 33 credits

ED 422 Working With Parents and Professionals3 credits
EDCI 542 Special Education Methods3 credits
EDCI 546 Class Management3 credits
EDCI 554 Diagnosis and Prescription3 credits
Elective courses (selected in consultation adviser) ..18 to 21 credits

*ED 425 and ED 428 or their equivalents are prerequisites to this program.

Individual Program 15 credits

Students work with an adviser to develop a curriculum plan to meet specialized needs.

MA Option 45 credits

Part I: School of Education Core Requirements9 credits
Part II: Curriculum and Instruction Core Requirements .18 credits
Part III: Specialization Requirements15 credits
EDCI 595 Curriculum Graduate Project3 credits

MEd Option 48 credits

Part I: School of Education Core Requirements9 credits
Part II: Curriculum and Instruction Core Requirements .18 credits
Part III: Specialization Requirements15 credits
Two elective courses6 credits

Educational Administration

Graduate Program Coordinator: Sandra L. Barker, PhD

Degrees Offered

- Master of Arts in Education (MA)
45 credits minimum, including a graduate project
- Master of Education (MEd)
48 credits minimum
- Educational Specialist (EdS)
45 credits, post-master's degree

Five Specializations

The program in educational administration offers five specializations to meet the needs of instructional leaders in K-12 and post-secondary schools as well as other organizations featuring educational activities. The specializations are principalship, independent school principalship, program administration, school business administration and general administration. Certification as a principal or program administrator is available with the master's degree or as a post-master's program of study.

Degree Options

Students may earn a master of education in all specializations (45 to 55 credits, depending on the specialization). A master of arts in

school business administration or in general administration requires 45 credits, including a graduate project. Those in the principalship, program administration or independent school principalship specializations who wish to earn a master of arts degree must add a three-credit graduate project to their programs (total of 51 to 55 credits). Information on earning an educational specialization degree follows the program of study below.

Internship

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

Admission Requirements

- Bachelor's degrees.
- One year successful relevant work experience.
- 2.75 cumulative or upper division GPA.
- Three recommendations from supervisors within past five years.
- Interview with the program coordinator.

Program of Study

Part I: School of Education Core Requirements 9 to 12 credits

- ED 500 Introduction to Research and Graduate Studies... 3 credits
 ED 501 Philosophy of Education* 3 credits
 or
 ED 514 History and Philosophy of Catholic Education*
 ED 521 Adult Psychology 3 credits

Program administration, principal and independent school principal specialization require one course chosen from the following:

- ED 522 Child Psychology/Learning 3 credits
 ED 523 Adolescent Psychology/Learning 3 credits

**Independent school principal specialization, Catholic school, requires ED 514 History and Philosophy of Catholic Education instead of ED 501 Philosophy of Education.*

Part II: Specialization Requirements Principal 36 credits*

- EDAD 564 Administrative Internship I 2 credits
 EDAD 565 Administrative Internship II 2 credits
 EDAD 566 Administrative Internship III 2 credits
 EDAD 570 Leadership in Education I** 3 credits
 EDAD 570 Leadership in Education II** 3 credits
 EDAD 572 The Principalship 3 credits
 EDAD 577 Evaluation of Educational Programs 3 credits
 EDAD 578B Principles of Educational Law 2 credits
 EDAD 583B School Finance 2 credits
 EDAD 584B Washington School Law 2 credits
 EDAD 586 Professional Personnel 3 credits
 EDCI 510 Basics of Curriculum and Instruction 3 credits
 EDCI 512 Seminar: Instructional Effectiveness 3 credits
 EDCI 513 Supervision of Instruction 3 credits

** Students must have a prerequisite course in exceptionality.*

*** Must be included in the first 15 credits.*

Principal MA Option 51 credits

- Part I: School of Education Core Requirements 12 credits
 Part II: Specialization Requirements 36 credits
 EDAD 595 Administrative Graduate Project 3 credits

Principal MED Option 48 credits

- Part I: School of Education Core Requirements 12 credits
 Part II: Specialization Requirements 36 credits

Independent School Principal 40 credits*

- EDAD 570 Leadership in Education I 3 credits
 EDAD 571 Leadership in Education II 3 credits
 EDAD 572 The Principalship** 3 credits
 or
 EDAD 553 The Catholic School Principalship* 3 credits
 EDAD 577 Evaluation of Educational Programs 3 credits
 EDAD 578B Principles of Educational Law 2 credits
 EDAD 583B School Finance 2 credits
 EDAD 584B Washington School Law 2 credits
 EDAD 550 Independent School Finance and Law I 2 credits
 EDAD 551 Independent School Finance and Law II 1 credits
 EDAD 552 Independent School Finance and Law III 1 credits
 EDAD 586 Professional Personnel 3 credits
 EDCI 510 Basics of Curriculum and Instruction 3 credits
 EDCI 512 Seminar: Instructional Effectiveness 3 credits
 EDCI 513 Supervision of Instruction 3 credits
 EDAD 554 Independent School Internship I 2 credits
 EDAD 555 Independent School Internship II 2 credits
 EDAD 556 Independent School Internship III 2 credits

** Students must have a prerequisite course in exceptionality.*

***Independent School Principal Specialization, Catholic school, requires EDAD 553 Catholic School Principalship instead of EDAD 572 The Principalship.*

Independent School Principal MA Option 55 credits

- Part I: School of Education Core Requirements 12 credits
 Part II: Specialization Requirements 40 credits
 EDAD 595 Administrative Graduate Project 3 credits

Independent School Principal MED Option 52 credits

- Part I: School of Education Core Requirements 12 credits
 Part II: Specialization Requirements 40 credits

School Business Administration 33 to 36 credits

- EDAD 564 Administrative Internship I 2 credits
 EDAD 565 Administrative Internship II 2 credits
 EDAD 566 Administrative Internship III 2 credits
 EDAD 570 Leadership in Education I 3 credits
 EDAD 571 Leadership in Education II 3 credits
 EDAD 574 School Plant and Facilities 3 credits
 EDAD 575 Critical Programs/Collective Bargaining 3 credits
 EDAD 576 School Business Administration 3 credits
 EDAD 578 Principles of Educational Law 2 to 3 credits
 EDAD 583 School Finance 2 to 3 credits
 EDAD 584 Washington School Law 2 to 3 credits
 EDCI 510 Basics of Curriculum and Instruction 3 credits

One of the following two courses:

- ED 502 Computers for Educational Leaders 3 credits
 EDAD 575 Computer Support for Administrators 3 credits

In addition, three elective credits may be chosen from the list below or selected from the Albers School of Business and Economics, with approval of adviser, to complete the MED degree.

- EDAD 586 Professional Personnel 3 credits
 EDAD 587 Community Relations 3 credits

School Business Administration MA Option 45 credits

- Part I: School of Education Core Requirements 9 credits
 Part II: Specialization Requirements 33 credits
 EDAD 595 Administrative Graduate Project 3 credits

School Business Administration MEd Option 48 credits

Part I: School of Education Core Requirements 9 credits

Part II: Specialization Requirements 39 credits

Program Administration 37 credits*

EDAD 564 Administrative Internship I 2 credits

EDAD 565 Administrative Internship II 2 credits

EDAD 570 Leadership in Education I 3 credits

EDAD 571 Leadership in Education II 3 credits

EDAD 577 Evaluation of Educational Programs 3 credits

EDAD 578B Principles of Educational Law 2 credits

EDAD 583B School of Finance 2 credits

EDAD 584B Washington School Law 2 credits

EDAD 586 Professional Personnel 3 credits

EDCI 510 Basics of Curriculum and Instruction 3 credits

EDCI 512 Seminar: Instructional Effectiveness 3 credits

EDCI 513 Supervision of Instruction 3 credits

EDCI 519 Practicum: Curriculum I 3 credits

EDCI 520 Practicum: Curriculum II 3 credits

* Students must have a prerequisite course in exceptionalty.

Program Administration MA Option 52 credits

Part I: School of Education Core Requirements 12 credits

Part II: Specialization Requirements 37 credits

EDAD 595 Administrative Graduate Project 3 credits

Program Administration MEd Option 49 credits

Part I: School of Education Core Requirements 12 credits

Part II: Specialization Requirements 37 credits

General Administration 24 credits

ED 515 Multicultures 3 credits

EDAD 564 Administrative Internship I 3 credits

EDAD 565 Administrative Internship II 3 credits

EDAD 566 Administrative Internship III 3 credits

EDAD 570 Leadership in Education I 3 credits

EDAD 571 Leadership in Education II 3 credits

EDAD 577 Evaluation of Educational Programs 3 credits

EDAD 578 Principles of Educational Law 3 credits

EDAD 586 Professional Personnel 3 credits

*In addition, nine electives may be chosen to complete the MA degree or 15 electives may be chosen to complete the MEd degree.***General Administration MA Option 45 credits**

Part I: School of Education Core Requirements 9 credits

Part II: Specialization Requirements 33 credits

EDAD 595 Administrative Graduate Project 3 credits

General Administration MEd Option 48 credits

Part I: School of Education Core Requirements 9 credits

Part II: Specialization Requirements 39 credits

Educational Specialist Degree (EdS) in Educational Administration

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.

Course work is in the areas of administration, organization, and

management; law; research and evaluation; instructional leadership; values; and electives. Admission requirements are:

- Master's degree in a field of education, with the prerequisite courses from an accredited institution.
- Three letters of recommendation from supervisors within the past five years.
- Minimum of 3.25 GPA in post-baccalaureate studies. Students may be accepted conditionally if GPA is between 3.0 and 3.25 and they receive strong endorsement from their supervisory administrators, submit a GRE or MAT score, and have a personal interview.

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

Educational Leadership

Graduate Program Coordinators: John J. Gardiner, PhD, educational leadership; Carol F. Fillenberg, PhD, superintendent certification

Degrees Offered

- Doctor of Education (EdD)

Designed for Leaders

This three-year post-master's program leads to the doctor of education (EdD) 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, as well as courses, internships, projects and independent studies oriented toward the specific needs of each student. Individual programs of study may include earning a state principal, program administrator or superintendent certificate. The program begins each year in July.

Admission Requirements

- Master's degree from an accredited university.
- Two recommendations for doctoral study, one from a master's degree major professor and one from an immediate on-the-job supervisor.
- Official test scores from either the GRE (verbal of 500 or verbal plus quantitative total of 900) or the MAT (40).
- A 3.5 GPA in master's degree program courses.
- Three years of successful educational experience (in schools or other agencies).
- At least one year in a leadership role as a leader of adult professionals.
- A personal interview with Seattle University departmental faculty members, including an on-site sample of writing skills.

For details on admission procedures please call 296-6170 and obtain a packet of materials.

Program of Study

Doctor of Education 90 credits total
 Educational Leadership Major 27 credits
 EDDR 600 Workshop in Educational Leadership 9 credits
 EDDR 601 Seminar in Educational Leadership I 5 credits
 EDDR 602 Seminar in Educational Leadership II 5 credits
 EDDR 603 Seminar in Educational Leadership III 5 credits
 EDDR 604 Organizational Development and Change 3 credits

Cognate Study/Professional Education 39 credits

Credits required in these two categories will vary greatly with student background and need. Normally a minimum of 12 credits each will be required in cognate and professional education. Cognate studies may be in any field other than education (e.g., business, political science, public service, history, philosophy, psychology, religion or software engineering). 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 professionals from non-school agencies, equivalent courses from other fields may be substituted for finance and law (with approval).

Independent Study, Internship, Project 24 credits

EDDR 605 Independent Study 1-5 credits
 EDDR 606 Independent Study 1-5 credits
 EDDR 607 Independent Study 1-5 credits
 EDDR 608 or 609 Internship 1-9 credits
 EDDR 610 Doctoral Project 11-19 credits
 EDDR 611 Doctoral Project/Dissertation Dissemination ... 1 credit
 EDDR 614 Seminar in Educational Leadership IV 3 credits

Residency

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

Prerequisites

Graduate study and demonstrated competence in research, plus child, adolescent or adult psychology are required before beginning the doctoral program. 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

Up to 15 credits of post-master's graduate study may be transferred, if it meets our criteria, including completion within six years of the date all degree work is concluded. Transfer credit must be A or B grades. Post-master's graduate credit taken at Seattle University prior to acceptance into the program is also included in the 15 credits allowed to transfer.

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 in an approved program of studies will satisfy this requirement.) All credit applied to the EdD 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 students. 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.

Typical Sequence for a Three-Year Educational Leadership Program

	1st Summer	1st Year	2nd Summer	2nd Year	3rd Summer	3rd Year	Subtotal	Total
Prerequisites*		ED 500 ED 521, 522 or 523						6 credits*
Educational Leadership	9 credits (EDDR 600)	5 credits (EDDR 601)	3 credits (EDDR 604)	5 credits (EDDR 602)		5 credits (EDDR 603)		27 credits
Cognate Study		3 credits	3 credits	3 credits	6 credits	3 credits	18 credits	39 credits
Professional Education		6 credits	3 credits	6 credits	3 credits	3 credits	21 credits	
Independent Study				4-12 credits			4-12 credits	24 credits
Doctoral Project				12-20 credits			12-20 credits	

* May be waived. These are in addition to the 90 credits required for the doctoral degree.

Superintendent, Program Administrator and Principal 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.

Superintendent Certification Option90 to 105 credits

Endorsement for superintendent or an administration certificate may be earned as part of the doctoral program. A student must hold or be eligible for an initial or continuing teacher or educational staff associate (ESA) certificate

Prerequisite (*graduate study in the following courses or their equivalent*).

ED 500 Introduction to Research or Graduate Studies3 credits

One of the following:

ED 522 Child Psychology/Learning3 credits
or

ED 523 Adolescent Psychology/Learning3 credits

Educational Leadership Major (*see EdD program of study*) ...27 credits

Independent Study, Internship, Project (*see EdD program of study*) to include EDDR 609

Cognate Study/Professional Education39 to 54 credits

Cognate Study in Business Administration
and/or Public Administration 12 to 27 credits

Professional Education (*the following courses or their equivalent must have been completed at the graduate level*) 12 to 24 credits

One of the following three courses:

ED 424 Introduction to Learning Disabilities

ED 425 Introduction to Special Education3 credits

ED 432 Mainstreaming the Exceptional Student3 credits

ED 501 Philosophy of Education3 credits

ED 515 Multicultures3 credits

One of the following three courses:

EDCN 509 Developmental School Counseling3 credits

EDCN 510 Fundamental Counseling Skills3 credits

EDCN 511 Counseling Theories3 credits

One of the following two courses:

EDCN 527 Tests and Measurements I3 credits

EDCI 554 Diagnosis and Prescription3 credits

EDCI 510 Basics of Curriculum and Instruction3 credits

EDCI 513 Supervision of Instruction3 credits

EDAD 576 School Business Administration3 credits

EDAD 578B Principles of Education Law2 to 3 credits

EDAD 579 The School Superintendent:

Politics and Policy3 credits

EDAD 583B School Finance2 to 3 credits

EDAD 584B Washington School Law2 to 3 credits

EDAD 586 Professional Personnel3 credits

EDAD 587 Community Relations3 credits

EDAE 575 Computer Support for Administrators3 credits

School Psychology

Graduate Program Coordinator: Kristin E. Guest, PhD

Degrees Offered

- Educational Specialist (EdS)

Expanded School Psychologist's Role

The school psychologist is charged with making ethical and moral decisions in his or her professional practice. The basis for leadership in this decision making is a clear dedication to child advocacy, the ability to take responsibility for the consequences of one's actions and the moral courage to make decisions that will lead to appropriate interventions for an individual child.

Program Design

The curriculum of the program is based on a best practices orientation as defined by the National Association of School Psychologists and the Washington State Association of School Psychologists in their accreditation standards.

The faculty of the school psychology program are committed to education that is participatory and, because of the length of the program, the relationship of faculty and students is both personal and professional.

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 additional 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 (EdS) will be awarded by Seattle University and a recommendation made to Washington state for the educational staff associate (ESA) certificate in school psychology.

Admission Requirements

- A 3.0 GPA for students entering with a bachelor's degree. A 3.25 GPA for students entering with a master's degree. Strong applicants whose GPA is below 3.0 may be admitted with probationary status.
- Two recommendations. One from an immediate supervisor and one from an academic professor.
- Official test scores from either the GRE (verbal of 500) or the GRE (verbal plus quantitative total of 900).
- One year successful professional educational experience (documented).
- A one-page autobiographical statement indicating experience with children and adolescents relevant to school psychology.
- An interview with a school psychology faculty member within the first 15 credits.

*Program of Study***Knowledge of the Learner**

ED 515 Multicultures	3 credits
ED 522 Child Psychology/Learning	3 credits
ED 523 Adolescent Psychology/Learning	3 credits
ED 424 Introduction to Mild Handicaps	3 credits
ED 428 Language Development	3 credits
ADD 400 Survey of Alcoholism	3 credits

Assessment Techniques and Interpretation

EDCI 553 Individual Intelligence Testing	3 credits
EDCI 555 Projectives and Personality	3 credits
EDCI 554 Individualized Educational Assessment	3 credits
EDCN 554 Diagnosis and Assessment	3 credits

Educational Foundations

ED 501 Philosophy of Education	3 credits
EDCI 556 Issues in School Psychology I	1 credit
EDCI 557 Issues in School Psychology II	1 credit
EDCI 558 Issues in School Psychology III	1 credit

Intervention Strategies for Instruction and Management

EDCI 543 Seminar in Behavior Disorders	3 credits
EDCI 546 Class Management	3 credits
EDCI 527 Corrective Techniques in Reading	3 credits
EDCI 542 Methods in Special Education	3 credits

Counseling and Collaboration

EDCN 509 Developmental School Counseling	3 credits
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Counseling Theory and Application

EDCN 510 Fundamental Counseling Skills	3 credits
EDCN 511 Counseling Theories	3 credits
EDCN 517 Group Counseling	3 credits
EDCN 560 Family Counseling	3 credits
EDCN 561 Child and Adolescent Counseling	3 credits

Research and Evaluation Techniques:**Legal and Ethical Requirements**

ED 500 Introduction to Research and Graduate Study	3 credits
ED 505 Fundamental of Research Design	3 credits
EDCN 508 Washington School Law for Counselors and Psychologists	3 credits

Application of Theory to Practice

EDCI 560 School Psychology Assessment Practicum	3 credits
EDCN 551 Counseling Lab	4 credits
EDCN 552 Individual Counseling Practicum I	3 credits
EDCI 559 Internship	9 credits

Comprehensive Examinations

An oral examination of one to one and a half hours is required of all degree students. In addition, all students recommended for state education staff associate (ESA) certification in school psychology are required to complete a three-hour written examination.

Student Development Administration

Graduate Program Coordinator: Jeremy Stringer, PhD

Degrees Offered

- Master of Arts in Education (MA)
48 credits minimum, including a graduate project
- Master of Education (MEd)
51 credits minimum

Careers in College Student Services

This program prepares students for careers 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, fostering 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.

Admission Requirements

Admission is selective, and candidates are evaluated on their individual merits rather than on a comparative basis.

- A bachelor's degree in any field from an accredited institution.
- A 3.0 GPA in your upper division undergraduate work. Upper division post-graduate grades and credits are averaged into the GPA. Students below a 3.0 GPA and those with non letter-graded transcripts must include scores from the GRE. Scores must be from tests taken within the last five years.
- Two recommendations.

*Program of Study***Part I: School of Education Core Requirements ...9 credits**

ED 500 Introduction to Research and Graduate Studies ...	3 credits
ED 501 Philosophy of Education	3 credits
ED 521 Adult Psychology/Learning	3 credits

Part II: Student Development Requirements33 credits

ADD 400 Alcoholism Survey	3 credits
ED 424 Introduction to Learning Disabilities*	3 credits
ED 515 Multicultures	3 credits
EDAD 570 Leadership in Education I	3 credits
EDAD 571 Leadership in Education II	3 credits
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

EDSD 576 Leadership and Governance in Post-Secondary Education	3 credits
EDSD 577 Principles of Student Development Administration	3 credits
EDSD 578 Student Development Theory, Research and Practice	3 credits
EDSD 579 Student Development Capstone Seminar	3 credits
Counseling Course	3 credits

* Another exceptionality course may be substituted.

Part III: Student Development Electives 3-9 credits

ADD 424 Drug Abuse I: Social Aspects of Drug Abuse* ..	3 credits
BUSA 500 Intro to Information Systems for Managers	3 credits
EDAD 559 The American Community College	3 credits
EDAD 577 Evaluation of Educational Programs	3 credits
EDAD 580 Higher Education Law	3 credits
EDAD 585 Higher Education Finance	3 credits
EDAD 586 Professional Personnel	3 credits
EDAE 573 Human Resource Development and Training ..	3 credits
EDAE 574 Continuing Education for the Professional	3 credits
EDAE 575 Computer Support for Administrators	3 credits
EDCN 510 Fundamental Counseling Skills	3 credits
EDCN 511 Counseling Theories	3 credits
EDCN 512 Career Counseling/Information Services*	3 credits
EDCN 515 Loss and Grief	3 credits
EDCN 517 Group Counseling-Theories and Practice*	3 credits

* **NOTE:** Some electives may require prerequisites. See education course descriptions for details.

MEd Option 51 credits

Part I: School of Education Core Requirements	9 credits
Part II: Student Development Core Requirements	33 credits
Part III: Additional Recommended Electives	9 credits

MA Option 48 credits

Part I: School of Education Core Requirements	9 credits
Part II: Student Development Core Requirements	33 credits
Part III: Additional Recommended Electives	3 credits
EDSD 595 Student Development Graduate Project	3 credits

Teacher Education

Graduate Program Director: Margit McGuire, PhD

Degrees Offered

■ Master in Teaching (MIT)

"A Teacher Affects Eternity"

In making this observation of teaching, Henry Adams described an effect that reaches well beyond the classroom. By challenging us and encouraging us, teachers can make us aware of possibilities within ourselves we haven't even considered—and teachers who can access this realm of human possibility touch the future itself.

The master in teaching (MIT) program at Seattle University brings the future within reach. A full-time, daytime graduate degree program allows MIT students to earn their master's degree and initial certification within four quarters.

The MIT Degree Adds Value and Improves Performance

The advantages of a master's degree on school district pay scales throughout the state are clear. Entering teachers with master's de-

grees earn as much as 20 to 27 percent more than those who gain their initial teaching certificate from an undergraduate certifying program, and continue to earn more for each year they teach.

While increased earning potential is clearly one measurable return on investment for program graduates, classroom performance is another. Graduates report a first-year transition into teaching whose risks are mitigated and rewards maximized by their experience in this first-rate teacher preparation program.

A Program with Strong Supports

MIT students are placed in a school setting within the first two weeks of the program. Successive quarters are highly focused as students progress in their cohort group through an intensive program of study. This program features multiple field experiences with strong supervisory supports, and incorporates peer collaboration and team teaching approaches. Curriculum development strategies include integrated design and instructional technology, address cultural diversity issues, and emphasize the importance of ethical responsibility and reflective thinking.

Modeling Teaching

Students in the MIT program learn from the clear models before them.

They learn curriculum integration from a program in which courses develop in relation to each other. They also learn team teaching and collaboration, as modeled by faculty members.

Finally, MIT students learn a context of teaching that connects teachers to each other and the communities they serve. Internships in community service programs bring teachers-in-training in touch with the world as it is lived by their students.

Washington State Certification

Certification requirements differ for elementary and secondary candidates. Entry requirements to the MIT program reflect this difference.

Candidates for elementary certification (K-8) earn their certificate at the same time they complete the MIT program. Their undergraduate degree may be in any academic major, although a strong liberal arts background is desired.

Candidates for secondary certification must hold a degree with an academic major corresponding to certifiable subject areas specified by Washington state.

Full-Time Student Teaching Placements

The MIT program includes full-time student teaching experience in one of the following certifiable subject areas.

Art	K-12	Foreign Language (<i>designated</i>) ..	K-12
Bilingual Education	K-12	History	4-12
Biology	4-12	Mathematics	4-12
Chemistry	4-12	Music	K-12
Early Childhood	P-3	Physical Education	K-12
Early Childhood/Special Ed	P-3	Physics	4-12
Elementary Education	K-8	Science	4-12
English	4-12	Social Studies	4-12
English as a Second Language ..	K-12	Special Education	K-12
English and Language Arts	4-12		

Supplementary Placements

Candidates may teach one or two classes in these subjects; however, full-time student teaching placements are not available.

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

Fingerprinting

By state law a background check is required using fingerprint identification conducted through the Washington State Patrol and the Federal Bureau of Investigation. The results of the background check may preclude placement in a school setting and teacher certification. Fingerprinting is completed at the time of admission.

Prerequisites

The following prerequisites must be completed prior to beginning the program and are further described on the Prerequisite and Essay Form. Students seeking elementary certification must demonstrate competency in mathematics through course work or by successful completion of a math competency exam.

Students seeking elementary or secondary certification must demonstrate competency in technology and are required to be able to operate a computer and load and use software including a word processing program. Further, familiarity with the operation of audio visual equipment commonly used in schools is desirable.

Information Meetings

Prospective students are invited to attend an on-campus information meeting. Call (206) 296-5759 for information. Bring your college transcripts, if you have questions about your eligibility.

Admission Requirements

The MIT program desires to select students who clearly demonstrate strong academic knowledge and skills and a commitment to equity and justice, and continued growth and learning. Additionally, students must demonstrate potential for leadership characterized by risk-taking and strong self concept and interpersonal skills.

- A bachelor's degree from an accredited institution.
- A 3.0 grade point average (GPA). Strong applicants whose GPA is below 3.0 may be admitted probationally.
- Official scores from the Graduate Record Exam (GRE) general test or the National Teacher Exam (NTE) core battery communication skills test. Scores must be from tests taken within the last five years.

- Satisfactory completion of the MIT Prerequisite and Essay Form.
- A current one-page, double-spaced autobiographical statement. Outline your motivation and commitment to teaching, prior applicable course work, experience with school-age students and understanding of cultural differences. Describe your experiences with young people or exceptional individuals, demonstrated by paid or volunteer work in classrooms, social service agencies or other youth-associated activities.
- Spontaneous writing sample taken at the Seattle University Learning Center. Call (206) 296-5740 to schedule an appointment. **NOTE: For out-of-state applicants, the autobiography will be analyzed in lieu of the writing sample.**
- Two recommendations from current immediate supervisors and/or professors. **NOTE: Recommendation forms and envelopes are provided in the application packet.**
- Successful interview with MIT faculty members. Qualified applicants will be contacted for an interview. **NOTE: Video and audio alternatives are provided for applicants who reside outside Washington state, and they must be submitted by the application deadline.** Contact the master in teaching program secretary at (206) 296-5759 for details.

Application Procedures

If you do not have a complete application packet, request one from the Graduate Admissions Office. Deadlines for receipt of all application materials: October 1 for March 6, 1995, entry or February 1 for August 28, 1995, entry. We encourage early applications.

- Request two sets of official transcripts from each college and university attended, regardless of whether credits are posted on another school's transcript. Have them sent to you in sealed envelopes signed by the registrar. Do not open these envelopes or the transcript will no longer be considered official. **NOTE: Transcripts may also be mailed directly to the Seattle University Graduate Admissions Office from each issuing institution.**
- Have official GRE or NTE test scores sent directly to Seattle University from the Educational Testing Service.
- Distribute the recommendation forms, along with the individual envelopes designated for this purpose.
- Complete the autobiographical statement.
- Complete the MIT Prerequisites and Essay Form.
- Complete the spontaneous writing sample.
- Assemble the completed application, fee and supporting documents (except test scores), and send them in one large envelope to the Graduate Admissions Office.
- Qualified applicants will be contacted for a small-group interview (of approximately 30 minutes) with two faculty members.
- On acceptance, a \$100 nonrefundable deposit is required. Six weeks before the program begins an additional \$400 nonrefundable deposit is required. Both apply toward tuition. Applicants who do not submit their deposits by the deadlines forfeit their space.

Program of Study

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
EDMT 520 Community Internship	2 credits
EDMT 521 Elementary Curriculum and Materials	12 credits
EDMT 522 Middle/Secondary Curriculum and Materials	12 credits
EDMT 523 Field Experience II	2 credits
EDMT 528 Student Teaching (Elementary)	14 credits
EDMT 529 Student Teaching (Secondary)	14 credits
EDMT 535 Child Abuse and Related Issues	1 credit
EDMT 540 Reflective Teaching Seminar	3 credits
EDMT 542 MIT Research Project	1 credit
EDMT 543 MIT Research Project	1 credit
EDMT 544 MIT Research Project	1 credit

Education Graduate Courses

ED 413 Programs in Early Childhood Education 3 credits
Models of observation; curriculum and teaching methods for preschool, kindergarten and primary-grades children. (summer, odd years)

ED 414 Issues in Early Childhood Education 3 credits
Stresses child development theory, research on the effectiveness of ECE programs, and current issues and trends for preschool, kindergarten and primary grades. Prerequisite: ED 413. (summer, odd years)

ED 415 Early Education Practicum 3 credits
Field based curriculum development or action research project in a preschool, kindergarten or primary grades setting. Prerequisite: permission of ECE coordinator, ED 413 and ED 414.

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 that 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.

MIT Schedule of Course Offerings

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

<i>March Entry</i>	<i>August Entry</i>
Block I (spring)	Block I (fall)
EDMT 510* 5	EDMT 510 5
EDMT 511 1	EDMT 511 1
EDMT 512 12	EDMT 512 12
EDMT 513 2	EDMT 513 2
EDMT 542 1	EDMT 542 1
Total credits 21	Total credits 21
* Course overlaps winter quarter course and exam weeks.	
Block II (fall)	Block II (winter)
EDMT 520 2	EDMT 521 or 522 12
EDMT 521 or 522 12	EDMT 523 2
EDMT 523 2	EDMT 543 1
EDMT 543 1	Total credits 15
Total credits 17	
Block III (winter)	Block III (spring)
EDMT 528 or 529 14	EDMT 528 or 529 14
Total credits 14	Total credits 14
Block IV (spring)	Block IV (summer)**
EDMT 535 1	EDMT 520 2
EDMT 540 3	EDMT 535 1
EDMT 544 1	EDMT 540 3
Elective 3	EDMT 544 1
Total credits 8	Elective 3
	Total credits 10
	** Summer tuition discounts do not apply.

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 Nature and Needs of the Gifted 3 credits
An introductory course to gifted education, including a history of the field, theoretical foundations, administrative arrangements for program organization, definitions, assessment (identification tools, new strategies), developmental issues, special populations (gender, ethnicity, SES, urban/rural, handicapped, extremely gifted, etc.), awareness of attitudes toward the gifted, etc. Will include work on intellectually (academically) gifted as well as creatively gifted individuals. (spring, even years, summer, odd years)

ED 451 Gifted Education: Math and Science 3 credits
Current research exploring the relationship of brain development to types of giftedness will be examined, as will implications of this research and Piaget's work as they relate to curriculum design. Applications to the rationale and methods for mathematics and science instruction for gifted students will be identified and explored. Prerequisite: ED 450. (summer, even years)

ED 500 Introduction to Research

and Graduate Study3 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 Education3 credits

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

ED 502 Computers for Educational Leaders3 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 Education3 credits

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

ED 505 Fundamentals of Research Design3 credits

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

ED 506 Educational Statistics3 credits

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

ED 514 History and Philosophy of Catholic Education3 credits

An overview of fundamental assumptions regarding the nature of person, learning and values basic to Catholic education. History and purposes of Catholic schooling in the United States. (summer, odd years)

ED 515 Multicultures3 credits

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

ED 521 Adult Psychology/Learning3 credits

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

ED 522 Child Psychology/Learning3 credits

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

ED 523 Adolescent Psychology/Learning3 credits

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

ED 529 Values and Leadership3 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 Thesis10 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.

*Adult Education and Training***EDAE 510 Planning Programs for Adult Learners ...3 credits**

This course presents models and processes for curriculum development, planning of scope and sequence of course offerings, thematic development, competency-based models of instruction, syllabus development and assignment of class requirements appropriate to the adult setting. (winter, summer)

EDAE 515 Diversity of Adult Learners3 credits

This course explores the diversity of cultures, gender, age, economics, educational background, physical and learning differences that adults bring to the educational setting. (spring)

EDAE 562 Foundations of Adult Education3 credits

This course will present key definitions in the study of adult education, will review the history, purposes and philosophy of the field, and will study issues of adult participation in learning, educational settings for adult learners and issues of diversity of student populations. (fall, winter)

EDAE 563 Instructional Methods for Adult Learners3 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 Issues in Basic Skills for Adults3 credits

This course introduces the issues of adult literacy, basic skill development, and developmental education in community and technical colleges, in business and industry, and in job training programs. Terminology, funding sources, student assessment, the state's core competencies and emerging trends in the field will be discussed. (winter)

EDAE 565 Philosophy and Methods of Skill Training3 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. (spring, alternate years)

EDAE 566 Internship in the Adult Setting3 credits

Supervised field experience of 120 to 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 to 3 credits

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

EDAE 568 Administration in Adult Settings3 credits

This course focuses on application of administrative skills in the adult education setting. Key administrative processes including program planning, marketing, budgeting, and staffing as they apply to the adult setting are investigated. Prerequisites: ED AE 562 and ED 521. (summer)

**EDAE 569 Teaching Methods
in Basic Skills for Adults3 credits**

This course introduces curriculum and lesson planning, teaching methods and learning styles issues for individuals who wish to teach in community colleges, community-based organizations and work place literacy programs. Students will develop and deliver a series of lesson plans in the course. Prerequisite: EDAE 564. (spring)

**EDAE 573 Human Resources:
Training, Education and Development3 credits**

Overview of training, education and development functions within human resource development (HRD) and the relationship of those functions to organizational operation. This course will look at examples including basic skills and individual, organizational and career development programs. (fall)

**EDAE 574 Continuing Education
for the Professional3 credits**

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

EDAE 575 Computer Support for Administrators3 credits

Introduction to support software applications for administrators, as well as hardware and software decision making in organizations. Emphasis on integrated software packages and 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. (spring)

EDAE 591 Special Topics Adult Education3 credits**EDAE 592 Special Topics Adult Education3 credits****EDAE 593 Special Topics Adult Education3 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 Study1 to 3 credits****EDAE 597 Adult Education
Independent Study1 to 3 credits****EDAE 598 Adult Education
Independent Study1 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)

*Counselor Preparation***ADD 400 Survey of Alcoholism3 credits**

History, scope, physiological, social, psychological and family aspects of alcohol problems. Drunk driving. Progression, symptoms, types of alcoholics. Nature of addiction disease: causality, treatment and prevention.

**EDCN 508 Washington School Law
for Counselors and Psychologist3 credits**

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

EDCN 509 Developmental School Counseling3 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 Skills3 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 Theories3 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 Sources3 credits**

Study of vocational development. Exploration of educational, social, vocational and referral sources. Prerequisite: EDCN 511. (spring, summer)

EDCN 515 Loss and Grief.....3 credits

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

**EDCN 517 Group Counseling
Theories and Practice3 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. Includes weekly two hour group lab experience. Prerequisites: EDCN 510, EDCN 511. (winter, summer)

EDCN 518 Group Counseling Practicum3 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 Measurements3 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 Lab4 credits

Supervised counseling experience wherein the counselor candidate is responsible for actual counseling cases with supervision. Limited enrollment. Prerequisite: EDCN 510, EDCN 511. Graduate students only. (fall, winter, spring) Graded S/NC.

EDCN 552 Individual Counseling Practicum I4 credits

Supervised counseling experience with off-campus clients. Prerequisite: EDCN 551. (fall, winter, spring) Graded S/NC.

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 Health3 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: course in abnormal psychology. (fall and alternate springs, even years)

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

EDCN 560 Family Counseling3 credits
An introduction to the theoretical and practical application of systems thinking to work with families. Prerequisite: EDCN 551. (winter, spring)

EDCN 561 Child and Adolescent Counseling3 credits
Course will focus on counseling with the preschool, elementary and adolescent students. It will address various counseling theories and modalities as they apply to children and adolescents, including the use of play, art and music in the delivery of counseling services. (fall)

EDCN 564 Counseling Internship I4 credits
EDCN 565 Counseling Internship II4 credits
EDCN 566 Counseling Internship III4 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. Weekly on-campus supervision seminar in addition to field work. (fall, winter, spring, summer) Graded S/NC.

EDCN 591 Special Topics3 credits
EDCN 592 Special Topics3 credits
EDCN 593 Special Topics3 credits

EDCN 595 Counseling Graduate Project3 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.

Curriculum and Instruction

EDCI 510 Basics of Curriculum and Instruction3 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 Effectiveness3 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 Instruction3 credits
Improvement of instruction through supervisory leadership. (fall, winter, summer)

EDCI 519 Practicum: Curriculum Design I3 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 II3 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 Evaluation3 credits
Diagnosis of reading difficulties. Tests, reading inventories, classroom techniques and materials. Clinical programs and approaches. (spring, even years)

EDCI 525 Seminar in Teaching of Reading3 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 Fields3 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 years)

EDCI 527 Corrective Techniques in Teaching Reading3 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 EDCI 554 or permission of instructor. (summer)

EDCI 528 Reading Practicum Workshop3 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, EDCI 525 or permission of instructor. (summer, even years)

EDCI 529 Field Practicum in Reading6 credits
Supervised field experience in diagnosis and teaching of reading. Prerequisite: EDCI 524, EDCI 525 or permission of instructor. (summer, even years)

EDCI 531 Curriculum for the Gifted:

Development and Modification3 credits
 Different strategies for constructing curriculum for the gifted will be explored, including Bloom's Taxonomy, Guilford's Structure of the Intellect, Williams's model for implementing cognitive and affective behaviors, the Purdue Three-Stage Enrichment Model, Renzulli's Enrichment Triad/Revolving Door Model. Work by Kaplan, Van Tassel-Baska, Maker, Feldhusen and Koloff will also be referenced. Focus will be on curriculum for the gifted that currently exists in the content areas, on modifying curriculum not specifically intended for gifted students, and on developing original curriculum for the gifted. Prerequisite: ED 450. (summer, even years)

EDCI 532 Psychosocial Development

of Gifted Students3 credits
 Focus will be on the specific psychological and emotional needs of gifted students. Theoretical foundations will be addressed as will the role of the teacher in working with both gifted students and, when appropriate, their parents. Topics covered will include special populations and their needs, the family's role, peer relationships, underachievement, psychopathology, etc. Prerequisite: ED 450. (summer, even years)

EDCI 533 Current Issues in Gifted Education3 credits

This course will deal with areas of specific interest to students and to the field. Possible topics may include gifted girls, underachieving gifted students, program evaluation, administration of gifted programs, current research, etc. Prerequisite: ED 450. (summer, odd years)

EDCI 541 Seminar in Mental Retardation3 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 Methods3 credits

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

EDCI 543 Seminar in Behavior Disorders3 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 that use existing agencies and personnel. (summer)

EDCI 545 Learning Disabilities:**Special Methods3 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 Management3 credits

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

EDCI 549 Practicum: Special Education3 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 Laws3 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 Children3 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 Testing3 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 Prescription3 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 Testing3 credits

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

EDCI 556 Issues in School Psychology I1 credit**EDCI 557 Issues in School Psychology II1 credit****EDCI 558 Issues in School Psychology III1 credit**

Offered over the course of three quarters concurrently with the internship. Taken for a maximum of three quarter credits. Issues such as test interpretation, case management, collaboration and consultation, inclusion, abuse and ethics will be discussed. (fall, winter, spring)

EDCI 559 School Psychology Internship3 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 560 School Psychology**Assessment Practicum3 credits**

Course will involve students in the assessment of clients referred to the department by outside agencies, direct referral or by arrangement with school teaming, interview techniques, test administration, report writing, advanced test interpretation and feedback to clients. (spring) **NOTE: Class will be limited to 12 students.**

EDCI 566 Supervised Field Experience3 credits

Supervised field experience in an appropriate setting.

EDCI 591 Special Topics3 credits**EDCI 592 Special Topics3 credits****EDCI 593 Special Topics3 credits****EDCI 595 Curriculum Graduate Project3 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.

*Educational Administration***EDAD 553 The Catholic School Principalship3 credits**

A concentration on the specific needs of aspiring Catholic school principals, to enable them to carry out the mission of Catholic schools. A focus is on the principal as a faith leader who provides the framework around the practical role requirements, leadership qualities and management functions needed for Catholic schools. (summer, even years)

EDAD 550 Independent School**Finance and Law I2 credits****EDAD 551 Independent School****Finance and Law II1 credit****EDAD 552 Independent School****Finance and Law III1 credit**

Catholic and other independent K-12 school issues in finance, budget, development and fundraising; and in federal, state and church laws and structures. Prerequisite: EDAD 578. Corequisites: EDAD 554, EDAD 555, EDAD 556 (odd years) or EDAD 564, EDAD 565, EDAD 566.

EDAD 554 Independent School**Principal Internship I2 credits****EDAD 555 Independent School****Principal Internship II2 credits****EDAD 556 Independent School****Principal Internship III2 credits**

Supervised experiences in the independent school principalship, to include attention to the Washington Administrative Code requirements for the principal certificate as well as application of the knowledge and skills in leadership and management, program development and evaluation, interpersonal and educational context required for the program. Meets each of three terms, including a monthly seminar. Prerequisites: course work in administration and permission of program coordinator at least one full quarter prior to beginning internship. Required for Catholic school principal certification. Graded S/NC. Corequisites: EDAD 550, EDAD 551, EDAD 552. (odd years)

EDAD 559 The American Community College3 credits

History, role, present status ethical issues, and future directions of the American community college, with emphasis on diversity of populations served. (winter, summer)

EDAD 561 Women as Transformational Leaders3 credits

Exploration of a model of leadership based on feminist values, leadership and organizational theory, systems thinking, contexts for leadership and women's wisdom. (winter, summer)

EDAD 564 Administrative Internship I2 credits**EDAD 565 Administrative Internship II2 credits****EDAD 566 Administrative Internship III2 credits**

Supervised experiences in building, program and school business administration, as well as managing educational functions in other organizations. On-site conferences and monthly 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 I3 credits

Introduction to leadership issues expressed in organizational contexts, including organizational culture and priorities, key constituencies, and management of change. Personal values and behavior assessments are integrated with leadership and value theories in developing a professional growth plan. (summer, winter)

EDAD 571 Leadership in Education II3 credits

Continuing examination of organizational contexts through discussion and practice of the skills required to effect change: communication, problem solving and decision making, negotiation and conflict management. Prerequisite: EDAD 570. (fall, spring)

EDAD 572 The Principalship3 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

An examination of school plant requirements for both new construction and remodeling; review of techniques for applied planning, selection, decision making processes and implementation of construction projects.

EDAD 575 Critical Programs/**Collective Bargaining3 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 Administration3 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

Comprehensive study and use of evaluation processes designed to assess effectiveness of program implementation and outcomes. Prerequisite: ED 500 (fall, winter)

EDAD 578 Principles of Educational Law2 to 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, odd years)

EDAD 579 School Superintendent:**Politics and Policy3 credits**

Local, state and federal political structures and processes that influence and in turn are influenced by education policies. Emphasis on use of these systems by practicing superintendents to achieve goals. Corequisite: EDDR 609.

EDAD 580 Higher Education Law3 credits

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

EDAD 582 Organizational Development**in Education3 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 Finance2 to 3 credits
 Historical development and review of federal, state, and local finance and taxing structures. Includes an examination of school funding, current problems and issues of financing schools in site-based management systems. (spring, even years; summer, odd years)

EDAD 584 Washington School Law2 to 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, even years)

EDAD 585 Higher Education Finance3 credits
 An examination of the financial structure of private and public higher education institutions, the impact of fiscal decision making policies on the flow of funds, and case studies to develop students' skill in diagnosing current problems and issues. (summer, odd years)

EDAD 586 Professional Personnel3 credits
 Legal, policy and administrative issues underlying personnel processes: selection, assignment, evaluation, development of employees; attention to rights, responsibilities and contract management. (summer)

EDAD 587 Community Relations3 credits
 Attention to underlying values and processes inherent in building community understanding, participation in and support for local education. Includes roles of professionals in working with community members as colleagues. (summer, even years)

EDAD 588 Professional Communications3 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 Administration3 credits

EDAD 592 Special Topics in School Administration3 credits

EDAD 593 Special Topics in School Administration3 credits
 Contemporary problems and trends; analysis and evaluation.

EDAD 595 Administrative Graduate Project3 credits
 Formal investigation using scholarly and/or fieldwork to explore an administrative problem or issue, resulting in recommendations, program development, or other administrative product useful to others in the field. Approximately 90 hours of investigation and documentation in the approved format (available from adviser). Prerequisite: adviser approval of a written proposal. (fall, winter, spring, summer)

EDAD 596 Administrative Independent Study1 to 3 credits

EDAD 597 Administrative Independent Study1 to 3 credits

EDAD 598 Administrative Independent Study1 to 3 credits

Educational Leadership

EDDR 591 Special Topics in Leadership3 credits
EDDR 592 Special Topics in Leadership3 credits
EDDR 593 Special Topics in Leadership3 credits

EDDR 600 Workshop in Educational Leadership9 credits
 An integrated four-week workshop in educational leadership. Includes theoretical and practical study of leadership in educational institutions. Required first course in the doctoral program. (summers only)

EDDR 601 Seminar in Ed Leadership I5 credits
EDDR 602 Seminar in Ed Leadership II5 credits
EDDR 603 Seminar in Ed Leadership III5 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 Change3 credits
 Integrated workshop on organizational development and change. Required during the second summer in the doctoral program.

EDDR 605 Independent Study in Ed Leadership1 to 5 credits

EDDR 606 Independent Study in Ed Leadership1 to 5 credits

EDDR 607 Independent Study in Ed Leadership1 to 5 credits

EDDR 608 Internship in Ed Leadership1 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 Internship1 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 Project11 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 doctoral degree. Quarterly registration will range from one to 14 credits as approved by the adviser.

EDDR 611 Doctoral Project/ Dissertation Dissemination1 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 fall of the third year.

EDDR 612 Project Continuation0 credit
 Doctoral students who do not complete the dissertation in four years must register for this course in fall quarter of the fourth year. (See Tuition and Fees, page 15.)

EDDR 613 Project Continuation0 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 Tuition and Fees, page 15.)

EDDR 614 Seminar in Ed Leadership IV3 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.

Student Development Administration

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 Leadership and Governance of Post-Secondary Education 3 credits
 Examines various models for the organization and governance of institutions of higher learning in the United States. Explores many of the ways in which leadership is exercised in post-secondary education. Challenges students to reflect on current issues through case studies which place students in the roles of key decision makers in a variety of institutions. (summer, fall)

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 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.

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. (winter)

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 adviser. (fall, winter, spring, summer)

Teacher Education

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

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
 Placement, with a peer coach, in a field setting. Graded S/NC.

EDMT 520 Community Internship 2 credits
 Observation, analysis and sharing of experiences based on an internship in a service learning, 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 528 Student Teaching (Elementary) 14 credits

EDMT 529 Student Teaching (Secondary) 14 credit

EDMT 535 Child Abuse and Related Issues 1 credit
 Examines child abuse related to the role of the schools. Includes identification, reporting, and legal responsibilities.

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 542 MIT Research Project 1 credit

EDMT 543 MIT Research Project 1 credit

EDMT 544 MIT Research Project 1 credit

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

Education Graduate Faculty

Josef C. Afanador; BA, 1963, Butler University; MS, 1967, Purdue University; EdD, 1971, University of Arizona; associate professor of counselor preparation; 1975.

Jeffrey Anderson; BA, 1972, University of Minnesota; MA, 1981, College of St. Thomas; PhD, 1990, University of Denver; assistant professor of teacher education; 1991.

Sandra L. Barker; BA, 1963, University of Oregon; MAT, 1968, University of Portland; PhD, 1983, University of Oregon; chair, administration and adult education; associate professor of administration and adult education; 1985.

Stephanie Bravmann; AB, 1975, Indiana University; PhD, 1986, University of Washington; chair, curriculum and instruction; assistant professor of curriculum and instruction; 1992.

John P. Chattin-McNichols; AB, 1973, University of California at Los Angeles; PhD, 1979, Stanford University; associate professor of curriculum and instruction; 1979.

Henry F. Durand; BSFS, 1965, Georgetown University; MEd, 1966, PhD, 1971, University of Pittsburgh; vice president for student development; professor of education; 1993.

Carol K. Fillenberg; BS, 1969; MEd, 1974; PhD, 1977, Colorado State University; associate professor of educational leadership; 1992.

Beverly A. Forbes; BS, 1958, Washington State University; MEd, 1970, University of Washington; EdD, 1977, University of Washington; visiting professor of educational leadership; 1982.

John J. Gardiner; BA, 1967, PhD, 1973, University of Florida; chair, educational leadership; professor of educational leadership; 1991.

John J. Gilroy; BA, 1957, MA, 1958, LaSalle College; MA, 1967, Middlebury College; PhD, 1972, University of Pittsburgh; associate professor of curriculum and instruction; 1982.

Kristin E. Guest; BA, BS, 1965, University of Minnesota; MA, 1967, PhD, 1970, University of Wisconsin; associate professor of curriculum and instruction; 1981.

Margaret M. Haggerty; BS, 1957, College of St. Teresa; MA, 1964, PhD, 1967, Catholic University; dean; professor of education; 1971.

J. Hutchinson Haney; BA, 1966, University of Denver; MS, 1968, University of Arizona; MTS, 1993, Seattle University; assistant professor of counselor preparation; 1974.

Alan L. Hilton; BA, 1966, California State University, Sacramento; MS, 1974, Santa Clara University; EdD, 1980, University of Southern California; associate professor of curriculum and instruction; 1985.

Max H. Hines; BS, 1967, University of Wisconsin, River Falls; MS, 1974, University of Wisconsin, Oshkosh; PhD, 1983, University of Minnesota; chair, counselor preparation; associate professor of counselor preparation, 1993.

Edward J. Jennerich; BA, 1967, Trenton State College; BS, 1970, Drexel University; PhD, 1974, University of Pittsburgh; associate provost for academic administration and dean of the Graduate School; professor of education; 1987.

Jacqueline Leibsohn; BA, 1982, University of California, San Diego; MS, 1986, PhD, 1989, Colorado State University; assistant professor of counselor preparation; 1991.

David Marshak; BA, 1971, Yale University; MAT, 1973, University of New Hampshire; EdD, 1985, Harvard University; assistant professor of teacher education; 1992.

Margit McGuire; BA, 1968, Washington State University; MEd, 1972, Central Washington State College; PhD, 1975, University of Oregon; chair, teacher education; professor of teacher education; 1987.

Connie Morey; BS, 1970, MS, 1976, PhD, 1992, University of Wisconsin-Madison; assistant professor of curriculum and instruction; 1994.

John A. Morford; BEd, 1955, Gonzaga University; MEd, 1961, EdD, 1963, University of Idaho; professor of administration and adult education; 1973.

Tullise A. Murdock; BS, 1968, MA, 1970, New Mexico State University; PhD, 1986, University of Arizona; associate provost for programs and planning; professor of education; 1989.

Diane S. Murphy; BS, 1964, Wheaton College; MS, 1971, Northern Illinois University; PhD, 1988, San Diego State University; assistant professor of teacher education; 1992.

R. Michael O'Connor; BA, 1962, MEd, 1969, University of Washington; PhD, 1974, University of Minnesota; MTS, 1993, Seattle University; associate professor of counselor preparation; 1974.

Yvonne J. Owen; BS, 1967, PhD, 1978, University of Washington; associate professor of counselor preparation; 1980.

Mark Roddy; BS, 1981, University of California at Riverside; MS, 1987, PhD, 1992, University of Washington; assistant professor of teacher education; 1992.

Katherine Schlick Noe; BA, 1975; MEd, 1981, PhD, 1985, University of Washington; associate professor of curriculum and instruction; 1986.

Andrea Celine Sledge; AB, 1965, Stanford University; MA, 1976, California State University, Sacramento; PhD, 1980, University of Arizona; associate professor of curriculum and instruction; 1992.

Jeremy Stringer; BA, 1966, Southern Methodist University; MA, 1968, PhD, 1973, University of Wisconsin; associate provost; associate professor of administration and adult education; 1984.

Nina L. Valerio; BS, 1966, Philippine Women's University, Manila; MS, 1972, State University of Iowa; PhD, 1991, University of Washington; assistant professor of curriculum and instruction; 1994.

Carol Weaver; BS, 1970, Washington State University; MEd, 1974, Oregon State University; PhD, 1981, Ohio State University; assistant professor of administration and adult education; 1989.

Delight C. Willing; BA, 1965, Carleton University; MA, 1975, EdD, 1980, Seattle University; associate professor of administration and adult education; 1987.

Gary H. Zarter; BA, 1960, St. Norbert College; MA, 1969, San Francisco State; PhD, 1973, University of Washington; associate professor of educational leadership; 1973.

SCHOOL OF LAW

Donald Carmichael, LLB, LLM, Acting Dean

Joan Duffy Watt, Associate Dean

Donna Claxton Deming, Assistant Dean

Degree Offered

- Juris Doctor (JD)

Preparing Society's Lawyers

Founded in 1972 as the University of Puget Sound School of Law, the school became part of Seattle University in 1994. The only private law school in the Pacific Northwest that is ranked among "America's 56 Best Law Programs" in the Arco guidebook, *Top Law Schools: The Ultimate Guide*, the school is the largest, most diverse law school in the Northwest. It is also the only Washington law school with a thriving evening program geared to the needs of working professionals. More than 100 courses are offered throughout the year. Known nationally for a legal writing program that the American Bar Association has called "among the finest in the nation," the school also offers a comprehensive clinical law program and has a law library that is recognized as a leader in computerized legal research. Located in downtown Tacoma, the school will move to Seattle as soon as a building is constructed on the campus. During this transitional period, the school must be in a provisional accreditation status with the American Bar Association, but its graduates remain eligible to take bar examinations nationwide.

Admission Requirements

As a candidate for admission, you must have earned a bachelor's degree from an accredited college or university prior to enrollment. In addition, you must have received a competitive score on the Law School Admission Test (LSAT) and must register with the Law School Data Assembly Service. LSAT scores normally are considered valid for three years. We may consider older scores in selected cases.

In determining those applicants who will be admitted to the Law School, the Faculty Admission Committee places primary emphasis on three factors:

- Performance on the LSAT.
- Undergraduate academic record.
- Personal accomplishments.

Each applicant file is reviewed individually by a minimum of two evaluators. In all cases, qualitative factors weigh heavily in the admission decision. Such factors may include exceptional professional achievement or community service, outstanding performance in a rigorous program of study, and/or particular talents or backgrounds that will contribute specially and significantly to the Law School community.

Details are available in the *Law Bulletin*, which may be obtained by calling (206) 591-2252 or writing the School of Law Admission Office, Norton Clapp Law Center, 950 Broadway Plaza, Tacoma, WA 98402.

SCHOOL OF NURSING

Luth M. Tenorio, PhD, Dean

Janet Claypool, MN, Associate Dean

Degree Offered

- Master of Science in Nursing (MSN)

Advanced Nurse Clinician

Graduate Program Director: Joyce Zerwekh, EdD

Advanced Nurse Clinician in an Urban Setting

Seattle University is pleased to offer graduate study leading to the master of science in nursing degree (MSN) with a clinical focus on nursing care of vulnerable urban populations. The program provides experienced professional nurses with the knowledge and skills needed to thrive in a rapidly changing healthcare environment that demands new and innovative approaches to nursing and healthcare delivery. Graduates are prepared for advanced clinical roles, including case manager, clinical nurse specialist, clinical nurse manager, and nurse educator.

Why Graduate Study in Nursing?

Today's complex and ever-changing healthcare environment requires that nurses have advanced clinical practice skills as well as expertise in case management and leadership. Graduate study offers the opportunity to deepen knowledge of clinical phenomena, develop new perspectives on old dilemmas, and take on new roles within the healthcare system. Nurses prepared at the graduate level have available to them a wide variety of career options.

Why Choose Seattle University?

As educators in the Jesuit tradition, the graduate nursing faculty at Seattle University is committed to creating a learning environment that fosters intellectual curiosity and freedom to examine diverse ideas and values.

The MSN program at Seattle University is grounded in the Jesuit ideals of teaching, service, education for values, and growth of persons. Graduate faculty members are doctorally prepared, clinically experienced nurses who are also expert teachers. The curriculum focus on care of vulnerable clients in an urban setting actualizes the Jesuit commitment to service. Values-based education emphasizes the ethical, moral, and spiritual dimensions of nursing care. Attention to individual student strengths and needs produces graduates who are knowledgeable, skilled, and confident in their ability to effect change.

The program is designed for working professional nurses. Both part-time and full-time programs of study are available. Classes are scheduled on Friday evenings and Saturdays every two weeks. With their adviser, students are encouraged to design a program of study directed toward achievement of personal and professional goals.

What are the Special Features of the Nursing Program?

Students bring their basic educational preparation and previous clinical experience to the classroom as the foundation for learning.

Exploration of nursing theory and education in research methods lead to new knowledge and alternative perspectives that can be applied to clinical practice and healthcare delivery system problems. Advanced health assessment and a clinical practice component provide students with skills necessary for advanced clinical practice. The scholarly project is an opportunity to critically examine current practice, develop innovative ideas and approaches, or generate new knowledge through research. This non-thesis project allows students to integrate knowledge and understanding gained through graduate study into a product that can be applied to their own practice.

Program Degree Requirements

The MSN requires successful completion of a minimum of 48 credits of course work. Total credits include two to three credits of electives, and a scholarly project, based on theory and research, that is transferable to clinical settings. Usually, this is a two-year, part-time program, although full-time study is possible. The program must be completed within a six-year period.

Program Objectives

- Synthesize knowledge from nursing and related disciplines for advanced nursing practice.
- Use problem solving strategies to provide care and to enable groups of clients to manage and cope with alterations in health or to attain higher levels of wellness.
- Embody values essential to the advanced practice of nursing.
- Evaluate one's beliefs, values and ways of knowing to foster personal growth and professional practice.
- Analyze healthcare systems and policies that influence healthcare for groups of urban clients.
- Practice advanced nursing roles in collaboration with clients, health professionals and community organizations to ensure quality care.
- Advance the health of vulnerable urban populations through scholarship, leadership and delivery of quality nursing care.

Admission Requirements

- Bachelor's degree in nursing from a National League for Nursing (NLN) accredited program.
- A 3.0 minimum undergraduate grade point average (GPA). Individuals who have less than a 3.0 GPA may be considered, given evidence of other accomplishments.
- Graduate Record Exam (GRE). Test scores must be no more than five years old.
- Two recommendations (at least one from a person who can comment on the applicant's clinical abilities). **NOTE: Recommendation forms and envelopes are provided.**
- A résumé indicating clinical experience. Two years of clinical nursing experience is preferred.
- A one- or two-page statement describing professional and personal goals and reasons for choosing this MSN program.

Prerequisites prior to enrollment:

Satisfactory completion (grade of C or better) of the following undergraduate courses:

- Physical/health assessment.
- Research.
- Basic statistics course that includes descriptive and inferential statistics.

Evidence of the following must be provided to the School of Nursing prior to enrollment:

- Washington RN licensure.
- Professional liability insurance.
- Current immunizations required in clinical sites, and other Occupational Safety and Health Administration (OSHA) and state requirements. A list of all requirements will be sent after admission to the program.

School of Nursing

The Seattle University School of Nursing is proud to add the MSN program to complement its fully accredited undergraduate program. The School of Nursing has a long tradition of excellence in nursing education. Graduates are known for their commitment to humanistic values, holistic approach to nursing care, and service to the community.

Graduate faculty members come from diverse backgrounds and have a variety of clinical and scholarly interests. The school and campus atmosphere fosters creativity and encourages exploration of all avenues of intellectual inquiry. The university is located in the heart of Seattle, in close proximity to the populations that are the focus of the MSN program and the healthcare resources that serve them.

Nursing Graduate Courses*Required Graduate Courses***N 501 Advanced Health Assessment**

Comprehensive theory and laboratory experience that enables the advanced practitioner to collect relevant data, and to analyze and document the findings of a complete physical, psychosocial and spiritual assessment. Emphasis on refining psychomotor, communication and critical thinking skills necessary to perform client assessments. Includes practice in clinical settings. Prerequisite: undergraduate physical assessment course.

N 502 Nursing Care of Vulnerable Urban Populations

Identification of vulnerable urban populations and analysis of the multiple factors contributing to their health deficits. Examination of nursing strategies to promote wellness of these individuals within family and community contexts.

N 503 Human Responses to Health Alterations

Examination of physical, behavioral, emotional and spiritual responses to pathophysiological and psychosocial events that promote or hinder wellness. Emphasis on proposed interrelationships between mind and body in determining human responses. Application of concepts and models to clients in a clinical setting.

N 504 Concepts and Theories in Nursing

Seminar examining the purpose, evolution and history of concepts and theories that are central to nursing. Analysis of the role of rel-

evant theories and concepts in guiding current and future nursing practice.

N 505 Nursing Therapeutics

Analysis of theoretical and empirical rationale for physiological, cognitive-behavioral, sociocultural and environmental nursing interventions. Emphasis on interventions for high-risk individuals, families and communities. Analysis of appropriateness of selected interventions, as applied in a clinical situation. Prerequisite: N 503.

N 507 The Roles of the Advanced Clinician I

Examination of legal, ethical, and educational aspects of advanced nursing practice roles. Discussion of the similarities and differences among various advanced practice roles. Analysis of the responsibilities of at least two advanced clinicians functioning in different roles. Application of nursing process in advanced clinical role. Prerequisites: N 501, N 503. Prerequisite or corequisite: N 505.

N 509 The Roles of the Advanced Clinician II

Analysis of advanced practice roles within changing healthcare delivery systems with emphasis on case manager, consultant, educator/teacher and clinician. Application of principles pertaining to role function in a clinical setting of the student's choice. Prerequisite: N 507.

N 510 Ethical Considerations in Nursing Practice

Examination of ethical issues that influence advanced nursing practice. Focus topics include: the concept of caring as a framework for nursing; gender issues that influence nursing practice; ethical decision making in clinical practice.

N 512 Health Policy and Nursing in an Urban Context

Examination of the legal, political, socioeconomic and ethical considerations in urban health policy development. Evaluation of health policy changes needed to meet health objectives for the 21st century. Investigation of the nursing role in resource management and strategic planning related to healthcare delivery. Prerequisite: N 502.

N 514 Seminar on Research in Nursing

Analysis of the evolution of nursing research, its current status and future directions. Focus topics include: nursing as a human science, philosophy of science, qualitative and quantitative methodologies, and outcomes research. Prerequisites: undergraduate research course, basic statistics course, N 504.

N 515 Methods of Inquiry

Exploration of the types and processes of critical inquiry; includes but is not limited to traditional research methods. Critique and synthesis of products of scholarly inquiry. Development of questions that will be pursued in students' scholarly projects. Prerequisite: N 514.

N 516 Principles of Nursing Leadership and Management

Examination of selected organizational and leadership theories applicable to advanced nursing practice. Analysis of trends in nursing leadership and management. Examination of specific topics, including power, communication, group dynamics, intra- and interdisciplinary relationships, change theory, conflict, information management and quality improvement.

N 519 Advanced Practicum in an Urban Health Care Setting

Integration of skills, knowledge and values within an advanced clinical role in an urban health care setting of the student's choice. Application of selected roles in advanced nursing practice: direct care provider, manager, change agent, educator, researcher. Prerequisites: all required graduate nursing courses except N 599.

N 599 Scholarly Project

Refinement and execution of a scholarly project that makes a significant contribution to nursing practice or science. Project culminates in a scholarly presentation or paper that meets predetermined standards established in collaboration with at least two graduate faculty members. Prerequisites: N 502, N 504, N 514, N 515. (Course may be repeated until project is finished.)

PUB 530 Management Analysis and Control I

Management control in public and nonprofit 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.

*Nursing Electives***N 480 The Changing Family**

Kinship is used as the primary model for studying families and as a symbolic model for analyzing social relationships. Family responses to change and conflict are explored. The health and well being of contemporary families will be examined from a multicultural perspective.

N 480 Stress, Survival, and Adaptation

Assess stress responses from multifactor systems-oriented models through current research and literature. Examine complex cognitive, behavioral, affective, sociocultural and environmental variables. Practice self-management interventions.

N 532 Nursing Care of Culturally Diverse Communities

Examination of concepts critical to the experience of minority ethnic groups. In-depth study of the health attitudes and beliefs of selected minority groups in Washington state. Analysis of the micro and macro issues influencing the implementation of sensitive, skillful nursing care for clients from minority ethnic backgrounds.

N 596, 597, 598 Independent Study**Nursing Graduate Faculty**

Kathryn Anderson; BSN, 1976, University of Virginia; MN, 1981, University of Washington; PhD, 1993, Oregon Health Sciences University; assistant professor of nursing; 1992.

Mary Ersek; BSN, 1980, Georgetown University; MN, 1987, University of Washington; PhD, 1991, University of Washington; assistant professor of nursing; 1991.

Constance Nakao; BSN, 1966, MN, 1969, PhD, 1987, University of Washington; associate professor of nursing; 1992.

Maureen Nyland; BSN, 1968, Arizona State University; MS, 1970, University of California, San Francisco; PhD, 1986, University of Washington; associate professor of nursing; 1986.

Jane Peterson; BS, 1968, Boston University; MN, 1969, PhD, 1981, University of Washington; professor of nursing; 1969.

Joyce Zerwekh; BS, 1966, St. Olaf College; MA, 1969, New York University; EdD, 1990, Seattle University; assistant professor of nursing; 1993.

INSTITUTE OF PUBLIC SERVICE

John Collins, PhD, Director

Degree Offered

- Master of Public Administration (MPA)

Public Administration

Graduate Program Coordinator: Deanna Fryhle

Mission of the Institute of Public Service

The mission of the institute is to educate a variety of students for leadership in public and non-profit service through the values and ethics the university instills and through professional training.

Effective Public Management

The master of public administration (MPA) degree has been designed for the in-service student who holds or seeks a managerial or professional position in a public or independent sector organization. Its courses blend theory and practice, providing students with the analytic capacity and the understanding of organizations and policy that are essential to effective public management. Courses are offered only in evening or weekend formats to meet the needs of working professionals.

The faculty members have extensive public sector experience, which complements their academic qualifications. They maintain regular contact with the practice of public administration through research, consulting, professional associations and community service projects. The program has an outstanding adjunct faculty, composed of professionals in the field who also have classroom experience.

Admission Requirements

Students seeking admission to graduate studies in public administration should contact the MPA coordinator or the Institute of Public Service (IPS) director. A letter of intent and two letters of recommendation are required, as well as transcripts of all post-secondary education.

MPA Degree Requirements

The MPA requires the completion of 54 credits. The degree includes 12 required three-credit core classes (36 credits of core) and PUB 590 Prospectives in the Public Service, a capstone course. The remaining 15 credits are electives designed to enrich understanding of particular aspects of public service, and may include graduate courses taken in other departments. Electives have dealt with such topics as the non-profit sector, legislative process, local government, management of change, health care policy and labor law, strategic management, and collective bargaining.

The MPA core provides students an understanding of the environment of public administration, the processes of organizational life, and the technical and interpersonal 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 two decades.

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, 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 faculty adviser. These courses may be selected from the program's elective offerings and, with the approval of their adviser, from those of other departments in a way that contributes to a coherent academic program.

Course Formats

Most courses combine lecture and seminar formats, emphasizing active student involvement and interaction with the instructor and other students.

Typical students are in their mid-30s with considerable professional experience and working full-time in a career position in the government, non-profit, or private sector. Students bring their own rich professional and life experiences to class, which provide examples of the course materials as well as learning opportunities for other students.

In addition to regular core and elective courses, students may enroll for internship credit or independent study credit. An internship may be taken after two quarters in residence for students who desire work experience in governmental or non-profit agencies.

In an independent study, students pursue an area of individual interest under faculty guidance.

Student Services

MPA faculty and staff members 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 and staff will assist students formally and informally in their search for both internships and career positions, as will the university's Career Development Center. The Community Leadership Mentor program, established by the institute in 1993, links individual students with experienced administrators.

Public Administration 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 inter-agency relations. Core.

PUB 521 Human Resource Leadership3 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 Administration3 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 Research3 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 Analysis3 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 Communication 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 Analysis3 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. Meets prerequisite for PUB 571.

PUB 571 Government Finance3 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 Law3 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. Elective.

PUB 582 Organization Communication3 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. Elective.

PUB 585 Management of Change3 credits
A course on the future: forecasting methods, trends, scenarios. Discussions of change processes (diffusion, revolution, attitude change) and methods of responding. Elective.

PUB 590 Prospectives in the Public Service3 credits
Examination of critical issues in public administration in the context of the theory presented in the MPA core. Includes 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. Required capstone course.

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 Internship 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

Public Administration Graduate Faculty

John N. Collins; BA, 1960, University of Washington; MA, 1963, PhD, 1967, Northwestern University; director; professor of management control systems, program evaluation, policy implementation, and research methods; 1992.

Theodore D. Peters; AB, 1970, Bowdoin College; MBA, 1981, PhD candidate, University at Albany, State University of New York; instructor of health care management, human resource management, organizational behavior, and public policy; 1992.

James B. Hogan; AB, 1957, Long Beach State; MA, 1960, University of California at Los Angeles; PhD, 1970, Cornell University; coordinator, undergraduate public administration program; professor of political science, and urban policy and issues in affordable housing; 1976.

James E. Sawyer; BS, 1967, Weber State College; PhD, 1975, University of Utah; chair, political science; associate professor of political science, and economics, management control theory, and human resource and economic policy; 1977.

Barbara M. Yates; BA, 1962, College of Wooster; MA, 1963, PhD, 1969, University of Michigan; chair of economics and finance; professor of economics and government finance; 1970.

SCHOOL OF SCIENCE AND ENGINEERING

Kathleen Mailer, PhD, Dean

Patricia D. Daniels, PE, PhD, Associate Dean

Degree Offered

- Master of Software Engineering (MSE)

Software Engineering

Graduate Program Director: John D. Woolley, PhD

A Program for Working Professionals

The master of software engineering (MSE) program at Seattle University addresses the needs of working professionals. All classes are offered in the evenings. The program builds on the computing experience of its students by providing course work on a number of topics, with an emphasis on teamwork and a disciplined approach to problem solving. We offer a balanced core curriculum of technical and managerial courses, and a wide variety of electives to address areas of personal interest. Principles and techniques learned throughout the program are integrated into a year-long software project as the capstone experience.

Seattle University has long been a leader in software engineering education. It established its pioneering MSE program in 1979, and awarded the world's first degree in 1982.

Our graduate faculty have extensive industrial experience as well as strong academic credentials and our curriculum has been shaped by close contacts with local industry. This ensures that courses are relevant to the workplace and that projects are tailored to the needs of our students.

Admission Requirements

- Bachelor's degree, preferably in computer science or a related quantitative discipline, earned at a regionally accredited school.
- Two years of experience in software development or maintenance.
- Working knowledge of at least one general-purpose programming language such as Ada, C, Modula-2, or Pascal.
- Graduate Record Exam (GRE) General Test scores from within the past five years. The Subject Test in Computer Science is optional.
- Demonstrated competence in (1) discrete mathematics and (2) data structures and algorithms. Proof of competence may be furnished by the student's academic record, or satisfactory performance on the GRE Subject Test in Computer Science. This requirement may be waived, but students so admitted must complete SE 502 and SE 500 (or their equivalent) with a grade of B or better.

Application Procedures

All applicants meeting requirements are admitted to the MSE program in the fall quarter. Applicants required to take SE 502 are admitted in the summer quarter and must register for the summer offering of the course.

Degree Requirements

Minimum requirements for the degree are 45 credits. These include 21 hours of required core courses, 15 hours of elective courses, and nine hours of software engineering project. The foundation courses, SE 500 and SE 502, do not count toward the 45 credit hours. The specified elective SE 504 must be taken unless waived by the department. All degree requirements must be completed within six years after course work has begun.

Foundation Courses

For students who need to gain competence in discrete mathematics, completion of SE 502 or its equivalent with a grade of B or better is a prerequisite to all other software engineering courses except SE 500.

For students who need to gain competence in data structures and algorithms, completion of SE 500 or its equivalent, with a grade of B or better, is required as a prerequisite to all other software engineering courses except SE 502, and with the permission of the department, SE 508, SE 510, SE 512 and SE 531.

Credit for SE 500 and SE 502 cannot be counted toward the 45 hours required for graduation.

Core Courses

Completion of the core courses SE 508, SE 510, SE 512, SE 514, SE 516, SE 518 and SE 531 is required.

Elective Courses

Unless otherwise indicated at the time of offering, any regularly scheduled graduate course in software engineering other than the foundation courses, the core courses and the software engineering project courses may be used to satisfy the elective course requirement. In addition, SE 596, SE 597 and SE 598 and some graduate-level courses from other departments, especially selected courses from the MBA program at Seattle University, are acceptable as electives with the permission of the department.

Specified Elective Course

Completion of the specified elective SE 504 Computer Architecture and Operating Systems is required unless waived. SE 504 may be waived, at the discretion of the department, on the basis of satisfactory performance on the GRE subject test in computer science or prior satisfactory completion of CSC 251 Introduction to Computer Organization, CSC 252 Computer Systems and Assembly Language and CSC 340 Operating Systems, or equivalent course work.

Software Engineering Project

Satisfactory performance in the three-quarter software engineering project sequence (SE 585, SE 586 and SE 587) is required of all MSE students. Students are grouped into teams which complete a software project. Students who obtain a grade of C- or below in any quarter must repeat the project sequence.

Part-time students are advised to avoid taking any courses concurrent with SE 585 and SE 586. These students may take at most one course concurrent with SE 585 and SE 586 and may not take any course concurrent with SE 587.

Full-time students may take at most two courses concurrent with SE 585 and SE 586 and one course concurrent with SE 587.

Students are encouraged not to begin the software engineering project sequence unless SE 587 will be their final course in the program.

These projects are sponsored and directed by Seattle University, and, as such, all products and technologies that 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 with the university. These contractual arrangements may provide some alternative allocation of property rights between Seattle University and the outside agency.

Typical Program Schedule

Standard three-year track:

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

Standard three-year track with SE 500, SE 502 and SE 504 required:

	Summer	Fall	Winter	Spring
Year 1	SE 502	SE 508 SE 510	SE 500 SE 512	SE 504 SE 514
Year 2		elective elective	SE 531 elective	SE 516 elective
Year 3		SE 585 SE 518	SE 586	SE 587

Full-time two-year track:

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

Software Engineering Graduate Courses

Foundation Courses

Support courses that must be taken unless waived by the department. Not counted toward MSE credit.

SE 500 Data Structures and Algorithms3 credits
Lists, stacks, queues, trees and graphs. Analysis and design of algorithms. Sorting and other applications. Must be taken if not waived by the department. (winter)

SE 502 Discrete Mathematics for Software Engineers3 credits
Mathematical logic, sets, graph theory, functions, relations, recursion, computability and proof of correctness. Must be taken if not waived by the department. (summer)

Core Courses

Courses required for the MSE degree.

SE 508 Technical Communication3 credits
The role of communication skills in software engineering. Organizing ideas. Writing. Speaking. Structure and content of manuals and other software documentation. (fall)

SE 510 Software Systems Analysis3 credits
Systems requirements analysis and specification methodologies, tools and techniques, including structured analysis and object-oriented analysis. Prerequisite or corequisite: SE 508. (fall)

SE 512 Software Design Methodology3 credits
Software system design methodologies, tools and techniques, including structured design and object-oriented design. Prerequisite: SE 510. (winter)

SE 514 Programming Methodology3 credits
Software implementation methodologies, tools and techniques. Programming language capabilities. Structured programming and object-oriented programming. Prerequisite: SE 512. (spring)

SE 516 Software Quality Assurance3 credits
Managerial and technical aspects of verification, validation and quality assurance. Theory of testing. Prerequisite: SE 531. (spring)

SE 518 Software Metrics3 credits
Quantitative approach to software engineering and management. Metrics and tools to evaluate, control and estimate the software life cycle. Reliability, size, quality and complexity measures. (fall)

SE 531 Software Project Management3 credits
Organizational context of software development. Analysis of life cycle phases. Scheduling and budgeting techniques. Management, planning and control techniques. Personnel development and utilization. Prerequisite: SE 508. (winter)

Specified Elective Course

Required unless waived by the department.

SE 504 Survey of Computer Architecture and Operating Systems3 credits
A survey of the following topics: Digital logic design and computer hardware organization. Operating system services including file systems, task and I/O scheduling, memory management, virtual memory and concurrency. Must be taken as an elective if not waived by the department. (spring)

Elective Courses

Offerings based on student interest and faculty availability.

SE 506 Programming Language Structure and Translation3 credits
Syntax and semantics of programming languages. Parsing, code generation and code optimization.

SE 533 Software Contracting3 credits
The software procurement environment, contract law and the fundamentals of negotiation. Specification and control of product and process. Prerequisite: SE 531.

SE 541 Database Systems3 credits
Database management techniques. Survey of database management

systems: their use, architecture, design, implementation and cost/benefit/performance trade-offs.

SE 543 Formal Methods in Software Engineering .. 3 credits
Theory of program function and structure. Proof of correctness techniques. Automatic programming. Prerequisite: SE 514.

SE 545 Software Engineering Environments 3 credits
Computer-assisted software engineering (CASE). UNIX, Ada and Lisp programming environments.

SE 546 Object-Oriented Program Development... 3 credits
Tools and techniques for designing and implementing object-oriented software systems. Prerequisite SE 514.

SE 547 Software Engineering in Ada 3 credits
An introduction to system development techniques in the Ada environment.

SE 549 Software Maintenance and Reusability 3 credits
Managerial and technical tools and techniques for software maintenance and component reusability. Maintenance metrics.

SE 551 Distributed and Real Time Systems 3 credits
Design and analysis of real time and distributed systems. Hardware and software standards and performance. Prerequisite: waiver or completion of SE 504 foundation requirement.

SE 553 Artificial Intelligence 3 credits
Survey of artificial intelligence. Acquisition and representation of knowledge. Search strategies. Classical problems and applications.

SE 555 Expert Systems and Knowledge Acquisition 3 credits
Methodologies, tools and techniques for building and maintaining expert systems. Prerequisite: SE 553.

SE 560 Human/Computer Interfaces 3 credits
Automation of user processes. Design and implementation of user interfaces. Data presentation techniques. Prerequisite: SE 508.

SE 561 Programming Graphical User Interfaces .. 3 credits
Techniques for implementing graphical user interfaces in a windowed environment.

SE 562 Data Security and Privacy 3 credits
Encryption, database security and implementation of protection schemes in operating systems and programming languages. The legal and ethical aspects of security and privacy. Prerequisite: waiver or completion of SE 504 foundation requirement.

SE 564 Computer Graphics and Image Processing .. 3 credits
Introduction to picture processing: image enhancement and restoration; image compression, segmentation; template matching; and object representation. Fundamentals of computer graphics software construction: curve drawing, contour filling, polygon clipping, and 2-D and 3-D graphic objects transformations.

SE 565 Machine Vision 3 credits
Overview of computer vision: image analysis and pattern recognition; mathematical morphology; conditioning and labeling; arc extraction and segmentation; perspective projection geometry, motion and surface structure from time-varying image sequences. Object modeling and matching. Knowledge-based vision. Prerequisite: SE 564.

SE 591 Special Topics 1 to 3 credits
SE 592 Special Topics 1 to 3 credits
SE 593 Special Topics 1 to 3 credits

SE 596 Independent Study 1 to 3 credits
SE 597 Independent Study 1 to 3 credits
SE 598 Independent Study 1 to 3 credits

Project Courses

Required sequence of courses.

SE 585 Software Engineering Project 1 3 credits
SE 586 Software Engineering Project 2 3 credits
SE 587 Software Engineering Project 3 3 credits

A three-quarter sequence in which students are grouped into teams which undertake a software project utilizing tools and techniques presented in previous courses. The sequence begins in fall and ends spring quarter. Prerequisites: satisfaction of the foundation requirements and completion of the core. SE 518 may be taken concurrently with SE 585.

Software Engineering Graduate Faculty

Garry R. Kampen; BA, 1963, Carleton College; MA, 1964, University of Michigan; PhD, 1973, University of Washington; associate professor of computer science and software engineering; 1985.

Peter D. Mark; AB, 1979, Harvard College; MS, 1986, Cornell University; PhD, 1993, University of Oregon; assistant professor of computer science and software engineering; 1993.

Everald E. Mills; BS, 1962, University of Nebraska; MS, 1968, PhD, 1972, Washington State University; associate professor of computer science and software engineering; 1983.

Ihsin T. Phillips; BS, 1979, MS, 1981, PhD, 1984, University of Maryland; associate professor of computer science and software engineering; 1985.

Mitchell Spector; BS, 1974, John Carroll University; PhD, 1976, Massachusetts Institute of Technology; associate professor of computer science and software engineering; 1986.

David A. Umphress; BS, 1977, Angelo State University; MCS, 1987, PhD, 1987, Texas A&M University; associate professor of computer science and software engineering; 1993.

Mohan Vanmane; BSE, 1982, Bangalore University; MS, 1986, New Jersey Institute of Technology; instructor of computer science; 1986.

Janet Wilson; BA, 1974, Central Washington University; MA, 1982, Seattle University; EdD, 1988, Oklahoma State University; assistant professor of computer science and software engineering; 1991.

John D. Woolley; BS, 1965, California State University; PhD, 1973, University of Washington; chair, Computer Science and Software Engineering Department; assistant professor of computer science and software engineering; 1988.

Carol Zander; BS, 1974, San Diego University; MS, 1977, University of Colorado; MS, 1986, Colorado State University; instructor of computer science; 1989.

INSTITUTE FOR THEOLOGICAL STUDIES

Loretta K. Jancoski, PhD, Director

Degrees offered

- Master of Arts in Pastoral Studies (MAPS)
48 credits with concentrations in ecclesial ministry, foundations in spirituality, ministry with aging, religious education, and sacred universe.
- Master of Theological Studies (MTS)
72 credits with specializations in pastoral leadership, transforming spirituality: general enrichment and transforming spirituality: spiritual direction.
- Master of Divinity (MDiv)
115 credits
- Post-Master's Certificate in Transforming Spirituality
26 credits
- Post-Baccalaureate Certificate in Sacred Universe
10 credits

Degree Components

Each degree is rooted in the conviction that ministers and educators serve more effectively when they combine personal and professional growth with a Gospel vision of service to the community. Each degree integrates three major components:

- Academic foundation in scripture and theology.
- Development of pastoral skills.
- Personal and pastoral spiritual formation.

Unique Collaboration

The Archdiocese of Seattle and Seattle University share a commitment to serve the education and formation needs of the Church. Through the unique collaboration between the two, the Institute for Theological Studies (ITS) invites lay people and ordained ministers to enter into disciplined, developmental and holistic education in preparation for service.

Admission Requirements for All Degrees

Admission is selective, and candidates are evaluated on their individual merits, rather than a comparative basis.

- A bachelor's degree from a regionally accredited institution with:
 - A liberal arts background, which best prepares a person for the thinking and writing skills required.
 - Two undergraduate courses in theology, or equivalent.
 - A 2.75 GPA (international students must have a 3.0 GPA).
- Two recommendations, one from an employer/supervisor in your ministry/work place and one from a person familiar with your religious/spiritual development. **NOTE:** Recommendation forms and envelopes are provided.
- An autobiographical statement.
- Two years of experience in some form of education, ministry or service as a professional or volunteer.
- A personal interview with the ITS admissions committee.

Additional Admission Requirements for Master of Theological Studies and Master of Divinity

Admission with a MAPS degree or equivalent

- Program recommendation.
- MAPS, MM, MRE or MPM degree earned at Seattle University, or a master's degree deemed comparable to one of these degrees earned at an institution with regional or ATS accreditation.
- Satisfactory demonstration of competencies of MAPS.
- Recommendation of the review committee.

Admission with some graduate work from other institutions

- The admission criteria listed under MAPS.
- The attainment of the competencies of MAPS.
- 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 MDiv degree.
- Recommendation of review committee.

Time Limitations

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

Learning Communities

Students are expected to participate in spiritual formation, which includes building community with the primary learning community, integration components, spiritual direction and retreats.

The summer learning community is named SUMORE. Students attend most classes on the Seattle University campus during two-week sessions. Each summer offers three two-week sessions. SUMORE formation requires an orientation and a retreat, and encourages participation in student forums, spiritual direction and workshops in theological reflection.

The academic year learning community is named CORPUS. CORPUS formation requires a fall orientation week and quarterly integration days. In addition, CORPUS encourages participation in community forums, spiritual direction and workshops on topics relevant to ministry in the church. All CORPUS classes are conducted on the Seattle University campus.

EMMAUS, the newest learning community, is designed to serve students who live at a distance from Seattle University and those who work full-time. This group of learners initiates its community during one two-week summer session that begins with an orientation and concludes with a day of integration and prayer. The community meets off-campus throughout the year, during intensive weekends. Each quarter one class is offered and each class consists of pre-reading, two weekend intensives, some group work in the student's location, and other appropriate assignments. Community formation includes integration days, spiritual direction, and theological reflection. Students who choose this community can finish their course work in three years.

The master of theological studies and master of divinity learners build their community on the Seattle University campus throughout the academic year. They experience an orientation week

each fall, reflection days each quarter and special speakers throughout the year. They also participate in retreats, open forums, and spiritual direction.

When and Where Courses are Offered

ITS offers flexible scheduling for full- and part-time students. Classes available during the academic year meet once a week. One class per quarter is scheduled for evening students. Alternative scheduling includes intensive two-week sessions during the summer and off-campus weekend sessions during the academic year. Students who wish to live on campus during the academic year and summer sessions apply for housing through the Housing Office. Internships, practica, spiritual direction, retreats and independent studies allow students who commute to complete some of their education experience in their own geographic area.

Pastoral Studies

Graduate Program Director: Sharon Callahan, MA

Degree offered

- Master of Arts in Pastoral Studies (MAPS)

Preparing Christians to Minister

This degree encourages students to discover their gifts and develop them for service. Students engage in a process of deepening self-knowledge, exploring the Christian tradition and considering their potential to minister to the world. An integration of theology, scripture, pastoral skills and personal formation encourages optimum growth for ministers. The structure of this degree program allows maximum flexibility within carefully designed criteria. The MAPS degree prepares Christians to minister in the church, in life circumstances and in the marketplace.

MAPS Academic Core (choose 18 credits from below) .. **18 credits**

ITSM 500 Christian Anthropology 3 credits
 ITSM 501 Christology 3 credits
 ITSM 502 Ecclesiology 3 credits
 ITSM 504 Christian Ethics

or ITSM 503 Introduction to Christian Ethics 3 credits
 ITSM 505 Sacramental and Liturgical Theology

or ITSA 514 Liturgical Planning and Presiding 3 credits
 ITSM 547 Christian Sexuality 3 credits

ITSM 548 Theological Reflection in Ministry 3 credits
 ITSM 561 Prayer and Spirituality 3 credits

ITSA 507 Canon Law 2 credits

ITSA 516 or ITSA 517 or ITSA 519 Church History 3 credits

Scripture Core **6 credits**

ITSM 526 Hebrew Scriptures
 and ITSM 527 Christian Scriptures 6 credits

or ITSM 528 Biblical Interpretation
 and ITSM 529 Biblical Spirituality 6 credits

Pastoral Skills Core **6 to 7 credits**

ITSM 553 Pastoral Helping Skills
 and ITSM 554 Group Effectiveness Skills 6 credits

or ITSM 549 Interpersonal Process
 and ITSM 550 Conflict Resolution

and ITSM 551 Organizational Dynamics 7 credits

Formation Core **4 to 9 credits**
 ITSM 557, ITSM 558, ITSM 559 Supervision I, II, III 9 credits
 or ITSM 555, ITSM 556 Practicum I, II 4 credits

Electives **5 to 11 credits**

Completion Project **3 credits**

ITSM 599 Completion Project: Theology of Ministry 3 credits
 or ITSM 599 Completion Project: Ministry Design 3 credits

Total Credits Required **48 credits**

MAPS Concentrations

Flexible arrangement of core courses in pastoral skills and formation, plus a unique combination of electives, allow students to design concentrations in these areas: ecclesial ministry, foundations in spirituality, ministry with aging, religious education, and sacred universe.

Ecclesial Ministry Concentration

Learners explore foundational perspectives basic to Christian ministry and reflect on their Christian faith through theological study. Students develop their own spirituality and basic skills in personal interaction and small group leadership. This concentration prepares students to minister effectively within ecclesial contexts.

**Choose 30 Credits from the
 MAPS Academic and Scripture Core** **30 credits**

Pastoral Skills Core **6 credits**

ITSM 553 Pastoral Helping Skills 3 credits

ITSM 554 Group Effectiveness Skills 3 credits

Formation Core **9 credits**

ITSM 557, ITSM 558, ITSM 559 Supervision I, II, III 9 credits

Completion Project **3 credits**

ITSM 599 Completion Project 3 credits

Total Credits Required **48 credits**

Foundations in Spirituality Concentration

This concentration develops Christians intent on becoming more spiritually alive and committed to the service of others. Foundations in spirituality prepares women and men to minister out of the depths of their faith.

**Choose 24 Credits from the
 MAPS Academic and Scripture Core** **24 credits**

Pastoral Skills Core **9 to 10 credits**

ITSM 552 Pastoral Counseling 3 credits

ITSM 553 Pastoral Helping Skills

and ITSM 554 Group Effectiveness Skills 6 credits

or ITSM 549 Interpersonal Process

and ITSM 550 Conflict Resolution

and ITSM 551 Organizational Dynamics 7 credits

Formation Core **4 credits**

ITSM 555, ITSM 556 Practicum I, II 4 credits

Electives in Spirituality **7 to 8 credits**

Completion Project **3 credits**

ITSM 599 Completion Project 3 credits

Total Credits Required **48 credits**

Ministry with Aging Concentration

This concentration seeks to prepare ministers who can faithfully respond to the spiritual and social needs of aging people from a perspective of Christian faith and informed theory.

**Choose 24 Credits from the
MAPS Academic and Scripture Core 24 credits**

Pastoral Skills Core 9 to 10 credits
 ITSM 552 Pastoral Counseling 3 credits
 ITSM 553 Pastoral Helping Skills
 and ITSM 554 Group Effectiveness Skills 6 credits
 or ITSM 549 Interpersonal Process
 and ITSM 550 Conflict Resolution
 and ITSM 551 Organizational Dynamics 7 credits

Formation Core 4 credits
 ITSM 555, ITSM 556 Practicum I, II 4 credits

Electives in Aging 7 to 8 credits

Completion Project 3 credits
 ITSM 599 Completion Project 3 credits

Total Credits Required 48 credits

Religious Education Concentration

This concentration provides the theological and educational foundation needed by directors of parish or school religious education programs, rite of Christian initiation of adults (RCIA) or adult religious education. The program encourages students to make connections between Christian traditions and personal life stories and to minister out of a commitment to justice.

**Choose 24 Credits from the
MAPS Academic and Scripture Core 24 credits**

Pastoral Skills Core 6 to 7 credits
 ITSM 553 Pastoral Helping Skills
 ITSM 554 Group Effectiveness Skills 6 credits
 or ITSM 549 Interpersonal Process
 and ITSM 550 Conflict Resolution
 and ITSM 551 Organizational Dynamics 7 credits

Formation Core 4 credits
 ITSM 555, ITSM 556 Practicum I, II 4 credits

Electives in Religious Education 10 to 11 credits

Completion Project 3 credits
 ITSM 599 Completion Project 3 credits

Total Credits Required 48 credits

Sacred Universe Concentration

From a perspective of Christian faith and informed theory, this concentration seeks to prepare people to be leaders who invite appreciation and support of actions which express Christianity's reverence for creation. Courses engage students in a dialogue between the traditions and doctrines of Christianity and the experiential, scientific and cultural dimensions of ecology.

**Choose 24 credits from the
MAPS Academic and Scripture Core 24 credits**

Pastoral Skills Core 6 to 7 credits
 ITSM Pastoral Helping Skills
 and ITSM 554 Group Effectiveness Skills 6 credits
 ITSM 549 Interpersonal Process
 and ITSM 550 Conflict Resolution
 and ITSM 551 Organizational Dynamics 7 credits

Formation Core 4 credits
 ITSM 555, ITSM 556 Practicum I, II 4 credits

Electives in Sacred Universe 10 to 11 credits

Completion Project
 ITSM 599 Completion Project 3 credits

Total Credits Required 48 credits

Theological Studies

Graduate Program Director: Marianne LaBarre, MA

Degree offered

- Master of Theological Studies (MTS)

Developing Specific Gifts for Service

This degree builds on the foundation laid by MAPS. Graduates will be knowledgeable in the critical foundations of theology and will be capable of assisting a faith community in a defined role. The areas of specialization in this degree encourage a minister to focus on developing specific gifts for service to the church. Up to 42 credits from MAPS or up to 17 transfer credits from other degree programs can be applied to the master of theological studies (MTS) degree.

Pastoral Leadership Specialization

This specialization provides integration for leadership skills, group dynamics and ministry planning. Students use a 10-hour weekly ministry placement in a social service agency, hospital or parish as material for leadership analysis and integration.

Transferred from the MAPS degree 42 credits

Additional Requirements 27 credits
 ITSA 505 Contemporary Ethical Issues 3 credits
 ITSA 519 Modern/Contemporary Church History 3 credits
 ITSA 546 Pastoral Leadership 3 credits
 ITSA 570 Spiritual Discernment 3 credits
 ITSA 585 Social Analysis 3 credits
 ITSA Scripture Course 3 credits
 ITSA Course in Systematic Theology 3 credits
 ITSA 555, 556 Advanced Supervision I, II 6 credits

Electives 3 credits

Total Credits Required 72 credits

Transforming Spirituality, General Enrichment Specialization

One of the signs of hope in our church today is a "hunger for spirituality among people of all ages. . . . Spirituality provides a rootedness for the human condition."* This specialization responds to the expressed need for people to find a foundation for living out their lives and to "be faithful to the values which make a difference."* People who complete this specialization prepare to identify their own

spirituality, to understand the rich tradition of spirituality in the Christian community and to assist others in their journey.

Transferred from the MAPS degree 33 credits

Additional Requirements 17 credits

ITSA 561 Psycho-Spiritual Development 3 credits
 ITSA 570 Spiritual Discernment 3 credits
 ITSA 574 Spirituality Synthesis 3 credits
 ITSA/ITSM Justice-Related Course 2 to 3 credits
 ITSM 563 History of Christian Spirituality 3 credits
 ITSM 571 Introduction to Spiritual Direction 2 credits

Electives in Spirituality 22 credits

Total Credits Required 72 credits

**from Archbishop Thomas J. Murphy, "Signs of Hope: Focal Points for Pastoral Planners" in Origins, March 19, 1992.*

Transforming Spirituality, Spiritual Direction Specialization

This specialization builds upon the transforming spirituality, general enrichment requirements but specifically involves students in supervision as spiritual directors. Transforming spirituality, spiritual direction requires these courses in addition to those delineated for the general enrichment specialization.

Transferred from Transforming Spirituality, General Enrichment 49 to 50 credits.

Additional Requirements 9 credits

ITSA 555, ITSA 556 Advanced Supervision (in Spiritual Direction) I, II 6 credits
 ITSA 571 Advanced Issues in Spiritual Direction 3 credits

Electives in Spirituality 13 to 14 credits

Total Credits Required 72 credits

Divinity

Graduate Program Director: Marianne LaBarre, MA

Degree offered

■ Master of Divinity (MDiv)

Preparing Leaders for a Faith Community

The master of divinity (MDiv) is the classic ministerial degree, which develops the pastoral minister's capacity to interpret Scripture, foster theological reflection and draw upon the theological heritage of the religious community with pastoral sensitivity. Many Protestant students apply for ordination through the seminary of their own faith tradition after completing the MDiv degree at Seattle University. Students acquire skills in homiletics, liturgical planning and presiding, and worship. At the end of the program, they are prepared to assume a leadership position for a faith community.

Transferred from the MAPS degree 42 credits

Additional Requirements 38 to 41 credits

ITSA 500 Hermeneutics 3 credits
 ITSA 505 Contemporary Ethical Issues 3 credits
 ITSA 507 Canon Law 2 credits

ITSA 519 Modern/Contemporary Church History 3 credits
 ITSA 546 Pastoral Leadership 3 credits
 ITSA 547 Pastoral Planning 3 credits
 ITSA 555, ITSA 556 Advanced Supervision I, II 6 credits
 ITSA 557, ITSA 558 MDiv Synthesis I, II 6 credits
 ITSA 570 Spiritual Discernment 3 credits
 ITSA 585 Social Analysis 3 credits
 ITSA 599 MDiv Completion Project 3 to 6 credits

Distribution Requirements (in addition to above) 24 credits

Two Courses in Scripture 6 credits
 Two Courses in Systematic Theology 6 credits
 One Course in History 3 credits
 Two Courses in Pastoral/Spiritual Communication 6 credits
 One Course in Sacraments/Worship 3 credits

Electives 8 to 11 credits

Total Credits Required 115 credits

Transforming Spirituality

Graduate Program Director: Marianne LaBarre, MA

Degree offered

■ Post-Master's Certificate in Transforming Spirituality

Beyond the Master's Degree

This is an advanced program specifically designed for people who have already successfully completed graduate degrees in theology or religious studies (MA, MDiv, PhD, DMin) from accredited institutions and who wish to augment their knowledge and/or skills in the area of spirituality.

The certificate requires completion of 26 credit hours in the area of spirituality.

Application is to be made through the Graduate Admissions Office, and an interview with the director of master of theological studies and master of divinity is required.

Courses for Spiritual Direction Track 26 credits

ITSM 561 Contemporary Prayer and Spirituality 3 credits
 ITSM 563 History of Spirituality 3 credits
 ITSM 571 Introduction to Spiritual Direction 3 credits
 ITSA 570 Spiritual Discernment 3 credits
 ITSA 561 Psycho-Spiritual Development 3 credits
 ITSA 571 Advanced Issues in Spiritual Direction 3 credits
 ITSA 555 Supervision in Spiritual Direction I 3 credits
 ITSA 556 Supervision in Spiritual Direction II 3 credits
 ITSA 574 Spirituality Synthesis 3 credits

Courses for Enrichment in Spirituality Track 26 credits

ITSM 561 Contemporary Prayer and Spirituality 3 credits
 ITSM 563 History of Spirituality 3 credits
 ITSM 571 Introduction to Spiritual Direction 3 credits
 ITSA 570 Spiritual Discernment 3 credits
 ITSA 561 Psycho-Spiritual Development 3 credits
 ITSA 574 Spirituality Synthesis 3 credits

Sacred Universe

Program Coordinator: Sharon Callahan, MA

Degree offered

- Post-Baccalaureate Certificate in Sacred Universe

Relating Ecology, Spirituality, and Theology

The mission of the sacred universe program is to reclaim the vision that the universe and all within it are sacred. The sacred universe program is an integrated sequence of four courses offered during summer quarter only.

This sequence encourages participants to understand and engage in a dialogue between the Christian world view, other historical and cultural explanations of the relationship between the cosmos and human condition, and new scientific and technological paradigms.

Requirements and Options

Students who meet all requirements for admission to graduate studies in ITS can apply to earn a post-baccalaureate certificate in sacred universe studies. The certificate requires completion of four courses from the sacred universe area of concentration. These courses may also serve as a concentration within the MAPS degree or as electives within any ITS degree program.

Application for the post-baccalaureate certificate in sacred universe studies is made through the Graduate Admissions Office.

ITSM 572 Christianity and Cosmology	3 credits
ITSM 573 Theology, Science, and Technology	2 credits
ITSM 574 Communion of Earth and Spirit	2 credits
ITSM 575 Ministry in a Sacred Universe	3 credits

Theological Graduate Courses

ITSM 500 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.

ITSM 501 Christology 3 credits
A survey of theological reflection on Jesus of Nazareth, his life, his teaching, his death and resurrection. The course examines the New Testament, early Christian theologians, the important conciliar definitions, the scholastic synthesis, and contemporary discussion. It covers three main questions: Who is Jesus? How does Jesus save us? How do we relate to Jesus?

ITSM 502 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. Prerequisite: ITSM 500

ITSM 503 Introduction to Christian Ethics 3 credits
Beginning with an overview of traditional Catholic moral theology, this course will cover contemporary challenges to traditional method

and content, and will attempt to integrate personal and social morality with Christian spirituality and social justice. The course concludes with case method material.

ITSM 504 Christian Ethics 3 credits
Study of the dynamics of moral decision making, moral development, and principles of Christian moral action; development of methodology for addressing social moral issues.

ITSM 505 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."

ITSM 526 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 Scriptures leads to an examination of tensions, strengths and weaknesses involved. Practical consequences for belief and practice will be developed.

ITSM 527 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. Prerequisite: ITSM 526

ITSM 528 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 and developing interpretations; e.g., patriarchal, fundamentalist, feminist, and a men's reading. Includes lecture/discussion, films, collaborative learning, small group work.

ITSM 529 Biblical Spirituality 3 credits
Through careful study of selected texts from Hebrew and Christian Scriptures, students will construct the underlying spiritualities. Exploring this variety of where and how 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.

ITSM 547 Christian Sexuality 3 credits
An exploration of the biblical and psychological dimensions of embodiment and relationality, as they relate to the contemporary issues which surround human sexuality. With psychosexual development as a context, the course will discuss the call to authentic intimacy in our contemporary culture, invite students to clarify and claim their own vision and experience, and address contemporary issues of sexual ethics.

ITSM 548 Theological Reflection in Ministry 3 credits
This course will help participants examine their intuitions and experiences of pastoral transition as a framework for exploring future

trends in ministry. Incorporating both lecture presentation and structured discussion, the process will emphasize theological reflection rather than historical survey; that is, doing rather than studying a theology of ministry.

ITSM 549 Interpersonal Process 2 credits

This course explores the essential communication skills which enable and sustain healthy interpersonal relationships: attending and listening to self as well as others; knowing and naming feelings; expressing feelings appropriately. The emphasis is on biblical-psychological integration of relational skills.

ITSM 550 Conflict Resolution 2 credits

This course enables participants to become more effective in negotiating the conflicts in their personal and professional lives. The format includes theory, input, interpersonal sharing, skill building and awareness exercises. Topics include concepts of conflicts, personal attitudes and beliefs, types of conflicts, the role of emotions, communication skills, how to avoid no-win situations, resolution styles, codependency and addictions, and negotiating to achieve mutual interest.

ITSM 551 Organizational Dynamics 3 credits

The Church's future is shaped at the point where lived experience (praxis) and sound reflection (theoria) intersect. The course will draw on the life experiences of participants from the various religious and civic settings in which they have played a part, as leaders or as members. Using constructs derived from the whole field of organizational development, the facilitator will engage the members in guided reflection, leading to personal decisions concerning ways they might intervene more effectively in these systems in the future.

ITSM 552 Pastoral Counseling 3 credits

In this experiential approach to learning the basic skills involved in effective counseling, the students have the opportunity to practice the skills of counseling and to discover means of assessing personal effectiveness in triads. Counseling skills are considered in relationship to the role of minister, and pastoral aspects and implications are explored.

ITSM 553 Pastoral Helping Skills 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.

ITSM 554 Group Effectiveness Skills 3 credits

Theory and practice in the skills of group interaction, participation and empowerment in 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. Prerequisite: ITSM 553.

ITSM 555 Practicum I 2 credits

During the practicum students reflect on their ministries and their relationships in order to determine areas of personal growth. A holistic growth plan is introduced and used as the basis for a growth covenant.

ITSM 556 Practicum II 2 credits

Focus on personal growth as professionals within the church. Students develop a process to help formulate professional goals that will enhance performance and determine how to work with a local mentor as they pursue these goals.

ITSM 557 Supervision I 3 credits

ITSM 558 Supervision II 3 credits

ITSM 559 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.

ITSM 561 Prayer and Spirituality 3 credits

This course is designed to introduce the student 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.

ITSM 562 Spirituality and Theology of Aging 2 credits

This course explores the spiritual gifts and challenges found in our common experience of aging, especially in life's later years. Themes will include religious images of aging, contemplation and a changing sense of time, memories and life review, love and sexuality, dependence and independence, loss and Christian hope, and the spiritual concerns of the aging family. Class sessions combine presentations, personal reflection, guided exercises and discussion. Focus will be on our own aging, our relationships with older family members and friends, and on ministry with the aging.

ITSM 563 History of Christian Spirituality 3 credits

This course is designed to introduce students to the rich variety within Christian spirituality through the study of selected texts and visual images. Special attention will be paid to themes such as silence, poverty, imagination, friendship, etc., understood in the tradition to be central to personal and communal spiritual transformation. Emphasis will be given to theological reflection in which students and instructor will collaboratively integrate, re-interpret or revitalize these themes in light of their own ministry and prayer.

ITSM 571 Introduction to Spiritual Direction 2 credits

This basic course is designed for those involved in or moving toward giving spiritual direction. It includes topics such as: what spiritual direction is and is not; its relation to psychological counseling; assumptions of the director regarding human/spiritual growth and prayer; blockages and criteria for authentic prayer; discernment; sexuality and spirituality; universal call to mysticism and prophecy; challenge at midlife.

ITSM 572 Christianity and Cosmology 3 credits

The foundation course and prerequisite for all other courses in the sequence. An exploration of Christian traditions relative to the spiritual nature of the universe and the place and purpose of humans and other living things in it; the science of the universe, cosmology, and its impact on the understanding of human existence; and the inter-relationship of Christianity and cosmology, especially in light of the current ecological crises. Participants will also discern their own understanding of their personal relationship to creation.

ITSM 573 Theology, Science and Technology 3 credits

A more in depth examination of the relationship between various theologies and science throughout history; the influence of modern science and technology on theological thinking especially as it concerns the nature of the universe.

ITSM 574 Communion of Earth and Spirit 3 credits

An immersion experience designed to enable participants to build a sensitized and knowledgeable connection with creation. The focus

will be on building a theological perspective which integrates the-ology, spiritual development, ecological understanding and creative discipleship.

ITSM 575 Ministry in a Sacred Universe3 credits
New models of ministry, service and leadership relative to a more global and universal perspective; practical ways that transformative ministry might invite healing action and deepened ecological awareness, sensitivity and accountability in the church and the community. Participants will present projects that articulate a ministerial response to the sacred nature of the universe and creation.

ITSM 576 Justice Ministry3 credits
In addition to examining the content, personal and ministerial implications, and teaching strategies for the pastoral letters on peace and the U.S. economy, this course considers basic issues for justice ministry: participation/empowerment, sharing a prophetic message in a pastoral way, developing a spirituality of peace and justice, forming a social conscience, and engaging families in social action.

ITSM 578 Justice Spirituality3 credits
The Gospel as leaven within and for the world. The church's developing understanding of her role in the evangelization of the world process. Contemporary socio-economic problems of America and the world.

ITSM 579 Convivial Global Community2 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.

ITSM 580 Developing Curriculum for Religious Education2 credits
This course examines various philosophers of education and reflects on the implications of their theories for developing curriculum in religious education.

ITSM 581 Teaching and Learning in the Faith Community3 credits
This course will be organized around four significant dimensions of the teaching/learning process: context; learner; content; teacher. Participants will first be given an opportunity to reflect on their present practice or experience of teaching, then explore and evaluate a variety of teaching models for educating in faith, with the aim of becoming more creative and intentional teacher/ministers.

ITSM 582 Developing Religious Imagination3 credits
This course will place in dialogue our understanding of the nature and purpose of religious education with recent philosophical reflections or imaginations. It will explore the relationship between religious education and imagination and will examine the implication of this relationship for the way we teach and will also offer practical suggestions for increasing our creative and imaginative abilities.

ITSM 583 Adult Religious Learning3 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.

ITSM 584 Theories of Religious Education3 credits
This course examines the nature and purpose of religious education in today's world. Through a survey of contemporary theories, and drawing upon the insights gained in our own educational settings, participants consider how the education process can

encourage personal, social and environmental transformation. The course concludes by outlining an integrative method for teaching religious education.

ITSM 585 Perspectives on Aging2 credits
This course is designed as an overview of how physiological, psychological and social aspects of aging interrelate across the lifespan. How the individual interacts with the systems around him or her will be explored. The question of what is abnormal vs. normal in the aging process will be addressed. Health promotion and illness, family and family systems and networks, the politics of aging, and mental health and mental illnesses for older adults are among some of the topics to be discussed.

ITSM 586 Issues in Aging2 credits
Identification of pastoral responses to older adults and their families. Students are invited to identify their own experience with older adults in the Church and to relate their experience to cultural, political and environmental influences as they relate to the aging process.

ITSM 591 Seminar2 to 4 credits

ITSM 592 Special Topics1 to 6 credits

ITSM 593 Special Topics1 to 6 credits

ITSM 594 Special Topics1 to 6 credits

ITSM 596 Independent Study1 to 6 credits

ITSM 597 Independent Study1 to 6 credits

ITSM 598 Independent Study1 to 6 credits

ITSM 599 Completion Project3 credits

ITSA 500 Hermeneutics and Theological Method in Pastoral Ministry3 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.

ITSA 501 Religion and Culture3 credits
An exploration of the major issues which face the Christian community today both from within the church and in light of contemporary culture; e.g., fundamentalism, secularism, religion and the state.

ITSA 503 Plurality of Christian Traditions3 credits
Examines the diversity of traditions in scripture and early church as well as contemporary richness of Christian traditions for deeper faith understanding and ecumenical awareness.

ITSA 504 God and Trinity3 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: ITSM 500.

ITSA 505 Contemporary Ethics3 credits
Analysis and discussion of selected topics in the areas of morality and ethics in the light of 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: ITSM 504.

ITSA 506 Sin and Grace3 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: ITSM 500.

ITSA 507 Canon Law 2 credits
An overview of the contents of the canon law governing the Roman Catholic Church; the development of a fundamental way of approaching canon law in general, and how to interpret and use it pastorally.

ITSA 509 Theology of Ministry 3 credits
Exploration of various elements of theology of ministry in light of the mission of the church and one's own ministerial identity.

ITSA 510 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.

ITSA 511 Theology/Catechesis/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: ITSA 576.

ITSA 512 Theology of Marriage 3 credits
The theology, liturgical structure and practice of the sacrament of marriage in the Catholic Church; canon law governing marriage; factors influencing family life.

ITSA 513 Sacraments of Healing 3 credits
The theology, liturgical structure and practice of the sacraments of reconciliation and anointing of the sick. Prerequisite: ITSA 576.

ITSA 514 Liturgical Planning and Presiding 3 credits
Introduction to liturgical books, documents and laws pertaining to liturgical celebrations and to the process of preparing for liturgical and paraliturgical services; a pastoral examination of the role and responsibilities of the presider and of the minister of the word, with particular application to the lay minister.

ITSA 516 Patristic and Early Medieval Period 3 credits
ITSA 517 Late Medieval Period

to the Reformation 3 credits
ITSA 519 Modern and Contemporary Period 3 credits
Historical investigations of various periods in Christian tradition. Emphasis on how elements of the Christian community as social teaching, sacramental practice, moral teaching and spirituality have been shaped by the various historical contexts in which the Christian faith has been expressed.

ITSA 520 Religious Experience: East and West ... 3 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.

ITSA 521 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.

ITSA 526 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: ITSM 526.

ITSA 527 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: ITSM 526.

ITSA 528 Writings 3 credits
A focused look at the art and various genres of biblical poetry within the third division of Hebrew Bible known as Kethuvim (Writings). Prerequisite: ITSM 526.

ITSA 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: ITSM 527.

ITSA 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: ITSM 527.

ITSA 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: ITSM 527.

ITSA 546 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 ITSA 555. Prerequisite: ITSM 554.

ITSA 547 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 ITSA 557/558. Prerequisite: ITSA 546.

ITSA 548 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.

ITSA 550 Ministry of the Word: Homiletics 3 credits
This course introduces the student to the theology of the Word and of its liturgical proclamation; briefly addresses the theology and spirituality of the ministry of the Word. It then reviews the different types of preaching, some basic principles of preaching, and finally provides an opportunity for critiqued practice preaching for all students.

ITSA 555 Advanced Supervision I 3 credits
ITSA 556 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: ITSA 546.

ITSA 557 MDiv Synthesis I3 credits
ITSA 558 MDiv Synthesis II3 credits
 Designed to assist students in the integration and articulation of their gifts and limits in relation to their ministry as leaders in the church. It stresses the synthesis of theological study, ministerial experience, and personal and spiritual growth. Prerequisite: ITSA 555 and 556.

ITSA 561 Psycho-Spiritual Development3 credits
 An integrated model of human growth and service, based on developmental theory in spirituality and psychology. Prerequisite: ITSM 500.

ITSA 569 Creation Theology/Spirituality3 credits
 Course draws upon the timeless wisdom of nature and the insights of scientists, native people, theologians and mystics. Students attempt to articulate a theology/spirituality of creation that emphasizes the Christian's responsibility to listen to and live in harmony with the earth and to be co-creators with God in shaping the future. Meister Eckhart's four paths of spirituality, biblical insights, christology, wisdom of native people and mystics, as well as the role and task of humans, will be explored during this course from the creation spiritual tradition.

ITSA 570 Spiritual Discernment3 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.

ITSA 571 Advanced Issues in Spiritual Direction3 credits
 An exploration of typical human or cultural problems and issues that emerge as blockages for psycho-spiritual growth and in the development of one's relationship with God, self and others. Prerequisite: ITSA 561.

ITSA 574 Spirituality Synthesis3 credits
 Designed to assist students in the integration and articulation of their own spirituality. This course stresses the synthesis of course work, theological study, ministerial experience and personal-spiritual practices. Prerequisite: ITSA 561.

ITSA 576 Myth, Symbol and Sacrament3 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.

ITSA 585 Social Analysis3 credits
 An analysis of conditions and concerns of contemporary American men and women who make up the church. The course will introduce and utilize a hermeneutical/sociological methodology to explore the impact and implications of the changing roles in social and ecclesial life in the United States.

ITSA 586 Social Analysis of the Faith Community3 credits
 A study of the socio-economic 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.

ITSA 591 Seminar2 to 4 credits

ITSA 592 Special Topics 1 to 6 credits
ITSA 593 Special Topics 1 to 6 credits
ITSA 594 Special Topics 1 to 6 credits

ITSA 596 Independent Study 1 to 6 credits
ITSA 597 Independent Study 1 to 6 credits
ITSA 598 Independent Study 1 to 6 credits
ITSA 599 MDiv Completion Project 3 credits

Theological Graduate Faculty

Karen Barta; BS, 1964, Marian College of Fond du Lac; MA, 1972, PhD, 1979, Marquette University; associate professor of theology and religious studies; 1983.

Reverend Phil Boroughs, SJ; BA, 1973, Gonzaga University; MDiv, 1978, Jesuit School of Theology in Chicago; STL, 1987, Jesuit School of Theology at Berkeley; PhD, 1989, Graduate Theological Union; professor of spirituality; 1992.

Sharon Callahan; BFA, 1971, Fort Worth College; MA, 1989, Regis College; EdD candidate, 1994, Seattle University; professor of pastoral leadership; 1990.

Sister Katherine Dyckman, SNJM; BS, 1953, Marylhurst College; BS, 1963, University of Oklahoma; BS, 1966, Western Washington University; MA, 1974, University of San Francisco; MA, 1976, Gonzaga University; MA, 1988, Weston School of Theology; professor of spirituality; 1987.

Reverend James E. Eblen; AB, 1961, St. Thomas Seminary; STL, 1965, Pontifical Gregorian University; PhD, 1987, Claremont Graduate School; professor of scripture; 1988.

Reverend Patrick J. Howell, SJ; BS, 1961, Gonzaga University; MA, 1966, Boston College; DMin, 1985, The Catholic University of America; professor in pastoral theology; 1986.

Loretta Jancoski; BA, 1960, College of St. Mary; MA, 1967, University of Notre Dame; MA, 1971, PhD, 1976, University of Chicago Divinity School; professor of religion and psychology; 1988.

Marianne LaBarre; BA, 1969, Marylhurst College; CTS, 1981, Jesuit School of Theology at Chicago; MA, 1981, St. Mary's College; EdD candidate, 1994, Seattle University; professor of spiritual leadership; 1986.

Reverend Michael Raschko; BA, 1970, St. Thomas Seminary College; MTS, 1973, Harvard Divinity School; Ordination, 1975, St. Thomas Theologate; PhD, 1982, University of Chicago Divinity School; professor of systematic theology; 1984.

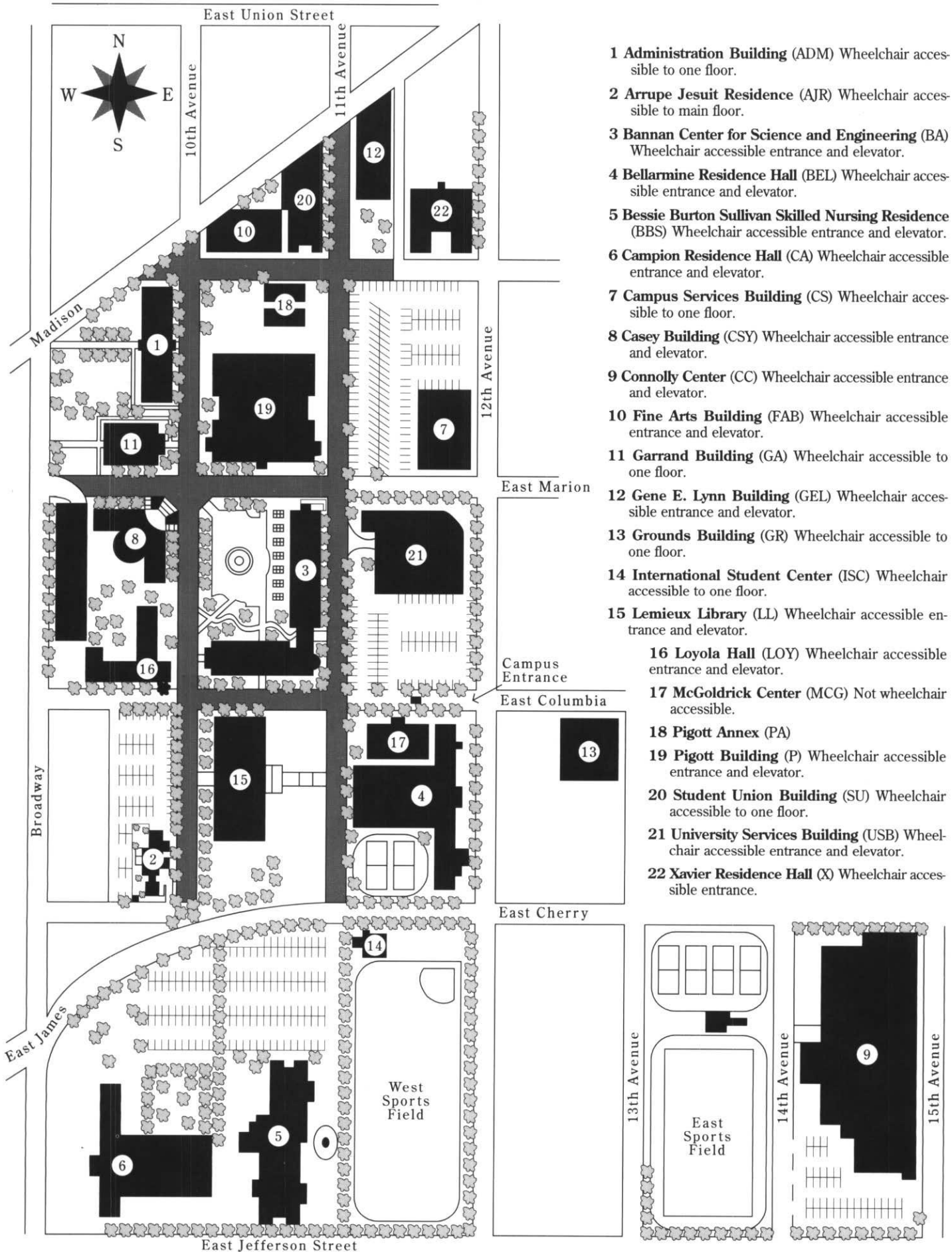
Jeanette Rodriguez-Holguin; BA, 1976, Queens College; MA, 1978, Fordham University; MA, 1981, University of Guam; PhD, 1990, Graduate Theological Union; professor of U.S. Hispanic theology, theologies of liberation and Hispanic women's spirituality; 1988.

Judith Sanderson; BA, 1964, Covenant College; MDiv, 1972, Covenant Theological Seminary; MA, 1979, Institute of Holy Land Studies; PhD, 1981, University of Notre Dame; assistant professor of theology and religious studies; 1991.

Susan Secker; BA, 1967, Rosary College; MDiv, 1981, STB, 1981, Loyola University; PhD, 1989, University of Chicago; assistant professor of theology and religious studies; 1989.

Reverend John Topel, SJ; BA, 1958, MA, 1959, Gonzaga University; STM, 1966, Santa Clara University; SSL, 1969, Pontifical Biblical Institute; PhD, 1973, Marquette University; professor of theology and religious studies; 1971.

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- 1 Administration Building (ADM)** Wheelchair accessible to one floor.
- 2 Arrupe Jesuit Residence (AJR)** Wheelchair accessible to main floor.
- 3 Bannan Center for Science and Engineering (BA)** Wheelchair accessible entrance and elevator.
- 4 Bellarmine Residence Hall (BEL)** Wheelchair accessible entrance and elevator.
- 5 Bessie Burton Sullivan Skilled Nursing Residence (BBS)** Wheelchair accessible entrance and elevator.
- 6 Campion Residence Hall (CA)** Wheelchair accessible entrance and elevator.
- 7 Campus Services Building (CS)** Wheelchair accessible to one floor.
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- 9 Connolly Center (CC)** Wheelchair accessible entrance and elevator.
- 10 Fine Arts Building (FAB)** Wheelchair accessible entrance and elevator.
- 11 Garrard Building (GA)** Wheelchair accessible to one floor.
- 12 Gene E. Lynn Building (GEL)** Wheelchair accessible entrance and elevator.
- 13 Grounds Building (GR)** Wheelchair accessible to one floor.
- 14 International Student Center (ISC)** Wheelchair accessible to one floor.
- 15 Lemieux Library (LL)** Wheelchair accessible entrance and elevator.
- 16 Loyola Hall (LOY)** Wheelchair accessible entrance and elevator.
- 17 McGoldrick Center (MCG)** Not wheelchair accessible.
- 18 Pigott Annex (PA)**
- 19 Pigott Building (P)** Wheelchair accessible entrance and elevator.
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